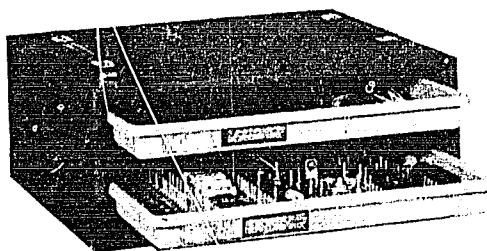
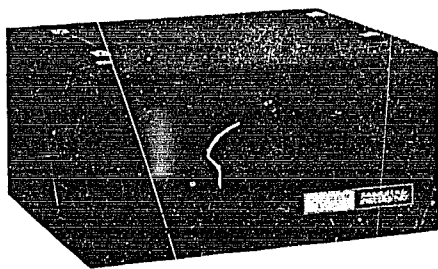


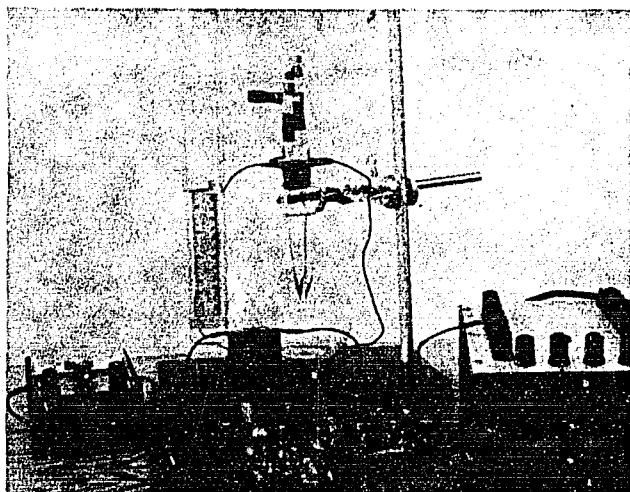
MAY - JUNE, 1965

VOL. 44 - NO. 8

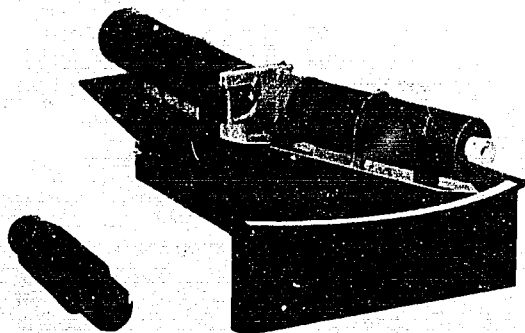
the BC teacher



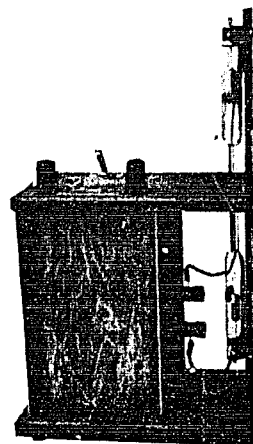
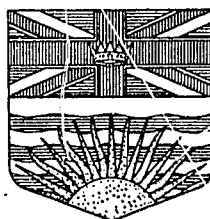
92-900B — CABINET OF COMPONENTS (SHOWN CLOSED AND OPEN)



92-100 SPECIFIC HEAT OF GASES



C-8800 SPECTROMETER



C-8830 HYDROGEN TUBE &
92-800 INDUCTION COIL

Physics 12

(for B.C. grade 12)

COMMENCING SEPT. 1965 — The new British Columbia Grade 12 Physics Course (Physics 12) which commences in September, requires many new pieces of apparatus. Pictured above are several units specifically designed to meet the needs of B.C. Grade 12 science students.

Designed and built in Canada.

A new Physics catalogue is fresh off the press. To ensure that you receive your copy promptly, fill in the attached coupon and mail today.

For complete details, mail the coupon today.

Please send me complete details about your equipment designed for use with the new B.C. Physics Course B.C. 12

NAME

SCHOOL

ADDRESS

CITY..... PROV.....

Western Representatives

CANADIAN ELECTRONICS LIMITED

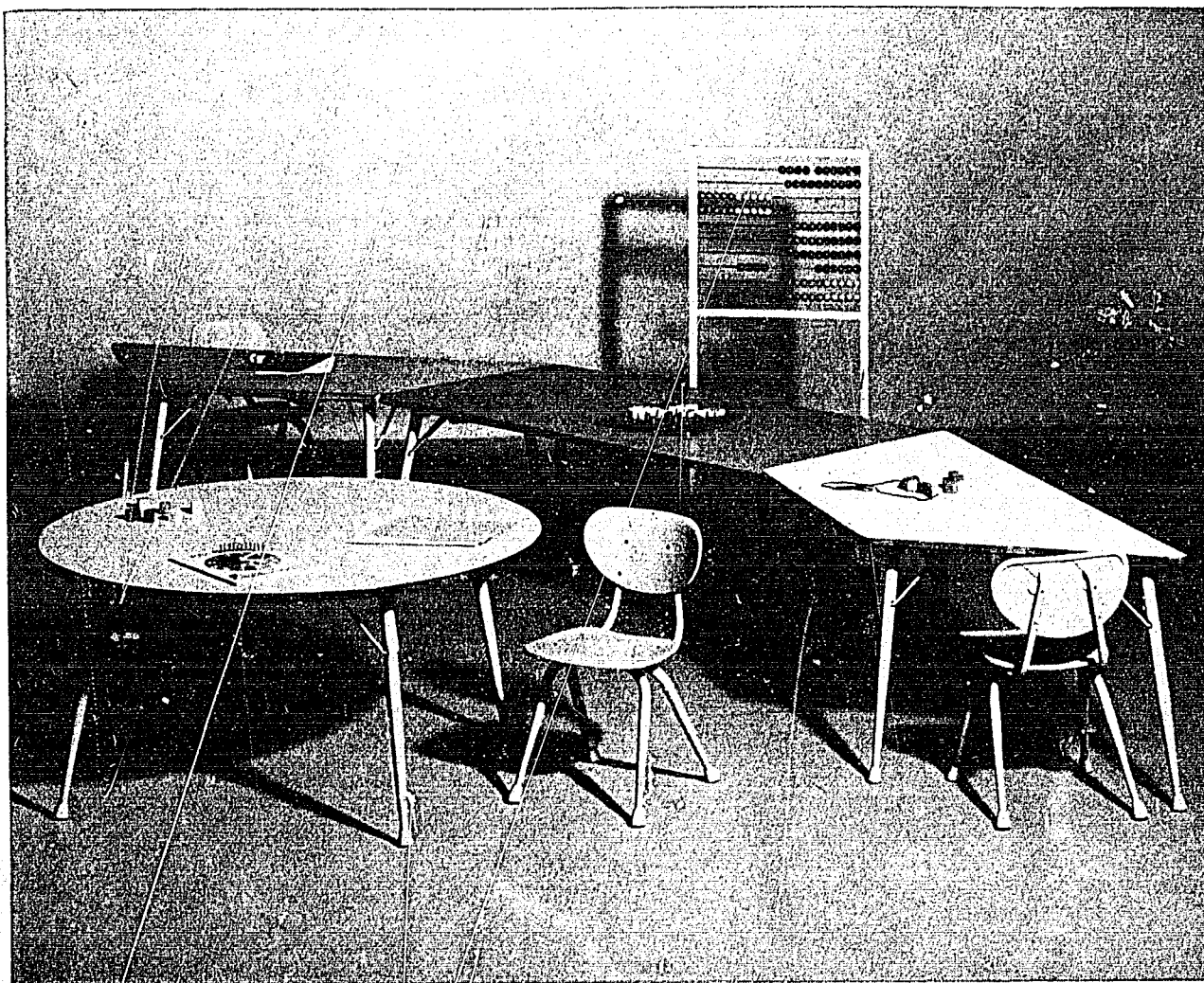
971 Richard St.
Vancouver, B.C.

334 — 4th Avenue S.E.
Calgary, Alberta

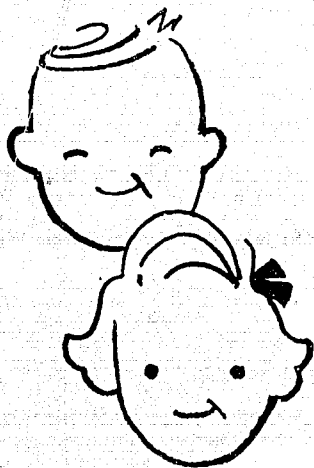
109 St. & 107 Ave.
Edmonton, Alberta

STARK

STARK ELECTRONIC INSTRUMENTS LTD.
AJAX, ONTARIO



Designed for children in their "Restless Years"



A kindergarten teacher's unique problem is the short interest span of primary children. Restless boys and girls require frequent changes of activity and teachers want classroom furniture that can be readily rearranged. You enjoy this benefit with flexible Moyer kindergarten furniture, particularly the trapezoidal and rectangular tables used with individual chairs. There are even round tables.

Moyer kindergarten furniture stands up to the roughest treatment. Tops are tough, easily maintained, colorful plastic laminate bonded to solid hardwood core. Legs are strong and securely fastened to the table tops.

Colors? Moyer offers a choice of Blue, Pumpkin, Cocoa and Wood Grain. Children love them. The metal parts are in a calming Mist Green or warm Copper-tone. *To ensure that each child is comfortable during his ever-changing day, chairs come in 12", 13" and 14" heights.*

For a full-color folder, please contact your nearest Moyer office. Moyer Division, Vilas Industries Limited, Moncton • Montreal • Toronto • Winnipeg • Saskatoon • Edmonton • Vancouver.



Broaden Your Horizons

travel through

EUROPE

on a Canadian Pacific
Airlines Tour...

only

\$6

a day

(plus air fare)



You can see Europe by motor coach for as little as \$6 a day on the "Club Special" - one of 15 budget-priced tours offered you by Canadian Pacific Airlines. Get your FREE 24-page brochure from your Travel Agent, any Canadian Pacific office - or mail coupon below.



Sample European Tours

- **CLUB SPECIAL** - 57 days \$350. Belgium, Holland, Germany, Denmark, Switzerland, Austria, Yugoslavia, Trieste, Italy, France, Spain. (IT.FT.3)
- **ENGLAND AND SCOTLAND SPECIAL** - 6 days \$75. (IT.FT.1)
- **SCANDINAVIAN SPECIAL** - 15 days \$186. Holland, Germany, Denmark, Norway, Sweden. (IT.FT.11)
- **MOSCOW SPECIAL** - 15 days \$240. Holland, Germany, Poland, U.S.S.R. (IT.FT.8)
- **ADRIATIC SPECIAL** - 15 days \$175. Belgium, Germany, Austria, Italy, Yugoslavia, Greece. (IT.FT.10)

Tour cost includes your transportation in Europe, accommodation, sightseeing, some meals, all service charges and taxes.

FLY *Canadian Pacific*

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

MAIL COUPON FOR FREE BROCHURE

Canadian Pacific Airlines, 1004 West Georgia, Vancouver, B.C.
Please send me 24-page Motor Coach Tour brochure with complete itineraries and costs.

NAME
ADDRESS
CITY PROV.
MY TRAVEL AGENT IS

BCTF NON-CREDIT COURSES

Offered by the Professional Growth Through In-service Education Committee, in co-operation with the University of B.C., the University of Victoria, and local school boards.

1. ELEMENTARY ARITHMETIC

At UBC

Dr. G. Gibb (Editor of *The Arithmetic Teacher*, and one of the authors of the *Seeing Through Arithmetic* series).

July 19-23, inclusive (with emphasis on Grades 1, 2 and 6).

At Victoria

Dr. Gibb, July 26-30, inclusive (with emphasis on Grades 1, 2 and 6).

9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.
Fee: \$20 for each course.

2. SECONDARY ENGLISH

At UBC

Modern Poetry, Mr. L. Barclay, Faculty of Education, UBC.

July 5-9, inclusive.

The Novel, Mr. L. Mendoza, Balmoral Junior Secondary School, North Vancouver.

July 12-16, inclusive.

Composition, Mr. A. Dawe, Abbotsford Senior Secondary School.

July 19-23, inclusive.

9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.

Fee: \$20 for each course.

Note: There will also be a workshop in English at the Secondary School level offered by the University of Victoria (Dr. Richard Monk, Co-ordinator). Details available from the University of Victoria.

3. THE BISHOP METHOD OF CLOTHING CONSTRUCTION

In the Lower Mainland

Mrs. Elizabeth Altwer, Victoria.

Introductory Course, July 19-23, inclusive.

Advanced Course, July 26-30, inclusive.

9:00 a.m. to 12:00 noon and 1:00 p.m. to 4:00 p.m.

Fee: \$20 for each course.

4. INDUSTRIAL EDUCATION COURSES

In Vancouver

Industrial Power 11, Messrs. G. H. Crowe, Vancouver Technical Secondary School and R. L. Ralston, Templeton Secondary School, Vancouver.

July 5-16, inclusive; approximately 5 hours per day.

Fee: \$35.

In Burnaby

Construction 11, Mr. D. Baston, B.C. Vocational School, Burnaby.

July 19-23, inclusive; approximately 5 hours per day.

Fee: \$20.

5. COMMERCE

In Vancouver

Business Machines, Mrs. H. T. B. Emerson, Vancouver Technical Secondary School.

August 16-27, inclusive; 9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.

Fee: \$35.

General Business 11, Mr. C. J. Whiles, Esquimalt Senior Secondary School, Victoria.

August 30-September 3, inclusive; 9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.

Fee: \$20.

6. OCCUPATIONAL PROGRAM

At UBC

A Workshop on Teaching the Occupational Program.

Mr. Lorne McGregor, Department Head, Occupational Program, North Vancouver School District, co-ordinator.

July 5-16, inclusive; 1:00 p.m. to 3:30 p.m.

Fee: \$20.

7. LIBRARIANS

At UBC

A Workshop for District or "Pool" Librarians and new librarians in elementary schools.

Mrs. G. H. Coggin, District Librarian, Surrey.

July 19-23, inclusive; 9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.

Fee: \$20.

8. BEGINNING ELEMENTARY PRINCIPALS' AND VICE-PRINCIPALS' WORKSHOP

At UBC

A Workshop featuring the "in-basket" approach.

Dr. W. J. Horrick, Faculty of Education, UBC.

July 19-23, inclusive; 9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m.

Fee: \$35.

OTHER COURSES

See *The B.C. Teacher* for April (p. 276) for details of Elementary Language Arts, Secondary Mathematics, Secondary Science and Field Study Seminar (Social Studies and Science) courses.

Registration will be limited in most of these courses. Teachers interested in more information about any of the above courses, or in registering for them, should write to the

B.C. TEACHERS' FEDERATION
1815 West 7th Avenue,
Vancouver 9, B.C.

THE B.C. TEACHER

EDITORIAL BOARD

K. M. AITCHISON
Editor and Business Manager
A. BARBARA MACFARLANE
Associate Editor
ISOBEL A. CULL
STAN EVANS
H. S. JOHNSTON
F. P. LIGHTBODY
C. D. NELSON

BCTF OFFICERS

President
MRS. I. A. CULL
First Vice-President
R. G. KASER
Second Vice-President
J. H. ROBERTSON
Secretary-Treasurer
R. M. BUZZA
Past President
J. CAIRNIE
ADMINISTRATIVE STAFF
General Secretary
C. D. OVANS
Assistant General Secretary
STAN EVANS
Director of Economic Welfare
J. A. SPRAGGE
Asst. Director of Economic Welfare
D. J. GRADY
Director of Professional Development
W. V. ALLESTER
Asst. Director of Professional Development
J. S. CHURCH
Director of Communications
K. M. AITCHISON
Office Assistant
MISS A. B. MACFARLANE

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

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

Notice of change of address, stating both old and new addresses, should reach the editorial office at least one month before publication date.

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

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

Member



Printed by Evergreen Press Limited

MAY-JUNE 1965

the BC teacher

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

VOLUME XLIV, No. 8

MAY-JUNE 1965

TABLE OF CONTENTS

Features	Page
Bearding the Cyclops - - - - - Larry Shorter	336
No More Islands - - - - - Norman Goble	341
In Search of a Seat - - - - - Shirley Wong	341
Register Here - - - - - Bernice McDonough	344
'We Like i.t.a.' - - - - - G. A. Turner	347
Simon Fraser Intends to Train Teachers Differently - - - - - A. R. MacKinnon	349
The Pool System — A Successful Plan for Extracurricular Athletics - - - - - M. B. Slater	360
Departments	
The Editor Comments - - - - -	335
Quotes and Comments - - - - - Vito Cianci	363
A Matter of Opinion - - - - -	365
Across the Desk - - - - -	371
New Books - - - - -	373
About People - - - - -	377
For Your Information - - - - -	379
Miscellany	
Do You Want i.t.a. Information? - - - - -	348
The President Reports to the AGM - - - - - Isobel A. Cull	352
Canadian Books Go Overseas - - - - - L. C. Curtis	358
Some AGM Actions - - - - -	361
A Mathematician's Delight - - - - - J. F. Clark	364
A Special Letter to the Editor - - - - -	368
Human Values in an Age of Technological Changes - - - - - Ronald J. Samuda	381
Index 1964-65 - - - - -	384

Our Cover Picture

This month's photograph was taken in the Nakusp area farmlands. It was supplied through the courtesy of the Photographic Branch of the Department of Recreation and Conservation. We regret that a cover story was not available for this issue.

CHRISTIE AGENCIES LIMITED

414 W. Pender St.,
Vancouver, B.C.

610 Courtney St.,
Victoria, B.C.

Life, Auto, Home, Inland Marine, Floaters, Mercantile Composites

"Serving B.C. teachers since the infancy of the Federation"

The wise teacher listens patiently to the youngest boy in the class. In this manner, with the teacher's intelligent counsel to guide his thoughts, some heretofore unknown youth may reveal himself and stimulated properly he discovers himself.

How great a teacher's pride must be to learn in later years his charge was destined to become a great business genius or a great leader of men. The seed of ability was there in the classroom and was fostered, with kindly leadership and encouragement, by his tutor for its development.

A knowledge of responses and their relations to stimuli, under the simplest conditions of pre-existing activity, is essential in any accurate survey of the whole field of activities and thus it is that what we may call the stimulus-response psychology is of genuine and fundamental importance.

'No stimulus was omitted to excite and inspire imagination and the sense.'

683-2188
VANCOUVER

386-1454
VICTORIA

Discard the Egg Crate Philosophy

ONE OF THE AMENDMENTS to the Public Schools Act which pleased us most was the change in the formula for teacher entitlement in the elementary schools from one teacher for each 38 pupils to one for each 37. We congratulate the government on resuming its announced program of annually reducing the ratio by one until it reaches 35 to 1. Although we should like to see the ratio reduced at a faster rate and to a lower formula than 35 to 1, we were pleased that a change was made this year.

We are disturbed, however, by the prospect that children in some school districts may not benefit from the change this fall. We know of at least one district in which the additional teachers to which the district is entitled under the changed formula will probably not be engaged. The reason? There are no classrooms available for the additional teachers.

We have heard many excuses for not reducing the size of classes, but this one is surely the weakest yet. Why must the number of classrooms equal the number of teachers? Such an arrangement is mathematically tidy, but what educational justification is there for it?

It is this type of traditional, egg crate, compartmentalized thinking about schools, children and teachers that makes it so difficult to introduce changes in education. We must shatter the narrow confines of such obsolete ideas if our schools are to meet the challenge of educating youngsters for life in the world of today and tomorrow rather than that of yesterday.

One obvious way of updating our school system is to use specialist teachers (art, music, PE, etc.) in a relieving capacity. Such teachers could benefit both

pupils (by taking classes for lessons in their specialties) and regular teachers (by giving them badly needed time for lesson preparation and marking). The result in both cases would be better education for the children—the objective of reducing the entitlement figures.

Relieving teachers are engaged now, of course, to give principals time for their administrative duties. We see no reason, therefore, why school districts should not extend the practice by employing the full number of teachers to which they are entitled and using some of them to 'relieve' regular teachers. This arrangement would be one way of raising the quality of the educational program offered pupils and, at the same time, of doing something about the severe physical, mental and emotional strains on teachers who must cope with over-sized classes. And both improvements could be achieved without building additional classrooms.

School and school district administrators should explore every possibility of making the best possible use of the available teacher supply. Team teaching, educational television, school aides, laboratory assistants, markers, flexible grouping, flexible scheduling, non-graded schools, independent study and programmed instructional materials all offer possibilities for using teacher time more effectively—when we no longer think of schools as egg crates in which a given number of compartments requires the same number of eggs.

Making more extensive use of relieving teachers—both full time and part time—would be an excellent first step toward discarding the egg crate philosophy. □

New ideas for making school buildings serve the needs of education, rather than a vice-versa situation, are shown in an excellent film, 'To Build a School House,' narrated by Chet Huntley. The film is available from Association Industrial Films, 135 Veler Street, Toronto 2B, Ontario.

Bearding the Cyclops

PART V of a five part series on educational television.

LARRY SHORTER

IN APRIL WE TRUCKED some of our equipment over to a local hotel ballroom and put on a live instructional television demonstration for the Kamloops Chamber of Commerce.

Gordon Lloyd and John Hunter teamed up on a beautiful lesson which began with the first cannon shot fired at Fort Sumter and ended, 15 minutes later, with billy clubs in Selma, Alabama. Then Gordon Britton laid open a Louis MacNeice poem so graphically that even the bartender was transfixed. I brought out my abacus and explained how a binary computer worked; then, for a finale, gave a geography lesson from a five cent stamp.

'Now, ladies and gentlemen,' I asked, 'are there any questions?'

'Yes,' answered a voice from the direction of the head table, 'All of this is very interesting, but does educational television make our kids any smarter?'

I assumed the pose of a man about to make a profound reply, but the only answer I could think of was, 'Damn, damn, damn.' But I didn't say that. To protect myself, I buried the questioner in a lot of meaningless educational jargon.

That is a question I cannot answer.

Even though the man asked it with monstrous ignorance, I knew what he meant. Should I admit that since I don't know what it is that makes a person 'smart' in the first place, I can't possibly speculate on what it is that makes him 'smarter'?

'Any fool knows what being "smart" means,' he will say. 'And you call yourself a teacher!'

All of this may seem far afield from the supposed intent of this article: to report on the effectiveness of the instructional television project at North Kamloops Secondary. But it isn't, really. Before we can report on the effectiveness of anything in education, we must really understand the process of educating. I *know* I don't understand how people learn—and I doubt that you do. So on with the pretense.

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



Dr. 'Buff' Oldrich, of UBC and the B.C. Educational Research Council, is in charge of evaluating our program. For various reasons, one of which is its novelty effect, nothing statistically valid will be available until the study is carried into next year. Meanwhile, I can give you subjective information only. Still, the subjective opinions of experienced teachers and administrators can be quite persuasive.

First, let me tell you what we are doing.

Ours is a 'do-it-yourself' television project with a team-teaching twist. In fact, some of us look upon it as a team-teaching project with a television twist.

Enthusiasm for the idea began within the school. With the agreement of teachers, department heads and the administration, we then prepared a proposal for the school trustees. Right in the middle of our talks with the school board, a referendum was defeated. The referendum had called for badly-needed classrooms for our school; without them we were faced with shifts. By using television to help teach large classes, we felt we could save enough classroom space to avoid a shift system, and still maintain high quality instruction. The trustees agreed to let us try.

All of those teachers who were interested in team-teaching by television were accepted—there was no auditioning, no competition. Seventeen of the school's 42 teachers therefore became television teachers. It was as easy as that—to begin with.

In many respects, our project has been presumptuous. We presumed that these 17 teachers could make the transition from classroom to camera. We presumed that they could present effective lessons to groups of from 70 to 120 students gathered in one large room containing six TV monitors and one supervising teacher. We further presumed that some 25 senior students could be trained in the technical operation of a full TV studio, and that on some occasions they could handle the entire production of a TV lesson on their own.

I think it is a tribute to the teachers and students involved that we did not presume too much.

We have carried out an instructional program which

covers ten courses: English 8 and 9; Social Studies 8 and 9; Mathematics 8 and 9; French 8 and 9, and Science 8 and 9. Three regular divisions are enrolled in each tv class and they meet as a combined group from one half to two thirds of their instruction time, depending on the individual course. It is in these large groups that they receive their tv instruction. tv lessons average 25 minutes with the remaining time being given to supervised work assignments.

On those days not scheduled for tv, the three divisions are broken into four smaller groups for individual classroom instruction. Our general plan is to use the tv lessons for motivation, explanation and demonstration, while stressing individual follow-up and providing for feedback in the smaller groups.

Under this arrangement we save the equivalent of two classrooms, and this was one of the conditions that our project had to meet. We save no teachers—in fact we use a few more teaching hours than we normally would.

Each course is taught by a teaching team. The teachers generally alternate on their tv presentations, although sometimes they will alternate, according to their specialties, on individual units of work. In a typical course, each member of the teaching team would, during a given six-day cycle, teach two tv lessons, receive two free hours for preparation, supervise two tv lessons for his partner and teach eight smaller group lessons. Since the smaller group lessons are also jointly planned, each teacher has fewer lessons to prepare, and a slightly smaller marking load, than he would have in a normal teaching situation.

Equipment Is Used Constantly

We also provide an audio-visual resource center for the school. We have portable equipment which allows us to broadcast or receive in any one of 25 locations in the school. We can broadcast two programs simultaneously, one from our regular studio on channel 5; another from a normal classroom on channel 2.

We have made the installation available for guest lecturers, broadcast the school musical, used tv in student functions, held in-service education sessions with its aid and have utilized it during conferences, library training sessions, intelligence testing, adult education classes and several conventions.

We program an average of five lessons a day. In our large group room we have a microphone extension which is hooked to the audio circuit of the six tv monitors. Frequently this is used following the tv portion of the lesson. It also provides talk-back facilities between classroom and studio during the lesson.

