

Seek Cabinet Meeting on pensions

The BCTF is seeking a meeting with the provincial cabinet early in January to present the case for major changes in the Teachers' Pension Act.

This will be the first time in many years that the federation has made direct representation to the cabinet.

The approach to the cabinet was decided after a delegation met with Provincial Secretary W. D. Black December 20 to restate the teachers' case.

It was the second time this fall that such a meeting was held with the minister.

The BCTF delegation was made up of President Bob Buzza, second vice-president Ed Nelson and General Secretary Charlie Ovans. Also present at the meeting was Superannuation Commissioner W. H. Forrest.

Immediately following the meeting a letter was forwarded to Mr. Black requesting the cabinet hearing.

BCTF proposed changes are as follows:

1. That for retirement at age 65 the benefit rate be 2.0% of each year of service applied to the highest average salary over 50 teaching months, reduced by a Canada Pension Plan offset factor.

2. That for service prior to January 1, 1961 a rate of 1.6% plus annuity be introduced as an acceptable equivalent to the basic 2% formula.

3. That for cases of early retirement the pension be computed according to the 2% formula, and then reduced by 3% for each year by which the age at retirement is less than 65, with a maximum reduction in any case of 15%.

4. That a maximum value for countable annual salary be \$15,000.

5. That the foregoing benefit plan be provided at a cost to the teacher as at present, 4.5% of salary up to the YMPE and 6% of salary in excess of the YMPE, the balance of the cost being the responsibility of the employer. (YMPE is Years Maximum Pensionable Earnings for Canada Pension Plan purposes, currently \$5,000.)

6. That the method of integration with the Canada Pension Plan be that followed in the Federal Civil Service Superannuation Act.

Provincial responsibility

By BOB BUZZA

In Canada, education is a *provincial* responsibility.

This responsibility places an inescapable obligation upon the provincial government, an obligation it can not avoid. The way in which it meets its responsibility inevitably affects our children — those in whom we vest our hopes for the future, many of whom will spend fifty years or more in the 21st Century.

To act irresponsibly *now* affects those who follow.

Ignoring the major social problems that beset us, the knowledge explosion, the rapidity of change, and the crying need for equality of quality-educational opportunity and concentrating *only* on costs, there is overwhelming evidence that cut-backs on education do *not* save money.

J. J. Deutsch, past-Chairman of the Economic Council of Canada states that '... if we do what it is both wise and profitable to do, education will become the largest activity in our society.' (One out of three persons in the U.S. is already directly engaged in the educational system).

'The returns from education as measured by extra income to individuals are from 15 to 20% per year,' says the Council, 'and 10 to 15% to the economy as a whole.' (Again U.S. sources state that money invested in education yields a return at least one third — and perhaps as much as one and a half times — more than that invested in material goods).

A year's unemployment for a man in itself costs society more than 12 years of schooling costs!

The B.C. Teachers' Federation must never become an instrument of party politics. The fact that adherence to our primary objective, to foster and promote the cause of education, demands that we assess as accurately as we can the manner in which the government of the day meets its responsibilities to education in no way negates this statement.

If the assessment is damaging to government, so be it. Our duty then is to work with all concerned to improve the situation.

The task of the January meeting of the Representative Assembly will be to assess the present situation and initiate appropriate action based on its assessment.

BULLETIN

Grave concern over the provincial government limitations on school building construction was expressed by a BCTF delegation to Victoria Dec. 20.

President Bob Buzza, second vice-president Ed Nelson and General Secretary Charlie Ovans met with Education Minister Les Peterson to express teachers' opposition to the government moves.

A full report of the meeting will be given to the Representative Assembly on January 13.

WE WILL VOTE: YES ON REFINDA



Richmond teachers worked long and hard in support of the municipality's \$1.5 million schools referendum, however it went down to defeat at the Dec. 9 municipal election. Teachers manned a booth in Richmond Square shopping center to urge voters to support the referendum, and also conducted an

extensive advertising campaign calling for public support. Here Gerry Bouman, of Hugh Boyd secondary school, shows 'Crisis in the Classroom' brochure to grade 10 student Brenda Sorley.

—BCTF photo

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

JANUARY 1968

VANCOUVER, B.C.

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Architects to appear on Okanagan in-service TV Show

Vancouver architects Arthur Erickson and Geoff Massey will be the 'stars' of a special television program for Okanagan Valley teachers to be aired over station CHBC-TV, Kelowna, at 9:30 a.m. Feb. 17.

They will also appear, in person, at the annual spring conference of the OVTA on Friday, Feb. 23, at a reaction session to the television program.

The show will be something unique in television programming in B.C.; it is being produced by the BCTF's Ad Hoc Committee on In-Service Education by Television as an experiment to find out if television can be effectively used for in-service training.

The idea will be for teachers to tune into the show, which will be on the topic of school architecture and directly related to the conference theme of 'Schools of Tomorrow', and then question the architects on their presentation when they appear at the convention.

The telecast will be produced on videotape by Vancouver free-

lance broadcaster Bob Quintrell at the studios of the B.C. Institute of Technology in Vancouver.

The Ad Hoc Committee on In-Service Education by Television was formed last spring to look into the whole subject and prepare a report for the executive committee of the federation.

Committee members are: L. H. Guenther, chairman; Ruth Schell,

John Tamblyn, John Robinson, Joe Sadowski, R. R. Monty and Tremayne Farr. BCTF administrative staff members are J. A. Spragge, assistant director of professional development and John Arnett, press and information officer.

The committee hopes to undertake a number of pilot projects before coming up with its findings.

SPECIAL REPORT

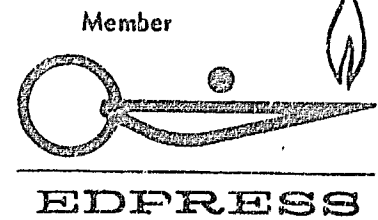
The BCTF Newsletter this month presents a special report on some of the 'lighthouse' libraries in elementary and secondary schools in B.C.

Articles in the special four-page center section were prepared by members of an ad hoc committee made up of BCTF curriculum directors and B.C. School Librarians' Association.



BRITISH COLUMBIA TEACHERS' FEDERATION
NEWSLETTER

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Buzza comments . . .

On teacher apathy

'Apathy can appear to be our greatest strength. It creates a void in which the activists can function freely. But it's a sick source of strength . . . and a short-lived one. For without deep-rooted membership support, no real progress will be made. Real change comes from change in individuals, change in their practices and attitudes, not from organizations.'

On student submissions to the BCTF Commission

'On our December tour of the Okanagan, Don MacKenzie, Chairman of our Commission on Education, asked Future Teacher Club members in Summerland and Vernon to write a short statement based on three questions. Heads bent and pens moved immediately . . . there was no hesitation whatsoever.

'The questions are not significant here. But sample statements:

- responsibility for learning should be on the student from the start of his formal education;
- opportunities should be provided to learn from other students; sometimes they are the best teachers;
- treating us as young adults helps us mature; we're not automatons to be drilled or people of a lower caste;
- we must learn to live with all kinds of people and to do this successfully we must try to know and understand why people act as they do;
- the ideal teacher does not interfere when he isn't needed; he'll admit to being wrong when he is;

(f) the ideal teacher has respect for students as fellow human beings; he treats each person as an individual and does not scoff at him;

(g) teachers should leave their problems at home and not let them influence their treatment of students;

(h) there should be more discussion opportunities because they help a person think by getting him involved;

(i) students' councils should have cabinet ministers as well as a president and this group should be faced by an elected opposition;

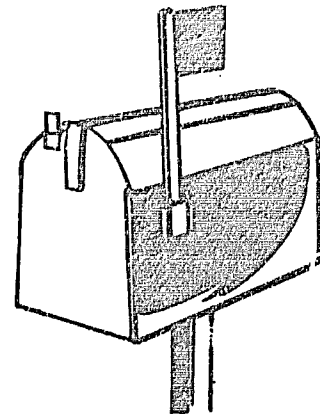
(j) the closer the teacher-student relationship, the better the learning situation.'

Nomination reminder

It's getting close to nomination deadline for executive members!

