

Various devices used in Project COLE (Creation of a Learning Environment) are shown in this picture taken during 'dry run' of the project in Burnaby. In the foreground is a tape recorder, part of the

'listening post.' In the center is a model of a school while photographs and displays are arranged around the walls.

BCTF's Spragge had role in mounting project COLE

The BCTF's Allan Spragge had the idea in the first place.

A group of imaginative Simon Fraser University professors developed and expanded it.

The result — 'Project COLE,' Canada's first automated, portable teacher conference.

Project COLE (Creation of a Learning Environment) made its first appearance at Cranbrook, February 14, and was scheduled to move later to Kelowna, Chilliwack and Nanaimo.

The 'instant conference' was developed by members of the SFU education faculty's Professional Development Foundation and the In-service Education Committee of the BCTF.

The automated conference, which travels around the province in a truck that used to carry Alberta beef cattle, uses \$30,000 worth of mass-media technology to bring its message to teachers.

Dr. John Ellis, head of SFU's Professional Development Foundation, credits Spragge with the idea in the first place. 'Mr. Spragge had the germ of an idea that we developed,' he told a press conference on the day that 'Project COLE' was unveiled to the public.

Said Spragge: 'The whole emphasis is away from teaching and toward learning on an individual basis rather than mass feeding of prefabricated programs to students.'

'Teachers came to us and asked us for a series of conferences on the creation of a guideline as to how the conference could be set up. They did not say what they specifically wanted us to do along the theme.'

He said that he approached Dr. Ellis with the idea that perhaps a number of speakers could have their messages tape-recorded for one conference. The idea developed from that initial meeting in November last year to today's 'Project COLE.'

'We assembled a number of ideas in education trends and thought and committed them to an area of the conference.'

The conference will develop along these lines: A truck team

will unload 150 four-by-six foot pegboards and install them in a school gym, dividing the gym into seven areas.

Each area keynotes a specific theme, such as individual instructional problems; evaluation problems; multi-level mathematics instruction; science and technology and development of a creative environment.

'That's what we decided to do — create an environment of learning for the teachers so they could apply what they learned, say on Saturday, to their students the following Monday,' Dr. Ellis said.

Following the installation of the pegboards, the SFU truck team installs the 100 tape recorders, the carousel projection machines, video recorders, film clips and head sets.

With the head sets issued at the entrance to the conference, each teacher can select any particular item of personal interest and receive personalized instruction on the issue.

Other classrooms in the school will be divided into listening and theatre areas. In the listening rooms, a series of 20-minute lectures will be prepared on tape for the listener's pleasure in selection.

The theatre areas will have regularly-scheduled movies de-

picting some sphere of educational interest.

Dr. Ellis said that during traditional conferences, the teachers follow a program as set out by a steering committee.

'In essence, what we're telling teachers now is to plan ahead of time for the conference.' Inherent in the project is a list of subjects which will be made available the day prior to any conference.

The conference goes to an area on invitation only.

Dr. Ellis commended the Philips Electronics Ltd. company for its 'sizeable gift of tape recorders' and the Kodak company for the loan of about \$8,000 worth of film equipment.

'We also received a generous grant from the BCTF in this project,' he said.

He said he sees the project as the first step in applying modern technology and media to community uses and interests. 'This is the first time this kind of conference is being tried anywhere as far as we know,' he said, 'and we can see its extension to community uses if it is successful.'

Dr. Ellis said, 'Since the knowledge explosion results in large measure from the in-technology, why not use the same technology to make information more readily available?'

Experimenters' conference

Doing anything new or different?

An invitational conference aimed at educators who are actively engaged in research studies or innovative programs will be held in the BCTF Building, April 26.

It is being sponsored by the Educational Research Institute of B.C.

Purpose of the conference is to bring teachers who are conducting experiments and field trials into close contact with university

teachers doing research in the same or similar areas.

The conference is open to any public school or university teacher, or administrator, engaged in a research study or innovative program pertaining to one of the following topics:

Team teaching, continuous progress, evaluation, freedom and authority for students and teachers, curriculum in open area schools, arithmetic-mathematics, language arts — communications,

CUPE gets executive support

The BCTF Executive Committee has voted to support the Canadian Union of Public Employees in its attempt to organize non-teaching personnel in the schools.

However, the Executive, in its motion of support, drawn up by first vice-president Tom Hutchison, carefully laid out areas where the federation believes CUPE would not have any jurisdiction.

These areas involve the 'diagnostic, evaluative and perceptive aspects of the educational process.'

Three representatives of CUPE met with the Executive Committee to state the union's case.

They had a luncheon meeting with the table officers of the federation and later met with the entire Executive.

The CUPE delegation was made up of: Tommy Smith, Alex Markides and George Cole, all national field representatives of the union.

Spokesman Smith said that CUPE has 120,000 members across Canada, with 17,000 in B.C. The union has locals in a number of school districts in the province, including Surrey, Powell River, North Vancouver, Cowichan and Nanaimo.

EXECUTIVE BRIEFS

So far only one thing is certain about this year's summer conference — it will be held at Notre Dame University, Nelson, next August.

Director of communications Ken Aitchison reported to the Executive Committee that a proposal, approved earlier by the committee, that the BCTF Commission on Education present its report to the conference, had fallen through because the commission would not have its report completed by then.

Aitchison said that in view of the federation's current budgetary difficulties, the conference could be eliminated entirely, at a saving of \$6,500. However, Executive members voted to have the conference and asked Aitchison to suggest an appropriate program.

★ ★ ★

The Executive voted unanimously to continue publishing *The B.C. Teacher* after Aitchison had reported that there is a move afoot, spearheaded by the Alberta Teachers' Association, to merge all four western teachers' magazines into one publication in an attempt to cut costs and improve quality.

★ ★ ★

Assistant general secretary Stan Evans reported that members of the administrative staff of the federation had been hard at work paring down the BCTF budget as a result of directions from the last meeting of the Representative Assembly. The budget is scheduled to come up for full-scale discussion at the March meeting of the executive.

Transfer record numbers

Transfer Record Numbers assigned by the Registrar's office of the Department of Education have been increased to 7-figure numbers. Many teachers have been surprised to note that the number shown on their BCTF Membership card has had an extra 0 appended to the number with which they have been familiar and have reported what they have thought to be an error in BCTF records.

There is no error. The numbers on the membership cards are the new official numbers.

NOMINATED

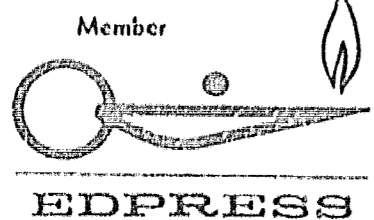
Larry Davies, principal of Glenwood Elementary School, Maple Ridge, has been nominated for a position as member-at-large on the BCTF Executive Committee. The nomination comes from the Maple Ridge Teachers' Association.



FREDERICK KUZIWA, headmaster of the Magila Boys' Upper Primary School, Dar-es-Salaam, Tanzania, will visit B.C. March 14-19 as a guest of the BCTF. He is on a two-month study tour of Canada on a Commonwealth Visiting Fellowship.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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Buzza comments . . .

On the Construction Freeze . . .

In his Budget Address on February 9, 1968, The Honorable W. A. C. Bennett stated that "... despite present world-wide adverse financial conditions, the Province is in an enviable position to be able, at this time, to continue its dynamic development by extending further benefits to the citizens of this province. The Social Credit Government recognizes our young people as the Province's most important resource."

The underlining is mine.

"Yet, as a direct result of government imposed limitations, more than 11,000 of our young people will not have classrooms to house them in September of this coming school year. No new physical education facilities are being provided. Only "some libraries" are being approved. Millions of dollars of school construction which has already met the stringent requirements of pre-referendum departmental scrutiny and of subsequent local electoral endorsement is being held up in Victoria — and was being held up as Mr. Bennett spoke glowingly of "... our enviable financial position" and the needs of "... our young people."