We are equipped to handle recordings, tapes, and with some loss of quality, filmstrips and films. We have lenses capable of ten power magnification and our studio is equipped with various easels, chalkboards, lighting equipment and allied paraphernalia. While the studio measures only 10' x 12', we have not

been seriously hampered by its size.

Our equipment consists of two cameras, 11 monitors, a complete sound system and broadcast consoles capable of two-channel operation. The package is leased from the B.C. Telephone Company for \$5,100 a year.

We are now veterans of more than 800 televised lessons. While I cannot show that the operation has been statistically successful, I can assure you that the patient is still very much alive.

I offer the following observations.

We have examined the results of cross-grade tests given at regular intervals to all tv classes and equivalent non-tv classes. On the whole we are satisfied that the tv classes have scored as well as the regular classes. We cannot say much more than this because of teacher variables—in drawing further conclusions we do not know if we are rating the teaching medium or the teachers themselves.

In the three instances where a single teacher instructs the same course to both tv and non-tv groups of equivalent ability, one reports a very marked improvement on the part of the tv group, one a very slight improvement and the other no change.

Teachers Reported Their Conclusions

Four of the 17 teachers are members of teams in two different courses. Hence the 17 teachers speak for 21 tv learning situations. Seven teachers consider the overall learning experience has improved significantly in the tv classes. Thirteen feel there is no significant change one way or another. One feels there has been a significant drop in learning. These are the subjective opinions of experienced, well-qualified teachers.

Six of those seven teachers who report significant improvement in the learning experience teach either social studies or English. One is in science.

Those students who are exposed most to television instruction (they receive eight tv lessons per cycle and four regular lessons in groups of from 25 to 27) were asked: 'Which do you prefer: (1) Courses combining television teaching and smaller class follow-up?, or (2) Courses conducted under normal classroom procedures?' The questionnaire was posed on neutral ground by homeroom teachers. Of 111 answers in Grade 8, 70 preferred the tv situation (64%). Of 98 answers in Grade 9, the split was exactly 50/50. Answers were given following the Easter reporting period, after classes had been in progress eight months.

I offer these observations without comment, except to say that some feel it is remarkable that a group of 120 pubescent students can learn anything with only one supervising teacher, and in a situation which robs them of much of their individual identity.

But there are other observations that can be made in the direction of fringe benefits. And they are very important observations.



Visitors to North Kamloops Secondary School's television installations are invariably impressed by the professional competence of the student technicians. Grade 11 students Dave Walker, crew chief, left, and Dave Lord, right, are seen in the school studio. Both boys plan careers in television.

I do not suggest that one small bite of instructional television is wholly responsible for the sweet taste of progress in Kamloops. Kamloops has been a forward-looking district for many years and there were progressive teachers, enlightened administrators and alert school board members there long before instructional television was ever heard of. But because television is something new, something which is concrete, and something which has brought a great deal of attention to Kamloops, I do suggest that it has become a symbol of the district's progressive attitude. And as a symbol it has helped to establish a contagious pride among teachers, trustees, parents and the public at large.

The image of the teacher is a good one in Kamloops. Teachers from other parts of the province, and the country, must realize this. Never before have so many applications for teaching posts been received in Kamloops. And on Trustee Day at UBC, the Kamloops booth was swamped.

Closed circuit instructional television is bound to become much more widespread in B.C., and in the rest of Canada. And soon. Langley has done a good deal of investigation and demonstration and is interested in the possibilities of video tape. The Vancouver school board has an overhead closed circuit system at its Continuing Education Center. A further sum of money has been set aside for experimentation in Vancouver's public schools.

School boards, teachers' associations and interested

educators are investigating its possibilities in such B.C. centers as Nanaimo, Kitimat, Cranbrook, Kelowna, Penticton, Port Alberni, Burnaby, West Vancouver, North Vancouver and New Westminster, to name only those with whom I have been in contact.

The installation at UBC under B.C.'s real pioneer in TV, Professor Ben Whiting, is becoming more and more active on campus. It is offering production training for students, observational facilities for teacher-training and conference television facilities for various lower mainland professional groups. In addition, several faculty members have produced instructional programs for their students and Professor Whiting's staff has been actively exploring the medium with a series of experimental programs.

And it appears that UBC will be using TV more extensively in the near future. A 43-page report proposing an extensive revision of the program leading to the B.A. degree at UBC was published in March. A committee chaired by the late Dean of Arts, Kaspar Naegle, spent a year on the report, entitled *Discipline and Discovery*. Part of that report reads:

"The formal lectures should be given by the best lecturers. Since the potential audience will be several thousand, the method of presentation will determine whether it is necessary to repeat them. If we have closed circuit television, well-organized and professionally directed, the lectures can be given once to the students gathered in rooms of any size, as long as they are properly equipped. . . ."

Professor Whiting may tape some experimental Arts lectures for just that purpose next year.

What will Kamloops be doing next year?

As this is written, 12 new classrooms are under construction at North Kamloops Secondary. This will relieve the pressure, since we will no longer need to save space.

We shall attempt to make our operation more flexible, probably curtailing the television time given each course, but working with more courses.

We shall increase the amount of our equipment and improve its quality. The principal addition will be a video tape recorder, which will allow us to pre-record and store lessons, tape material from the open air and produce mobile programs. This machine will at least double the utility of our station.

Finally, we shall form a three-school network, connecting NKSS with two elementary schools.

Costs will triple. I can only hope that we shall make the kids three times as 'smart.' □

By 1975 New York state expects to have an educational television network that will carry elementary, high school, and college credit courses on its open circuit. The courses can be viewed on virtually every television receiver in the state. The \$11.8 million project, to be begun this year if the legislature appropriates funds, will include open-circuit telecasting from the educational TV stations of four university centers and closed-circuit telecasting among the fifty-eight units of the state university.

—Phi Delta Kappan

No More Islands

NORMAN GOBLE

The General Assembly, conscious of the many grave international problems which remain unresolved and of the consequent need for international co-operation,

Convinced that increased public awareness of the extent and significance of existing everyday co-operation would lead to a better appreciation of the true nature of the world community and of the common interests of mankind,

Designates 1965, the twentieth year of the United Nations, as international co-operation year. . . .
(Resolution of the UN, adopted unanimously, November 19, 1963)

IN 1965, THERE ARE NO MORE ISLANDS.

The farthest man on this planet is no more than a day's flying time away from us.

A disease that strikes the most remote people in the world can be among us in a few days. The anger—or the fear—of a government on the other side of the globe could, within minutes, sear our land and devastate our cities. A word spoken at the ends of the earth may be heard around the world before the speaker has drawn breath.

The world has shrunk too fast for us. We are not ready for this sudden intimacy—we are not ready to realize that there is no man on earth who is not our neighbor.

It was this thought that impelled the United Nations to declare 1965 to be International Co-operation Year.

There are people still alive who can remember when people could live apart, in their own worlds. A man's neighbors then were those whose chimney-smoke he could see. He knew little enough about them, and what he mostly wanted to know was what they wanted to keep secret. Some he liked, and some he disliked; but like or dislike, he understood their needs and his own; like them or dislike them, he felt the interdependence that bound the community.

This is what we have not learned to feel about the world community that has become so small and intimate. We have not learned to know our neighbors; we do not understand their needs; we do not feel our interdependence. We still turn to foreign news for

entertainment, for excitement. We look for—and are given—news of conflict and violence, and are still reassured by distance, by the thought of the seas that roll between.

But in 1965 there are no more islands.

International Co-operation Year has two purposes.

The first is to turn our attention away from the conflicts and disputes that dominate our news media and form our image of international relations, and make us aware of the many ways in which nations must, can and do work amicably together.

More than a dozen specialized agencies of the United Nations operate, without much publicity and in considerable harmony, to make life easier and more convenient. They have their headquarters far away from the political arena of the UN. Many are centered in Geneva; others, in Berne, Paris, Vienna, Montreal. Some are older than the UN itself. Oldest of all is the International Telecommunications Union, founded in 1865, and now having 124 members. Next in age is the Universal Postal Union—91 years old, with 125 members.

These two organizations have been around long enough for everyone to take them for granted. It seems part of the natural order of things that there should be world-wide co-operation in postal, telegraphic and telephone services.

This is the goal of the whole United Nations organization, and all its international agencies—to be eventually taken for granted, to have their services, including the ultimate one of keeping the peace of the world, regarded as part of the natural order of things.

But we have had the space of three generations to get used to these oldest agencies, and the convenience that they offer us is obvious. The newer agencies are tackling problems of the most terrible urgency, in areas of the world that we still feel to be remote from us. They must not be allowed to fail; but they cannot succeed unless we, with equal urgency, face the problem of educating ourselves and our children to realize that there is no problem on

Mr. Goble is the Assistant Secretary-Treasurer of Canadian Teachers' Federation.

earth that is not *our* problem; that there are no more islands.

The second purpose of International Co-operation Year is to encourage individuals and organizations to develop international interests and programs of co-operation.

The need is evident. Thanks to television and films, we are better informed than anyone has ever been before about the sufferings of our neighbors a day's flight away. We know that vast numbers of people spend their lives in a hopeless struggle against hunger, disease and ignorance. What we still have to learn is that there is no misery on earth that is not our concern. What we have to be taught is how we can help.

The United Nations has selected, for each month of 1965, a special topic in international co-operation. In June, the topic is education.

This brings to us, as teachers, a double challenge. We are challenged to find ways of educating our students in the wider idea of citizenship that the new dimensions of our world demand, and we are challenged to consider what we can do, through education, to make life more livable for our less fortunate neighbors.

Many Canadians Serve Now

The challenge has been taken up with energy by Canadians. Hundreds of teachers have already served overseas under the Canadian Government's External Aid program. Hundreds of students, organized by the Canadian University Service Overseas, have endured considerable hardship to help in schools in the developing countries.

In the education of our children, the United Nations Association in Canada has worked closely with educators to develop materials and lessons. In the Toronto area, the UNA, the Department of Education, the school board and a group of teachers co-operated in a series of experiments designed to relate the topics of international understanding and United Nations affairs to the existing curriculum.

Other schools in various parts of the country have twinned or paired with schools in other countries, with the double object of teaching their own students to understand the problems of others and organizing projects of assistance.

The Canadian teachers' organizations have earned a reputation for generosity in assistance to their colleagues overseas. Notable among their projects—and unique in the world of education—is the yearly Project Africa, in which the Canadian Teachers' Federation and its affiliated provincial organizations co-operate to send volunteers to instruct African teachers in summer schools in African countries.

The unique feature of Project Africa is that it is entirely teacher-sponsored. In no other country does the teaching profession conduct any similar teacher-to-teacher aid project. The courses are organized

through the collaboration of African teachers' organizations, and are operated under African directors. The syllabus for each course is drawn up by Africans, and the Canadian volunteers work alongside experienced African teachers as equal partners in a shared task.

Last year the courses drew, as students, about 500 African teachers, many of them desperately in need of professional help and even more desperately needing encouragement in an almost impossible labor. But perhaps the most important aspect of the project is its contribution to the self-respect and self-confidence of a newly-emancipated people, for Project Africa insists on the absolute equality of African and Canadian and on the professional independence and dignity of the African teacher. There is no condescension in this—only the recognition of equality among colleagues, and the realization that the most valuable aid a professional group can offer is co-operation in the work of improving professional standards.

Many Areas Need Help

Africa is by no means the only area of need. In Asia and Latin America there are needs of equal urgency. In fact, as we look around the world, the need is so overwhelming that we scarcely know where or how to begin. But there are a thousand small ways to help—beginning, for example, with a purchase of Unesco gift coupons, which bring direct aid to areas of need without any complications of currency controls or export-import regulations.

But 1965 must not be just a year of charitable giving. A gift may ease the conscience of the giver, but no good is done if it creates dependence—a fixed donor-receiver relationship. And a one-shot effort of generosity will do nothing to ease the long-term problems that must be solved if we are ever to achieve a peaceful world. What we must do in 1965 is to teach ourselves to understand the nature of these problems, and to realize that they are problems that we shall have to live with until they are solved. We must not only explore ways of giving aid where it is needed, but prepare ourselves to go on giving it as long as the need exists—and for no other reason than that the need does exist, not in the hope of any gain or advantage or even of gratitude.

June 1965 is the month to concentrate on the role of education. There is no greater enemy than ignorance. Our own ignorance breeds prejudice and selfishness; in less favored countries ignorance is the ally of hunger and disease—a killing disability.

The attack must begin within our own minds, with the realization that whatever touches any man touches us. It must be carried into our classrooms and our communities, with the objective so simply stated by the United Nations Committee for ICY: '... to direct attention to the common interests of mankind and to accelerate the joint efforts being undertaken to serve them. . . .'

A Burnaby teacher, on leave of absence this year, tells an eye-opening story of the problems of getting an education in Hong Kong.

In Search of a Seat

SHIRLEY WONG

IT WAS SOMEWHAT UNNERVING to hear Mary's mother complain bitterly to me, a teacher and a newcomer to Hong Kong, that she had found it impossible to find her daughter a suitable school. How unusual, I thought, to have a student looking for a school instead of a truant officer tracking down an escapee.

Then I remembered the crisis that had plunged Joseph's family into a week-long depression when he had failed to qualify for admission to two middle (junior-senior) schools in the entrance examinations. The silence became more pronounced at each meal after his father and brothers had contacted various schools and his mother had called on relatives and friends for several days without success.

For in Hong Kong, free, universal, and compulsory education has never been available. In lieu of raising educational funds through general taxation, all or part of school costs have always been paid directly by the parents. The educational authorities have provided only about half the needed places in their own or government-aided schools. These schools are of a high standard with qualified staff and charge a reasonable scale of fees, but so little is offered in relation to the demand that government officials cannot even allow all who apply to write the entrance examinations, selecting candidates, instead, at random from the deluge of applications.

If the student has 'failed' in these tests, the parents must search for alternative accommodation in the private schools. Some of these schools are excellent, while others are, frankly, profit-making. Fees range from \$160 to \$770 (HK) per annum, but family finances are only one consideration, for it is just as difficult to get into a good private school as it is to enter the government schools.

Parents will resort to all sorts of devices to get their children placed in the best school possible, especially in an English language school if their children plan to continue to higher education. Relatives and friends are asked for introductions and social entertainment

is not unusual. Even at mediocre schools, long lines of applicants fill the street at registration time. Many have spent the night in the streets, in queues started in the early hours of the morning, to get their child's application accepted. Getting one's child into a good school is really no small feat and is one kind of status symbol. One mother always refers to her third daughter as 'Betty, the one who attends x x x school.'

Being a British Colony, Hong Kong is under the jurisdiction of the Colonial Secretary. The educational philosophy and the resulting policies are largely the responsibility of senior civil servants in the Education Department. As the Report of the Education Commission (1963) frankly states: 'One of the aims—and a most important one—must be to provide the best possible standard of secondary education for the pupils selected by examination who, so far as such a process of selection allows, can be said to constitute the academic and potential cream of the Colony's young people.' The number to be considered as the elite of the group was referred to as follows: 'It has been accepted that 15% of the primary school leaving population should be capable of benefiting from a full secondary school course to school certificate level and the recent change in the commencing primary school age should facilitate the early provision of the proportion of full secondary school places as a government responsibility.'¹ (In Canada, 69% of the secondary school age group were enrolled in schools in 1963.²) Thus the educational authorities have never felt that the provision of universal school facilities was part of their responsibility.

But Hong Kong parents, in common with others throughout the world, have refused to accept a situation that denied the privileges of scholarship to their children. Their culture and traditions place a much higher value on formal knowledge than do ours, and

Miss Wong teaches at Alpha Jr. Secondary School, Burnaby.

they were determined to provide some form of education for their children, even if it were inferior to what the authorities could provide through the use of public funds. Therefore, in Hong Kong today, in an effort to fill the educational gap, there are four types of institutions, all of which are continually faced with the problem of overcrowding. In 1963, the four types of institutions with the percentage enrollment, were:

Type of School	Percentage of Enrollment
1. Government	9%
2. Grant	14%
3. Subsidized	Government-aided 5%
4. Private	
	Profit-making 72%
	Non-profit-making
	100%



An English class at St. Joan of Arc school, a Roman Catholic school for boys. An 'English' school, it is one of the better schools in Hong Kong.

Government-aided schools are operated by religious and voluntary groups who receive capital grants and loans from the state. In addition, their yearly net loss, calculated by subtracting from their approved expenditures the amount of fees received, is covered by the government. Governmental aid to the non-profit private schools includes refunds on property taxes, interest-free loans, free grants of land, and payment of some types of recurring charges. The profit-making private schools are operated like any other commercial enterprise. The earnings received by the owners are the justification for their existence, and from one point of view they may be said to be beneficial, for they provide facilities for 50% of the secondary population who would otherwise not be able to attend school at all. As might be expected, the quality of instruction in and the physical surroundings of these schools range from totally unsatisfactory to excellent, although the range of their fee structure is narrower. Over half the teachers in these schools are unqualified, and each teacher's salary is determined by his quali-

fications and his ability to bargain. Some teachers are paid \$180 a month (\$35 Canadian), well below the subsistence level.³

Despite all efforts, the space available is never sufficient to satisfy the continually increasing demand for seats, the result of the rapidly increasing numbers at this age level. As a result, facilities are used intensively, some on a three-shift basis. Approximately 50% of the students attend a full-day session on a regular time schedule as we know it, 20% attend morning sessions, 17% afternoon sessions, and the remaining 13% evening sessions. From dawn until late evening students carrying their flight-bag brief cases can be seen on their way to and from school.

The competition for seat space is fierce. Acceptance is based on entrance examinations, and failure to get enrolled can become a catastrophic and heartbreaking problem. The government schools provide the best facilities, so most children attempt the governmental examination first. Because it is impossible to accommodate the large number of applicants, the government advertises for candidates, from among whom the random selection mentioned earlier is made. Unsuccessful applicants know immediately, then, that it will be impossible for them to enter a government school. Government-aided schools follow the same procedure, but hold their examinations later, so that students who were not accepted by the government schools can compete.

Several Languages Used

Instruction in the schools may be offered in three ways: the 'Chinese' school, where Chinese is the medium of teaching and English the second language; the 'Anglo-Chinese' school, where English is the primary language and Chinese the second; and the 'English' school, where English is used for instruction and Chinese or French is offered as a foreign language. This factor provides another area for competition, for students wishing to enter the University of Hong Kong find it mandatory to attend either an 'Anglo-Chinese' or an 'English' school if they are to meet entrance requirements. These take the form of the Hong Kong English School Certificate examination, given at the end of the present five-year Anglo-Chinese secondary course, and compulsory for the student entering the matriculation level of study, which covers the first year of university material.

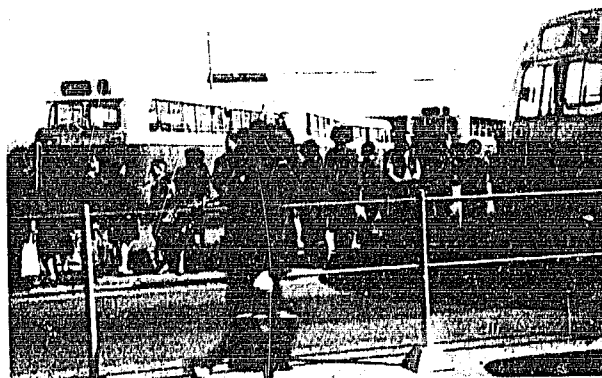
Fees in the various types of schools range from a low of \$320 a year in the government schools and government-aided schools to \$465 in the private schools. With the exception of the government schools, the fee structure is not uniform; I have used average figures. Government assistance for hardship cases is available in the form of free places or reduced fees. The selection of the candidates is made by the head teacher of each school, and may number up to 30-40% of the enrollment, depending on the type of school. In 1962-3, some 34,000 primary and secondary

students out of a total enrollment of 657,683 were receiving assistance (approximately 5%). The number of secondary students being assisted was not available.

The cost of tuition may be high in view of the daily income of \$6-\$10 HK earned by unskilled labor on an unsteady day-to-day basis and of the minimum monthly wage of \$240 earned by government clerks (after their recently won increase), but income from fees covered only 13% of the expenditure in government schools and 24% in the aided schools. The Education Commission in 1963 recommended that fees be increased substantially, provided government assistance to hardship cases was continued. Vehement public protest against any increase whatsoever has been widely publicized. For families on a comfortable financial basis, the payment of fees is not a serious problem. As one mother put it, 'It is not so much the fees that count, for the difference between the schools, per month, is very small. Getting into a good school is the real difficulty.' For the low income group, whose children cannot qualify for government assistance, secondary education is out of the question.

Students commonly travel 1½ hours or more, crossing the harbor by ferry and then traveling by bus or tram, to attend school. The dangerous bus and tram situation in Hong Kong is a real hazard for students. Passes for reduced fares expire at 7 p.m. and they frantically try to board their bus before the deadline to avoid paying the adult rate. Almost daily, angry letters written by indignant parents whose children were injured in the mad dash required to get on any form of public conveyance, are published in the local newspapers. Transportation difficulties are magnified because so many students are not traveling just to the nearest school. Moreover, because of the split shifts, students compete with office and industrial workers during the peak traffic hours. A comparable situation would find Burnaby students traveling to North Vancouver, Richmond students to West Vancouver, and Vancouver students to New Westminster, many of them in rush hours.

Hong Kong parents can be held up as an example to Canadians for their dedicated search for education for their children. Canadian parents must realize that



Students queue for transportation on their way to afternoon sessions.

if they are unwilling to support public schools through taxes, they must find alternative accommodations on their own. In Hong Kong today it is impossible to foresee the day when government authorities will be able to offer universal educational facilities. It is unlikely that the substantial funds required could be found in view of the staggering magnitude of such a program. Moreover, because of the present policies, it is doubtful that education for all will ever be attempted.

Interested groups, however, continue to fight for improvement. All aspects of educational problems—from the appalling traveling to the high rent of private school premises—are given wide press coverage. The Reform Club, a civic watchdog group, has been vocal in criticizing the lack of leadership in educational policy under government authority and the proposed increase in school fees, and has pressed for progress toward compulsory and free primary education. In Hong Kong, everyone is so aware of the complexities and issues involved that perhaps the people will somehow come up with a solution to what is now an impossibly entangled problem.□

¹Hong Kong Report of Education Commission, 1963, Government Printer, p. 11.

²DBS, Canada 1964, p. 58.

³South China Sunday Post Herald, November 1, 1964, p. 7.

The next breakthrough in programmed instruction may involve the use of computers, if an experiment being conducted at Pennsylvania State University with the co-operation of IBM is successful. In the experimental system the teacher's instructions and questions are stored in the computer and presented to students on typewriter consoles. The computer analyzes the student's reply and responds with clues, questions, remedial study matter, drills, or the next assignment, as programmed by the teacher. The computer also records response times, errors, and other data on the student's performance, making possible extensive analysis of both the student performance and the course itself. The courses now being prepared at Penn State for computer instruction are one-semester, three-credit courses, including cost accounting and engineering economics for advanced business and engineering students, new mathematics for prospective elementary school teachers, and audiology for majors in special education.

—Phi Delta Kappan

Anyone who has ever struggled to balance a register or fill in year-end forms will chuckle at this account of Miss Tremblay's tribulations.

Register Here

BERNICE McDONOUGH

MISS TREMBLAY ALWAYS had trouble balancing her register and making out monthly reports, but she didn't know what trouble really was until she started to teach at Queen Alexandra School in the Russey School District.

Here that sacred cow, tradition, was firmly entrenched. Russey School District in times long gone by had been under the stern guidance of Inspector McGeachie, who had obtained his BA at Peninsula Rock College, in Bruce County, Ontario, in 1890. Since that time no ripple of a thought had ever disturbed the smooth contours of Mr. McGeachie's bald head. When he came to inspect a classroom his contribution to education was to ask how many pupils came from Nova Scotia, how many from New Brunswick, how many from Ontario.

He would gaze dolefully at two or three lifted hands and mutter in sepulchral tones, 'They're not coming from Ontario any more.'

This erudite conclusion spelled doom to the west. Mr. McGeachie would then take no further interest in the class, but would prop his feet up on the teacher's desk and go quietly to sleep.

Fifteen minutes before the class was dismissed, with all the promptness of a baby yelling for its bottle, Mr. McGeachie would awaken and whip the class register from the teacher's desk. He didn't know much about education, but by the gods of Peninsula Rock College, he knew his registers. He could always find a mistake, a column not added correctly, a page without the signature of the teacher, an expert cooking job on the monthly balance—nothing escaped his educated eye.

A visit from Mr. McGeachie usually ended with the teacher in tears and the pupils sneaking homeward to tell the horrid tale to their parents who had often suspected as much—that teacher could not even add.

As the school district grew larger Mr. McGeachie's

raid became more virulent, and in order to protect themselves from his venom the principals and vice-principals organized their own reign of terror. Every register must be handed in at the end of every month. No teacher received a pay cheque or went home until each register had been inspected and certified correct. Woe to the beanbrain who marked three lates in the register and recorded four on the monthly report forms—she was soon reduced to a snivelling, quivering mass of protoplasm.

This was the tradition into which the naive, trusting, fluttery Miss Tremblay stepped. And though Mr. McGeachie had long since graduated *cum laude* to some haven for ossified inspectors, his noble work had not been in vain. No teacher in Russey School District received a pay cheque or went home, etc., etc. Mr. Valance, the vice-principal, a pale, sharp-nosed, glazed-eyed type, with an infinite contempt for the ability of women, personally saw to that. Mr. Beamends, the principal, had his own method of chastisement—he simply refused to speak to any teacher whose register did not balance, and this treatment often made the harried culprit wonder if she had suddenly become invisible.

September the thirtieth came, and Miss Tremblay received her first call to the defence.

