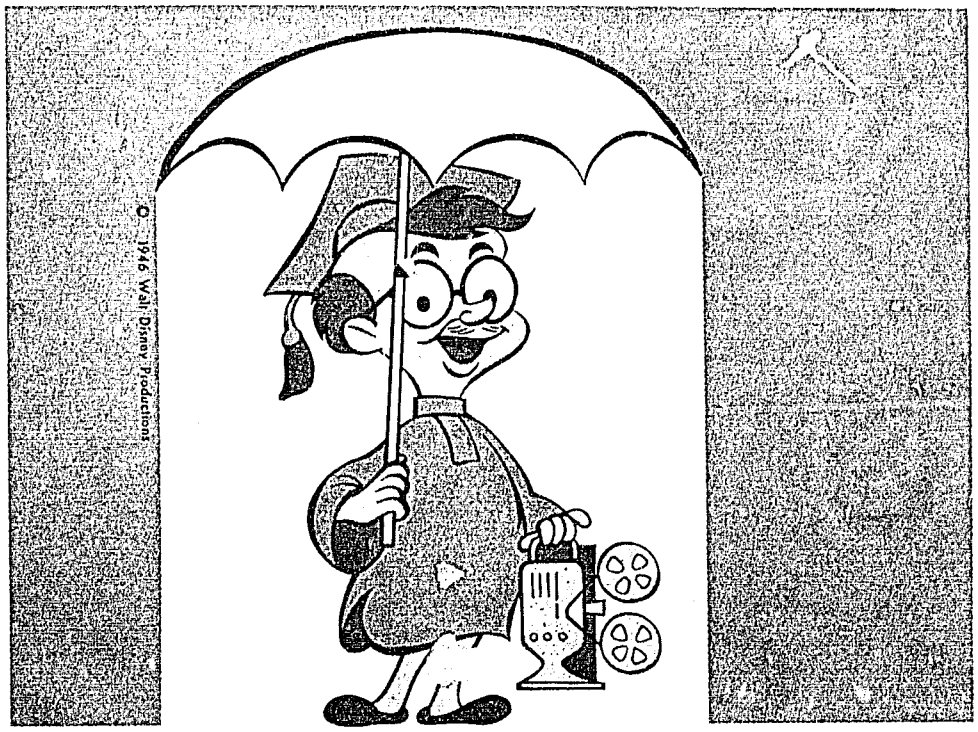
NOVEMBER – 1963 VOL. 43 – NO. 2



PLAN A PROGRAM ON COLD PREVENTION

with the delightful film

"HOW TO CATCH A COLD"

BY WALT DISNEY PRODUCTIONS

10 min. 16 mm. Animated. Sound and Colour FREE on short-term loan

Children enjoy learning good health habits the "Common Sense" way. This sprightly cartoon character helps you teach the seriousness of colds, and how to avoid them. Complete program from the makers of Kleenex tissues includes: Film, cold prevention posters, and individual health pledges (for grades 2, 3, and 4). Schedule your showing soon!

KLEENEX is a trademark of Kimberly-Clark, Canada Limited

Educational Department BCT 6311
Kimberly-Clark Canada Limited, 2 Carlton Street, Toronto 2, Ontario.

Please send me free (except for return postage) the 16 mm. sound and colour film "How to Catch a Cold"

Day wanted (allow 2 weeks).....

2nd choice (allow 3 weeks).....

In addition, please send:

.....copies of Health Pledge for Grades 2, 3, and 4

.....sets of posters (large schools may require more than one)

NAME.....
(please print)

SCHOOL.....GRADE.....

STREET.....

CITY OR TOWN.....ZONE....PROV.....

NOTE: Material will be sent to teachers and authorized personnel only

the BC teacher

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

VOLUME XLIII, No. 2 NOVEMBER 1963

IN THIS ISSUE

The report of the Wheatley Committee, in Scotland, holds considerable interest for teachers in B.C. who are interested in professionalism. The article on page 62 has been adapted from a longer report contained in the June 28, 1963 issue of *The Scottish Educational Journal.*

On page 65 is the second of two articles by Dr. S. C. T. Clarke about the Alberta system of internship.

Two reports of discussions at the 1963 Summer Conference are on pages 68 and 70. One deals with BCTF Objectives and Activities; the other, with Curriculum Development.

Teachers throughout the province are now discussing proposals for the reorganization of the BCTF. The article on page 72 elaborates and gives background to material previously distributed to Federation members.

Dr. Eric G. Taylor discusses the meaning of bargaining in an article that begins on page 78.

OUR COVER PICTURE

The lovely autumn scene on our cover this month was photographed in the Cowichan Valley. The picture is by courtesy of the Photographic Division, 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
J. CAIRNIE
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*

Teachers' Charter of Independence		62
Alberta's Experience with Internship	*S. C. T. Clarke*	65
BCTF Objectives and Activities	*K. M. Aitchison*	68
Curriculum Development	*J. S. Church*	70
Should We Reorganize the BCTF?		72
The Fabric of Freedom of Enterprise	*Eric G. Taylor*	78

DEPARTMENTS

The Editor Comments	61
A Matter of Opinion	90
What's New	91
New Books	95
About People	100
For Your Information	102

MISCELLANY

Conditions for Quality Education		75
How Your Pension Fund is Invested		76
High Quality Teaching--our Best PR	*Lawrence J. Peter*	77
The Czechoslovakian Youth Movement	*Howard Johnston*	79
How Your Fee was Spent		80
Why Johnny Can't Write	*Norman Cousins*	82
The Annual Name Game	*Geoffrey Goodship*	104
A New Way of Training Principals	*R. M. Buzza*	105
In the Beginning . . .	*Patricia Lamont*	106

BCTF OFFICERS AND STAFF

President	J. CAIRNIE
First Vice-President	Mrs. I. A. CULL
Second Vice-President	P. G. McLOUGHLIN
Secretary-Treasurer	R. G. KASER
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
Administrative Assistant	D. J. GRADY

DAILY FLIGHTS
to the enchantment of
HAWAII

- Daily except Monday*
- 5¾ hours non-stop by Super DC-8 Jet
- Complimentary champagne
- Special rate for golf clubs
- Round trip $275.20, 17-day jet economy from Vancouver . . . $249.20 by jet-prop

TAKE A LOW COST TOUR OF HAWAII: 7 days only $49.80 plus air fare • Tour price includes hotels, sightseeing, transfers • See your Travel Agent or any Canadian Pacific office. MU 2-1411. **eff. Dec. 15*

FLY Canadian Pacific

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

The Code of Ethics of the British Columbia Teachers' Federation

The teacher's primary concern is for the quality of service rendered by himself and his profession.

1. The teacher shall speak and act towards pupils with respect and dignity, and shall deal judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher shall respect the confidential nature of information concerning pupils and may give it only to persons or agencies directly concerned with their welfare.
3. The teacher shall recognize that a privileged relationship exists between the teacher and his pupils, and shall refrain from exploiting this relationship.
4. The teacher shall honor his contract with the School Board, as prescribed in the Public Schools Act, until the contract has been legally terminated or has been cancelled by mutual consent.
5. The teacher shall apply for positions or promotions only through proper channels, and shall insure that any information given in support of an application is truthful.
6. The teacher shall not apply for or accept a position arising from an unjust dismissal or an unresolved dispute.
7. The teacher shall accept remuneration in accordance with the salary agreement adopted by his local association. He shall not accept offers of pay higher or lower than called for in the agreement unless in exceptional circumstances a special rate of remuneration is agreed to by the local association.
8. The teacher shall avoid derogatory criticism of an associate except when it is directed to a person or an authority who is in a position to rectify its cause, and the associate has been informed of the nature of the criticism.
9. The teacher shall examine the conduct of all Federation business, and within the Federation make such criticisms as the facts may warrant, but shall refrain from making damaging charges against a local association, the Federation, or their officers by public utterance.
10. The teacher shall acknowledge the powers and obligations of local associations and the Federation and shall refrain from making individual representations to the Board of School Trustees, District Superintendents, the Department of Education or other bodies regarding any matters that are properly to be dealt with by associations or by the Federation.

The teacher at all times shall so conduct himself that no dishonor may befall him or, through him, his profession.

the Editor comments

One Organization or Two?

OUR LEAD ARTICLE, "Teachers' Charter of Independence," is likely to have a particular appeal to those members who attended the BCTF Summer Conference in Vernon last August.

The general theme of the Vernon conference this year was "Professionalism," with the emphasis on such questions as what is it, how can it be achieved, and what are its implications for teaching practice? On one evening, Mr. E. J. Irwin from the Vancouver school system, Dr. C. M. Hamilton, a medical doctor, and Mr. P. D. Seaton, a barrister and solicitor, presented papers discussing the meaning of professionalism as applied to education, medicine and law. It came as a surprise to most teachers to learn that doctors and lawyers maintain two separate kinds of organizations for two quite separate sets of purposes.

On the one hand were the law societies and the colleges of physicians and surgeons, operating both nationally and provincially; on the other, the various bar and medical associations, functioning nationally, provincially and locally. The law societies and the colleges are both established by legislation. Their considerable powers stem from the concept that they are designed particularly to serve the public interest. In order to practise at all, lawyers must be admitted to a law society and doctors to a college. The societies and the colleges determine standards of entry to the profession, maintain registers of those qualified to practise, adopt and enforce a code of ethics, maintain professional libraries and provide and support in-service training programs. Membership in these organizations is compulsory and the payment of fees is a legal liability.

The various law and medical associations, on the other hand, concern themselves with such more immediate and more localized problems as improvement of community health standards or law enforcement practices, and co-operation with private and public agencies. It is at this level, also, that doctors and lawyers deal with economic problems of concern to them. Membership is voluntary.

It was suggested that legislatures might be more willing to give to teachers more control over training programs, entry and certification if teachers similarly conducted their affairs through two distinct kinds of organizations, one purely professional, designed particularly to protect the public interest, the second fraternal, benevolent and protective, designed specifically to promote the private interest.

The Wheatley Report, described in the lead article, represents an attempt to develop for teachers a kind of professional organization closely related to the organizational structure of the major professional groups in society. Although it is far from perfect in its major conceptions, it does seem to represent a major step forward in according to teachers a much higher professional status than has hitherto existed anywhere.★

Teachers' Charter of Independence

THE REPORT OF THE Wheatley Committee* brings to a momentous conclusion the inquiry into matters affecting the teaching profession in Scotland which was set afoot in 1961 by the then Secretary of State, Mr. John Maclay, at the instigation of the Educational Institute of Scotland. The Committee's remit was:—

> *"To review, in the light of the requirements of the education service and the practice in relation to other professions, the present arrangements for the award and withdrawal of certificates of competency to teach, and to make recommendations regarding any changes that are considered desirable in these arrangements and any consequential changes in the functions of teacher training authorities."*

"The central issue with which we were faced" state the Committee in the introduction to their report "was whether any changes should be made in the direction of giving the teaching profession in Scotland greater control over entry to the profession and other kindred matters." The unanimous opinion to which they were led by their survey of the present arrangements in teaching and other professions was that new machinery should be devised for the teaching profession and that there should be established a General Teaching Council for Scotland, broadly similar in scope, powers and functions of the councils in other professions.

"It would have been possible to recommend that this should be a body wholly or almost wholly composed of certificated teachers and restricted to certain specific functions, such as maintaining a register of qualified teachers and exercising disciplinary powers over the members of the profession. We have rejected this narrow approach and have decided that the situation calls for the establishment of a broadly-based Council, which would be widely representative of the educational world and would exercise correspondingly wider functions in relation to the training and qualifications of teachers. Such a body would in our view have a higher standing and enjoy greater prestige in the public eye than a purely professional body with restricted powers and functions."

The report begins with an admirably concise history of teacher-training and certification in Scotland and a review of the present system. From this it appears that at present, "While the Secretary of State controls, the standards required of the potential teacher at the point of entry to training, the college staffs determine the standards required of that teacher at the point of entry to the profession."

The teachers' part consists of giving advice and making representations about the content of regula-

---

Adapted from *The Scottish Educational Journal,* **issue of June 28, 1963.**

* *The Teaching Profession in Scotland: Arrangements for the Award and Withdrawal of Certificates of Competency to Teach.* (H.M. Stationery Office, London, price 5s.)

tions before and after they are issued in draft; participating in the governing of the colleges and the work of the Scottish Council for the Training of Teachers; and reporting on the proficiency of probationers. There it would seem that their influence in matters of teacher training is already more substantial than teachers in major countries elsewhere enjoy. "Nevertheless, one may ask whether this influence is great enough; whether the profession should not have a larger voice in determining its own standards, whether in fact, it ought not, as a matter of professional status and prestige, to have the major or even the sole right to say who are to become members of the profession and what requirements are to be laid down for admission to it."

For an answer to this question the Committee looked into the practice in other professions. They point out that the most obvious feature of these other professions is that each is controlled by a council which regulates standards of admission, registers or licences practitioners and exercises discipline. The composition of these councils varies considerably.

Justification of a General Council

When the committee came to examine the origin and purpose of professional councils it found that the main reason for their being set up was not the advancement of the interests or status of the profession itself but simply the protection of the public interest, as, for example, by ensuring in the case of the General Medical Council that the public could readily identify qualified doctors and could be assured that the knowledge and skill of these practitioners were sufficiently attested.

"We are bound to say," the report comments, "that if the need to protect the public interest which led to the formation of some of the professional councils now in existence were the only consideration to be taken into account in relation to the teaching profession, the case for altering the present arrangements for certificating teachers because of the practice in regard to the other professions would not be strong. Clearly, the effects of the present arrangements, as we have described them, are precisely these, to ensure that qualified teachers can be immediately identified by their possession of a certificate or licence, and that the latter testifies that they have satisfied the requirements which Parliament, the guardian of the public interest, has accepted as being necessary for permanent employment in the schools maintained at public expense. In fact, the possession of a Teacher's Certificate awarded by the Secretary of State is in this respect equivalent to registration with a professional council."

When the medical council which set the pattern for the rest was established 104 years ago, the report observes, doctors were almost all self-employed and the distinguishing of qualified practitioners was a matter between the public and the practitioner. With the development of public health services, the interest of the Government and of the general public in the work of the medical profession is all the greater and it does not therefore follow that these professional bodies would be given the same powers if they were being set up now for the first time—although, the report points out, since the introduction of the National Health Service some professional councils in the medical field have been set up on this pattern. Moreover, teachers, unlike doctors and members of other professions most of whom are self-employed, are all employed persons who have entered into a contract of service with their employers and "both because of the nature of this employment, which lays on the employers the onus of guaranteeing to the general public that they are employing qualified practitioners, and because of the vital importance of education to modern society, it is clear that there are interests other than the profession itself which are closely concerned with its standards. Thus the public, the employing authorities, and the Secretary of State and Parliament cannot be expected to divest themselves of their interest, and may reasonably claim the right to a say in what might be thought to be largely, if not solely, a matter for the teaching profession.

"We have taken all these factors into account, but we are satisfied that, whether or not one can dismiss the original reasons for professional registration as inapplicable to the teaching profession today, and whatever may be the differences between the relations of the medical and the teaching professions with the public, the very existence of central controlling bodies in other professions and the forms and functions which these now possess, drawn as they are, wholly or partly, from members of these professions and having considerable (though by no means complete) powers to regulate the affairs of the professions, are of major significance to teachers.

"There are some 39,000 certificated teachers in Scotland. Though they cover a wide range of academic achievement and have a varied background of preliminary education and training, they are all eminently well prepared for the particular work, of high responsibility, in which they are engaged; and they constitute the largest single group of well-qualified, highly educated professional people in the country. One would expect the status and prestige, the authority and the standing, of such a body to be high indeed. Yet many teachers and others interested in education believe that they are not: we have been told that the teaching profession lacks the status and prestige in the eyes of the community that it deserves. This may or may not be so. What is indubitable, however, is that many members of the profession believe it to

be so, and that it is a profession in which there is widespread dissatisfaction. There may be more than one reason for this dissatisfaction and it is not part of our task to speculate widely on its causes. We accept as a fact that it exists and we consider that it is due, in part at least, to the feeling that the profession is consistently undervalued.

"In the profession's eyes, it is an indication of this comparatively low status that although other professions, not more ancient or honorable than teaching, have won the right to conduct their own affairs, to say who shall and who shall not be qualified to practise as full members, and to maintain among their members the standards of professional conduc that they deem fitting, teachers themselves have no such rights and can look to no single professional body with powers akin to those of the medical, dental and other professions. Thus teachers inevitably compare themselves unfavorably with members of other professions, considering as they do, that decisions in matters of very great concern to them as professional educationists lie elsewhere and may be taken, in part at least, for reasons which they would not regard as justifiable."

The report concludes that, "The time has now come when a further advance should be made in the process which has been taking place in recent years of giving the teaching profession an increased measure of responsibility in matters which are of prime concern to it. Control of entry to the profession is manifestly cardinal in this regard, and this would clearly be a central function of a Teaching Council. Provided that adequate safeguards of the public interest can be devised—and, as we show later, we are satisfied on this score—we consider that it is justifiable to envisage the transfer of this essential function from the Secretary of State to a new body in which teachers would exercise substantial influence. It is true that, under the present system, teachers, through their various professional associations, have explicit opportunities of expressing their viewpoint and of bringing their experience to bear when changes are proposed in a wide range of matters of professional interest to them. The feeling apparently exists, however, among teachers that on occasion sufficient weight is not given to the views expressed on their behalf through these channels. Moreover it is felt that the effective initiative lies not with the profession but with the Secretary of State. It is understandable that this should give rise to feelings of resentment within the profession, particularly when—as must happen from time to time—the Secretary of State finds himself obliged to disagree with the profession on other issues, such as salaries and superannuation.

"For these reasons, notwithstanding that the present arrangements for the certification of teachers cannot be described as defective in themselves, we believe that a change should now be made and that, subject to appropriate safeguards, control of entry to the profession should be vested in a new body broadly similar in nature, powers and functions to the General Medical Council and other professional Councils. Accordingly we submit as our main recommendation that legislative action should be taken for the establishment of a General Teaching Council for Scotland.

"We are convinced that the setting up of the Council would bring with it many benefits, not only for the teaching profession but also for the education service as a whole. It would, for example, give the teaching profession effective opportunity for the exercise of responsibility and it would do a great deal to enhance the general standing of the profession, both in its own eyes and in those of the public. An increase in the prestige of teaching as a profession is bound to help recruitment. More generally, the progressive development of Scottish education depends on the co-operation of the teachers; it is right that their legitimate aspirations as a profession should be satisfied."

Composition of the Council

Turning to the composition of the proposed Teaching Council, the Committee considered and then dismissed the idea that its functions might be exercised by the Scottish Council for the Training of Teachers. They thought that membership of the Teaching Council ought to be more directly representative of the national interests in education than the Scottish Council whose members are drawn from the governing bodies of colleges of education; the functions of the two bodies were quite different.