Statement 3A02 of the Policies and Procedures handbook states: 'Nominations may be made by 10 members in good standing by filing such nominations with the general secretary by Jan. 10.'

Mailbox



Dear Sir:

In reply to a letter by Mrs. Roy (Newsletter December issue) may I state that the reason why what they teach you at UBC is not always what you encounter at school, is that teaching is such a complex endeavor it would be impossible to have everything cut and dried to meet every contingency in hundreds of different schools with thousands of different situations.

Mrs. Roy also states (quote) 'If I, with one or two years experience do the same job as a teacher with ten years' experience, I should get the same wages. Either I'm qualified to do the job or I'm not. If I'm not, I shouldn't be hired . . . Do you have twenty years' experience or one year's experience repeated twenty times.'

I am a retired teacher and principal with fifty years' experience and I do hope, not fifty times one year, as I thought I had learned a great deal in those years and had improved as a teacher and principal.

The fact that Mrs. Roy can make statements such as the above (and my apologies if I hurt your feelings) shows that she is greatly lacking in experience and is very naive scholastically.

She must also be a newcomer as these old clichés have been thrashed out for the last forty years in this province. However, for the benefit of other newcomers in our midst may I attempt to give my version of the above.

(1) If every teacher who is hired is perfect, teaching could hardly attempt to call itself a profession. A doctor has to spend long years of gaining experience, despite long years of college training. In fact all professions require much experience. Teaching is not like a journeyman's job who deals with inanimate objects that do not have feelings or neuroses and even in these jobs the experienced expert may perhaps not get more pay, but he gets more jobs.

(2) Who is going to decide whether a teacher is qualified to do the job or not? Would Mrs. Roy like to be a committee of one to pass on all new applicants?

This idea has been found to be completely impractical. Many teachers who start off badly by effort and experience, become good teachers and some who start off with a flourish of trumpets, in a few years become very mediocre.

(3) If a good teacher is not going to be compensated for years of faithful work then she has little to look forward to.

(4) If the top pay were given to every teacher upon entering the profession (?) the level of salaries would have to come away down. This is an economic world and not Utopia.

(5) The question is, CAN TEACHERS LEARN BY EXPERIENCE? From my fifty years I say ABSOLUTELY YES, and if they do not they are the ones that should be fired. In my experience here are some of the items that can ONLY be learned properly by experience:

- How to present a lesson in its best form.
- How to get on with one's fellow teachers.
- How to approach parents and obtain their cooperation.

A retired teacher.

BCTF's 'Flexibility' praised by newspaper

Victoria Times

It is gratifying to note the flexibility the British Columbia Teachers' Federation has introduced into its efforts to reduce the size of classes in the province.

In place of the adamant stand indicated last year—by which the federation would take strict action against any school where the number of students per classroom ran above 39—the teachers' organization has adopted a common sense attitude. This matches the spirit of school boards which have also been striving for smaller groups.

There are a few exceptions to the over-39 standard laid down by the federation. Those which have been brought to the teaching organization's attention have been inspected and found to be not injurious to the students.

The BCTF has in no way abandoned its campaign for smaller classes, but recognizes particular temporary circumstances in some schools. By that recognition the federation is able to give meaning to its promise of co-operation. The result should be a situation in which the teachers and school authorities come even closer in their joint responsibility to the schools and to their students.

A SPECIAL REPORT

What will school be like at the turn of the century? Will there even be schools by the year 2,000 A.D.? Difficult and dangerous as crystal ball gazing is, there most certainly will still be schools, but equally possible is the fact that libraries or material resources centers will replace the traditional classrooms as the major centers of learning.

Students from kindergarten to graduates from university will study at an independent and individual pace. They will have available an increasingly varied and exciting multitude of instructional materials.

They will work both independently and in groups. In small seminar sessions they will discuss current issues, in large lecture sessions they will listen to leading authorities.

Teams of teachers — some of whom will be authorities in learning problems, others of whom will be experienced and highly qualified in assembling and distributing the varied and sophisticated learning materials — will cooperate in creating stimulating learning environments essential for the students who will live most of their lives in the twenty-first century.

These are among findings which an ad hoc committee of BCTF Curriculum Directors and of members from the B.C. School Librarians' Association have identified.

Meeting under the Chairmanship of E. T. Tribe, the Chairman of the Curriculum Directors, and the principal of a Coquitlam elementary school, the committee has already produced four reports.

These reports — one addressed to classroom teachers and librarians, another to principals, a third to district superintendents, and the fourth to the Department of Education — all emphasize that the school librarian must occupy a key role in providing a quality education to the province's children.

By John Church

Quality education now demands an increasingly rich array of materials if children are to be adequately helped to live in an increasingly complex world.

The librarian occupies a central position to assist both teachers and pupils. No longer can a quality education be equated with the contents of a few basic textbooks embellished by the traditional lecture presentation of the teacher.

Actually this ad hoc committee was established by the Curriculum Committee as a result of Resolution No. 7 to the 1967 AGM. The resolution submitted by the B.C. School Librarians' Association requested the appointment of a Provincial co-ordinator or Supervisor of School Libraries.

The committee appointed to suggest specific means of self-help as preferable alternatives to a Departmental Co-ordinator is now turning its attention to study present practices and procedures in a number of school libraries throughout the province.

This Supplement is devoted to an exploration — both by picture and by written description — of certain 'lighthouse' school libraries. These are libraries which are beginning to approximate the minimum Standards of Library Service for Canadian Schools approved by the Canadian Librarians' Association.

'There must be changes in other schools too,' stated Chairman Tribe. 'The other day, for example, I read that "the knowledge explosion, technological developments in communications, innovations in curriculum organization, and new emphasis in special instructional practices, all provide adequate reasons for shifting the major portion of the educational effort away from the self-contained classroom, basic textbook focus toward the central library of learning resources." I sincerely believe this,' added Tribe.

Miss M. G. Rice, Victoria, president, B.C. School Librarians' Association, and also a member of the committee, agrees wholeheartedly with the Chairman. She comments that 'librarians, working in new learning facilities, will have to learn to free themselves from numerous routine tasks. These should be performed by librarian aides. Librarians must now expend more effort on teaching related functions, such as book sharing and story telling, instructing pupils in reference skills, and consulting with other teachers, pupils, and curriculum committees.' Miss Rice added, 'We have to learn how to help pupils to become resourceful and life-long learners. This is the basic key to survival in the present knowledge explosion.'

'Yes,' added Tribe, 'the librarian and the library or the resources learning center with its increasingly complex offerings of printed materials and other learning aids — films, film strips, and before long, let's hope, computers and computer assisted instruction — provide the foundation on which the new school must be built.'

We believe that today very few of the schools are aware of the tremendous changes which must occur. We believe we

(Continued on Page 4)



'Phenomenal' use of library at Campbell River Secondary

By MARY COGGIN

Campbell River Senior Secondary School has attracted public attention within recent months because of its generally progressive program.

Following this progressive policy, the school's library program is receiving a lot of praiseworthy attention, consideration and promise from the librarian, the principal and the school board.

At the time of my visit to the school on Thursday, Sept. 28, I found that the school library services — even by Canadian School Library Association standards — were adequate or better.

The reading room can accommodate 85 students. There is a connecting room which is being used as a reference room. This area seats another 20 students.

In addition, in line with Principal John Young's progressive policy, numerous carrels for independent study are distributed throughout the school. The reader space provided by these facilities is more than adequate by CSLA standards.

The reading room is not only well-equipped in terms of materials, but also attractively designed and arranged with respect to display areas and bulletin boards. Easy access is provided from outside as well as from the school corridor.

Because the process of book selection has been a joint project among the principal, the librarian and the staff, the books were well-chosen to meet the requirements of the curriculum and the general school program.

The 6700 books (14 per student) compares quite favorably with the British Columbia average at this time; and the annual expenditure of from \$3500 for 470 students exceeds the CSLA minimum and comes very near the maximum of \$8 per student. In addition there is a professional book collection which receives additions as the need arises.

The librarian subscribes to 100 periodicals in comparison to the minimum of 75 recommended by the CSLA.