'Miss Tremblay, I see you conducted school on Labor Day,' Valance said with withering scorn. 'I see also that the names of your pupils are not in alphabetical order. What is Joe Beady doing at the end of this list? You had no new pupils during the month.'

Miss Tremblay gulped and her rabbit nose began to twitch.

'I'll use ink eradicator—I'll remove Joe right away.'

'Don't remove Joe, just remove Labor Day,' Valance sneered.

October brought its own hurdles. Thanksgiving Day somehow slipped Miss Tremblay's mind and was later

recorded as falling on the third Monday of the month. Perhaps old Valance wouldn't notice that. But the real problem was the twins, Jean and Joan Snowdrop.

In the middle of the month Miss Tremblay received a note from the senior Snowdrops saying that the girls' names had been changed to Sean and Dean Nowjop, and would she please take cognizance of this.

Vocally, she tried. Sean, Jean, Nean, Dean—well she might get used to it after a while, but it was the register that presented the real problem. Should she consult Mr. Valance? No, she decided against it. Were these new pupils if they had new names, new vibrations, as the note had emphasized? They looked exactly the same, they still chewed their nails and ate their crayons and paste. No, she finally decided they were the same bodies. She used ink eraser on their given names and ink eradicator on the family.

Too Long a Month!

It wasn't until November that Miss Tremblay felt the full force of Valance's wrath. The first day of the month fell on a Thursday, but as Miss Tremblay turned the page she labelled Monday as the first. This added a suspiciously large number of pupil-days to the total for that dreary month and Valance spotted it at once.

'Miss Tremblay, you have only forty-five pupils in your room. How can you have pupil-days which total more than that of a class with forty-eight pupils?' Valance was deceptively calm.

'It just worked out that way—you see, Harry Jumphies left in the middle of the month.'

'Miss Tremblay,' Valance roared. 'You have twenty-four school days in November. Never, never, to my knowledge, has there ever been a month with twenty-four school days in it.'

Miss Tremblay sniffed and her eyes misted over with real contrition. 'I'll get the ink eradicator, Sir,' she sniffed. She did, but it was eight o'clock before the staff of Queen Alexandra School got home that night.

December was a mercifully short month, and Miss Tremblay had no more than the ordinary problems to solve. She marked Harry Jumphies present for the month though he had long since gone, and she had two new pupils come in on the tenth but she forgot to record them so she decided she'd start them legally in January. The vertical and the horizontal columns insisted on being 1.5 out, but Miss Clinch who had survived the Russey regime for forty-two years took pity on her and Balanced the Beast. Besides, Miss Clinch was catching a plane to California and she was determined not to be done out of her Christmas holidays by a few recalcitrant figures.

Miss Tremblay was determined that in the New Year things would be different and in the depths of her fluttery, unorganized mind, better, she hoped. She decided to start work on her register three days before the end of the month, to mark all the pupils

The author teaches at Burnaby South Sr. Secondary School.

present regardless of their actual attendance, and to make the totals bend to her will. She felt a surge of heady confidence—it almost balanced—only 26 out. She put it away for a day or two to see if it wouldn't straighten itself around.

When, on the second last day of the month she decided to tackle it again—*she could not find the register*. This was unheard of, undreamed of, unrecorded in the annals of the Russey School District. She searched frantically through her desk, her cupboard, her briefcase. Several times she pawed through all the papers on the staff room table. That night, with the Beast still missing, and her guilty secret locked in her shrivelled chest, Miss Tremblay's dreams were hung with fiery banners labelled, 'This register is the property of the School Board and must not be removed.'

Very few lessons were taught on that last day of January. Every teacher was occupied cleaning cupboards, sifting through reams of mimeographed materials and scuttling in and out of the furnace room.

When all hope had been abandoned Miss Clinch located the register inside an old newspaper which Miss Tremblay was using to soak up water under her pots of African violets. It was a bit damp but otherwise intact. Some of the most expert register cookers in the building went to work on it, and it balanced, but just barely.

The End of the Year Arrives

And so it went through the ensuing months of that school year. The twins changed their names back to their original nomenclature, Harry Jumphies came and went like a yo-yo, new pupils were enrolled or forgotten, months reeled by, each one bringing its own form of suffering, vituperation and mental anguish for Miss Tremblay. She tried everything; she marked the register once a day, twice a day, once a week. She marked the absentees in red ink and the daily totals in purple. One month she thought she had a foolproof system—she marked only the absentees. But Valance took one look at this heresy and figuratively speaking tore the garments of professionalism right off her skinny frame.

In June Miss Tremblay's stupidity was given full range. Such mathematical powers she may have possessed in her saner moments had withered away at Queen Alexandra School. Mr. Beamends had not said good morning to her for months, and she knew that she had reached a state of complete invisibility.

Faced with such staggering calculations as the total pupil-days for the year divided by the days school was in operation, minus the number of days it was not in session due to such things as epidemics, bonspiels, sports days, field trips, operetta rehearsals and just plain snow, Miss Tremblay's small powers of calculation completely atrophied.

'Form D,' she murmured distractedly, 'item number

9 on Form D must agree with item 7 on Form 1, which classifies the pupils by age, grade, sex and hair coloring—minus the sexes which have left to attend school in another province, but including items which are rumored to be attending private schools inside or outside B.C., and excluding those grades which are no longer registered in this school.'

Miss Tremblay in one last spurt of tormented determination brought the full power of her mathematical genius to bear upon that register and those forms. Papers flew in all directions, pupils appeared and disappeared, totals for months and quarters were changed and changed again. It did no good. The yearly total could not be persuaded to resemble, even remotely, those monthly totals. Form D and Form 17a remained completely unaware of the need to balance.

The deadline to turn in the year end forms drew nearer and nearer. Tensions mounted to dangerous heights all through the Russey School District, as the caustic shade of Inspector McGeachie stalked the halls. At Alexandra School everyone who had ever helped Miss Tremblay with her register in months gone by now took one look at its battered, smeared and sodden pages and preferred to remain at the school until August rather than tackle the Beast again.

At last the fateful afternoon arrived. Miss Tremblay

waited until the very last minute before appearing at the door of Valance's office, hoping in this way to give him little time to check.

Valance took one look at the register and ground his teeth hollowly. 'Dear little jumping jelly beans, what in the name of McGeachie's ghost is this? This is a monstrosity, an insult, an unbelievable abortion.'

'The forms are all there,' Miss Tremblay said.

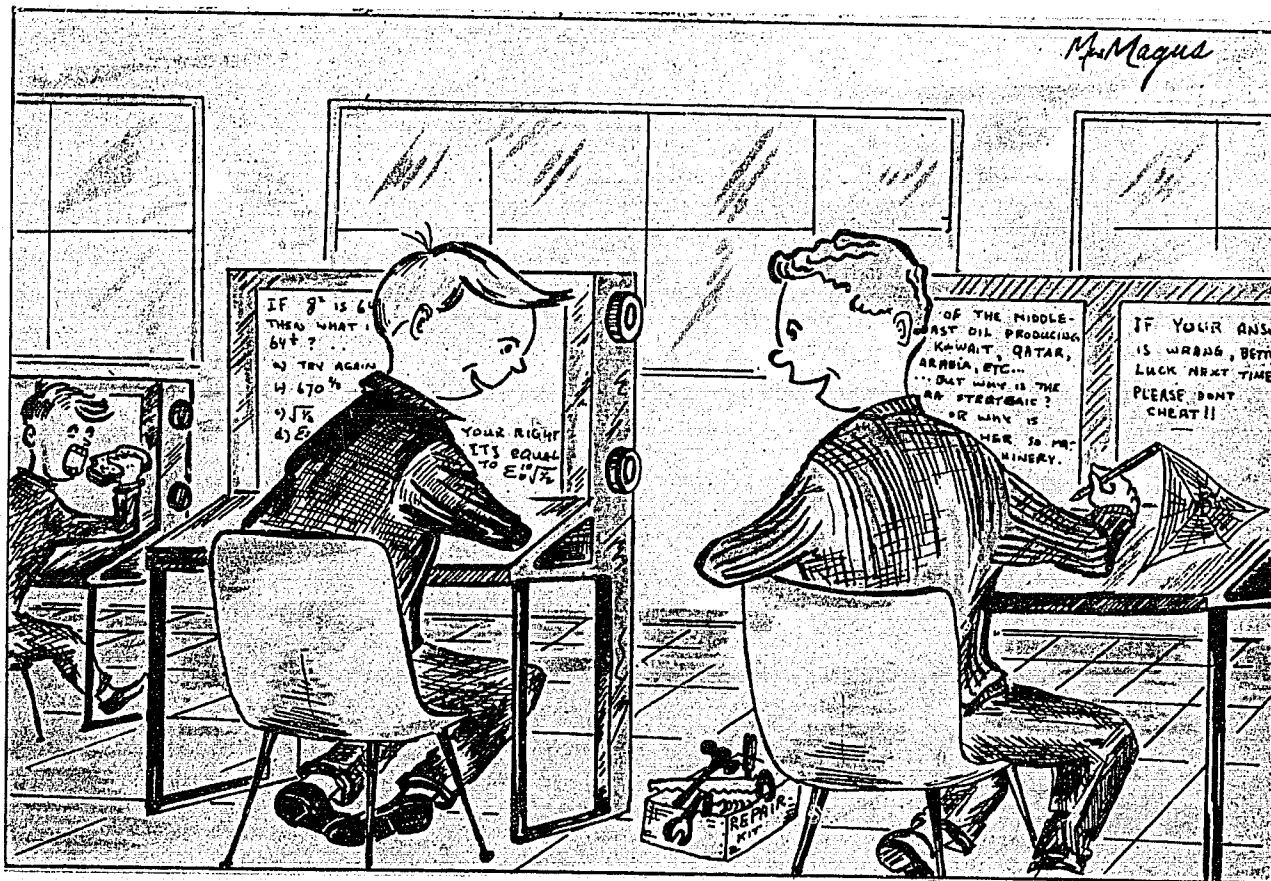
'Yes I see that. T.D.1—that's your income tax, R.4A, that's your mark sheet, M5. your book list, and here, Miss Tremblay, I see your T.B. x-ray card, your gasoline credit card, and your blooming birth certificate. Miss Tremblay, while I can still speak with sanity—get out, get out.'

When the staff of the Queen Alexandra School assembled in September, Miss Tremblay was not among those present.

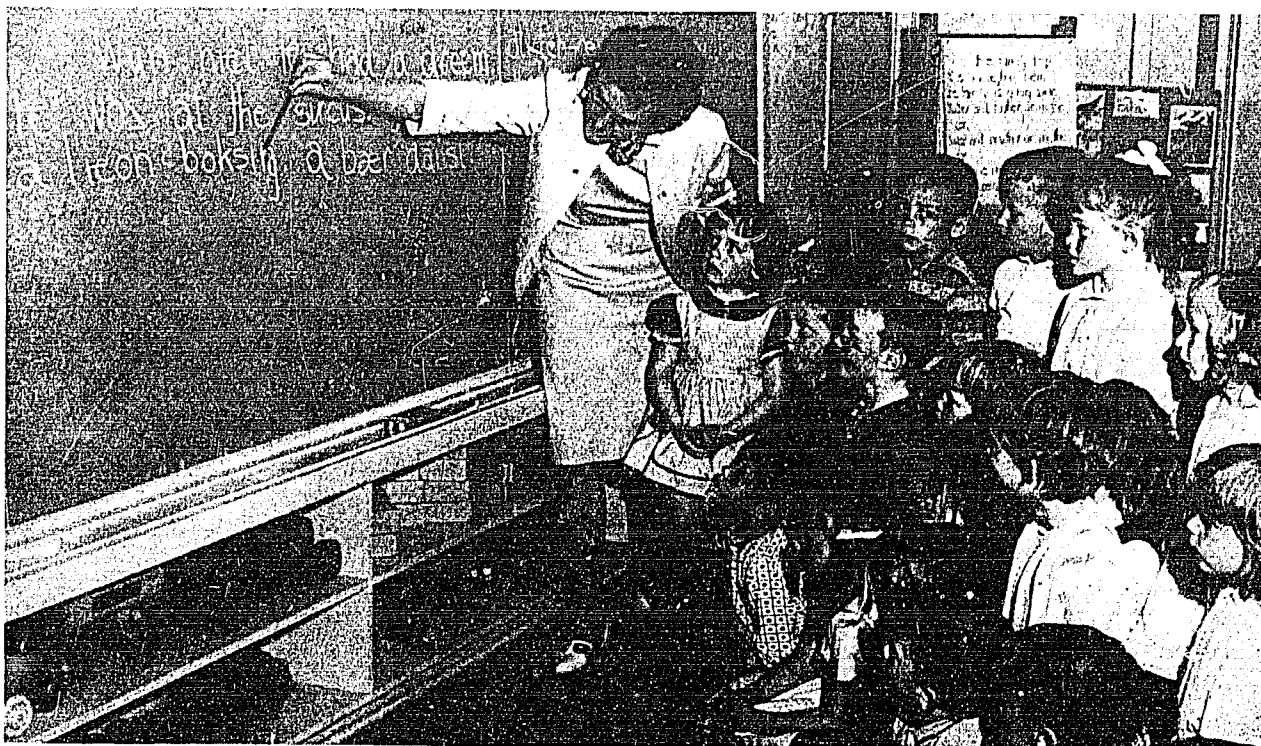
'I didn't know she wasn't coming back. Where did she go?' Miss Clinch asked.

'Miss Tremblay,' Valance announced in a shaky voice, 'has left the teaching profession. She is now employed by the statistical branch of the Department of Education in Victoria.'

A respectful silence fell upon the assembled teachers—their tribute to good intentions, poor arithmetic and rapid promotion. □



'I hope they have one that writes our exams!'



At John Stubbs Memorial School, Belmont Park, both teachers and pupils say . . .

'We Like i.t.a.'

G. A. TURNER

SINCE MARCH 1964 we have been using i.t.a. materials with a group of 19 pupils selected from one of our kindergarten classes. The selection was based partly on the children's scores on the Metropolitan Readiness Test, Form R and partly on their performance in kindergarten during the previous six months. All of the children were well developed for their ages. I mention these facts so that readers will be aware that any comments we make apply to a group of children whom we judged to be the most mature pupils of a heterogeneous kindergarten class of thirty.

In kindergarten, March to June, 1964, the i.t.a. group made up one morning kindergarten class; since September the group has been in a split Grade 1 and Grade 2 class. The kindergarten teacher, Mrs. Hewitt, moved up with the pupils to complete the i.t.a. program. Blackboard work was quite separate and there was no confusion about the use of two different sets of symbols in the same classroom.

At the time we wanted to start the i.t.a. program there was no opportunity for a teacher in our area to attend a workshop or take a short course on i.t.a. procedures. I discussed this problem with Mr. Pitman by letter, and he assured me that a competent teacher, following the i.t.a. manuals, would have no difficulty with the program. Mrs. Hewitt worked strictly by the book, using the *Early-to-Read* i.t.a. program by

Tanyzer and Mazurkiewuz, published by i.t.a. Publications Inc., Toronto.

After we had selected the pupils for the i.t.a. class, we called in the parents of the children concerned, explained what i.t.a. was, and asked their permission for their children to participate in the program. All parents were keenly interested and granted their permission.

From the start, members of the i.t.a. group were very eager to learn to read. To them, from the beginning, printed i.t.a. material represented consistent sounds. These sounds were used to make up words; hence reading became a systematic business of putting symbols together to make words and using these words to express thoughts. The children practised word attack skills from the start.

Once they learned to recognize and print phonemes, the children were able to express themselves far more fluently in i.t.a. writing than were beginning readers using the traditional system. Creative writing in i.t.a. was considerably better than one usually expects at this stage. During the summer holidays, after four months of i.t.a., several of the children wrote interesting letters in i.t.a. to their teacher.

The members of the i.t.a. group have had from the

Mr. Turner is principal of John Stubbs Memorial School, Belmont Park.

beginning a great confidence in their ability to read any material written in i.t.a. This confidence in their ability to read, because they could sound out words, made possible a much wider range of reading material in i.t.a. for these beginning readers. Rigid vocabulary control no longer appeared necessary.

Our first i.t.a. class has now completed transition from i.t.a. to traditional print. Transition goes on in an informal way from the time a child starts on the program. All written material the child encounters outside the classroom is written in traditional print and he starts to recognize certain simple words which he constantly meets. However, the formal transition program of i.t.a. begins in Book Six. The *Guide Book* carefully explains what aspect of transition is to be covered in each lesson. Gradually, the stories in the readers change from i.t.a. to i.t.a. mixed with traditional print. Finally, the i.t.a. is omitted entirely. The Pitman program is so organized that all aspects of transition are well covered by the end of Book Seven. For example, in Book Seven a traditional spelling program is introduced, and the child learns to recognize in ordinary print many of the words he already knows from his experience with i.t.a.

As one would expect, all children do not progress at the same rate in i.t.a. Our class has two groups, one of which was about a month ahead of the other. At the end of December, 13 children had completed the transition with no particular difficulties; the remaining six completed the transfer about the end of January.

Since transition in January the interest of the i.t.a. group in reading has continued unabated. Our problem has been to locate interesting material suited to this age group. Two easy readers used to help fix the transfer from i.t.a. to traditional print were *Our Town* and *Merry Go Round*, Book 2. As the class reader, *Friends and Neighbours* has been taken and has pre-

sented no difficulties. Additional class reading has been done from various supplementary readers at the Book 2 or Book 3 level. Some of the children have made reports on simple topics from the Golden Encyclopedia. Given the opportunity and suitable material this group of Grade 1 pupils will read continually.

Creative writing from this group is of better quality and is produced in much greater quantity than is usual. In original work, words the children know are spelled in the traditional fashion. Words about which they are uncertain are attempted in i.t.a. The important thing is that they are developing the ability to express their ideas in writing. Undoubtedly some vestiges of i.t.a. will appear in the written work of these children for some time. However, the regular spelling program will gradually eliminate this.

In March of this year we started two complete kindergarten classes on the i.t.a. as part of the kindergarten program. These 60 children represent a cross-section of the abilities normally found in any heterogeneous class. The 30 children in each kindergarten class are divided into three groups for i.t.a. work and each group is progressing at its own rate. In September they will continue the i.t.a. program in their Grade 1 classes. These i.t.a. groups will make the transfer to traditional print at different times throughout Grade 1 but we expect that all will complete the transition by June 1966.

We are well satisfied with the progress made to date by the small group of children following the i.t.a. program. Our children have learned to read sooner and more fluently than those on the regular program and they have thoroughly enjoyed this learning process. Our limited experience in this school indicates that the consistent and systematic approach of the i.t.a. program simplifies the process of learning to read. □

Do You Want i.t.a. Information?

Information concerning i.t.a. may be obtained in Canada from the Initial Teaching Publishing Co. (Canada) Ltd., 383 Church Street, Toronto 2, Ontario.

Certain British i.t.a. books can now be purchased in the United States, from J. Vaughan Blanchard, Howell Specialties Co., 1584 Second, Howell 5, Michigan.

A number of Reading Research Unit Documents not yet stocked in the USA may be obtained from Dillon's University Bookshop Ltd., 1 Malet Street, London WC1, England. These include: No. 1 'Report on i.t.a. in Remedial Read-

ing Classes' (75c); No. 2 'How Your Children are being Taught to Read with i.t.a.' (25c); No. 3 'Short Notes for Reference on i.t.a. Transliteration' (25c); and No. 4 'Examples of Children's Creative Writing from Schools' (75c). The prices include packaging and surface postage. If airmail postage is desired, the additional cost is 60c per document. In the case of small orders of less than \$5, the remittance, including packing and postage cost, should accompany the order.

Offprints of recent articles and information about the work of the

Reading Research Unit will be sent free of charge on application to the Unit's Information Officer, 2 Taverton Street, London WC1, England.

A catalog of 'i.t.a. Books for the Teacher and the Child' (75c) may be obtained from the National Book League, 7 Albemarle Street, London WC1, England. This catalog lists books about the initial teaching alphabet, children's books, teaching apparatus, an index of publishers and distributors of books in i.t.a. and an index of series of books in i.t.a.

Simon Fraser Intends to Train Teachers Differently

We have moved into a period in which the break with the past provides an opportunity for creating a new framework for activity in almost every field—but in each field, the fact that there has been a break must be rediscovered. (Margaret Mead, 1958)

THE FIRST CALENDAR OF Simon Fraser University has been published. With a sharp departure in the design of the university campus, with a year-round operation and with many and varied changes proposed for studies in higher education, it is not surprising that the program for the Faculty of Education at SFU should take on some new perspectives. What is perhaps less obvious is that each aspect of the program, listed in the Calendar from pages 90 to 99, has been prompted by and has grown from a strong base of teacher education already established in B.C. and elsewhere. The program simply sets up some new conditions for exploring some of the basic issues in education.

It is obvious that schools and universities are becoming linked in their service to society. Pressures are mounting which do not permit the luxury of unintelligibility. If service to society is to be accomplished adequately and if the universities and the schools are to work out their proper roles in society, both institutions will have to perceive more clearly what it is to educate at all ages or, in I. A. Richards' words, '... how to hand back the gains of the more experienced to the less experienced in the least hampering and most available form.'

One essential problem which must be faced before common goals can be attained is that difficulties in communication exist in school-university relationships. If this is a problem for the two institutions, it is equally a problem for society. Schools and universities are concerned, as no other two organizations are concerned, with the lives of all persons making up (and making) society. Any warfare occurring between the two institutions may be taking place at the expense of those lives and of society itself.

Amazingly little intensive study has been done on

A. R. MacKINNON

relationships which have existed between schools and universities. Even less effort has been expended to determine *why* conflict occurs and *how* it can be resolved. Most persons working in school systems and in universities seem to operate on the pious hope that, if conflict is occurring, it will magically disappear. Few seem to regard the resolution of conflict as being within the domain of their responsibility.

The SFU program in teacher education is aimed directly at reducing conflicts and at facilitating communication by dovetailing teacher education between the two institutions. Work in Arts and Science at the University will be combined with work in a Professional Development Program in the schools. In this way, an attempt will be made to reduce the distance between sources of information in school and university and the consumers of information. A student-teacher needs to be on the frontiers of knowledge and to learn particularly how new knowledge is generated. He also needs to be on the frontiers of the schools where teaching is taking place in the living, dynamic context of work with young lives.

Work in Arts and Science

As a first step, students at SFU who are planning to enter the profession of education, will register initially in the Faculties of Arts and Science. Here they will undertake studies in accordance with the requirements of the two faculties and with a selection of courses required for certification. They will include in their studies two undergraduate courses in education which are offered by the Faculty of Education as electives for any student at the University.

These courses have three distinct characteristics. The students will be asked to examine what great writers and thinkers, both in scientific and literary topics, have said and done in their efforts to learn and to teach. Concurrently, students will be giving constant expression to, and submitting to criticism of, what they are doing in their learning. A second aspect of the courses will entail the study of the modes of

Dr. MacKinnon, Dean of the Faculty of Education at Simon Fraser University, is a graduate of Queen's University, Kingston, with an Honors B.A. in History and Psychology and an M.A. in Educational Psychology. He also holds a Ph.D. in Education from the University of Edinburgh. Dr. MacKinnon began his career in education as principal of an Ontario public school, later becoming supervising principal of Waterloo County school area. He has taught at North Bay Teachers' College, and was Director of Research for the Toronto Board of Education. At the university level he has been tutor in history and psychology at



Queen's, lecturer in the theory and history of education at Edinburgh, visiting lecturer in education theory

and education for short periods at the Universities of Toronto and Alberta, and Visiting Professor of Education at Harvard University for the academic year 1963-64. He was named Dean of Education at Simon Fraser in 1964.

Dr. MacKinnon has been active in educational research and other educational associations since 1959, and has had published numerous articles on various aspects of education.

In the accompanying article, Dr. MacKinnon has outlined the program of teacher education which will be offered by Simon Fraser University, commencing in September 1965.

thought and feeling through which the various arts and sciences are advanced and of the nature of the common humanity which is active in these diverse forms of experience. A third facet of the study will include an examination of behavioral science theory in such fields as psychology, sociology and anthropology. Such theory will point out human nature as not only the creator but also the creature of circumstance. All studies in Arts and Science, however, are related to the making of persons who will be not only more knowledgeable but also more perceptive in taking up their professional development tasks in the schools.

Professional Development, Stage I

The Professional Development Program will take place in two stages. Stage I will occupy one semester divided into two equal parts: an Introduction Period and a Reading Period. A student coming from Grade 12 may take Stage I upon successful completion of a minimum of three semesters of work in the Faculties of Arts and Science. Students planning to teach in elementary schools may begin their Professional Development at this point. For those planning to work in secondary schools, at least seven semesters of work in the Faculties of Arts and Science must be completed before Professional Development can be started.

In the Introduction Period of Stage I, a team of four students will work in the schools with a teacher who will be designated as an Associate in Education of Simon Fraser University. The Associate will maintain his full responsibilities in the school and will utilize the team in meeting those responsibilities. As an important member of the Faculty of Education, the Associate will receive remuneration from the University for the additional responsibilities under-

taken in teacher education. The team members will immediately begin to plan lessons, to teach, to evaluate themselves and be evaluated, and to take increasing responsibilities in handling classes. The team will be assisted by a participating teacher in the school and supervisors from the University.

This first period of eight weeks will be a critical testing time for the embryonic teacher. He must see clearly whether he possesses the intellectual, emotional and physical resources which the profession demands. He must learn to recognize that teaching is more than sheer physical survival and that when he succeeds in bringing about learning, he can experience the excitement of new learning himself. The team approach sets many of the conditions for accomplishing this. The co-operative approach to planning, teaching and evaluating makes possible opportunities whereby people can learn from each other and aid each other in their learning. But persistently the team will emphasize that responsibilities for learning to teach rest increasingly with the learner himself.