"We found, on considering the question (of composition) that preconceived ideas changed as our discussions progressed and in particular as we related our thoughts on the composition of the Council to our ideas on its powers and functions. These are closely interlinked: indeed our thinking on the powers and functions has both influenced, and been influenced by, our views on composition. It is essential to have each constantly in mind in considering the other."

The Committee envisaged the creation of a powerful Council which would develop into a body of great prestige and act as a main source of ideas and initiative. "We think it essential that the membership of such a body should be well balanced and in the main representative of those sectors of the educational world which have a contribution to make to the training and qualifications of teachers, and that it should not be dominated by any single interest. At the some time, it must be recognized that the teaching profession, being the body mainly involved, has a very strong claim for substantial representation. We recommend, therefore, that although the Council should have a majority of teachers, these should be

Continued on page 85

In his second article Dr. Clarke describes the Alberta internship program

Alberta's Experience with Internship

S. C. T. CLARKE

INTERNSHIP IN ALBERTA originated with school boards, and grew out of experiences with adversity. In an attempt to cope with the teacher shortage a bursary program was developed by individual school boards. Customarily boards offered a student $300 per university year, on condition that the student return to the board to teach for a year. Choosy students would accept the highest bid from the various boards. One way of raising the ante was to offer a May-June internship for pay. In addition, internship served to tie the student to a particular school board.

A second aspect of the early internships was independent of bursaries. A person new to teaching who was under contract with a board was, in some cases, offered an internship. Whatever the origin, the first internship was in May-June of 1949. Since then the internship idea has spread from board to board. For example, Calgary Public School Board offered a four week internship for the first time in 1963. Edmonton Public School Board offered a three week internship for the first time in 1962 (and extended this to four weeks in 1963) as did four other boards. Three school boards have offered internship for ten to twelve years; 29 other boards have offered it for four or more years.

Internship in Alberta was born of necessity, originated with school boards, and spread from board to board. It was a genuine grassroots phenomenon. One of the groups most strongly supporting internship in Alberta is its originators—the trustees, and their agents, the superintendents.

Advantages and Disadvantages

A survey of superintendents was made in May 1962 and the following statements, in the order given, indicate their views of the benefits.

"Early orientation to the schoo' system builds confidence and competence, and makes for an early adjustment in September."

"A necessary extension of practical experience provided by the student teaching program."

"Highly beneficial for beginning teachers with minimum two years of pre-service education."

"An essential preliminary to judicious placement in September."

"A very effective type of in-service activity for the staff involved."

"It is a practical way of developing a harmonious working relationship among the Department of Education, the University, the ATA, and the school boards, all of whom share the responsibility of preparing and maintaining a competent teaching staff in Alberta."

Dr. Clarke, formerly a member of the Faculty of Education, University of Alberta, has been General Secretary of the Alberta Teachers' Association since 1958.

"Provides extra staff which in turn makes it possible for regular staff to engage in special types of in-service activity in May and June."

Other comments included recruitment and the "feed-in" of new ideas. In summary, superintendents say *orientation to the system, an extension of practical experience, placement, and in-service activity for co-operating principals and teachers* constitute direct benefits.

Disadvantages are not stressed. Cost, time required for organization, lack of time for supervision, lack of curriculum for internship, and the need to provide seminars for co-operating teachers are mentioned.

Originally, the main benefit seen for internship was as a recruitment device. The almost universal support it now receives in Alberta indicates that it confers benefits far beyond recruitment.

Extent of Internship

In 1962 there were 17 counties, 29 divisions, and 7 districts for a total of 53 administrative units reporting internship out of 20 counties, 38 divisions, and some 200 districts. The duration of the internship varied from three to eight weeks as follows:

Duration in weeks	3	4	5	6	7	8
Number of administrative units	3	8	4	18	0	20

As can be seen, three-quarters were for 6 or 8 weeks. The total number of interns involved was 410.

It must be recalled that internship in Alberta is a board-initiated and board-sponsored activity. It is voluntary in two senses: the board decides whether it will have an internship program; the student decides whether he will take an internship. It is estimated that in 1963 two-thirds of the eligible people—some 600—actually became interns.

Decision Making

The Alberta School Trustees' Association encourages school boards in internship. The January 1962 meeting of the association's executive received a report on internship and supported internship in principle. The Annual Meeting of 1962 passed a resolution requesting the government to pay at least 50 percent of the cost of internships. In the submission to the government the trustees' brief notes that "there is general agreement among trustees who have had experience with internship that its value is high." The Alberta School Trustees' Association, jointly with the Alberta Teachers' Association, urged the government to include the cost of internship in the foundation program.

Each school board decides whether or not to embark on an internship program. The implementation of the program is left largely to the superintendent. With the assistance of principals and teachers he selects the co-operating teachers, develops a program, organizes it, makes all arrangements and supervises its operation.

Commonly, the supervision of the intern is the responsibility of the co-operating teacher, then of the principal, then of the superintendent.

Nearly all interns are paid. The range of pay per teaching day is as follows:

Pay per teaching day	$5	$6	$7	$7.50	$8	$9	$10	$12
Number of administrative units	4	4	6	10	11	12	9	2

As could be expected of programs which are initiated locally, there is considerable variation. A common practice is that the superintendent organizes an orientation program for interns on the first day. In some cases an information booklet is provided for interns. In some, the principals of the schools where interns are to be placed are present. Information is given on board policy regarding personnel and their duties, general administrative practices and administrative practices affecting teachers.

Since the interns start with observation, suggestions of what to observe are often made—classroom routine, physical aspects, planning and preparation by the teacher, teaching techniques, standards and attainments in the classroom, grouping, community relations.

The interns' assignments take many forms. One typical example would be that intern X, who is going to be assigned to a Grade 5 class in September, may spend a week with a Grade 4 teacher, four weeks with a Grade 5 teacher, and a week with a Grade 6 teacher. Some superintendents would assign the intern to one grade level and one teacher for the duration.

Universally, observation is the starting point. Checking assignments and working with individuals quickly follow. Remedial work is not uncommon. There is general agreement that these phases must be abbreviated, so that a rapid induction into increasingly lengthy blocks of teaching will take place.

It is common for the system to require a daily diary or log of experiences, and an evaluation by the student at the end of the internship. Interns favor being placed in two schools (but not being bounced around to too many) and in a limited number of classrooms. Evaluations by co-operating teachers are summed up in this statement: "The staff feels quite happy about internship." Superintendents and principals are enthusiastic. School boards note that the program is of benefit to the intern and to the school board.

Roles of Various Groups

The Department of Education can render valuable assistance by having internship as an item on the program of the annual superintendent's conference. Ideas can thus be shared and development stimulated. Similarly, if any district were willing to sponsor

interns who were not employed and were not bursary students, an information service would be necessary. Obviously, if internship becomes a requirement for certification, the Department would have to determine intern places and allocate interns to them.

Trustees have to make the decisions of whether or not to have internship and how much to pay the interns. The actual program they rightly turn over to the superintendent. As the board's agent, the superintendent selects the co-operating teachers and organizes the program.

Teachers provide the pool of co-operating teachers. We find that they are very willing to serve in this way. However, they do desire guidance. The ATA has sponsored one-day seminars for co-operating teachers. It has produced a handbook for their use (which is also useful to principals and superintendents). We are considering a specialist council (provincial specialist association) of co-operating teachers.

The Faculty of Education co-operates in providing ideas, in seminars, in hand-books, and in surveys of internship practices. It should sponsor a day-long seminar for interns just before their internship.

Naturally, there is a joint committee of the Board of Teacher Education and Certification representing the four groups. This committee deals with any and all ways and means of promoting internship.

Problems in Internship

We have many unsolved problems in internship. They can be listed as questions.

Should internship be used as a further selection device? This would involve an appraisal of the intern's performance. In fact, it has been and is so used. In some instances a board has not employed one of its own bursary students after observing his work as an intern. However, overstressing this aspect will, in my opinion, more quickly destroy internship than would any other thing.

Should a curriculum for internship be developed? We fear a freezing of the many excellent experiments, yet we do have pressure to develop a model program. A curriculum may be difficult to put down on paper.

Should co-operating teachers be paid? So far the ATA has not requested this. Yet teachers who accept student teachers are paid in Alberta. In the matter of pay, we think that substantial pay for co-operating teachers may meet the desires of school boards eager to get into merit pay. Obviously, our position is that the co-operating teacher is rendering a professional service.

What is the best pattern of internship? Perhaps there is no one best pattern. Experience has taught us that interns should be placed in not more than two schools, and in not more than four or five classrooms. One complaint is that the duration of any one internship episode is not long enough. We have not had the opposite complaint. Too much observation or marking frustrates the interns.

Who should bear the cost of internship? There is difference of opinion here, but in Alberta the teachers and the trustees are agreed that the government should. So far, the government has not agreed.

How should the co-operating teachers be selected? Although we agree that the superintendent has the final responsibility, self selection and principals' recommendations could well have a part.

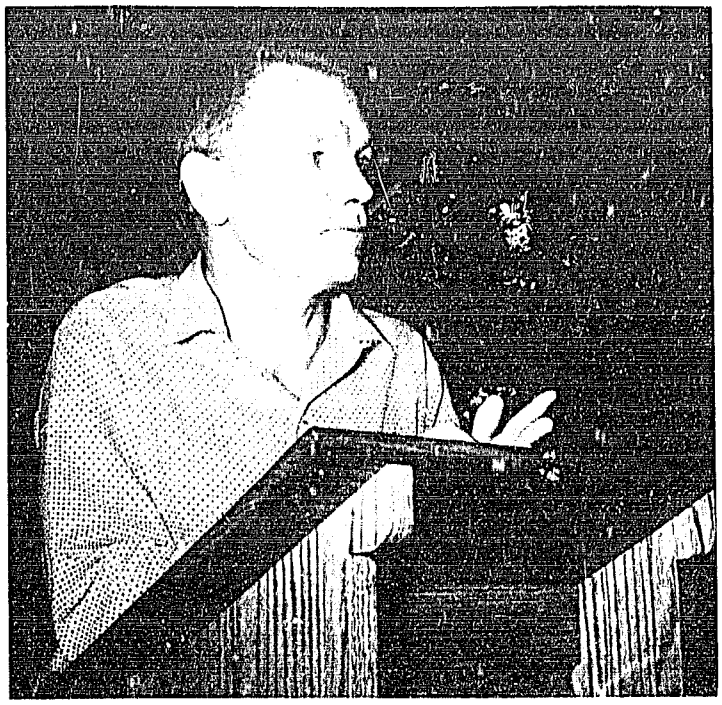
Should there be special training for co-operating teachers? The teachers themselves are convinced that there should be. Our handbook and our one-day seminars are stop gaps. Perhaps there should be a one or two week seminar. Perhaps there should be a university credit course of the laboratory type.

Despite these and other problems, Departmental officials, trustees, superintendents, professors, and teachers in Alberta all favor internship. Internship has the unique advantage of benefiting each of the groups just mentioned. Most of all, it benefits the intern and the children he will subsequently teach.★

What is Quality Teaching?

Quality teaching is not going to the drawer for last year's devices and doing again what (the teacher) did last year. It is teaching which promotes interaction between teacher and learner. (Laura Zirbes)

Quality teaching helps pupils to become; it helps pupils to grow; to create; to reach their potentials. But the quality teacher does not simply sit back and wait for the inner potentials of the child to come out. The quality teacher is in there pitching, doing something, doing a lot, to help the child unfold his capacities. (Gerthon Morgan)



President Jim Cairnie prepares to answer a question on his presentation of "Appropriate Objectives for the Teaching Profession."

This article and the one following are summaries of two of the discussion sessions at the 1963 Summer Conference. The remaining two will be presented next month.

BCTF Objectives and Activities

K. M. AITCHISON

EACH OF THE discussion groups examined the Federation's objectives and activities of today from the point of view of projecting them to obtain a picture of the Federation of the future. The discussions had two purposes: (a) to provide an opportunity for delegates to obtain information about the Federation and its activities, and (b) to obtain the opinion of delegates concerning what the future objectives and activities of our organization should be. The sessions provided an opportunity for delegates to acquire first-hand information about what their executives and officers were doing in their name. At the same time the consultant was able to note for the Executive Committee opinions and suggestions from the delegates.

All four groups found that the topic was too large to cover thoroughly in one day. They chose, therefore, to examine closely some of our present activities, to find out as much as they could about them, and to consider ways in which the Federation could become more effective in the areas discussed. There seemed to be general agreement that our present activities were appropriate ones, and that they all were related to the BCTF's objectives.

Here, briefly, are just a few of the topics discussed.

The delegates showed a marked interest in the problem of teacher workload. They were very interested in the workload decisions reached by the table officers at their Summer Conference. Those decisions are outlined elsewhere in this issue. It was generally agreed that the emphasis should be placed on improving the learning situation for students, since reduced workloads for teachers would be implicit in better learning situations.

Several of the delegates were very interested in the internship program being conducted in Alberta. Elsewhere in this issue appears the second of two articles by Dr. S. T. C. Clarke, outlining internship as it is practised in Alberta. The delegates liked the Alberta system, and thought that it would do much to assist graduating student-teachers.

The matter of autonomy of local associations was

examined closely. Many of the delegates were surprised to learn that all teachers are members of the B. C. Teachers' Federation first, and through it are members of their local associations. Local associations actually exist at the pleasure of the BCTF Executive. (Cf. Clauses 4(1) and 15(7) of the BCTF Constitution, pages 21 and 27 in the 1963-64 *BCTF Handbook.*) It was agreed that local associations had complete jurisdiction over matters which affected only local teachers. In matters which might affect other or all teachers, however, local autonomy had to give way to the good of the larger group. Matters affecting teachers generally are properly the concern of the Federation.

At the Summer Conference of Table Officers, held just prior to the Summer Conference, one of the major topics discussed was a proposed reorganization in the structure of the BCTF. The table officers decided to recommend certain changes to the October Executive Committee meeting. The proposed plan for reorganization was presented to each of the discussion groups to obtain the reaction of the delegates to the proposal.

The plan, as changed somewhat by the Executive Committee, is elaborated elsewhere in this issue. The major change from the proposals discussed at the Summer Conference is in the suggested formula for AGM representation. The table officers originally suggested a formula which would have reduced the AGM to approximately 300 delegates, to make the meeting more efficient.

The Summer Conference delegates reacted quite favorably to most of the proposed reorganization, but did not like the reduction in the size of the Annual General Meeting. They felt that the present AGM, although cumbersome, had a communication value that out-weighed the disadvantages of such a large meeting. Reducing the size of the meeting to make it more efficient would mean involving far fewer people in the fundamental decisions of the Federation.

The members of the Executive, at their October meeting, agreed with the opinions of the Summer Conference delegates and approved a formula guaranteed to keep the AGM at its present size.

Some of the discussion groups were worried about teachers with emotional difficulties. Some of the delegates believed that the Federation should set up a consultative service to assist such teachers.

Another group was concerned with the teacher shortage. It suggested that the Federation of the future should stress programs to acquaint new teachers with the implications of teaching as a profession. A suggestion was made that the Federation should actively campaign to attract people from the other professions into teaching.

As the consultant for the BCTF sessions, I found the discussions both interesting and profitable. Many useful suggestions which should prove to be of value in the years ahead were made by the delegates. Indeed, if the delegates at the 1963 Summer Conference were typical of the members of the associations they represented, the future growth and success of the B.C. Teachers' Federation is assured.★

Mrs. Cull chaired the session at which Mr. P. D. Seaton (left) and Dr. C. M. Hamilton (right) discussed law and medicine as professions.

Curriculum Development

J. S. CHURCH

Mr. Church is at present on a year's leave of absence to the Department of Education as a consultant on the Secondary curriculum. He was formerly chairman of the BCTF Curriculum Directors.

THE CURRICULUM DEVELOPMENT sessions of the Summer Conference inevitably became information-giving sessions. The breadth of the topic, its manifold problems, its almost infinite ramifications, and the fact that delegates came from widely differing backgrounds with varying degrees of familiarity with and interest in the topic prompted me to violate a basic rule of group dynamics and to spend an unduly disproportionate time on introducing some phases of the topic.

After suggesting the paradox that, as teachers, we must always be dissatisfied with the curriculum if we are to strive for improvement and growth, I asked delegates to note the four vital factors in any learning situation—the teacher, the needs of the pupils, the needs of society and the curriculum which the teacher brings to life in the classroom. The curriculum—the sum total of all educational experiences—bridges the gulf which separates the needs of the pupils from those of society. Today's pupils, most of whom were born between 1945 and 1957, will live a significant part of their lives in the twenty-first century. What will be the aims, the pattern of society then? We cannot begin to comprehend. We are so engrossed with our present ever more rapidly changing technological society, the headlong rush into automation, the search for a more secure foundation for Canadian Confederation, the continuing East-West ideological division, the lack of communication between our affluent society and the two-thirds of the world's population who are undernourished and whose rate of illiteracy is increasing, and the problems presented by the possibility of an explosion in population.

Another explosion—the one in knowledge (perhaps quadrupled since 1950)—and the new emphasis on the way we learn, present exciting new challenges to us. This new emphasis on structure of a subject rather than on its coverage, on "why" and "how" rather than on "what," plus the more subtle influences woven by a public readily stirred by spectacular Soviet scientific achievements and a Royal Commission Report, form the background for the current period of unprecedented curriculum change in British Columbia.

Group discussions stressed that our ever more rapidly changing society presents untold exciting vistas; yet dangers exist that the individual will be lost in a mass, automated society; that the individual, in losing his self-reliance, his ability to live happily with others and to use his leisure time effectively, will be reduced to robot status. Will the curriculum help pupils to adjust to this increasingly complex society? This question arose persistently.

More specifically in terms of current educational developments, participants discussed the ramifications of the re-appearance of an eight year elementary school, (K-7), the resulting social problems of post-infants and adolescents sharing the same school and

the basic educational purpose of the elementary school. Is it to stress a broad-fields approach or a more narrow and subject-centered studies-in-depth approach? The answer to this problem will influence the organization and equipment of the elementary school. Discussions of the secondary school curriculum centered on the problem created by the need to up-grade material, and at the same time, to "keep open as many doors" for as long as possible for each pupil. Also discussed were the need to provide more and more general education for more and more pupils, the need to find a means of ensuring a parity of esteem among different programs, the need to provide adequate numbers of electives and the need to clarify objectives for the teaching of French.

Even more specifically, delegates discussed the fact that curriculum development is a process involving teachers at four levels—the provincial or Departmental, the district, the individual school and the classroom. Only very recently have we become intimately involved at the provincial level. Discussions confirmed that the Federation has taken significant steps toward achieving professionalism through its work at the provincial level in advising and being consulted by the Department. It was recognized that the Department could not *surrender* its constitutional responsibility for curriculum development, but since we aspire to professionalism, it was emphasized that the Department must *share* its responsibility. It was further suggested that involvement at the provincial level ensured an increase in teacher participation at the district and school levels in adapting the provincial curriculum to suit local needs, and most importantly, it ensured a more effective role in adapting the curriculum in the classroom.