"Obviously, there is a glaring discrepancy between what is being said and what is being done.

"Already the problem in many districts is to find the least damaging of the alternatives available next September. Further dilution of a service already grossly inadequate to cope effectively with the demands placed upon it cannot be condoned. Separate representations to government in recent weeks by the B.C. Parent Teach-

ers' Federation, the B.C. School Trustees Association, and our B.C. Teachers' Federation indicate the degree of concern.

"Education is vital in today's society; our young people have an inalienable right to the best that we can provide. The onus is squarely on the government to provide the resources to meet this challenge fully.

"This it is not doing."

On the Class Size Campaign . . .
"The Representative Assembly is recommending the maintenance of an upper limit of 39 for all regular classes and the implementation of an upper limit of 29 for all first year classes. Such limits are a means to an end, not ends in themselves.

"We are committed to attempting to provide for individual differences in the classroom, to fostering a desire for continuous learning, and to organizing so that each child makes continuous progress.

"Major undertakings, these, and a long way from being implemented.

"The more dramatic the improvement in the size of all regular classes, the more the likelihood of achieving these objectives. The smaller the size of all regular classes, the greater the opportunity for flexibility in grouping and in program.

"Drawing attention to very large, regular classes and branding them as intolerable, then, is a device to bring us closer to the day when we can really provide adequately for individual differences.

"Smaller classes make added demands on us, but provide richer dividends for our students. This is the point."

MacCorkindale

Teachers had say in school design

By R. W. LAWSON
BCTF School Buildings
Committee

Much will be written about Vancouver's new MacCorkindale School, but the really significant thing about it is easily overlooked. It is the first school in the province designed from educational specifications.

If as a school it has its shortcomings, teachers won't be blaming the architect. He gave them what they asked for.

Like most homeowners, teachers enjoy the opportunity to play architect — a popular pursuit wherever a new school is being planned. Unfortunately, the results are usually an unhappy series of unrelated compromises. Schools need an integrated group of spaces united by a common purpose.

These requirements aren't achieved by accident, nor can they be achieved if architects and educators confuse their roles; hence educational specifications.

The Dr. H. N. MacCorkindale Elementary School grew out of a

Vancouver School Board seminar nearly three years ago in which educators from all levels and board members were represented.

New open-plan schools were observed in California. Furniture needs were carefully researched, resulting in many unique designs for this new school.

Seventeen committees including teachers, administrators, engineers and architects produced the educational specifications.

Building specifications, in general, describe qualities which building materials must possess; educational specifications, on the other hand, state what activities are expected to take place in the spaces provided in the school. The educational planner indicates the relationship among the various spaces.

The architect determines the character of the spaces from the educational specifications, which are written expressly for him. They include statements on general philosophy, enrollment, time schedules, patterns of organization, and teaching methods.

Mailbox

Learning by experience

Sir:

May I say a word or two in reply to the letter signed 'Retired Teacher' in the January Newsletter, and a few words in support of the views expressed by Mrs. Roy.

'Retired Teacher' lists ten things that can only be learned by experience. For the sake of the pupils and teachers over whom he has supervisory powers I sincerely hope that it did not take him fifty years to learn them.

If, for example, he did not learn how to present a lesson in its best form, or how to get along with his fellow teachers, or how to get the cooperation of parents, etc., etc., in five or six years, I should be very much surprised.

Of course, we continue to learn all our lives. But if you follow the reasoning of 'Retired Teacher,' we are only worth the top salary at the end of fifty years!

Mrs. Roy does not suggest that one does not learn by experience. She does say, and quite rightly too, that it should not take a teacher twelve or thirteen years to be worth the top salary. 'Retired Teacher' draws an analogy to the doctor, who, he says, must spend long years gaining experience despite many years of training.

He fails to mention, however, that after his two years of internship, the doctor proceeds to charge the same fee as any other doctor, for doing the same job, regardless of how long he has been in practice.

His other statement, that 'if a good teacher is not going to be compensated for long years of faithful service he has not much to look forward to,' is not very valid either.

What other profession or job holds back an employee's worth in order to 'compensate him later on'?

I, too, am a teacher and a principal with many years of experience, and I, too, am nearing re-

tirement age. I have learned many things during those years, not the least of which is that one should listen carefully when some newcomer 'rocks the boat, or challenges the status quo.'

Some of us old-timers who attended the Primary Conference in Trail last fall, and heard Mrs. Helen Humphry tell of her methods realized that it was not we, but the young, who have had the courage to change things. Keep at it, Mrs. Roy. We badly need people like you in the profession.

NEARLY RETIRED

Freeze unnecessary

Sir:

The construction freeze on schools is unnecessary, and is brought on because of some other miss in the economic estimates of the B.C. Government, namely, the Columbia River Development. The figures, submitted by J. McFarlan, Vancouver School Trustee, speak for themselves.

Of the Teachers' Pension Fund, in 1962, 18.5 million (23%) was invested in Hydro — 43.5 million (55%) in schools; but in 1966, 53.6 million (47%) went to Hydro, and only 43 million (38%) to schools! Of the Superannuation Fund, in 1962, 17.3 million (13%) went to Hydro — 58.2 million (44%) to schools; but again in 1966, 101.3 million (48%) went to Hydro, and only 60.0 million (28%) went to schools!

Of the total increase of 83.0 million, most of it went to Hydro, and only 2.0 million (2.5%) went to schools; and that's to say nothing of the many millions that have been going into Hydro from other funds.

At the time of writing, 1968 figures have not been determined. Perhaps someone would like to guess, from the trend shown above, what they are likely to be. In any case, money has been — and is — available, and education need not suffer the gross negligence and irresponsibility of the current freeze on construction.

IVOR J. MILLS

Education financing

Local autonomy a must

By BRUCE WATSON
Assistant Director,
Economic Welfare

Voices are again being heard in support of complete provincial financing of education. Such voices praise the idea that improvements in schooling with a lowering of cost will come when centralized control is instituted.

In theory, all children in the province are equally important and are entitled to the same advantages. In practice, this complete equality of opportunity can never be quite attained. Centralization of authority and finance will not achieve it.

The function of the provincial government is to ensure for all as high a basic program of education as is possible but not to reduce all to this minimum.

A premium must be placed on those local efforts which will enable school districts to rise above the basic program as far as they deem desirable and possible.

Local authorities should be encouraged by the provincial government to extend their educational energies into new and desirable projects.

If these new projects prove beneficial and are adopted in many districts, then they should

be included in the basic program as defined by the provincial government. Provincial grants should follow current practice.

The BCTF, in its booklet 'The Cost of Education — who should pay and why?' gives argument in support of local autonomy in educational matters and continues:

'Progress in education is commonly initiated through the efforts of a thoughtful, venturesome teacher or group of teachers, encouraged by a local authority which has both the enlightened interest and the administrative authority to give concrete support. Where such locally inspired innovations prove unproductive, they can be quietly dropped, where they succeed, they provide a concrete pattern for widespread adoption.

'Decentralization similarly provides for a desirable flexibility in personnel policy in education. Adaptation of salary policy, promotion practices and ancillary benefits to the staffing requirements of a district can be more intelligently managed by a autonomous local authority than by a provincial jurisdiction.

'Historically, too, innovations in the economic aspects of personnel policy have tended to come through local initiative, spreading subsequently by example when appropriate. Such teacher benefits as medical services coverage, group insurance, summer session

Article Infuriates

Sir:

The BCTF Newsletter is always eagerly anticipated and read avidly. I would expect it to both en- thusiase and infuriate.

One article in the last edition tended to infuriate—the survey of library facilities. It becomes obvious as one notes the captions under the pictures that the writer either has little knowledge of the fact that schools and libraries exist beyond the lower mainland, or else could care less.

