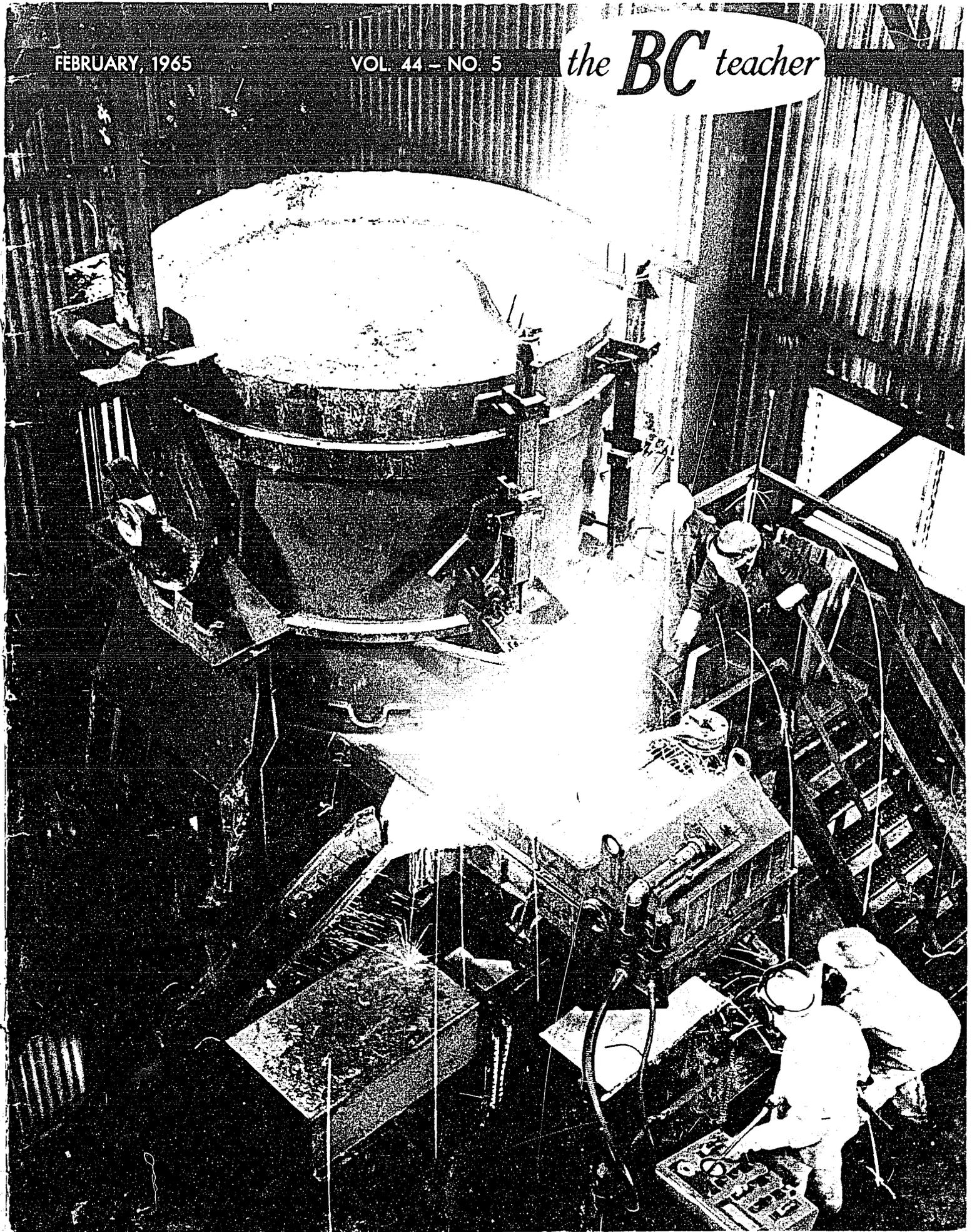
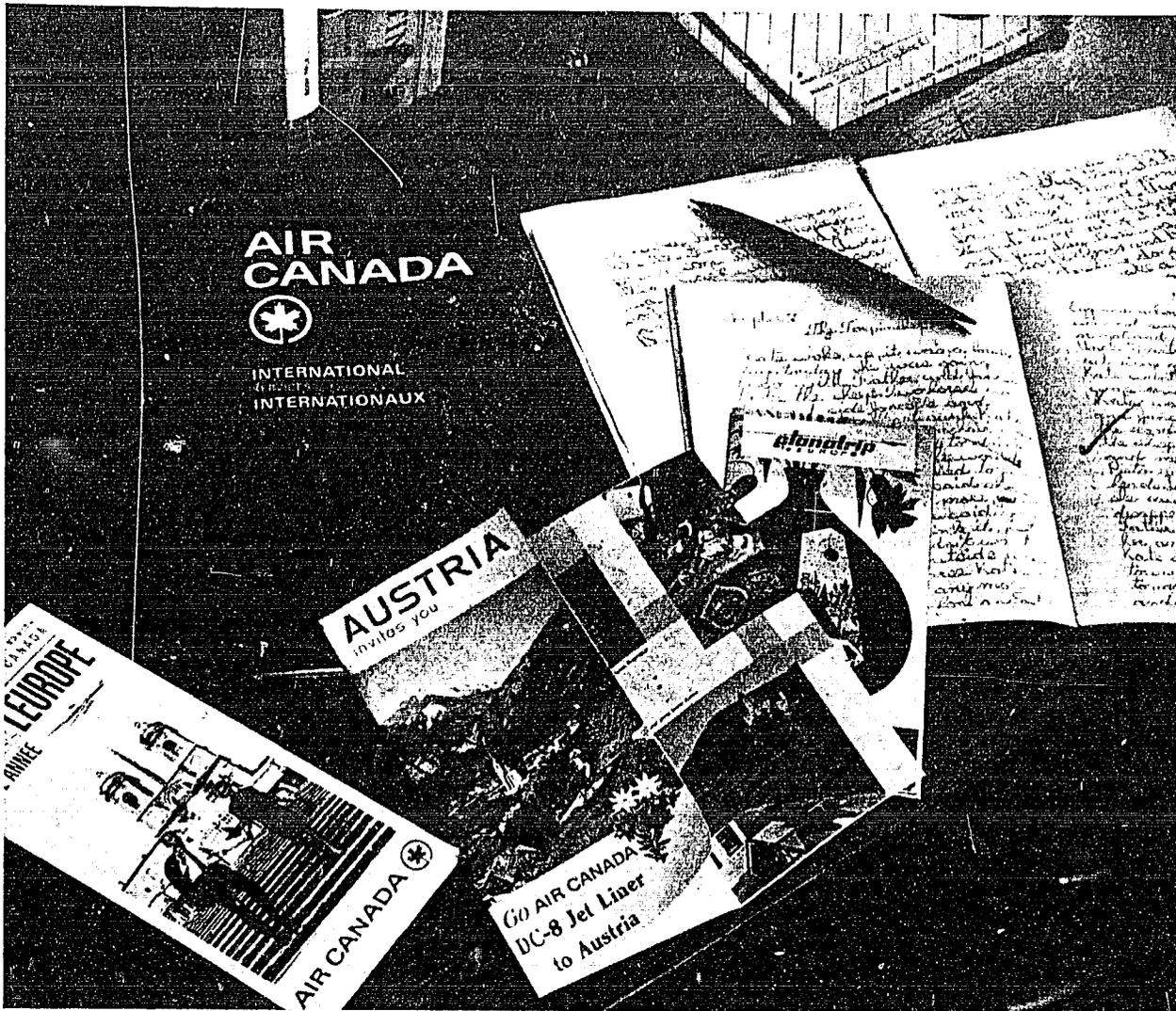


FEBRUARY, 1965

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*the BC teacher*



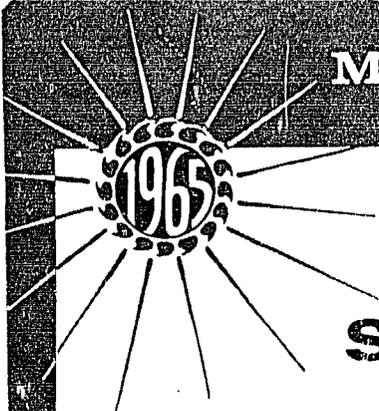


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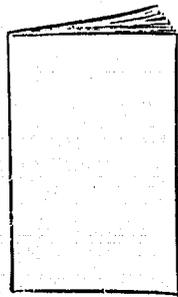
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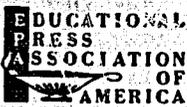
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# the BC teacher

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Our picture shows a 'heat' of 30 tons of molten steel being teemed into the tundish in the new continuous casting unit at the Twigg Island plant of Western Canada Steel Limited. Both picture and story were provided by The Consolidated Mining and Smelting Company.

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## A Denial of Democratic Rights

WE CAN'T UNDERSTAND why the B.C. School Trustees Association is so determined to deny to teachers the right to bargain collectively. Trustees do not suggest that their non-teaching employees bargain with someone other than their employer. They do not refuse to negotiate conditions of employment with non-teaching employees; they do not balk at signing true collective agreements with those employees. Why, then, are they so cavalier with their teachers? Surely professional employees are entitled to at least the same rights as any other employees.

Policies of the BCSTA in recent years have violated several basic principles of collective bargaining. For example, as a step toward provincial bargaining, the BCSTA has advocated compulsory zonal negotiation with compulsory zonal arbitration if no agreement is reached. However, any decision to negotiate as part of a larger group must surely be a voluntary one. Trustees are being naive if they think compulsory zonal negotiation will somehow make teachers accept the unilateral decisions by trustees that they are unwilling to accept now in local negotiations. The teachers in a zone are the *same* teachers as those now in local areas. The only difference is that in a

zone there are more of them to become incensed about any denial of their rights.

A recent statement by the Honorable Kenneth Kiernan, Minister of Recreation and Conservation, aptly describes the trustee viewpoint: 'A lot of people seem to think that you can solve a problem by putting a whole lot of problems together to make one big problem and that a decision made in a distant place must be a profound decision.'

Trustees must realize that teachers will not sit idly by while school boards attempt to deprive them of fundamental bargaining rights recognized throughout the free world. Teachers won the right to bargain collectively in the same way other employee groups did—through years of hard work—and they are not going to permit trustees to deprive them of that right. They refuse to trade the right to bargain for the right to petition.

There will be no real problem in negotiating teachers' salaries if trustees will accept their responsibility to negotiate in the true sense of the word. Until they do, the form of bargaining—local, zonal or provincial—will be immaterial. The basic problem of a denial of rights will remain. □

## An Attempt to Mislead Government

IN RECENT YEARS the BCSTA in its efforts to secure a provincial system of negotiating teachers' salaries, has used an interesting tactic to persuade the provincial government that the present system of negotiation between local teachers' associations and school boards will not work. The BCSTA has adopted salary policies guaranteed to incense teachers and to prevent negotiated agreements between school boards and their teachers, and has then cried loudly about the 'chaotic' conditions which have resulted.

The tactic is a beautifully simple one: create chaos and then run to the government for legislation to

prevent the chaos from recurring. What needs re-examining, of course, is not the present *form* of bargaining, but BCSTA policies regarding bargaining itself.

Last month we examined the BCSTA ploy of stalling negotiations until compulsory arbitration automatically 'solved' the trustees' problem—and at the same time caused a record number of arbitrations for trustees to complain about. This tactic was employed in conjunction with two others: (a) an attempt to take out of collective agreements any reference to benefits or conditions of employment other than

salary, making such matters the paternalistic prerogative of school boards, and (b) a refusal to negotiate on the merits of the economic situation, negotiating instead from a fixed position. Obviously, the use of the three tactics guaranteed a record number of arbitrations, for teachers would just not accept the arbitrary decisions of school boards.

It is significant that in 38 of the 41 arbitrations held this year, teachers received more than they were offered by school boards, proof that trustees had been clinging tenaciously to a position that was unsound. In this sense the BCSTA tactics backfired badly. However, the association undoubtedly regards the cost as more than justified if, as a result of the

'chaotic' situation, the government can be panicked into passing legislation through which trustees can impose their policies on teachers.

In effect, the trustees are attempting to use the government as an instrument to implement their own salary policies, so that they will not have to deal with the normal economic pressures of a free bargaining situation. The transparency of this strategy is undoubtedly obvious to the Minister of Education. We think it unlikely that the government would enact legislation to enforce policies decided by the BCSTA rather than by itself, especially when those policies would deprive teachers of their rights. □

## Bargaining Benefits School Boards Too

THE MISGUIDED SALARY POLICIES of the BCSTA are a most unfortunate development, not only for teachers, but for school boards themselves and for education generally. It isn't only the tactics used by the association that are wrong; the objective those tactics are designed to achieve—the denial to teachers of proper bargaining rights—is also wrong, for it can produce only discontent and bitterness among teachers. The inevitable losers of the war on teachers will be the children of the province.

Amazingly, the association does not seem to realize that employees—teaching or non-teaching—are not the sole, or even the primary, beneficiaries of a sound collective bargaining system. Such a system also benefits the objectives of school board personnel policies, which surely must include: (a) creation of conditions which facilitate recruitment of adequate staff, (b) prevention of excessive transiency of staff, (c) creation of a loyal, conscientious, enthusiastic, harmonious staff, and (d) accomplishment of the foregoing objectives without unnecessary or extravagant expenditure.

Enlightened trustees will surely realize that employee satisfaction is basic to the achievement of any employer's personnel objectives. Personal satisfaction with the working situation produces stability, harmony and efficiency in the staff; personal dissatisfaction has an opposite effect.

Collective bargaining—in the real sense of the term—promotes employee satisfaction, for the latter is primarily the result of a conviction on the part of the employees that their dignity is respected. Treating individuals with fairness, courtesy and consideration in informal relationships is fruitless if the same respect is not accorded their representatives in more formal relationships.

When trustees resist signing a proper collective agreement with their teachers they are being shortsighted, for such an agreement imposes responsibilities

on teachers as well as on school boards. Conditions to which teachers have agreed are more likely to be accepted cheerfully than those imposed without their consent. Moreover, responsibility for the enforcement of any regulations agreed to by both teachers and trustees lies as much with the teachers' associations as it does with school boards.

The BCSTA has encouraged school boards to resist comprehensive collective negotiation on the ground that it is an infringement of the prerogatives of management. This attitude displays a preoccupation with the defense of vested rights rather than a concern for the results of the exercise of those rights. School boards which successfully defend their right to behave autocratically, but in doing so offend their teachers, do real harm to their school systems.

To offer teachers only the right to petition, with final disposition of their requests being the decision solely of the school board, is a form of paternalism which inevitably generates resentment. Attempts by school boards in recent years to limit the scope of collective bargaining have aroused serious and widespread antagonism and discontent among teachers at the worst possible time. Arousing the ire of teachers is no way to retain people in the profession and to attract more people to it. Such practices can only aggravate the already critical shortage of teachers.

Let us hope that before the reactionary policies of the BCSTA do irreparable harm to the B.C. school system, school boards will realize that they can benefit as much as teachers from true collective bargaining and other sound personnel practices. If trustees work *with* their teachers instead of against them, the beneficiaries will be the students in our schools. A co-operative approach to policy determination may be a new concept to some school boards, but it can be very rewarding in terms of the harmonious working relationship it establishes between teachers and trustees. □

# Education in the Next Decade

W. C. LORIMER

I WOULD BE INSENSITIVE to reality if I did not begin my look into the future by dealing with the topic which seems to loom highest on everyone's horizons these days—finance. How will education be financed; where will all the money come from? The answer is simple: from the productivity of the economy. Neither education nor any other service of government can be financed except in a sound economy. All the tinkering in the world designed to extract the money in the most painless fashion will not produce it in the first place. Education, by and of itself, will not produce the money.

The fundamental fact is that a modern society requires and depends upon economic planning. By

1974, any notion that the unco-ordinated efforts of the public and private sectors of our economy will provide the necessary goods and services will have almost disappeared, except in the back corners of our country. The effect of this on education will be to lift it from the level of a necessary evil to a factor of consequence and to the recognition that it is not a baby-sitting service intended to last until at least a portion of the young can be thrown into the sea of life with a half-inflated life jacket in the form of the rudiments of education.

We have these days much wailing about the cost of education and especially about what high salaries teachers are getting. It seems to be thought that if Santa Claus—i.e., the province, or even better, the federal government—provides money, you and I won't have to pay so much. Because education is an investment in the future, those who do not believe in the future—i.e., those who are the cake-eaters at the moment—do not like to forgo immediate pleasures for the sake of future gain. Or if they do forgo these pleasures, they tend to be niggardly about financing the future.