Two further points concerning the Introduction Period need enunciating. The time is reduced between taking a step in teaching and finding out whether the step has been successful. Further, the student has a 'readiness' to see why practices must be so. Theory will be utilized here primarily to illumine practice. Each new facet of procedure has a relevance when put into the context of increased responsibility and the ever present context of meeting a class next morning.

The team method will facilitate adjustment to variations in a student-teacher's progress. There will be some students who respond quickly to the challenges and who will grow professionally at a rapid rate. The team, however, will provide for those who need an increased length of time in order to master

the complex art-science of working with young minds. No assumption is made that all students will require the same type of treatment. No living organism is helped in its growth by giving it things it does not need.

Successful completion of the first period in the schools will permit entrance to the Reading Period of eight weeks' duration at the University. Here, a broad meaning is imposed on the word 'reading.' Through observational experiences and through intensive study of professional literature, students will undertake detailed planning for their specific professional careers. Study and planning will be co-ordinated by seminars arranged in the following way:

a. *General Seminar in Education.* This seminar will bring together students whose interests and experiences in the Introduction Period have been at various points on the educational continuum. The seminar will be concerned with developing an overall view of curriculum, perceiving the structure and organization of educational practices and with gaining a general understanding of procedures and problems in bringing about learning.

b. *Specialized Seminar in Education.* Attention will be concentrated in this seminar on curriculum, methods, resources and procedures appropriate for specific age levels; e.g., pre-school, kindergarten, primary, intermediate, junior secondary, senior secondary.

The Reading Period will be an occasion for intensive planning and for submitting one's experiences and thought to intensive criticism which will lead to further development of plans. It will be a time in which the student should formulate some firm ideas about himself as a teacher and about the curriculum and procedures he plans to use in Stage II.

Professional Development, Stage II

In Stage II of Professional Development, an equal amount of time is given to school and university study. Two semesters of sixteen weeks' duration each will be required to complete this phase of Professional Development. During one semester, a student will work in a teaching situation under supervision from an Associate in Education and a University supervisor. In the other semester, undergraduate courses will be undertaken at the University in the Faculties

of Arts and Science. Courses selected must be related to the students' professional growth.

During the semester at the University, students will also take up an undergraduate seminar in education, in addition to the normal semester load required by the Faculties of Arts and Science. This seminar will attempt to develop in the student a unitary view of his studies as they relate to his professional role. The semester on campus and the semester in the school must emphasize the fact that professional development never ends, or in Conant's words, that 'the certificate or the degree will not be a death knell to further learning.'

The program in teacher education at Simon Fraser will try to bring about a simplification of school-university relationships. By combining work in Arts and Science with work in the schools, studies can be more clearly related to future work in the classroom. Extensive classroom experience will release students from the confines of theory into a setting where theory and practice intermingle, each adding relevance and significance to the other. The trimester system, in turn, when coupled with the Professional Development Program, will provide opportunities for teachers to advance their studies within the context of a full university program, rather than a reliance on available courses during Summer School sessions. Thus, when the Professional Development Program is in full operation, it may be possible for an experienced teacher to return to the University for advanced studies in arts, science or education, while a student-teacher, under supervision, takes over in the school for the sixteen-week teaching experience of Stage II.

The possibilities for research in education are increased by uniting school and university more closely. Educational questions of significance to the schools can be seen in sharper focus; hypotheses regarding learning can be examined by the university directly in the context of schools, rather than in some contrived artificial setting, and the outcomes of investigations can be translated into action with greater rapidity.

What appears, then, in the Simon Fraser University Calendar is not just a program for teacher education but (it is hoped) the vanguard of studies of the place and function of education from early beginnings through life, and from the institutions of schools and universities through to society itself. □

What future teachers need, and cannot now find, is the course which attempts to explore the profound aspects of the deceptively simple material they are going to teach, which analyzes case by case the types of difficulty that children find in approaching such material, which suggests tools and techniques and methods of presentation that may help children overcome the difficulties. The elementary teacher, for example, needs a solid grounding in linguistics and number theory as they relate to the teaching of reading and writing and arithmetic.

—Martin Meyer, 'Teacher Training,' in *Issues in Education*.



Table Officers for 1965-66 are, top to bottom, R. G. Kaser, President; J. H. Robertson, First Vice-president; R. M. Buzza, Second Vice-president; Mrs. I. A. Cull, Past President.

The President Reports to the AGM

ISOBEL A. CULL

A YEAR AGO I CAME to this platform to thank you for entrusting to me for one year the supervision of Federation affairs. My intention this morning is to give you a personal assessment of some of the events of the past eight months.

First of all I would like to pay a special tribute to the members of a very fine provincial Executive who have been able, by disregarding the drawbacks of which you are all aware, to deal effectively with the important matters which have been placed before them. This may be the last year that our Executive Committee will number twenty-nine people chosen on a geographical basis, so I ask your indulgence while I sound a faint note of regret for its probable passing. I'm sure that a smaller Executive, meeting more frequently, will suit the complex needs of an ever-increasing membership better than the larger, more cumbersome arrangement that has served us for so long. However, from the point of view of one who has almost completed four years of membership on this large Executive, and on behalf of the many others who have served on it during past years, I would like to mention one value it has which I cherish. It brings together teachers from all parts of the province four times a year, who for two or three days at a time, live and wrangle together, and in so doing enrich each other's experience. I'll admit that

we seldom have finished the agenda, and frequently have felt frustrated by our inability to really come to grips with the issues, but we have learned something about group dynamics and parliamentary procedure. We have learned also a great deal about ourselves and about each other, and we have all profited from these short periods of relief from the pressures of our child-centered world.

Perhaps this value will accrue to those who will be members of the new Representative Assembly, if it is approved, but it may be more difficult in a larger group to develop that same atmosphere of almost familial intimacy. It is regrettable that so many human values tend to be sacrificed upon the twin altars of progress and efficiency.

The other group whose work I know you would wish me to acknowledge with appreciation is that of the many hundreds of teachers who contribute their energy and time to affairs of the Federation by serving on local association, district council and RSA executives and committees, as well as those who serve on our thirty provincial committees. We are all indebted to them for their work on behalf of education and of the furthering of this organization's development.

Because I had served on the provincial Executive for three years before becoming president, I did have some idea of the work that goes on behind the

scenes. What I had not realized was that all our staff, from the General Secretary to the newest clerk, regard our interests as if they were their own. We are indeed fortunate to be able to command such devoted and high level service, but it seems unjust to me that an organization, which seeks for its members lighter workloads and more advantageous pupil-teacher ratios, does not insist that its own staff be as generously treated. I know the kind of hours our administrative staff keeps to attend committee meetings, travel on our behalf, interview individuals, answer telephone queries, write letters and reports, and attend to crises large and small. I know how holidays are snatched—a day here, a day there. I know how many weekends are dedicated by them to our business instead of to their families. And I do not think it sufficient to thank them publicly once a year and pay them well. You must decide at this AGM if you are willing to increase substantially the Federation's revenue, so that the building can be expanded and the offices equipped and staffed in such a way that our multiplicity of needs can be met without continuing the too heavy burden upon the administrative staff. In addition there should soon be more appointments in the Divisions of Economic Welfare and Professional Development. The pressure this year on these two divisions has escalated alarmingly.

I realize that this is a rather aggressive note on which to begin a report, but this year has not been one whose events can be reported in a tone of dispassionate calm. The year has been one of turmoil and of strife, combined with certain advances on both the economic and professional fronts.

When one of the basic beliefs of a group of people becomes threatened, the tendency for these people is to close ranks and turn to fight the enemy. During this year's salary bargaining our belief in our right to bargain collectively was challenged. We met that threat wherever it raised its ugly head by firm refusal to compromise on what is the right of almost all

employees in a democracy. And out of last autumn's hostilities some encouraging indications of our organizational coming of age have emerged—besides the obvious economic gains.

The fact that this year, in 38 of the 41 districts which went to arbitration, the award was more generous than the best offers of the school boards concerned, must not seduce us into believing that arbitration is, after all, the most advantageous way of conducting the relationships between teachers and their employers. The basic salary is only a part of the total agreement; the terms and conditions under which one works are of equal importance and should most certainly also be subject to negotiation and agreement. It is small comfort to a primary teacher, for instance, to receive a good raise, if she is still left with 35 pupils to teach, noon hour or before school supervision as well, no help with clerical tasks, plus such small irritations as insufficient space for storage, fixed desks, poor ventilation and rough-edged chairs which tear her nylons.

Now to return to the two good effects of our struggle during the last seven months to negotiate complete agreements. One is that the membership has become more aware of its own corporate existence and strength; the other, that individual teachers have demonstrated loyalty to the group by refraining from applying for positions in those areas where there was no collective agreement approved by the teachers. More is involved here than a demonstration of loyalty by individual teachers to the overall policies of their organization. It is possible for a small group of teachers in a local situation to oppose the best efforts of their employers to reduce them to a condition of servitude *only* if the embattled few can depend on the support of their colleagues. It is this kind of individual integrity that has been demonstrated this year. I was sure that there existed among us a feeling of responsibility for each other, but it is most gratifying to have such precise evidence.

Elected at the AGM were eleven members of the new Executive Committee. Seated in front are J. H. Robertson, Mrs. I. A. Cull, R. G. Kaser. Standing, from left to right, are R. B. Ronaghan, J. A. Young, G. Johnston, Miss F. M. Worledge, C. M. Blois, T. Hutchinson, R. M. Buzza, and N. E. Nelson.



I am reminded of a letter written three years ago by Mr. Victor Dryer, then our lawyer, to the General Secretary, in which he was advising us concerning the best way for us to improve our economic position without manifesting so much collective strength that we would invite the government to retaliate by removing our ability to act collectively in the economic sphere. His advice at that time was that teachers would have to act individually (in this case it was to refuse to work for substandard wages and conditions). He said further, "This is really the method used directly or indirectly by most professions, if they use any method . . . It may take some years to bear fruit, but it is a method which is open to you, and which is very effective, and which is almost impossible for anyone else either by legislation or by otherwise to negative."

To apply this concept to what took place this spring, in relation to the four districts about whose absence of a collective agreement we informed you, individual action, which was essentially a matter of refraining from action, was extremely effective.

Why cannot this same principal of individual action be made to operate in such areas as clerical duties, supervision and unreasonable teaching loads?

One further effect of our hassle over agreements is that the last time we exchanged friendly words with members of the B.C. School Trustees Association was at their convention the first week in October when, to mark the occasion of the association's 60th anniversary, I presented to them on our behalf a very fine painting by John Korner. For the good of education, we must mend some fences, which, as you know, can be a delicate, time-consuming and, at times, a Herculean task.

While I am on the subject of external relationships perhaps I should say a word or two about our relations with government. This is an area where we meet frustration. It seems so reasonable to us that what we deem to be good for teachers must be good for education and in the public interest; but the government, which must always be responsible to the public at large, does not often agree with us. Thus we make headway very slowly by legislative means. This year, for instance, the changes in legislation will provide some small improvement in salary bargaining, pupil-teacher ratio and sick leave provisions. However, by means of the personal influence of our administrative staff on officials of the Department of Education, we are often able to intervene to prevent legislation which would be really harmful, as we did this year by persuading the Minister that compulsory zonal bargaining was inadvisable. By means of judicious intervention, we have through the years prevented many legislative changes which would have been against our interests and those of education.

So far I have spoken about only one side of our Federation work, that of pursuing better economic



Because the balloting for the initial Representative Assembly involved many nominees, Jim Cairnie, chairman of the Nominating Committee, used an overhead projector to clarify balloting instructions.

conditions for our members. Closely related to welfare are our activities in the field of professional development. Many thousands of teachers have demonstrated, by their interest and activity in some aspect of personal and/or group professional improvement, a realization of the role the BCRT can play in the professional advancement of individual teachers and of the profession as a whole. Perhaps this activity also indicates a certain insecurity which teachers feel about their competence to handle some of the new programs. Whatever the reason, the result has been to increase tremendously the work of the Professional Development Division. Last summer 850 people registered for the 20 short courses which the Federation either organized or had some part in putting on. This summer there will be 27 such courses. Membership in the RSA's has markedly increased—this year there are just under nine thousand memberships. Half our teaching force went to summer school last year. The sale of lesson aids has increased by one-third. Eighteen course revision committees have been operating, and during last summer there were six workshops for course revision. At the same time as all this most necessary curriculum work has been going on, the Division of Professional Development felt that we should be looking at a new teaching method and also standing back to examine critically the direction in which we are hurtling. With these two purposes in mind the BCRT planned and hosted two invitational conferences, one in November on team teaching (in co-operation with the other western provinces) and one in March on the purpose, place

Continued on page 356

B.C. TEACHERS CREDIT UNION

Hours of Business

Tuesday - Thursday
9 a.m. - 5 p.m.

Friday
9 a.m. - 6 p.m.

Saturday
9 a.m. - 1 p.m.

Monday
Closed

1815 West 7th Avenue
Vancouver 9, B.C.
REgent 1-8121

Also at
904 Gordon Street
Victoria, B.C.

OUR NAME HAS BEEN CHANGED

EFFECTIVE ON MAY 1, 1965

THE NAME OF

B.C.T.F. CREDIT UNION

WAS CHANGED TO

B.C. TEACHERS CREDIT UNION

1815 West 7th Avenue
Vancouver 9, B.C.

REgent 1-8121

A Professional Means of Savings and Service

The President Reports

Continued from page 354

and nature of vocational education. The conference on team teaching, which used the services of Dr. Donald Hair from Spokane, where there is a school completely committed to team teaching, aroused a great deal of interest and enthusiasm in the participants. Quite a few experiments in team teaching are being carried out in B.C., and some schools are making structural changes which will help to facilitate this most interesting new teaching method. This seminar served to survey the extent of team teaching experiments in Western Canada and to evaluate it as a pattern for staff utilization.

The conference on vocational education had as its consultant Dr. Harry Broudy, a professor of the Philosophy of Education at the University of Illinois. Dr. Broudy's chief value to the conference was his presentation of his curriculum design for the secondary school of this era. He believes that in order for people to cope with automated society they will need a high order of citizenship and personal development. These demands should shape a curriculum which calls for a long and thorough study of five areas of learning:

- a) the symbolics of information (linguistic and mathematical),
- b) the basic sciences of physics, chemistry and biology,
- c) the developmental studies that deal with the evolution of the cosmos (including man), our social institutions and the technologies, ideas and values of our culture,
- d) our values and ideals as exhibited in the great exemplars of the fine arts, and
- e) the art of collective problem solving as practised on the overarching predicaments of man in contemporary society.

Such conferences as these persuade us to raise our thoughts from the exigencies of here and now and direct them toward some possibilities for the future.



356

Since the 1957 AGM, which pointed us in the direction of group concern for our own professional image, competence and advancement, as distinct from that of our economic welfare—subsequent AGM's have committed us even more solidly to this road. All other Canadian teachers' organizations are to a greater or lesser degree consciously working for their members' professional growth. While we at present spend more than a third of our revenue in this general area, it is interesting to note that Dr. Stan Clarke, General Secretary of the Alberta Teachers' Association, holds the view that teachers should spend three percent of their salaries annually on professional development, and that most of this development should be done through the professional organization. We are a very long way from that ambitious target. In fact we have come to the point where we must make a decision regarding the extent of our future financial involvement in the development of the individual professional, and the development of the profession. At this AGM you must decide whether you wish to continue to support a Division of Professional Development, or whether you wish the BCTF to exist primarily for protective purposes. Your decision on the fee structure will determine our future course. When you are considering the recommendations of the Finance Committee, I entreat you to consider very carefully the worth of the contributions made to your life as a teacher by the many professional services available from the BCTF, keeping in mind at the same time that services in the economic field must be continued no matter what else we do. You are being asked by the Executive to sanction expansion of Federation activities in both these essential fields.

Although we teachers have always been convinced that education is one of the most important services which an organized society provides for its members, it is only within the last few years that this view has become universally accepted. It is now the most discussed, the most handsomely financed, the surest path to the rich rewards of an affluent society. Education is on everyone's lips. Radio and television stations frequently admonish the young to stay in school, the adult to return. Magazines bristle with articles on educational matters and with advertisements of teaching aids which almost guarantee that, if purchased, they will safeguard parents from the social stigma of having a child who fails—a social stigma surpassing in its agonizing intensity even those breaches of olfactory social etiquette which one's best friends refrain from mentioning. Millions of dollars are being poured into education, with much more to come. Because education is so important, it follows

Billie Ann Palsson, whose parents, Mr. and Mrs. Oscar A. Palsson, are both teachers, was the winner of the Charlesworth Memorial Scholarship for 1964. The certificate was presented to her at the annual Delegates' Dinner at the AGM.

THE B.C. TEACHER

that teachers are also important. And because teachers are the most important, though scarce, ingredient of the educational melange, individually and collectively they possess a latent power. Because of this power, and because of the fact that the hand of the Department of Education lies very lightly upon us, a whole new world of professional freedom has opened up before us. For instance, secondary school administrators have the freedom to adjust the educational programs in their schools to fit the pupils, instead of vice versa. And they have the freedom, also, to create conditions within their schools which will encourage teachers to be inventive, original and experimental. If they do not do so, they are avoiding the challenge of our professional emancipation and preventing staff members from exercising their own professional freedom.

Opportunity to Lighten Teacher-Load

One very practical aspect of the shortage of teachers is that it provides principals with a golden opportunity almost to demand that school boards make provision for hiring additional clerical help, markers, school aides, and additions to the staff on a part time basis of married women teachers from the community. While these measures may lighten teachers' loads somewhat, their greatest effect will be to buy time for teachers so that all the staff can be utilized to best advantage. I think the time has come to wage a battle on two fronts: provincially, for a change in the entitlement formula, and locally for hiring paraprofessional help. This is one occasion when teacher welfare and educational improvement are synonymous.

So far in this report I have commented on the possible demise of our provincially based Executive Committee, the improvements and expansions which await your decisions, some of the effects of a turbulent bargaining period, a few of the professional events of the year and the professional freedom for teachers which exists. Because I am an elementary teacher, I hope I will be forgiven if I bring this short address to a close with a plea for the forgotten half. I am referring, of course, to the elementary school. It's time that we who teach there rise up and demand a few of the 'goodies' for our pupils. Some of the curriculum has been revised. Good. New texts have been authorized. Good again. However, we are still sending into the secondary schools many potential drop outs, candidates for the Occupational Program, and others who do not like learning, school or teachers. It is useless to tell us to work harder, to group more expertly, to give more homework, to hold back the insufficiently prepared. What is needed is a complete reform of education for these crucial years. We need to know much more about how children learn; we need to be much more expert in methodology; we need new teaching aids, more books, more equipment for art and music, more kindergartens and perhaps nursery



Photo courtesy Vancouver Sun
Her mother was present to congratulate Miss Jean Bailey, Intermediate Supervisor for Burnaby Schools, when she was named winner of the G. A. Fergusson Memorial Award for 1965 at the Delegates' Dinner.

schools; and, in addition, we need smaller classes. Our responsibility as elementary teachers is to instill in each child the joy of learning and a delight in the world around him, and to create a learning situation where each one can proceed at his own rate, for learning is a personal and a many splendored thing. This is impossible in classes of thirty or more, incarcerated in rooms measuring 24 by 32 feet. This is impossible when one's efforts to help children to develop a self-image of worthiness are undermined by an evaluation system which rates them on a seven point scale. This is impossible when success is measured in good handwriting, accurate spelling, tidy notebooks, conformity and good marks on written tests. To paraphrase the words of a great man—if elementary teachers could be given better tools to begin the job, there might be less cause for criticism of the way in which the job is completed.

The experience of being president is a very personal one—its difficulties and rewards are impossible to describe. Many, many people have helped me by their friendliness and support, and for these I am grateful. I am also grateful to you for according me the greatest honor and responsibility you can bestow on a fellow teacher. Although I realize that 'words pay no debts,' I have no other way of saying thank you—a sincere thank you. □

Just a year ago a western branch of the Overseas Book Centre was formed in Vancouver. The chairman, a Vancouver principal, reports astonishing success in the organization's efforts to assist pupils in developing countries.

Canadian Books Go Overseas

L. C. CURTIS

LAST YEAR THE Overseas Book Centre requested financial assistance from the local associations of the BCTF. It is time, therefore, for the Centre to report on its progress.

We were pleased to receive donations from the BCTF and the following local associations: Fort Nelson; Gulf Islands; Ladysmith; Lake Cowichan; Peace River North; Penticton; Vancouver Elementary and Vancouver Secondary.

We have been fortunate in having donations of warehouse space, trucking to the docks, tea-chests, shelving for storage, and volunteers to help with the actual physical problems of sorting, packing, strapping and addressing.

We have received more than 35,000 books without having made a formal request to anyone. Books are available from many sources and we hope to increase our operation.

The first shipment was made in July 1964 to five schools in Sarawak. Each school was sent an average of 250 texts and reference books. Mr. E. L. Jones writes from Simanggang, Sarawak:

'Thank you on behalf of the school for your shipment of books which arrived at the school today. You can be sure they will be well used.'

'I must congratulate you on your choice of books, and in supplying

them in such large quantities so that one classroom set is available for each book.'

Approximately 4,500 books were sent in October to the Tibetan Refugee Schools in Northern India. These schools are being operated under the Central Relief Committee in New Delhi.

During February, we were able to supply texts, reference material and fiction to schools, teacher-training institutions and junior colleges in Malagasy, Malawi, Seychelles, Tanzania and Uganda.

We now have a reduced rate on shipping in the Pacific area. Free shipping has been obtained from Vancouver to Kitimat and from

Al Dew, one of many teacher volunteers, assists in assembling sets of books for packing.

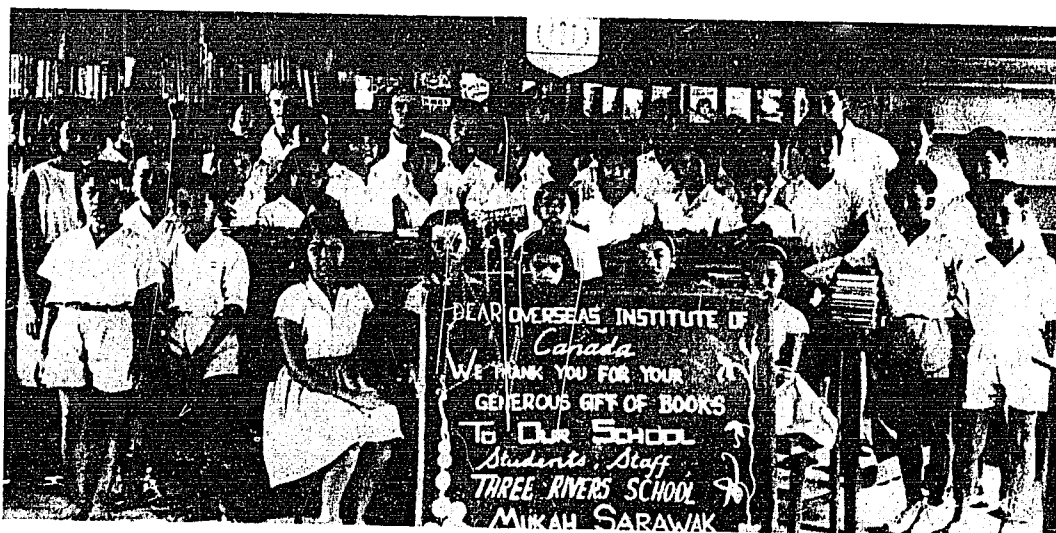


Mrs. Ruth Harper, Seymour School, prepares a tea-chest in which books are packed.



Chairman Len Curtis of books for a school





there to the West Indies. This has become the route for large numbers of books both from the lower mainland and the northern areas of the province. Barbados, Montserrat and St. Kitts have been supplied by this means.

This summer, the RCAF will airlift about 10,000 books to Africa.

Requests continue to pour in from about forty countries, as more Canadian teachers volunteer to help in teaching programs all over the world.

Our expenditures so far have been for strapping equipment to ensure the safe transport of the tea-chests and for actual shipping charges. We are supplying books

to overseas countries at a cost of less than ten cents a copy. The need is certainly great and our whole program can go forward only as more people become interested and willing to contribute to the funds of the OBC.

So that a more personal interest can be taken in the program, we are now selling booklets of bookplates. There are ten in each booklet, which sells for one dollar. Groups are now buying these and are either placing them in books which they forward to us, or placing their names on the bookplates and returning them to us to place in books that we are packing.

Books most in demand are those

at the primary reading level: dictionaries, encyclopedias, classics and good fiction. We would welcome prepaid shipments of the Grades 1 and 2 readers and arithmetic books that have been replaced. The *Study Arithmetics* for Grades 3, 4 and 5 are urgently required. All books in good condition should be sent to our warehouse at 150 West 1st Ave., Vancouver 10.

We received \$1,600 in donations during the year. Our present funds will be depleted before the end of June. Any association wishing to help may send a donation to the Overseas Book Centre, 2005 West 45th Ave., Vancouver 13.□

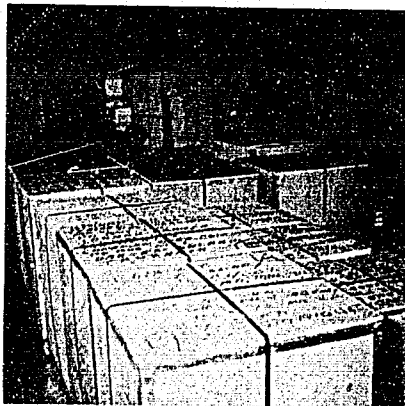
s packs a shipment in Tanzania.



The books packed by Frank Neale and Colin McLean, Seymour School, will go to Malawi.



The books in these cases were shipped to schools all over the world.