Consequently, the special role of local curriculum committees was examined. Ways and means were suggested as to how such committees might provide leadership in the district, how such committees had a role to play separate from but complementary to that now performed by provincial specialist associations. Specific suggestions to increase the effectiveness of the Federation's Curriculum Directors by providing positive leadership to local curriculum committees, by improving newsletters and by encouraging greater use of ad hoc committees were discussed.

Readily recognizing the current urgency to improve curriculum, participants repeated our continuing concern that curriculum revision appears sometimes to be hasty, frequently on a piecemeal basis, seemingly without adequate preparation of a total framework, and usually without benefit of experimentation and research and provision for a built-in evaluation. Local leaders examined the structure, the financing and the proposed functions of the new Ontario Curriculum Institute. Because it is designed to provide the means for a more systematic procedure for curriculum development in Ontario, some wondered if British Columbia might not profit from such an organization. It was noted that the Federation's Curriculum Directors are at present studying the operation of the new Ontario Curriculum Institute in considerable detail.

I can appreciate the uneasiness of delegates who felt overwhelmed and who departed from the curriculum development sessions having gained less than they had originally expected. I believe such a reaction is almost inevitable, but it is also the first essential step toward a better understanding in this crucial area.★

Mr. H. M. Evans, Registrar, Department of Education, discusses certification with Ruthann Darnall, Fort St. John (center) and Phyllis Asay, Salmon Arm (right).

J. A. Young, Keremeos (left) and M. E. Downing, West Vancouver (right) discuss his keynote address with Mr. E. J. Irwin, Director of Instruction, Vancouver.

Should We Reorganize the BCTF?

Teachers have been asked to discuss proposals for a reorganization of the Federation's Executive Committee. This article elaborates the proposals listed in a BCTF Newsletter.

DURING THE PAST ten years significant changes have occurred in the B.C. Teachers' Federation. The membership has doubled, the members' demands for services have increased greatly, strong emphasis has been placed on the professional development aspects of the Federation's work, eighteen provincial specialist associations have been organized and become active and the Lesson Aids Service has been completely revised—to list only a few of the changes.

The rapid growth of the Federation, both in numbers and in activities, has posed a real challenge to the officers and members of the Executive Committee. These people, charged with the leadership of the Federation, have had to plan for and guide the expansion so that the organization would continue to serve effectively the best interests of the teaching profession. Two years ago the President and Executive Committee conducted an extensive survey of the Federation and its activities to determine whether or not the organization was operating efficiently and adequately serving the interests of its members. This survey initiated a study which has continued ever since. One result of the study has been a series of proposals designed to reorganize the executive structure of the Federation and to make it more efficient These proposals were listed in a recent *BCTF Newsletter*.

The first phase of reorganization was carried out a year ago, when administrative divisions were created in the BCTF office. The work of the administrative and office staff was channelled into five divisions, and the agendas of Executive and Consultative Committee meetings were prepared in terms of these administrative divisions. This first phase of reorganization has worked out very well.

The second phase of reorganization concerns the Executive Committee. One of the consequences of the growth of teacher population in all areas of the province has been a continuing pressure for increased representation of local areas on the Executive Committee. In 1960 the Annual General Meeting increased the size of the Executive Committee by four members "so as to provide a fairer basis of representation in relation to teacher population." The Executive now consists of 29 people—5 table officers elected by the Annual General Meeting, and 24 geographical representatives elected by district councils or local associations throughout the province. This 29 member committee is charged by the constitution with exercising, subject to the Annual General Meeting, "all the powers of the Federation, the direction and supervision of its business and the conduct of the affairs of the Federation." The basic weakness in the present executive structure is that there is no separation of management and policy responsibilities. A 29 member executive is far too large to be efficient, particularly when dealing with management decisions. The Executive Committee frequently is unable to complete its agenda, and leaves many items to be dealt with by the Consultative Committee, which consists of the table officers and four other Executive members. Moreover, because it has to deal with a multitude of management matters, the Executive is often unable to devote as much time as it would like to the discussion of broad policy issues. Yet, as the teacher population of various areas increases, there are continuing pressures to enlarge the Executive even more.

The proposals to reorganize the Executive structure are designed to separate the management and policy-

deciding functions. Management responsibilities would be assigned to a small Executive Committee, and policy matters would be discussed by a representative assembly, large enough to be truly representative both in terms of numbers and geography.

At its October meeting the present Executive Committee discussed the proposals at length and endorsed them for discussion by teachers throughout the province. Executive members were instructed to ascertain for the January Executive Meeting the reactions of the teachers in their areas. If teachers generally approve the proposed reorganization, constitutional amendments designed to implement the reorganization will be presented to the 1964 Annual General Meeting.

Representative Assembly Proposed

According to the suggested reorganization, a Representative Assembly would be formed, made up of one representative for each 3% or fraction thereof of the total Federation membership within each geographical area, plus the members of a new, smaller Executive Committee. Each present geographical area would have at least one representative on the assembly, and the large lower mainland local associations would have direct representation. The assembly would therefore represent a very fair combination of geographical representation and "representation by population." The assembly would consist of 42-44 members, a group large enough to act as a representative sample of the teacher population of the province. The use of a percentage formula rather than a numerical one (e.g., one representative for each x number of teachers) has the advantage of maintaining a fair proportion of membership for each association or geographical area without increasing the size of the Representative Assembly. Any member of the Federation would, as at present Executive meetings, be welcome to attend and speak at meetings of the Representative Assembly.

Initially, six responsibilities would be assigned to the representative assembly. (1) Its main responsibility would be to advise the Executive Committee on policies and programs for the Federation. Because its agenda would not be cluttered up with management details, the assembly could discuss policy issues at length. (2) It would also have the responsibility of approving the budget each year and would, therefore, control the purse strings of the Federation. (3) It would serve as a board of appeal against decisions of the Executive Committee. The members of the Executive Committee would, of course, absent themselves from any sessions of the Representative Assembly when the latter was acting as a board of appeal. (4) A primary responsibility of the members of the Representative Assembly would be to communicate and interpret to teachers in their areas decisions of the Executive Committee. Acting as a liaison between teachers and the Executive Committee is one of the most important responsibilities of our present geographical representatives. In addition to these liaison duties, however, the geographical representatives must also deal with management matters. The reorganization would relieve geographical representatives of management decisions, and leave them more time for the proper performance of their liaison duties. (5) The Representative Assembly would be responsible for nominations for table officer and Executive Committee positions. (6) The assembly would also be responsible for presenting honorary awards on behalf of the Federation.

To administer the affairs of the Federation between Annual General Meetings there would be an Executive Committee composed of five table officers and six members-at-large, all of whom would be elected by the Annual General Meeting.

The new Executive Committee would meet as often as required—probably at least monthly—to manage the affairs of the Federation efficiently. Any member of the Federation would, as at present, be welcome to attend and speak at Executive Committee meetings.

Initially, the six members-at-large of the Executive could be elected for staggered terms, so that only three members would be up for election in any given year. The fact that the entire Executive Committee would be elected by the Annual General Meeting would preserve the long standing tradition of democratic control within the Federation. The entire Executive Committee would be elected by and be directly responsible to the Annual General Meeting. There would be no danger, therefore, of control of the Federation falling into the hands of a "family compact." Moreover, the Representative Assembly would act as a watch-dog on Executive Committee decisions.

Fewer Meetings Needed

Because the Executive Committee would meet frequently, the members of the Representative Assembly would probably not need to meet more than twice a year in addition to attending the Annual General Meeting. However, the proposed reorganization provides for additional meetings of the assembly if such meetings prove desirable or necessary. The proposals would authorize the Executive Committee to call special meetings of the assembly, and require it to call a special meeting of the assembly on the demand of a stated number of local associations or a stated number of Federation members.

All responsibilities at present assigned in the Constitution to the Executive Committee except those assigned to the Representative Assembly, would remain as responsibilities of the new Executive Committee. These include:

1. direction and supervision of all Federation business,
2. appointment of committees,

3. appointment of the Board of Admissions and Review,
4. establishment of local associations, district councils and provincial specialist associations,
5. appointment of the General Secretary and other administrative staff,
6. fixing of salaries of the General Secretary and other administrative staff,
7. reprimanding of members,
8. refusing, terminating and suspending of membership,
9. reprimanding and suspending of associations,
10. designating signing officers and selecting banks,
11. borrowing money,
12. making a levy upon membership.
13. filling vacancies in any office of the Federation between annual general meetings, and
14. calling special general meetings of the Federation.

There are several advantages, in addition to the ones already mentioned, of the proposed reorganization. The Representative Assembly would be large enough to be accepted as a proper sample of the total membership. At the present time, if the Executive wants to test the thinking of the membership on any policy issue under discussion, it has to ask the geographical representatives to discuss the matter with their district councils and local associations and to report back to the next Executive Meeting. This procedure inevitably results in delays and there is never any guarantee that all geographical representatives have found it possible to present the problem or to have it fully debated. Under the proposed organization the Executive Committee would be able to assume that if any proposal were supported by a good majority of the Representative Assembly, it could be acted upon immediately.

There have been occasions in the past when the Executive Committee would have liked to call a special BCTF general meeting but did not do so, partly because the general meetings are expensive and somewhat unwieldy. A special meeting of the Representative Assembly—a representative sample of the teacher population—could be called on relatively short notice and at no great expense.

At the present time the Executive Committee can be called to account for its management of Federation affairs only once a year—at the Annual General Meeting. Under the proposed change the Executive could be required to defend its decisions a minimum of three times a year—at the two assembly meetings and at the Annual General Meeting. The membership as a whole would probably have increased confidence in an Executive Committee elected directly by the membership, and in one which would be required to report throughout the year to the Representative Assembly.

A third phase of the reorganization of Federation affairs concerns the Annual General Meeting. A start was made on this phase last year, when committee reports and policy resolutions were consolidated into one booklet, a change much appreciated by the delegates to the 1963 AGM. A further change will be instituted this year, when all resolutions will follow a new form. *(See page 15 of the BCTF Policy Handbook.)*

A third step is suggested in the reorganization proposals now under discussion. The basis of representation at annual general meetings is now one vote for every fifteen teachers. As the Federation continues to grow in numbers, the number of AGM delegates will similarly increase. The Executive Committee is proposing, therefore, that the formula for representation be changed to one delegate for each two-tenths of one percent or fraction thereof of the total Federation membership in the local association. This formula would not reduce the present size of the Annual General Meeting; indeed, it would guarantee that the AGM would remain at its present size, but would prevent the meeting from becoming larger. In recent years attendance at annual general meetings has been approximately 550. The percentage formula suggested would result in an Annual General Meeting of that size.

The Executive Committee also suggests that members of the proposed Representative Assembly and eleven member Executive Committee each be given one ballot at the Annual General Meeting. This would be a continuation of present practice; each member of the present Executive Committee is entitled to vote at the Annual General Meeting.

The reorganization changes suggested above are the result of a very thorough study, and are designed to make the operations of the Federation more efficient and more effective. The changes are significant ones. It is to be hoped, therefore, that they will receive the close scrutiny and thoughtful consideration of every BCTF member.★

What is Quality Teaching?

Quality teaching communicates a feeling of "care" for the child. It generates a quiet attitude of belief and faith in each child. It helps dispel the child's anxieties. Quality teaching is based on the teacher's willingness to give of himself in working with children. (William Hollister)

As a result of a study of the complexities of teacher workload, the Executive Committee has initiated a new approach to the problem.

Conditions for Quality Education

THE 1963 ANNUAL General Meeting resolution urging the Federation to aim to reduce the workload of its members presents a formidable problem.

A teacher's load is generally understood to include all the time and energy a teacher must expend in fulfilling the duties and responsibilities related directly or indirectly to the task of teaching. Its chief components are time spent in instruction, preparation, testing, supervision, extra-curricular activities, and professional activities. Considerable research has been carried out in attempts to measure teaching load, using such variables as average class size, student-teacher ratio, number of classes per day, total student-hours per day, the number of different courses taught, and total clock-hours.

From this welter of research has come remarkably little of value in determining teacher workload, primarily because of a lack of rationale in determining the ultimate validity of the research. There are obviously so many variables within the accepted structure of workload components that any attempts to apply the quantitative to such a complex human problem is almost certain to be an evaluative nightmare. One attempt to apply the quantitative produced the Meyer formula:

$$\text{Teaching Load} = \left\{\frac{CP - 2DUP}{10} + \frac{NP - 20CP}{100} + \frac{PC + 2PSH}{3}\right\}\left\{\frac{PL + 55}{100}\right\}$$

Where: CP=periods of classroom work per week
DUP=number of class periods per week for which preparation is very similar to that of some other section
NP=number of pupils in classes per week
PC=number of periods of co-operation other than study hall
PSH=number of study hall periods per week
PL=gross length of class period

Five minutes of consideration of this apparent exactitude will enable the thoughtful teacher to propose numerous other variables—e.g., marking load, extra-curricular responsibilities—which are not even considered in the formula.

If the subject of workload were amenable to research, perhaps the two major aims would be to secure a combination of:

(a) Conditions in which the learning situation could be developed with greatest efficiency in terms of achievement of education objectives by the student.

(b) Conditions in which the "strain" produced on the teacher will in no way hinder the effectiveness of the teacher in terms of future teaching.

Unfortunately, no valid research can be cited to define specifically the conditions which best result in student gains in terms of overall educational objectives. Likewise, there is no yardstick to measure teacher strain under existing conditions nor to arrive at a scientifically-justifiable definition of desirable working conditions in terms of this strain factor. In a given year a teacher may cope with an exceptionally large class without obvious deleterious effects on the class achievement, in part because some other aspect of the total activity was sacrificed. Professional growth through in-service work, or perhaps the teacher's leisure time would be neglected in an effort to keep up. Whatever the sacrifice, the net result is a decrease in job enthusiasm and a decrease in future teaching effectiveness.

It would appear that the only way we may define an acceptable workload is to rely upon the consensus of teachers themselves. Certainly, BCTF and CTF surveys, both of which indicate that the British Columbia teacher spends approximately 50 hours a week on tasks directly related to his teaching "job," justify efforts to reduce the current workload.

In an attempt to encourage the vision and determination needed to produce quality education, the Federation Executive Committee has disbanded the "Workload Committee" and has commissioned a new

body, "The Committee for Effective Teaching and Learning Conditions." The scope of the new committee is broad, and its focus will be conditions affecting the student and the teacher, rather than solely the teacher. If conditions of work prejudice the effectiveness of teaching, the teacher undoubtedly suffers, but so do the students. Conditions which encourage quality education, learning and teaching must become characteristic of our school system.

As part of its function the new committee will formulate policy resolutions for consideration by the membership. Such statements would represent the professional consensus previously mentioned.

Wherever feasible the committee will follow the provincial route towards improved teaching and learning conditions, by briefs to the Department. Also at provincial level the committee hopes to work with the Administrators' Provincial Specialist Association to promote equitable staff utilization practices and efficient administrative techniques. Similarly, it is hoped that the British Columbia School Trustees Association could be involved in studies of business practices to streamline administrative procedures at the school district level.

Basic to any improvement, however, must be concerted action at the local level. Teachers' associations must be prepared to make representations to school boards to cope with the most serious and persistent deficiencies. Already many enlightened boards have proved willing to co-operate in this regard. Such co-operation and concern for quality in education must be publicized and due credit given. Is it widely known, for example, that the City of Vancouver School Board annually hires from 60 to 80 teachers above entitlement, solely to curtail the size of primary classes? School boards willing to show such concern for improvement in teaching and learning conditions should be given due acclaim for their enlightened leadership.

With co-operation, the growing recognition of the importance of the teaching function and the mushrooming interest in quality education can result in improved teaching and learning conditions. Perhaps then many erstwhile teachers will not reject teaching, and many trained teachers will not be so eager to depart prematurely from the profession. School boards may even be relieved of the unenviable task of chasing teachers instead of choosing them.★

How Your Pension Fund is Invested

As at March 31, 1963 reserves of the B.C. Teachers' Pension Fund amounting to $81,646,000 were invested in debentures according to the following list.

Province of British Columbia	$ 96,000
Province of Ontario	30,000
Province of Manitoba	553,000
Canadian National Railway	50,000
Ontario Municipal Improvement Corporation	3,196,000
Alberta Municipal Finance Corporation	14,000
B.C. Power Commission	7,688,000
B.C. Electric	938,000
B.C. Hydro and Power Authority	13,255,000
Pacific Great Eastern Railway	4,906,000
B.C. Toll Highways and Bridge Authority	1,056,000
B.C. Water, Drainage and Irrigation Districts	3,894,000
B.C. Hospital Districts	480,000
B.C. Municipal Corporations	2,409,000
B.C. School Districts	43,081,000
	$81,646,000

Comparison with the corresponding list published a year earlier reveals some significant changes. Bonds guaranteed by provinces other than British Columbia, having a total value of about $4,500,000, were deleted from the portfolio, along with Quebec and Manitoba government bonds valued at $2,200,000. Repayments of principal as they fell due reduced the existing holdings of B.C. Power Commission and B.C. Hydro notes by $1,000,000, and of B.C. Municipal and School District serial debentures by $1,600,000. Reinvestment of these monies, together with investment of current revenue, added to the portfolio B.C. Hydro and Power Authority bonds to the value of $13,255,000 and B.C. School District serials amounting to $5,387,000.

The two major effects of these changes have been a net increase in total investments of $9,152,000 and a considerably greater concentration in securities guaranteed by the Government of British Columbia. Those who advocate diversification of investment as a security precaution will be disturbed by this increased dependence on the guarantee of a single government. On the other hand, the issues deleted from the portfolio had an average interest rate of 4.0 percent, while the new purchases average 5.2 percent.★

High Quality Teaching — our Best PR

LAWRENCE J. PETER

A MOTHER SAID, "Joe has received low grades for three years. He may not be very bright, but he can be a failure without going to school. I wouldn't pay a nickel for a refrigerator that wouldn't work, and I'm tired of paying for a school that makes a failure of my child."

An effective public relations program is essential to the maintenance of high-quality education. Institutions and government departments compete vigorously for larger shares of the tax dollar. Unless teachers maintain good public relations, voters and politicians will get anti-school feelings, will cut down funds, resist raises, and make do with inadequate buildings and equipment. How, then, can teachers compete with the tremendous resources of the mass media of advertising and entertainment for public attention?

Overwhelming scientific evidence indicates that children acquire knowledge and develop their capacities best when they understand the reasons for school work. Free people are entitled to understand the reasons for work they are asked to do. The teacher who helps pupils better understand the reasons for school work will receive large dividends in more learning for the child and in urgently needed public support for education.