I recognize the difficulties involved in being completely representative in materials circulated from the BCTF office in Vancouver.

However, parochialism must not blind our Vancouver-oriented officers to the fact that approximately half of our members live beyond the favored climes of Vancouver.

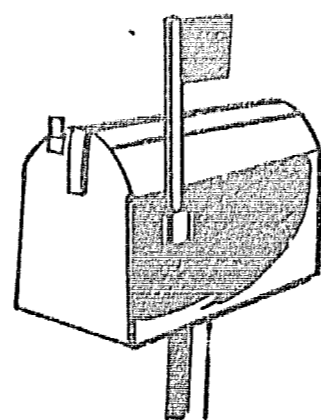
To ignore Kamloops facilities is to ignore one of the largest and most progressive school districts in the province.

It might be noted that Prince George facilities were planned after much consultation with librarians and officials in Kamloops.

The John Peterson Junior Secondary and North Kamloops Senior Secondary School libraries are among the finest in the province, and are a credit to the librarians and architects of Kamloops schools who planned them.

Our BCTF office does not work on a shoe-string. Surely we can expect that every effort will be taken to give the broadest, most representative view possible of educational facilities and viewpoints to our members throughout B.C.

J. GORDON BRITTON



Special Supplement

THE CHALLENGE

Life holds much more for each of us than earning a living. What happens at home affects all the rest of our lives. Making a home more artistic, more cultural, more friendly, and a place where all of the persons in it are more respectful of each other constitutes a foundation for the full life. Home economics education must meet this challenge.

PLACE TO START

Dr. Geoffrey Mason, of the University of Victoria, speaking to the Victoria Home Economics and Dietetics Association, said: 'I think it is time our children began thinking of the world as a whole, about common problems of the human race and particularly of the problems of the nine out of ten human beings who reside outside the shores of the North American continent. I believe home economics is the best place in the school curriculum to start this thinking.'

MANAGER TOO

A homemaker must not only be able to feed and clothe her family, she must be able to manage the family resources of time, money, and personnel. Changing social conditions and modern technology have made it impossible for a girl while growing up, to learn all this from her mother and from other members of her family.

UNDERSTANDING

A person can live a very rich life and never bake a biscuit or construct a garment. Technology and mass production make available goods and services which are purchased by the greater percentage of the population. The current emphasis in home economics is on management and understanding human relationships — management as a tool for achieving personal and family values; relationships as a means of sensitizing individuals to the human potential.

BEAUTY OF LIFE

... to teach something of the beauty of life and the unity of life, to teach that there is an art in a well-ordered home and a well-ordered life; and that perhaps is the greatest thing home economics has to do.

EDUCATED PERSON

The result of the process of education should be an educated person, an educated member of family and community, an educated producer and consumer, and an educated citizen. Academic subjects emphasize training in citizenship and provide prerequisites for career-training. Home economics specializes in training for better personal, family and community living. It is not proposed that schools monopolize this duty, but parents vary in their ability to teach, and school instruction helps to equalize experience for all children.

SELF RESPECT

Home is where you matter. Developing materialism and mechanization is narrowing the individual's opportunity to be important. He must know who he is before he leaves home; then he may be able to survive being replaced by a computer and still retain his self-respect.



MRS. HARVIE

levels of education, graduation on an academic program is still essential for a student wishing to become a Home Economics teacher.

Unless she is encouraged by high school counsellors to take Home Economics electives, she begins university training for practical work at a disadvantage.

With the new program requirements within specialties, it is hard for counsellors to incorporate these electives into time tables, but we ask them to make every attempt to do so.

Interest can also be developed in girls who have no definite program in mind, if they are encouraged to take Home Economics electives in Senior Secondary School. We know that other electives are more tangibly useful.

For example, typing is a salable skill; however, Home Economists are in demand and the work is interesting and rewarding, both personally and economically.

Professionally, marriage improves Home Economics skills. Typists usually get rusty.

Having efficiently solved the staffing problems (I hope administrators and counsellors are still with me), let's fill up the classrooms—only twenty-four students, please.

I suggested basic economics as being the main reason for students taking Home Economics electives. Let's have a few examples of it at work. Did you know that you spend about 50% or 60% of your food money on meat?

HOME ECONOMICS

By MRS. PEG HARVIE

President, Home Economics Specialist Association

Despite all pleas to reason it out, kids still believe they can live on love and some even think two can live as cheaply as one.

Sex educators are doing their darnedest to make the first dream come true; but I fear a nightmare is all that is in store for our lovers so far as living on romance is concerned, unless, of course, some attempt is made to teach them a little practical economics—Home Economics.

We have two problems. We are short of teachers and we are short of students. Now this could discourage some people, but we intend to take up the challenge and I am about to throw down the glove in front of those educators having greatest influence over student course selection.

Regardless of the academic snobs among us at all

You can maintain a food budget if you set a limit on the price of each meat serving.

Throw away the slide rule you use at the supermarket and find out what an average serving of roast beef weighs. If it costs more than 25 cents, have hamburger tomorrow and no guilty conscience today.

It will all work out at the cash register. Another gem — seven twelfths of a turkey is bone, so don't kid yourself that it only costs 49 cents a pound.

This is just a sampling of the practical things students learn in Home Economics courses. If most family arguments revolve around money, isn't it wise to put the kids wise before they start quarreling?

More husbands are wrought by disorganized homes than this world dreams of. Organization of time, effort and materials is learned in Home Economics courses and all are applicable to any working situation.

This learning becomes significant when one realizes that the average girl graduating from high school will be employed outside the home for about 20 years of her adult life. Man or woman, modern marriage involves mundane chores that can eat away precious leisure time.

Mothers must manage to remain individuals, and fathers deserve a guilt-free golf game occasionally. Organization is the key and we must admit it is not easy when there are as many variables as there are family members.

Ours is not a discipline, but an application of all disciplines. With the backing of administrators, counsellors, and classroom teachers, it is our ambitious aim to integrate these disciplines to teach students how to live.

'Short of teachers . . .

... short of students'

World changes but basic needs remain

By MISS MARY BLOCK
Abbotsford Senior Secondary School

'The Dynamic Society' is surging on at a relentless speed. We live in a day and age where speed is the domineering pace.

Every day someone comes up with something new, something better, something more fabulous, more convenient, more elaborate, more necessary, and more demanding than ever before.

In this maze of an ever-changing world of customs, principles, mores, fashions, and politics it is becoming increasingly necessary to have some stable foundation on which to retain your equilibrium for living.

The home, which should be this stabilizing factor, has taken on so many changes that the original meaning of the word is getting lost.

Home becomes a place to sleep, to change clothes, and take care of personal cleanliness, and the safe, assuring calm atmosphere that should be home is gone. Not even the dinner hour is a family meal where all are present.

Hospitality seems to be a forgotten art — you only go visiting when you are asked. Family conversations, games, story-telling, reading, visiting leisurely are exchanged for faster activities like car-driving, boating, skiing, curling, club activities, and many others.

In spite of all these changes we must look at life and find that there are a few constant factors. The human basic needs remain the same regardless of changes all around.

What are these needs? Physically — food, shelter, and clothing; emotionally — love, security, and self-esteem; mentally — the ability to meet the challenges of the day.

The Community Services Program attempts to deal with the basic physical needs, food, shelter, clothing, and as much of the other as is possible within the realm.

It should be clear to all that the most important thing to learn is how to cope with the problem of getting life's necessities without overwhelming frustrations and anxieties.

These are best overcome when a person is acquainted with the basic techniques involved to perform the necessary tasks for obtaining food, shelter, and clothing.

Since the majority of students are going to end up as 'home-makers' regardless of their education, vocation, or profession, it is most important that all students take some Community Services subjects in the school to get the basic techniques of homemaking.

The ideal place to learn this would be in the home where they could receive individual instruction from the parents of the home. However, our day and age renders this practically impossible.