Because the supply of pictures, pamphlets, maps, filmstrips, recordings and tapes outstrips the storage facilities in the library area itself, these materials are stored throughout the school wherever space is available. There is a great amount and variety of equipment to use with this material. These materials and equipment are provided from a separate budget.

Apart from the outstanding development of the essential areas in library facilities, what is more important and impressive is the very effective use made by the students of these facilities. With the extensive use of carrels and the freedom of movement among the students, independent study is widely practiced and the use of the library is phenomenal.

In keeping with this informal atmosphere, the school librarian is very pleasant and helpful. In addition, because she has a flexible policy, this unconventional program functions smoothly.

NEW IN THE SCHOOLS

Chase's modular timetable works well

(Editor's note: The following article is reprinted from the Kamloops Daily Sentinel.)

The teaching methods at the Chase Secondary School are not radically different to any other school—but the timetable system is the only one of its kind in the province.

The school, in District 24, is functioning daily on 27 modules, of 15 minutes. Any number of modules can be put together to make up the length of a class. Some classes consist of two modules, some three, and some as many as six.

The modular system has proven itself an unprecedented success, and it all stemmed at the beginning of the 1966 term from a Spokane film entitled 'No Bells Ring.'

Gone is the customary noon-hour break, the shrieking bell after each period, the hardfisted discipline. In its wake is greater school spirit, higher marks, and closer liaison between students and teachers.

Classes commence at 8:45 a.m. and continue steadily throughout the day until school is adjourned at 3:30 p.m. The only time a bell is heard during this time are precisely at the beginning and end of the regular school day.

STUDENTS' CHOICE

Students attend classes as they appear on their individual time-

tables. And whenever they get a break in their schedule, they take time out for lunch. If they get more than one break during the day, they go to the library or to the playground or home. What they choose to do is their own prerogative.

The modular system proved so successful last year, the school brought it back again this term and, according to principal Tom Campbell, it's likely to stay for many years to come.

'The system is good for both students and teachers alike,' Campbell says. 'It gives the student more freedom and more responsibility. And it makes the teacher more conscious of the time and how to better utilize that time.'

Before the system was put into practice, it was felt that excess noise created by travelling students might create one of the greatest problems.

... like constant ringing of bells, we thought students moving about might disturb others who were still in class,' said Campbell.

MINOR PROBLEM

The noise factor — ultimately proved to be a minor problem, although the principal said students lobbying in corridors this year has created a little more noise than the first year.

Last year students who were

free attending a particular class congregated in a 'common room.' This year they spend much of their free time in corridors because overcrowded conditions in the school has forced class instruction into the common room.

The idea behind the innovation was not simply a case of a change being as good as a rest. 'Although it changed the timetable structure, it also developed a better philosophy toward the students,' according to Campbell.

'We are giving the student more freedom, but freedom only comes with responsibility. If the students show they can handle this freedom with responsibility, then we are willing to go even further.'

The students so far have shown they want the freedom but, more important, they have shown they will resist anything which might endanger it.

SELF DISCIPLINE

Last year a group of students was seen wandering about in the hall. It was later learned the group had been kicked out of class by their fellow students because they had been making too much noise.

A liaison committee consisting of four students and four teachers was recently formed as a measure to break down the barrier that commonly exists between the two. The teachers thought up the idea, but they also thought

that students may have been reluctant to serve on the committee.

'We asked for volunteers and were overwhelmed at the number of students who applied to serve on the committee. They were concerned that some students were endangering their freedom, and they were anxious to do something about it,' explained Campbell.

The principal said the school's 221 students and 15 teachers like the system and are anxious to keep it. Not only has it created a whole new atmosphere, but it has provided a new incentive for the students.

'We have a select group of advanced students whom we feel we

WCOTP says 'thank you'

Local associations that collected money to help defray travel and accommodation costs of delegates attending WCOTP in Vancouver got a personal thank-you note from Dr. William G. Carr, secretary-general of the organization.

In a letter to the presidents of the locals, Carr wrote: 'I should like to pay a special tribute to you and your colleagues for the additional funds that you so kindly provided to assist delegates from all parts of the world to attend,

may be holding back. Therefore we have placed the onus on them as to whether or not they attend regular classes. It's up to them,' Campbell said.

Secondary school officials from Quesnel last year visited Chase and saw the modular system in operation. This year the Cariboo school is conducting classes on a similar timetable basis.

Exchange students from other parts of the province also visited Chase last year. Each left the school with a good impression of what they saw.

Campbell said the modular system could work in any school, but it is most effective used in smaller schools.

despite the economic difficulties with which they are faced in many cases.

'All those who benefited from this assistance are deeply appreciative of this practical expression of your interest in the well-being of the profession in other lands, and your belief in the significance of international co-operation in education.'

Local associations collected a total of \$12,171.83 for the travel fund.



The newest look in school libraries. Eagle Harbor elementary school in West Vancouver is an "open area" school where the atmosphere is

one of eager and spontaneous learning, with the library as the hub around which the action moves.



Just like the corner drugstore, pocketbooks are displayed in racks at Prince of Wales Secondary School library. Racks allow pocketbooks to be easily identified and are also excellent for browsers.

(Continued from Page 3)

have identified in the following pages a few of the schools which are beginning to make the required adjustments, Tribe concluded.

Formed only in July 1967, the committee has moved from focus on Resolution No. 7 to the preparation and distribution of the four special reports and now turns to a study of present school libraries.

These 'lighthouse' libraries, the Committee hopes, may provide a beacon to schools as they grapple with the mammoth problem of re-treading or of transforming present schools from inefficient information-dispensing factories to exciting meeting places where pupils become stimulated, acquire an understanding of basic ideas and learn how they can go on learning throughout their lives.

In addition to Tribe and Miss Rice, other members of the hard-working and enthusiastic committee are T. M. Chalmers, Burnaby; A. S. Colton, Vancouver; Mrs. Mary Coggin, Surrey; R. W. Brown, North Vancouver; and A. Fraser, Coquitlam. The first two are Curriculum Directors, the latter three are all officers of the B.C. School Librarians' Association.

LIGHTHOUSE LIBRARIES

"Lighthouse Libraries"

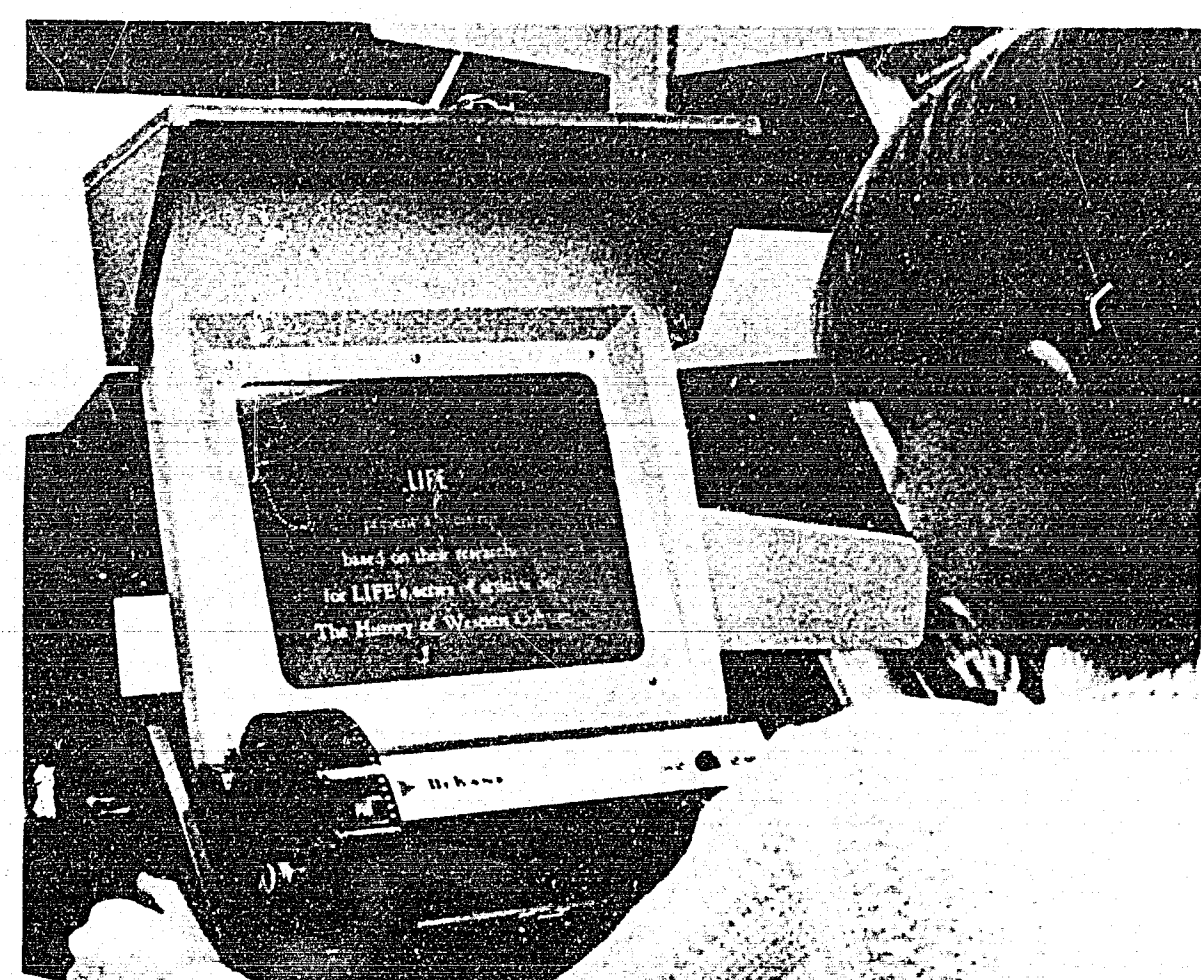
school libraries that are showing the way to others in the province are pictured on this page. The schools were selected, and written about by members of the ad hoc committee on libraries.