The basic purpose of public education is to help all pupils develop as fully as possible whatever capacities they possess rather than to judge their relative worth. School experiences which generate feelings of failure create attitudes which later cause adults to neglect or even oppose education. Pupils who are given a sense of failure or inadequacy cannot reasonably be expected to put effort into learning or to be enthusiastic supporters of schools when they become adults. The teachers who recognize that individual pupils possess a wide variety of capacities in varying degree and who show recognition of even limited accomplishment stimulate further pupil progress and increased parent co-operation.

All that is known about motivation and learning indicates that the reward of recognition and success stimulates the rate, amount, and duration of learning; that discouragement and failure retard learning and decrease both short and long-range interest. In the years ahead, when it will be so urgent that pupils learn more and continue learning throughout their lives, it will be disastrous if schools use evaluation, marking, and reporting procedures which impede learning. The teacher who, in reporting school marks to parents and in parent-teacher conferences, establishes friendly co-operative relationships with the home and communicates essentially positive messages will create an exceptionally interested community which will be emotionally disposed to give school matters favorable consideration.

Relationships between teachers and pupils have a steady and far-reaching influence on public understanding. Continually pupils convey impressions about school directly to parents. Neighbors, especially mothers, frequently exchange notes about children's school activities. The teacher who sends each child home with a fresh recall of the interesting experiences of the school day is contributing more to public support of education than are all the radio, television and press releases by educational officials. The teacher who criticizes or corrects a child's behavior or work early enough in the day that the child can redeem himself in his own eyes, in the eyes of his classmates and in the eyes of the teacher, is providing high-quality teaching and good public relations. The teacher who is strong enough at the end of the school day and particularly at the end of the school week to communicate his desire to meet the class the next school morning, is performing a constructive educational service. The teacher who reviews the achievements and happy experiences of the class at the close of the school day is preparing children positively for future learning, as well as gaining public appreciation of public education.

Acting upon these practical suggestions, teachers can do much to create high-quality teaching—our most effective public relations.★

Dr. Peter is a special counsellor in Vancouver. He has contributed previously to our journal.

In this article Dr. Taylor suggests that there should be a reasonable degree of equality in bargaining power between contesting parties. In B.C., through government intervention in the form of legislation, the position of teachers vis-a-vis that of school boards is weak. There is no pressure on school boards to come to an agreement with teachers over salary and/or over other terms and conditions of employment. This leaves teachers with the problem: what policies should be established to create equality at the bargaining table?

The Fabric of Freedom of Enterprise

ERIC G. TAYLOR

THE PRIVILEGE of each Canadian to determine for himself, free from dictation by government, what contribution he will make to the well-being of the national group, to select the uses to which his labor or his property is to be subjected, is in essence what is denoted by the term "freedom of enterprise." Obviously, if we are to be free from governmental dictation as to the production and distribution of economic goods or the rendering of services there must be some process whereby a decision is reached as to what each one of us shall contribute to the economic pool and as to what each shall receive in return. In Canada these all important questions have in general been determined by a process of *bargaining*.

All over the country, day in and day out, individuals or groups or associations are negotiating, bartering, dickering, contracting, buying and selling, lending and borrowing, renting and leasing, producing and distributing, supplying and demanding, all upon terms and under conditions *reciprocally* accepted—in short, bargaining. Out of this unending welter of bargaining comes food, shelter, clothing, amusements, the cost of living, inflation, deflation, wealth, poverty, success, failure—freedom of enterprise.

The antithesis of freedom of enterprise is dictation by government: economic decision proclaimed by governmental fiat instead of emerging from an untrammelled bargaining process. Experience demonstrates, however, that even in Canada enterprise is not entirely free and that government does from time to time intervene. This is especially noticeable when conditions develop which are conceived as threatening the attainment of our national objectives such as individual freedom of a high order, or physical security. If widespread want appears, or if men's liberties are drastically curtailed, we have come to regard this as an emergency. And in emergencies we have not been content to rely upon the miracle of enough men voluntarily altering their conduct and selecting for themselves the right tasks by which the crisis might be averted. At such times we have tended to enlarge the functions of government by expressly empowering those comparatively few persons whom we call government to correct the evil conditions by any appropriate means, even if this involved curtailing the freedom of choice of certain members of the national group.

For the preservation of our system of freedom of enterprise it is essential that conditions be minimized that will be regarded by the majority of the people as emergencies justifying governmental intervention. In any given transaction there may be considerable disparity between the bargaining powers of buyer and seller without any noteworthy effect upon our economy. *Some inequality of bargaining power is the rule rather than the exception,* and our free-enterprise system does not and cannot reasonably be expected to concern itself with minor advantages that may accrue to the stronger party. But if there is an *absence* of bargaining power, or if a pronounced disparity of bargaining power develops, as to a significant *class* of buyers or sellers, then experience has taught that government will intervene, either by dictating to buyer and seller the terms of the sale (thus removing it from the traditional process of free enterprise), or by attempting to improve the bargaining power of the weaker side so that the bar-

---

Dr. Taylor is an economi · consultant. He has served as an adviser to the BCTF several times in the past.

gaining process, and the free enterprise system, may continue to function without the injustice inherent in inequality.

Whatever the subject matter of the transaction may be, a true bargaining situation does not obtain between a buyer and a seller *unless each is able to force upon the other some concession, some abandonment of a preferred position.* The seller can exert very little pressure with respect to the terms of the sale unless there is *some degree of scarcity,* some limitation upon the supply of that which he seeks to sell. This is the *first* essential of "bargaining power." If the seller is offering something for which the buyer is willing to pay a price, i.e., which it is advantageous to the buyer to purchase at *some* price, the ultimate price which the seller receives, whether he controls all or only a fraction of the supply, depends upon the respective resources with which each of the parties can withstand a deadlock. In other words if the seller has no capital, if he must sell to live—even in the extreme cases where he controls the entire supply—he must accept the best terms offered, although they may be far below what he regards as a "fair" price. Without *some resources at the seller's command,* there is no element of "give and take" in the situation. This is the second essential of "bargaining power."

Since bargaining is the core of freedom of enterprise, those who lack one or both of these essentials of bargaining power are in reality not within the framework of the system, and if such persons constitute a considerable class of buyers or sellers, the deficiency must be eliminated, or governmental intervention to promote their interest may be anticipated, with the attendant danger of a chain-reaction resulting in extensive inroads upon the free-enterprise system.★

The Czechoslovakian Youth Movement

HOWARD JOHNSTON

TO THIS CANADIAN visitor the most distinctive aspect of education in Czechoslovakia was the part played by the Youth Movement, a massive organization that absorbs the majority of Czech children from the age of six through to adulthood. There is nothing in Canadian society to compare it to, for it is Boy Scouts, C.G.I.T., Sunday School, extra-curricular activities and the pleasanter curricular activities all rolled into one, with political overtones and state sponsorship thrown in. Its relationship with the schools is so close as to be symbiotic yet it is a separate organization with its own buildings, leaders and purposes. It springs from a two-fold desire—on the one hand to improve the lot of Czech youth, and on the other to recruit and train future Communist Party members. An unbiased assessment of the Youth Movement is difficult to achieve for it depends on keeping both purposes firmly in mind when viewing the activities and efforts of the Movement.

There is no questioning the sincerity of the effort to aid the young people. In the words of the Julius Fucek Central Pioneer and Youth House bulletin:

"Never before in the history of our people was so much attention devoted to children as in our peoples' democratic republic today. The Communist Party, the Government of the Republic and all working people pay special care to the education of the younger generation, so that they will grow up into the healthy, well educated future husbandmen of the new socialist way of life; they teach them to love and respect the labor of working people and the young are guided to help in the struggle for peace throughout the world."

Omitting the "new socialist way of life" and "the struggle for peace," there remains a core of concern for education, physical fitness, and the smooth integration of young people into adult society. There is little regard in Czechoslovakia for what is known in North America as "teen-culture" or the "teen-age nation" which exists as a sub-culture in conflict with the adult world. The Czech teen-ager is very much a part of the Czech nation, whether participating in the mass gymnastics of a Spartakiad, performing menial tasks in a "Pioneer" work group, or working in a factory one day a week. He is in no way "playing" at being an adult; he is actually working as part of the total economic effort.

The actual organization is divided into three parts, the "Sparks" from ages 6 to 9, the "Pioneers" from 9 to 15 and the Czechoslovakian Youth Movement beyond that. Much of the actual activity takes place

Continued on page 84

The author toured Czechoslovakia as part of his work in Comparative Education undertaken in England during the academic year 1961-62.

BCTF Financial Statement

1962 — 1963

BALANCE SHEET AS AT JUNE 30, 1963

ASSETS

CURRENT ASSETS			
Cash—on hand		$ 502.36	
—in banks		54,862.98	
—on deposit—B.C.T.F. Credit Union		8.89	
Accounts receivable		6,942.37	
Inventory—lesson aids and printing supplies		2,721.79	
—janitors' supplies		367.29	$ 65,405.68
INVESTMENTS (at cost)			129,584.80
BENEVOLENT FUND			
Accounts receivable			10,905.12
DEPOSITS			725.00
FIXED ASSETS			
Office furniture and fixtures	$ 96,472.95		
Less—accumulated depreciation	56,542.43	$ 39,930.52	
Building	$360,989.28		
Less—accumulated depreciation	50,453.28	310,536.00	
Land		53,836.60	
Real estate	$ 80,609.00		
Less—accumulated depreciation	5,022.80	75,586.20	479,889.32
DEFERRED			
Expense			6,765.65
			$693,275.57

LIABILITIES

CURRENT LIABILITIES			
Deferred credits			$ 2,512.00
RESERVES			
Benevolent		$ 13,291.04	
Charlesworth Memorial		3,407.83	
General		577,777.03	
Salary Indemnity		36,302.53	
International assistance		2,655.29	633,433.72
SURPLUS			
Excess of Revenue over Expenditure for the year to June 30, 1963			57,329.85
			$693,275.57

Subject to our report of August 30, 1963.

MARTIN, BROWNING & CO.
Chartered Acountants

How Your F

Magazine Revenue and Expense

The subscriptions total of $26,-430.90 is made up mainly of the $2.00 allocations from each member's BCTF fee. This is an increase of $1,502.15 over last year's subscriptions and reflects a larger BCTF membership. The advertising revenue is up $8,459.25. The printing, mailing and sundry cost of $49,118.89 is up $7,[illegible]34.20 over last year's cost, mostly as a result of the introduction of color.

Property

The Federation holds two properties: the Teachers' Building at 1815 West 7th Avenue and the property at 1601 West Broadway, leased to Smitty's Pancake House. Revenue from the properties was $6,999.25.

Salaries

As of June 30, 1963, the Federation staff comprised 31 full-time and 3 part-time employees. Included in the salary expense amount are contributions on behalf of staff members to the pension account, Unemployment Insurance, Workmen's Compensation and Medical Services totalling $11,186.89. Also included is the salary of the president and pension contributions on his behalf.

Traveling

The Traveling Expense item covers the traveling costs of the administrative staff and officers and

ee Was Spent

of the geographical representatives to local association meetings and the costs of travel to meetings of the Executive and Consultative committees and of the district councils.

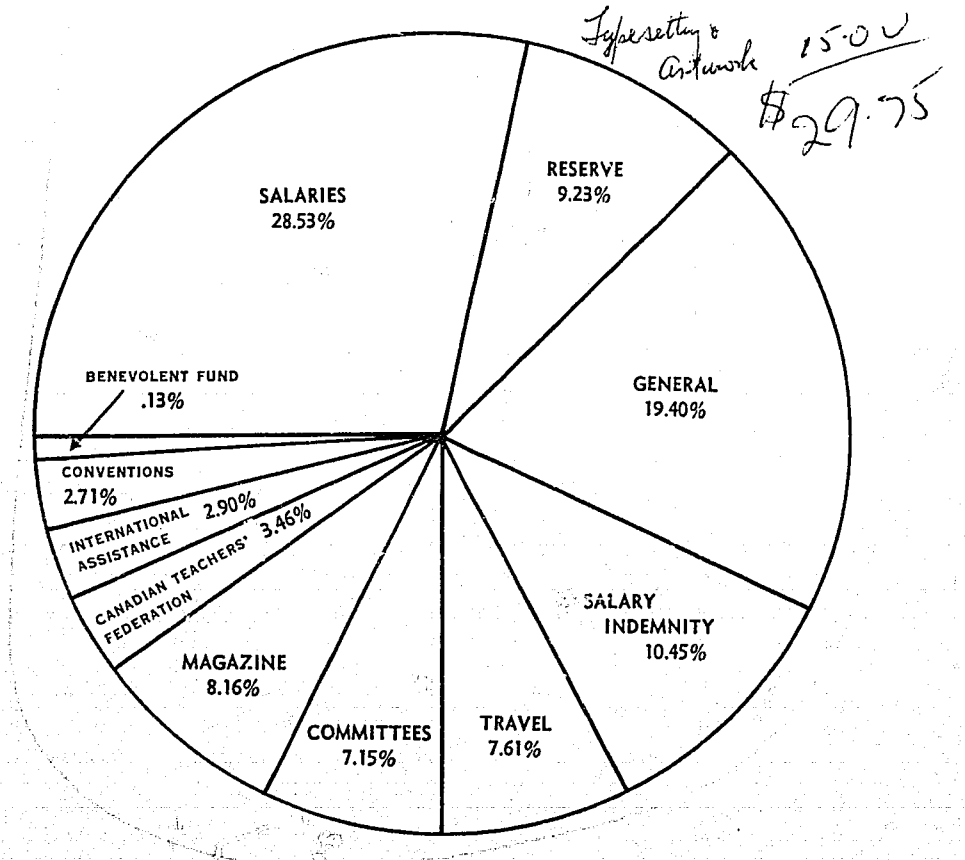
Departments and Committees

This item covers the cost of meetings of the various committees. It covers an expenditure of $12,665.07 for public relations and Education Week activities and the student-teacher workshops, a cost of $9,628.56 for the Agreements Seminar and the regular meetings of the committee, $4,371.90 for In-service Education projects and $5,375.86 for the Mathematics Project sponsored by the In-service Education Committee, $5,468.45 for the Curriculum Committee, $1,187.48 for the Community Colleges Committee and $1,623.92 for the Research Committee.

General

The largest amounts in this item are $30,960.00 as Federation rental of the space used by the general office, $29,303.74 for stationery, supplies and printing, $30,521.91 in grants (scholarships, grants to local associations, special grants), depreciation of $9,647.[illegible] on furniture and equipment, $8,[illegible]01.46 postage and express, and $5,996.36 telephone and telegraph.

This year excess of revenue over expenditure was $57,329.85.



STATEMENT OF REVENUE AND EXPENSE
FOR THE YEAR TO JUNE 30, 1963

REVENUE		
Fees	$548,938.20	
Magazines—Subscriptions	26,430.90	
—Advertising	24,895.19	
Interest and Other Revenue	6,082.01	
Property	6,999.25	
Lesson Aids	(1,406.45)	$611,939.10
EXPENSE		
Salaries	$176,626.71	
Traveling	48,942.14	
Departments and committees	44,299.06	
General	120,226.04	
Magazine—Printing	42,646.24	
—Mailing	2,363.62	
—Sundry	4,109.03	
Convention and Annual Meeting	12,310.21	
Canadian Teachers' Federation	22,981.00	
Salary Indemnity	65,660.00	
Benevolent Fund	1,313.20	
International Assistance	13,132.00	554,609.25
EXCESS OF REVENUE OVER EXPENSE		$ 57,329.85

Why Johnny Can't Write

NORMAN COUSINS

ONE OF THE first questions in the final examination of a California high school English class asked the student to write a 500-word essay describing a character in a play by Shakespeare. Another question asked him to reconstruct a vivid conversation from a recent novel he had read. There were at least four other questions involving skill in English composition. All this was to be done in two hours.

An examination in a Midwest college asked the student to write a short essay on the subject: "The status symbols today are those other than money can buy." The paper was to be completed in an hour.

These tests reveal little except the unfortunate role of schools in fostering and sanctioning bad writing habits. If Johnny can't write, one of the reasons may be a conditioning based on speed rather than respect for the creative process. Speed is neither a valid test of nor a proper preparation for competence in writing. It makes for murkiness, glibness, disorganization. It takes the beauty out of the language. It rules out respect for the reflective thought that should precede expression. It runs counter to the word-by-word and line-by-line reworking that enables a piece to be finely knit.

This is not to minimize the value of genuine facility. With years of practice, a man may be able to put down words swiftly and expertly. But it is the same kind of swiftness that enables a cellist, after having invested years of effort, to negotiate an intricate passage from Haydn. Speed writing is for stenographers and court reporters, not for anyone who wants to use language with precision and distinction.

Thomas Mann was not ashamed to admit that he would often take a full day to write 500 words, and another day to edit them, out of respect for the most difficult art in the world. Flaubert would ponder a paragraph for hours. Did it say what he wanted it to say—not approximately but exactly? Did the words turn into one another with proper rhythm and grace? Were they artistically and securely fitted together? Were they briskly alive, or were they full of fuzz and ragged edges? Were they likely to make things happen inside the mind of the reader, igniting the imagination and touching off all sorts of new anticipations? These questions are relevant not only for the established novelist but for anyone who attaches value to words as a medium of expression and communication.

E. B. White, whose respect for the environment of good writing is exceeded by no word-artist of our time, would rather have his fingers cut off than to be guilty of handling words lightly. No sculptor chipping away at a granite block in order to produce a delicate curve or feature has labored more painstakingly than White in fashioning a short paragraph. Obviously, we can't expect our schools to make every Johnny into a White or a Flaubert or a Mann, but it is not unreasonable to expect more of them to provide the conditions that promote clear, careful, competent expression. Certainly the cumulative effort of the school experience should not have to be undone in later years.

Speed is not the only demon. Neatness is often valued above style. A composition paper full of corrections and crossed-out lines may be far more valuable to the teacher in appraising a student's awareness of the preciousness of the right word or phrase than an immaculately typed essay. Writing is one subject in which the student ought to be encouraged to ramble around and even be messy, if need be, in search of his answers. Nor

---

Mr. Cousins is the editor of Saturday Review. *This article is reprinted with permission from the issue of June 8, 1963.*

is there anything particularly heinous about the use of a dictionary during an English examination or even a test in spelling. Not everyone can spell, even with the most conscientious study; but everyone can develop the habit of using a good dictionary effectively and consistently.

It would be a mistake to blame it all on the English teacher. Poor writing habits are developed in a wide range of courses. Homework assignments aren't always integrated. It is not unusual for a child to be given three overnight writing assignments, any one of which requires several full days' work to be done properly. Moreover, the teacher doesn't always have complete authority in the preparation of examinations, especially those of a year-end or state-wide nature. The root of the problem is that not much thought has been given to the requirements of good writing. The concept of expression as an intricate and highly demanding art has never fully been accepted.

The area in which a poor education shows up first is in self-expression, oral or written. It makes little difference how many university courses or degrees a man may own. If he cannot use words to move an idea from one point to another, his education is incomplete. Taking in a fact is only part of the educational process. The ability to pass it along with reasonable clarity and even distinction is another. The business of assembling the right words, putting them down in proper sequence, enabling each one to pull its full weight in the conveyance of meaning—these are the essentials. A school is where these essentials should feel at home.★

What is Quality Teaching?