Working mothers have no time to teach these arts to their children. Young people today spend so much time in school and on extra-curricular activities that there is no chance for them to learn from Mom and Dad. The schools are trying to fill this gap.

To the person who has learned from home and school how to cope with everyday necessities, like planning the time to do the necessary work on schedule and still have time to do the things that the community demands as well as finding time to relax, life will be much easier and less frustrating than for the person who has achieved high marks in academic subjects but has not learned how to cope with the simpler every day tasks.



Miss Jeanne Sinclair of Vancouver Secondary School samples a mixture of food prepared by members of her Grade 12 home economics class.



A batch of tasty salads prepared by Cowichan students is placed in a cooler. Art of food preparation is one of the most important aspects of the program.



The Windermere boys are planning to go on to careers in the food services field.



Grade 12 students at Nanaimo Secondary prepare lunches to be served to staff. Students rotate jobs each time lunches are served.

First-hand experience in caring for babies is one of the highlights of the home economics program at Nanaimo District Secondary school. Student here tries her hand at bathing a baby (see article below).



Grade 12 student from Nanaimo proudly models a dress that she designed and made herself.



Cowichan student prepares to slice a tasty meat loaf, part of a luncheon menu prepared by the students at the school.

Community involved in Nanaimo program

By MRS. CORINNE WALTER

Nanaimo District Secondary School has three full time Home Economics teachers in the Home Economics department, and could use one more.

We offer all the courses on the Community Services program at the senior level, from Grade 10 to 12 except Home and Industrial Services 12. That is, Child Care 9 and 12, Foods 9, 11, 12A and 12B, Clothing 9 (CT9), Textiles 11, TX12A, 12B and Management 11. We also have one Occupational Class.

The Home Economics facilities consist of two clothing rooms, two foods rooms and a management area. This latter area includes a furnished bedroom, bathroom and one large room which doubles as a restaurant and home area.

This room has arborite tables, chairs, service counters and sink dishwasher to simulate a restaurant, plus a dining and chesterfield suite and utility area to provide facilities for teaching the practical application of home-making concepts.

This management room supplies the Foods 12A and 12B students who are doing quantity cookery, an area in which they can apply their learnings in restaurant service to groups of people other than their own classmates.

Foods are prepared and served, on a charge at cost basis. For example, lunches are served to the teaching staff periodically. The students in the class are divided into groups of two or three.

Each time a luncheon is prepared students rotate jobs. The menu consists of home-made soup, salads, sandwiches, desserts and beverages. The girls prepare all the food, serve it and look after the handling of the money involved.

To teach quantity food preparation and the service of meals in Foods 12A the class of 24 is divided into six groups of four.

Group A will prepare a meal for the whole class. Group B will be planning their meal for the next cycle, Group C will serve the meal.

During the preparation time Groups D and E will do questions and notes on nutrients or special diets. Group F will be analyzing meal preparation — deciding what methods of cooking could be improved and how the meal could be served more attractively or how the flavor could be improved.

The group discusses the amounts of food ordered — were they adequate or inadequate? — and also the quantity of food placed on the plates.

Students also figure the cost of the meal per student and compare it with other meals served. Through the school year each group has four meals to prepare and serve:

- (a) a two-course meal, either a breakfast, luncheon or dinner,
- (b) a four-course dinner.
- (c) a buffet.

(d) special occasion dinner or refreshments, e.g., wedding shower.

The management area provides a very good place for the child care classes to conduct periodical play schools when children of certain ages are guests at the school. The children are observed and entertained during the two hour afternoon block.

The Child Care 12 course seems to be a growing area. We have three full classes this year. Along with studying the physical, mental, social and emotional development of children, our students also learn by actually observing children, not only in the school but at home and in different areas in the community.

We were honored to repay a visit to the Retarded Children's School by hosting their senior division for an afternoon. The guests were thrilled to look around a big secondary school which many of their sisters and brothers attend and they have not seen before.

In this course we also have a real baby brought to school for bathing. Quite often it is the son or daughter of some member of the teaching staff.

We have mothers of young children visit us too to tell the girls first-hand the actual problems or experiences they have with their children in connection with feeding, toilet training, etc.

The local Health Unit, which the girls visited, is most helpful with films and pamphlets dealing with all areas of child rearing.

We try as much as possible, in Nanaimo, to use the available facilities in the community to give the students first-hand information and contact with experts in their respective fields.

In the clothing classes we have, for example, a demonstration on shoe covering which ties in as the accessory in the Grade 12 course. The girls will show their finished garments and outfits to the rest of the school at a noon hour fashion show followed in the afternoon by a showing for their parents. Tea is served by one of the food classes.

To apply, in a practical way, the principles of designs that students learn in Management 11 we have a local florist visit the school and demonstrate flower arranging.

These students also had a visit from an expert on carpets, upholstery fabrics and draperies plus a field trip to a local furniture store to see, first-hand, different styles of furniture, its construction and what to look for when buying furniture.

The child care classes visited a department store to study children's equipment and furnishings from the standpoint of price, construction, desirability, etc.

We have as a guest when we are studying mental development, a librarian who brings along to class examples of good and bad children's books and shows the students the importance of introducing books to young children and how you present a story to stimulate the child's interest in reading.

On the whole we find stores and services very cooperative and helpful in our community.

'THE MEANING OF HOME ECONOMICS'

Butcher

By G. H. L. MARTINDALE
Butcher

If Home Economics does nothing more than give girls some knowledge about planning meat menus and cuts of meat it will, in my estimation, do a tremendous service.

Just ask any man who works behind the meat counter. The ignorance of women on meat cuts, cooking temperatures and so on is appalling!

Most women haven't a clue about the different cuts of meat, poultry, bacon, or smoked meats. They have no idea why some are more tender than others. It follows that they have no understanding of the reason for, or the use of dry and moist heat in meat cookery. So they blame their meat man for a tough roast. As an instructor used to say, 'Mr. Butcher, is this roast going to be tender?' The butcher would reply, 'It's tender now but how do I know what you are going to do with it when you get it home?'

Another question that always mystifies a butcher is, 'Will that roast feed five?' How is he able to answer when he has no idea about the appetites of the family concerned? The work is a real challenge sometimes.

I feel Home Economics should be a compulsory course for all girls up to and including Grade 12. At the end of this time a girl should be able to draw up a menu and shop for at least a week, prepare complete meals and know the different cuts of meat and how to handle them. In this manner she will be doing her future family a great service — and also the meat man.

provide this basic knowledge for the mother to build on.

Just as important is the teaching of nutrition. The importance of adequate nutrition to the general health of the individual is an established fact.

Even then it has been estimated that 14 per cent of all Canadians are malnourished (not underfed). They just simply do not know (or do not care) what to choose from the infinite variety of foods available to us.

trained a staff of fourteen men and women — of varying ages and dispositions. For the next four months, I was the senior dietitian in the main kitchen of Centennial Pavilion, Vancouver General Hospital at a salary of \$400 a month.

At this time I supervised and trained a staff of twenty-eight men and women, who prepared and served food for 500 patients and staff.

For the last three years that I worked, I was a junior dietitian at the Nanaimo Regional Hospital at \$430 a month. With the senior dietitian, I supervised and trained a staff of 26 who prepared and served food for 250 patients and staff. I also taught patients how to understand and follow the therapeutic diets prescribed for them.

Mental Health

By MRS. ELAINE HOOPER
Mental Health Nurse

If we really believe that the family is the basic unit of society, why do we not prepare people to establish and maintain this unit?

Instead, we seem to assume that the necessary knowledge is inborn or intuitive. It is only when the family unit breaks down that we attempt to teach the members a healthy pattern of living — and then it is often too late.

Surely the schools can accept part of the responsibility for helping people look at marriage and family life as more than a hit or miss affair.

The management of money is one area where problems often erupt in the family. Budgeting is something that can — and should — be learned.