The committee members realize that many schools the province have outstanding libraries and selection a few at the exclusion of others is always a risky business.

However it is hoped that pictures and descriptions some of the more exceptional school libraries will create enough interest to result follow-up enquiries from schools that are in the process of planning new or expanded library facilities.

If your school has some unusual new features about library, members of the hoc committee would like hear from you.

Enquiries can be directed to the federation office.



The film strip is becoming as much a part of the school library in many schools as the books, as demonstrated at Centennial Secondary in Coquitlam. Library at Centennial has a 'young adult' atmosphere with emphasis on pursuit of knowledge through individual initiative.



Every youngster loves a story and this is evident from the interest these children are showing during

story time in the library at Prince Charles Elementary School, Surrey.

Prince Charles, Surrey

PTA interest helped library development

By MARY COGGIN

The library is almost as popular as the playground at Prince Charles Elementary school in Surrey.

It's a hive of activity throughout the school day as students are encouraged to visit the library at any time.

In fact a monitorial system made up of 45 grade four to seven students is so popular that students must write letters of application for the positions!

Prince Charles' School library has a reading room 24 feet by 120 feet — the size of three classrooms. It also has a librarian's office, workroom, storage area and individual listening, viewing and studying is provided for in the display areas.

The library has a book collection of 7,000 periodicals for the use of both students and teachers plus pictures, pamphlets, maps, filmstrips, recordings, tapes and transparencies.

Annual expenditure on the library is \$2600, plus donations from the PTA.

It must be pointed out that Prince Charles has been fortunate in having a PTA that has taken an active interest in the library. The PTA has contributed money for the purchase of books and, in the earlier stages of development, provided clerical help when it was needed. Individual parents have also donated dolls, puppets and other display material.

The library is staffed by one full-time librarian, who has secretarial help and the student monitors.

Regular weekly class visits, 40 minutes long, start for the intermediate grades early in September. Grades one, two and three make weekly visits of 30 minutes.

Extra visits for research, reading and use of other resource materials are encouraged throughout the year, whether by whole classes, smaller groups or individuals. The library has accommodation for about 85 students at one time.

Teachers make constant use of

the teaching and learning aides available through the library, largely as a result of an intramural, in-service program encouraged by the present principal P. E. Preston and past principal J. J. Niedzielski.

Whether scheduled or not, all visiting classes are accompanied by their teachers, who assist the librarian to provide instruction and guidance.

As can be seen, this modern school library has supplemented the 'frugal chariots' of Emily Dickinson's time with numerous other media; but the effectiveness of these instruments is dependent

upon their competent and imaginative application to the school program.

The services of the library of Prince Charles Elementary School have been enhanced by an understanding and co-operative administration, a dedicated and imaginative librarian, and an interested and sympathetic staff. These people have all contributed their share of support to a library program which has brought about effective co-ordination of library services with curricular and instructional requirements and the needs and interests of the community.

Standards set for school libraries

The Canadian School Library Association has recommended a set of standards of library service for Canadian schools. The standards vary all the way from area to budget requirements and ratio of librarians to students.

The association recommends that reading, research, research and individual study areas for students be adaptable to provide a variety of activities.

The reading area for individuals and groups should be able to accommodate up to thirty percent of the student body of the school.

Fifty percent of the reading area should be made up of individual carrels, 20 percent small group reading areas and 30 percent traditional tables and chairs.

The association recommends that more than 100 students be

accommodated in one room. It says there should be one librarian for the first 300 students and one librarian for each additional 500 students or major fraction thereof.

Discussing budget requirements the association states that for fewer than 150 students the budget should be \$5,000. This would permit a basic collection of 1,000 books and other materials.

A budget of \$15,000 to \$20,000 is recommended for schools with 150 to 500 students. This would permit a collection of 5,000 titles and other materials.

For schools of more than 500 students a budget of \$20,000 annually is recommended.

Recommended expenditures are \$5 to \$8 per student for books and \$2 to \$4 per student for audio-visual materials.

PRINCE OF WALES

Imaginative use of existing space

By ROBERT W. BROWN

The library at Prince of Wales Secondary School provides an excellent example of what can be accomplished by imaginative use of existing space to provide for expansion of library facilities.

By incorporating into the library a corridor, two counsellors' offices and a drama property room, areas have been provided for an instructional center, a seminar room, areas for independent study, areas for browsing and relaxed reading.

With the inclusion of stacks, free standing shelving, carrels, trapezoidal tables and a fully carpeted floor, the image of the library has changed.

The library at Prince of Wales, under the enthusiastic leadership of Miss June Curley and fully supported by the principal, W. L. Bazeley, is based on the philosophy of co-operation, creativity and flexibility.

The instructional center is used by classes for library assignments with their teacher and the librarian co-operating in setting up materials for this in advance.

Individual students pursuing independent research use the library study carrels and/or the seminar room for their work.

The library gives continuous service to the students from 8 in the morning until 4:30 in the afternoon and is staffed by Miss Curley, who is a full-time librarian,

together with a part-time assistant who is a member of the teaching staff of the school.

Miss Curley has also made effective use of student assistants who help in the routine details of library administration as well as preparing creative displays.