Quality teaching is possible only when there is an effective program of in-service education. Quality teaching requires constant clarification of teaching goals, teaching procedures, and evaluation of teaching successes and failures. (Robert Gilchrist)

THE KEY TO CIVILIZATION'S PROGRESS. . .

TEACHING
and
PRINTING

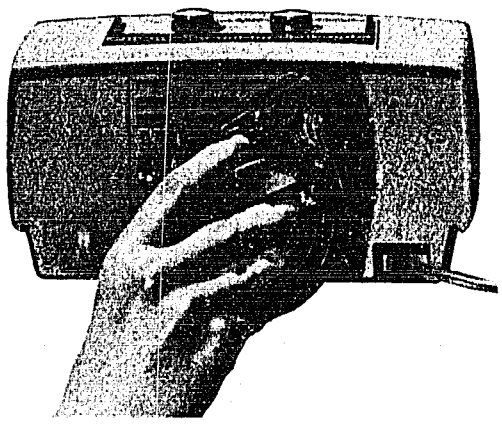
IF all knowledge were handed down through generations by means of the spoken word, how far would civilization have progressed? Books, the fount of knowledge for students and teachers alike, would be non-existent.

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.

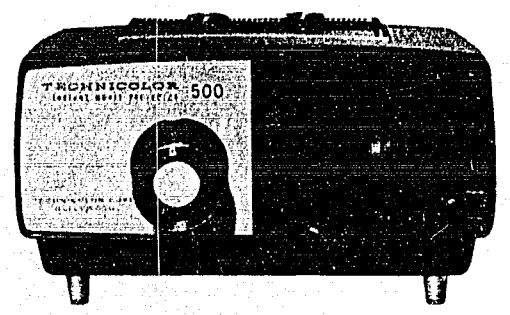
When thinking of books remember— the name "Evergreen" is synonymous with quality printing

EVERGREEN PRESS LIMITED
1070 S.E. MARINE DRIVE • VANCOUVER, B.C. • PHONE FA 5-2231
COMMERCIAL PRINTERS • LITHOGRAPHERS • BOOK MANUFACTURERS

GET READY Sets up in a second for instant use. No complicated adjustments. Compact, too. Just 8 lbs. light.



GET SET Simply snap in an 8 mm Magi. Cartridge. No reels. No threading. Switch on.



SHOW! Your subject comes to bright-image visual life. Choose from a library of over 200 single-concept films, from Athletics to Woodworking.

AND SHOW AND SHOW AND SHOW AND SHOW because this is a continuous-run projector. The film never leaves the cartridge. No rewinding. No film damage. And you're ready *instantly* next time.

THE TECHNICOLOR 8 MM INSTANT MOVIE PROJECTOR

COSTS JUST $120 COMPLETE WITH 5 FILMS

Send for our brochure and catalogue of single-concept films.

CANFILM SCREEN SERVICE LIMITED

956 RICHARDS STREET, VANCOUVER 2, B.C.

Czechoslovakian Youth Movement

Continued from page 79

in the school but the Movement itself is centered in the "Palaces of Youth" which are found in the larger cities and towns.

We visited the Central Pioneer House in Prague which had originally been a large aristocratic villa. Though partially destroyed by bombing in the Second World War, it was faithfully reconstructed and turned over to the Youth Movement in 1953. The design of the building does not lend itself to the new role and only socialist satisfaction at housing the Youth Movement in a former palace could compensate for the irritations of small rooms and awkward stairways. However, many activities were underway and we saw traditional handicrafts, music rooms, hobby shops, and in a large hall some forty young children being admitted to the "Sparks."

Most Students are Members

In the schools we visited the Youth Movement was much in evidence and the majority of students belong. The "Pioneers" are easily identified by the bright red scarves worn as their emblem. At the Pedagogical Institute at Olomouc, all the students belonged to the Czechoslovakian Youth Movement and were expected to organize youth activities in the neighboring schools as part of their teacher training. Teachers, too, are expected to give of their time after lessons to youth activities. In spite of the close co-operation between school and Youth Movement, the two are kept separate in terminology. School is that part of the day that is academic. Art, for example, does not appear on the school curriculum, yet art work of various kinds is a most popular activity at the Youth Centers.

Speakers stressed repeatedly that the Youth Movement was not compulsory. It need hardly be, for the pill of party indoctrination has been sweetened by combining it with much that is pleasant in life. To quote from the Comparative Tour report on the Youth Movement prepared by Mr. and Mrs. B. E. Nelson, Oxford:

"In its youth activities, the Czech government has done its best to ensure that youth will associate the ordinary pleasures of social life with those of party-oriented activity. The youth who wishes to renounce the party-oriented youth organizations must also renounce many of the ordinary pleasures of social life, and the development of interests, hobbies, and sports, for there are no other organizations to join."

Though a monolithic state-supported organization can do many things impossible in a freer society, one must question the price to be paid in human liberty. A major challenge for the free society is to provide the opportunity for the fullest development of its young people, to create in them a desire to give of their best, and at the same time to retain that breath of freedom and choice that is the essence of liberty.★

Teachers' Charter of Independence

Continued from page 64

teachers in the widest sense of the term, viz.: certificated teachers in schools, in further education centers and colleges of education, and teachers of standing engaged in other branches of the education service."

In determining the number of Council members who should be certificated (or registered) teachers, and the extent to which these should be elected by the profession, the Committee examined the structure of existing councils. It was found that there was considerable misconception about the composition as well as the functions of these Councils and notably the General Medical Council, only 11 of whose 47 members are elected by the profession as a whole. In only two cases—the Pharmaceutical Society of Great Britain and the Law Society of Scotland—were elected practitioners in a clear majority and these two bodies differed from the others in that they acted as the professional associations for their respective professions. The British Medical Council, by contrast is quite separate and distinct from professional bodies such as the British Medical Association.

The Committee finally decided unanimously to recommend that the General Teaching Council should be composed of 44 members as follows:—

(a)	*School and college staffs:*		
	(i) Certificated teachers serving in day schools, further education centers and colleges of education, and elected by teachers	21	
	(ii) Certificated teachers serving as Principals in colleges of education and chosen by Principals	4	
		—	25
(b)	*Association of Directors of Education*		3
(c)	*Universities*		4
(d)	*Central Institutions*		2
(e)	*Local Authority Associations*		4
(f)	*Persons appointed by the Secretary of State*		6
		Total	44

It is recommended that the 21 teachers be composed of:—

nine primary school teachers, of whom five should be head teachers and four should not be head teachers;

nine secondary school teachers, of whom five should be head teachers and four should not be head teachers. Of the five, three should be head teachers of schools presenting candidates for the Higher grade of the Scottish Certificate of Education;

two teachers employed full time in further education centers, of whom one should be a Principal and one should not;

one teacher, other than a Principal, in a college of education.

The proposed allocation of the 21 teacher-places among categories should be subject to revision in the light of changing circumstances.

The Committee hope that it will be possible for the Secretary of State to include two officers of the Scottish Education Department among the six whom he appoints. It is recognized, however, that there are serious objections to this, the main one being that constitutionally Departmental Officers could not act except as Officers of the Secretary of State and would thus find themselves in an ambiguous and embarrassing position in the event of a disagreement between the Minister and the Council. If it is not possible for two of the Department's Officers to be full members the Committee propose that the Department should appoint two assessors with full right to participate in discussions but not to vote.

It is essential to the Committee's conception of the Council the report urges, that members should regard themselves as persons who hold office by virtue of their qualities and experience and not as delegates of particular institutions or bodies. Bodies which have not supplied a member of the Council should not for that reason feel that their particular interests are unrepresented. Persons from outside may be invited, if the need arises, to attend meetings of the Council and take part in the discussions of particular items of business.

A total of 25 certificated teachers out of 44 members, it is considered, should enable the profession to exercise a major influence on the work of the Council. "Certainly it is higher than the corresponding proportions elected by some other professions, though we recognize that it may be lower than some teachers would wish. We do not think, however, that anything more would be justified. We conceive of the Council as a broadly based, influential body with wide ranging functions, and we think it essential that due provision should be made for the membership of persons from various sources, including the employing authorities and the general public. Moreover it must be borne in mind that, in addition to the 25 teachers from schools or colleges, some other members of the Council, though appointed from other sources, will be certificated teachers. The three Directors of Education presumably will be, and others may be included among the members drawn from the universities and central institutions and among those appointed by the Secretary of State. Thus the Council of 44 members will include at least 28 who hold a Teacher's Certificate."

The Committee recommend that the election of teachers to the Council should be conducted on a national basis, every member of the profession having the right to vote for members drawn from his or her own category. There should be no other division of

places by sex, teaching qualification or subject nor does the committee favor regional elections.

Other recommendations are that the Council should choose its chairman from among its own members; that both elected and nominated members should be appointed for four years; and that no one over the age of 70 should be eligible for election or nomination.

Control of Entry

On the crucial question of control of entry to training, the report is quite emphatic: "We think that it would be impossible and indeed wholly unreasonable to require the Secretary of State to exercise his ultimate responsibility and answer in Parliament for the supply of teachers if at the same time the standards of entry to the profession were completely outwith his jurisdiction and in the hands of a professional body for which he had no responsibility and over which he had no authority. We consider, therefore, that he must retain a say in matters concerning the standards of entry to teacher-training." And again: "It seems to us that it would be wholly wrong in principle for a democratic community which operates a system of compulsory education to deprive its legislators—which means itself—of the right to decide what qualifications are acceptable in those whom it appoints to teach its children. . . ."

"We eventually decided that logically, if Parliament is to have the deciding voice in these matters which we think it should have, the Minister who is responsible for the education service and who has to answer to criticism of it in Parliament must himself have authority to promote in Parliament the policy for which he is answerable. In the final analysis, therefore, we think that the requirements of the public interest are such that it is not desirable to leave complete control of entrance standards in the hands of the teaching profession."

This conviction is strengthened by an examination of what happens in other professions where "Parliament has provided for a greater degree of supervision of the representatives of the public interest than is commonly supposed." And the Committee also examined, only to reject, Privy Council procedures which are used to regulate these other Councils, largely for historical reasons. The problem, therefore, becomes "to devise a method by which the legitimate aspirations of the profession towards a greater measure of authority over standards of entrance to training can be reconciled with the need to retain Parliamentary responsibility."

The solution proposed lies partly in the establishment of a broadly based, authoritative Council and partly in a shift of initiative in matters of entrance qualifications from the Secretary of State to the Council.

"We think that a real and substantial change in the balance of power would be achieved if as one of its main functions the Teaching Council kept under constant review the whole structure of entrance qualifications and acted as the body which initiated any proposals for changes, recommending these to the Secretary of State. The result would be a reversal of existing arrangements. Instead of being produced by the Government and referred to the teachers for comment, proposals for change in this field would emanate from the Teaching Council itself, a body widely representative of the profession and other educational interests, and be passed to the Secretary of State for action on his part. Such an arrangement, however, should not debar the Secretary of State from drawing problems to the attention of the Council and inviting them to consider and recommend on necessary courses of action."

Discussing relations with educational institutions, the Report recommends that the Teaching Council should not have authority over the content and standard of courses in universities or central institutions but it should have power to rule that particular courses or degrees are requisite or not acceptable for teaching. These decisions should be recorded in Regulations.

The Council would naturally have a much closer relationship with the colleges of education and the types and lengths of courses provided by the colleges would be prescribed in Regulations on the recommendations of the Council. But in order to preserve the academic freedom of the colleges all other matters would be left to them.

The Council would also be empowered to appoint and send visitors to observe the general content and arrangement of courses in the colleges and on the basis of their reports the Council would make general recommendations which the colleges would be expected to implement. This is the system which operates between the General Medical Council and the universities and, the report observes, the standing of the GMC is such that the authority of its recommendations is normally accepted without question. The Committee hope that a similar situation of mutual respect would develop between the colleges of education and the Teaching Council. In the unlikely event of a deadlock between the Council and a college, it is recommended that the Secretary of State should have a residual power to direct the college to act in accordance with the Council's recommendation.

Registration of Teachers

Legislative action would be required to transfer the power to license teachers (including the exceptional admission of individuals to the profession) from the Secretary of State to the Teaching Council. The Council would be expected to exercise this function as the Secretary of State now does by accepting without question the students recommended by the colleges of education.

In place of the present Teachers' Certificates, the

Council would establish and maintain one register of qualified teachers and this should be kept in at least two sections—one a provisional register of probationers and the other a final register of teachers who have completed their probationary service. H.M. Inspectors would continue to assess the work of probationers and decisions by the Inspectorate as to whether or not a teacher's name should be entered in the final register would be binding on the Council.

The report recommends that registration should be obligatory on all teachers who wish to claim entitlement to the benefits of certificated status but it is not proposed that the need for registration should extend beyond the present scope of certification. While unable to recommend in present circumstances that it should be an offence for an unregistered person to be employed in teaching the Committee do recommend, however, that it should be an offence for one to pose as a registered teacher. The position of teachers in Further Education who, although they do not possess a Teacher's Certificate nevertheless have qualifications approved for permanent employment is a matter the Teaching Council would have to consider at an early stage.

Disciplinary Functions

To enable the Council to exercise its disciplinary functions it is recommended that legislation setting up the Council should include provision for a Disciplinary Committee on the Council. The Disciplinary Committee's powers should be confined to warning offenders or erasing their names from the register. Its decisions should be binding on the Council but the teacher should have the right of appeal to the Court of Session. The Disciplinary Committee should have a majority of registered teachers but should also include some lay members. A legal assessor would be appointed to the Disciplinary Committee and it would also have the assistance of an investigating committee. The Council would entertain a complaint only if the person making it had first approached the appropriate head teacher or employing authority.

Other functions of the Council should include keeping teacher-supply under review and offering advice and assistance on the subject to the Secretary of State. The Departmental Committee on the Supply of Teachers should in future be appointed jointly by the Secretary of State and the Council, reporting directly to both. The report emphasizes that the Council's consideration of supply matters should not be confined to recruitment and shortage of existing categories of teachers. The Council should be alert to changing needs and ready to take account of them in relation to the qualifications of teachers.

Election to the Council

Of the 44 members of the Teaching Council, only the 21 registered teachers in day schools, further education centers and colleges of education would be elected.

The Committee emphasize that, as registration would effectively replace certification, not only new entrants to the profession but all existing certificated teachers would have to register with the Council from a date to be determined by it, if they wished to continue to be entitled to the advantages of certification, including the right to continue within the superannuation scheme.

Finance

The report proposes that the Teaching Council's expenses should be shared between the teaching profession and public funds. The Committee examined alternative methods of levying the profession's contribution and finally decided that all teachers, including those already certificated, should pay a fee for initial registration and an annual fee thereafter to retain their names on the register. It is pointed out that this is the practice most common in other professions and one advantage of the system is that it would enable an up-to-date register to be maintained.

The Committee recognize that existing teachers "have certain statutory and contractual rights to salary, superannuation and conditions of employment generally and it would be inequitable to levy a new charge on them as a condition of retaining their rights. It was pointed out, however, that much confusion might result and indeed that the whole basis of the Teachers' Superannuation Scheme and its relationship with the National Insurance Scheme would be endangered if teachers were allowed to choose whether or not to pay the fee for initial registration or continued registration at any given time." The Committee were informed by the teachers' representatives that, in their view, teachers as a body would accept the imposition of a levy as being necessary to finance a Teaching Council which would give them a greater share in the conduct of their own affairs.

It is proposed that the annual fee should be deducted by the employing authorities from the teacher's first salary payment after 1st April of each year and it should also be open to teachers who are not employed in teaching but who wish to remain on the register to send their annual fees direct to the Council. This procedure, it is pointed out, would have three results: it would ensure that the register remained a "live" register of those who had an active interest in the affairs of the Council, and it would both provide an up-to-date list of electors and confer the right to vote in the periodic elections of teachers.

The Committee received a number of representations from serving teachers who, on grounds of conscience, either did not wish to be included in a register or were anxious to be given the opportunity formally to renounce their voting rights. "For the reasons already given," it is stated, "we think that

registration must be compulsory. The renunciation of voting rights, however, is another matter but one which we feel is more for the Teaching Council than for us."

In the introduction to their report the Committee conclude, "We think it right to stress that as our examination of these matters progressed we have all without exception departed from the views with which we began. This was not a process of compromise for its own sake: rather, we have found that as we explored the details and the implications of the problem, our preconceived ideas have had to be adjusted. Our subject has proved to be one of great difficulty and complexity, one on which hasty judgments are liable to be ill-advised. The majority of our members represent a number of educational bodies which might well have been thought to have conflicting interests, and while there were inevitably differences of opinion we consider that the measure of agreement we have reached on these major contentious issues facing us has shown that a solution acceptable to a cross-section of educational opinion can be produced."★

DEADLINES

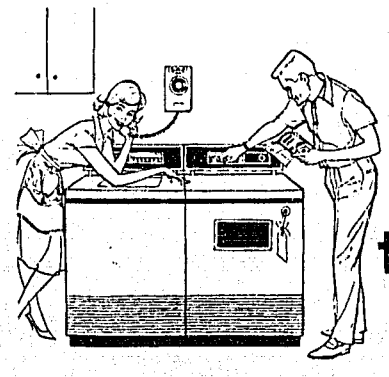
November 30, 1963—Resolutions for 1964 Annual General Meeting are due in the Federation Office.

December 31, 1963—This is the final date for receipt of articles for the February special issue of *The B.C. Teacher*. Social studies is the topic.

December 31, 1963—Nominations by local associations of candidates for table office positions must be submitted by this date.

January 11, 12, 1964—Nominations for Honorary Life Membership must be submitted for consideration at the Winter Executive meeting to be held on these dates.

January 20, 1964—Last date for receipt of Committee Reports and recommendations to the 1964 Annual General Meeting.



"...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 125 B of M BRANCHES in the PROVINCE of BRITISH COLUMBIA to serve you

WORKING WITH CANADIANS IN EVERY WALK OF LIFE SINCE 1817

TEACHERS:

We are proud of the outstanding service rendered by the teachers of our province and we wish to express our appreciation.

Dunn's Tailors

Dress for Success

CLARENCE CONN

390 W. Hastings Street

MUtual 1-2836 Vancouver 3, B.C.

Canada's Quality Old Fashioned

Buttermilk Pancake Mix

Nothing To Add But Water

KRUSTEAZ of Canada Ltd.

RE 6-0478 RE 6-0479

2029 WEST 4th AVE., VANCOUVER 9, B.C.

B.C.T.F. CO-OPERATIVE ASSOCIATION

1815 WEST 7th AVENUE, - - VANCOUVER 9, B.C.

ARE YOU A MEMBER OF THE

CO-OP?