To finance a system of education based on the fact, already clear, that most employed people will change their occupation four to five times in the course of their working lives, will require sums of money not yet contemplated. In both public and private sectors, we can expect to see established systems of adult education and retraining, which will consume both money and effort. Furthermore, increasing leisure will result in an extension of cultural and hobby programs so that school facilities will be fully utilized. Schools will probably have four full-time staffs, day and evening, educational and recreational. Although large corporations may extend and develop their up-grading and retraining programs, public educational facilities for retraining adults will be essential as long as our economy makes it possible for small businesses to operate.

It should not be overlooked that education for the satisfying use of leisure time will become increasingly important. If the work week is to be 30 hours or less or three days, except for school children, society will be forced to help children and adults to occupy their leisure time to a greater extent than is now being done.

Automation, which will make the work of teenagers and young adults unnecessary, will have the effect of reducing early school-leaving and, without legislation, of raising school-leaving age. In urban areas employment for youth under 18 will have disappeared in ten years and will be scarce for those under 20. Schools may need to try to establish schemes of education combined with work experience, but this will not be easy in a contracting labor market.

Putting all of this together and including higher

*Dr. Lorimer, Superintendent of Schools in Winnipeg, is currently president of the Canadian Education Association.*

education, it seems likely that education will cost not less than twice as much in ten years, even without inflation. To talk about reducing taxes of any kind for education is like whistling into a chinook.

Growing out of the foregoing, it seems that a system of technical institutes and community colleges will be needed everywhere. Within a decade, the completion of a general secondary school program will be preparation for nothing, while the completion of a specialized program will be the initial preparation for more training. It is perhaps inevitable that we shall see the disappearance of Grade 13 in those provinces which now have it, with the establishment of a 12-year school system (13 if kindergarten is included), a two-year technical institute or community college, and a two-year undergraduate program in universities. Some of the early dropouts in rural and urban slums will be salvaged through the elimination of those slums and through better education so that they will more nearly reach their full potential. Educational research will find ways to teach the unteachable. In total, the progressive countries will find ways to utilize more effectively the human resources now being squandered.

#### Educational Research is Necessary

Having mentioned education research, let me elaborate a bit. Much present-day educational research is at the same level as searching for a remedy for cancer by conducting post-mortems. Something is learned each time an experiment is conducted; the present process recommends itself because it is cheap; in time all the reasons for lack of success in education may be known. But no one will know for sure how to achieve success. Teachers are usually in no better position to conduct educational research than are general medical practitioners. School systems can make practical studies which are enlightening and helpful, but they are not likely to achieve major breakthroughs. Universities must have facilities and money, and research centers must be established and supported, preferably on a national or international basis. When a process has been satisfactorily demonstrated, teachers need retraining and help to use it. Education will make no progress through the hunches of educators and even less through those of non-professionals. Philosophies based on returning to the fundamentals or getting grammar back into the schools are like returning the binder to the farm or the steam locomotive to the railway—we shall keep moving, but backwards. Neither education nor society can be progressive when society is talking about gas turbines for automobiles and horse-and-buggy techniques for education.

Of all the events that have advanced education since the end of the last war, educational reorganization has been the most spectacular. Business mergers and corporate development are everywhere apparent. In spite of some minuses, the pluses of adequate size

for the tasks to be performed are generally recognized. The provinces of British Columbia, Alberta and Saskatchewan led the way in reorganizing rural education. Naturally, some people who are better off than they ever were are complaining of high taxes. It is an axiom that people spend money on what they put first, and the establishment of larger school areas, with the consequent improvement of education and the expenditure of more money, reflects credit on these provinces. British Columbia spends the most money per capita on education; Ontario is second.

Nothing is more calculated to stir up the dust than to propose that municipal councils take over the running of education. It seems that some people, even trustees, consider that the school board is the bottom rung of the political ladder and that brains, devotion to duty, and the high regard of the electorate are the factors that move the aspiring politician up the ladder. It is conceivable that, as the population in some rural areas becomes sparser, a county system (as in Alberta) with an education committee will be inevitable. There seem to be no compelling reasons for a take-over by municipal councils in urban areas. Essentially, there is no money to be saved and municipal councils are not really more efficient than school boards. At the same time, it should be recognized that education under a council would be no different than under a school board. I predict municipal councils will still be shouting, 'Boo!' at school boards in 1974.

#### More Teachers Have Degrees

One of the nicest platitudes I know is 'the teacher makes the school.' I *would like* to predict that by 1974 all teachers will have a university education and that every teachers' college will be closed or upgraded to a degree-granting institution. I *can't* predict this, but I am sure that in the progressive provinces every beginning teacher will have a degree and that in any province where this is not at least on the horizon, the economic and educational future will be cloudy to dull.

As long as teachers are considered second rate—i.e., that they can be educated in some dead-end of the educational structure—for that long will schools be less good than they might be. To pretend that elementary teachers need less education than secondary teachers is to pretend that subject matter is in itself the focal point in education. If this were so, every child in every part of every country would need to learn the same things. Since this is not the case, it is clear that the development of intellectual capacity and the inculcation of habits and attitudes are paramount. It is more than ever true that the future of a society depends upon education, which, in turn, is neither more nor less than its teachers.

Not even the provincial teachers' association would maintain that all teachers are paragons or that individually or collectively teachers always know what is best. I shall not predict but I will express the hope

that within the next decade organized teachers and trustees will develop mutually satisfactory means of developing and strengthening education. In the context of industrial bargaining between unions and corporations, knock-down-drag-out battles and strikes may be tolerated no matter how childish they are, but they should not occur between teachers and trustees. There is more than enough to do through joint effort so that some rationalization of collective bargaining should be possible.

Everything points to an accelerating rate of change in subject matter and techniques in schools. Secondary teachers will need re-training in science, mathematics, and grammar. Elementary teachers will need to understand and teach new mathematics, learn new methods of teaching reading, and make more skillful diagnoses of children's difficulties. All will need to be brought up-to-date in the use of teaching aids based on modern science and technology. This is more than an evening institute or a program of in-service education after school. I expect that all school systems of any size will have a staff of relief teachers so regular teachers can be retrained on the job. One would logically predict an eleven-month year for teachers, except that by 1974 many other people will be working an eight- to nine-month year with a shorter work week than teachers.

#### Curricula Will Be Similar

Will there be a uniform curriculum by 1974? My hope is there will be more common sense, and therefore similarity, but that there will not be uniformity. Establishment of a common length of twelve grades is a first requisite. Some sort of national curriculum institute based on the one recently established in Ontario to do research and suggest guide lines is also essential. Subject-matter examinations need to be de-emphasized. By 1974, the present type of provincial departmental examinations will likely have disappeared almost everywhere because of the administrative impossibilities in operating them. Universities will have found more effective ways to screen students, but in any case young people who are interested in further education will be attending technical institutes and community colleges so that present screening devices will be less needed. Employers will be less interested in academic achievement and more interested in the length of schooling and the recommendations of the school about habits, attitudes, and personality.

It is fashionable in military parlance to speak of hardware. The term also has relevance for education. In addition to improvements in school buildings, teaching aids of all kinds will become more common, more diverse, and more practical. There are those who predict that teachers will do no more training, i.e., drilling pupils in such things as arithmetic and spelling, and that these tasks will be done by computers tied into teaching machines. Indeed, the machines and the techniques are already known; the

need now is only a matter of money to buy them and adequate programs to put them into operation. Much of the annoying and frustrating work of recording attendance, of scoring examinations, and of compiling home reports will be mechanized. Perhaps the most serious offence in the schools in future will be spiraling one's IBM card, and this will apply to teachers, too. Trustees can expect to see large budget items for teaching aids.

What does the future seem to hold for trustees, educational administrators and Departments of Education, all of whom are concerned with the operation of the machinery?

#### Trustees Should Guide Policy.

My crystal ball is cloudy with respect to trustees. It has been considered that their duty is to make policy for administrators to follow. Present trends seem to indicate that increasingly trustees are getting into the running of school systems as well as directing them. Present theories in educational organization say this will not work. Either trustees must stop trying to run the detail of school systems or they must do more in the way in which a provincial government runs its operations through a cabinet and responsible politicians. It hardly seems possible that school systems can support a structure of a full-time chairman plus several full-time chairmen of standing committees. This is an area where study is needed and where trustees and organizations could profitably do some examining.

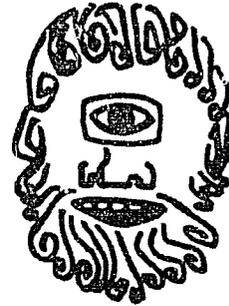
Some of the cloud regarding trustees carries over to educational administrators because the functions of both are interlocked. As Canadian universities develop bigger and stronger faculties of education, better trained administrators will be available. In the same way that high quality management seems necessary for business and industry, it seems to be required in education. It should be said, however, that the pre-eminence of administration is a phenomenon found in North America and the Soviet Union and that it is not so highly regarded in many countries in Western Europe.

It is not uncommon in the United States for educational administrators, both superintendents and principals, to proceed through a full program of training and commence their careers in administration. While it may be agreed that some classroom teaching is an absolute essential, the other extreme—that all educational administrators should be advanced in years—seems equally illogical. One would hope to see more younger teachers in administrative positions so that education will have the leaven of youthful vigor in its leadership as well as in its teachers.

Between school systems and Departments of Education in some provinces there is a grey area that might be expected to be resolved in the next decade, although not in the same way everywhere. In Ontario it is customary for the province to withdraw its own

Continued on page 210

# Bearding the Cyclops



PART IV of a five-part series on educational television

LARRY SHORTER

THE CYCLOPS ISN'T such a bad fellow, once you get to know him. So far we have been merely talking about him in general terms; in the next article you will meet him face to face. First, though, an introduction to some of his friends and enemies.

The first three articles in this series have been teacher-centered. They dwelt on conclusions a teacher might draw from educational television. Certainly there are many more that could be drawn, but these should serve as a rationale.

Now it is time to take a look at *ERV* through the eyes of the administrator, the school trustee and the taxpayer. We shall consider the views of those who have speculated about instructional television as well as those who have experienced it. The latter group are, generally, more favorably disposed to the medium.

Disregarding questions of educational philosophy, most administrators pose two practical questions: (1) How can I timetable instructional television? (2) What effect will it have on the morale of my teaching staff? At the same time, they see *ERV* as a desirable means of raising standards of instruction to a uniformly high level. I include, as administrators, school superintendents, principals, vice-principals and other supervisory personnel.

Timetabling is certainly a major problem, as I mentioned in the first article. While the difficulty in the elementary school is largely one of tradition, that of the secondary school involves a host of troubles. Only through the wide use of video tape and closed circuit transmission can the problems of scheduling be wholly resolved.

Meanwhile, many secondary school administrators are reluctant to schedule a few classes for CBC educational programs when others in the same course are unable to view them. Democratic or not, surely the

*The author is directing a closed circuit TV project in North Kamloops Secondary School.*

'half-a-loaf' homily applies here.

Staff morale needn't be a problem if the introduction of instructional television is wisely handled. Perhaps one of the first things that is needed is a policy statement from the teachers' association involved. This statement should clearly define under what conditions *ERV* is desirable and under what conditions it is undesirable. By fulfilling these conditions, and by discussing each move well in advance with the teachers involved, administrators may introduce *ERV* to a school and make it an exciting, professionally-stimulating experience. This has been demonstrated in any number of installations throughout the world.

Still, a Gallup poll would probably show that most administrators who have not experienced the benefits of *ERV* are cool toward it. It is from these people that leadership must come and, in Canada at least, that leadership has been slow in developing. Such was the charge of Vancouver trustee Vaughan Lyon in a recent feature article in the *Vancouver Sun*. While I disagreed with Mr. Lyon in the columns of that newspaper because of his sweeping generalizations, his indictment against administrators remains basically true.

## The School Trustee

The school trustee is expected to be uncompromising in his sworn task of improving the quality of education while acting as a watchdog on the public dollar. Faced with such contradictory responsibilities, he often finds instructional television very attractive. It appeals to him because such communities as Anaheim, California, Hagerstown, Maryland, and Dade County, Florida, to name the more prominent, all report better education at less cost through television installations.

Upon reflection that these communities had to spend a great deal of money before they began to save any,

some trustees will bridle; but many will retain their interest. We have already detailed how these savings were made — through redeployment of personnel, equipment and classrooms in the face of an exploding school population.

Despite warnings by every competent authority that instructional television should not be undertaken with a view to economy, it is often this aspect of rrv which receives the most attention in trustee publications. Perhaps mine is a Machiavellian viewpoint, but if the possibility of long-term saving makes the trustees' position more tenable, I see no harm in such enticements—as long as they do not take precedence over quality education.

One valid generalization can be made about most trustees—they are interested.

#### **The Parent-Taxpayer**

Parents are likely to be worried about the advent of television in the classroom if they examine it only cursorily. They may see it as a means of de-personalizing their child's education; as taxpayers they will think of its cost and the fact that when they went to school 'we didn't need it.' Such reactions are not unusual in the face of any technical change—educational radio met the same opposition.

What is needed, of course, is public education regarding the proven facts and figures of rrv. Once parents know exactly how rrv works, they frequently become its biggest boosters. In the United States, where about four million public school students receive at least part of their instruction by television, parents have mounted no complaint. One researcher notes that parents active in Parent-Teacher and Home and School associations are especially pleased with the medium—and are also the best informed about it.

Educational television has made enough friends throughout the world that it is an integral part of the educational process of tens of millions. Most of us are aware of the United States experience, but how many consider such other users as Samoa, The Phillipines, Japan, Italy, Germany, France, Great Britain and various Iron Curtain countries? Glasgow, Scotland, for instance, has a closed circuit station which at present links 56 of its schools, within two years the city will have hooked up all of its 281 schools. Suffering acutely from a shortage of 1400 teachers, Glasgow sees rrv as a partial solution to its problem.

In the United States alone there are more than 100 stations broadcasting exclusively as education programmers. Still more are under construction. In public schools and universities another 500 or so closed circuit stations are operating. It has been estimated that 26% of the secondary schools under construction in the USA include closed circuit television facilities.

#### **ETV in Canada**

What about Canada?

We have no broadcast ETV stations.

On January 12 of this year, Edmonton became the first Canadian city to announce plans for the construction of a broadcast station devoted exclusively to educational programming; Toronto has one projected for the indefinite future. Some districts rent time from local commercial stations for their own programming. The CBC, in co-operation with several departments of education or on its own, presents excellent daily programs aimed at curriculum enrichment.

There are probably a dozen closed circuit installations operating in Canadian universities. Most of these are specifically designed to aid in such specialized education as teacher training and dentistry, and are confined to an observational role; only a few actually employ direct teaching.

The only closed circuit instructional project under way in a Canadian public school is the one at North Kamloops Secondary in B.C.'s interior. From a staff of 42, Principal Walter Winter has recruited 17 teachers to instruct ten courses enrolling a total of 1061 students.

Nova Scotia was the first Canadian province to undertake television instruction; in 1962 daily lessons in Grade 11 mathematics and science were televised. This year Grade 7 and 8 French, Grade 12 co-ordinate geometry-trigonometry and Grade 4 science lessons are being televised by the CBC with the aid of a grant from that corporation. There is no other programming in the Maritimes. New Brunswick reports a general lack of enthusiasm for tv among its teachers.

Quebec began French programming in 1963 and is now showing five regular series in subjects from Grades 6 to 12—a total of 90 programs a year. Protestant schools began early last year with five series extending to 28 programs.

While the Ontario Department of Education has not yet taken a part in classroom television, it co-operates with META—the Metropolitan Educational Television Association—which is actively promoting rrv within that province. During the 1964 fall term, META produced 50 programs covering subjects from Grades 1 to 9. META is also training teachers to write, produce and participate in classroom television.

Ottawa's public schools began using television to enrich their curriculum in 1962, using the facilities of a local commercial station. Seventeen lessons were taught last year and at present two teachers are working full time on television for six months of the school term.

Manitoba's Department of Education will produce 20 programs in conjunction with the CBC this year as part of a 40-program series planned in co-operation with other departments in British Columbia, Alberta and Saskatchewan. The series will be seen throughout Western Canada.

Saskatchewan, in addition to its joint productions with the other departments of education, has produced several series on its own for provincial viewing.