Another area of concern is child-rearing. Some basic principles taught to prospective parents would go a long way in helping to prevent the number of emotionally disturbed children (who are) in evidence today.

It is most important that both men and women, boys and girls learn these 'facts of life.' For too long, we have been trying to maintain the myth that home and children are the wife's responsibilities, and work and money are the husband's.

The roles of husband and wife are no longer — if they ever were — so clear-cut.

Both husband and wife must be more aware of the various aspects of family life and work, and they must be able to communicate intelligently about it.

I see the Home Economics management and child care courses as an attempt to help people eventually establish and maintain a healthy family unit.

Dietitian

By MRS. WENDY SMILEY
Hospital Dietitian

The program of studies which I followed in order to become a dietitian was comprehensive and enjoyable.

In my four years in the Faculty of Home Economics at UBC, the courses I enjoyed most were English, Biochemistry, Experimental Foods, and three weeks in the home management house.

Then followed a year as a dietetic intern at Vancouver General Hospital, where, at \$125 a month plus medical coverage, I had the opportunity to observe the dietitian at work with post-operative and diabetic patients, with children and old men, with cooks and doctors.

The next year, I stayed on at Vancouver General Hospital as a junior dietitian at a salary of \$380 a month. Here I shared with the senior dietitian the responsibility for the preparation and distribution of food for 1,500 patients and staff.

Together we supervised and

Public Health

By I. BROCK
Public Health Nurse

As a Public Health Nurse I have often wondered why parenthood — the most important job of all — requires no education before entering into it.

In the past this may possibly not have been necessary, although I doubt it, but considering the complex structure of our largely urban society today, it has become evident that young people for a long time have married and started raising a family with very little knowledge about their responsibilities.

Public Health Nurses are very much concerned about the family unit and consequently we look favorably on any attempts to teach the future parents, particularly the future mother, the fundamentals of a child's mental development and needs, as well as his physical requirements in the form of adequate food, adequate clothing, adequate housing, budgeting, safety teaching etc.

Home economics courses at the school can help perform this very vital function.

I do not know to what extent and to how many students home economics is being taught today, but in our daily work, it is quite obvious that many mothers would be much more successful if they had been thoroughly educated for their very important job.

The emotionally disturbed school beginner is often the Public Health Nurse's first contact with the family since the child was a cute little baby who presented very few problems other than possibly feeding.

If mother had known more about normal child development and behavior, she might have been able to cope better. If effective, the child care courses can

Housewife

By MRS. MARJORIE WARWICK
Housewife, Mother, School Trustee

Are our young people being adequately prepared for the complexities of family living ahead?

In the simplified life of the past, parents handed down their traditional patterns to their children.

Today it is becoming increasingly more popular for mothers to opt out of their homemaking jobs and into the business world for gratification.

They often are too tired or too occupied to give their children the attention they require. More and more of the routine training that was done in the homes is now being thrust upon the school authorities. Religious and family life backgrounds are missing. Teachers are trying to fill the gaps.

Today if a girl does not learn sewing, cooking and marketing skills at home or in organizations like Guides, she must depend on getting them at school. Sometimes preparation for a career excludes home economics courses and the young person is poorly equipped when she becomes a homemaker.

Young married couples often feel they must start out with homes equipped the way their parents had built theirs up over the years. If not cautioned against the pitfalls of credit buying and mortgaging their future wage earning abilities, they often land in difficulties through sickness or economic reverses. Consumer purchasing and keeping within a budget take a great deal of experience.

For this reason, I feel that Home Management courses are very important in our senior secondary schools.

'Women's job never done'

'The job of a woman is never done' is an old favorite statement which we have all heard at one time or another. It's still true today — even automation cannot take away the basic needs of man.

The foods industry will be a necessity as long as man lives. There is a great demand for catering. A good chef or a good cook will always find a job. Then there are the increased jobs open to students in the scientific field — research for this space age.

On the radio the other night a professor of Economics from the University of British Columbia made the statement that students today should be educated to become men and women of leisure and pleasure rather than a working class.

With automation taking over, these students of today are not being guaranteed a job no matter what their education. Students should study for the sake of studying but not for the sake of getting a job, was his assumption. If this is true, it is more important than ever that all girls take Community Services and learn the art of housekeeping, sewing, crocheting, knitting, and other crafts to keep active in their leisure time with a creative activity — for creating something acceptable is a vital need for our morale.

This group should be taught all the crafts possible to be able to create useful and beautiful things in their declining years. The Community Services courses that have been introduced to the schools in the last few years are based upon the new trends of living. The courses prepare the student for life now and for later.

There is no other course offered that students will make as much use of as the foods, management, textiles, and child-care. When they have forgotten their math, history, or science they will still cook their foods every day, clean their house, use the new household equipments that are on the market, and make use of sewing and child-care.

There will always be jobs in hospitals — all different kinds. There will always be jobs in kindergartens, nurseries, homes for the aged and chronically ill. There will always be jobs in the food industry, restaurants, motels, hotels, dietitians in large institutions, demonstrating, laboratories, and schools.

Other fields open to these students are teaching, nurses' training, dressmaking, interior decorating, handicrafts and many more.

But most of all they will be prepared to face life being active, creating, and making use of their time profitably whether it be leisure time or work time.

POLITICAL SCIENCE

The first Political Science Department Seminar for teachers to be offered by the University of British Columbia will be held March 9, 9:30 a.m. to 3:30 p.m. in the Henry Angus Building, UBC.

The central topic will be the Contemporary Crisis in Confederation and its Relevance to the Social Studies Curriculum. The seminar is directed particularly to social studies teachers. Further information is available from the UBC extension department, 228-2181.

Home economics enriches living

The following article is adapted from a brochure entitled 'Educating Daughters' produced by the National Education Association of the U.S.

The education of girls for a dual role of home-making and pursuing a career is a relatively new idea, especially at the secondary level; and the development of specific programs for girls in the public schools is even newer.

Classes in home economics have become the focal point for these programs, which, increasingly, are aimed at helping high school girls understand and appreciate their various and complex roles as girls and women.

Home economics is that area within the curriculum that focuses on the girl as she lives from day to day, progressing from girlhood into young womanhood with insight into her future role of parent, homemaker, and wage earner.

Home economics is not a discipline as science, math, and language are; rather, it is an applied field of study.

It offers the opportunity to investigate; experiment; create; demonstrate; and apply the laws of physics, the principles of art, the logic of mathematics, and the wonders of science to the business of living.

All high school girls should take part in home economics in order to learn how to live richer lives. Consider the following:

• More than half of today's high school seniors will be married before they are 21.

• New products and new ways of doing things make it difficult, perhaps impossible, for a modern mother to assume full responsibility for teaching her daughter to be a wise consumer and successful homemaker.

• It is predicted that most girls currently in school will be employed outside the home for at least 25 years of their adult lives. Home economics helps them prepare for careers as well as marriage.

The role of women in today's society has become a complex one. Women need to be educated to the limits of their individual potentials in order to contribute to the world's store of knowledge; to increase the cultural level of living; and to influence the political, social, and economic well-being of the

community in which they live. After all this, they are still expected to fulfill the role of wife and mother — a big order. They need all the help available.

A major emphasis of today's home economics curriculum is preparation for parenthood and home management. Twentieth-century technology has rendered traditional family management virtually obsolete, and modern women require assistance to adjust to a home life far more complex than that of the years before World War II.

Home economics can be learning to cook for the joy of creating, the fun of eating, the fulfillment of body requirements, or even for getting rid of frustrations.

It is developing the ability to select meals away from home and to entertain graciously. It is learning to make decisions when selecting food from among five thousand items on the grocer's shelves, to balance time and energy against the cost of food.

It is learning to feed the young, the aging, the hungry, the heavy, the thin, and, of course, the man one loves.