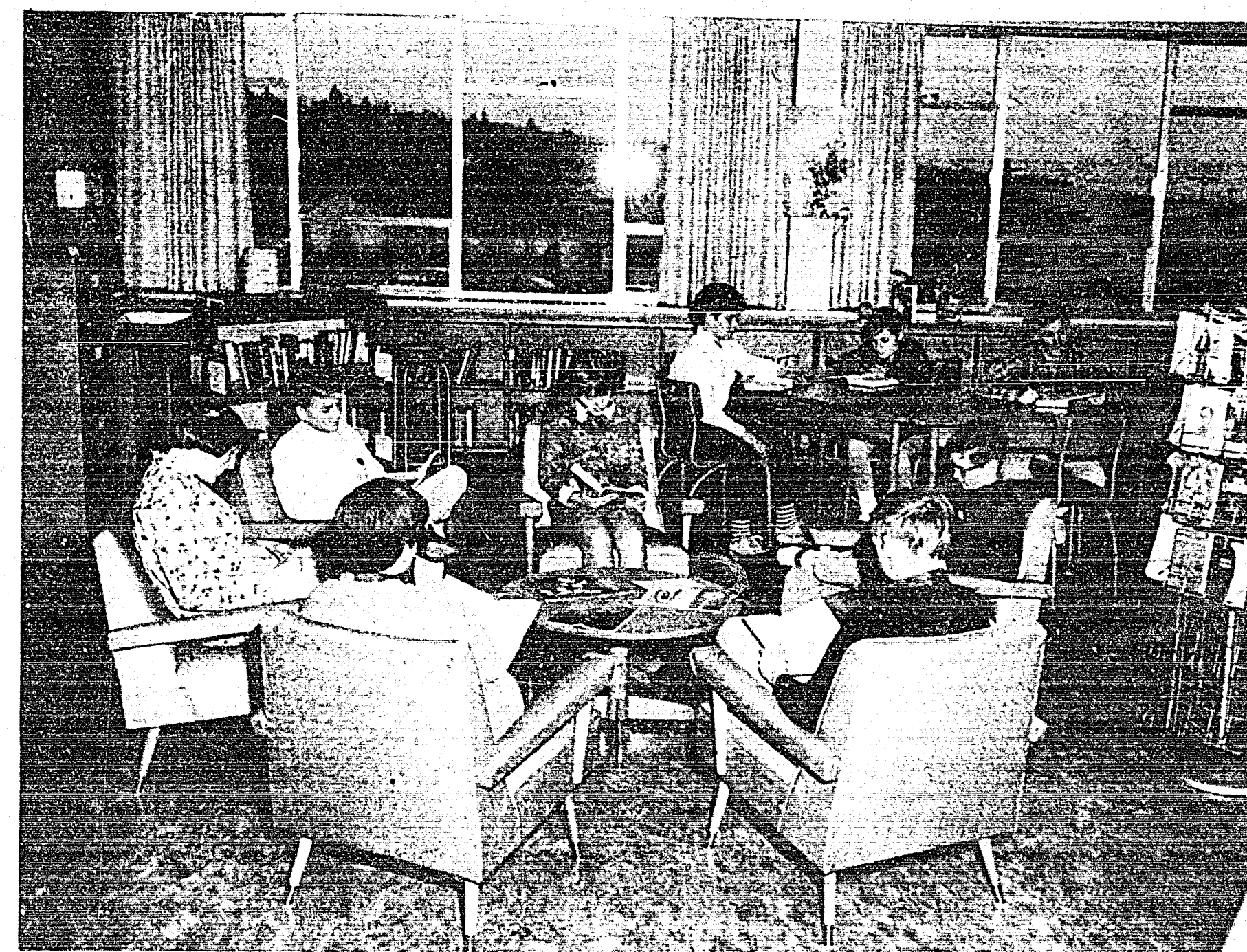
Noon-hour is a particularly busy time at Prince of Wales. The students descend on the library and most of the 116 seats are occupied. Students must vie for positions in the upholstered chairs around the coffee table. With a total population of nearly 1100 students, the library can seat 10 percent of the enrolment. The total area of the library suite is over 4,000 square feet!



Miss Margaret H. Rice, president of the B.C. School Librarians' Association and a member of the ad hoc committee on libraries.



Elementary students use film strips at Prince Charles Elementary in Surrey. In addition to film strips the library has tape recordings, transparencies, pamphlets and, of course books — 7,000 to be exact.



Library at Vancouver's Prince of Wales Secondary school has been praised for the imaginative use of

existing space. Students here relax in homelike atmosphere of easy chairs.

10,000 square feet of carpeted library

Prince George Secondary has many innovations

By JOHN S. CHURCH

Can you imagine 10,000 square feet of library?

Can you picture 3,000 square feet of mezzanine and 7,000 square feet on the main floor, and an elevator as well as two sets of stairs connecting the two floors?

Can you visualize three conference rooms — the largest 30 feet by 14 feet, a librarian's office, a work room and a large audio-visual room all within the complex?

Come, then, in January 1968, to the new Prince George Senior Secondary School, and visit the library. 'It is to be the heart of the school — with carpeting on all those 10,000 square feet,' comments principal G. H. Bevan.

He adds enthusiastically, 'It will be one completely flexible unit. Nothing will be bolted down. All together we will spend \$30,000 for furniture.'

Metal stacks

Metal stacks will be used. There will be seating for 220 students including a number of easy chairs, sofas and tables. Included in this total seating capacity will be 96 carrels. (Present enrolment of the school is 1,100, though the new building is being erected to accommodate, in the near future, 1,800 students.)

Windows on the 130-foot east side, extending from floor to ceiling, overlook an inner court yard and thus, make the room appear even larger. The dome-shaped ceiling also adds to the sense of bigness. Each of the interior conference rooms on the mezzanine floor appears to be brighter because of a centrally-placed sky window.

Bevan, by way of emphasizing the focus of the library in the school, points out that a 28-foot by 12-foot audio-visual storage room adjoins the library. In addition, the 'work area' of the Humanities Department — a 35-foot square room — large enough for 18 individual working tables and a conference area is adjacent to the library. Each of the other departments will have its own working area rooms.

Bevan points with pride to his head librarian, Mrs. Carol Gordon, to whom he gives full credit for planning this new and highly imaginative complex. Mrs. Gordon, who is in her third year of teaching at Prince George Senior Secondary School, is presently laboring under genuine difficulties, but nonetheless she obviously enjoys her work.

18,000-book target

The present library — 2,000 square feet — is bulging with over 9,000 books. There were 2,500 added last year. Film strips and records are slowly being added, but books must receive top priority. 'We want 12,000 books by 1969, and 18,000 by the time the enrolment reaches 1,800,' Mrs. Gordon points out. 'However, now that we have a micro film reader, we will be purchasing microfilms, particularly on Canadian history.'

Books are now purchased to the limit of a library grant of \$4.50 per pupil per year, plus a special Library Development Fund of \$7,000 per year allocated for the next four years. (The District in 1935 set aside a total of \$200,000 to be used during a four-

year period for the purchase of library books in all schools.)

At present, Mrs. Gordon can crowd only 48 pupils into the library. The library opens each school day at 8:00 a.m. and remains open four nights a week to 9:00 p.m. Lounge furniture even in the present crowded library is popular. Each month of 1967 the circulation has been at least double that of the corresponding month of 1966. Mrs. Gordon believes that paperbacks are a major reason for the increase. She glows, 'I love paperbacks. They start so many boys and girls reading, and in addition, as they are cheaper than hard covers, we can buy so many more books.'

Lots of help

This year, for the first time, Mrs. Gordon has a full-time librarian, Miss M. Kneehouse, to assist her. In addition, the two librarians have the services from 8:30 a.m. to 5:00 p.m. daily, of a secretary-librarian.

Apart from one hour each day for textbook distribution duties, the secretary-librarian is able to provide clerical assistance. Boys and girls in the school also assist Mrs. Gordon and Miss Kneehouse with the thousand and one tasks which require attention.

(Recently the District has agreed to provide twelve hours per week of secretarial assistance to each full-time elementary school librarian and six hours per week to each half-time elementary school librarian.)

At the senior secondary school, students and teachers benefit directly from the added services now available from two librarians and a secretary-librarian. In September, for the first time, all students spent three orientation per-



E. H. Tribe, chairman of the ad hoc committee on libraries. Mr. Tribe is also chairman of the BCTF curriculum director.

At Centennial, Coquitlam

Library open 13 hours a day

By ALAN W. FRASER

The interrelationship between library and educational trends is very much apparent at Centennial Secondary School, Coquitlam.

Open just 12 months, Centennial has developed plans for a completely new library to be built with money voted in a recent referendum. The present library, although the largest in the district is too small. It is to be expanded to 2½ times its present size of 4,000 square feet. The new library will be built in the courtyard of the school in order to be closer to the teaching areas.

The need for expansion, results directly from the philosophy of the teaching staff and the organization of the principal, Cameron McKenzie.

The general educational environment encouraged at Centennial attempts to provide a young adult atmosphere with emphasis placed on the pursuit of knowledge through individual initiative.

Students are being given increasing responsibility for their own work habits. For example, no student is scheduled to a study hall. He is free to spend his time in the library, in the cafeteria — drinking coffee, or chatting — or working in any other area open to him.

Increasingly too, students are being given the opportunity to

work in a broader context and are not necessarily tied to a classroom situation every hour of the day.