Continued on page 207

## No Ecstasies?



Sir Ronald Gould making his presidential address

*In 1967 teachers from all over the world will meet in Vancouver. A B.C. teacher gives her impressions of the 1964 WCOTP Assembly in Paris.*

AGNES FRASER

*"My daughter," said St. Theresa of Avila to the novice, "we do not want ecstasies here: we want someone who can wash up." In conferences like this, discussing emotion-evoking subjects like freedom from fear and hunger, freedom of thought and worship, we need a similar warning. My friends, we want no ecstasies here: we want hard realistic thinking leading to effective action.'*

IN SPITE OF THESE opening remarks of Sir Ronald Gould's Presidential Address to the World Confederation of the Organizations of the Teaching Profession at its thirteenth Assembly in Paris in 1964, I found much during the Assembly about which to feel ecstatic!

The setting, UNESCO House, was a particularly appropriate and exciting one. It was appropriate because the theme was 'International understanding through teaching about the United Nations' and the UNESCO constitution declares its purpose is 'to con-

tribute to peace and security through education, science and culture.' It was exciting to become more familiar with the home of the magazines, *Courier* and *Impact*, and to meet a few of the people who carry on the work of this important specialized agency of the United Nations.

The theme of the Paris Assembly was itself one of peculiar interest and importance in view of the fact that the United Nations had declared 1965 as International Co-operation Year. The imperative need to have such a theme was evidenced by the fact that only 39 member organizations responded to the theme inquiry in time for their replies to be included in the synthesis. It is to be hoped that, as a result of the Assembly, action will be taken in all member organizations, for what greater contribution can teachers make to International Co-operation Year than to teach, with enthusiasm, about the United Nations?

Although Sir Ronald exhorted delegates not to in-

dulge in ecstasies, his brilliant delivery of the presidential address inspired us for the working sessions. His masterly chairmanship and his frequent thought-provoking challenges kept us at the task. It is not easy to direct, with diplomacy, discussions among more than 500 delegates from 87 countries, but this Sir Ronald did.

To further Latin American friendship, the 1962 Canadian Delegation to WCOTF nominated Sr. Oliman Soto González of Costa Rica, instead of a Canadian, to the WCOTF Executive. It was with pride, therefore, that the Canadian delegates listened to Sr. González introduce the theme for the 1964 Assembly. Canadian delegates were justly proud, too, that Dr. Gerald Nason, General Secretary of the Canadian Teachers' Federation was chairman of the Resolutions Committee, and that our CTF president, George McIntosh, forcefully presented CTF's proposals in the plenary sessions.

BCRF members have cause for pride, as well, in the esteem with which our General Secretary, C. D. Ovans, is held by those who met him and worked with him in Europe. I heard of this directly from Mr. Ebert of the Paris WCOTF office, and I also observed Mr. Ovans in discussion with leaders of teachers' organizations in developing countries. His replies to their questions on organizational problems were most helpful and much appreciated. The BCRF Executive Committee is to be commended for giving him leave to work on the ILO-UNESCO project.

What a thrill it was to meet with fellow teachers from 87 countries and to feel the bond of membership in WCOTF! During the sessions one felt a stirring of admiration when listening to the dynamic and colorful representatives from organizations in the developing countries. Their eagerness to benefit by the experiences of the established organizations, and their enthusiastic courage in facing their problems were an inspiration and challenge. Informal meetings with many of these teachers were some of the most

*Mrs. Fraser, a teacher in Saanich, was a member of the Canadian Teachers' Federation delegation.*

rewarding experiences of the conference.

It was delightful to renew acquaintance and reminisce with my 'Fellowship Night' hostess of the 1962 Stockholm Assembly and to talk again with Mrs. Rama Bhupalan of Malaysia, whose 'beauty,' to quote Sir Ronald Gould, 'now relieves the ugliness of the Executive!' It was a privilege to work with Mrs. Bhupalan on the original draft of the resolution from the Primary Section to the Resolutions Committee and to discuss with her our mutual interest in strengthening international understanding and peace. It was fun, also, to meet again Canadian delegates I met in Amsterdam and Stockholm. Added to all this was the excitement of receiving a letter from our own Mrs. Hazel Huckvale, brought from Uganda by the hand of John Kisaka, General Secretary of the Uganda Teachers, and, through him, to meet two teachers from the Teachers' College in Kampala, Miss Joyce Masembe, President of the Uganda Teachers and Mr. Kajubi. They were some of the people who so enjoyed talking to Mr. Ovans. All these people and other new friends from many lands proved so interesting that my husband, who had planned to spend his time in the most popular Paris sport, 'girl watching' from a sidewalk cafe, could not tear himself away from UNESCO House!

After the sessions we enjoyed the entertainment so generously arranged by the teachers' organizations of France. We had a day's excursion to Fontainebleau, an evening at the Opéra Comique to see 'The Barber of Seville,' an evening boat trip on the Seine and a fraternal dinner at the Lycée Janson de Saille. The dinner was such a masterpiece of French cuisine, that the chef of the Lycée was brought in and given a standing ovation. I hope that Canadian teachers will do as well in 1967 and that B.C. teachers will supply the personal hospitality of a 'Friendship Night.' (A hint in passing: my husband discovered that many

Many delegates, like these from Nigeria, wore colorful national dress to the Assembly meetings.





G. C. Semail of Vancouver, Mrs. Fraser and C. D. Ovans with Mr. Kisaka, Mr. Kajubi and Miss Masembe of Uganda.

of the men would like to go salmon fishing! Teacher-fishermen please offer your services as hosts!)

I hope each BCCT member will become more aware of our affiliation with WCOTF. We must be concerned about the rights and status of our profession in other parts of the world, for, to paraphrase John Donne, whatever diminishes another teacher, diminishes me. Our Canadian delegation to WCOTF assemblies needs more representation from B.C. I heartily recommend planning a summer holiday to include attendance at a WCOTF Assembly—Addis Ababa in 1965, Seoul in 1966, Vancouver in 1967. It will pay dividends in new friendships. Thanks to WCOTF, I have friends in the Phillipines, Japan, Malaysia, India, Lebanon, Nigeria, Uganda, Italy, France, Sweden, England, Jamaica, Brazil, U.S.A. and Ontario!

The August-September and the October 1964 issues of *Echo* and the fall 1964 issue of *Education Panorama*, WCOTF publications, cover all the proceedings of the Paris Assembly and are available from WCOTF Washington headquarters so I do not propose to attempt a report on the details of the 'hard realistic

thinking,' but I would like to pass on a few words that impressed me and are still challenging me.

From Sir Ronald Gould's Presidential Address: 'I would like to think that in all matters affecting man's intellectual, physical, and spiritual well-being, teachers' organizations would always be *ahead of society*.'

From Sr. González's introduction to theme: 'In our capacity as builders of the men of tomorrow, the extent of the responsibility is so broad that we should devote all the efforts and sacrifices that we are capable of to help bring to reality the three words: *a better world*.'

From delegates' discussion of theme: Brazilian delegate: 'In order that peace does not exist only in beautiful buildings we, the teachers, must build a new education. We must teach love of country with an international view.'

Japanese delegate: 'In Japan after World War II we developed a slogan, "Let us no longer send children to war. Let us build an attitude of peace in children."'

Italian delegate: 'We must face difficulties and run the risk of hostile opinion and develop critical thoughts of the UN as the UN is only one stage toward our World Government.'

Representative, World Federation of UN Associations: 'Teacher training is the key to the problems of teaching about UN. It is distressing to note that education about UN in teacher training institutions is less than satisfactory in most countries. . . The Federation is dismayed and appeals to the teachers of the world. Upon teachers has fallen the responsibility to rouse governments out of their apathy. This is a challenge to you today. Largely in your hands is the future of UN and its agencies.'

These quotations and the first resolution of the 13th Assembly (which dealt with teaching about the UN under the headings: Provisions in the curriculum and program, Methods and materials, Action to be taken by teachers' organizations, and Action to be urged upon other agencies) make me ask, 'How am I meeting this responsibility in my classroom and in my professional organization?' I believe this is the prime responsibility, for without international understanding leading to world peace there may be no world. □

*Conflict between African and East Indian segments of the British Guiana population has affected the schools of the country. The British Guiana Teachers' Association has accused the government of fostering segregation by transferring teachers from schools in areas of a different race and by permitting new, ill-equipped schools for the East Indian population to open in areas where racial disturbances have occurred. Such schools draw pupils from established schools serving both racial groups.*

*WCOTF has offered its assistance 'in any way appropriate' to find a solution to the school problem.*

FOR MANY YEARS much of the attention of faculties and departments of education and of teachers and teachers' organizations has been directed to the improvement of school curricula and methods of instruction. Much less attention has been paid to the learning efficiency of the individual children who are exposed to subject matter and to teachers. The situation is similar to that of a television industry which devotes its efforts chiefly to quality of programming and transmission without being very concerned about the fact that many of the receiving sets in use are incapable of picking up a clear picture.

Thus, although the majority of teachers probably subscribe to the idea that children in this province are entitled to free education between the ages of 6 and 18, many are not concerned about the fact that some children are being denied this right as a result of intellectual, emotional or social problems which prevent them from functioning on a standard program in regular classes. Even greater numbers limp through school falling far short of reaching their potential because of similar, although less handicapping, conditions.

The latter are the pupils who are apt to be given such labels as slow learner, behavior problem, under-achiever, seat-warmer or drop-out. Many school systems have accepted some responsibility for attempting to help these pupils through such devices as remedial programs, curriculum changes or various types of special class, but education authorities in general tend to feel that the basic causes of the learning problems are beyond their area of competence or interest. It is significant that school systems have long recognized the relationship between physical health and learning efficiency (and have made considerable provision for school health services), but it is only recently that the importance of the child's total development has been more fully realized.

#### Children Need Special Services

In spite of this realization, however, the departments of government interested in the well-being of children—education and health and welfare—have not to this point seen fit to provide for children services which are adequate to prevent, correct or ameliorate conditions which interfere with learning. We recognize that a child from a very deprived home, or a child paralysed with anxiety, or a child who is becoming delinquent, will not learn well, but even as citizens we do not raise our voices in protest when there is no foster home for the first child, no psychiatric help for the second, or no probation service for the third. Of course it is much easier to see that a child who is blind or deaf will have problems in school than it is to appreciate that a shriveled personality may be more handicapping in the pursuit of knowledge than a withered arm. Thus there is undoubtedly more sympathy in the community for children with physical handicaps than for children with other handicaps, and

# The Child Who Does Not Learn

J. A. FINDLAY

Mr. Findlay is Supervisor, Pupil Personnel Department for the Burnaby School Board and chairman of the BCTF School Mental Health Committee.

this is reflected in the services provided by public agencies of all kinds.

As far as schools are concerned, years ago teachers taught their subject, and children who did not absorb it were presumed to be dull or lazy. While attitudes have changed greatly of late, there are still many teachers who do not recognize that laziness is a symptom rather than a disease, and who, without adequate evidence, tend to equate lack of academic progress with lack of intellectual capacity. It is not unheard of, for example, for a child whose native ability is in the top one percent of the population to be referred to a special class for the educable retarded. Out of fairness to teachers it must be emphasized that, until school districts provide them with consultants in such areas as special counselling, psychiatry, psychology and social work, such faulty and damaging diagnoses will continue to be made.

I am not suggesting that schools are solely responsible for identifying and treating all types of pupil problems. I am proposing, however, that education accept far more responsibility than it has in the past. The school is in a unique position to identify problems for it is the only agency which has access to all children. Teachers should have sufficient training in the principles of child development to make them aware of the influence of developmental problems on learning, to enable them to identify such conditions, and to handle the more minor ones in the regular classroom. School districts should provide consultative staff and set up special facilities to cope with the more difficult cases. It is obvious, of course, that geographical factors would make some of these suggestions difficult to carry out, but with a bit of ingenuity, much could be done. For example, although a small, remote school district might find it impossible to employ a special counsellor, it is not inconceivable that a traveling special counsellor could serve a group of such districts. Similarly, special classes for the mildly or severely mentally retarded or for the emotionally disturbed could be set up on a regional basis in conjunction with transportation or residential facilities.

Although diagnostic and treatment resources for many problems are found, and should remain, outside the school, there appears to be no logical reason why the government departments concerned and the Department of Education should not work more closely together to develop co-ordinated programs, whether they be at the level of an individual community or for the province as a whole.

It is encouraging to note that the B.C. Teachers' Federation at its last annual general meeting authorized the striking of a School Mental Health Services Committee to study present resources for mentally retarded and emotionally disturbed children, and to advise the Federation about possible teacher-sponsored action to improve facilities. As a result of its studies to date, the committee feels that present resources for handicapped children in B.C. range from inadequate to non-existent. There is no doubt that much could and should be done to improve the situation and that the BCTF could play an important role in bringing about needed change.

We must expect, of course, that some teachers, ignoring the TV analogy used earlier, will take a traditional position and have reservations about the appropriateness of the Federation's interest in such matters, since curriculum and teaching techniques are not the chief factors involved. One gentleman, writing in the January issue on the topic of Federation fees, referred to this committee as an example of a waste of money. He described its members as a group of 'enthusiastic amateurs,' suggesting that their recommendations would be valueless. In the opinion of the committee he is wrong on two counts. The members are hardly amateurs in the field of children's problems, since the committee includes principals, special counsellors, school social workers and school psychologists whose total experience would add up to scores of years. In addition, the committee has invited outside experts in the areas of mental retardation and emotional disturbance to meet with it.

Aside from these considerations, the committee would suggest that what is sorely needed in the approach to the intellectual, social and emotional problems which inhibit the learning of children is more 'enthusiastic amateurs.' In other words, the school system and teachers should be more involved in these matters and should forsake the attitude that pupils' personal problems have no connection with education. Most 'professionals' in the field will admit that in many cases the most effective therapy is done by such 'enthusiastic amateurs' as good teachers, who have a genuine concern for children. As one eminent Canadian psychiatrist put it in a plea to teachers to take a more active interest in the personality development of children, 'If we wait until we have enough psychiatrists to solve all problems, everyone will be crazy.' □

### *Is This You?*

*'Oh yes, he reads slowly, but he does read thoroughly.'*

*Then consider what research says:*

*'Rapid reading usually means better comprehension than slow reading.'*

*Notice this does not say causes better comprehension.*

*--BCTF Research Committee.*



R. G. Kaser



R. M. Buzza



J. H. Robertson



J. Block

## Candidates for Office 1965-1966

AT ITS JANUARY MEETING, the Executive Committee, in its capacity as Nominating Committee, prepared a slate of nominations for presentation to the Annual General Meeting. This slate is presented below, along with additional nominations from local associations.

A second slate of nominations was prepared for presentation if the AGM approves the proposed reorganization of the BCTF's executive structure. This slate is presented on pages 198-200, with additional nominations from local associations.

### Present Organization

#### For President:

##### Rudy G. Kaser

Born Alberta; attended school there; graduate Camrose Normal School, University of Alberta; also B.Ed. (UBC); RCAF two years during war and still associated with service; teaching experience—Alberta 6 years, Prince George (head social studies department and, for 2 years, vice-principal Prince

George Junior-Senior High School), Vancouver (12 years, elementary and secondary; at present head social studies department Lord Byng Secondary School); past president Prince George T.A. and member North Central District Council; past president Vancouver Secondary School T.A.; past president Lower Mainland Chapter, B.C. Social Studies Teachers' Association; member BCTF International Affairs Committee; past Geographical Representative for VSSA on BCTF Executive Committee; past chairman BCTF Constitution and By-Laws Committee; member Consultative and Executive committee as BCTF Secretary-Treasurer 1963-64, First Vice-president 1964-65. Nominated by Nominating Committee.

#### For First Vice-president

##### Robert M. Buzza

Born Vancouver; attended school there; graduate Vancouver Normal School; B.A., M.Ed. (UBC); teaching experience—Kimberley (2 years), Burnaby (teacher and

boys' counsellor 6 years; secondary consultant and assistant director Burnaby summer school 1 year; head social studies department Burnaby South Senior Secondary School 1 year; now vice-principal Windsor School); member Kimberley salary committee; chairman of a number of Burnaby committees and past president Burnaby Teachers' Association; editor *Burnaby Bugle* 5 years; member BCTF Public Relations, Resolutions, Steering, Philosophy, Finance committees; past Geographical Representative for Burnaby on BCTF Executive Committee; at present member Consultative and Executive committees as BCTF Secretary - Treasurer. Nominated by Nominating Committee.