IF NOT

JOIN NOW

and avail yourself of the following services:

★ INVESTMENT OPPORTUNITIES—By investing in Co-op Loan Certificates you can earn 6% interest. This is a sound liquid type of savings available only to Co-op members.

★ LOANS—To members for these purposes:

a) the purchase of land
b) the purchase of an existing home
c) the financing of house construction
d) consolidations

★ CHARTER FLIGHTS—The Co-operative sponsors charter flights to London, England. For 1964 three jet aircraft are available. Return fare $420.00 (subject to Government approval). Flights leave early July, return latter part of August.

The FEE of membership is a life-time one of $5.00.

The membership is a share of the capital stock of the association and carries with it all the democratic privileges inherent in a share.
Teachers and their immediate families are eligible for membership.

a matter of Opinion

Why Not "Real" Reviews?

VITO CIANCI

IN HIS BOOK, *Child Art To Man Art*, William Johnston says "The teacher must continually refresh and rejuvenate himself lest he fall into fixed routines, allowing his experience to harden his technique until it becomes dead practice."

The act of refreshment is absolutely necessary—the opening of a window to let a blast of fresh air blow through to the farthest corners of the mind, shaking down cobwebs and scattering the accumulated dust of years.

We need frequent contact with new ideas, even if we don't at first understand them, and particularly if we don't agree with them. We must constantly question our practices and re-examine our experience.

One source for this refreshment and rejuvenation is contact with minds tuned to new ideas; with personalities turned in new directions and working in different channels. Best of all is to meet in person—to discuss, to argue, to convince or to be convinced.

Next best, and for most of us, the most convenient, is to read a book (but not, let me say emphatically, the standard fare offered by standard educators, the carbon copies of carbon copies parroting the party line in pedagogical jargon.)

Mr. Cianci teaches at Colquitz Junior Secondary School, Victoria.

There are books, more often than not written by someone outside the classroom, which are stimulating and provocative, striking sparks of excitement and working a permanent change in the mind of the reader.

There are articles and editorials in magazines not directly connected with our profession which are often unsettling.

These should be read; should be abstracted for *The B.C. Teacher*; should be discussed, argued or even fought over. How else be refreshed and rejuvenated other than by lively argument over ideas? (I realize when I say this that there is a danger of upsetting some teachers—we are a touchy lot. Remember the fuss over Hilda Neatby?)

This brings me to the point of this item. That is, the need, as I see it, for a proper book page in *The B.C. Teacher* on which each month there would be an extended review, an assessment in depth, an introduction to one book which some reviewer has found exciting enough to want to share with the rest of us.

It needn't be by the same reviewer each time, but it should be by someone who has had the time to *read* it, and who is willing to write something more than the conventional four or five line blurb characteristic of the present book reviews.

We need an informed talk about a valuable book, infused with the warmth of the reviewer's interest in the subject, not a coldly impersonal publisher's catalog listing.

I have always felt that it was part of a professional journal's task to introduce its readers to new ideas; to jolt them loose occassionally from their rut; to show them an unexpected aspect of a familiar situation; to start some minds off in a new direction.

Certainly little of all this is to be found in most of the standard texts on education. Somehow they don't quite fill the bill. There are so many writers on the round-about, drearily and wearily going over the same material in the dullest possible prose.

Easily the most exciting book on education I have read in years is W. R. Niblett's *Education and the Modern Mind*. Another from whose impact I have not yet recovered is Albert Jay Nock's *Memoirs of a Superfluous Man*.

I was stimulated for weeks after reading David Holbrook on *English for Maturity*, and by Frank McKinnon's *The Politics of Education*.

These are books which I honestly feel should be recommended reading for every teacher, as are also *The Economics of Education* by John Vaizey; *The Future of Public Education* by Myron Lieberman and *Epitaph for Vocational Guidance* by Barry and Wolfe.

There are in addition the essays on educational topics, scattered among magazines and books, by Clifton Fadiman, John Ciardi, Hugh MacLennan, Randall Jarrell and Kenneth Weinbrenner.

I have been lucky enough to find these books and make room for them on my bookshelf, but I am sure there are many more I am missing. How many of them are known to readers of *The B.C. Teacher*?

The standard sort of writing on education is unfortunately plentiful and too easy to come by; the unusual and stimulating is harder to find. A good book page in *The B.C. Teacher* each month could be a great help.★

Comb. line & half-tone with artwork $ 15.07

On Invoice # 22714

What's New?

One suggestion from this year's BCTF Summer Conference was that a department of new techniques in teaching become a regular feature of The B.C. Teacher. *This column will attempt to meet the need for such a feature.*

Present plans indicate that all ideas discussed in the column will have been tested, at least in some degree, in a class or school in Canada. With your help this feature will, we hope, prove of real value to our readers. Please send us your ideas, suggestions and criticisms.

An Inexpensive Rear Projection Screen

A rear-projection screen costing only a few dollars is a relatively simple thing to acquire. Most glass companies will be pleased to sell you a piece of sand-blasted or "frosted" glass for about 40c-50c a square foot. A screen 48" x 48" would cost only $6.40 and the results are much more startling than with a reflected screen.

When an image is reflected by a reflective screen much of the light intensity is lost by scattering. A rear-projection screen transmits more light to the eye, and room lights can therefore be left on.

Advantages for the rear-projection screen:

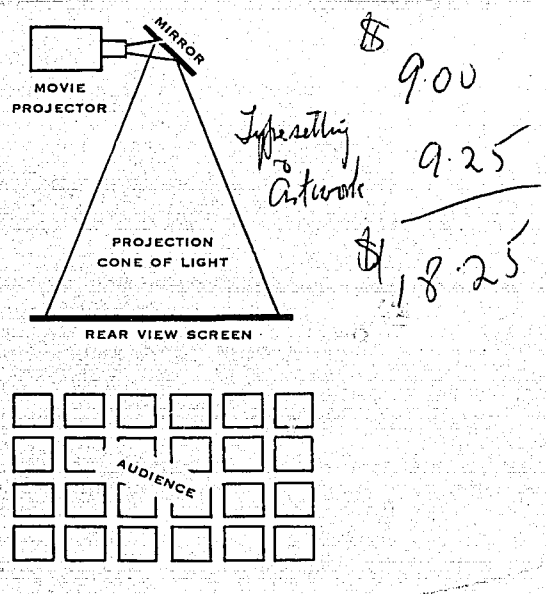
1. A brighter picture can be obtained without darkening the room. Turning out the lights will enhance the picture, but windows needn't be covered.

2. It is inexpensive to make up. (It should have either a cardboard or a wooden or aluminum frame around it.)

3. If you place the smooth side toward the students they cannot mark the glass. Because the screen is made of glass, most students are careful when near it.

4. Many schools, especially elementary schools, will lend themselves to having a rear-projection screen built in between the cloak room and the classroom.

The chief disadvantage of a rear-projection screen is that the cone of vision is slightly narrower than that of a conventional reflecting screen. Placing the screen in a corner of the room permits a better viewing by all the class.



$ 9.00
Typesetting & Artwork 9.25
$ 18.25

Film strips and moving pictures require one additional bit of equipment to make them work properly on a rear-projection screen. A mirror must be inserted close to the lens to switch the picture from left to right and make printing come out correctly.

Slide projectors may be used with or without a mirror. If no mirror is used, all the slides should be reversed in the slide tray, i.e., the emulsion side should be toward the bulb. Modern slide projectors are so cooled now that there is little, if any, danger to slides when they are reversed, even for long-period viewing.

Having problems getting the new mathematics across? Try a magnet board for interesting results.

Mrs. Roberta Chivers of the Richmond School District was responsible for sparking a new interest in magnetboards for teaching the new mathematics. With a little practice a teacher can make the number facts in primary and intermediate grades come to life. With due apologies to Mrs. Chivers for "stealing her thunder," here are the details.

Continued on page 94

BIRKS

Your gift is always appreciated when "it's from Birks"

2 mounted stereos $7.50

BIRKS
JEWELLERS
GRANVILLE AT GEORGIA
VANCOUVER

Christmas shop at the Bay by PHONE or MAIL now . . .

Toys to television sets, mink to manicure sets—the Bay's gift ideas are as near as your phone or mail box. Just call the *Phone Order Board* or send your *order by mail* for prompt service . . . satisfaction guaranteed.

Hudson's Bay Company.
INCORPORATED 2ND MAY 1670.

Your Shopping

Luxury is **not** expensive at

Anderson FURS
OF OAKRIDGE
41st at Cambie AMherst 1-8611

MU 4-5543
MANDEL DODEK FURS LTD.
The Finest In Furs
906 Granville Street, Vancouver 2, B.C.

You Are Always Welcome At
Hamptons
STATIONERY AND GIFTS, LEATHER GOODS
2705 Granville Street, Vancouver 9, B.C. • Telephone 731-6621

Grosvenor MOTOR HOTEL
Breakfast • Lunch • Dinner
IN THE SIMON FRASER ROOM
Banquet Facilities Free Guest Parking
840 Howe Street MU 1-0141

WARD MUSIC LTD.
We Carry a Complete Stock of
SHEET MUSIC, MUSICAL INSTRUMENTS, RECORDS, RECORD-PLAYERS, TEACHERS' SUPPLIES
Mail Orders Our Specialty
412 WEST HASTINGS ST.
Phone MU 2-5288 Vancouver 3, B.C.

ROCKGAS PROPANE LTD.
A Complete Gas Service for All School Needs
BRANCHES THROUGHOUT B.C.
1272 Granville St. MU 4-7321
VANCOUVER, B.C.

Christmas Guide

10% Discount to B.C. Teachers on

Passports — Portraits — Family Groups

Campbell Studios Ltd.

Photographers

2580 Burrard (at 10th Ave.) RE 1-6424, 1-6012

Hotel Comfort Motel Informality

Doric Howe Motor Hotel

Read Hayden, Manager

1060 Howe St. Vancouver, B.C. MUtual 2-3171

Millers

Jewelers to the People of British Columbia

★ Bridal Bouquet Diamonds
★ Famous Brand Name Watches
★ English Bone China Dinnerware
★ Silverware
★ Fashion Jewelry
★ Gift Items

★Courtesy 10% discount to British Columbia teachers.

The Store with the Diamond Dotted I

Millers

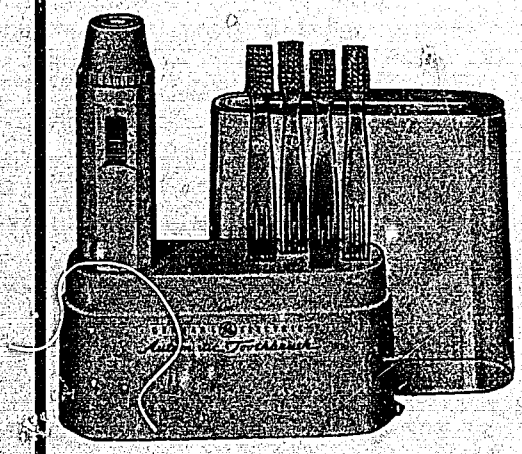
655 Granville
47 W. Hastings
622 Columbia
New Westminster

DIAMONDS, WATCHES, CHINA, FINE JEWELRY

EATON'S and General Electric Suggest

Practical Gifts for Christmas Giving

USE A CONVENIENT EATON CREDIT ACCOUNT . . . BUY WITH NO DOWN PAYMENT

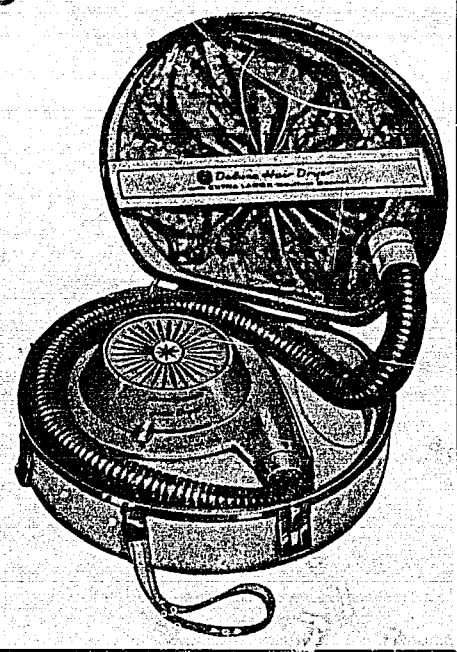


DELUXE HAIR DRYERS

in travel case styling, ready to move when you do. Fast and whisper-quiet in operation, there's a strap for shoulder or waist which allows you to dry your hair while you move about. See this style and others at Eaton's.

AUTOMATIC TOOTHBRUSHES

in sets of four for the entire family. Brushes are small, bristles short and the 1850 strokes per minute mean quick, effortless brushing. No cord, safe to use, may be cleaned in water. Re-chargeable unit is in handle.



What's New?

Continued from page 91

The base plate or metal sheet can come from any number of sources, but for greatest facility, portability and visibility a large-size metal-covered asbestos "hot pad" is most effective. These range in size from 6" x 10" up to 20" x 24". The largest of these best seems to fit our purpose, for it can be carried easily (weight about 8 oz. to 12 oz.) in one hand and the counters or discs manipulated with the other hand, or it can be seen by all the class when hung on the chalkboard.

Counters or discs are made from plastiform magnets and poker chips or other similar discs. The plastiform magnets are available in two sies:

No. 1. 1" x 3/4" x 5/32" thick at 10c each

No. 2. 1" x 3/4" x 3/32" thick at 6c each

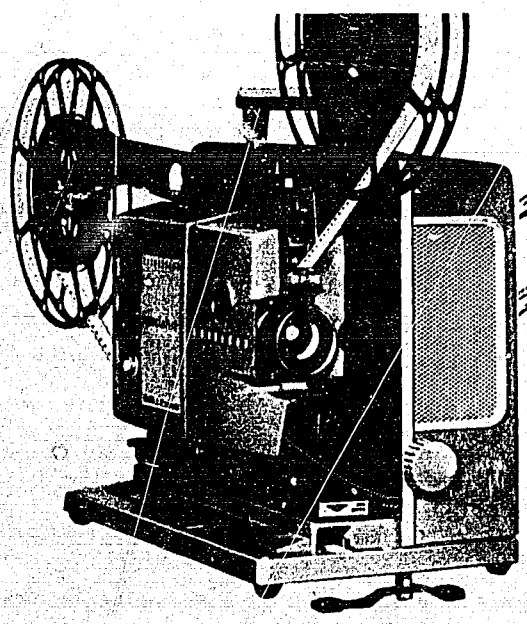
Of these two sizes, No. 2 has been found most suitable. These are available from the Tormag Transmissions Ltd., 338 West Sixth Avenue, Vancouver 10, B.C.

These magnets are particularly useful around the school for many other applications. Each magnet can be cut into smaller pieces with an ordinary pair of scissors. Holes may be punched in them with an ordinary ticket or paper punch to provide small round flat magnets of considerable relative strength, for mounting letters, pictures and other materials.

The discs for use in arithmetic are formed by cementing a magnet to one side of a poker chip. Care must be exercised to ensure that all magnets are mounted with a similar polarity. One way to be sure is to stick the magnet to the metal sheet, then press the cemented poker chip onto the magnet. Leave each disc in a horizontal position until it is thoroughly dry.

If a number of teachers get together and make their own boards and discs, the cost to each should be about $3.00. Asbestos hot sheets cost up to $1.25, 25 magnets cost $1.50 and 25 poker chips cost 25c (98c a box of 100). If you can convince your principal and school board that you don't play that game and that magnets won't attract pennies and dimes anyway, you might even get your expenses underwritten.

Please remember—this department is your place to tell others of your new ideas—drop a line and share the wealth—someone, somewhere will be indebted to you.



FOCUS ON QUALITY

The Bell and Howell Autoload Projector is one of the many precision-engineered tools for Audio-visual education now on display in our new showrooms. We cordially invite you to visit us.

CANFILM SCREEN SERVICE LIMITED

956 Richards Street, Vancouver 2, B.C. Telephone 682-3646

new Books

ESTHER G. HARROP, Book Review Editor.

ENGLISH and LITERATURE

Argosy. Ed. Alexander Turner, Margaret Brown, E. Benton Misener. Book 8 of Canadian Basic Readers. Holt, Rinehart and Winston, Toronto, 1961. Illus. $3.50

There are two sections to the book. Section 1 is in prose and Section 2 in poetry. The first is divided into seven groups of stories, each group being introduced by a relevant poem. The second is a collection of poems. Every story and poem included in the book is intensely interesting and teachers will have no difficulty in maintaining their pupils' enthusiasm.—E.G.H.

The King of the Golden River, or The Black Brothers, by John Ruskin. Macmillan, New York, 1962. 42 pp. Illus. by Sandro Nardini. Printed in Milan, Italy, by Fabristampa. $2.00

This splendid book with its introduction by Elizabeth Bowen will be among a small child's most prized possessions. The printing is large and clear and little people will pick this volume up and will read it quite voluntarily. The illustrations by the famous Italian artist greatly enhance the book.—W.D.M.S.

Sound and Sense: An Introduction to Poetry, by Laurence Perrine. 2nd edition. Harcourt, Brace and World, New York, 1963. 334 pp. $3.25

Teachers will find this book very useful as a reference. The chapters are organized around the "how" and "why" of poetry with such headings as What is Poetry?, Denotation and Connotation, Imagery, Musical Devices. Chapter 15 discusses "Good Poetry and Bad Poetry," with examples of each set side by side. The book contains a wide and varied selection of poems, many of which are taught in B.C. courses. There is good discussion of poetry in general, useful explications of poems in general. The book contains many exercises and questions.—N.E.N.

The Falcon Shakespeare: Hamlet. Ed. Betty Bealey. Longmans, Toronto. 290 pp. $1.20

A handsome text for the price. The editor is head of the English Department, North Toronto Collegiate Institute, and her experience has enabled her to overcome many of the shortcomings of high school Shakespearian texts. Textual notes are on each facing page for handy reference. Generous use is made of plot diagrams (for those who like them). In addition to the usual scene by scene comments and questions, there are summaries of arguments on the question "Why did Hamlet delay?" Front and back inside covers have attractive photographs.—N.E.N.

Nunny Bag 2. For 6 to 9 year olds. Gage, Toronto, 1963. Designed by Carl Dair, ill. Peggy Steele. $4.00

Rubaboo 2. For 10 to 12 year olds. Gage, Toronto, 1963. Designed by Carl Dair, ill. Lauretta and Karl Rix.

Both books contain collections of stories by Canadian writers, several of whom are B.C. teachers. The books are attractively bound and designed.—N.E.N.

MATHEMATICS

Contemporary Geometry, by Schacht, McLennan and Griswold, Holt, Rinehart and Winston, 1962. xii + 532 pp. $4.84

A text embodying recommendations and spirit of CEEB report and SMSG. Since the coming Grade 10 geometry will be quite similar to the SMSG geometry, this text seems a valuable reference book. It can be used at present as a source for exercises in Math 20 and 30. Each chapter ends with a short self-contained section on solid geometry—very suitable for enrichment. The text is well illustrated, with a copious supply of varied exercises. It goes far beyond the existing Math 20-30 sequence, and its order of topics is different. Induction and Deduction are very well explained and utilized throughout the text. Co-ordinate geometry is skillfully woven into the overall structure. A useful text for any teacher wishing a likely preview of the new Grade 10 geometry.—A.J.D.