Home economics creates an awareness of the houses people live in; the costs of buying or renting a home; how to select and arrange furnishings and appliances; how to plan one's work; how to provide for storage and for privacy for individual family needs — in short, how to make a home.

It is learning about clothing and how to select and construct it; it's learning about good grooming, enjoyment of color, and how to be a wise consumer and producer. It is an enterprise in which young people may sometimes experience failure without necessarily feeling defeated. The first garment may, or may not, be a disaster, the next one, a triumph.

Home economics is the one subject in which a girl can learn about relationships between mothers and children and about feelings between brothers and sisters and can gain understanding of herself and her friends and prepare for marriage.

Home economics is often the avenue for strengthening values already established by home and church. It may be the one class in which a girl may talk about the physical or emotional prob-

lems she is facing. It offers the opportunity for students blessed with intelligence, with a fine wholesome inheritance, with economic security, and with social acceptability to assume responsibility in sharing their values, beliefs, and abilities with others.

It is in home economics classes, because of the informality of the setting and the techniques of instruction, that girls often find motivation to improve mentally, socially, and physically and to emerge from a status quo knowing that life can be better than they thought it could.

Some high school programs offer training for specific jobs related to home economics for the girl going to work immediately after finishing high school.

Most high school home economics classes place emphasis on improving personal appearance; on strengthening human relationships; on managing time, energy, and money; and on developing attitudes that make for more effective employability, whether the girl is working or plans to work or to enter a junior or four-year college.

Regardless of the job or profession for which a woman prepares, rarely is she relieved of her home-making responsibilities. It becomes increasingly important that young women be trained in such a way that they can confidently face the dual role of homemaker and wage earner. Home economics can give to all working girls and women the kind of direction they need to assume this dual role.

Behind the mixes, canned foods, appliances, patterns for clothing, and textiles — things that touch our lives every day — are home economists, making life simpler and happier for all of us.

Home economists work with health and welfare services, serve in the Peace Corps, work in the space program, do research on living under the sea, and help in many facets of rehabilitation. In short, home economists work with people: in education, research, nutrition, food enterprises, textiles, clothing, child development, journalism, advertising, television, hospitals, school cafeterias, restaurants, industry, fashion and interior design, merchandising, decorating, business — wherever people need them for the enrichment of home and family life.

'Can learn how to raise hogs but not families'

The following article is reprinted from the women's page of THE VANCOUVER SUN.

Courses on family life should be a requirement for high school graduation, says anthropologist Margaret Mead in a recent magazine article.

And Deryck Thomson, executive director of the Family Service Agency, agrees emphatically.

'We send young men and women to agricultural college to learn how to raise hogs but we don't place the same importance on the raising of a family,' said Thomson.

'Lack of preparation is a major factor in marriage failure and statistics show that one in every 10 marriages is in trouble,' he added.

Dr. Mead, world famed for her studies of love and marriage customs, suggests class-work preparation for family life, including the use of books, lectures, films and discussion.

FIELD WORK

'In addition we need field work assignments in which each student would spend several periods of 24 to 48 hours on active duty in the home of a young family — a family with no hired help,' she said in the published interview.

'This is not a new idea,' said Thomson. 'Social workers in training undergo this kind of field work.'

'Similar training for marriage and parenthood would do much to destroy the completely unrealistic picture-magazine idea of the relationship,' he added.

Dr. Mead said that generations ago most girls had some experience caring for babies, planning meals, marketing and helping with the housework.

'But today the different ways in which different men and women meet family duties and emergencies are seldom visible to the eyes of teenagers,' she said.

MORE IMPORTANCE

'We seem to place more importance on the ability to buy a used car or a fur coat than on knowing how to deal with a domestic problem,' said Thompson. 'A substantial proportion of broken marriages and unhappy homes could be prevented by adequate preparation for family life.'

'The problem is becoming of increasing importance,' he said. In his opinion the gap between the physical sciences and the social sciences is becoming wider all the time.

'Unless we learn how to apply our knowledge of the social sciences in a more effective way we won't be able to utilize the knowledge from sciences,' said Thomson.

'The importance of education in family relationships can't be over emphasized,' he said. 'I sincerely hope the time will come — and soon — when people will realize that such courses in our schools would not only prevent many family breakdowns but would also provide an additional sense of fulfillment,' said the man who copes with curdling marriages from nine to five, five days a week.

He agrees completely with Dr. Mead's statement that in many cases young couples are expected to be 'mothers before they are women and fathers before they are men.'

'They are asked to care for each other, to budget and plan, to cook and eat nutritional meals, to look after new-born infants, to combine work, study and play in ways that would puzzle any vocational counselor.'

'If any business manager were to make similar demands on an untrained staff member he would be fired,' said Thomson.

'The importance of training courses in human relationship be-

fore marriage is becoming increasingly evident,' he added.

NOT TOO HOPEFUL. However, Dr. R. F. Sharp, superintendent of schools for the Vancouver School Board, isn't too hopeful that such courses will be available in the near future.

In fact, Dr. Sharp said that before the Chant Commission in '61 there was more emphasis on family relationships than there is now.

'As a result of pressures from several sources, including the legislature, that emphasis has been reduced,' he explained.

'There is only so much time in which to cover a curriculum and the emphasis is now on academic achievement,' he said.

'Of course the pendulum swings, so who knows what courses will be included in the future,' he added.

Bob Reid scholarship proposed

The B.C. Retired Teachers' Association plans to establish an annual \$200 award in memory of Robert Reid Smith, an outstanding B.C. teacher, who died last fall.

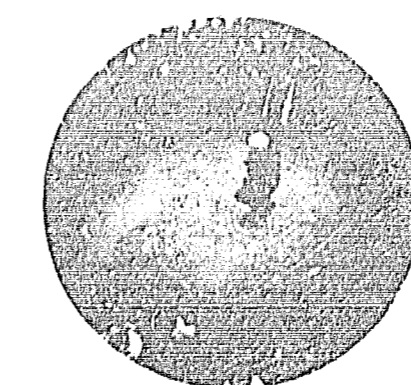
An Executive recommendation that the award be made will go before the annual meeting of the association in April.

Mr. Reid, who was president of the BCTF in 1952, received the Fergusson Memorial Award in 1961.

He was one of the organizers of the BCTF Co-operative Association and was active in furthering the interest of retired teachers.

The association will wait until ratification of the award by the annual meeting before deciding how it is to be made.

Ode to 'Hop to it'



Hop-to-it Jump-to-it sounded a call
Hop-to-it Jump-to-it fears man's downfall—
Will all the king's highways
Or all the king's dams,
Put bewildered man
Together again?
That is the question
Causing mental congestion!

Shall teachers be leaders,
Or mere Sputnik beaters?
Shall we survive
With the whims of the hive?
Do we soul-search organics,
To improve the mechanics?
And spoil the throngs
Before all say 'so long'?

Should our concern
Simply help them learn?
And then lacking conclusions
Cause more confusion?
For, then is not the imaginable,
Foundation for attainables?
For, what is an aim,
Without a target to claim?

Should we not try
Explore answers to why?
And lessen the robots
Who deepen the ruts?
Let's not go into orbit man;
Let's find out where we stand.
So that our research
Is kept close to earth.

Amen.

—Leo J. Matte,
Charles Bloom Junior Secondary School,
Lumby, B.C.

Art teachers plan exhibit in auditorium May 6-31

Attention all teacher-artists! The B.C. Art Teachers' Association is sponsoring an art exhibition in the auditorium of the BCTF Building, May 6 to 31.

The exhibition will be juried by Paul Wong, owner of the Bau-Xi Gallery, Vancouver.

Prizes for the winning entries have not yet been determined, but they will be in the form of purchase awards.

The contest is open to all members of the BCTF. Because of the

lack of suitable display area, three-dimensional works cannot be accepted.

Each person may enter two works, which must be suitably framed or matted.