#### J. Harley Robertson

Born Fanny Bay, northern Vancouver Island; attended school Fanny Bay and Comox; B.A., B.Ed. (UBC); teaching experience—Prince George, Hazelton (principal elementary-senior high school); Kitimat (principal elementary school,



J. L. Doyle



T. Hutchison



J. A. Young

N. E. Nelson



teacher since 1956 and now vice-principal secondary school); past president Prince George, Terrace and Kitimat Teachers' Associations; Northern British Columbia D.C. 4 years; chairman NBCDC 3 years; Geographical Representative for NBCDC on Executive 3 years; member Consultative and Executive committees as Second Vice-President 1964-65; served 2 years on Kitimat Municipal Council 1963 and 1964. Nominated by Nominating Committee.

**For Second Vice-president:  
Jack Block**

B.A. (UBC) 1952, Teacher Training 1958 (after 5 successful years in industry), M.Ed. 1963; 3 years overseas with RCAMC during war; teaching experience—Coquitlam (5 years Moody High School, now head science department); proponent of experimental approach in teaching science, assistant to Dr. Livesey summer session 1962 when PSCC Physics course examined, in spring 1964 gave 4 lectures and participated in demonstrations of new physics course in Coquitlam and New Westminster; member B.C. Science Teachers' Association; member Department of Education Junior Science Curriculum Revision Committee; active in public service for many years; active in salary negotiations for several years—chairman Coquitlam agreements committee 1963, conciliator for Abbotsford Teachers' Association 1964; as chairman of study committee to evaluate Coquitlam Teachers' Association constitution supported 'representation' in CTA reorganization 1964; at present president Coquitlam Teachers' Association. Nominated by Coquitlam Teachers' Association.

**James L. Doyle**

Born Prince Edward Island; attended school there; served with Canadian Army overseas during war; graduate Victoria Normal School; B.A. (UBC); teaching experience—Prince George, Alert Bay, Richmond (now principal Samuel Brighthouse Elementary

School); secretary-treasurer Alert Bay Teachers' Association; past chairman various Richmond T.A. committees, past president Richmond T.A., 4 years member Richmond agreements committee; member Central Lower Mainland D.C. and its Geographical Representative on BCTF Executive Committee 1963-64. Nominated by Richmond Teachers' Association.

**Thomas Hutchison**

Born Scotland; graduate Glasgow University with M.A. (Ord.), M.Ed. (Hon.), Jordan Hill Training College; teaching experience—3 years in Scotland, Cranbrook (7 years Mt. Baker Secondary School—includes 4 years head social studies department), Windermere (appointed vice-principal David Thompson Secondary School 1964); in Scotland secretary of Glasgow Section of the Scottish School Masters' Association; in Cranbrook was PRO, chairman agreements and liaison committees, vice-president and president, as well as delegate to East Kootenay Teachers' Association; EKTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65. Nominated by Nominating Committee.

**John A. Young**

Born Bathurst, N.B.; B.Com. (UBC) 1949; Diplôme d'études, Cours de civilisation française (Sorbonne) 1951; Teacher Training (UBC) 1955; M.Ed. (UBC) 1961; service with RCAF Sept. 1940-Jan. 1945; teaching experience—Salmon Arm (teacher and commercial specialist high school 1 year), Vanderhoof (teacher, commercial and French specialist, elementary-senior high 2 years), Vancouver (teacher of shorthand and typing to adults at Technical School while at UBC 1954-55), Greenwood (principal elementary-senior high 2 years), Keremeos (principal junior-senior secondary 1961 to present); during 1957-60 Group Headmaster in Sarawak, Borneo, under Colombo Plan auspices, in

charge of organizing and setting up experimental scheme in primary education; past president Kere-meos T.A., was president 3 years; past president Okanagan Valley Teachers' Association; active in PTA and other community organizations; member Canadian College of Teachers; member BCTF Committee on Effective Teaching and Learning Conditions; OVTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65. Nominated by Nominating Committee.

**For Secretary-Treasurer:  
N. E. (Ed) Nelson**

Born Mullan, Idaho, of Canadian parents; attended elementary schools in a number of B.C. communities; after 3 years' service in RCAMC during war, attended DVA pre-natric school in Vancouver; B.A. 1950, Teacher Training 1951, B.Ed. 1953 and M.Ed. from UBC; teaching experience — Alert Bay School District (3 years as principal Woss Lake School), Surrey (North Surrey High School 1 year), Burnaby (Burnaby South Secondary School 6 years, Burnaby Central Secondary School 2 years); member agreements committee Alert Bay T.A.; P.R. Co-ordinator and editor *Burnaby Bugle* for Burnaby District Council; past member BCTF Public Relations, PTA committees; member WCTF Committee; president Secondary Association of Teachers of English; editor *The B.C. English Teacher*; chairman B.C. Education Week Committee (last year of 3); president Lower Mainland Chapter of Canadian College of Teachers (last year of 3); chairman BCTF Summer Conference Committee 3 years; Assistant Director Summer Conference 5 years; Geographical Representative for Burnaby on BCTF Executive Committee 1964-65. Nominated by Nominating Committee.

**Roy B. Ronaghan**

Born Alberta; attended school there to end of Grade 8, graduated

from Creston Valley Junior-Senior High School; graduate Victoria Normal School; B.Ed(S) (UBC) 1964; teaching experience — Peace River area 1 year, Kimberley (principal 3 years Chapman Camp Elementary School), Prince Rupert (principal 1 year Port Edward Elementary School), Quesnel (vice-principal Cariboo Elementary-Junior High School 1 year), Dawson Creek (since 1957; now supervising principal Tremblay-Canalta Elementary Schools); on committees and in executive positions in various teachers' associations; past president Kimberley T.A.; member 3 District Councils; serving 3rd year as chairman of Peace River District Council and as Geographical Representative to BCTF Executive Committee; member 2 years and chairman 1 year Peace River South T.A. agreements committee; member BCTF Consultative Committee 1964-65. Nominated by Nominating Committee.

**David J. S. Smith**

Born Barriere; attended school North Vancouver, senior matriculation King Edward High School, Vancouver; graduate Vancouver Normal School; earned Commercial Specialist Certificate 1942; B.A. (UBC) 1944; teaching experience — Peace River, Abbotsford, Hedley, Delta, Port Alberni (1949 to present); has served on Fraser Valley D.C. and Okanagan Valley Teachers' Association; at present member of Northern Vancouver Island and Powell River D.C. and has been its Geographical Representative on BCTF Executive Committee 1960-62, 1963-65; member BCTF Education Finance Committee 11 years, chairman 3 years; past chairman BCTF Constitution and By-Laws Committee; member Organization committees of 1962 and 1964; member Consultative Committee; Second Vice-president 1962-63. Nominated by Nominating Committee.

*Nominations for the 'new' organization are listed on the following 3 pages.*



R. B. Ronaghan



D. J. S. Smith



C. M. Elois

R. Brown





J. S. Clark



D. G. Fonseca



S. Gill



Mrs. H. Huckvale

## Nominations for Office (New Organization)

### For President:

**Rudy C. Kaser**

See earlier biographical sketch.  
Nominated by Nominating Committee.

### For First Vice-president:

**Robert M. Buzza**

See earlier biographical sketch.  
Nominated by Nominating Committee.

**Thomas Hutchison**

See earlier biographical sketch.  
Nominated by Nominating Committee.

**J. Harley Robertson**

See earlier biographical sketch.  
Nominated by Nominating Committee.

### For Second Vice-president:

**Jack Block**

See earlier biographical sketch.  
Nominated by Coquitlam Teachers' Association.

**James L. Doyle**

See earlier biographical sketch.  
Nominated by Richmond Teachers' Association.

**N. E. (Ed) Nelson**

See earlier biographical sketch.  
Nominated by Nominating Committee.

**Roy B. Ronaghan**

See earlier biographical sketch.  
Nominated by Nominating Committee.

**David J. S. Smith**

See earlier biographical sketch.  
Nominated by Nominating Committee.

**John A. Young**

See earlier biographical sketch.  
Nominated by Nominating Committee.

### For Member-at-Large:

**Cecil M. Blois**

Born Carstairs, Alberta; graduate Vancouver Normal School; B.A., B.Ed. (UBC); teaching experience—Maple Ridge 36 years (6 years elementary teacher, 9 years elementary principal, 11 years Maple Ridge Junior-Senior Secondary, 10 years vice-principal Maple Ridge Junior Secondary); twice president Maple Ridge T.A. and either member or chairman of most committees; has received award for more than 20 years service to local association; 12 years on District Council, including 6 as table officer and 2 as president; Geographical Representative on BCTF Executive Committee 3 years; served 1 year on BCTF Consultative Committee; chairman BCTF Resolutions Com-

mittee 3 years and Steering Committee 2 years; active in B.C.T.F. Credit Union and now its vice-president; has been active in community affairs. Nominated by Nominating Committee.

**Ronald Brown**

Born Vancouver, attended school there; graduate Vancouver Normal School; B.A. (UBC) 1962, working for M.Ed.; teaching experience—Abbotsford, Salmon Arm, Richmond, Vancouver, West Vancouver (11 years, during which vice-principal Westcot, principal Gleneagles, principal Hollyburn elementary schools); served on various local association committees; was 2nd vice-president Vancouver Elementary School Teachers' Association; past president West Vancouver T.A. and North Shore D.C.; chairman elementary teachers' salary committee West Vancouver; P.R. Co-ordinator North Shore D.C.; past member BCTF Public Relations Committee; North Shore Geographical Representative on BCTF Executive Committee 1962-64. Nominated by Nominating Committee.

**John S. Clark**

Born New Westminster; attended school to senior matriculation Mission; served in RCAF, attached RAF,

in England and Middle East 4½ years during war; B.A. (UBC) 1948, Teacher Training 1949; teaching experience—Quesnel (3 years), Saanich (1952 to present); chairman salary committee and past president Quesnel T.A.; member North Central D.C.; member various committees and past president Saanich T.A.; member South Vancouver Island D.C. and its Geographical Representative on BCTF Executive Committee; served 2 years on Board of Admissions and Review; at present member BCTF Membership Committee. Nominated by Saanich Teachers' Association.

**Donovan G. Fonseca**

Born Winnipeg, Manitoba; attended school Winnipeg and St. Vital; teacher training 1932-34; I.A. Teacher's Certificate 1937, Cert. of Qualification in Carpentry (Man.), Vocational Teacher's Certificate (Man.), S.B. Industrial Arts Cert. (B.C.); teaching experience—Winnipeg (18 years industrial arts teacher), Quesnel (3 years industrial arts), Delta (1957 to present, now administrative assistant and industrial arts instructor North Delta Secondary School); treasurer 1955-56 and president 1956-57 Quesnel T.A.; served on Western Fraser Valley D.C. 1958 to present and its secretary-treasurer 1961-63; president Delta T.A. 1963-64. Nominated by Delta Teachers' Association.

**Sucha Gill**

Born Kelowna; attended school in Cloverdale; B.Sc. (UBC) 1958; Teacher Training 1959; M.Ed. work in progress; teaching experience—Vancouver 6 years; member several committees Vancouver Elementary School T.A.; past president VESTA; member BCTF committees on supervision practices, defining salary categories, organization; serving second year as Geographical Representative for VESTA on BCTF Executive Committee. Nominated by Nominating Committee.

**Hazel Huckvale**

Born Glengarry County, Ontario; attended school Ontario; graduate Ottawa Normal; B.A. (Ottawa U.); B.A., M.Ed. (UBC); beginning doctoral work in administration and curriculum; teaching experience—rural schools Quebec, Ontario (6 years), high school teacher senior grades (Kingston) and supervisor oral French senior elementary and junior secondary (Ottawa); British Columbia Cariboo area, now Williams Lake School District, 20 years (teacher in one-room and elementary schools, principal small rural elementary school 4 years, teacher 7 years and principal 5 years town schools); has held almost every position on executive of local association including president; member North Central D.C. 6 years; initiated local association in-service education activities and member BCTF In-service Educa-

tion Committee; member CTF Project Africa in Uganda 1964; Geographical Representative for NCDC on BCTF Executive Committee; active in community affairs. Nominated by North Central District Council.

**Albert E. Johnson**

Born Cranbrook; attended school Cranbrook area; graduate Victoria Normal School 1950; will complete B.A. (University of Victoria) summer 1965; teaching experience—Cranbrook 2 years; Trail (4 years teacher elementary school, 2 years vice-principal, appointed principal Montrose Elementary 1956); chairman various Trail T.A. committees and past president; secretary West Kootenay D.C. several years; member BCTF In-service Education Committee 5 years and its chairman 3 years; Geographical Representative for WKDC on BCTF Executive Committee; active in community. Nominated by Nominating Committee.

**Donald F. McKinnon**

Born Vernon; attended School Victoria; graduate Vancouver Normal School, Victoria College; B.Ed.(S) (UBC) 1960; teaching experience—New Westminster 7 years, Victoria 9 years (now vice-principal North Ward School); chairman salary committee and vice-president New Westminster T.A.; member various committees and past president Greater Victoria T.A.; chairman Vancouver Island

A. E. Johnson



D. F. McKinnon



A. G. Robertson



A. Suttie





L. G. Truscott



Miss F. M. Worledge



G. S. Wright

Elementary Teachers' Convention; Geographical Representative for CVTA on BCTF Executive Committee 3 years; member BCTF Consultative Committee 2 years; also served on 2 Department of Education curriculum committees. Nominated by Nominating Committee.

**Adam G. Robertson**

Native British Columbian; graduate Victoria Normal School; B.A. (UBC); teaching experience commenced 1931, now Creston (16 years supervising principal of elementary schools, recently appointed supervisor elementary education); wide reputation in field of elementary curriculum, recently summer school lecturer UVIC and UBC off-campus instructor at Cranbrook in winter; organized both Cranbrook and Creston Teachers' associations, past president of both; secretary East Kootenay Teachers' Association for 29 years. Nominated by Nominating Committee.

**Alex Suttie**

Born Vancouver; attended school there; B.A. (UBC) 1948, Teacher Training 1949; M.Ed. work in progress; served with RCAF 1942-45 and RCAF (Auxiliary) 1951-64; teaching experience—Burnaby 6 years, Vancouver (from 1955, now head social studies department Sir Charles Tupper Secondary School); past president of Burnaby

T.A. and Vancouver Secondary School T.A.; past chairman BCTF International Affairs Committee, member BCTF committee preparing for WCOTF Vancouver meeting 1967; serving third year as Geographical Representative for VSSTA on BCTF Executive Committee. Nominated by Nominating Committee.

**Leonard G. Truscott**

Born Battleford, Sask.; attended school Nelson; B.A. and B.Ed.(S) (UBC); served 3 years RCAF during war; teaching experience—Arrow Lakes, Cranbrook 16 years, Prince Rupert (since 1960 as principal Prince Rupert Senior Secondary School); was Geographical Representative on BCTF Executive Committee for EKTA; now chairman Northern British Columbia D.C. and its Geographical Representative on BCTF Executive Committee. Nominated by Nominating Committee.

**Frances M. Worledge**

Born Victoria; attended school there; in business approximately 15 years; teacher training—attended College of Education 1956-57, B.Ed.(S) 1963; teaching experience—Vancouver 7 years; served on some Vancouver Elementary School T.A. committees, including salary and induction committees; now president VESTA; member BCTF

Convention and Resolutions Committees; vice-president Provincial Intermediate Teachers' Association; secretary-treasurer Vancouver Elementary School Sports Association; now Geographical Representative for VESTA on BCTF Executive Committee. Nominated by Nominating Committee.

**G. Stuart Wright**

Born Vancouver; attended school there; after some years in industry, instructed in diesel engine operation for Dominion Provincial Youth Training Program; served in Canadian army in regular and militia units almost continuously from 1940 to 1964, in Canada, U.K. and Northwest Europe during war; awarded C.D. and Clasp for service; Industrial Arts teacher training 1946-47; teaching experience—Port Alberni (11 years, with leave 1 year to serve as member of Canadian Delegation of the International Military Supervisory Commission in Cambodia and Viet Nam), Nanaimo (1958 to present); has served on various local and BCTF committees; past president Nanaimo T.A. and member South Vancouver Island D.C. 2 years; member Steering Committee 1964 AGM; Geographical Representative on BCTF Executive Committee for SVDC. Nominated by Nominating Committee.

This true story (only the names of the characters and the location have been changed) won first prize of \$1000 in a Teachers' Writing Contest sponsored by the *NEA Journal*. The author is a teacher and counsellor in Hailey, Idaho, and guidance director for Blaine County, Idaho, schools. We appreciate the *NEA Journal's* permission to reprint the story.

## Cipher in the Snow

JEAN E. MIZER

IT STARTED WITH TRAGEDY on a biting cold February morning. I was driving behind the Milford Corners bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

'He's dead,' the driver whispered.

I didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. 'A doctor! Quick! I'll phone from the hotel. . .'

'No use. I tell you he's dead.' The driver looked down at the boy's still form. 'He never even said he felt bad,' he muttered, 'just tapped me on the shoulder and said, real quiet, "I'm sorry. I have to get off at the hotel." That's all. Polite and apologizing like.'

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. 'Who was it? Who dropped dead on the way to school?' I heard one of them half-whisper.

'Don't know his name; some kid from Milford Corners,' was the reply.

It was like that in the faculty room and the principal's office. 'I'd appreciate your going out to tell the parents,' the principal told me. 'They haven't a phone and, anyway, somebody from school should go there in person. I'll cover your classes.'

'Why me?' I asked. 'Wouldn't it be better if you did it?'

'I didn't know the boy,' the principal admitted levelly. 'And in last year's sophomore personalities column I note that you were listed as his favorite teacher.'

I drove through the snow and cold down the bad canyon road to the Evans place and thought about

the boy, Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. 'Cliff Evans,' I muttered to myself, 'a boy who never talked.' I thought a minute. 'A boy who never smiled. I never saw him smile once.'

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. 'He never said anything about bein' ailing.'

His stepfather snorted. 'He ain't said nothin' about anything since I moved in here.'

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. 'Now hold on,' her husband snapped. 'I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good.'

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheet mocked the effort. Cliff Evans, white, never legally adopted by stepfather, five young half brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell, he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read 'sweet, shy child; timid but eager.' Then the third grade note

Continued on page 204

Now he sleeps;  
He who once held the world's fate  
In his dynamic hands.

Armed only by his own indomitable courage  
And faith in his Almighty God,  
He rallied Britain's fortress isle  
To fight the merciless, cunning foe.  
He bolstered them at eventide  
To withstand the bombs of hate;  
He cheered them in the morning  
As he moved about the ruins.  
And when he spoke, the world listened,  
Took courage from such words:  
'Let us brace ourselves to do our duty  
and so bear ourselves  
that, if the British Commonwealth and Empire  
lasts for a thousand years,  
men will still say,  
"This was their finest hour."  
Now he rests in state.

Now Greatness sleeps,  
The mighty heart is stilled.  
The voice that thundered Freedom's cause  
In silence lies.  
The fingered V, the long cigar  
The bulldog mein, the doughty bearing  
—have 'crossed the bar.'

He sleeps to wake no more.  
No more to sound the clarion call  
When dangers threaten;  
No more to point the way  
When new Jerusalems beckon.  
He is consigned to history.

But casket cannot entomb the soul  
Of one so manifestly great as he,  
His spirit flies abroad.  
In the fabric of man's thought  
'Twill grow and magnify,  
Lighting the way that we must tread,  
Leading us and posterity  
Unto 'living fountains of waters.'

He sleeps to wake again.

*C. G. Archibald, in The Burnaby Bugle*



Photo courtesy the Vancouver Sun.

## *Cipher in the Snow*

Continued from page 201

had opened the attack. Some teacher had written in a good, firm hand, 'Cliff won't talk. Unco-operative. Slow learner.' The other academic sheep had followed with 'dull'; 'slow-witted'; 'low IQ.' They became correct. The boy's IQ score in the ninth grade was listed at 83. But his IQ in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered times he hadn't been asked. I could see and hear the faces and voices that said over and over, 'You're dumb. You're dumb. You're a nothing, Cliff Evans.'

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me: When finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list 'heart failure' as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year, class after class. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or bodies scrouged into a seat in an alien world. 'Look, kids,' I say silently, 'I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself into a zero.'

Most of the time—not always, but most of the time—I've succeeded. □

## *Did You Know?*

## *Our Cover Story*

# B.C. Has a Steel Industry

THE FIRST PRIMARY STEEL PLANT in British Columbia is scheduled to start production this year and for the first time finished steel products will be made in the province from native iron ore.

These and other recent undertakings have been designed to create a fully-integrated iron and steel industry in B.C.—a development mooted for this province for more than 50 years.

The new steel plant is being installed by The Consolidated Mining and Smelting Company in conjunction with its iron plant at Kimberley, in production since 1961. These operations are based on the large supply of raw material in the form of iron concentrate produced from the lead-zinc mining operations at Cominco's Sullivan mine.

The decision to produce primary steel followed Cominco's acquisition last year of the steel-making, rolling and fabricating plants of Western Canada Steel

Limited at Vancouver. Western Canada Steel has pioneered the steel industry in B.C. since 1925, producing steel ingots from scrap, rolled steel shapes and industrial fasteners.

While steel scrap is a desirable raw material for producing high quality steel products, its limited supply restricted expansion. Merging of the two companies has combined their physical resources, experience and technology, and has provided an abundant supply of raw material for continuing operations and future expansion.

More than 35,000,000 tons of iron concentrate have accumulated from the Sullivan mining operations in the last 40 years and current production continues at a rate of about ¾ million tons annually. The mine also has additional reserves of iron ore.

G. H. D. Hobbs, president of Western Canada Steel, says the future of the newly integrated industry is

assured. 'Backed by the corporate strength of one of Canada's long established companies and a strong determination to succeed, our scope for expansion and growth is limited only by the extent of available markets.'

This industry now represents a capital investment of about \$40,000,000. It has an iron and steel output of more than 200,000 tons annually and employs more than 700 men. Its chief products include pig iron, steel ingots, such rolled steel products as reinforcing bar and structural shapes, a wide range of industrial fasteners, and foundry castings.

At Kimberley, pig iron is produced from iron concentrate by furnaces of the 'submerged arc electrothermic' type. The first furnace, operating at 35,000 tons a year, went into production in 1961. A second furnace went on stream in 1964, bringing capacity up to 110,000 tons a year.

The iron plant is rated among the most modern in the world and was developed after extensive studies by Cominco engineers at iron plants in North America and Europe. Pig iron at Kimberley is a quality-controlled product of an intermediate, low phosphorous grade especially suitable for all types of foundry applications.

#### Complex Production Process

Iron making begins with the roasting of the iron concentrate to remove the sulphur content. The sulphur is converted into sulphuric acid to provide a basic raw material for an interrelated fertilizer operation. The calcine, or roasted concentrate, is an iron oxide containing about 65% iron. The calcine is rolled into small pellets and mixed with char, a form of coal, then sintered in a series of hearths linked as an endless belt. After sintering, the material is combined with more char and flux and fed continuously into the furnaces in which electric energy provides the heat and the char provides the carbon to reduce the iron oxide into pig iron. The furnaces are tapped every four to six hours and the molten iron is cast into 30-pound pigs on a continuous casting machine.

The total electric energy requirements of the iron plant are about 40,000 kilowatts, supplied by Cominco's hydro plants in the West Kootenay district.

The new steel plant at Kimberley will produce primary steel from molten iron by furnacing it to reduce the carbon content. Initial capacity of the plant will be 80,000 tons a year. The steel will be cast into ingots for rolling in Vancouver.

At present, steel ingots are produced in the Vancouver plants of Western Canada Steel by remelting and refining steel scrap in a modern electric arc furnace. Capacity is about 100,000 tons a year. In this process, scrap steel is cut into relatively small pieces by an hydraulic shear and charged into the furnace. A short circuit of 12,000 kilowatts melts the scrap. Impurities are removed by fuming, and calculated amounts of such elements as carbon, manganese and molybdenum

are added to produce the exact type and grade of steel required. The furnace produces 30 tons of molten steel in each 'heat,' which is teemed into a ladle for casting into ingots.

The continuous ingot casting method employed by Western Canada Steel is one of the first of its type in the world. In operation, the process casts three continuous, connected ingots, each 1,280 feet long. The process begins with the 30-ton ladle being hoisted to the top of a 100-foot tower. The molten steel, at a temperature of 2,800° F., is teemed into a tundish, or holding vessel, from which it descends in a controlled flow into a casting mould. After forming, the three continuous ingots pass through a cooling chamber and gradually change direction to run horizontally.

The ingots are separated into three strands which pass through a flying shear, which cuts each ingot into billets of precise length and weight.

Continuous casting has three major advantages over the conventional single ingot mould process: it is more efficient in the use of manpower and supplies, it produces a more uniform and higher quality ingot, and shrink cavities are avoided, eliminating waste in the rolling mill.

Common forms of steel for industrial use are produced from the steel ingots in the hot bar rolling mills of Western Canada Steel. Products include deformed reinforcing bar and such structural shapes as rounds, squares, flats, channels and angles. Altogether, 220 different shapes can be rolled in 70 different grades of steel including high tensile strengths. Reinforcing bar ranges in sizes up to 2¼ inches in diameter; structural steel is up to two inches in diameter or up to six inches in width. About 100,000 tons of rolled steel is produced annually.

#### Many Types of Steel Products

In the rolling process, the steel ingots are reheated in an electric induction furnace, then passed between a series of rolls which gradually change the original form and structure of the ingots into the shape of the desired finished product.

All products are produced to ASTM and other international standards of quality.

A large variety of industrial fasteners is produced by Western Canada Steel, primarily from steel rolled in its mills. The fastener products, about 10,000 tons a year of them, include many types and sizes of bolts, pole line and other utility hardware, railroad and other spikes, rock bolts, concrete anchors and numerous other standard and specialty forgings.

All bolts are produced by cold or hot forging of round steel bars. Both manual and automatic forges are used.

One of the few railroad spike-making machines in Canada is operating at Western Canada Steel. The company was also among the first in Canada to produce high tensile strength bolts for bridge construction, and the first to develop a special concrete anchor

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now widely used in the construction industry.

Foundry facilities, among the largest in western Canada, also are integrated with the iron and steel operation. These facilities, including three electric furnaces, produce several thousand tons of iron and steel castings ranging in weight from a few ounces to 35 tons. Main products are castings for utilities and industrial installations, and for the shipping and mining industries. A specialty is the casting of grinding balls used by the mining industry in the milling of ore.

Rigid quality control is closely co-ordinated through all phases of iron and steel production, from the treatment of ore to the finished product. Metallurgists, chemical engineers and highly-trained technicians, using modern testing equipment, scrutinize each step of every operation to guard against variations in chemical and physical properties. Quality control also extends to the finished products, which are tested continuously for conformance to specifications.

Research is conducted on a continuing basis to maintain a constant study of present processes and to develop new methods and new products. Research facilities include laboratories at Vancouver, at Trail, and at Toronto, and a staff of leading scientists and engineers.

It was through research that the treatment of Sullivan ore was made possible, and that the method of producing high quality iron from Sullivan concentrates was developed. Research also played a part in the making of steel from scrap and in the development of primary steel production.

Marketing of iron and steel products produced in B.C. is related directly to the industrial background and economic growth of western Canada. At present, there are no large steel requirements in the west for such industries as those producing automobiles or heavy equipment; nor are there the large concentrations of secondary industry which exist in eastern Canada. The range and volume of steel products which can be marketed in the west, therefore, depend on the requirements of existing industries. The general construction industry, for example, is a major market for iron and steel products. Other industries using these products include forestry and lumbering, mining, shipping, most utilities and some secondary industries.

The demand for steel also depends on economic growth, which, in turn, is usually reflected in the level of construction activity. Thus, when the construction industry is active, the demand for steel is strong and when construction lags, so does the demand for many steel products. Particularly affected are such products as reinforcing bar, of which a large volume is used in major concrete projects, including high-rise apartments and office buildings, hydro-electric dams, bridges, highway overpasses, pulp mills and other industrial plants.

The export market depends mainly on a demand

for specialty products or a demand for those products which can be produced in competition with foreign suppliers. Western Canada Steel has exported to such foreign countries as New Zealand, Australia, Pakistan, Burma, Guam, South America and the Caribbean islands.

But whether for the domestic or the foreign market, Western Canada Steel is operating at capacity now and is expanding to meet the demands of the future. The operation, says company president Hobbs, has 'all the corporate attributes to make it one of the leading industries in British Columbia. Which of our facilities we shall expand first or what new products we shall make are the stories of the future. We have the basic strengths for this industry to prosper, and we have the capabilities and resources to expand.' □

### Bearding the Cyclops

Continued from page 189

Last year one series of mathematics programs was viewed by 70% of the province's Grade 9 students.

Alberta has been exploring television instruction since 1959. More than 50 programs have been produced by the provincial audio-visual branch and a further 50 are in planning stages. Last year a survey of educational television was commissioned, and Jack McBride, a U.S. specialist, was hired for the job. His report was submitted in November 1964, and this month plans were announced to begin construction of an educational broadcast channel in Edmonton, to serve an area with a 30-mile radius. Much of Canada will now look to Alberta for further leadership.

Through its School Broadcasts Division, B.C.'s Department of Education has produced many fine radio shows and, for several years, some excellent educational television. Last year more than 100 programs were available on the CBC, and of these B.C. produced some 14.

The B.C. Educational Television Association is made up of representatives from school boards, private industries, and parent, teacher and educational bodies interested in classroom television. It acts as a clearing-house for information in B.C. and has sponsored a number of well-attended workshops for teachers, trustees and administrators.

B.C.'s association is watching closely the experience of those employing educational television in the province, especially the Langley and North Kamloops projects, the 'video illustrator' in use in The Continuing Education Center in Vancouver and the closed circuit facilities at UBC.

In the next, and last, article we shall examine the experience of those B.C. installations—especially the North Kamloops project. □

*Editor's Note: To permit Mr. Shorter to give as comprehensive a report as possible on the B.C. projects, we shall include his final article in our May-June issue.*

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# How Your Pension Fund Is Invested

THE COMMISSIONER OF Teachers' Pensions has provided us with a list of the securities in which the reserves of the Teachers' Pension Fund were invested as at March 31, 1964. As required by the Teachers' Pensions Act, all of these securities are bonds issued or fully guaranteed by the Government of Canada or the government of one of the provinces.

We list for your information a summary of the holdings on March 31, 1964, and on the same date a year earlier. Apart from minor reinvestments which are routinely made as serial debentures are progressively redeemed, the major new investment is in bonds of the B.C. Hydro and Power Authority, which bear interest at the relatively attractive rate of 5¼%.

	March 31, 1963	March 31, 1964
Province of British Columbia.....	\$ 96,000	\$ 56,000
Province of Ontario .....	30,000	30,000
Province of Manitoba .....	553,000	553,000
Canadian National Railway .....	50,000	50,000
Ontario Municipal Improvement Corporation .....	3,196,000	3,196,000
Alberta Municipal Finance Corporation .....	14,000	14,000
B.C. Power Commission .....	7,688,000	7,688,000
B.C. Hydro and Power Authority .....	13,255,000	24,592,000
B.C. Electric Company .....	938,000	938,000
Pacific Great Eastern Railway .....	4,906,000	4,906,000
B.C. Toll Highway and Bridge Authority .....	1,056,000	—
B.C. Water Drainage and Irrigation Districts .....	3,894,000	3,872,000
B.C. Hospital Districts .....	480,000	480,000
B.C. Municipal Corporations .....	2,409,000	2,550,000
B.C. School Districts .....	43,081,000	42,263,000
Total .....	\$ 81,646,000	\$ 92,151,000

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## Quotes and comments

VITO CIANCI

DR. ALAN BROWN OF TORONTO, a famous child specialist who was considered the Dr. Spock of a generation ago, was once treating a small patient for a minor ailment. Noticing that the child was not responding to the recommended treatment, he queried the mother regarding the instructions he had given her to follow, and was told something like this.

'Well, my next-door neighbor, Mrs. Gilhooley, her child had something like this last year and her mother told her to do thus-and-so, and I thought I'd try it and . . .'

At this point Dr. Brown snapped shut his case book, stood up and said,

'Very well, madam, from now on Mrs. Gilhooley is in charge of this case. Good-afternoon.'

To my way of thinking, here is the essence of the professional attitude. A contract exists, in spirit, if not in legal form, between two parties; one party breaks the contract without cause and without notice; in all fairness to himself, the other party can do nothing but bow out of the situation.

I like to think that there is a parallel here for teachers to consider. We contract to perform certain duties and to engage in a number of activities with respect to the students in our classes. Although no such contract is demanded of the parents with respect to *their* part of the program, we should be able to take it for granted that they will co-operate at least to the extent of letting us do our job without the interference of the Mrs. Gilhooleys of the neighborhood.

We can't take this for granted any longer. Parental interference of the Mrs. Gilhooleys of the neighborhood is increasing to the point where some such action as Dr. Brown's is called for.