As the school began to revise the manner in which students spent their time and started to look beyond the traditional 'cells and bells' arrangement, it became apparent that the existing library would not be adequate although some features of present quarters did reflect the new needs.

About 60 percent of the seating consists of study carrels. Some casual furniture is provided; the room is well decorated and carpeted throughout. The great weakness of the one-room library is the difficulty of meeting the multiple nature of the students' needs — browsing, group work, research, and individual study and reading.

'In the light of the recent emphasis on individualization of instruction, independent study and research a comprehensive library materials center is essential to achieve our aims,' says Mr. McKenzie.

At Centennial, an integrated day school and night school program offers a variety of courses at convenient times throughout an extended day. Classes are conducted from 7:45 a.m. to 10:00 p.m.

To fit in with this continuous use concept the library operates on a completely 'open' or non-scheduled basis.

iods under laboratory-like conditions in the library. In June, Mrs. Gordon plans to administer an IBM test to determine the extent to which the students have been able to make more effective use of the library.

Because the secretary-librarian is able to begin the compilation of bibliographies, Mrs. Gordon and Miss Kneehouse are now preparing, on the average, four annotated bibliographies per month. These unit bibliographies relate directly to the students' studies and may contain as many as 50 items — books, periodical articles, etc. Mrs. Gordon beams when she says how much busy classroom teachers appreciate this service. She beams again when she says that the public library now acknowledges that the best research library in Prince George is the school library. 'Now, if we can get an audio-visual expert on the staff of the new school, we will be able to provide a broader service to students and teachers,' adds Mrs. Gordon confidently.

Eagle Harbor -- an exciting development

By AL COLTON

Planned as an open area school, Eagle Harbor Primary School incorporates three classes of first, second and third year primary with the library resource in the center. The kindergarten is self-contained.

This school puts into practice the continuous progress plan. Each pupil as an individual learns at his own rate in his own way regardless of age or length of time in school.

The library, which is circular, is raised slightly above the main floor level and its sections are movable. Spotlights are incorporated into the lowered central roof over the library.

This area is often used for small and large group instruction, with small groups in the center, or large groups around the outside; otherwise, children move in and out freely.

They are encouraged to use filmstrips and viewers. Some read from filmstrips rather than books. Their general reading level is high and many use the card catalog on their own. They are fascinated with and make ready use of such reference sets as World Book and Book of Knowledge.

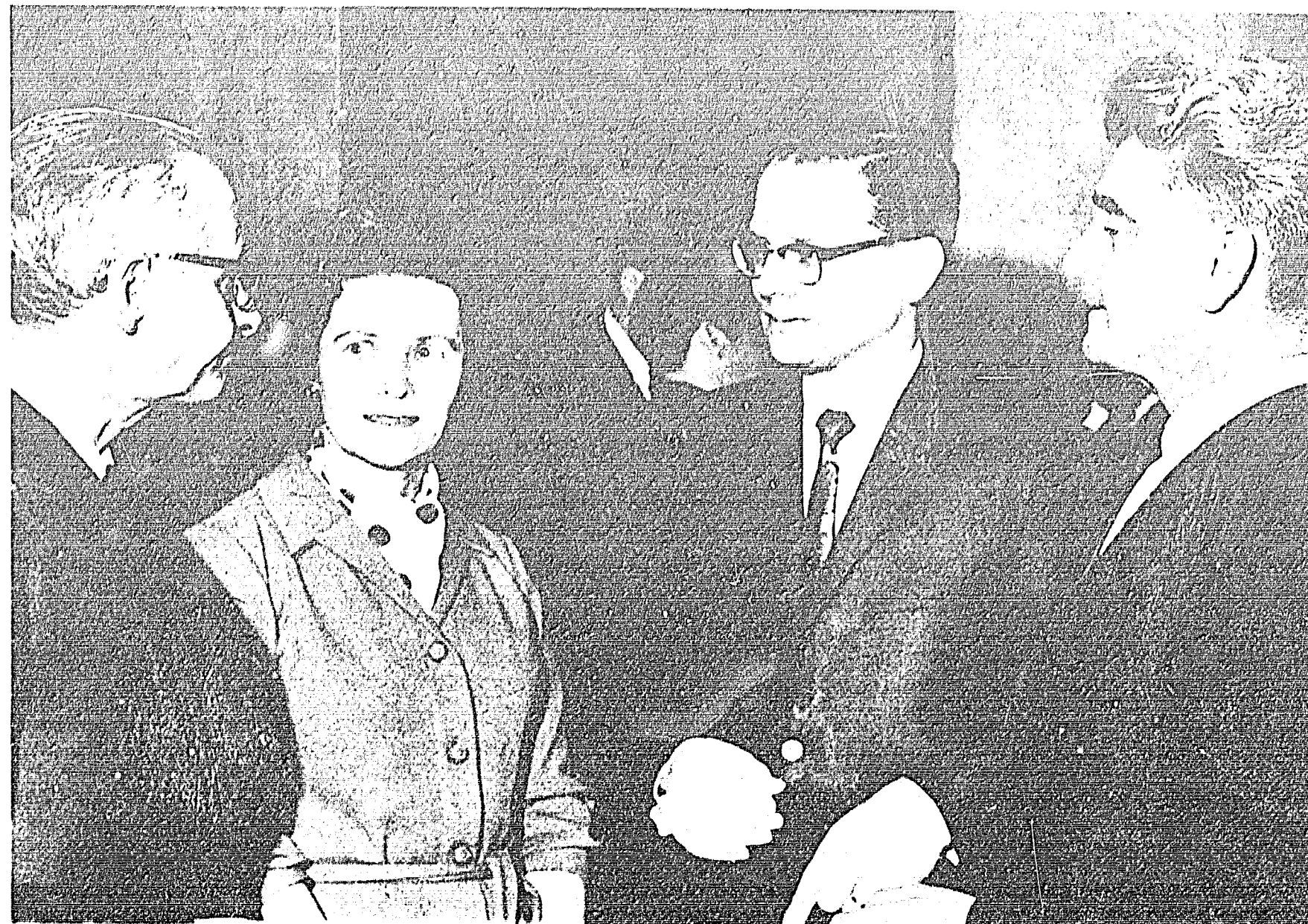
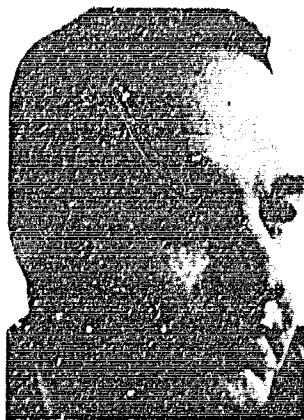
There are no teachers' desks. Teachers use students' tables. Two tiled or 'wet' areas are provided for painting, science and other workshop projects.

Teachers explore incidental instruction to the fullest. The principal, Miss Jan Summerton, reports that the children begin to understand their own behavior problems which promotes self discipline. They become sensitive to the need for cooperation with each other.

They actively help plan their curriculum. Teachers and pupils make evaluations through individual conferences, group evaluation sessions, teacher-made tests and standardized tests. Anecdotal reports are mailed to parents four times a school year.

Parents and teachers confer at their discretion. The atmosphere of the school is one of eager and spontaneous learning, with the library resource as the hub around which the action moves.

It was exciting to be there.



President Bob Buzza and members of the federation's administrative staff played host to members of the faculty of education at UBC at BCTF headquarters early in December. Faculty members were taken on a tour of the building and addressed

briefly by Buzza. Shown chatting at the reception with President Buzza are, left to right: Professor Wilf Auld, Mrs. B. M. Butchart and Dr. W. J. Hartrick.

—BCTF photo

Hawaii calls English teachers

British Columbia schools are as up to date as any in North America in methods of teaching English.

This was one of the main impressions that BCTF 2nd Vice-President, Ed Nelson, of Burnaby, brought back from a conference of the National Council of Teachers of English held in Hawaii in late November.

'I got the same impression that I usually get when I go to these conferences, and that is that we

here in B.C., and I suppose in all of Canada, are as advanced, if not more advanced, in the field of English than the Americans.'

'They are talking about many of the same things that we are,' he said, 'and, I believe in some areas, we are talking about things that they haven't started to talk about yet,' he said.