The Pool System — a Successful Plan for Extracurricular Athletics

M. B. SLATER

WITH AN EYE ON THE Departmental dictum that *The first responsibility of the school in the co-curricular field is to provide a sound intramural program for the benefit of all its students, rather than to confine its efforts to providing competition for a favored few*, the Physical Education Department of L. V. Rogers Senior Secondary School in Nelson has devised and implemented a system of intramural and extra-mural activities which has almost tripled the number of students actively participating in sports throughout the year.

360

The 'pool system,' as the method is known, was devised as a result of concern over the amount of gymnasium time consumed by a relative handful of students for the sole purpose of fielding a school team in extracurricular competition.

In the past coaching teams consumed almost the entire non-teaching time of the physical education staff and much of the out-of-class time of other members of the school staff as well. Spending five to six hours each week with ten boys on a basketball team and as little as two hours a week with other students of PE classes of 40 or more cannot be justified.

The basic purpose of the pool system is to teach the individual the 'how' and 'why' of active participation and to provide him with an opportunity to use his newly acquired skills in an activity at his own level of competition.

Pool System Increases Participation

During the school year 1962-63, when the conventional intramural system of dividing the school population into four houses and the practice of selecting the best athletes to represent the school in intramural competition were used, participation in soccer involved 13.3% of the school population; volleyball involved 16.6%; basketball, 25.1%; track, 19.6%. Only 112 of the school's 600 students—18.6%—took part.

During the school year 1963-64, under the pool system, participation increased to 49.8% in soccer; 64.1% in volleyball; 44.1% in basketball; and 37.9% in track. Of 550 students, 268 (48.7%) participated actively.

How is the system organized? Plans for leagues and types of competition are explained and discussed in PHE classes. Interest is developed in the proposed plans through the enthusiastic approach of the teacher.

A list containing the names of all students is circulated. Across the top of the list are the activities, divided into three seasons. A fourth heading contains such special events as foul shooting, cross country and tug-o-war. Provision for score-keeping and refereeing is made by listing them as a separate activity. However, they count as only one activity and the student must make an additional selection from another area. He is encouraged to select as many areas as he likes, with a minimum of two.

'Pools' are organized in an 'A' and 'B' league or division in each of the areas in which interest has been shown. Students are informed that the noon-hour competitions have been scheduled for bus students; the morning, after-school and evening competitions for local students.

The physical education staff and other teachers provide the coaching for the various activities, but never on a 'this is my team' basis. Although a certain amount of satisfaction is gained from seeing the results of their coaching, teachers participate on the basis that 'I am here to teach and coach whoever is playing.'

THE B.C. TEACHER

Players and teams to represent the school are the leading team or players at the time of the inter-school competition. The top teams of the A pool basketball league have a play-off and the winner, at the time a game is scheduled with an outside school, represents the school. Each team has been coached as a unit, the players have played together and, although they may not represent the strongest team had a straight selection basis been used, 40 boys have the opportunity to represent their school in district competition. This arrangement provides much more incentive to all players in the A pool, and is preferable to selecting the top 10 players each year and calling them the school team. It is quite possible to have a different team play in each of four district basketball games if the top team in the A pool changes each week.

The remainder of the students in the basketball pool are placed in the B league and play off in the same manner for the right to represent the school in B league games.

As well as the four activities already mentioned, pools are also organized in softball, badminton, touch football, curling and wrestling.

We found that apathy was difficult to combat at first; however, when students saw that everyone was given gymnasium floor time and good coaching, their attitude to the pool system changed to one of enthusiasm.

The author is head of the Physical Education Department, L. V. Rogers Sr. Secondary School, Nelson.

The benefits of the pool system are many. There is greater opportunity for the PE staff to make the best use of their time and talents; the PE teacher remains a teacher even in the extracurricular program, because he is on hand not merely to administer and coach, but also to offer help in the improvement of basic skills. The students develop a greater interest in learning skills which have active participation as their goal, and in learning how to keep physically fit. The chance to belong to a group, to participate actively in sports at their own age levels, to develop leisure-time activities and social contacts through competition, and to participate in competition for its own sake, not solely for the purpose of winning, are additional benefits of the system.

In most schools today intramural and extramural participation is limited to about 5% of the students. A strong intramural program might raise this to between 10 and 15%. The pool system, however, can produce a participation of more than 50%.

Broadening the scope of the physical education teacher and stimulating student interest in physical fitness and worth-while leisure-time activities are sound goals. The 'pool system' has proved a successful attempt to achieve them. □

Some AGM Actions

AGM DELEGATES WILL BE REPORTING in full to their associations. Meanwhile, it may be of interest to know that, as well as making other decisions, the delegates:

1. defeated a proposal for provincial salary bargaining,
2. tabled a suggested pattern of salary categories,
3. decided to examine the feasibility of a denticare program for teachers,
4. defeated a proposal to move the June examination marking center from Victoria to Vancouver,
5. called for a reorganization of the Visual Education Division of the Department of Education,
6. instructed the new Representative Assembly to examine BCET policy on education finance,
7. levied a special assessment of \$1 per teacher, to be paid next year, to provide funds for hosting WCOT in 1967,
8. decided to continue the Membership Categorization Plan,

9. called for 'a strong and militant drive' to obtain for teachers 20 days of sick leave a year with full accumulation of unused sick leave,
10. approved the proposals suggested by the Pensions Committee as the basis for negotiating the integration of the Teachers' Pension Plan with the Canada Pension Plan,
11. agreed to pay from the Teachers' Pension Fund half the medical services premiums of retired teachers (the other half will be paid by the retired teachers),
12. agreed to discourage RSA's from holding their Easter meetings outside the Greater Vancouver area,
13. agreed to ask school boards to establish standing committees of trustees, teachers and administrators to work with architects in planning schools,
14. called for a reorganization of hours of instruction, and
15. called for the deletion of Section 129 (f) of the Public Schools Act (re transfer of teachers without stating reasons). □

B.C. TEACHERS CREDIT UNION

Hours of Business

Tuesday - Thursday
9 a.m. - 5 p.m.

Friday
9 a.m. - 6 p.m.

Saturday
9 a.m. - 1 p.m.

Monday
Closed

1815 West 7th Avenue
Vancouver 9, B.C.
REgent 1-8121

Also at
904 Gordon Street
Victoria, B.C.

It's the habit that counts!

We're talking about the habit of **SAVING IN YOUR CREDIT UNION SHARE ACCOUNT**. That's one of the best "habits" you can have.

Whatever may be the **best** way for you, start right away, and get the "saving habit." If you haven't tried before,

YOU'LL BE SURPRISED HOW THE LITTLE AMOUNTS ADD UP.

Most folks say it becomes easier to save once you have the "habit."

It pays to save

Share-savings in your Credit Union are not only **MATCHED WITH INSURANCE**, but also

EARN ATTRACTIVE DIVIDENDS — CURRENTLY 4%.

Let's see how fast your savings grow when deposited in the B.C. Teachers Credit Union including your annual dividends.

Dollars Saved per Week	Add Up in Five Years to	Add Up in Ten Years to
\$ 2	\$ 563	\$1249
\$ 5	\$1408	\$3122
\$10	\$2816	\$6243

A Professional Means of Savings and Service

Quotes and comments

VITO CIANCI

Gresham's Law and The Fine Arts

WHENEVER ANYONE LIKE Frank Wilson has the temerity to criticize the state of the arts in Canada, one thing is sure. There will follow a torrent of ponderous prose from some part of the Establishment (fine arts division) the weight of which it is hoped will put the brash fellow in his place.

The Establishment anywhere is extraordinarily sensitive to criticism, and the flap in the April *B.C. Teacher* was predictable. Both Jack Shadbolt and Jim Macdonald, by virtue of their position as prominent artists and teachers, are bound by that position to a set pattern of comment in defense of the status quo. After all, no one in a position of authority can be expected to say there is anything wrong with the set-up of which they are part.

But, as in all recent discussions on the arts, both sides utterly fail to face up to the real problem.

It isn't a matter of getting rid of highbrows, low-brows or nobrows. The real problem is to get rid of the phonies and charlatans who are debasing the artistic coinage of the country as surely as inferior or counterfeit money debases legal tender.

This realization was forced on me lately by visits to the Canadian Group of Painters show in Victoria, the 55th Annual Exhibition in Vancouver, and visits to see the art work in the airports in Montreal, Toronto and Winnipeg last summer.

There is simply no point in Macdonald's mentioning Ghiberti, Goya, Grosz and Hogarth, nor in referring to the integrity of Picasso. Not when our own substitutes seem to be the frantic, self-centered exhibitionism of Gerald Gladstone; the bumbling ineptitude of Elza Mayhew or Sherry Grauer; the amateurish doodles of Toni Onley and Joyce Wieland or the pretentious nonsense of Jack Bush and Guido Molinari.

Whether traditional or avant-garde, figurative or abstract, I'd like to see a return of a little dignity, sincerity and sense of purpose, and a great deal less of the self-conscious posturing and aimless doodle which are undeniable characteristics of much Canadian art today. □

MAY-JUNE 1965

SCHOOL DISTRICT NO. 46 (SECHULT)

This district is located on the Sunshine Coast about 1½ hours from downtown Vancouver via government car ferry from Horseshoe Bay.

Full credit is given for all experience as qualified teachers in Canada, the Commonwealth and the United States of America.

The following vacancies are anticipated for the coming school year:

- Music — high school instrumental and elementary choral
- Boys' Physical Education
- Kindergarten—half-time plus remedial work in other grades (Madeira Park Elementary School)
- Grade 1 (Largdale Elementary School)
- Grades 1 and 2 (West Sechelt Elementary School)
- Grades 1 to 3 (Davis Bay Elementary School)
- Grades 1 to 7 (Vancouver Bay Elementary School)
- Grades 3 and 4 (Madeira Park Elementary School)

Interested teachers should apply to

Secretary-Treasurer,
School District No. 46 (Sechelt),
Box 220,
Gibsons, B.C.

or Telephone 886-2141 collect

EUROPE FOR \$5 OR \$8 A DAY—THAT IS THE QUESTION

\$5 covers: Hotel, Breakfast, Tips, Taxes, Sightseeing.

\$8 covers: Transportation, Hotel, ALL MEALS, Tips, Taxes, Sightseeing, ADMISSIONS, GUIDE-COURIER, EXCHANGE.

Tours are London back to London.

We have both varieties—and more.

HAGEN'S TRAVEL SERVICE LTD.

4841 Victoria Drive
Vancouver 16, B.C.
Tel. TR 9-4575

982 Denman Street
Vancouver 5, B.C.
Tel. 682-7254

2996 W. Broadway
Vancouver 8, B.C.
Tel. 736-5651

4685 Kingsway
Burnaby 1, B.C.
Tel. HE 1-6674

Mall Order Dept.,
P.O. Box 2622,
Vancouver General
P.O.

407 Columbia Street
New Westminster,
B.C.
Tel. LA 6-7878

Open 9-5, including Saturdays

Welcome to B.C. Teachers

Beau Geste Dining Room with dancing nightly. Health Club with sauna bath, free indoor pool. Gracious accommodation with TV and radio. Walking distance to shopping and theater district.

Call collect for reservations 684-2151

RAMADA INN

1110 Howe Street
Vancouver, B.C.

For a big saving purchase your next new car through this teachers' car buying pool at exclusive Toronto prices.

TEACHERS' CAR POOL

4869 Yonge Street
Willowdale, Ontario
Phones 223-0041, 225-1751

A Mathematician's Delight

J. F. CLARK

WHEN SCHOOLS OPEN in September 1966, every British Columbia pupil taking academic mathematics courses will be enrolled in a 'modern' math program. There is no similar political subdivision in North America which can make this claim!

Partly because of our total involvement in this revolution in mathematics, the University of British Columbia will be the site of a major international gathering of mathematics educators August 26-28. Speakers and visitors from Holland, New Zealand, nearly all American states and Canadian provinces, have written the B.C. Association of Mathematics Teachers or accepted invitations to be present. Total registrations are confidently expected to exceed 1,500, making this the largest educational meeting ever held in British Columbia.

The staging of such an important event was accepted by the BCAMT at Easter 1964. Since then more than 75 teachers have been organized into 16 committees. The support of every major educational organization in B.C. plus the help of B.C. and Vancouver Tourist Bureaus has been gladly provided. The time and talents of the Conference Organizer at UBC and the staff members of the BCRTF must also be gratefully acknowledged. One never knows the help that is at hand. We have been surprised, amazed, and finally overwhelmed by it all.

None of this would have been possible without our recognition of, and affiliation with, The National Council of Teachers of Mathematics in 1962. The NCTM is the largest organization in the

mathematics world. Its membership is approaching the 40,000 mark and, in addition, 20,000 schools and colleges receive its journals. Among its directors and officers, past and present, one can find nearly all the mathematicians whose efforts are being harvested in our provincial classrooms. The BCAMT is only one of the more than 100 affiliated groups receiving help in many direct and indirect ways from the massive resources of the NCTM.

In accepting our proposal to host the Vancouver meeting, the NCTM has made several decisions which reflect a real belief in the strength of our local organization. In addition to paying all planning and operating expenses, the president, Bruce Meserve, authorized B.C. teachers to chair the Program Committee. This has provided Lloyd Costley and Roberta Chivers with access to anyone in the USA or Canada. The mixture of Canadian and American speakers, the careful selection of the various topics and the willingness of speaker-nominees to accept both the topic and the opportunity to come to VBC has been a very impressive experience for all those involved in the planning of the conference.

It is difficult to put down on paper all the facts of an enterprise such as this. In brief:

1. There will be 67 sessions.
2. The B.C. Government is providing a banquet.
3. 50,000 copies of the program are being printed by the NCTM.
4. Speakers include these authors of our texts: Wiebe (AM 11), Dolciani (Ma 11), Downs (Ma 10), Nicholls (Ma 9).

5. All major publishers will provide displays. (CBS-TV will be there too!)

6. The program will reflect as much concern for the elementary as for the secondary field. Speakers in the elementary field from Illinois, Iowa, Colorado, Saskatchewan, and Ontario will be featured, along with many well known West Coast educators.

7. The tours are worth a lot of your time. Selected films will be shown.

8. The conference will be of practical value. Topics will be concerned with the 'here and now.' No mathematics teacher can afford to miss this opportunity to broaden his outlook.

Ten years ago Max Beberman, Director of the University of Illinois Committee on School Mathematics, spoke to Lower Mainland mathematics teachers. In answer to a direct question, he carefully pointed out that the Committee's work would never have begun if they had stopped to consider the difficulties involved in creating new approaches to content and presentation; and in getting materials accepted by publishers. The changes which B.C. teachers are experiencing are but the beginning.

The 'comfortable classroom' is gone. The success of modern mathematics programs is in the hands of classroom teachers. Will you be with us next August and in the years to come? □

A copy of the program may be obtained by writing to Mr. J. F. Clark, 21054 Clark Avenue, R.R.3, Langley, B.C.

STAFFROOM DISCUSSIONS ARE always—as we all know full well—models of clear and logical reasoning. Voices are never raised except to emphasize an important point. Clearly and rationally each teacher explains his point of view, while all the others present listen carefully, giving him their undivided attention. Silently they sit weighing in their minds the validity of what their colleague is saying. When an error is discovered, it is quietly and pleasantly pointed out to the speaker. He smiles gratefully, glad that the flaw in his reasoning is shown to him so he can avoid it in the future.

This should not surprise anyone. After all, it is only natural that such perfection is found in the staffrooms where teachers—the men and women whose task and privilege it is to teach the young how to think for themselves—gather to relax and exchange opinions.

Would that it were so.

Would that the mind-molders were themselves rational and clear-thinking, equal to the task they are trying to perform. Would that they were not as irrational and biased as the rest of the populace.

Our most important task is to stimulate original and creative thinking in our students. We cannot teach them all the facts of this more and more complicated world, but we can help prepare them to take their place in society as responsible citizens. In our education courses we were all told that we should phrase most of our questions in the classroom in such a way that they would provoke thinking in the students, and not merely elicit an automatic response or a regurgitation of half-digested facts. True, the automatic-response question has its place—after all, we are trying to impart factual knowledge as well—but most of our questions should be thought-stimulating.

Most of us are aware of this task and consciously try to provoke and stimulate original and deductive thought in our students. (The new science courses, for example,

demand far greater deductive reasoning ability than the old ones.) Those who do not try to do this can hardly be called teachers; they are little more than mere fact-feeding machines.

But are we really equal to the task? Do we think well enough ourselves to teach others how to think?

The thought-processes of most people are not always such as to lead to true and valid conclusions. Being only human, teachers are no exception. Even the most dedicated teacher is often the victim of his own emotions to such an extent that logic and facts have only a minor place in his thinking process. So it is with most of us. Our emotions, rather than pure facts, guide us in our thoughts and decisions, and the way we feel about something is more likely to decide our conclusion than the facts which alone should have decided.

'Hogwash' you say. 'Of course I already know this. Whenever we discuss something I feel strongly about, I am always very careful with what I say.'

Fine. Unfortunately, however, we do not have to feel strongly about something for our emotions to become involved. Most of us are at least partly involved emotionally in so many different things that no matter what we happen to be discussing, logic seldom if ever alone directs our thoughts and arguments. Usually our emotional involvement is hidden even from ourselves, and what we sincerely believe to be based on facts and pure logic really stems from our attitude toward the subject. This atti-

tude may come from an emotional reaction to the subject itself, to something else involved in the discussion, or to any number of related or unrelated things. That this complex emotional reaction—or chain of reactions—is totally subconscious and hidden from ourselves has been eloquently pointed out by Freud, Jung, and their successors.

Yet we are supposed to teach others how to think rationally and logically, we who do not really know how to do this ourselves.

Don't get me wrong. I find nothing wrong with being emotionally involved in what goes on in this world of ours. On the contrary, there is something wrong with remaining detached and aloof and not letting oneself become involved. But we have to be fully aware of the way our involvement can affect our thoughts. We must ensure that our emotions do not affect the soundness and the logic of our thinking. Emotions may be the result of the conclusions we have reached, but the conclusions we reach should never be the result of our emotions.

Surely objectivity is desirable in every teacher. After all, if we are to teach students how to think for themselves, surely we should be able to judge the logic and soundness of their arguments without being affected by the way we ourselves feel about the subject a student is discussing. If we judge students' work subjectively at all

a matter of Opinion

Teachers Don't Think Clearly

PETER SCHLOSSER-MOLLER

The author teaches at Pemberton Elementary-Secondary School, School District No. 48.

times—or at all, for that matter—how can we possibly maintain that we are helping them learn how to think for themselves? Of course some of our students will have opinions contrary to our own; otherwise they would only be paying lip service to what they know—or suspect—to be our cherished opinions. But our agreement or disagreement with the opinions a student expresses in an essay, for instance, should have nothing to do with how we judge the quality of his work.

I am sure you will agree with me there, but I am equally sure that some teachers let their own opinions seriously affect their judgment of a student's work. Often a student will receive a lower mark from one teacher than he would from another simply because the teacher did not agree with the student on the subject about which the essay was written. I know of several teachers, for example, who would definitely give a low mark to any student defending the credo of fascism or communism. They would call the essay a worthless piece of propaganda and slash it without any objective reason whatsoever.

You don't believe me? I have seen it done twice, and in both cases the teacher emphatically denied that his (and in one case, her) beliefs had anything to do with the mark given to the student, an assertion I knew to be untrue. Yet I believe both teachers were convinced they were telling me the truth. When they denied their subjectivity, they were totally unaware of the way their own emotional reaction to the subject had affected their judgment. When I tried to explain what I—rightly or wrongly—suspected to be the real situation, other teachers became involved in the discussion. The result? In one case I was branded a communist; in the other, a fascist. In both instances any further discussion on a rational level was, of course, impossible. It would have been pointless to try to point out

that I was both antifascist and anticommunist. After all, my personal convictions had nothing to do with the point at issue—which was exactly the point I was trying to make about the essay we were discussing.

Whenever the discussion involves religion, fascism, communism, taxes, politics, or homosexuality, for example, emotional involvement becomes rather obvious to one and all. Red faces and raised voices often give a clear enough indication that emotions are at play. But most of the time our emotions do not make themselves seen quite so readily. Our emotional involvement can be so disguised and so subtle that we are totally unaware of it. That is why it is so important for us to be aware of the problem and fight against it both in ourselves and in others. To think smugly that we are exempt from this flaw in reasoning is to close our eyes to facts and hide in an imaginary world. We have to face the problem squarely and realize that we must be on our guard against ourselves and weigh our arguments as carefully, at least, as we weigh those of others. Then and only then can we claim some justification for trying to teach others how to think and act responsibly.

Of course emotional thinking is not the only pitfall of which we are for the most part unaware, and any book on logic* can help us discover flaws in our thinking of which we had little or no suspicion.

We cannot in any way *guarantee* that we won't fall into the trap; the best we can do is to make these lapses into emotional thinking less frequent. But we should always strive towards the ultimate—if unattainable—goal of pure, rational thinking.

I have talked here only about emotional thinking, and neglected all other forms of crooked thinking, for I find emotional thinking particularly prevalent in most people. Also, emotional thinking is probably the most difficult form of dis-

honest thinking to discover, both in oneself and in others, and it is the one that causes most misunderstandings. I know I have made many decisions which were based mainly on emotional thinking, and it is only now, looking back, that I realize this fact. Unfortunately, I am quite certain that many a time in the years to come I shall continue to fall victim to emotional thinking without realizing it. But I try as far as I can to control this weakness and to consider the facts from several points of view before I make a decision. This is not always possible, but one can strive for perfection even though he fully realizes he will never become perfect.

You are not guilty of this kind of emotional thinking—you know that. The only trouble is that everyone knows this about himself, yet everyone is guilty most of the time. Yes, even you. Take a good look at your own thinking habits, and try to listen carefully to yourself the next time you are involved in a discussion, be it in the classroom or in the staffroom.

You could not find any evidence of emotional thinking underlying any of your statements? Good. Now try to listen very carefully to the others in order to see if you can detect any emotionally based thoughts or arguments in them. You did? More than you had expected? Good. *Now* try to listen to yourself again, very carefully.

If the above sounds emotional in itself, it does so simply because I am somewhat emotionally disturbed by the predominance of emotional thinking among unsuspecting teachers and other mortals. But at least I am fully aware of this flaw in my own thinking, and am consciously trying to curb it in myself and to ascertain that my thoughts and conclusions *cause* rather than *are caused by* my emotions.

Which, incidentally, is all I want you to do as well.□

* E.g., Robert H. Thouless, *Straight and Crooked Thinking*. London, Pan Books Ltd., 1953.

B.C.T.F. Co-operative Association

1815 West 7th Avenue, Vancouver 9, B.C. REgent 1-8121

Did you know

FIRST AND SECOND

MORTGAGE LOANS

are available through the Co-operative for

- ★ THE FINANCING OF HOUSE CONSTRUCTION
- ★ THE PURCHASE OF AN EXISTING HOME
- ★ THE PURCHASE OF LAND
- ★ THE CONSOLIDATION OF EXISTING MORTGAGES

and that

- ★ LOANS ARE MADE UP TO **90%** OF THE VALUE OF THE SECURITY PROVIDED
- ★ WITH UP TO **25** YEARS TO REPAY

and as an allied service

★ **GENERAL INSURANCE**

(OTHER THAN LIFE) IS AVAILABLE THROUGH THE CO-OPERATIVE TO COVER YOUR HOME, ITS CONTENTS AND YOUR AUTOMOBILE.

Why wait?

For more detailed information about this important service—
simply contact the Co-op office at

1815 West 7th Avenue, Vancouver 9, B.C.

A Special Letter to the Editor

Hazelton, B.C.

The Editor,
Dear Sir:

Since September I have been on loan from the Burnaby School Board to the Indian Affairs Branch, and have been the principal of the Kispiox Indian Day School during this period. I am writing this letter to express my satisfaction with my new job, and to encourage other teachers to leave the city for a year or two, and take the opportunity to participate actively in the life of an Indian community.

The loan scheme now in effect was initiated by the Indian Affairs Branch in an effort to attract teachers from the Lower Mainland. Under the terms of the contract which was drawn up among the Burnaby School Board, Indian Affairs, and myself, I was employed and paid by Burnaby, who would in turn be reimbursed by the Treasury Board for my services. I was given the option of renewing the contract at the end of this school year, subject to the approval of Burnaby and Indian Affairs, and was guaranteed security of tenure without loss of annual increments by Burnaby.

Despite the attractive features of such an arrangement, only one other teacher from the Lower Mainland went on loan this year. To other teachers who may have contemplated taking advantage of the plan but who rejected the idea because of the disadvantages of isolation or because of an unfavorable mental image of Indian schools, I can say only that they have passed up an opportunity for a rewarding year.

The qualifications for teaching in an Indian school, as I see it, cannot be measured primarily in terms of certification or numbers of degrees.

What is more important is resourcefulness, a sense of humor, adaptability, and a clear sense of purpose. A person who is overly authoritarian on one hand, or easily swayed by the opinions of others on the other, cannot be happy or successful in an Indian school. A prior awareness of the contemporary dilemma in Indian education is helpful. Too often Indian Affairs is forced to recruit outside the country. The newcomer is frequently jolted by the context of an Indian village with its extreme permissiveness in child-raising, and must bridge the gap from a more regimented society without previous experience with 'white' Canadian values.

Churches still play a dominant role in federal schools. To give them credit, many of the churches are coming around to the view that religious control of the schools is good for neither the school nor the church, but there is still an element in some schools which sets about 'improving the Indians' with zealous ferocity.

When I came to Kispiox in the fall, I was ill-prepared for the degree of isolation to which I was subjected. The children, particularly the older ones, were sullen and withdrawn. In the classroom I was quickly forced to drop my usual method of questioning pupils, for they would simply resort to burying their heads or looking in another direction. At the same time there would be considerable whispering, a lot of it in Gitksan, which is extremely useful for registering private opinions of outsiders. On the playground the treatment would be similar, and the children would habitually refer to me by the name of the previous principal, as though faces might change, but

institutions were indestructible.