I would dearly like to be able to say something of the same sort to the parent who interfered with a teacher's suggested reading for his class in English. Or to the mother who over-rode a teacher's marks for an examination and had the class marks scaled upward so that her daughter got the higher mark the *mother* felt should have been given. Or to the father who insists that his oafish son remain in school in spite of the fact that the boy's only activity seems to be that of breathing more or less regularly.

It would be illuminating to collect more samples of Gilhooleyisms from the membership of the BCTF. □

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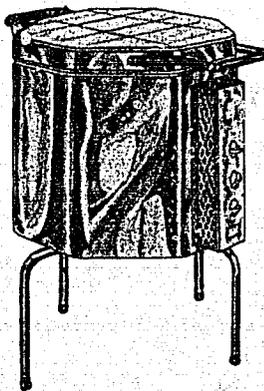
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## Education in the Next Decade

Continued from page 187

inspectors when an area reaches a certain size. In the western provinces there are mixtures of local and provincial administrators. Some rethinking is needed here, especially in the larger administrative units in rural areas. It seems wasteful to have both local and provincial employees, and yet arguments can be made for both. It seems essential that local boards have a responsible official in their employ. Perhaps the Departments of Education need to re-examine their policies. Education will be ill-served, however, if the pattern of short tenure (with its wasteful results) which pervades many areas of the United States were to develop here. It is regrettable to have to say that where trustees and teachers and administrators work closely together, as in rural areas or small towns, the record of permanence of staff so essential to good education seems to be a bad one. While there are faults on both sides, I would assign more blame to trustees where heavy turnover is the normal pattern.

Departments of Education need to re-examine their roles in many areas. What about curriculum, selection of textbooks, and all the multifarious regulations of statutes and orders? Should Departments of Education lead or regulate? Can a Department regulate without limiting? Would complete local autonomy lead to hopeless chaos? We are in great need of some clear-headed thinking on the respective roles of the various authorities in education. One can see in Canadian education everything from the permissive, encouraging role of the Department to the authoritarian regulation of school systems by a dogmatic structure. On the basis of a sound democratic society, the rigid authoritarian structure should be replaced, but in some areas progress seems scarcely observable. This is a complicated matter, having no simple all-purpose solution. Perhaps some Royal Commissions of the future will study the matter in detail when the problems of finance are less pressing. Unfortunately, things cannot stand still and some of the solutions that are on the horizon raise questions.

In summary, what will the brave world of the future hold for education in 1974?

- All the children of all the people will be in school up to age 18 and most until 20.
- Adults will be re-trained and will occupy some of their leisure in publicly supported schools.
- Technical institutes and junior colleges will be available to all youth at little or no cost.
- Elementary and secondary education costs will be not less than double by 1974.
- National and international educational research institutes will be developing new materials and techniques so that education will be much more effective.
- Transfers of pupils from one school system and

- curriculum to another will be facilitated and will not be a problem.
- Administrative reorganization will be completed and the quality of education in economically deprived areas will be upgraded on a national basis.
  - All teachers will be educated in universities and at the least, firm programs will be established to require a university degree for beginning teachers.
  - Since all teachers will be re-trained more than once during their teaching careers, in-service training will be organized on a full-time basis.
  - Teacher remuneration will be rationalized and bitter bargaining disputes eliminated.
  - Programmed learning will be used for all the routine aspects of learning and every teacher will have efficient and useful teaching aids at his disposal.
  - The respective roles of trustees, school administrators, and Departments of Education will still be in process of re-definition.
  - Economic and educational planning will be essential features of a strong society and will proceed in parallel.
  - Because education is a social science, the number and complexity of the problems will be no less than in 1964. □

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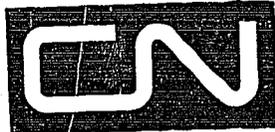
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## across the Desk

### More on Notre Dame

New Westminster, B.C.

The Editor,  
Dear Sir:

Your December editorial and Frank Pearce's letter regarding Notre Dame make one think.

Many more in the interior will now receive an opportunity for higher education.

Students generally pay one-fourth of the cost of their education. The remainder is generally defrayed by the provincial government, but not in the case of Notre Dame.

Much credit is due her for her cultural contribution to the interior against such odds. What can we do to help?

Yours sincerely,  
VAL COYLE

### From Subscription Renewals

Yorkshire, England.

The Editor,  
Dear Sir:

I should appreciate your making a note that under no condition is my associate membership in the BCTF to be allowed to lapse. I intend to maintain it indefinitely.

I have been abroad now for more than six years—in Africa with a staff of 114 teachers; in England as a Senior Lecturer at Bingley Teacher Training College; now I'm going for one year to the London University Institute of Education. Nowhere have I found any teachers'

association anything like as professional and effective as ours in B.C. I am proud and secretly exultant at the pre-eminent excellence of our BCTF. Nowhere I have been on the European continent or here have I found any teachers' organization as mature, as extensive in its services, as professional in its attitude—and as effective in raising the status of teachers toward professionalism in service and salary—as the BCTF.

Education in B.C. owes a tremendous debt of gratitude to those devoted officers who, from the lowly status of the 1920's and early 1930's, led the way to the present position of teachers and education in the province.

Sincerely yours,  
JOHN E. WOOD

Toronto, Ontario.

The Editor,  
Dear Sir:

Your magazine is by far the finest organ of its kind produced by any provincial body and consequently an extra copy for my Plant-Manager would be well appreciated. My compliments on your choice of covers and the excellent color reproductions.

Yours very sincerely,  
GERALD F. BROOKS  
General Manager  
Canadian School Studios

### On Reading the Bible

Vancouver, B.C.

The Editor,  
Dear Sir:

There are three references in the December issue that prompt me to write to you, namely

(1) Page 102. The Teacher's (I like the apostrophe there) Gift, 3rd paragraph, lines 4-7 ending with the words 'to the way of life shown us by the greatest teacher that ever lived.'

(2) A letter, page 126, 'Bible Reading Should Stay,' Paragraph 2: 'The principal reads over the PA . . . beautifully and holds the attention of the pupils thus creating a quieting thoughtful atmosphere.'

(3) Page 108. Resolution 12—the reply.

As a retired teacher who has done a lot of substitute teaching in all the secondary schools in Vancouver, I have been much distressed at what I have observed regarding Bible Reading as a daily exercise in the classroom. I could, but I shall not, elaborate on this, except to say it seems that the attitude of the class teacher becomes the attitude of the class.

What is the function of Bible Reading in the schools? Manifestly it is not to teach a type of religion, of which there are many. It is not to influence a pupil in his beliefs, of which again there are many, too many, and which often tend to becloud the real issue or objective. I take it that it is to present to the pupil a pattern for living based on the teachings of Christ. I do not know about many things that may be associated with his birth, or whether there is life after death or a resurrection of the body. I can believe these doctrines if I wish; but I do know the teachings of Christ. The former must take a secondary place; the latter are our

Continued on page 216

THE TIME HAS COME for the 'low-brows' and the 'squares' to resume possession of the arts. The 'high-brows' have perverted the arts and turned what has been, all through history, a source of pure enjoyment into the phoniest kind of status-seeking and fashion-chasing. It is time for them to go.

Let me state a few simple principles which, up to about fifty years ago, and for three thousand years before that, would have been accepted generally as self-evident.

The arts are important to man because they give a very special kind of pleasure based upon excellence. The arts are to be enjoyed. They exist for refreshment and delight. But the pleasure they give is of a particular kind. It is the pleasure that man experiences when he recognizes high excellence in the work of another; when he recognizes the victory of the creative spirit over stubborn and resistant matter.

On the fringes of the arts have always been the second-raters with inadequate talent and they have tried to give pleasure in cheaper ways—by association with things apart from excellence that humans find pleasurable—nostalgia, cute children, soulful looking animals, mother love and, above all, sex. In this way taste becomes the capacity to recognize and reject such meretricious appeals to associative pleasure. Taste is the capacity to recognize and delight in high achievement. Pleasure is still the end result, but it is pleasure based upon judgment and appreciation.

#### **Integrity is Maintained**

Lest this seem too highbrow an approach, I hasten to say that the very greatest of creative artists have not hesitated to use this kind of popular appeal, but never at the expense of integrity and high quality. Shakespeare was ever willing to 'tickle the ears of the groundlings' and Beethoven to allow for cadenzas which were purely 'show off.' Raphael had a wonderful time with 'mother and child.' None were highbrows; they aimed to please.

## *a matter of Opinion*

### The Highbrows Must Go

FRANK WILSON

Let me point out also that the spectator's enjoyment of a perfectly timed and executed forward pass in football, of a double play in baseball or of a chip shot to the pin in golf are examples of pure aesthetic pleasure as I have defined it. The spectator is delighted by a victory of human skill raised to the very highest level. His pleasure comes from the recognition of excellence.

The arts are always involved in making things. In the practical arts, the thing made is designed to do a job. In the fine arts, the thing made is designed to communicate or to express something the maker thinks significant. Sometimes the practical arts and the fine arts interweave, as in architecture or furniture-making. But in all cases what is made must be made supremely well, if it is to be considered a work of art.

The germ and origin is in all cases the human mind at work—an idea or purpose. The skill of the artist—his 'art'—is his ability to embody his purpose successfully in a sensible medium. Thus the significance of all works of art is that crude, resistant, indifferent material is possessed by mind. The thing made becomes the embodiment of mind in the sensible world. Life as a whole is too complex, too fluid and unpredictable, ever to be dominated completely by man. But in a work of art man wins a limited victory. Within the limits of the

thing made, he has brought order out of chaos and has won a victory for mind. And this is the most significant activity of man—to create areas of harmony and order where mind prevails.

In order to appreciate any work of art it is necessary to know what the artist is trying to do. How otherwise can we tell whether he is skillful or not? How otherwise can we recognize his success? This being the case, it is doubly necessary for the artist to know what he is trying to do. In music, sculpture, painting and poetry today this is often not the case. Our highbrows, far from objecting, delight in the mystification that ensues since it enables them to assume an unearned superiority over the 'squares' who would like to be shown.

There are practitioners today in all these fields who have insisted that the mind shall abdicate. There are composers who have arranged with great ingenuity that various kinds of happenstance shall decide where the notes are to go. And our highbrows accept this as an interesting new development in art. Had they any guts, integrity or sense of language, they would condemn such nonsense as anti-art, as an activity which is directly opposed in purpose and method to all that

*The author, a Chilliwack lawyer, is a former school trustee.*

art has meant for 3,000 years.

It is interesting to note that Picasso, the darling of the highbrows, appears to agree with this point of view. He is quoted by Françoise Gilot as saying, 'Someone . . . might be able to get painting back on the rails again.' Where had it gone off, I asked him. 'That's a long story,' he said, 'but you're a good listener, so I'll tell you. You have to go all the way back to the Greeks and the Egyptians. Today we are in the unfortunate position of having no order or canon whereby all artistic production is submitted to rules. They—the Greeks, the Romans, the Egyptians—did. Their canon was inescapable because beauty, so called, was by definition contained in these rules. But as soon as art had lost all link with tradition, and the kind of liberation that came in with Impressionism permitted every painter to do what he wanted to do, painting was finished. When they decided it was the painter's sensations and emotions that mattered and every man could recreate painting as he understood it from any basis whatever, then there was no more painting; there were only individuals. Sculpture died the same death.'

#### Good Art is Pleasurable

It is also significant that Picasso himself, after having done magnificent work as a young man, has behaved very much like an artistic lost soul for the last forty years, dabbling in every kind of triviality, consistent only in a childish desire to shock. At the same time Andrew Wyeth, probably the greatest and most satisfying of all the modern painters, has remained squarely within the classical tradition.

Good art is pleasurable. It is addressed to people and therefore pays gracious regard to the sensory and nervous mechanism of the human observer. The Greek temple was a masterpiece of proportion because good proportion is pleasing to the senses and to the mind. It was designed to be looked at and

\**Life with Picasso* (McGraw Hill, p. 74)

enjoyed. Only a barbarian would inflict on the community something that would be distressing to look at. The art world has been taken over by the new barbarians. They are the highbrows of today.

Painters of the Renaissance were concerned with problems of visual representation, but they did not stop with that. Their paintings were to be looked at and enjoyed. They therefore studied balance, rhythm and other formal elements which made it easy for the eye of the beholder to come to rest at a kind of center of gravity and from that center to encompass the whole with pleasure. Such concern with form was a kind of courteous consideration for the constitution of the viewer so that his attention might be pleasurably held.

The classical composer was equally concerned with form and for very much the same reason. He wanted his audience to listen with pleasure. And so in weaving his tapestry of sound he made use of every device within the limits of a particular mood to hold the interest of the listener. Patterns repeated, patterns varied, change of tempo, change of key, counterpoint and harmony—but all held by a unifying mood and a strong construction. He, too, aimed to please. Great art is courteous and considerate of its public.

#### Must We Admire Poor Art?

Our highbrow artists seem more concerned with kicking us in the teeth than with pleasing us. A curious doctrine has arisen: that the more outrageous the product, the greater the genius; that we must grit our teeth and admire it even if it makes us squirm, because it is 'culture.' The Renaissance painters were not highbrows; they were magnificent craftsmen who aimed to please. Shakespeare was no highbrow; neither was George Bernard Shaw. Both wanted audiences who would come to the theater in large numbers and would pay to get in. Bach, Handel, Haydn, Mozart and Schubert were all popular composers with no non-

sense about them. They composed music which was intended to be enjoyed and which was great for all that.

The modern generation of highbrows in search of status has driven a great wedge between what they call serious art and popular art. (Of course if it is idiotic enough to be 'pop' art, then it is worthy of serious consideration again.) Much of what they accept as serious art is mindless, chaotic, brutal and discourteous. Anything that is gracious, intelligible or serene they are inclined to belittle because the squares can enjoy it.

#### Good Art is Lasting

It is time for sensible people to call a halt to the whole sorry deception. It is time to let the 'culture vultures' perish in their own malodorous swamp while the rest of us enjoy what is enjoyable with a good heart and a clear conscience. My guess is that 'My Fair Lady' will be going strong a hundred years from now and will have joined the ranks of such happy, durable classics as 'The Marriage of Figaro,' 'Die Fledermaus,' 'The Merry Widow' and 'The Merry Wives of Windsor,' while the works of our highbrow composers will have returned to dust (they will not have far to go), unhonored and unsung. Much of Gershwin will be loved a hundred years from now, when our fashionable young cacophonists will be very dead. It is my guess that Andrew Wyeth's paintings will be loved as long as they survive, while much that the highbrows now acclaim will have been scraped away to save the canvas.

So let us enjoy the artists who are concerned to please us. We pay the price of admission. Let the highbrows play their silly games in private if they wish. But let's not look, and perhaps they'll go away. Good taste grows from knowing why we enjoy what we do in fact enjoy, not from being brainwashed into accepting what we really think is horrible. The need to please has never handicapped any artist of real talent. □

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## Across the Desk

Continued from page 213

heritage, our inspiration and guidance in a world now dominated by strife and crime. Our civilization is founded on these teachings, believe it or not. And the true follower of the Man of Nazareth has peace of mind, a normal relationship with his fellow man, and he can hold his head high, and walk with confidence among his fellows.

How can we encourage the fulfillment of this function? Surely not by having the pupils in the class in rotation hesitatingly and mumbly read the daily lesson. This makes a travesty of the exercise. Surely, if read by a pupil, who reads well, or by the principal or a teacher, over a central PA, not by carrying on the ordinary daily exercise of marking the attendance, reading the daily bulletin, etc., at this time. Is not the key to this situation the attitude of the class teacher who may, not having a clear perception of what it is all about, consider the whole matter a nuisance to be rid of as speedily as possible? If one thing could be clearly kept in mind, i.e., to realize that our method of living has been evolved through past ages as depicted in the Old Testament, and has culminated in the pattern for living as expounded in the New Testament, our whole attitude might be subject to change. The exercise of daily Bible Reading, which was a matter of futility, could now become a living vital matter and a rare opportunity to give guidance to young minds in their formative period. Tuum est.

Yours very truly,

C. F. CONNOR

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## new Books

C. D. NELSON, Book Review Editor.

### ARITHMETIC and MATHEMATICS

*Patterns in Arithmetic, Book 3*, by A. P. Hanwell, J. E. Smith, E. D. MacPherson and R. Chivers. Holt, Rinehart and Winston, Toronto, c1963. 306 pp. \$2.93

This third book in the Holt, Rinehart and Winston Canadian arithmetic program does an excellent job of preparing the student at the Grade 3 level for the new mathematics he will meet in later years. The entire approach is modern and up-to-date.