However, he added that the one area where B.C. lags is in the area of class size.

'In terms of class size and teaching load, we are far behind most American states,' he said.

'I found people who were shocked at the prospect of teaching 35 children in a classroom. I also found there are far more books available to U.S. English teachers than to Canadians. For example, teachers at the conference could circulate around the more than an acre of display area for books and order books themselves for their schools — something we certainly cannot do in British Columbia.'

'Perhaps that is one of the major differences between the teaching of English in the U.S. and Canada — the teachers in the U.S. have the say in what books shall be used in their classrooms. We do not.'

UBC Seminar

'Teacher and city'

'The Teacher and the City' is the theme of a two-day workshop to be held in the BCTF building March 1 and 2.

Sponsored by the UBC extension department, the seminar should be of particular interest to teachers of social studies and English and to counsellors and librarians.

'We are now a city-civilization,' said C. W. Dick, Head of the Department of Social Studies, Lord Byng Secondary School, Vancouver. 'We face new and challenging problems. Most of our students will live in even more complex and highly-congested cities. A conference at this time on the topic of The Teacher and the City is most appropriate. In my opinion, this conference is a must for all teachers who will soon be teaching the geography units on population and urbanization in the new Social Studies 11.'

The opening address, 'The City in History and Today,' will be delivered by Dr. H. Peter Oberlander. Dr. R. W. Collier will examine 'Living in the City,' Professor Brahm Wiesman, 'Leisure in the City.' The program will also include ample opportunity for small group discussions and the showing of films. On Saturday afternoon, a bus tour or field trip, will take participants to look at various elements of the city.

Information concerning the workshop has been forwarded to all district superintendents and to all presidents of local associations. It is hoped that teachers, particularly those who have to travel long distances will receive financial assistance.

Registration fee, payable to the University Extension Department is \$12.00. Further information concerning the conference may be obtained from either the BCTF or the University Extension Department.

Nelson was one of five B.C. teachers who attended the conference which was held in the Hawaiian Hilton, the Ilikai and a number of other hotels. All told there were about 3,000 delegates to the meeting. Other B.C. delegates were: Roy Perlstrom, president of the Secondary Association of Teachers of English; Brian Salisbury, Stuart Galbraith and Maurice Patenaude all of Burnaby.

Speakers at the conference included General Carlos Romulo of the Philippines, who spoke about the spread of English in the Asian countries ('it was his view that English is gradually becoming the language in the East') and the English writer C. S. Lewis.

The newly formed Canadian Council of Teachers of English held its first meeting at the conference. Nelson said that a decision was made to publish a national journal and a newsletter. The editors of the journal will be Jim Stone of Ontario and Ruth McConnell of UBC. Nelson will be the editor of the newsletter. The Canadian Council will hold its first convention in Calgary in August 1968.

Staff rumors

A. G. Creelman, head of the science department at North Vancouver Senior Secondary School, and Dr. D. L. Livesey, of the physics department of UBC received centennial awards from the National Science Teachers' Association at a recent conference in Toronto. Both have played leading roles in the writing of the new secondary science courses in the province.

Best story in connection with the federation's class size campaign goes like this: a teacher arrived at the Pearly Gates, was assigned to a class, but refused to teach on the grounds that the class of 45 students was too large. Reassigned to the depths below the teacher was astounded to be faced with a class of only 10 students. The explanation: 'we have no teacher shortage down here.'

Members of the UBC faculty of education, hosted at a reception in BCTF headquarters, expressed amazement at the variety of services offered by the federation.

Many teachers in the province have received Centennial Medals for outstanding service to their country. Congratulations to all.

Roy Mills, secretary-treasurer of Courtenay school district, noted

AGM '68

By DICK DUNLOP, Convention Committee Chairman

The 1968 Convention all work and no play? Never! Besides the exciting and challenging experience in store for you Monday morning April 15 when you will get a chance to test your beliefs, hopes and fears for education on your colleagues and the experts — you'll also, on Monday night, get a chance to test your palate on Okanagan wines when the Okanagan Valley teachers welcome you to the sunny Okanagan at a wine-tasting party.

On Tuesday, besides the duties and responsibilities to your colleagues, present and future, inherent in your attendance at the AGM business sessions — you'll have an opportunity to dine and dance in a setting designed by the Okanagan School of Fine Art to bring to you a variety of visual experiences.

An Odyssey Ball — a gay, frivolous, colorful rollicking ball! Long dresses, short dresses, pant suits — color and more color! No worry, no fuss — just a few yards of gay print and you'll be in fashion for another first — An Odyssey Ball!

Charter flight

The BCTF Co-op is arranging a charter flight from Vancouver to the AGM in Penticton. Return fare will be \$24 (regular fare is \$30).

The flight, or flights if necessary, will leave Vancouver Sunday afternoon, April 14 and return Thursday, April 18.

The charter is open to any federation member and to members of the immediate family. Applications must be accompanied by cash in advance, refundable only if the flight is cancelled.

Fill in the application coupon now and send it, with your remittance, to Miss Vi Scott, BCTF Co-op Association, No. 206, 2235 Burrard St., Vancouver 9. Make cheques or money orders payable to the co-op.

PENTICTON FLIGHT APPLICATION

Name.....

Address.....

Number of persons travelling

Amount of payment enclosed

Husband-wife teacher team co-author text

Burnaby teacher Ed Nelson and his wife Greta are co-authors of a new textbook called 'English Through Experience.'

The book, published by Copp Clark will be off the presses in February.

Nelson said there is a good possibility that it will be adopted in B.C. schools.

Nelson, who is 2nd vice-president of the BCTF, said the book incorporates many of the

latest ideas in the teaching of English.

'Basically the idea is that the child learns to write having experienced something which makes him want to write about it. We create experiences for him to write about,' Nelson said.

The book will have a B.C. flavor, with pictures of swimmer Elaine Tanner and runner Harry Jerome in a chapter entitled 'The Moment.' The idea of this chapter is to capture great moments of victory, triumph or defeat in the lives of athletes.

an item in last month's Newsletter which stated that Kitimat is seeking the advice of educators in planning new schools and wrote to point out that Courtenay has been doing this for some time. In fact it is part of school district policy to ask such advice.

Recognition for the most imaginative title for a local association and newsletter must go to Mission Teachers' Association. Title of the newsletter: 'Mission Impossible.' It's a bright, sometimes irreverent sheet edited by Ken Gardner. Penticton Teachers' newsletter has an unusual masthead too — it's called 'Re', the business abbreviation for 'regarding.' Editor is Ron Muzzillo.

Seventy-nine B.C. teachers and their wives seeking to serve overseas under the Canadian external aid program were interviewed during December. The interviewing panel was made up of Roy Stibbs, chief inspector of schools; W. E. Lucas, superintendent, North Vancouver; and Ken Aitchison, BCTF communications director. External affairs representative at the interviews was Fred French, a former B.C. teacher who served overseas for five years and will return to teaching in this province next year.

Applicants are in for some tough competition. There are 430 appli-

cants for 80 posts, mostly in maths and science. Reasons for interviewing the wives is to make sure that BOTH would make suitable emissaries for Canada in foreign countries.

B.C.'s education minister L. R. Peterson, who has indicated that he is looking into the possibility of year-round operation of schools might be interested to know that eight schools in the Atlanta, Ga., area will begin year-round operation next September.

Students from grade 10 through 12 will be able to attend any three of four quarter terms of each school year, or they may attend on a year-round basis. Georgia education authorities hope to make the idea feasible statewide.

Federation press and information officer John Arnett interviewed Dean Neville Scarfe, of UBC and Dean S. N. F. Chant on Channel 8 television's public affairs show 'This Week in mid-December. The subject 'The Chant Report plus seven years'. Co-interviewer with Arnett was Charles Bayley, supervisor of publications for the Vancouver school board.

The art teachers' PSA is planning an art contest for teachers this spring, with cash prizes and the winners' works being hung in the BCTF building.

MARION STAVRAKOV

TEACHER,
ARTIST,
AUTHOR

(EDITOR'S NOTE: The following article is reprinted from the weekly RICHMOND REVIEW. It was written by women's editor Jean Baker.)