The thaw came slowly at first, then with a rush. The children relaxed, became more co-operative, and then acceptance from the adults came. In the village the atmosphere is hospitable and I have gained many friends.

In all teaching jobs the prospective applicant must weigh the pro's and con's of any specific assignment. A teacher spends the most important part of the day in the classroom, and his happiness will depend on the success he achieves with a class. Indian pupils are still well behind their white counterparts in academic achievement. It is unusual for an Indian child to have reached Grade 7 without having repeated at least one grade. In my Grade 6 and 7 class I have several pupils who are 16 or 17 years of age. Teaching is an uphill battle against apathy, discouragement, and a conviction among the girls that life is composed mainly of bread-making, water-carrying and diapers. The reward comes frequently in teaching them to do what they had believed themselves incapable of doing. None of my pupils admitted to having written paragraphs before. The first few composition lessons were mainly disciplinary in nature. Soon they were writing paragraphs which would be acceptable in any classroom, and frequently outstanding in imaginative and figurative content. There is a myth that all Indians are artistic. They aren't. It has been a struggle to convince many pupils that they are capable of anything artistic. When they discover after much coercion that they can do good work, they are pleasantly surprised.

Working for the federal government, one is frequently mystified

by bureaucratic inconsistencies. Allowances for sports equipment are lavish, yet gymnasiums in Indian schools are virtually non-existent, despite the fact that many of the schools are located on the coast where perpetual rain makes outdoor activities in the winter impossible. I have no typewriter despite the volume of administrative work, but my office is equipped with a wash basin and toilet, presumably for silent meditation apart from mere teachers. Such basic supplies as paper and erasers are issued in an abundance which would make a provincial principal drool, yet my plea for maps of the continents has gone unheeded. The school building has large, expensive skylights which would be admirable in the coastal rain forest, but our school faces south in an area with a sunny, semi-arid climate. Directives are issued on the value of visual aids, yet the school has no picture sets and no opaque projector.

Unless a teacher is totally self-sufficient, the social life of a community is important. At first it was non-existent. The adults displayed the same suspicion the children did. Why? There is a strong feeling that teachers come to an Indian village to preach or save money. The new teacher must prove himself before the barriers come down. Social life is similar to that of many rural communities. If you can forcibly reject the pressures to play bingo or participate in church auxiliaries, the social life is excellent. People rely on their own resources, and the guitar is invariably in evidence at a party.

If you have children who are happy and adaptable, they can be your best ambassadors. My son is wildly enthusiastic about the freedom of village life, the open fields, the woods, skating on the river. He has learned some of the Gitksan language, and speaks English with the village accent. Children are quick to make friends, and when they do, the adults will follow suit.

The benefit to our children has

been enormous. They have had new experiences and gained new insights which will contribute to their maturity, but we are not staying. The educational gap is still too great. Our children are sitting in class with pupils several years their senior. The pace of work is too slow to challenge them. We want many extras for our children which are unavailable here. Some people have told us that I owe it to the Indians to continue the work I have started. Many of the Indians have expressed dismay at my leaving, and fear that control of the school will revert to someone who will be aloof or austere religious.

I don't see it this way. Indian schools don't need dedicated teachers who will carry on for years. They need ordinary human beings with a modicum of humility and friendliness, and an enthusiasm for teaching. I haven't done an exceptional job here; I've simply done my job with the usual number of mistakes and oversights. Yet the response from the village has been overwhelming. Clearly their attitude indicates that they have been woefully shortchanged in the past.

Why are so few teachers attracted to Indian schools? The government has to turn away applicants for the Eskimo schools which are considerably more isolated. Probably the image we have of the reserve—clapboard shacks, head lice, litter-strewn yards, and resistance to change—deters many teachers. This is only one side of the coin, and the person who is willing to look beneath the surface will find much in the Indian character to delight him; a satirical wit, an easy informality, hospitality, and a style of living which makes the frenzied life of the suburbanite look a little pompous and ridiculous.

I hope this letter will do a little to encourage other teachers to come here and to other Indian schools. If they come in a receptive spirit they will not be disappointed.

Yours truly,

JOHN A. NAPIER-HEMY.

ROOMS FOR SUMMER SCHOOL —

A number of rooms will be available at the Anglican Theological College for the period July 5 to August 20 inclusive. Ideal location on campus. Men only. Our rates include room and full board, and match those of other University residences: \$150 single room; \$143 double room. A deposit of \$20 will assure reservation. Please make reservations early to The Bursar, Anglican Theological College, 6050 Chancellor Blvd., Vancouver 8.

CHARTER new, fully equipped, racing-cruising sloop, from teacher, by day \$50, or week \$300. 35-ft. diesel. Suitable parties up to 10. Go anywhere. C. V. Hunt, Box 438, Gibsons. Tel. 886-9982.

FOR RENT OR EXCHANGE for Vancouver home—2 bdrm. modern house central Penticton; for months of July and/or August separately. Apply 335 Manor Park Avenue, Penticton, phone 492-6958.

FURNISHED HOME AVAILABLE for Summer Session; near UBC; 1 or 2 bedrooms (preferably 1); adults only; small rent to be arranged. G. C. Semall, 3805 W. 15th Ave., Vancouver 8; CA 4-3962.

FOR RENT, Kelowna; small lake-shore home, furnished, aut. oil heated. September 1 - July 1, 1966. Write T. deRoos, 122-3rd Ave., New Westminster.

NORTH VANCOUVER TEACHER wants to rent his 6-rm. home July; close to everything. R. Williams, 414 W. 26th St., North Vancouver. YU 7-6684.

VANCOUVER TEACHER on exchange to England wishes to sublet 2-bedroom furnished suite from August 1965 to August 1966. South Cambie area, central to shopping, transportation, etc. Contact #304-3560 Cambie St., Vancouver 9. Tel. 876-8590 or 874-2566.

WANTED TO RENT—Ontario high school teacher and family would like to visit B.C. this summer. Is there a house in Vancouver or vicinity we could rent for a month during the summer, at your convenience? Perhaps an exchange would be preferred? Write Byron Boughner, 725 Devonshire Rd., Windsor, Ont.

ROOM AND BOARD — Bright upstairs room, with good board, \$75 a mo. or \$65 if sharing. Close UBC, bus and shops. Women only. Write or phone Mrs. Moret, 4621 W. 11th Ave., Vancouver 8; CA 4-0413.

EUROPE OR JAPAN—Summer 1966 —Enquiries are invited from teachers interested in organizing school groups for hostelling holidays in Europe or Japan next summer. For further information write to Executive Director, Canadian Youth Hostels Association, Pacific Region, 1406 West Broadway, Vancouver 9.

WILL EXCHANGE OR RENT—Nice 2 bdrm. modern home in Princeton, an hour's drive from Penticton, for house in Vancouver near UBC for Summer Session. Write M. Kowalchuk, Princeton; phone 419.

FOR RENT—July: summer camp on beach, Brunswick Beach, 8 mi. north of Horseshoe Bay; all conveniences incl. electricity. \$45 a week. W. J. Roper, 3341 W. 33rd Ave., Vancouver 13.

B.C. TEACHERS CREDIT UNION

Hours of Business

Tuesday - Thursday
9 a.m. - 5 p.m.

Friday
9 a.m. - 6 p.m.

Saturday
9 a.m. - 1 p.m.

Monday
Closed

1815 West 7th Avenue
Vancouver 9, B.C.
REgent 1-8121

Also at
904 Gordon Street
Victoria, B.C.

FELLOW TEACHERS

BORROW WITH CONFIDENCE

FROM YOUR B.C. TEACHERS CREDIT UNION

- The **COST** of a Credit Union loan is low—(\$4.14 per \$100 per 10 months).
- The Credit Union loan is **COVERED BY LIFE INSURANCE** (to a maximum of \$10,000) at no extra cost.
- With the Credit Union the borrower **CAN PAY AHEAD OF SCHEDULE WITHOUT PENALTY.**
- You are dealing with **YOUR OWN GROUP** who are sympathetic with your problems.
- The Credit Union loan is made **TO MEET NEEDS, NOT TO MAKE MONEY.**
- Teachers on permanent staff with an approved credit rating may borrow up to \$1,000.00 on their own signature.

Not for Profit — Not for Charity — But for Service

across the Desk

An Enlightened Approach Commended

Kaleden, B.C.

The Editor,
Dear Sir:

Your March 1965 Newsletter will stand out as one of the finest examples of an enlightened approach to education.

The article 'Innovations and the Role of Teachers' reflects to the letter the hopes of many teachers and principals who feel the excitement of a new Age in learning.

May we commend you and your staff and all men of vision who so courageously have begun to catch the vision of a new order that will surely enrich the lives of all of us.

Yours truly,
J. V. H. WILSON.

Salaries and Economic Conditions Related

Abbotsford, B.C.

The Editor,
Dear Sir:

The article 'Did I Earn My Increase in Salary?' which appeared in the March issue of *The B.C. Teacher* should not be accepted without question.

If teachers are to justify salary increases by longer hours and increased service, they are taking on an impossible task, for most teachers are already working to capacity.

Increased productivity in business and industry is related more

to technological advances and greater efficiency of plant and management than to increased effort of employees. Likewise, in teaching, better service must come from better conditions, better equipment and better organization of the use of teaching time, rather than from increased efforts of teachers. These are matters over which we have little or no control.

Thus financial reward must be tied to economic conditions, not to increased effort; otherwise teachers will be left behind in the continuing race between income and the cost of goods and services.

Yours truly,
M. DEAN.

Teachers Shouldn't 'Mooch'

Fernie, B.C.

The Editor,
Dear Sir:

I am writing to protest strongly an item in the BCTF Newsletter of April 1965, Volume 4, Number 7, entitled 'Use Your BCTF Card Overseas.'

I feel it is entirely wrong to encourage teachers of B.C. to be 'moochers,' to use a coarse phrase! It creates a wrong 'image' of our group where we may go. Salaries are now such that teachers can well afford to pay their own way on such trips overseas or otherwise. If the individual cannot afford it, he had better stay at home until he

Particular attention given
to summer storage
for teachers

Williams

Moving & Storage (B.C.) Ltd.

4285 Dawson Street
Burnaby 2, B.C.
CYpress 8-5511

BRANCHES

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

— Coast to Coast Movers —

AGENTS IN ALL PRINCIPAL CITIES

Exclusive Real Estate Agents for

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



Listings Urgently Required!

Planning house changing in '65? 40 expert and conscientious real estate people to serve you.

FREE VALUATIONS — NO OBLIGATION

Call

Bert Edwards, S.R.A., R.I.(B.C.)
MU 3-8411 — 261-1553

BELL-IRVING REALTY LIMITED

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

Member Vancouver & New Westminster
Real Estate Boards

can do so, as the rest have had to do in past years.

Yours truly,
(MISS) MARION I. MOIR.

Cram Classes Favored

Burnaby, B.C.

The Editor,
Dear Sir:

It seems to me that teachers are always torn between compassion and the desire to uphold standards, between idealism and the need to get on with the job under the imperfect conditions which exist. Under the pull of these conflicting tensions what shall we decide about 'cram classes'?

The issue may seem a minor one but I consider it important because making a decision on it will require us to reappraise our goals and take a stand on principles.

Dick Piercy, in his provocative guest editorial in your April issue, and Jack Gilmore, in an excellent editorial in the *Burnaby Bugle*, have suggested that we should abolish extra classes for exam preparation. I think their points are well taken. Indeed, I have additional misgivings about the extra classes which these gentlemen have not covered. However I do not agree with their conclusions and I think I could best contribute to the discussion by opposing their views.

I shall limit myself to Mr. Piercy's editorial.

If teachers are competent, why should the pupils be aided by cramming sessions?

Not all students master material at the same rate. If the time is constant, the percentage of mastery will vary from student to student; if the percentage of mastery is fixed as a constant, the time required will vary from student to student. Is our main aim to classify students accurately into categories based on the amount of material they can master in a fixed number of lessons? If so, I, like thousands of other teachers, distort the process by holding voluntary extra classes after school. It pleases us to think that as a result of our extra

effort some students who would otherwise fail are going to pass. Should not our aim be to pass on as much knowledge and skill as we can to as many students as we can?

When are the pupils going to learn to stand on their own feet?

Suppose teachers simply indicated course limits, provided references and maintained quiet. I'm sure that quite a few students would still pass, and under this rigorous application of the survival of the fittest, those who survived would certainly have learned to stand on their own feet. However, in becoming teachers, we by implication agreed that students need help. Is it wrong for them to receive help in the evenings or on Saturdays?

Is the cram course educationally sound?

By itself, of course not. It is offered, not as a substitute for a regular course, but as an addition to it. Most good teachers, after covering an entire course in accordance with the stated aims of the course, like to spend a week or so of intensive review during which only minimum essentials are touched on. This review is not the way to teach the course, but it is an educationally sound method of clinching what has been only partly mastered and of increasing the retention span of what has been grasped. The fact that the review increases exam scores does not make it less sound educationally. So it is with the cram classes. Some cram learning and cram teaching are inevitable concomitants of our terminal exam system. Do we have the daring to challenge the system itself rather than find fault with methods devised to try to cope with the system?

... those taking the cram courses and getting higher marks will in effect be lowering the score of those who did not have the opportunity to take the cram course (because of Victoria's reported fixed

failure rate). *Pupils in rural areas already have sufficient disadvantages. . . .*

This objection is based on the ideal of equal educational opportunity for all. It is an ideal which should be pursued *positively*—by giving extra help to less fortunate areas. It should not be pursued *negatively*—by restraining the conscientious efforts of more favored areas. Look at the implications of following negative means to their logical conclusions: Well-off parents should be restrained from buying their children encyclopedias, microscopes, and chemistry sets because the possession of these aids gives children an unfair advantage. Attractive urban districts should be restrained from hiring experienced, fully qualified teachers with good reports until the remote areas have their fair share of such teachers. Kamloops should not have a language lab until Burns Lake has one.

I have reached my decision for the present, but I reserve the right to reverse it if some other writer should shake me up again.

On the basis of any arguments I have seen presented so far I see no reason why parents, teachers, and school boards should not help students in any way they can—including cram classes.

Yours very truly,
GORDON B. MCLEAN.

Support for Notre Dame

Ladner, B.C.

The Editor,
Dear Sir:

Re your editorial on Notre Dame University in the December issue of *The B.C. Teacher*. Some time ago Notre Dame University asked to share in funds being raised to assist universities in B.C. as UBC, Victoria and Simon Fraser. Would you print any letters you wrote supporting N.D. University's request for funds in its desire to raise its standards and be a better qualified university?

Yours truly,
JOHN J. LENTSCH.

THE B.C. TEACHER

new Books

C. D. NELSON, Book Review Editor.

A SMALL EDITORIAL

We have noticed a few raised eyebrows since we decided to append the full names, rather than just the initials, of our reviewers to their submissions.

The problem is simply one of numbers. We now have more book reviewers than we have initials, so to speak. Inevitably, duplications have cropped up, with resulting confusion. We now join all the other departments of *The B.C. Teacher* where articles bear full signatures.

When the next batch of books is sent out to our 'far-flung correspondents,' we shall enclose with each book a new standard review form. Bureaucracy at work? Nevertheless, we feel that this form will greatly improve the handling of reviews for the magazine. In the past there has been every conceivable kind and size of paper (with the possible exception of old match-book covers) sent in to the office. Now all a reviewer has to do is fill in the blanks and type his review in the space provided.

Your editor is most pleased to have received such an enthusiastic response to the recent call for volunteer reviewers. Your letters will all be acknowledged soon. In the meantime, thanks again.

—DON NELSON

ART

Art and Man, Bks. I, II and III, by Peter H. Brieger, G. Stephen Vickers, Frederick E. Winters. Holt, Rinehart and Winston, c1964. \$3.95 ea.

These books are designed to provide the student with an outline of the history of man's artistic experience from the Old Stone Age to the 20th century. The books discuss the development of architecture and the major arts over a period of 15,000 years. They are interestingly written and well illustrated.

It took the authors three years to write this history of art. The time was well

spent, for this set is easy-to-read, informative, and suitable for any school library.—Anthony Burton.

EDUCATION

A Synthesis of Teaching Methods, by C. Morton Shipley, Marjorie Mitchell Cann, John Hildebrand and George T. Mitchell. McGraw-Hill, Toronto, 1964. \$4.75

A brilliantly written first chapter puts to rest, once and for all, the controversy in which educators see traditional teaching methods as either very good or completely bad and in which they suggest all modern educational practices worthy of complete acceptance or wholesale rejection. These four Canadian educators point out that there are no fixed answers to problems, no single best method by which children can be taught all they need to know. By combining the most effective methods and techniques of the two philosophies, the book offers a synthesis of methods to educators in the elementary schools.

The chief objective of the writers is to stimulate both new and experienced teach-

ers to experiment with different procedures, and to make imaginative use of methods which have been used successfully by other teachers. Further inspiration is given at the end of each chapter; 'research questions' and 'research sources' permit the teacher to make creative strides beyond those found in the book.

The impact of educational technology upon elementary education is discussed and illustrated in detail: programmed instruction, teaching-machines, television, radio, listening laboratories, films and filmstrips are some of the techniques which can make possible the teaching of more knowledge in less time.

Stimulating ideas, excellent illustrations and diagrams, complete bibliographies make this book a must for either the staff-room or the teacher's professional reference library.—J. G. Windsor.

FICTION

Voices in the Meadow, by J. Allan Bosworth. Doubleday, 1964. Illus. \$4.00

The voices are those of the meadow and stream animals and their enemies, Gray-

Continued on page 375

Good Financial Planning Enables You To Accelerate The Accumulation Of A Small Fortune



Steve Stanford

Why not arrange your financial affairs so as not to attract taxation?

For details, please call or write:

Investors
SYNDICATE LIMITED

Head Office: Winnipeg • Offices in Principal Cities

S. E. STANFORD, B.Com., C.A.

Division Manager

601 Royal Avenue

New Westminster, B.C.

526-3725

CY 8-9763

B.C.T.F. Co-operative Association

1815 West 7th Avenue Vancouver 9, B.C.

Office Hours

Monday to Friday—9:00 a.m. to 5:00 p.m. Receptionist only Saturday—9:00 a.m. to 12:00 noon
REgent 1-8121

THE
TREND IS TO THE ORIENT
YOUR CO-OP PROUDLY ANNOUNCES
A SPECIAL TEACHERS' CHARTER FLIGHT IN 1966
TO TOKYO and HONG KONG

Leaving Vancouver approximately July 1, 1966

Returning to Vancouver approximately August 15, 1966

EXPECTED COST APPROXIMATELY \$595.00

(which is a saving of nearly \$400.00 compared to regular air fare)

Don't miss this GREAT OPPORTUNITY

Send in your Registration Fee of \$25.00 **NOW**

(This fee is fully refundable if the flight is cancelled)

HURRY

LAST CALL FOR THIS SUMMER'S FLIGHTS

Vancouver to London

\$440 Return

DC 8 JET FLIGHT

July 5 - August 18 (44 days)

and

DC7C June 25 - August 8 (44 Days)

\$370 Return

A few spaces have become available on these flights, so plan now to take advantage of this low cost fare.

Contact

MISS VI SCOTT

Co-op Office, RE 1-8121

New Books

Continued from page 373

wolf and Raven, who very nearly succeed in causing dissension and despair, for their own nefarious ends. An exciting chase and a close brush with death for Beaver, Woodrat and Squirrel lead to a happy ending. Intermediate grades; attractive illustrations.—Mrs. Kathleen Morley.

Whispering Willows, by Elisabeth Hamilton Friermood. Doubleday, 1964. \$4.00

This book, suitable for junior secondary libraries, is far from the usual run-of-the-mill girls' stories. Its setting is Indiana at the turn of the century. The central character, Tess, lives with and helps her uncle in his work as caretaker of a cemetery. Her closest friends are a Negro family, equally 'underprivileged' financially, though rich in family ties. Her attempts to be like other girls meet with little success until she realizes she must follow her own way to happiness.—Mrs. Kathleen Morley.

GEOGRAPHY

A First Geography of Canada, by Olive M. Fisher. J. M. Dent and Sons, Don Mills, c1964. Illus. \$2.95

Miss Fisher, a retired Canadian teacher, has written this much-needed geography for the intermediate grades. Each Canadian region is introduced with a simple account of its physical geography; this is followed by stories of the travels of different boys and girls through each area. The natural features, industries, people and cities of each province and the Northwest Territories are imaginatively described. British Columbia is particularly well covered. There are good maps and diagrams. Its use as a text would be improved by chapter summaries and questions.—H. O. Higgins.

Italy, by J. P. Cole. Chatto and Windus, c1964. (Can. Agt. Clarke, Irwin) Illus., maps. \$2.85

This book is intended for senior advanced students and first year university students. For Geography 91 it would be useful for teacher reference, but is probably too detailed for the present course. The book provides an account of the geography of present-day Italy; there is also a chapter of historical development. The first half of the book deals with Italy as a whole, the second with the various geographical areas in detail. Recommended for the large senior library.—B. Holt.

Understanding Denmark, by Marion Gartler and George L. Hall. Laidlaw Brothers, c1964. Illus. \$1.85

One in a series of supplementary text-books for use in developing understanding of nations, peoples, and their ways of living. Denmark comes alive for Grade 6 students, and for slow readers in Grade 9 geography. The material is attractively presented with colored photographs on nearly every page. Interspersed through-

out the text are italicized questions which demand a thoughtful application of knowledge. For example, the question following a section describing Denmark's resources asks, 'What do resources have to do with a country's standard of living?' A useful addition to the elementary-junior secondary library.—H. O. Higgins.

GUIDANCE

Mind your Manners, by B. Allen and M. P. Briggs. Lippincott, New York, 1964. (Can. Agt. McClelland and Stewart, Toronto) Illus. \$4.00

Despite the title, which is enough to turn away most secondary school students, the book deserves a place in the guidance section of the school library. It gives detailed rules of etiquette for the teenager in social situations he is meeting for the first time; writing letters of invitation, replies and thank-you notes, introducing people, dating, and dining out. Some of the chapters could form the basis for profitable guidance lessons. The American flavor is there, but it is not obtrusive.—Leagh Farrell.

To my Son, the Teen-age Driver, by H. G. Felsen. Dodd, Mead, c1964. \$3.50

This short (124 pages) book is of particular interest to Grade 11 students and their parents as the question of driving the family car arises. The style is conversational and readable. The impact is forceful because of the clarity of the examples given and the sincere concern expressed by this 'father-author' for the problems of the teen-age driver. A good addition for the school library as well as for the counsellor's reference shelf.—N. A. McIntyre.

HISTORY

Above us the Waves, by C. E. T. Warren and James Benson. Harp, 1953. First school edition 1964. (Can. Agt. Clarke, Irwin, Toronto) Illus. \$1.60

After a dozen reprints, this well-known saga of one aspect of naval warfare in the Second World War has been adapted for school use, and the reading level is suitable for junior secondary grades. It is a true account of the part played by midget submarines and human torpedoes from the spring of 1942 until the end of hostilities. Full of adventure and daring, with the story centered on the exploits of a few men, this book should appeal strongly to boys.—Mrs. Kathleen Morley.

A Century of Change, by R. J. Unstead, A. & C. Black, London, 1963. (Can. Agt. Macmillan Co. of Canada) Illus. \$2.70

This is Vol. 4 of Unstead's series *England*. It deals with the period from the accession of Queen Victoria to the present. Unstead's inevitable bias leads him to describe England's rise to global supremacy under Queen Victoria in more detail than he gives to the country's fall from power in our own time. In spite of

this fault, the books make worth-while reading for the average Grade 10 student. The emphasis on social and economic history could provide a refreshing change from the excessive political orientation of the prescribed textbook. The treatments of Queen Victoria's place in British politics, of imperial history, and of the inter-relationships between British and European history are also quite valuable.—R. B. Vickery.

A Sourcebook of Modern History, by N. Sheffe and W. E. Fisher. McGraw-Hill, Toronto, 1964. \$2.55

This book of primary sources fills an urgent need in social studies and history classrooms at the upper junior and senior secondary school levels. It would make an excellent companion text to *Our World (Renaissance to Modern Times)* in SS 10, as well as to *Modern History*, in the 91 course. There are relatively few excerpts for the early modern period. However, for the period given the most emphasis—the 19th and 20th centuries—there are about a hundred carefully selected, pertinent passages. The moderate price should make the book quite feasible for history departments to purchase class sets. Each excerpt is preceded by a brief introduction which frequently indicates its historical significance.—Victor J. Guenther.

LITERATURE

King Lear. The Falcon Shakespeare. Ed. Eric A. McCann. Longmans Canada, Toronto, 1964. \$1.20

This is another in the attractive Falcon series of Shakespeare plays. (*The Falcon Hamlet* has been reviewed here earlier.) The text is very convenient in that the explanatory notes are on the facing page in each case, a feature which saves a good deal of hunting.

The edition has several attractive features including a section of critics' comments and a table of early editors of Shakespeare showing their main contributions to Shakespearean studies.

Should we ever break away from our *Julius Caesar-Romeo and Juliet-Macbeth* fixation, we could do no worse than consider the Falcon editions of either *King Lear* or *Hamlet*.—N. E. Nelson.

Voice of Literature, Bk. I, Marshall McLuhan and Richard J. Schoeck, comp. Holt, Rinehart and Winston, Toronto, c1964. Illus. \$2.95

A delightful anthology of poetry from the ballad to modern times, including works by Canadian poets. Some of the poems are old favorites; others are not so well known. The book is divided into four parts: Ballads and Narrative Poems, Poems of Characterization, Poems of Comment and Criticism, and Lyric Poems. At the back are a glossary of poetical terms and biographical notes. The arrangement of the book should be particularly useful for teaching purposes because each poem is preceded by a commentary, questions for thought and discussion, and suggestions for further study. This anthology is very suitable for Grade 11.—Betty Holt.