Although these are not specified by name, the commutative, associative, and distributive principles are well utilized in simple explanations and examples. The number line of positive numbers is used to good effect, as are also signs of inequality. Negative numbers are briefly introduced by reference to thermometer readings. Besides these innovations, much of the other material is, of course, retained — Roman numerals, fractions, money, etc. Numerous sketches and drawings, mostly in color, illuminate the subject matter for the student.

For some strange reason problems of 'twelve' are introduced before problems of 'eleven,' but this in no way detracts from the value of the text. Definitely recommended for classroom use in Grade 3 arithmetic. Should an older text be used, the teacher could gain much by referring to this book, for he would get an insight to the approach used in the new mathematics.—P.L.M.

*General Mathematics, Book One*, by K. E. Brown, D. W. Snader, L. Simon. Laidlaw Brothers, 1963. (Can. Agt. Clarke, Irwin) Illus. \$4.75

This is the first in a series of books designed to cover the period from junior secondary through senior secondary. It covers portions of the material now normally presented in Grades 7, 8 and 9. It would be an ideal alternate to the present Grade 8 text for those pupils who have great difficulty with the modern mathematics approach. Some modern mathematics is included in this book, but a great deal of it is practical mathematics.—D.N.D.

*Pathways to Probability*, by Amy C. King and Cecil B. Read. Holt, Rinehart and Winston, New York, 1963, \$1.40

An interesting book which outlines the history of the mathematics of chance. The

authors have done a good job and include a short outline of the life of every mathematician who has made a significant contribution to this branch of mathematics. To enjoy this book completely, the reader should have a basic knowledge of probability and general mathematics.—R.L.T.

### FICTION

*New Salesgirl at Kendall's*, by Eleanor Bell. Ryerson, Toronto, 1963. \$3.75

Here is a new career novel with its background located in Eastern Canada. The story is based on the occupation of salesmanship in a department store. The principal character is a senior girl recently graduated from secondary school whose ambition is to work as a clerk in the dress department of one of the outstanding department stores. Besides salesmanship, she learns the art of meeting people in a pleasant way, no matter what type of customer she has.

She also learns that the secret of success is based not only on the manner in which one does one's work, but also on one's manner of approaching people. No matter how tired one may be or how difficult it may be to satisfy a customer, it would be poor salesmanship to allow these feelings to be apparent to the customer.—E.G.H.

*The Incredible Journey*, by Shiela Burnford. Clarke, Irwin, Toronto, 1961. Illus. \$1.10

This attractive edition of an unusual animal story tells a most fascinating tale of a friendship among two dogs and a cat and their experiences in forest life. They have been left with a housekeeper by their master, who had to leave home for business reasons, but a neighbor and her husband who are to take care of the property during the master's absence, are to care for the animals also. The account of the animals' experiences during their master's absence is very understandingly told, and its popularity with readers of all ages is demonstrated when we note that the story has also been made into a movie.—E.G.H.

*You Have to Draw the Line Somewhere*, by Christie Harris. Atheneum Press, New York. Illus. \$4.25

References to our local background—from Vancouver Art School to the Okanagan—give the theme added interest. This is the story of a young girl's evolution into a New York fashion illustrator. The book is attractively presented with drawings by Moira Johnston, the author's daughter, who is herself such an illus-

trator as described in the novel. Mrs. Harris writes in an amusing, provocative way for the contemporary teen-ager. Senior secondary students particularly should enjoy this appealing book.—O.R.

*The Children's Crusade*, by Henry Treece. Longmans, Green, London, 1958. \$1.10

This exciting story of the early 13th century begins in France and continues across the Mediterranean along the coast of Africa from Bougie to Cairo. It is a tale of the times when interest in the Crusades was high and its title indicates that those who were interested in the Crusades were not only of adult years. Events center on hardship, sickness and hunger, and the children's courage weakened as they trudged on. Indeed, many of them turned back and tried to find their way home, only to die by the roadside. The book belongs to the 'Heritage of Literature' series and is a good book for school library shelves.—E.G.H.

### PRIMARY

*Elephant's First Busy Book and Elephant's Second Busy Book*, by Mollie Clarke. Wheaton of Exeter, 1963. (Can. Agt. Clarke, Irwin, Toronto) 24 pp. 45c ea.

These small illustrated books are full of ideas for things children can do in their spare time. In general they seem more suited to home use than school use, as the child would need help with reading, understanding, and carrying out the various items. Some pages, such as those involving arithmetic or color recognition, might be used by the teacher with a small group of children. The interest level is about Grade 1.—M.E.L.

*All About Babies*, by H. T. J. Coleman. Gray's Publishing Company of Canada, Sidney, B.C., 1963. Illus. Hard cover \$2.20; soft binding, \$1.90

Here is a delightful book for children to read for themselves or for someone to read to the littler ones. Each poem is accompanied by a clever illustration in black and white. The poems tell stories of babies of every kind—birds or animals—in such a way that children will unconsciously learn to love animals. The last baby mentioned is the one who can do something that none of the others can do—he is a human baby and he can 'laugh and laugh and laugh.' Readers of every age will thoroughly enjoy Dr. Coleman's book.—E.G.H.

## SCIENCE

*Experiments on Air*, by F. F. Blackwell. Harrap, Toronto, 1963. Illus. 75c

This is one of a series 'Science through Experiments,' consisting of 64 pages amply illustrated with clear drawings and diagrams. It is intended that the student use the booklet as a kind of laboratory or instruction manual. For the occupational student in junior secondary school or the bright elementary school student the book deserves consideration as a text.—V.C.

*Matter and Energy*, by MacLachlan, McNeill and Bell. Clarke, Irwin, Toronto, 1963. Illus. No price given

This is a good Canadian text on high school physics, written by Canadians, and superior to most foreign texts now in use in Canada. It is based on four main units: (1) Matter in motion, which includes mechanics and heat; (2) Electricity, which embodies magnetism, static and current electricity; (3) Energy in waves, which includes light and sound, and (4) Electrons and atoms, which runs from the atomic bomb to television tubes. To the credit of the authors is the consistency of keeping the data in the problems within the reasonable range of two or three significant figures and the use of the exponential system in representing significant figures. Another excellent feature is the use of graphs to illustrate the treatment of data as well as to explain known facts. Students who enter university

science courses after studying this book should be more familiar with the graphical treatment of such ideas as energy distribution as related to such phenomena as thermal radiation, or of electrons in different levels of the atom. The laws of conservation are emphasized, not only for mass and energy, but also for momentum, for electrical charge, and for heavy particles in nuclear reactions. Curriculum revision committees would be well advised to consider the use of this textbook.—V.C.

*Introductory Experiments in Physical Science*, Bks I and II, by D. E. Bridge and others. Holt, Rinehart and Winston, Toronto, 1962. Illus. \$1.86 ea.

These are workbook-type laboratory manuals containing a variety of experiments in elementary physics and chemistry.

Book I includes exercises on chemical and physical change, mixtures, formulas and equations, preparation and properties of oxygen and hydrogen, properties of oxides, purification of water, cosmetics, paints, fertilizers, static electricity, magnetism, measurement, and simple levers and pulleys. The grade level is approximately nine.

Book II is slightly more advanced. It introduces absolute temperature and the gas laws, weight and volume calculations based on reactions, boiling point, freezing point and vapor pressure of solutions, solubilities, acids, bases, neutralization, Archimedes principle, specific gravity of solids and liquids, refraction, reflection

from plane mirrors, interference in wave motion (by ripple tank), voltaic cells, magnetic effect of current electricity and measurement of resistance. Most of the material included would be suitable for Grade 10.

In neither book is there a table of contents, nor is there any apparent structure to the contents. Instructions are given in detail and are fairly clear, though there are some ambiguities and errors. In many cases, the expected result is stated in the discussion of the experiment, leaving the student little to discover.

There is little new material presented in these books, though teachers looking for simple pupil experiments for Science 8, 9, and 10 might find them of some use.—T.A.H.

## SOCIAL STUDIES

*Resources for Tomorrow*, by James Savage. Macmillan of Canada, Toronto, 1963. Illus. 246 pp. \$2.95

A well-written, easy-to-read text on conservation, with numerous black and white illustrations. Problems of the conservation of our dwindling natural resources are treated with considerable insight and understanding of the interrelationships of all types of life; suggested remedies are sensible, up-to-date, and very comprehensive. Applicable to B.C. almost in its entirety. Suitable for junior secondary or as a teacher reference and lesson help.—P.L.M.

*Weights and Measures: Then and Now*, by J. T. Graham. Wheaton of Exeter, 1964. (Can. Agt. Clarke, Irwin, Toronto) Illus. \$3.00

In this history of weights and measures, the beginning comes from the days when barter was the custom, and an exchange between people who had food of one kind and those who had food of another kind. It was not a question so much of weight as it was a question of quantity. Later it was a problem of how much of any weight of a commodity was to be accepted as a fair exchange. The story is extremely interesting because of the connection of some of the information given and the method of weighing and measuring used in Biblical days. At the same time, readers discover some very interesting facts and learn that the question of weights and measures begun so long ago is still very much a part—an important part—of both our everyday and our business lives.—E.G.H.

*Law and Order*, by John Dumbleton. Macmillan of Canada, Toronto, 1963. Illus. \$2.25

This is a history of British law from Roman to modern times, with the last two chapters devoted to the development of an English police force. All but these last two chapters would be useful enrichment material for bright students of social studies in the intermediate grades. The 150 illustrations are accurately detailed and the frequent headings are useful for identification, for the text, although in pleasantly large type, is arranged in a rather confusing manner.—L.F.

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Miss E. G. Harrop

### Miss Harrop Retires

Miss Esther G. Harrop, Book Review Editor for *The B.C. Teacher* for almost ten years, relinquished the editorship at the first of the year.

A graduate of Queen's University and of the Provincial Normal School in Calgary, Miss Harrop also holds post-graduate degrees in Education from UBC and in Library Science from Western Reserve University, Cleveland. At the time Miss Harrop became Book Review Editor, she was librarian at Lord Byng High School, Vancouver. Although she retired from active teaching a few years later, she maintained her contacts with teachers and libraries by serving for several years with the Vancouver Teachers' Professional Library. And, through it all, she served the teachers of the province by conducting our Book Review department.

The Editorial Board, and the editors particularly, appreciate greatly the long years of service Miss Harrop has given to the magazine and to the Federation.

### New Book Review Editor

C. Donald Nelson, of Burnaby, became the Book Review Editor for *The B.C. Teacher* at the first of the year, succeeding Miss Esther G. Harrop, who found it necessary to relinquish the position.

Mr. Nelson is a native of Victoria, where he attended school and graduated from both Victoria College and Victoria Normal School. After four years of war service with

## about People



C. D. Nelson

the Royal Canadian Corps of Signals in England and Europe, Mr. Nelson attended UBC for two years. He then served with the Union Steamships coastal service for several years. He commenced his teaching career on Saltspring Island in 1952, where he organized the school library. While there he served as president of the local association and representative to the District Council. He was appointed to Burnaby North Secondary School in 1954. During his year there he completed his teacher-librarian training. The following year he became District Librarian for Burnaby, and organized the Burnaby Teachers' Library and the Audio-visual Department. Mr. Nelson is a member of the B.C. School Librarians' Association, and has served for three years on the Department of Education's Library Screening Committee, as well as for two years on the committee revising the basic library list. Mr. Nelson is also a member of the Audio-visual sub-committee assisting with planning for the

Canadian Centennial.

Mr. Nelson has been interested in music most of his life, particularly the piano. He is also an active member of the Burnaby Players—a drama group.

The Editorial Board, and the editors, welcome Mr. Nelson to the editorial staff. They are sure the teachers of the province will derive great benefit from the training and talents Mr. Nelson now puts at their service.

We are indebted to C. C. Archibald for the tribute to Sir Winston Churchill on page 202. Mr. Archibald is principal of Nelson and Sussex Elementary Schools in Burnaby. The poem first appeared in *The Burnaby Bugle*, the bulletin of the Burnaby District Teachers' Council.

Dr. B. C. Munro, of the Faculty of Education, UBC, has been elected president of the B.C. Educational Research Council. W. V. Allester, of the Federation staff, is the new recording secretary.

### These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
None		
Retired Teachers		
Miss M. Pauline Haarer*	Nanaimo	December 7
T. Spencer Baynes	Vancouver	December 20
Miss Kathleen McNeely	Richmond	January 4

\*Miss Haarer was a BCTF Life Member from 1937.

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## for your Information

### Counsellors Meet at Easter

The theme of the annual meeting of the B.C. Counsellors' Association at Easter will be 'Application of Group Therapy Techniques to the Guidance Periods.' The meeting will be held at the Bayshore Inn on Monday afternoon, April 19, from 1 to 5 p.m. Dr. Ben Wong has been invited to address the group and a panel discussion is also planned. Final details will be announced later.

### Interesting Program for Intermediate Teachers

Changing curriculum, changing methods, changing textbooks—everything is changing. The program planned by the Provincial Intermediate Teachers' Association for April 22 is designed to keep teachers of intermediate grades abreast of these changes. Speakers will discuss the changes in the arithmetic and language arts programs; classroom teachers will offer ideas and techniques for teaching social studies; there will be demonstrations of the construction of science equipment and of classroom experiments. The meeting will be held at the Bayshore Inn and there will be a luncheon for those attending. Further information will be given in the March issue of *The B.C. Teacher*.

### Canadian Education Week

Canadian Education Week, an annual observance marking the first full week in March, had its early beginnings in 1936, initiated by the Canadian Teachers' Federation and fostered by such national

organizations as the Canadian School Trustees' Association, Trades and Labour Congress of Canada, Canadian Chamber of Commerce, Canadian Legion, Canadian Federation of Home and School, and others.

Canadian Education Week today is the successor to the Second Canadian Conference on Education held in Montreal in March of 1962. With the successful completion of the Montreal conference, its National Committee decided that its major responsibilities could now be best carried out by a small specialized organization which would nonetheless retain the respect and recognition of press and other media as being objective and widely representative. This continuing organization is the Canadian Education Week Committee.

The theme for Canadian Education Week, March 7-14, 1965 is 'Education—Gateway to Progress.'

### National Health Week

The attention of teachers is called to the 21st Annual National Health Week, March 14-20, 1965. Just as, during Education Week which immediately precedes it, people are invited to devote some thought to the importance of education, the Health League of Canada invites all people to give thought to health. For Health Week literature, write to Health League of Canada, 111 Avenue Road, Toronto 5, Ontario.

### International Meeting of Mathematics Teachers

The annual meeting of the

NCTM will be held at UBC August 26-28, 1965, and should interest teachers of mathematics from all parts of B.C. The B.C. Association of Mathematics Teachers is actively engaged in preparations for this international conference. Plans are being made for three general sessions; seven sessional meetings each for elementary and secondary teachers; daily sessions for superintendents, directors, supervisors and principals on outlines and changes in new courses. Authors of new textbooks and well-known speakers will also attend.

Registration fees will be \$1 for NCTM members; \$3 for others.

Further information may be obtained from K. D. McAteer, Publicity Chairman, 5060 Buxton St., Burnaby 1, or D. H. Heise, Registration Chairman, 5825 Malvern St., Burnaby 1.

### Fellowships for Graduate Students

A number of fellowships and other forms of financial assistance are available during 1965-66 for full-time students proceeding to graduate degrees in Education.

Graduate and research assistantships, ranging in value from \$2,500 to \$4,000, are available. These involve varying amounts of part-time professional work, some directly in Graduate Studies, others in the Department of Education Research at Ontario College of Education. A limited number of Guidance Center assistantships, valued up to \$4,000, is available to students experienced in the student personnel field and proceeding to advanced degrees. Information and application forms may be obtained from the Director of Graduate Studies, Ontario College of Education, 371 Bloor Street West, Toronto 5. Completed applications should be submitted by March 1, 1965.

The OSSRF Scholarship for Educational Research, in the amount of \$2,500, is open to practising teachers in Canada undertaking full-time advanced graduate study at a university of their choice in a field

related to the work of the schools. Details are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 5.

The Ontario Public School Men Teachers' Federation offers a fellowship for graduate study in the amount of \$2,000. Details are available from the Secretary-Treasurer, OPSMTF, 1260 Bay Street, Toronto 5.

### Canadian Centennial Story-writing Contest

In preparation for the celebration of Canada's centennial in 1967, Moyer Division, Vilas Industries Limited, is sponsoring a story-writing contest. For stories by Canadians — about Canada — for Canadian children and young people, ten \$300 first prizes, ten \$200 second prizes and ten \$100 third prizes will be awarded (one of each for a story about each of the provinces). A brochure giving the terms of the contest and containing an entry form may be obtained from the Moyer Division, Vilas Industries Limited, 325 West 6th Avenue, Vancouver 10. All entries must be postmarked no later than July 1 and must be received at the Moyer office to which they are addressed on or before July 10, 1965.