Arithmetic: Concepts and Skills, by Brumfiel, Eicholz, Shanks and O'Daffer. Addison-Wesley, 1963. x + 389 pp.

This text precedes *Introduction to Mathematics*, and as such becomes an excellent text for Grade 7. The authors have consistently stressed the structure of arithmetic (specifically, the rational numbers), using the associative, distributive and commutative principles. There is great emphasis on problem solving and estimation. Percent and decimal notation are treated very carefully and thoroughly. A fair amount of intuitive geometry is presented. The book closes with a brief chapter on Probability. Although some of the content may seem familiar in the Grade 8 text, there is little if any danger of the student saying "Oh, we took this stuff before." The authors have introduced the minimum number of basic principles necessary and have made maximum use of them. Their clear language and stimulating discussions always challenge the student. Any district looking for a suitable Grade 7 text (while waiting for the elementary sequence to reach Grade 7) would be doing themselves a disservice if they did not peruse this text. —A.J.D.

A Program in Contemporary Algebra—Bk. 1, by Heimer, Kocher and Lottes. Holt, Rinehart and Winston, 1963. Paper, 853 frames + 37 pp. $1.44. Teachers' Manual 66c

This programmed text covers Numbers, Sets, Sets and Variables, The Language of Algebra, Basic Operations. The average student should complete Book 1 in about 7 hours. The 37-page supplement contains excellent unit tests and summaries of each unit. Suitable for a beginning course in algebra Grade 8 or 9, slow or bright student. Books 2-5 carry the student to the Grade 10-11 level in algebra. The teachers' manual contains many very helpful suggestions as well as the philosophy of the program, a detailed course description, course development and testing program.

Book 2: Exactly the same as Book 1, but covering Arithmetic of the Real Numbers, first degree equations and inequalities in one variable. Contains 856 frames plus a 27 page supplement. Again the teachers' manual provides excellent suggestions for a variety of uses.

Book 3: Covers equations and inequalities in two variables.

Book 4: Covers polynomials and factoring, quadratic equations and inequalities, rational expressions and equations, and functions and relations in 864 frames.

Book 5: Covers exponents, radicals and quadratic equations.

Books 1-5 seem very suitable for students in the new mathematics sequence. Remedial possibilities excellent at a relatively low cost.—A.J.D.

SCIENCE

The Doubleday First Guide to Birds, by Sabra and Heathcote Kimball. Doubleday, Garden City, N.Y., 1963. Illus. in color. 32 pp. $1.85

Boys and girls who are interested in birds and their lives will thoroughly enjoy this little book. The colors of the birds are faithfully reproduced, as also are any identifying marks. The habits and natures of the birds are described so that even young readers will enjoy the descriptions. —E.G.H.

What Happens Underground? by Ray Bethers. Macmillan of Canada, Toronto. $2.25

Scientifically yet simply written for young scientists of Grade 3 reading

ability. Discusses the wonders of what is found underground (dinosaurs, precious stones, oil, coal, etc.). The poster-like illustrations add to the information given. —D.S.L.

What is Sound?, What is Light?, What is a Machine?, and *What is a Solar System?* Collins Pageant of Knowledge Series. Longmans. 90c ea.

These science books, a new series, are all well written, with excellent illustrations which help to explain the scientific principles involved. Would appeal particularly to boys. The price is as attractive as the books.—D.S.L.

Exploring Biology, by Tad Harvey. Doubleday, Garden City, N.Y., 1963. (Can. Agt. Doubleday Canada, Toronto) Illus. Lee J. Ames. $3.50

This book traces the development of biology from the time of Aristotle to the present day. The author shows that the cell theory and the theory of evolution emphasize the fundamental qualities shared by living things. The relationship between food and life is explained. The author suggests that life probably began over two billion years ago, when small groups of molecules organized themselves into a "living" pattern and learned to reproduce the pattern. The book is written in simple language. Few scientific terms are used. The illustrations are excellent. This would be valuable reading for the junior high pupil.—C.V.A.

Anthropology—A to Z. Ed. by Carleton S. Coon and Edward E. Hunt Jr. Universal Reference Library. Grosset and Dunlap, New York. $2.50

The editors say, "This volume represents the efforts of a group of distinguished German scientists of several related disciplines to bring together and coordinate our knowledge of man's origins and evolutionary history his distribution into races, and the biological aspects of human behaviour." The book offers much to those interested in the biological sciences relating to man. To the teacher of general science the chapter on human genetics should be particularly appealing.

Teachers of social sciences would enjoy the chapter on "The History of Races" as well as "Social Biology."

A very complete bibliography, glossary, and index make this 232 page paperback a welcome addition to any library.—V.L.C.

Practical Science for Secondary Schools, Bk. I and Bk. II, by K. Laybourn and C. H. Bailey. University of London Press, 1961. No price given

These two books are part of a series that might be used for four or five years in school and have much to recommend them. Each chapter is divided into numbered sections; each section being a separate experiment. There are numerous diagrams, many of them ingenious yet simple illustrations of physical principles.

For teachers of General Program students these books should be valuable in the junior secondary school. The advantage of simple, clear experiments without too many involved explanations is evident.

Those who feel that the PSSC approach to science teaching is the coming trend would be particularly interested in these books for the junior grades.—V.L.C.

SOCIAL STUDIES

The World Awakes—The Renaissance in Western Europe, by P. S. Brooks and N. Z. Walworth. J. B. Lippincott and Co., New York, 1962.

The Renaissance is one of the more interesting periods of history, and the authors of this book have attempted to recreate the atmosphere of the period. It deals with Renaissance developments in Italy, Spain, France and England. Then, for each of these countries two representative personalities of the time are discussed. For example, in Italy, Lorenzo de Medici and Leonardo da Vinci are selected and an account of their lives and contributions is presented. The style is interesting and vivid; numerous photographs are included. This book should make interesting reading for students at the junior secondary level.—N.R.S.

A Visual History of Australia, by R. P. T. Graves. British Book Service (Canada) Ltd., Toronto, 1962. 75c

This is an inexpensive paperback history of Australia for elementary school students. It contains many line drawings and sketch maps together with an interesting account of the discovery, settlement and development of the land "down under."—N.R.S.

Anglo-America, by Paul F. Griffin, Robert N. Young, and Ronald L. Chatham. Fearon Publishers, San Francisco, 1962. Illus., index, xvi and 552 pp. $7.75 (U.S.)

Subtitled "A Regional Geography of the United States and Canada," this senior level reference book breaks down Anglo-America into eight major regions and twenty-two subregions. It would make a valuable library supplement for Social Studies 30 and Geography 91. Schools having *Regional Geography of North America*, by Tomkins and Hills, would find this a useful additional source for student reference and collateral reading.—A.J.W.

Adventures from the Bay, by Clifford Wilson. Macmillan, Toronto, 1962. Illus. One of the Great Stories of Canada Series. $2.50

This book will be a good addition to the Canadian history collection in the school library. In its pages are tales and adventures of such men as Radisson, Groseilliers, Kelsey, Simpson, Hearne, McLoughlin, Douglas, and such spots as Churchill River, Fort Garry, Rupert's House and Batoche. Pupils in Grades 8 and 9 will enjoy the excitement of the tale, and particularly they will delight in the British Columbia spots that come into the story.—E.G.H.

Brazilian Adventure, by Peter Fleming. Chatto & Windus, London, 1962 Abridgement. 2 maps, glossary. 154 pp. $1.40

The theme of this little book is the attempt to find the expedition of Colonel Fawcett which disappeared in the Brazilian hinterland in 1925. In my opinion the book is disappointing because the author has stretched his narrative too far. For the modern reader there is simply not enough action. For the specialist in the development of Matto Grosso Province in Brazil, this little volume will give some idea of conditions there almost four decades ago. —W.D.M.S.

Holland, by Liesje van Someren. The Young Explorer Series. Weidenfeld and Nicolson, London, 1962. (Can. Agt. McClelland and Stewart, Toronto.) Index. Illus. and pictures in b. & w. 144 pp. $2.50

The reader is taken on a rather intimate journey through each of the provinces of Holland. Without a detailed map it is difficult to follow all the turns taken by the author, and no map is included. The book gives some of the highlights of the history of the country and the religions practised. An introduction to the different communities, their special buildings, and their customs does much to rouse the interest of the reader.—R.E.G.

Exclusive Real Estate Agents for

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

BELL-IRVING

Buying a House?

Selling a House?

Use Professional Guidance

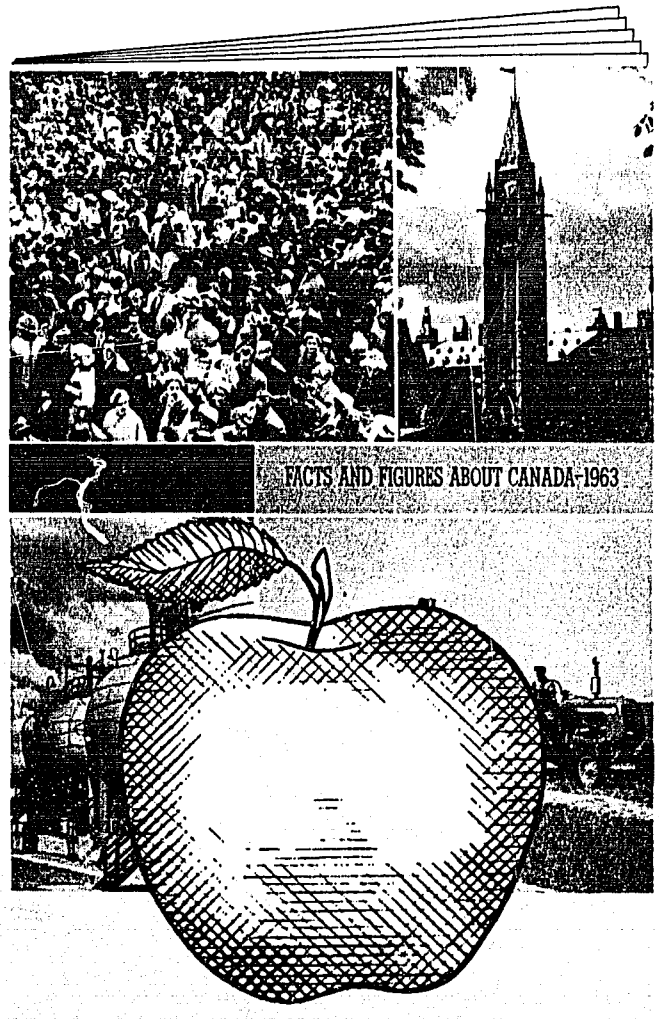
Call

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

BELL-IRVING REALTY LIMITED

Head Office: 930 Pender St. W.
North Shore Office: Park Royal

Member Vancouver & New Westminster Real Estate Boards



An Offer for the Teacher!

FREE! Encyclopaedia Britannica's "Facts and Figures About Canada—1963"

The publishers of Encyclopaedia Britannica are offering, free, and without obligation, the handiest, most readable, 96-page reference booklet ever produced for Canadians.

Just off the press, "Facts and Figures about Canada—1963" gives you immediate access to categorized information about Canada's population, government, products, industries, immigration, taxation and many other significant topics.

Teachers will find this library-sized book an invaluable source of quick facts, a real teaching aid and a help in preparing talks and projects. It provides easy answers to students' questions on Canada, endless material for quiz games, and authority for settling arguments.

This free booklet is to introduce you to Encyclopaedia Britannica's offer for teachers only: almost 50% discount on Encyclopaedia Britannica and Temac Programmed Learning.

To obtain your copy of "Facts and Figures about Canada—1963", absolutely free and without obligation —together with information about this special offer— just mail the attached postage-paid reply card; or write to:

TEACHER PROGRAMME

BRITANNICA HOUSE, 151 Bloor Street West, Toronto 5.

about People

C. P. Bates Wins 1963 Charlesworth Memorial Award

Christopher Bates

The 1963 winner of the Charlesworth Memorial Award was Christopher Paul Bates, of Kamloops, a graduate of Kamloops Secondary School and son of Thomas Bates, a teacher in the same school. (Mr. Bates is a member of the Faculty and College of Education for the 1963-64 academic year and the family is now living in White Rock.)

Christopher Bates was born in Surrey, England, and took his elementary schooling there. He took secondary education to Grade 10 in Trail and then returned to England, where he obtained the General Certificate of Education after two years of schoolwork. He took Grade 12 in Kamloops last year, with exceptionally high final results. In his time outside class, he has been a member of high school orchestras and dramatics societies. He enjoys music and plays both cello and pipe organ. Reading is another of his leisure time interests.

At the University of B.C. Christopher will study in the Faculty of Arts and Science, with the ultimate aim of a career in mathematics.

In Memoriam

H. W. Fowler

Horace Wesley Fowler, B.A., M.A., B.Ed., of the staff of University Hill Secondary School, died during the summer in Vancouver. Mr. Fowler spent his teaching career in the University area. He taught at UBC for two years in the physics department and then went to the former combined elementary-high school which later became University Hill Secondary School.

At the time of his death, Mr. Fowler was choir leader at Knox United Church. He had been conductor of the Vancouver Oratorio Society and was a member of the Royal Canadian College of Organists. He was also a Fellow of the American Geographical Society and member of the American Association for the Advancement of Science, of the B.C. Academy of Sciences and of the Royal Astronomical Society of Canada.

He is survived by his wife Olive.

W. Dennis C. Ewing

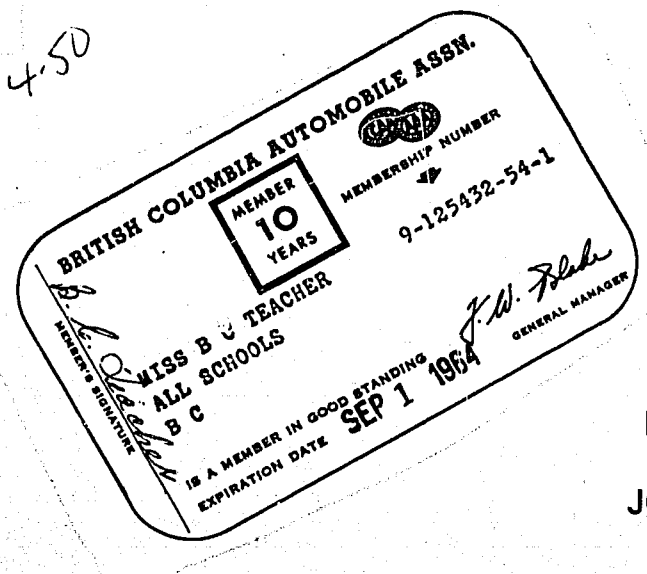
W. Dennis C. Ewing, who was well-known for his dedicated work with occupational classes, passed away suddenly on August 25, at his home in Mission City. Mr. Ewing's teaching career took him to various areas of the province; his most recent appointments were in Trail and then Squamish. Mr. Ewing is survived by his wife Jenny and two sons, to whom the sympathy of his colleagues in the profession is extended.

LESSON AIDS

The latest addition to the Lesson Aids service, a booklet of crossword puzzles for reading enrichment, based on *Gay Adventurers,* has proven very popular. In response to many requests Lesson Aids will make the puzzles available individually at 1c each. To order for your class, simply state the number of copies you want of the particular page(s) of the booklet. Please be sure to list the page numbers of the booklet, not of the text, i.e., the numbers at the bottom of the pages of Lesson Aid 9024.

Are YOU receiving the protection and services of the
B.C. AUTOMOBILE ASSOCIATION?

mounted stones $4.50



mounted stones $4.75

IF NOT . . .

JOIN TODAY

VANCOUVER • VICTORIA • NEW WESTMINSTER • KAMLOOPS • PENTICTON
NELSON • NANAIMO • CHILLIWACK • PRINCE GEORGE • TRAIL

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**

for Your information

Government Scholarships for Teachers

RECENTLY THE Minister of Education announced that the Government of British Columbia is offering scholarships for teachers for the academic year 1964-65. For the information of interested teachers, the regulations governing the scholarships are as follows:

These scholarships are intended to provide an opportunity for such advanced professional study as may be profitable both for the recipient and for the educational system of the province.

For the scholastic year 1964-65 two or three scholarships of up to $2,500 each will be available. At least one of these will normally be awarded to a teacher in the elementary field, and one to a teacher in the secondary field.

Application—(a) An official application form is obtainable from the Co-ordinator of Teacher Recruitment and should be returned to him at the Department of Education, Parliament Buildings, Victoria, B.C., not later than January 15, 1964.

(b) The application form *must be complete* as to pertinent detail, including an endorsement by a person in a responsible educational administrative position.

(c) Each application must be supported by the names of two other references. *One* written reference should accompany the application, in a sealed envelope.

Eligibility—(a) An applicant should be a mature teacher with superior professional record and good academic standing.

(b) An applicant will normally be required to hold a University degree and teacher training (PB category), but applications may be received from persons having an EA certificate. A minimum of seven years' successful teaching experience, normally in British Columbia schools, will also be required.

(c) An applicant shall normally be employed as a teacher actively engaged in classroom instruction in the public school system of British Columbia, in the year in which application is made.

(d) An applicant shall be able to provide the Selection Committee with satisfactory evidence of capacity to benefit from the scholarship; at the discretion of the Selection Committee a personal interview may be required.

(e) An applicant must be recognized as being a credit to the teaching profession and a respected member of the community.

(f) The Selection Committee must be satisfied that the applicant is in good physical and mental health.

Terms—(a) The scholarships are normally intended for at least one year of formal study in an institution preferably outside the province. A plan of study must be submitted with the application stating the institution where the study is to be taken, the period of time required, and reasons why the study is being undertaken.

(b) The Minister of Education, following the recommendations of a Selection Committee, will notify successful applicants before the end of March, 1964.

(c) Arrangements for payment of the scholarship (normally in a lump sum) shall be at the discretion of the Selection Committee. Ordinarily the scholarship will be by cheque in favor of the recipient, sent care of the Bursar of the institution where study is to be undertaken. The cheque will be released in full when registration is completed.

(d) The study shall begin in the academic year 1964-65.

(e) It is expected that the winner of a scholarship will continue to work within the British Columbia educational system, following his period of study.

(f) Any unavoidable major change of plans shall be submitted immediately to the Selection Committee for review. The decision of the Committee shall be final.

(g) Deferment of the award shall be at the discretion of the Selection Committee and shall be allowed only for reasons of serious ill-health.

(h) In the event that a successful applicant does not find it possible to continue with the plan of study, the disposal of the award shall be at the discretion of the Selection Committee.