SCIENCE

Antarctica, by Carl R. Eklund and Joan Beckman. Holt, Rinehart and Winston, 1963. \$1.40

A first-rate account of present scientific knowledge of Antarctica which is set forth in a manner understandable to the layman. As a station leader of the U.S. IGY Antarctic Program, Dr. Eklund offers in this text a first-hand explanation of Antarctic life. The content of this text is richly supported by a number of meaningful diagrams, charts and illustrations.—R. L. Tortorelli.

Man and Space, by Arthur C. Clarke and the editors of *Life*. Time, Inc., c1964. (Can. Agt. W. J. Gage, Scarborough) \$3.95 (plus handling and shipping charges)

Written by an international authority on space (and a good science fiction writer as well!), this book reviews the history of man's great interest in space, and outlines the technological developments that have enabled him to explore this new frontier. One of the most fascinating parts of the book is the drama of the transformation of the rocket from an item of curiosity to a major tool of both warfare and science. The book outlines the part played by Dr. Wernher von Braun and the V-2 rockets, the launchings of the sputniks, the moon shots, and our present weather and communication satellites. After discussing the 'satellite race,' it gives the plans for future

space travel both within our solar system and beyond. Like the other books in the Life Science Library, this book is well-illustrated, has a good bibliography, index, and a summary showing the impact of the topic on our lives.—Grant M. Paterson.

SOCIAL STUDIES

Cargoes, by Harriet E. Huntingdon. Doubleday, New York, c1964. Illus. \$3.75

Well illustrated with photographs on every other page, *Cargoes* contains very detailed, though easy-to-read, information on shipping, including types of hatches on a cargo ship, methods of moving cargo and handling it on wharves, types of cranes employed and special equipment used. The material is well organized and the excellent photographs help to amplify the text. However, as there is a welter of background detail in each photograph, it would have been helpful if small white arrows or numbers had been used to aid in the location of some of the equipment described. Although based on American shipping and, of course, limited to imports and exports of the United States, this book is good extra-curricular reading for boys from ages 12 to 16 interested in transportation in general or *Cargoes* in particular.—R. Aitken.

Dams and Canals, by John Wynyard. Clarke, Irwin, Toronto, c1964. \$3.00

More than the title implies, this is a fascinating study of man's triumphs over

natural geographic and climatic barriers. The reader is introduced in the first chapter to 'Man the Builder' and then he is taken on a tour of some of man's great achievements in dam building, e.g., the mighty dam on the Kariba River in Africa, to canal and seaway planning in Panama and the St. Lawrence. The material on the actual building of these projects is as exciting and interesting as any novel, while the expository chapters on the types of dams and the construction of hydro-electric plants are well explained and illustrated both by examples and simple sketches. Recommended for boys 12 to 16, or adult 'sidewalk engineers' of any age.—Robert Aitken.

Foundations of the West (A Study Guide), by John C. Ricker and John F. Saywell. Clarke, Irwin, Toronto, c1964. \$1.50

This book is a study guide designed to accompany the text *Foundations of the West*. It gives a very complete outline from prehistoric times to the age of expansion in Europe. The material covered is for a Grade 11 course in Ontario. It parallels our Grade 7 course. Each unit is highlighted by a problem study. Example: Problem 1—Athenian Democracy: Success or Failure? The authors use early translations and several different authors' opinions to throw light on the problem. The study ends with a few thought-provoking questions. There are six problem studies arranged in this manner. I think a Grade 7 teacher with a bright class would thoroughly enjoy these studies.—J. E. Dowding.

What have you got for homework tonight?

Does this sound familiar? If you are a parent you have probably asked it. What answer did you get? Was your youngster able to show you the work assigned to him?

How many times have parents asked you, the teacher of their children, about homework?

Here is a simple, effective answer to their and possibly your problem. We borrowed the idea from Europe where it proved itself for several decades. We have changed it, worked with it to suit Canadian schools and Canadian needs. Teacher needs. Pupil needs. And we added student appeal. The result was so good we copyrighted it! A **SCHOOL and COLLEGE AGENDA**.

As a teacher you will like the following:

- the diary section, the main part of the Agenda, has ample room for assignments
- each day is predated and divided into eight periods
- timetables are included
- blanks for school regulations
- sturdy hard cover, attractive modern design
- approximately twenty pages with up-to-date information on science, current events, careers, sports and entertainment
- over twenty very carefully selected photographs
- most suitable for grades 5-13
- price to schools kept down to \$1.00 plus tax
- store price at least \$1.50

Order one for your perusal and discuss it with your staff. We will gladly refund. So far we have only had the most enthusiastic response. Any capable Student Council can handle the sale for your school. Available August 15, 1965. Printed by Evergreen Press Ltd., a guarantee for quality. Compiled by E. Beltgens and J. C. van der Have.

BELVA PUBLISHING CO.

1802 Hollywood Crescent,
Victoria, B.C.

about People

Special Honor to Quesnel Teacher



Photo courtesy The Cariboo Observer

A unique honor has been bestowed upon a practising teacher in the Town of Quesnel. Quesnel Elementary School has been officially renamed Helen Dixon Elementary School, in honor of Mrs. Helen Dixon, teacher of Grade 1 in the school. Mrs. Dixon's whole teaching career has been in the Cariboo, where she has taught

since 1929—first at Chezacut, then at Sisters Creek near Kersley, and at the school which now bears her name since 1937. At a special ceremony on March 10, Mr. H. Moffat, chairman of the Quesnel School Board, unveiled a bronze plaque dedicating the school 'To Helen Dixon and all the teachers who have taught our children.'

1965 BCTF Scholarships Awarded

The BCTF Scholarships for 1965 have been awarded to the following teachers;

Winston Alan E. Lodge, North Surrey, and Lloyd Henry Morin, New Westminster, have received Summer Session Scholarships for post-graduate work. Mr. Lodge will study at the University of Toronto toward an Ed.D. degree and Mr. Morin will study at the University of Oregon toward a Ph.D. degree.

Both Anthony Julius Brummet, Falkland, and Dorothy Marion Stenberg, Vancouver, will study at UBC toward B.Ed. degrees on Summer Session Scholarships for undergraduate work in the elementary field.

Rosalynn R. Izumi, Greenwood, and John Marcel Larochelle, Vancouver, will also study at UBC toward B.Ed. degrees on Summer Session Scholarships for undergraduate work in the secondary field.

Four Winter Session Scholar-

ships of \$1,500 each have also been awarded, two for graduate work and one each for undergraduate work in the elementary and secondary fields.

Robert Martin, Vernon, will study toward an M.A. degree at the University of Washington, while Margaretta G. Rice, Victoria, will study toward an M.L.S. degree at Columbia University or the University of Michigan.

Alfred Ingham Jones, Kelowna, will study at the University of Victoria toward a B.Ed. degree in the elementary field. John Marcel Larochelle, who has also been awarded a Summer Session Scholarship, will remain at UBC during the winter to continue his work toward a B.Ed. degree in the secondary field.

J. R. Mitchell Awarded Life Membership



Photo courtesy Lions Gate Times

James Reid Mitchell, veteran West Vancouver teacher, was granted Honorary Life Membership in the BCTF at the 1965 Annual General Meeting.

New Fellows of Canadian College

Three B.C. educators have been awarded Fellowships in the Canadian College of Teachers. L. John

Prior, principal of Kensington Junior Secondary School, Burnaby, has been honored for his outstanding contribution to education in Canada, particularly his keen interest in human relations which resulted in a study of the programs for retarded children, active programs for the rehabilitation of problem children and co-operative supervision of his teaching staff.

Dr. Clarence E. Smith, Director of the Graduate Division, Faculty of Education, UBC, has made great contributions to education in many parts of Canada. He was also Visiting Professor of the University College of the Gold Coast in 1951. One of Dr. Smith's special projects was the study of Educational Research and the Preparation of Teachers, undertaken under a \$10,000 grant from the BCTF.

Harold D. Stafford, District Superintendent of Schools, Langley, has also been honored. In awarding the fellowship, the Canadian College of Teachers noted that while Mr. Stafford's approach to the problems of school supervision and administration is thoroughly practical, he has not hesitated to experiment. He helped to introduce television to various schools in 1962 and seeks to improve teacher effectiveness through the understanding and use of modern equipment.

Vancouver Teacher Goes to United Kingdom

Dr. James J. Denholm, administrative assistant at Kitsilano Secondary School, Vancouver, has been selected as one of two Canadian teachers who will spend the school year 1965-66 in the United Kingdom undertaking a program of lectures about Canada in the schools. The lectures are sponsored by the Commonwealth Institute, London, which seeks to foster the interests of the Commonwealth through information and education services.

Good Citizen of the Year

Lytton's Good Citizen Award for the Year has been awarded to



Senorita Amelia Martinez Trucco, with CTF First Vice-President W. H. Janzen and BCTF President Isobel Cull, is principal of an elementary school in Argentina. She was the guest of the BCTF in late March during a CTF-sponsored tour to study teacher organizations in Canada.

Joseph Chute, a teacher at Kumsheen Secondary School, Lytton. Mr. Chute was honored for the many contributions he has made in the community since his arrival there in 1950. He has been charter president of the Lions Club, secretary-treasurer of the Board of Trade for three years, active in the B.C. Centennial celebrations in 1958 and again active in the new Centennial committee, member of the Village Commission for one year, president of the Lytton Recreation Commission, and also active in other community organizations.

In Memory of Stella Shopland

A Stella Shopland Memorial Fund is planned at the University of B.C. to commemorate the work of one of Canada's outstanding

authorities on children's literature. Miss Shopland, an assistant professor of the Faculty of Education, who died on April 29, 1965, had been a librarian with the Vancouver Public Library and a librarian-instructor of the Provincial Normal School, Vancouver, before joining UBC staff in 1956. Her lively and dedicated interest in children's literature had inspired thousands of students and practising teachers and for 30 years had profoundly influenced the school library movement in B.C. Former friends and colleagues of Miss Shopland are invited to contribute to the fund by sending cheques payable to the University of British Columbia (Stella Shopland Memorial Fund) to Professor W. H. Gage, Dean of Interfaculty and Student Affairs, University of B.C., Vancouver 8.

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Mrs. Clara Louise Bailey	West Vancouver	February 16
Maurice Francis Connor	Saanich	April 5
Mrs. Phyllis Geraldine McCabe	Nanaimo	March 15
Ronald David Smith	New Westminster	July 27, 1964
Retired Teachers		
Larry H. M. Breadon	Vancouver	March 18
Owen Cecil Furniss	Qualicum	April 29
Miss Mary Hartin	Vancouver	March 27
Miss Katie Macdiarmid	Vancouver	March 3
Miss Constance G. Smith	Nelson	January 22
Albert Sullivan	Nelson	April 4

for your *Information*

Applications Called for Overseas Postings

The External Aid Office seeks immediate applications from qualified secondary school teachers, primary and secondary teacher trainers and university professors and lecturers for assignments in Africa, Asia and the Caribbean, for September 1966.

Applicants for academic teaching positions must be university graduates, fully qualified as teachers with several years of professional experience. Industrial arts, technical and commercial teachers must have specialist certificates from their respective provinces.

Apply before October 1, 1965 to External Aid Office, 75 Albert Street, Ottawa 4, Ontario.

Driver Education Course at UBC Summer Session

The B.C. Safety Council will make \$60 grants to teachers taking part in their teachers' training course for high school driver education at UBC July 5 to 23. In addition, out-of-town teachers will receive the equivalent of the return bus fare to and from Vancouver.

The course will be for a period of three weeks from Monday to Friday with required class attendance of three hours a day. Initial meeting will be at 2 p.m. so as not to interfere with other educational commitments.

The course is designed to instruct teachers in the correct methods for carrying out a driver education program as an extra-curricular activity. It is expected that the Junior Chamber of Commerce and other organizations will assist in sponsoring driver education in various regions of the province.

A professional instructor from the Canadian Automobile Association will be course co-ordinator. Textbooks and other material will be supplied free of charge.

Teachers interested in taking part in the driver education program should write to the Executive Director, B.C. Safety Council, 1186 Nicola Street, Vancouver 5.

OVTA Summer Seminar

A seminar in Math 11 will be held at Winfield, B.C., July 19-30, with Mr. Bill Sexton Jr. as instructor. Application forms or information may be obtained from Mr. M. White, Vernon Junior Secondary School, Vernon, B.C.

Outlet for Student Writing

Talon, a magazine of student writing, was begun by students of West Vancouver Secondary School in June 1963, but now has students from other parts of Vancouver on its staff. This small quarterly publishes prose and poetry written by young people twenty-five years of age and under. It tries to present original works of high calibre; and has no definite philosophy apart from this. Teachers of English who may be interested in *Talon* as a possible outlet for creative writing produced by their students should write *Talon*, 1911 Acadia Rd., Vancouver 8.

Pairing of Commonwealth Schools

A new school project in international co-operation through the pairing of secondary schools within the Commonwealth has been announced. Under the program

any secondary, vocational or technical school may request to be put in touch with a similar school in one of the following countries: Ceylon, Cyprus, Gambia, Ghana, India, Jamaica, Kenya, Malawi, Malaysia, Malta, Nigeria, Pakistan, Sierra Leone, Tanzania, Trinidad and Tobago, Uganda and Zambia, Australia, New Zealand, and Britain. Suggested activities are an exchange of correspondence, books, pictures, art, tapes, films, portfolios and other objects, and the program envisages possible future arrangements for exchange visits of groups of teachers and students.

Schools wishing to participate in the program should place their requests with the Canadian Education Association, 151 Bloor Street West, Toronto 5, mentioning the name of any country the school might be interested in contacting.

Pamphlets on Forest Industry Available

Two pamphlets on the forest industry have recently been published by MacMillan, Bloedel and Powell River Limited. The first, 'Management of Forest Lands in British Columbia,' is a teachers' guide to the various forms of forest tenure which exist in B.C. today. A copy of the pamphlet will be provided to any teacher who will find it useful, free of charge. The second, also free of charge, is 'Modern Forest Management through Tree Farm Licences' and is a companion to the first pamphlet. It is intended as an information pamphlet which may be given to students. This pamphlet will be provided in quantity, upon request, to any teacher who may wish to

distribute it to students.

Write E. G. Stroyan, Manager, Public Relations, MacMillan, Bloedel and Powell River Ltd., Nanaimo, B.C.

For Teachers of Foreign Languages

The 1966 meeting of the Northwest Pacific Conference on Foreign Languages will be held at the Empress Hotel, Victoria, April 15 and 16. Every effort will be made to present papers and discussion which emphasize subjects and problems of interest to the general membership, rather than highly technical or learned material, in all sections of the program. It is hoped to make the meeting 'a forum where discussions of the "what could be" and "what should be" are no less important than those bearing on the "what is".'

Further information on this conference will be published and distributed after the opening of school in September.

Advice on Lighting for High School Theater Groups

Because one manufacturer feels strongly about the values of high school theaters, his company has offered to provide technical advice about the lighting problems of the theater, at no cost, to student theater groups that believe they can use the assistance. Queries should be addressed to Theater Division, Lighting and Electronics, Inc., 81 Prospect St., Brooklyn, N.Y. 11201.

School and College Agenda

A new inexpensive Agenda, containing pertinent educational information and contemporary photographs, in addition to a predated daily homework assignment section with ample room to record assigned work has recently been published by two B.C. teachers with experience in elementary and secondary schools. Information is available from Mr. Emile Beltgens, 1802 Hollywood Crescent, Victoria.

Copier as a Teaching Aid

A simple technique for introducing graphic material to classes at all educational levels is described in a new brochure. Special services that produce enlarged books for the partially-sighted and single editions of out-of-print books, periodicals or doctoral dissertations are explained in details. The brochure 'Products and Services for Educators' is available from Xerox Corporation, Rochester, N.Y. 14603, or from Xerox branch offices.

Exhibition of Scientific Apparatus

In connection with the meeting of the Canadian Association of Physicists, twenty-five firms will exhibit scientific equipment from Wednesday to Friday, June 9 to 11, from 9:00 a.m. to 5:30 p.m., on the third floor of the Hebb Building at UBC. The exhibition is not open to the public but science teachers who have a technical interest will be very welcome.

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of \$200.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to the College of Education or any other faculty of the University of B.C. or the University of Victoria, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B.C., on or before August 15, 1965.
6. Application forms are available from the Federation Office.

OKANAGAN ATHLETIC SCHOOL

R.R. 1, WINFIELD, B.C. (15 Miles N. of Kelowna)

A New, Unique Summer Camp for Boys

Situated on 21 acres at Winfield, British Columbia, the school site overlooks beautiful Okanagan Lake. The camp has dormitories with individual sleeping for each boy. A cafeteria and modern kitchen complete the camp buildings. The dining room-lounge with adjoining sun deck is bright and airy.

Athletic facilities include three hardtop courts lined for basketball, volleyball, and tennis. A track, and facilities for most field sports; a good sized swimming pool, horseshoe pitches and table tennis facilities complete the athletic side of the plant. The purpose of the school is to teach athletic skills and all boys spend most of their time at camp under instruction. The boys are under 24-hour daily supervision.

The school provides accommodation for 60 boys—age 13 to 17 years. All activities are conducted by a fully qualified staff of instructors and counsellors. All instructors have university degrees in Physical Education.

★
Wire, Write or Phone for Brochure

Phone 766-2790 or 766-2224

Human Values in an Age of Technological Change

RONALD J. SAMUDA

TWO CONTEMPORARY WRITERS are stimulating a new current of thought based upon the development and extension of electric technology. Marshall McLuhan, in his book *Understanding Media—The Extensions of Man*, examines the effects of electric technology upon man himself. In expounding his thesis that the medium is the message, McLuhan shows that the medium itself, rather than the content, determines the form and function of human thought.

The second author, Robert Theobald, also examines the inevitable effects of electric technology upon society. In *Free Men and Free Markets* Theobald is concerned with the further development of computers and the extension of automation. His revolutionary proposal for a guaranteed minimum wage has focused attention upon the issue.

Theobald contends that the age of cybernation is upon us and that its implications are tremendous. The only possibility available to society is to train people to develop themselves to fit a new set of social conditions. The values and attitudes commonly held today are obsolete and unsuited to the conditions of the cybernated society.

Many people consider the computer to be merely an extension of electronics. The computer is much more than that; it is the beginning of a new age.

At the present time there are between 15 and 20 thousand computers in use in the United States, but the numbers alone do not give the true picture. They underestimate the extension of the use of computer power, because the new computers are from 100 to one million times more efficient than the computers of ten years ago.

Some conception of the computer can be gleaned by thinking of the machine as a person who is capable of using a set of encyclopedias one million times faster than everyone else. Knowledge can be stored and reproduced at a fantastic speed. The computer can sort, organize and reproduce information instantly.

And yet—the computer is a moron. Better still, it is an idiot savant—it can remember. It is like a person with a photographic memory, who can think only what he has been told to think. It can perceive in only one way. Despite its rapid computational power, it is still no more than a rapid-working moron.

To many people, however, the computer is becoming a god. Every problem is fed into the computer. If the machine says it is so, then to the believer it must be so. But what if you fail to ask the right questions? You will get a correct answer to the question you fed in, but it will not be the proper answer. If, for example, you ask about the best education a person can receive, the machine will tell you that the best education is the most efficient education. It will outline the fastest method of transferring information from one mind or source to another. This is precisely the kind of education mankind can do without at the present time.

There is another aspect many people tend to forget in dealing with computing devices. The way in which the computer solves problems is organized by a specialist known as a 'programmer.' It is the responsibility of this individual to translate problems and questions into language which the computer can understand. But this individual, to whom are entrusted the vital decisions, may not be very intelligent. If he is intelligent, he may be oriented to think in mathematical rather than humanistic terms.

The sophisticated computers of 1965 are enough to boggle the mind of the uninitiated, yet we are only in the second phase of the age of cybernetics. In two or three generations, computers will be thousands of times more efficient and will be more commonly used. Every executive will have a computer of his own or will have access to one. In time, the users of the machines will be able to short-circuit the key-punch

The author is counsellor at Aldergrove Jr.-Sr. Secondary School.

THIS VACATION

Go The



WAY!

A BCAA Membership Makes Travelling a Carefree Pleasure

PLANNING AIDS
ROUTING
AND
ACCOMMODATION
RESERVATIONS

TOURING AIDS
EXCLUSIVE
AAA
TRIP-TIKS MAPS
TOUR BOOKS

HIGHWAY AIDS
EMERGENCY
ROAD SERVICE
ANYWHERE
ANY TIME

ACCIDENT AIDS
PERSONAL
ACCIDENT
BENEFITS
LEGAL ADVICE

Join Today — Master Membership \$12.00 — Spouse \$5.00

BRITISH COLUMBIA AUTOMOBILE ASSOCIATION

Offices in:

Chilliwack Kamloops Nanaimo Nelson New Westminster Penticton Prince George Trail Victoria

845 BURRARD VANCOUVER

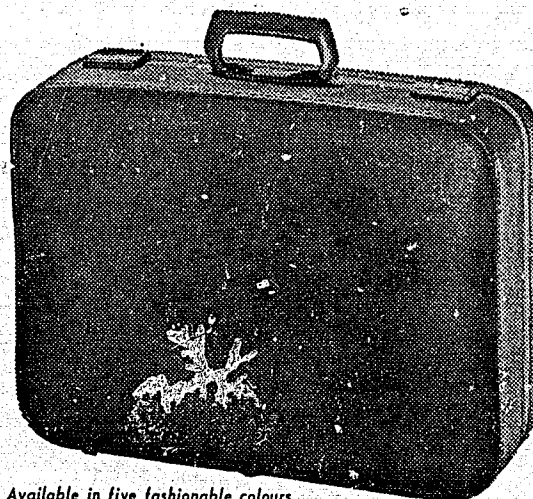


When you buy — SKYWAY — you choose one of the world's finest. Careful craftsmanship and quality materials assure years of satisfaction.

Sold at leading Luggage
and Department Stores

*the only luggage with
a
5 Year Guarantee*

If this luggage rips, tears, or punctures within 5 years from date of purchase, SKYWAY will repair or replace it free.



Available in five fashionable colours

DANUBE BLUE • REGAL RED • AZTEC GOLD
JET • SAMOA BEIGE

Human Values

Continued from page 381

stage for the codification of information, and communication will be possible in natural language. Furthermore, the computer of the future will have the capacity of translating from one language to another, so that information can be processed in any commonly used language.

The organization of the automated assembly line and the operation and rapid development of cybernation give man a glimpse of an age of unlimited power. The computer will affect every aspect of production. We are fast approaching the time when man as a productive worker will become redundant, for whatever a man can do to produce something, machines can do faster and better.

For the first time in the world man faces a challenge which is total and absolute. Depending on the decisions which are made in the near future, human society may cease to exist or, if he makes the right decisions, man will enter an age of plenty. Hunger, poverty and physical want of any kind may be eliminated for all time.

Many Workers Will Be Displaced

The cybernated era represents an unprecedented change in economic organization. It represents the displacement of millions of productive workers; it involves the loss of buying power of those who are displaced; it could spell unemployment of gigantic proportions for people in all parts of the world, for the computer undoubtedly will soon become part of the order of even the most backward nations.

Robert Theobald's answer to the challenge of the computer is given in his book, *Free Men and Free Markets*. His essential thesis is the necessity of providing for every individual a guaranteed minimum income.

Theobald does not propose his solution with any political considerations. He has simply suggested that, under the conditions of a cybernated society, the economic system will break down unless we adopt his proposal. He has shown also that recent talk about the possibilities of retraining an individual several times during his lifetime is unrealistic because, according to some estimates, the total supply of goods and services for the whole population of the world will, in time, be produced by no more than two percent of the human beings on earth. Of the children at present in school in New York, one million will never work. In every city, town and village we shall have to tell the boys and girls that we cannot guarantee that there will be any kind of job for them.

Theobald has shown that the computer, as an ultimate machine form, is a menace to society. Yet, without the machine, man cannot be free. His concept of the guaranteed income offers a new vista of sociological change which could result in a prolific

flowering of human life.

If Theobald is right, what are the implications? How would the new conditions of a cybernated era affect teachers? What are the most obvious changes in the social pattern?

Implications for Counsellors

The implications for educational agencies are tremendous. Teachers, counsellors, recreational directors, psychologists, doctors, ministers, and other professionals concerned with the cultivation and care of the several aspects of man's wellbeing would be affected to a marked degree.

The first consideration would be the need for a redefinition of society and acceptance of a new system of values suited to the new conditions of human life. The essential change would be in the Protestant ethic, in the glorification of work for its own sake. The old moral values of thrift and self-sacrifice would automatically become redundant and impractical.

Since education is the vehicle of social values, the aims of education would change. Education would no longer be achievement-oriented. The new goal for every individual would become self-development. Man for his own sake would become the end result. The emphasis would shift to the individual life as worth-while in itself and as it gives pleasure to others. The need for social and spiritual fulfillment would be emphasized in the cybernated society and the possession of mental and physical health the reward.

Although we have used such terms as self-fulfillment and growth before, they would take on new meaning in the new era. Concentration of human resources upon human potential would result in greater knowledge of the creative and intuitive powers of man. There are parts of the brain and of the human personality, yet unexplored, which would become functional. Creativity, extra-sensory perception and the speed of obtaining knowledge from past records would all be affected. A whole new constellation of traits may be uncovered in the study of man.

The concepts of the education of the cybernation age would resemble the Athenian aims for individual self-fulfillment. In a world where every man was guaranteed a reasonable living wage, the aim of every man would be to live life as abundantly and as fully as his capacities will allow.