### Hallmark Art Scholarships

The Canadian Society for Education through Art announces a competition for five art scholarships of a value of \$400 each sponsored by the publishers of Hallmark cards. One scholarship will go to the top applicant in the region which comprises the provinces of Alberta and British Columbia. (Scholarships not awarded in one region may be reallocated in another.) The Canadian Society for Education through Art is also administrator of the Eagle Art Scholarship Fund which will provide four scholarships of \$300 each.

Teachers are requested to sponsor only the most artistically gifted students, only those who exhibit desirable personal qualities which

will allow them to succeed in their future studies, and only those who, at the end of the current school year, will be qualified (and have indicated a definite desire) to continue their studies in art. The scholarship money will be paid directly to the school of a winner's choice.

For the Hallmark competition, students must send six samples of their work (in any medium, matted, not larger than 24" x 36"), accompanied by a completed application form, a recent photograph, and a 500-word autobiography, to the regional chairman, Professor S. D. Healy, Faculty of Education, University of British Columbia, Vancouver 8, not later than April 16.

### 1965 Moyer Catalog Now Available

This new catalog can be recognized by the red and white cover on which are new math symbols and the alphabet express train.

Seven colorful inserts are spaced throughout and attractively present Maps, Globes, Felt Cut-Out Teaching Sets, Sifo Educational Toys, Inlay Puzzles, Timmy Time Clock, Reading Readiness Charts, Teaching Aids for Reading, New Math teaching aids and Materials for Elementary Science.

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# The New Jerusalem as Experienced by our Miss Brown

A. J. McLUCKIE

And did those feet in ancient  
time  
Walk upon England's mountain  
green?  
And was the Holy Lamb of God  
On England's pleasant pastures  
seen?  
And did the Countenance Divine  
Shine forth upon our clouded  
hills?  
And was Jerusalem builded here  
Among these dark Satanic  
mills?  
Bring me my bow of burning  
gold!  
Bring me my arrows of desire!  
Bring me my spear! O clouds  
unfold!  
Bring me my chariot of fire!  
I will not cease from mental fight,  
Nor shall my sword sleep in my  
hand,  
Till we have built Jerusalem  
In England's green and  
pleasant land.

William Blake

MISS BROWN, ONE OF OUR new teachers, having finished Pope's *Essay on Man*, was now ready to proceed with the teaching of *The New Jerusalem*. Following her instructions in English Methods, she decided to prepare most carefully for the lesson. On the front blackboard was a sketch of the Satanic mills, and near it was a drawing with a conspicuously large halo. Tommy Harper had brought in his practice bow with a quiver of six arrows. Bill Benson had converted his father's best rake handle to a spear; not elaborate, but effective. Gertie Howard, whose father was the local undertaker, had contributed a section of grass greenery, which was subject to a quick recall if conditions warranted. Betty Carson had supplied her grand-

father's cavalry sword. Sadie Andrews, who had offered to bring in her pet lamb, was unfortunately absent that day. The school band, furnished with appropriate music, was lined up in the hall. Miss Brown, with most preparations well in hand, immediately decided that the missing billy goat, figuratively speaking, could be dispensed with. She, like Shakespeare, would not be thrown for a loss because of inadequate staging or setting. The poem would begin.

Calmly she approached the wall and tapped four times. The band immediately struck up *O Canada* (the Weir version), paused and swung into *Jerusalem the Golden*. Soon its plaintive notes died away. It then marched off with a martial version of *God Save the Queen*. The principal dashed out of his office with his hands over his ears. However, suddenly thinking of the difficulties of finding a new band manager, he decided to ignore the situation and beat a hasty retreat. The teachers in the adjoining rooms, realizing that Miss Brown was on parade again, unanimously felt that this was the moment to take a quick coffee break.

Miss Brown frowned. No, the music was not right. It was the wrong selection, but it would at least furnish a necessary and fitting background. Later she would have a word or two with the band leader. On to the lesson.

Miss Brown then stamped back and forth across the front of her small domain saying in a low but audible voice—'Feet - feet - feet - feet.' The class soon took up the chant of the marching rhythm. They prolonged it a bit, Miss Brown felt, but they had definitely picked up the pattern.

'For cripes' sake,' said Les to Frank, 'what's she making?'

'She's in a groove,' said Frank, 'but that beat's strictly for the birds. I don't feel it.'

Miss Brown, feeling she had established the rhythm pattern, believed she must now establish the religious significance. Perhaps this could best be done by pointed questioning.

'What's your father's religion, Bill?' she asked.

Soon religious denominations were scattered all over the blackboard. These were rearranged by Susan for later intensive vocabulary study. Striving for full student participation, Miss Brown, her eyes gleaming with religious fervor, spotted Elizabeth, a shy miss, who required urging to participate.

'Betty, is your father an Episcopalian?'

'No, ma'am, he works in a drug-store.'

At this point Miss Brown realized wisely that the level had been reached and it would be unwise to pursue it to a further depth.

Next she decided to ask for the four rhetorical questions. The first brought no reply except a look of beaming pride on the face of Gertie Howard. The second brought the class to reality when Ruby Fisher stated bluntly, 'Sadie Andrews got the mumps!' At that point Miss Brown felt that contagion was more powerful than inversion. Yes, she must proceed. However, she would alter her approach.

'Bring me my bow of burning gold!' she said with appropriate hand gestures. Up marched Tommy Harper. 'Bring me my arrows

*The author teaches at Burnaby North Senior Secondary School.*

of desire! she said less hopefully. 'For gosh sakes, teacher,' said Tommy, 'can't you keep two things on your mind? Marching is hard on my feet.'

She was about to inquire for what she thought might be the sword of Damocles, when a messenger knocked on the door and asked for Gertie Howard. Gertie immediately picked up her bundle of greenery and headed for the office. Miss Brown, believing (as per manual) in foster-

ing friendly relations with the parents, followed hard on her heels.

The class looked idly at the blackboard. In the center stood the dark Sataaic mills and on the right the halo seemed to take the shape of a bull's eye.

The magic of the poem was beginning to work on them. Religious fervor is inexplicable. Betty Carson started up and down the aisles swinging her arm with a swishing sound. (She loved New-

bolt's *He Fell Among Thieves*.) Bill Benson's clenched fingers tightened. He was experiencing that ecstasy. Tommy Harper was similarly moved.

Miss Brown is no longer with us. She left town by the Express. She is now teaching the new course in mathematics in the far north, where every night she listens to the Call of the Wild. The glamor of the New Jerusalem has faded away. *In pace requiescat.* □

## Periodicals for an Elementary School

Compiled by the Research Division,  
Canadian Teachers' Federation.

THE FOLLOWING LIST suggests periodicals suitable for an elementary school library. While the list is by no means exhaustive, it may serve as an example of the type of material which would be useful in a particular situation. Other lists could be drawn for other types of schools.

The CTF Research Division would be pleased to receive teachers' comments about the journals included in this list or to hear of other titles recommended for inclusion in lists which might be prepared in the future.

### (a) For teachers

1. *The Arithmetic Teacher*—\$7 m(O-My) National Council of Teachers of Mathematics, 1201-16th Street, N.W., Washington, D. C. 20036.
2. *Elementary English*—\$5 m(O-My) National Council of Teachers of English, 508 S. 6th St., Champaign, Ill. 61822.
3. *Grade Teacher*—\$5.50 m(S-Je) Grade Teacher, 23 Leroy Ave., Darien, Conn. 06820.
4. *The Elementary School Journal*—\$4.50 m(O-My) University of Chicago Press, 5750 Ellis Ave., Chi-

cago, Ill. 60637.

5. *The Mathematics Teacher*—\$7 m(O-My) National Council of Teachers of Mathematics, 1201-16th St., N.W., Washington, D. C. 20036.

6. *The Reading Teacher*—\$4.50 8 times a yr. (S-My) International Reading Association, P. O. Box 119, Newark, Del. 19711.

7. *School Science and Mathematics*—\$6 m(O-Je) School Science and Mathematics, Luther Shetler, Business Manager, P. O. Box 108, Bluffton, Ohio 45817.

8. *Science Education*—\$5 m (F-Ap; bi-m O, D) Science Education, Inc., C. M. Pruitt, University of Tampa, Tampa, Fla. 33606.

9. *The Science Teacher*—\$10 m(S-D, F-My) National Science Teachers Association, National Education Association, 1201-16th St., N.W., Washington, D. C. 20036.

10. *The Social Studies*—\$5 m(O-Ap) McKinley Publishing Co. 809-811 N. 19th St., Philadelphia, Pa. 19130.

### (b) For principals

1. *Administrators' Notebook*—\$2 m(S-My) The Editor, Midwest Administration Center, University of Chicago, 5835 South Kimbark Ave., Chicago, Ill. 60637.

2. *Canadian Administrator*—\$2

m(O-My) F. Enns, Editor, Department of Administration, University of Alberta, Edmonton, Alberta.

3. *Canadian Education and Research Digest*—\$3 q Canadian Education Association, 151 Bloor St. W., Toronto 5, Ontario.

4. *Educational Leadership*—\$4.50 m(O-My) Association for Supervision and Curriculum Development, National Education Association, 1201-16th St., N.W., Washington, D.C. 20036.

5. *Educational Research*—(British)—16s6d 3 times a yr. (F, Je, N) Newnes Educational Publishing Co. Ltd., Tower House, Southampton St., London WC2.

6. *National Association of Secondary-School Principals, Bulletin*—\$15 m(S-My) National Association of Secondary-School Principals, National Education Association, 1201-16th St., N.W., Washington, D. C. 20036.

7. *The National Elementary Principal*—\$5.50 6 times a yr. (S, N, Ja-F, Ap-My) Department of Elementary School Principals, National Education Association, 1201-16th St., N.W., Washington, D. C. 20036.

3. *Phi Delta Kappan*—\$5 m(S-Je) Phi Delta Kappan, Jules Harcourt, Business Manager, 8th St. and Union Ave., Bloomington, Ind. 47403.

# How the Weather Affects You

YOU NEEDN'T BE an avid outdoorsman to find out quite early in life just how much the weather affects you—muggy days are notorious for making school children misbehave.

It's also been found that more things seem to go wrong for us, and we have more 'off days,' when the barometric pressure is low and falling. These are the days, foggy and depressing, when people are edgy and irritable.

The exact reason for these changes in our mental attitude and even in the tissues of our bodies is not known. However, we do know that the water content of the tissues varies somewhat with barometric pressure changes. Schering researchers report that our brains also tend to swell with water during those 'off' days. This may be reflected in jittery feelings, mental depression, and slowed mental efficiency.

It has been shown that mental workers do their best work during the clear days of late winter, early spring, and fall, and their worst on muggy summer days.

Crimes also seem to be influenced by the weather. The hot and humid summertime, when men's tempers tend to be short, seems to be the time when murders are most often

committed. Scientists at Villanova University report that July and August, the hottest months, are the worst for violent crimes. Interestingly, hot-weather countries have a higher crime rate than do the temperate countries of the north.

In the case of illness, the weather is often the straw that breaks the camel's back. People on the verge of being sick surrender to illness when a sharp weather shift helps deplete their strength. For many already ill, a violent change in the weather may increase the severity of their cases.

By itself, weather rarely brings on a disease—or even a common cold. But pronounced drops or rises in temperature, humidity and barometric pressure alter the body functions just enough to throw them off balance.

In the case of serious diseases, there doesn't seem to be anything that can be done about the weather's influence. Studying 250 cases of coronary occlusion, Philadelphia climatologists learned that three out of five of these heart attacks occurred when a cold front appeared abruptly, and both temperature and barometer dropped sharply.

Similar findings were arrived at

by Dallas doctors, who reported that most of the heart patients who had an attack during a rapid onset of cold (or warm) weather, were either asleep or resting at the time. Physical exertion, therefore, was not involved. The doctors concluded that it was the strain of adapting to the change of weather that was a major factor in causing the heart attacks.

The ideal temperature for one's health—as well as for thinking and carrying out one's daily chores—is 64° F. Why do many people, then, find it so difficult to work in the spring, when the temperature hovers around the 64° mark? The phenomenon of 'spring fever' is explained by doctors as the body's shifting of its circulation to adapt to the warmer weather outside. The blood stream gets more water in order to cool the body to cope with the higher temperature of spring. The blood vessels dilate and carry more blood to the surface to get rid of heat, and a lot of bodily energy is expended as a result.

Weather can be your best friend or perhaps your worst enemy. Learn to roll with its punches and to ride its crests. □

Adapted from material supplied by the Schering Corporation.

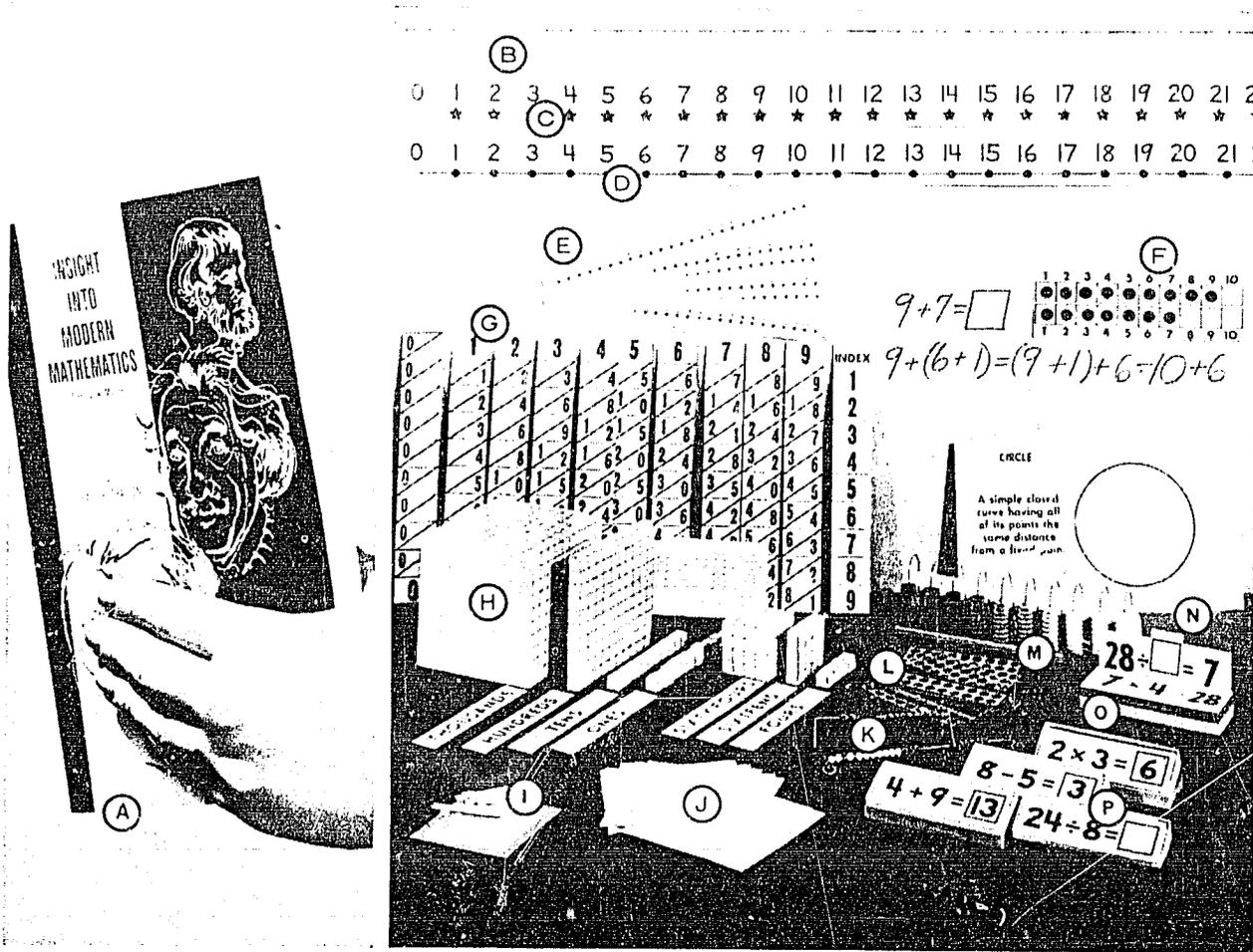
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