Deadline for entries is April 11. Send them c/o Leon Tvey, 8050 Selkirk St., Vancouver 14.

There is no entry fee. However, official entry blanks must accompany each work. These can be obtained from Harold E. Pearce, 4118 West 11th Ave., Vancouver 8.

Working conditions and collective bargaining

By C. D. OVANS

Salary negotiations this fall and arbitration hearings concluded by December 31 have led to an increase in teachers' salaries for 1968 averaging 6.4 per cent.

In addition there were gained other improvements in collective agreements not directly related to salaries but having, nevertheless, a money value to the recipients.

1. Twenty districts now provide sick leave benefits supplementary to the statutory provisions of the Public Schools Act.

2. The BCTF-BCSTA group life insurance plan was instituted in 30 districts, giving better coverage at a cheaper rate.

3. The number of districts offering detached duty or some form of educational leave increased to 60.

4. Full credit for out-of-province teaching experience is now given in more than two-thirds of the school districts in the province.

These improvements in the form of non-salary benefits resulted in large part from a more enlightened attitude on the part of many school trustees concerning the proper scope of a collective agreement, coupled with a 1966 amendment to the Public Schools Act, which permits arbitration boards to deal with bonuses as well as salaries.

So far, however, neither the enlightened attitude nor the local provisions for arbitration have permitted teachers to bargain for terms and conditions of employment which cannot be described as either salary or bonus. This despite the fact that collective bargaining for organized groups of employees

in general normally includes bargaining for working conditions.

The time must come when teachers can bargain freely on such conditions as class size, teaching assignments, free time or leave of absence provisions other than for sick leave. Such items are already negotiable in other school jurisdictions in Canada (for example, Regina and Montreal) and appear in great number and detail in a growing number of agreements in the U.S.A.

The U.S. trend was established through a growing teacher militancy manifested in strikes and other union-like activities. What led to this? In the words of Ida Klaus, reviewing in 'Changing Education' a book entitled 'Collective Negotiations for Teachers,' by Myron Lieberman and Michael Moskowitz: 'the under-lying cause of the movement toward collective teacher activity was the failure of school boards to treat seriously the just demands of their teachers for a significant voice in the determination of their conditions of work and for long-needed advances in their welfare.'

The BCTF Executive Committee is under the repeated instructions of Annual General Meetings to give teaching and learning conditions priority attention. To date, campaigning has been largely on an educational level, depending upon persuading school boards to make desired changes after joint discussion. This procedure has a chance to succeed, provided there is a willingness to permit joint discussion to lead to joint decision. If it does not succeed, B.C. school trustees will likely find themselves having to counter some form of direct collective teacher activity, as is occurring in the U.S.A.

At stake is the welfare of pupils as well as the welfare of teachers. And teachers historically have demonstrated that they will fight harder for their charges than they will for themselves.

Seminar for art teachers

A spring seminar to consider possible procedures for conducting art workshops around the province, and to encourage art teachers to hold workshops in their own districts, will be held April 27.

The seminar is the first of its kind in the province. The location is yet to be decided, but it will be either at Simon Fraser University or University of B.C.

This seminar is not to be an art workshop, but rather a discussion among teachers of art (elementary and secondary) who are willing to assume leadership and to conduct art workshops, says Miss Luella Downing, chairman of the visual art workshops.

'A memo containing this information was sent to each in-service chairman in January, but to date not all school districts have responded — we urge you to act now,' she added.

Miss Downing said the preparation of teachers of art resulting from this seminar will undoubtedly benefit the school district as a whole. 'We therefore urge art teachers to apply to their local associations and/or school boards to have expenses defrayed.'

Names and addresses of interested teachers will be received to March 30 by Miss Downing, 1431 W. 55th Avenue, Vancouver 14.

VISITING COMMITTEE

The B.C. Retired Teachers' Association would like to hear about any retired teachers who are ill in hospital or at home. Members of the association's visiting committee are anxious to call on any such teachers. Please call Miss Annetta Pye at 261-6241.

AGM '68

By DICK DUNLOP, Convention Chairman

Someone, the other day, mentioned the word 'etiquette' in connection with wine tasting. It occurred to me that a good many teachers may be as ignorant on the subject as I.

A little research seemed in order but — if you think that's easy, think again. Finally, with the help of a charming continental who has been our host at the past four AGM delegates' dinners, I got the story — and was I ever glad I did!

That 'someone' — Jean Rutherford, of Penticton — was right too, there are some basic rules for wine-tasting. Jean is helping the OVTA organize the wine-tasting party that will be one of the highlights of the social activities during the AGM in Penticton.

So — here's the story! Wines are served in a white to red; light to heavy, order. White French bread and/or cheese is provided to clear your taste buds between kinds of wine and in order to appreciate the bouquet of the wines you shouldn't smoke. But, and this is not just etiquette, it's survival tactic — JUST taste and/or sip — DON'T toss it off! A full glass of each type of wine — light white through to heavy red — could give you the granddaddy of all heads within half an hour. See why I was worried?

CALL TO MEETING AND NOTICE OF EXTRAORDINARY RESOLUTION

TAKE NOTICE that the fifty-second Annual General Meeting of the British Columbia Teachers' Federation will be held at The Peach Bowl in Penticton, B.C., from Monday, April 15, 1968, at 9:00 a.m. until Wednesday, April 17, 1968, at 10:00 p.m. with provision for further sessions, if necessary, on Thursday, April 18.

AND TAKE NOTICE that at the said Annual General Meeting the following amendments to the Constitution and By-Laws of the Federation will be proposed as Extraordinary Resolutions:

1. That Section 4(1) be amended by inserting at the beginning of the third sentence the words, 'Federation members engaged in adult education.'

(The sentence will then begin: 'Federation members engaged in adult education and Supervisors of Instruction may be accepted as members by any Local Association in its discretion'.)

2. That Section 3(2) be amended to read: '(2) Student Membership. Student membership may be granted by the Executive Committee upon application and upon payment of a fee according to the scale of fees then in force, to a student in the Faculty of Education in any University in British Columbia.'

3. That Section 4(3) be amended by deleting the final paragraph C. D. OVANS, General Secretary

Sick leave minimum of 20 days sought by BCTF

The BCTF has presented a brief to the provincial government calling for amendments to the Public

Schools Act which would permit a minimum of 20 days' sick leave each school year.

The brief also asks the government to permit individual school boards to grant sick leave benefits in excess of minimum requirements.

The brief, signed by president Bob Buzza and general secretary Charlie Ovans, was addressed to Education Minister L. R. Peterson.

OTHER PROVINCES

Most provinces give 20 days' sick leave a year. The maximum number of days of cumulative sick leave ranges as high as 200.

The brief said that tying sick leave to service within one particular district 'not only ignores the vagrant nature of illness but also militates against the teacher who wants to move to another district.'

It also points out that because a teacher's sick leave is earned at the rate of one day per month taught, the range of coverage is from zero in September to 10 days in June of the first year taught.

The brief continued: 'In the 1964-65 school year, 3,064 teachers had no experience in the school district in which they were teaching. These teachers would receive no sick leave coverage at the beginning of the school year.'

'At the end of the 1963-64 school year, 1,214 experienced teachers moved from one B.C. school district to another B.C. school district and lost their accumulated sick leave benefits.'

'GLARING INADEQUACIES'

'The practice of granting sick leave on the basis of the length of service creates glaring inadequacies in terms of supplying individuals with assurance against loss of salary in the case of disability.'

'The method of granting sick leave finds no corresponding pattern in the incidence of illness. The linking of the accumulation to service within a school district and the illogical application of a yearly usable maximum further weaken the provision.'

'The disparity between coverage and need leaves large segments of the teaching force without protection — the beginning teacher, the teacher new to the province, the teacher new to a school district, and the teacher who suffers an extended illness.'

'Good fortune should not be the measure of whether or not sick leave provisions serve an individual teacher.'