Finer tools would have to be devised to help counsellor-psychologists to study the individual. The unique traits of creativity, intuition, interests and aptitudes would be studied and measured by new instruments to be devised. These could then be processed electronically. The tools of cybernetics would be used in the new era to study more effectively the needs and potentialities of each individual. In a similar way, by the use of computer devices, life programs could be devised to fit all sorts of individuals. Each program would contain a common core of communica-

tion skills suited to the electric age, but every individual program would also comprise a unique and significant sequence of activities.

The media or agencies of education would change. Programmed instruction would be employed for the transmission of necessary information. Since no one can hope to keep abreast of the explosion of knowledge, especially of the last decade, information would be abstracted and the individual would concern himself with only those skills and fundamentals which are prerequisites to further growth.

Character training would come mainly through group therapy situations. Small, homogenous groups led by trained counsellors would replace school classes. The role of the leader would change. Formal organization would be replaced by a free interchange and exploratory activities within the structured group situation. Team teaching would be used, with master teachers instigating and inspiring large groups and consolidation carried out by small groups in a tutorial situation.

More and more the teacher must become a counsellor, and the counsellor must become properly trained as a psychologist. Counsellors will specialize in such aspects as recreation, programming for learning, group therapy, master lectures and in the various aspects of the new society. But the new counsellor must be re-oriented. The approach to the student must be life-oriented, not achievement-oriented. The emphasis must be on the social. The keynote, personal development through inter-personal relationships.

Theobald envisages a new society. He warns of

impending danger and the need for present change. No sensible person can deny the validity of his basic argument: that the extended use of computers and automation threatens the foundations of our society.

As teachers and counsellors, we must first become aware of the problem. We must begin to plan for the future. We must begin to anticipate the trend which seems inevitable. Our values must change first. More than any other group, we are achievement-oriented. We must begin to think in terms of individuality, of self-fulfillment, of liberation of the human spirit.

In a new cybernated society, teachers will be the leaders. Teachers and counsellors must provide the liaison between the informed specialist and the public. We must take into our own hands the organization of education and begin to take a more active part in the power structure.

Educators must begin to use and control the computing devices to measure individual traits. Greater experimentation is needed in education, especially in the maturational levels of physical and emotional traits. We should be ready to accept changes in the sequence and intensity of learning.

Mental health must become a primary concern. Group therapy will become a common factor for social and emotional growth.

We must work toward better and more appropriate training for counsellors. As educators, we have the responsibility—amid great sociological change—to look first to ourselves to develop the right attitudes and the right values. We must become liberated ourselves if we are to help in liberating the individual human beings of a cybernated age. □

Index 1964-65

ART

- Hallmark Art Scholarships 222
- Master of Arts in Art Education
(Sir George Williams University) 327

AUDIO AND VISUAL EDUCATION*

- Free Filmstrip Catalog 92
- New Catalog of Educational Films 172
- Winston Churchill Record Album
Available 172
- Directory of Free Films 172
- New Film Catalog 327

*See also subject fields

AWARDS AND SCHOLARSHIPS AVAILABLE*

- Mining and Metallurgy Scholarships 43
- G. A. Fergusson Memorial Award.... 98
- Financial Assistance for Graduate Study (U of Alberta) 133
- Scholarship Program Renewed (DuPont of Canada) 172
- Fellowships for Graduate Students (Ontario) 222
- Charlesworth Memorial Scholarship 380

*See also Art, English and Language Arts

AWARDS AND SCHOLARSHIPS WON

- Maxwell A Cameron Awards 39

BCTF Scholarships in Teacher

- Training 39
- Hallmark Art Scholarship 41
- Charlesworth Award Winner 83
- Teacher-Writers Win Awards
(W. J. Gage—Writing for Young Canada) 131
- Shell Merit Fellow 1965 324
- 1965 BCTF Scholarships Awarded .. 377

BCTF ACTIVITIES*

- Where Your Money Went (financial statement) 82
- The Code of Ethics 93
- Compliments for Newsletter (letters) 126
- Is a Fee Increase Justified?
Yes—R. M. Buzza 148
- No—E. G. Woolends 149
- A New Executive Structure (Call to Meeting and Notice of Extraordinary Resolutions) 152
- Candidates for Office 1965-66
Present Organization 195
- New Organization 198
- BCTF Convention Timetable 249
- Notice of Extraordinary Resolutions 256
- Fee Increase Opposed (letter) 261
- PSA's Do Good Work (letter) 261

- Classics Teachers to Hear Dr. Hardy (convention news) 269
- BCTF Non-credit Courses 276, 332
- The President Reports to the AGM—Isobel A. Cull 352
- Some AGM Actions 361

*See also subject fields

BCTF SERVICES

- New Staff Appointment—
J. S. Church 39
- More Book Reviewers Needed 91
- From Subscription Renewals (letters complimenting magazine) 213
- Miss Harrop Retires 220
- New Book Review Editor—
C. D. Nelson 220
- A Link with Horne (letter from teacher on exchange re magazine) 319
- Useful Teaching Aids Wanted (lesson aids) 329

BOOK REVIEWS

- 34, 89, 127, 167, 218, 264, 316, 373

CANADIAN TEACHERS' FEDERATION

- New President for CTF 41

CLASS SIZE

- Classes are too Large for Effective Education (editorial) 100

COMMUNITY COLLEGES	
The Two-Year College has a Unique Role to Play—W. H. W. Hardwick	20
COVER PICTURE DESCRIPTIONS	
3, 51, 99, 139, 181, 229, 277, 333	333
COVER STORIES	
Our New Cover Series (editorial)....	6
An Industrial Success Story	22
The Mining Industry	76
The Forest Industries	117
A Reader Objects to the Cover Series (letter)	125
Power in British Columbia	158
B.C. Has a Steel Industry	204
Shipping from Port of Vancouver....	246
Commercial Fishing in B.C.	294
CURRICULUM	
Half Our Future—L. H. Garstin (comment on the Newsom Report, U.K.)	18
This Workshop Showed the Way—Larry Thomas (summer conference)	24
A Terrible Mistake—W. R. Glen (separation of vocational education and academic studies)	61
An Educational Revolution (editorial re changes in organization) ..	232
DATA PROCESSING	
Machines Can Take the Drudgery out of Teaching—G. A. Graham..	237
Ottawa Leads the Way (reprint from <i>The Ottawa Citizen</i>)	238
DEPARTMENT OF EDUCATION	
Unwarranted Criticism (editorial) ..	5
Those Letters of Permission (editorial)	6
Changes in Department of Education	39
District Superintendents Appointed ..	39
Department of Education Replies to 1964 Resolutions	107
EDUCATIONAL TELEVISION	
Bearding the Cyclops—Larry Shorter	66, 110, 143, 188, 336
EDUCATION WEEK	
Canadian Education Week (news)....	221
ENGLISH AND LANGUAGE ARTS	
Living Paragraphs—M. S. Wark (teaching paragraphs in the elementary school)	16
Visual Aids for Teachers of English ..	91
Is This You? (marking errors in English)	159
Canadian Centennial Story-writing Contest	222
Play-writing Contest (centennial project)	325
Outlet for Student Writing	379
FINANCE OF EDUCATION	
Another Win for Bureaucracy?—D. J. S. Smith (Campbell River referendum not allowed)	53
Victoria <i>Daily Times</i> editorial (on Campbell River referendum)	101
And We Still Don't Have Federal Aid! (funds voted by U.S. Congress)	114
Education Costly?	226
FOREIGN, EXCHANGE AND DND TEACHING	
Teachers on Overseas Postings (news)	39
External Aid Teaching Assignments ..	43
Teacher Exchanges	43
Junior College of Assisi (teaching opportunities)	91
Opportunity to Lecture to British Schools (Commonwealth Institute program)	171
Canadian Education in Europe—H. M. Saunders	244
Teaching in Armed Service Schools Overseas	244
Applications Called for Overseas Postings (External Aid)	379
FOREIGN SCHOOL SYSTEMS	
A Look at Russian Education—N. V. Scarfe and C. E. Smith	72
Education in England (letter)	87
In Search of a Seat—Shirley Wong (education in Hong Kong)	341
GUIDANCE AND COUNSELLING	
A Closer Look at the World of Work—N. F. Kerr (NES program for counsellors)	94
Information for Counsellors (letter re statistics on employment of counsellors)	126
Counsellors Meet at Easter (convention news)	221
HIGHER EDUCATION AND ADULT EDUCATION*	
UBC Extension Department Fall Projects	43
Conference on Modern Linguistics and the Teacher (for teachers of English and languages)	133
Summer School in Britain	172
Why Linguistics? — M. H. Scargill (UVIC special program)..	273
OVTA Summer Seminar	379
Driver Education Course at UBC Summer Session	379
* See also subject fields	
HOME ECONOMICS	
Conference on Nutrition Education, 1965	270
Workshop for Teachers of Home Economics	325
IN MEMORIAM	
These Teachers Have Passed Away 83, 131, 170, 220, 267, 324, 378	
INTERMEDIATE EDUCATION	
These Things He Should Know—Frank Snowsell (what secondary teacher thinks elementary school pupil should know)	142
Interesting Program for Intermediate Teachers (convention news)..	221
How Do We Do It, Mr. Snowsell? (letter)	319
INTERNATIONAL ASSISTANCE	
Project Africa 1964 — W. R. Long ..	57
Project Africa Feature of Delegates' Dinner (convention news)	269
No More Islands—Norman Goble (international co-operation)	339
Canadian Books Go Overseas—L. C. Curtis	358
Pairing of Commonwealth Schools	379
LIBERAL ARTS	
The Highbrows Must Go—Frank Wilson (opinion)	214
Renaissance '65 — Burton Kurth (UVIC summer program)	273
Neither Highbrows nor Lowbrows —Jack Shadbolt (reply to Frank Wilson — opinion)	313
What is the Role of Art? (letter re Wilson opinion)	321
Art is a Matter of Perception (letter re Wilson opinion)	322
A Compliment for Mr. Wilson (letter)	322
LIBRARY	
Young Canada's Book Week	43
School Libraries—as They Should Be — David Holmes-Smith	115
Workshop for Librarians	171
Periodicals for an Elementary School (from CTF Research Division)	225
Librarians Plan Special Program. (convention news)	269
Periodicals for Elementary Schools (letter adding two titles to CTF list)	319
MATHEMATICS	
International Meeting of Mathematics Teachers	221
A Mathematician's Delight—J. F. Clark (NCTM meeting in Vancouver)	364
MISCELLANEOUS ARTICLES	
The Quest for Corporate Status—J. M. Paton	12, 54, 103
Thoughts to Ponder (quotations)....	15
A Student Writes Us (letter re a student's views on education)	31
The Specter of Thought Control (editorial)	52
Agreements on Subjects Should be Honored (letter re teaching assignments)	86
Autocratic Victoria—W. H. Ryder (an exchange teacher's impressions)	95
The Teacher's Gift (editorial reprinted from December 1962) ..	102
Parent-Teacher Associations — Do They Have a Future?—S. R. Laycock	112
Our School Terms Just Don't Make Sense—Elizabeth Baldry (opinion) ..	123
The Origin of Christmas Customs..	131
UNESCO Positions Available	132
A Unique Education Exposition—Thomas L. Wells (Canadian Education Showplace)	134
Coincidence? — Jean M. Norris	135
The Story of Christmas Gifts	136
Why Doesn't B.C. Have Sabbatical Leave? — Harry S. Hay	146
Call in the Research Psychiatrist—Charles Gregory (opinion)	163
Our Contributors Applauded (letter)	164
Education in the Next Decade—W. C. Lorimer	185
Cipher in the Snow—Jean E. Mizer ..	201
Tribute to Sir Winston Churchill—C. G. Archibald	202
The New Jerusalem as Experienced by our Miss Brown—A. J. McLuckie	224
How the Weather Affects You	226
The Critical Years — W. H. Worth ..	239
Should Cramming Sessions be Outlawed? — R. A. Piercy (guest editorial)	278
Discard the Egg Crate Philosophy (editorial)	335
Register Here—Bernice McDonough (humor)	345
Teachers Don't Think Clearly—Peter Schlosser-Moller (opinion)	365
A Special Letter to the Editor (teaching in Indian schools)	368
An Enlightened Approach Commended (letter)	371
Teachers Shouldn't 'Mooch' (letter)	371
Cram Classes Favored (letter)	372
Human Values in an Age of Technological Change—Ronald J. Samuda	581

MISCELLANEOUS NEWS ITEMS

Golden Anniversary of Schou School	44
Rutland School 50th Year	44
Teacher Uses Hypnosis	44
Teacher President of Hospitals Association (F. W. Laird)	170
Burnaby Teachers Honored (Miss K. E. Collins, L. J. Prior)	170
Teachers Elected (John Farr, Don Wilson)	170
Scholarship Trust Foundation	172
1965 Moyer Catalog Now Available	222
Ontario Department Uses Information Branch	243
Mural for Education Building Completed	267
Citizen of the Year (N. Fishwick)	267
Teacher Elected (E. Nicholson)	267
An Envious Record (A. P. Robertson)	324
North Vancouver Principal Goes to Chicago (K. F. Pedersen)	324
G. H. Fleming to be Honored	325
Special Honor to Quesnel Teacher	377
J. R. Mitchell Awarded Life Membership	377
New Fellows of Canadian College	377
Vancouver Teacher Goes to United Kingdom (J. J. Denholm)	378
Good Citizen of the Year (J. Chute)	378
In Memory of Stella Shopland (memorial fund)	378
Advice on Lighting for High School Theatre Groups	380
School and College Agenda	380
Copier as a Teaching Aid	380

MODERN LANGUAGES

Why Should Everyone Take French?—H. W. Kirkpatrick (opinion)	79
La Maison Francaise (UVIC summer program)	272
For Teachers of Foreign Languages	380

MUSIC

8th Annual Music Workshop	43
---------------------------------	----

PENSIONS FOR B.C. TEACHERS

How Your Pension Fund is Invested	208
---	-----

PHYSICAL EDUCATION AND HEALTH

National Health Week (21st annual)	221
The Pool System—a Successful Plan for Extracurricular Athletics—M. B. Slater	360

PROFESSIONALISM AND MEMBERSHIP

Idealism in Beginning Teachers Should not be Discouraged (letter)	30
Should the BCTF Include All Teachers	104
Let's Do More Visiting (editorial)	232
We Must Speak Up (letter re content of local assn. meetings)	261
New Perspectives and Leadership (letter reacting to ideas re school organization)	321
Teachers—the Directors of Learning? (letter)	321

QUOTES AND COMMENTS

122, 160, 206, 200, 312, 363

READING AND LITERATURE

Questions About Reading—L. Ruth Gordon	68
Reading Classics for Fun (Jr. Great Books program)	92

Reading Center in Burnaby	133
Success with i.t.a.—K. M. Aitchison	175
Reading Conference and Workshop	325
'We Like i.t.a.'—G. A. Turner	347
Do You Want i.t.a. Information?	348

RELIGIOUS EXERCISES

Support for Miss Johnson (letter re Bible reading)	30
Respect Minority Views (letter re Bible reading)	31
Bible Reading Should Stay (letter)	126
On Reading the Bible (letter)	213
On Saving School Time (letter of satirical comment on resolution to discontinue Bible reading)	320

RESEARCH

Reply to a Critic—Robert Cunningham (re thesis on latecomers to teaching)	47
OVTA Donation Appreciated (letter re donation to B.C. Educational Research Council)	263

RETIRED TEACHERS

We Shall Miss Them (list of teachers retired 1964)	38
Concerning the Shaughnessy Residential Club (letter)	86
Vancouver Teacher Retired (name missed from list)	131

SALARIES AND RELATED BENEFITS

Where are we Going with Personnel Policy Negotiations?—J. A. Spragge	46
How to Succeed in Salary Hassles without Really Trying (editorial)	140
A Lack of Responsibility (editorial)	140
A Denial of Democratic Rights (editorial)	183
An Attempt to Mislead Government (editorial)	183
Bargaining Benefits School Boards Too (editorial)	184
Did I Earn My Increase in Salary?—G. H. Sayce (opinion)	248
Summary of Salary Scales 1965	295
Salaries and Economic Conditions Related (letter)	371

SCIENCE

5th Annual Science Symposium	43
Nature Films Available	91
Summer Session Chemistry Course	171
Another Special Issue (editorial)	278
Albani Tries a Unique Experiment —W. B. Boldt (process approach to teaching elementary science)	279
Science Experts Meet in Manila	281
Scientific Inquiry in the Classroom —D. Craig Gillespie (new technique)	282
A Summer at Stanford—Thomas T. Dennett (description of summer as Shell Merit Fellow)	284
Elementary Science—the Lost Frontier—C. R. Moss	287
An Artsman Looks at Science—Alan Dawe (humor)	289
The Ghost of Aristotle—John F. Hall (necessity for experimentation)	291
Science Fiction—Grace E. Funk	292
Course Improvement Projects in Science	293
Teaching Science?—John Burdikin	329
Exhibition of Scientific Apparatus	380

SOCIAL STUDIES, HISTORY AND GEOGRAPHY

National Geographic's School Bulletin	44
---	----

Filmstrips on Mining	44
Making History Live—Gordon R. Batho (using original source materials)	63
New CBC-TV Documentary Series (Canada 98)	91
New Map of Canada	92
Invitational Research Seminar on Social Studies Instruction	133
Something New for Social Studies Teachers (convention news)	269
Geography Summer Session in Montreal	325
Occasional Papers in Geography	327
For Social Studies Teachers (series of reference materials available)	327
Pamphlets on Forest Industry Available	379

SPECIAL EDUCATION AND EXCEPTIONAL STUDENTS

The Exceptional Child in a Prescriptive Teaching Program—L. J. Peter	9
Florence S. Dunlop Memorial Fellowship Fund (for special education teachers)	94
Conference on Slow Learners	133
Teaching Disturbed Children—Verna Gillespie	141
The Child Who Does Not Learn—J. A. Findlay	193
Special Education Teachers Meet at Woodlands (convention news)	270
Seminar for Teachers of Occupational Classes	270
Workshop on Visual Perception Problems of Children	325

TEACHER EDUCATION AND CERTIFICATION

An Editor's Opinion (quotation re teacher education)	6
The Sponsor Teacher—Key to Professional Standards—Mollie E. Cottingham	7
Notre Dame University (editorial)	101
Support for Notre Dame (letter)	125
Limited Recognition for Notre Dame's Teacher Education Program	132
More on Notre Dame (letter)	213
Simon Fraser Intends to Train Teachers Differently—A. R. MacKinnon	349
Support for Notre Dame (letter)	372

TEAM TEACHING

Team Teaching Worked in our School—Wayne Reed	233
---	-----

TESTING AND MARKING

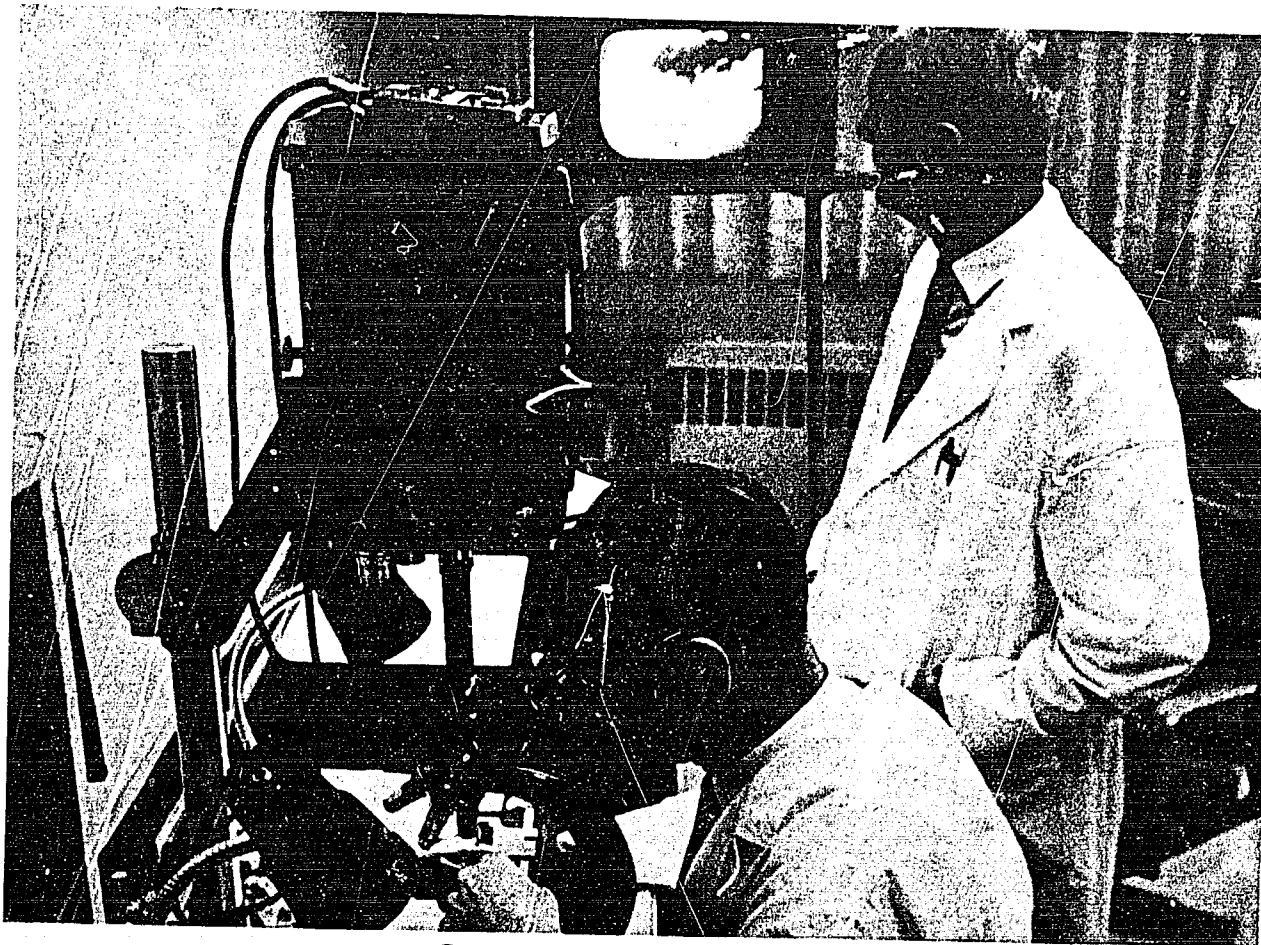
On the Value of Gang-Marking (letter)	31
New York Discards Group Intelligence Tests	133
On the Value of Grade-wide Testing (letter)	164

TRAVEL OPPORTUNITIES

Youth Hostelling in Canada—Boudi van Oldenborgh	130
Cruise to South Pacific (letter)	263

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

What is WCOTP?	174
No Ecstasies?—Agnes Fraser (impressions of 1964 WCOTP assembly in Paris)	190
And What are we Getting from WCOTP for our Money?—George MacIntosh	242



Spotlight on Health...

B.C. Tel closed circuit television helps doctors detect cancer in time

Time is one of the elements which works on the side of medical research in the detection and cure of cancer, the dread killer. Another element is identifying cancerous tissues correctly so that prompt action may be taken to combat the disease.

B.C. TEL's Closed Circuit Television equipment is playing an important part in the fight against cancer. Equipment installed in one of the Vancouver laboratories of the B.C. Cancer Institute transmits a picture from the powerful microscope of Chief Technician Denys R. Lock to a 23" television screen. Here the reproduction of the slide can be easily viewed by any number of consulting doctors

at one time.

During the final diagnosis by Dr. H. K. Fidler, director of pathology, or other staff doctors, the picture is shown simultaneously on a 23-inch TV set in the screening room to the thirteen technicians who make the initial examination of slides. They then conduct an educational discussion with the staff, over a parallel intercom system, pointing out the significant aspects of the specimen.

The marvels of closed circuit television are multiplying the skills of medical science, another example of how B.C. TEL is serving humanity, industry and the home in so many ways.

B.C. TEL 
BRITISH COLUMBIA TELEPHONE COMPANY

112D-5-PR

**WORLDWIDE TELEPHONE CONNECTIONS ■ INTERNATIONAL TWX AND TELETYPE SERVICE ■ RADIOTELEPHONES
CLOSED CIRCUIT TV ■ INTERCOM AND PAGING SYSTEMS ■ ELECTROWRITERS ■ DATAPHONES ■ ANSWERING
AND ALARM UNITS ■ OVER 300 OTHER COMMUNICATION AIDS FOR MODERN HOMES AND BUSINESS**

Miss Helen Grier, 1000-T
#4, 3018 Point Grey Road,
Vancouver 8, B. C.

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

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

ARE YOU A MEMBER OF THE CO-OP? IF NOT JOIN NOW

***and avail yourself of the following
services:***

- ★ **INVESTMENT OPPORTUNITIES**—By investing in Co-op Loan Certificates you can earn 6% interest. This is a sound liquid type of savings available only to Co-op members.
- ★ **LOANS**—To members for these purposes:
 - a) the purchase of land
 - b) the purchase of an existing home
 - c) the financing of house construction
 - d) consolidations
- ★ **CHARTER FLIGHTS**—The Co-operative sponsors charter flights to London, England. Flights leave early July, return latter part of August.
- ★ **INSURANCE**—The Co-operative offers a comprehensive fire and casualty insurance service to all teachers of the province. The plan offers savings through **DIVIDENDS**, broad coverage and fast, fair claims service.

AND

Automobile insurance which has **NO RATE-UP** for accidents. This service is provided by our representative, Douglas J. Hovan Agency, through the Northwestern Mutual Insurance Company.

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

The membership is a share of the capital stock of the association and carries with it all the democratic privileges inherent in a share.

Teachers and their immediate families are eligible for membership.