(i) Recipients of the scholarships will be expected to make their own arrangements for leave of absence.★

Kindergarten and Primary Scholarship

A one-year scholarship is offered by Mills College of Education, New York, through the Canadian-American Women's Committee (Canadian Section), to the value of approximately $2,650. The scholarship is open to any woman teacher in the province of British Columbia who is at present teaching on an EB Certificate, or to a woman student who is enrolled in the second year of the B.Ed. Elementary program, and who wishes to specialize at the third year, in pre-school and primary education with the intention of continuing to a B.Ed. degree at the University of British Columbia. The scholarship will include tuition and residence accommodation, including main meals.

Applications must be submitted not later than December 1, 1963, to Miss M. E. Cottingham, Faculty of Education, University of British Columbia, Vancouver 8, from whom full information concerning applications may be obtained.

Education Building Gets Wing

A contract has been let for the construction of "phase two" of the College of Education Building at the University of British Columbia.

Phase two of the building consists of two wings to be added at the north and south ends of the existing building, which was completed last year. In the north wing will be specialized classrooms for the teaching of mathematics, science, art, music and other subjects. The other wing will have offices for members of the Faculty.

It is expected that construction will be completed by December 31, 1964.

Award for School Broadcasts

B.C. School Radio Broadcasts won a first award at the 27th American Exhibition of Educational Radio Programs at the Institute for Education by Radio-Television, at Ohio State University, Columbus, held in mid-June.

The art series "Pictures in the Air" won the award with the program "Thar She Blows" submitted as a sample. W. G. Crisp wrote the script. CBC producer was F. E. Laight and educational director was Ean Hay, assistant director, B.C. School Broadcasts.

Correspondents Wanted

A New Zealand teacher and his friends are interested in learning about teaching conditions, the education system in general, and other facets of educational life in British Columbia. They are prepared, also, to exchange general correspondence, newspapers and magazines with B.C. teachers.

Anyone interested in establishing such a correspondence with New Zealand is invited to write Mr. J. Dixon, P.O. Box 5481, Wellesley Street, Auckland, N.Z.

New Name for Foot Specialists

The British Columbia Association of Podiatrists has announced that the proper name for a foot specialist in "Podiatrist." The former designation, "Chiropodist," will no longer be used.

Foot care and treatment by a podiatrist, upon referral from a medical doctor, is included in the Provincial Teachers' Medical Services.

Youth Hostel Position

The Canadian Youth Hostel Association, Pacific Region, invites applications for the post of full-time organizer (male). The position is one which will require the initiative and drive which stems from a genuine desire to further the promotion and development of hostelling and hostels in the Pacific Region. Applications giving all relative information should be addressed to The President, Canadian Youth Hostel Association, 1406 West Broadway, Vancouver 9, marked "re Male Organizer."

Shakespeare on Records

Teachers of English will be interested in the Listener's Library of Living Shakespeare, a series of 12-inch long playing high fidelity recordings, complete with folio giving full text and enlightening notes. The players include such personages as Vivien Leigh, Sir Michael Redgrave, Sir John Gielgud, Sir Ralph Richardson, Richard Burton, Flora Robson, and Dame Edith Evans.

The records are obtainable from Moyer Division, Vilas Industries Ltd., 325 West 6th Avenue, Vancouver 10.

Teachers Take ScienceTour

During the last week of school in June, a group of twenty-two senior high school teachers from across British Columbia were guests of Consolidated Mining and Smelting Company, Trail, invited to look at metallurgical and chemical processes as well as the mining methods of a major B.C. industry. The science teachers, counsellors and vocational training instructors visited Cominco under an arrangement made in co-operation with school boards and the Department of Education.

The five-day program was designed to give the teachers a broader knowledge of industrial processes and to let them see how a large industry is operated. Actually seeing science at work and the jobs that are being done gives the teachers a valuable background they can pass on to their pupils.

TRAVEL WHERE YOU WILL – INTERNATIONAL KNOWS THE WAY

Exciting 1964 Summer Cruise to the Orient

Aboard P and O Orient liners Oronsay and Arcadia. Leave Vancouver July 1— visit San Francisco, Los Angeles, Honolulu, Yokohama, Kobe and Hong Kong. Return by way of Japan and Honolulu. Fares from $714 U.S. Phone now for reservations.

INTERNATIONAL TRAVEL SERVICE LTD.

808 West Hastings MU 4-8447 Woodward's Downtown MU 4-4040

The Annual Name Game

GEOFFREY GOODSHIP

BY THIS TIME of year I am sure all teachers have forgotten the annual name game. It is the one that requires you annually to remember some one hundred fifty new names and faces in the shortest time possible. The bigger the school the more players there are and the longer the game lasts.

I would like to tell you of the version of the game I encountered last September (I would say fall but they don't have one here), teaching at Wesley Girls' High School in Cape Coast, Ghana. That's right; I said girls' school, four hundred fifty of them—and only two male teachers. I have the honor of being the second male since the school began in 1836.

The name-the-student game is the same as in Canada except that there are a few more obstacles here. Perhaps the most obvious obstacle is that you cannot begin questioningly with "Joe?" or "Ah, Bill?"—not in a girls' school.

Have you ever looked at a group of Oriental people and thought they all looked alike? Imagine having a classroom filled with thirty Oriental boys of the same age wearing the same clothes and haircut. It's the same for me with Ghanaians. I used to feel guilty about this until a Ghanaian friend confessed that all white men looked alike to him.

When I entered my classroom for the first time thirty fuzzy heads turned. Thirty uniformed girls rose with "Gooood Moorningggg Meestaar Goooodshipp." Innumerable perfect white teeth began to shine in perfect smiles. I began to think it was some kind of plot. They were all twins. "Good morning girls," was my brisk, firm, make-the-right-impression reply. A few moments later, after arranging my books, I lifted my eyes to begin and realized I had forgotten something. "Please sit down," I fumbled.

Being a bright young man, I didn't take more than fifteen minutes to realize the necessity of having a seating plan. This, I thought, would be the only solution to thirty die-cast friendly faces shining above loose green uniforms (another handicap in recognizing differences).

Disillusionment is now quite the right word for my reaction to the seating plan idea. For some reason I shall never understand, Ghanaian parents name their daughters according to the best religious and eighteenth century traditions. Elizabeth, Beatrice, Patience, Love, Matilda, Felicitas, appeared in order on the seating plan. In the first of my seven classes I had three Marys, two Elizabeths, two Mercys, two Faiths, one Hope and two Charitys. Nor were the last names to be of any help—Yanney, Muing, Omari, Osie-Bonsu, Frempong, Dowuona. I tried a few of these such as, "Miss Nzifrom, can you answer this question?" but I gathered from the reaction that my pronunciation left something to be desired. On another occasion I tried with "Miss Boakye?" and three girls rose hesitantly in the general direction of my gaze.

In my second class the whole procedure was repeated and so on through all seven of them except, to add to the confusion, I discovered that every girl had at least one sister in the school. A Miss Agyarko and a Miss Gyima said to me, "Please, sir, we are sisters." Later I discovered they have several kinds of sisters. Any girl from the same village is a sister. If you wish to be specific you say sister of same mother and same father. It is not uncommon to find a same mother, different father arrangement. Then there is the arrangement of same father, different mother. Ghanaian men commonly have several wives.

After a few weeks of this kind of despair I had managed with real effort to anchor a few names and faces in each class. At least I had a few I could ask questions. "Now, Elizabeth," I began for the fifth time in one period, "can you tell me the answer?" Silence. "Elizabeth?" I repeated. Silence.

"Please, sir, she is not Elizabeth any longer, her name is Grace."

Reeling off to the headmistress I thought that my recent bout with malaria had unhinged me. No wonder the early explorers lived only an average of three months in this country, I thought.

"No," said the headmistress, "you are not ill. It is customary for Ghanaians to change their names often." I gave in. This year the students will win the game.★

Mr. Goodship is on leave of absence from the Burnaby school system.

R. M. BUZZA

A New Way of Training Principals

TWENTY FLEDGLING principals and vice-principals became "Marion Smith" for ten days last summer as they participated in the workshop for beginning principals presented jointly by the UBC Faculty of Education and our B.C. Teachers' Federation.

On the first day of the workshop, every Marion Smith accepted a new position—that of principal of Whitman Elementary School in the State of Lafayette. The Messrs. Smith quickly learned a great deal about their new appointment—more, possibly, than they know about their present one! Filmstrips of the local community, tape recordings of Board meetings, excerpts from the state code, a statement of policies and by-laws, a major report on The Jefferson School Community, and copies of district superintendents' reports helped set the stage.

On Labor Day, September 1, each Marion "began" his new duties. Alone in his office he faced the first in a series of three in-baskets. Thirty-three items awaited his attention: teacher Eleanor Blake would not arrive until Friday; a first-day bulletin needed preparation; the year's supply of pencils had not arrived; a parent warned of litter; Dr. Lewis asked to use Whitman students in a psychological experiment; The League of Women Voters wished his participation on a panel. . . .

Two subsequent in-baskets posed questions concerning such more controversial matters as religious discrimination, teacher ineptness, civil defense exercises, reports to parents, teacher "moonlighting," and a host of problems concerning pupils.

All in-basket items duplicated actual problems in schools in the State of Lafayette (New York); all were authentic in every detail—from the personal stationery of Mrs. Robert William Foster III, to a telegram from Western Union.

"Standardization of background and problem," in the words of one of the participants, "permitted particular focus on individual reaction, thus encouraging introspection by comparison of reaction." This focus on individual reaction was particularly evident in the discussion that followed each in-basket work period. Responses to particular items varied widely and, in the searching give-and-take that followed, most delegates underwent the painfully stimulating and rewarding experience of publicly presenting a point of view and finding it lacking. No one was permitted to take refuge in the phrases "Well, in our district . . ." or, "In my school . . ." because everyone was Marion Smith, i.e., everyone was in the same school and district.

During the workshop course director Max G. Abbott of the University of Alabama and Walter Hartrick of the College of Education, UBC, presented a series of lectures designed to link theory and practice in administration. Topics included "Dimensions of Administrative Leadership," "The School as a Bureaucracy," and "Getzel's Model: Nomothetic and Idiographic Aspects."

A further highlight of the workshop was an off-the-cuff role-playing session involving the Whitman School janitor, two of the teachers on staff, the district superintendent, and one of the Marion Smiths.

In commenting on the future of the workshop a number of participants recommended that the course be modified to include distinctively Canadian material with problems even more controversial in nature; ethics, politics, insubordination, and religion were suggested.

It is obvious that the workshop would be of value to practising as well as beginning principals. By shortening the orientation period—possibly through prior distribution of introductory material—a most profitable three or four-day workshop could be presented using a modification of the materials now on file at UBC. At least two districts are at present considering this possibility. In a shortened version of the workshop, living-in at a site such as Harrison Hot Springs would be a definite advantage for participants. Living-in encourages informal bull-sessions, which are often an invaluable supplement to a workshop.

Mr. W. V. Allester, BCTF Director of Professional Development, acted as assistant director of the workshop during the summer. He would be pleased to receive inquiries concerning in-service use of the workshop materials at the local or district level.★

Mr. Buzza is vice-principal of Windsor Elementary School in Burnaby.

In the Beginning . . .

PATRICIA LAMONT.

SO THE STORY opens—the thread of narrative weaves in and out of diverse experiences.

One may smile in retrospect, or groan, "If I had only known THEN." How often does the beginning pattern the future, and the final achievement become its sophisticated extension?

Some of us may have felt in the past that the purpose of the Induction Ceremony has not been fully understood or appreciated by either participants or hosts. The hosts of the new teachers on this occasion, I hasten to say, are not the committee speakers, BCTF officials, and educators who attend. The entire membership is the host.

I look back on my own "brush" with induction. New to the system, in a school that had not enrolled kindergarten classes before (and probably not too sure that they would be any asset), alone in an outside building, I was more than somewhat overwhelmed. Along came a very efficient looking staff member. With a stern look she said, "You don't want to be INDUCTED, do you, Pat?" I had no idea what it meant; it sounded vaguely like unhappiness. Nonchalantly I replied, "Of course not."

Time has illustrated what I could have been told then. It goes something like this . . .

Welcome, new teacher, we know that you are working to capacity, and understand that sometimes you will make mistakes, desire guidance, or need help to keep going under what can at times develop into severe strain. We have a fine organization geared to give you this friendly assistance. It is run by other teachers, equally harassed, but perhaps more aware of where to look for advice, literature, or even monetary help, while accumulating experience, and building up status.

This organization, through its teacher-membership, asks you to become a part of it, enjoy its privileges, contribute to its intelligence, and become an active participant in its purposes, so that, in turn, you may hold out your hand to others who will follow you.

The Induction Ceremony, which we heartily invite you to attend, is intended to be a gracious acknowledgment of our mutual awareness of this vast organization, and would be your first step in this direction. May we expect you?

If this is how teachers feel, let us make their feelings known. If not, induction becomes simply material, not fraternal.

Enlightened colleagues are our greatest assets, and this enlightenment comes from participation, not only in one's local association, but at workshops, conferences—anywhere that teachers congregate.

Those teachers who heard and felt the impact of the invitation of our B.C Government to the World Confederation of Organizations of the Teaching Profession to hold its Annual Conference in Vancouver in 1967 must surely have thrilled to the immensity and scope of our professional organization, and realized the experience of "belonging."

At conventions this summer I had the opportunity to converse with and, more important, to listen to the aims, plans, long range expectations and, yes, the dreams of executives, associates, and members from several countries, provinces, and local associations. I now understand how many dynamic but truly humble educators there are among us. These form the core from which the seeds spring. We *must* keep productive, adding new strength and fresh, universal appeal.

Teachers are our strongest advocates. Teachers can help individually and collectively to spread among our new colleagues this feeling of mutuality and professional excellence. We can then truly "induct" our new staff members into a way of living and giving, that will carry our standards beyond the classroom, into every avenue of civil, provincial, national and universal education.

TUUM EST.

Mrs. Lamont teaches in Vancouver.

What is Quality Teaching?

Quality teaching finds and recognizes a Van Cliburn at an early age; or discovers a spark in the boy who might become a delinquent. It makes learning an exciting adventure. (Lyle W. Ashby)

NOW, LET'S SWITCH TO SCIENCE 20!

The newest trend in schools today is a television screen right in the classroom. But you can't switch to "Gunsmoke" or "Ben Casey" and there are no interruptions for "a brief word from the sponsor". Educational Television (supplied by means of B.C. TEL Coaxial Cable) offers many advantages to all associated with schools:

- **PUPILS** – Audio-visual teaching is proving the easiest, fastest way to learn.
- **TEACHERS** – ETV enhances the importance of skilled teachers and allows them more time for vital individual coaching and detailed instruction.
- **SCHOOL BOARD** – ETV helps them achieve the finest in teaching establishments and may eliminate the need for additional facilities. *Last but not least . . .*
- **PARENTS** – The ones who pay the bills are pleasantly surprised to learn that ETV is inexpensive.

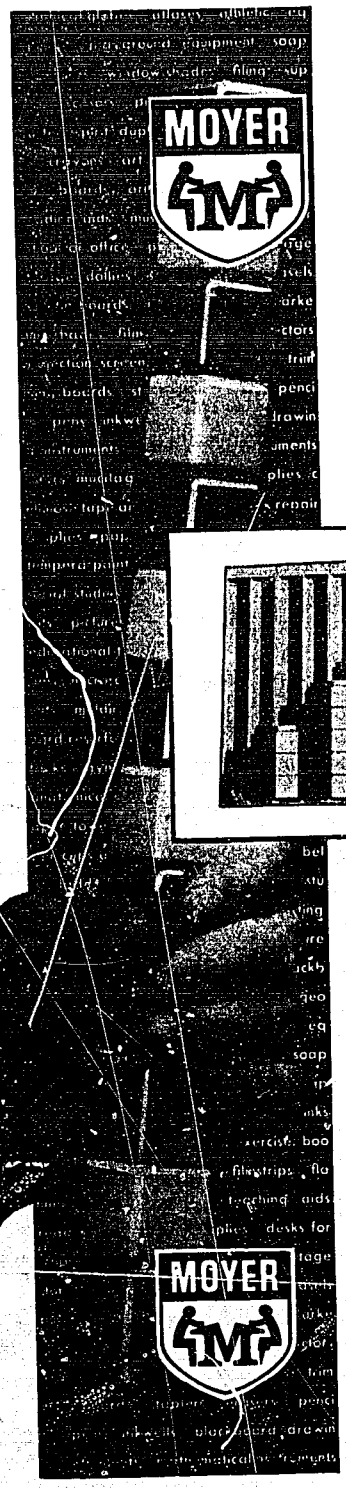
Co-Ax ETV can accomplish all this because it is flexible. Each system is "tailor-made" to suit the individual need or purpose for which it is required. Any system can be changed or expanded at any time to serve a different purpose.

Educational Television by Coaxial Cable is just one of the exciting communication services of the future being offered *now* by B.C. TEL. For more details of the many business and industrial uses of closed circuit television call our Marketing & Sales Department. In Vancouver dial 683-5511. Elsewhere in B.C. ask your operator for Zenith 7000 (no charge).

B.C. TEL

BRITISH COLUMBIA TELEPHONE COMPANY

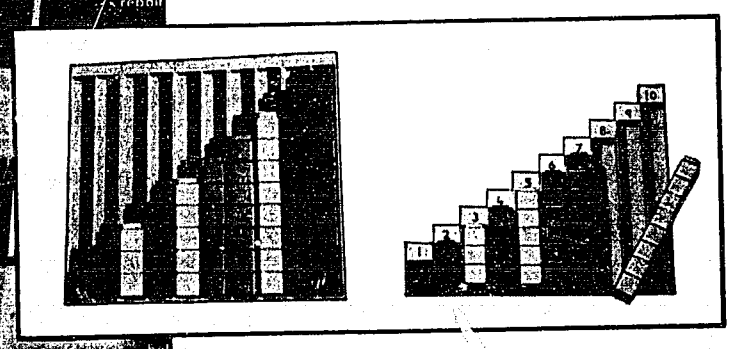
528-3-ETV-REV.



unifix

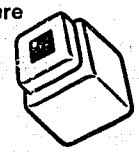
Interlocking Plastic Cubes Help Give Meaning To Numbers

Here is a new and interesting method of introducing young students to the magic world of numbers. Unifix Interlocking Plastic Cubes are durable and attractive, cleverly solve many of the early difficulties encountered by children.



Unifix Cubes come in red, light blue, dark blue, green, yellow, orange, maroon, white, brown and black. They are smoothly pleasant to the touch, and turn learning into play. With them the four-rules can be clearly demonstrated and readily worked out by the child.

Unifix Interlocking Plastic Cubes bring an exciting and valuable teaching tool to the classroom. Write for brochure describing the many types available.



MOYER *Division*

VILAS INDUSTRIES LIMITED

Serving education and industry since 1884

MONCTON • MONTREAL • TORONTO • WINNIPEG
SASKATOON • EDMONTON • VANCOUVER