Marion Stavrakov has refreshing and rather unorthodox views on artists, culture and ability, but the proof of the pudding is in the eating, and Mrs. Stavrakov has 'arrived.'

A teacher of art and geography at Steveston High School, she has a steady market for her own paintings and her book for children, illustrated by herself and published by Mitchell Press, has just come onto the market.

Illustrated and written by Mrs. Stavrakov, the book is a collection of stories of animal friends with whom children can identify and little 'earth-colored' drawings which are child-like in an adult sense.

The woodsy storybook actors have the characteristics of children themselves and the essential habits of the forest and barnyard creatures are credibly merged with childish motives and behaviour.

Mrs. Stavrakov's belief in everyone's ability to become an artist, given the proper encouragement and environment, is subject only to qualification relative to their intelligence and sensitivity.

'A true artist must have great experience with life,' she emphasizes.

Her own environment was one of culture and books.

She was fascinated by paints when a child and with a driving purpose to say something.

'I was frustrated when I felt I couldn't do this, so spent more and more time with it. I can remember when others were partying that I stayed home reading books, lots of books.'

'You do the things that interest you, and if you're brought up in an atmosphere of culture and books you find these things interesting.'

VICTORIA STOCKADERS

Her forebears came to Victoria when it was a stockade, and her parents and one of her children were born there.

Her pioneering family tree includes also 'Uncle Jerry Rogers' well-known early day Vancouver mill operator after whom, she says, Jericho Beach, where he had his mill, was named.

She is connected also with the Gillie pioneer family in New Westminster, and is proud of her title of 'B.C.'s Pioneer Painter.'

'These are some of the things that hold me to this province.'

'I know B.C. inside and out,' she claims, 'and have painted throughout the whole province. For a year also I lived on a houseboat and painted a series of industrial pictures around the waterfront.'

There is a wealth of situations and ideas, in B.C., she feels, 'because we have a very colorful population.'

As her children grew up she lived at her grandmother's house in Victoria. 'We enjoyed a rich cultural life there, and many people in the arts were attracted to the house and studio.'

Marion studied art with many individual art teachers and spent some time at art school



MARION STAVRAKOV

in the United States when she was young. She received a whole range of concepts from instructors and artists with whom she painted.

However, her realist father told her, 'It's all very well to do these things, but you have to have a paper in your hand to make a living,' so she went to Normal School and received her teacher's diploma. She has taken courses in art at Victoria College and has a fine arts major at UBC.

ON NAUTILUS EXPEDITION

She married Vadim Stavrakov, a naval engineer, a member of the first Nautilus expedition under the ice.

He was the son of Captain George Stavrakov, naval architect who developed the meridian log and invented other instruments of navigation.

His father had been the owner of a line of trading ships on the Siberian coast until the Communist regime, when he scuttled most of his ships to prevent them from falling into communist hands.

He came west and operated the first pilchard reduction plant on the west coast of Vancouver Island.

Mrs. Stavrakov has written newspaper columns on cooking and home crafts. 'I've always been interested in foods and nutrition,' she says. 'I guess you would call me a health nut.'

Her writing was eminently successful and she was swamped with mail.

Her husband died in a boating accident three years ago. Her daughter, Diana, who taught at Mitchell School in Richmond, is taking her doctorate at UBC and her son, John, teaches at Chemainus, and is a professional sportsman, guiding hunting and fishing expeditions.

Besides her writing and painting, Mrs. Stavrakov takes fencing lessons and instruction on the mandolin.

She is presently working on production of children's records with music accompaniment, and her book will be available in this form.

EXECUTIVE REPORT

Honorary for
teacher advocates

Teachers who act as advocates in arbitration hearings will get an honorarium from the BCTF from now on. The executive voted in favor of giving \$200 to teachers who act on behalf of their own locals and \$300 to teachers who present cases for outside locals. Economic welfare director Des Grady said total payments for the last series of negotiations would be \$1,600.

★ ★ ★

Exchange teachers from Britain got a Christmas bonus of \$150 from the federation. The executive committee voted this sum to each of the 35 teachers involved because of the reduction in their pay cheques as a result of the devaluation of the English pound. The money will come from the federation's international assistance fund.

★ ★ ★

C. W. McKenzie, principal of Coquitlam's Centennial Secondary school was named the federation's representative on the department of education's board of examiners.

★ ★ ★

Director of Communication Ken Aitchison reported that the federation had come up with a 'surplus' of \$3,500 in its WCOTP ex-

penses. Actual expenditures totalled \$18,902.77. The surplus was due, in part, to the CTF's paying for such BCTF expenses as those incurred by BCTF committee members during the week of the assembly. The executive decided to transfer the surplus to the federation's general reserves.

★ ★ ★

Past-president Harley Robertson informed the executive committee that he had resigned from CTF board of directors because of pressures of duties as principal of Kitimat secondary school. He is nearing the end of a two-year term. The executive will decide at its next meeting who will replace him.

★ ★ ★

Candidates for table officer positions in the federation will, in future, be given space in the Newsletter to state their platforms.

★ ★ ★

Exact form of the 1968 summer conference at Notre Dame University, Nelson, will be decided by the Representative Assembly in January. The executive decided that running several seminars in connection with the conference would be too costly.

UBC SURVEY

Secondary reading
should be better

All students need reinforcement of reading skills at the secondary level according to a UBC survey on secondary reading.

The survey, conducted by Education Professor G. M. Chronister and Graduate Student Kenneth Ahrendt, also concluded:

- The province needs more trained teachers to function in secondary remedial-corrective programs.

- More attention must be given to reading capabilities of college-bound students.

- The role of reading improvement in the secondary school curriculum must be examined closely.

The findings were based on questionnaires sent to 216 secondary schools in the province.

The questionnaire was designed to find out both the scope and nature of present reading instruction, including how many students are involved, who teaches the reading classes, and the training of the teacher and selection of students for reading instruction.

Three types of reading programs were described in the questionnaire.

They were remedial-corrective, for students reading below their grade level and capacity; college-bound, with emphasis on the rate of reading, vocabulary growth and comprehension and work study skills; developmental reading, a program of reading in a systematic, sequential manner in all grades of the secondary school.

The questionnaire showed that there were 116 remedial-corrective programs, varying greatly in quality; seven schools offering programs for college-bound students and 33 schools working on developmental reading.

The authors of the study said that far more attention must be paid to development of reading skills among secondary school students.

'When we consider that 85 per cent of the secondary school student's time is spent reading, it becomes obvious that we must have the skills to do so comfortably and successfully' the study said.

Lost: booklet
on aquarium

LOST: a valuable science publication, during the International Science Education Symposium at UBC in November.

The publication entitled Running Water Aquarium was included in a display of materials laid out by Professor Richard Salinger of Illinois.

It was located on a table adjacent to other materials that were being given away free and Professor Salinger believes that it might have been picked up by someone who thought that it also was available free of charge.

The person who picked up the booklet, which is the only copy available to Dr. Salinger, is asked to return it to the science education department at UBC.

E. Kootenay seminar planned

A seminar on education finance involving not only teachers and trustees but all interested elected municipal officials, will be held in the East Kootenays some time this year.

Decision to hold the seminar was made during a liaison meeting between representatives of the East Kootenay School Trustees' Association and the East Kootenay Teachers' Association in Cranbrook Dec. 10.

BCTF executive member Adam Robertson, of Creston, who was instrumental in getting the liaison meetings between teachers and trustees started, said he was very happy with the outcome of the December meeting.

'We are on the move to better relationships, we are beginning to achieve our objectives,' he told the BCTF Newsletter. 'We communicated, we tried to avoid be-

ing role-players and we were honest with one another.'

The meeting was attended by 30 persons — 15 teachers, 10 trustees, two district superintendents and three secretary-treasurers.

Chairman of the meeting was J. A. Laird, chairman of the

Windermere School Board. He was nominated by a teacher representative.

Topics discussed included educational finance, the federation's class size campaign, teacher recruitment and retention, teacher aides, and involvement of teachers in local affairs.

BRITISH COLUMBIA
TEACHERS' FEDERATION
NEWSLETTER