'CYNICAL ASSUMPTION'

'Many employers fear that, should sick leave benefits become more generous, then employees would immediately take advantage of it and the demand would swell to take any given amount of sick leave provided.'

'This opinion is based upon the rather cynical assumption that the only reason people work is to make money and sho.'d this incentive be removed, job satisfaction, devotion to duty, loyalty and moral fiber vanish.'

'We cannot support this view but we will admit that some individuals may fit the description. We favor appropriate safeguards against the misuse of sick leave.'

'At the same time, it is emphasized that many employees go to work so disabled by sickness that their errors and the poor disposition actually detract from the effectiveness of the operations in which they are engaged. Perhaps these persons should be persuaded to stay home.'



Grade 12 students at Vancouver's Windermere Secondary doing some practical work as part of their food preparation program.

Home economics must meet changing needs

The last International Congress of Home Economics, with the theme 'Home Economics Education to Meet Changing World Conditions and Needs,' gave its ideas of what modern Home Economics teaching must be:

1. Teaching on the economic plane and psychological and social plane.

2. To put within the reach of all a diversified ensemble of knowledge.

3. Teaching adapted to need (the needs vary with the type of family involved).

4. Teaching of general and permanent characteristics of equal importance for both sexes.

5. The teaching of Home Economics is not sufficient unto itself: it rests on a considerable scientific knowledge and is an element within the whole; it is and must be an integral part of a whole social policy putting to work the multiple elements closely interdependent: the policies regarding housing, regarding urbanism, regarding sanitary and social equipment, the satisfactory dividing of revenue, put at the disposal of families and social workers helping them in the solution of their problems, a network of household aids intended to assist the members of the family group temporarily disabled (failing).

Candidates for BCTF Table Offices



TOM HUTCHISON
... for president



ED NELSON
... for president



JOHN YOUNG
... for first vice-president



JIM KILLEEN
... for first vice-president



ADAM ROBERTSON
... for first vice-president



GIL JOHNSTON
... for second vice-president

President

THOMAS HUTCHISON

Born Scotland; graduate Glasgow University with M.A. (Ord.), M.Ed., Jordan Hill Training College; teaching experience — 3 years in Scotland, Cranbrook (7 years Mt. Baker Secondary School — includes 4 years head Social Studies Department), Windermere (vice-principal David Thompson Secondary School since 1964); in Scotland secretary of Glasgow Section of the Scottish School Masters' Association; in Cranbrook was PRO, chairman agreements and liaison committees, vice-president and president, as well as delegate to and president of East Kootenay Teachers' Association; EKTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65; BCTF Executive Committee member-at-large 1965-66; BCTF Second Vice-President 1966-67; First Vice-President 1967-68. Nominated by Nominating Committee.

N. E. (ED) NELSON

Born Mullan, Idaho, of Canadian parents; attended elementary schools in a number of B.C. communities; after 3 years' service in RCAMC during war, attended DVA pre-matric school in Vancouver; B.A. 1950, Teacher Training 1951, B.Ed. 1953 and M.Ed. from UBC; teaching experience—Alert Bay School District (3 years principal Woss Lake School), Surrey (North Surrey High School 1 year), Burnaby (Burnaby South Secondary School 6 years, Burnaby Central Secondary School 4 years, now vice-principal Kitchen Elementary School); member agreements committee Alert Bay T.A.; PR Co-ordinator and editor Burnaby Bugle for Burnaby District Council; past member BCTF Public Relations, PSA committees; member WCOTP Committee; was president Secondary Association of Teachers of English; editor The B.C. English Teacher; chairman B.C. Education Week Committee 3 years; president Lower Mainland Chapter of Canadian College of Teachers 3 years; chairman BCTF Summer Conference Committee 3 years; Assistant Director Summer Conference 5 years; Geographical Representative for Burnaby on BCTF Executive Committee 1964-65; BCTF Executive member-at-large 1965-67; BCTF Second Vice-President 1967-68. Co-author, with Mrs. Nelson, of a Grade 7 language arts textbook. Member Burnaby Library Board. Nominated by Nominating Committee.

First

vice-president

JOHN A. YOUNG

Born Bathurst, N.B.; B.Com. (UBC) 1949; Diplome d'etudes, Cours de civilisation francaise (University of Paris) 1952; Teacher Training (UBC) 1955; M.Ed. (UBC) 1961; RCAF Sept. 1940-Jan. 1945; teaching experience — Salmon Arm (teacher and commercial specialist, high school 1 year), Vanderhoof (teacher, commercial and French specialist, elementary-senior high 2 years), Vancouver (teacher of shorthand and typing to adults at Technical School while at UBC 1954-55), Greenwood (principal elementary-senior high 1955-57), Keremeos (principal junior-senior secondary 1961-65), Campbell River (principal senior secondary 1965 to present); 1957-60 Group Headmaster in Sarawak, Borneo, under Colombo Plan, in charge of organizing and setting up experimental scheme in primary education; co-founder at UBC of CUSO (Canadian University Service Overseas); president Keremeos T.A. 3 years; past president Okanagan Valley Teachers' Association; active in P-TA and other community organizations; member Canadian College of Teachers and Phi Delta Kappa; member BCTF Committee on Effective Teaching and Learning Conditions; member BCTF ad hoc committee on Teacher Supply and Retention; OVTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65; BCTF Executive member-at-large 1965-68. Nominated by Nominating Committee.

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J. W. (JIM) KILLEEN

Born Regina, Sask.; elementary school there; secondary school Burnaby; B.A. Teacher Education and M.Ed. (UBC); Vancouver Special Counsellors' Training Program; teaching experience all in Vancouver — Walter Moberly Elementary, Templeton Secondary (slow learners, English, social studies, counsellor), Lord Byng Secondary (area special counsellor), John Oliver Secondary (administrative asst.), Magee Secondary (vice-prin.), now John Oliver Secondary (vice-prin.); summer school teacher and vice-prin., night school teacher; was member VESTA and VSSTA, now member VSAA; member VSAA committee on practice teaching and ex officio member executive; has been member BCTF Community Colleges Committee and ad hoc committee on Education of Vocational Teachers; at present member Policies and Procedures Committee and chairman Teacher Education and Certification Committee; was Geographical Representative for VSAA on BCTF Executive Committee, now Geographical Representative for VSAA on Representative Assembly (1965-68); member BCTF Executive Committee (spring 1968) to complete term of a member who has resigned; BCTF representative on Joint Board of Teacher Education (1964 to date); member Board of Management, UBC Alumni Assn. and co-author Alum. Assn. report on university gov't; member Phi Delta Kappa and Sigma Tau Chi (men's honorary fraternity, UBC). Nominated by Nominating Committee.

A. G. ROBERTSON

Born Saskatchewan, moved to B.C. age 14; graduate Victoria Normal School; B.A. (UBC); teaching experience — commenced 1931, now Creston (16 years supervising principal elementary schools, appointed supervisor elementary schools 1964); wide reputation in field of elementary curriculum, recently summer school lecturer UVIC and UBC off-campus instructor at Cranbrook in winter; past president Cranbrook and Creston Teachers' associations (charter member of latter); secretary East Kootenay Teachers' Association 21 years; past president B.C. Principals' and Vice-Principals' Association; BCTF Executive member-at-large 1967-68. Nominated by Nominating Committee.

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Second vice-president

J. G. JOHNSTON

Born Nelson; attended school there; attended Notre Dame University and Royal Roads Military College; Teacher Training (UBC) 1957; held positions in business as accountant and comptroller before entering teacher training; teaching experience — Quatsino (1 year), Arrow Lakes (1 year, principal elementary-junior secondary school), Golden (4 years, principal elementary-senior secondary school at Field); Gold River (2 years); held various positions in local associations including president and agreements chairman; district councillor EKTA 1962-65 and member-at-large on BCTF Executive Committee 1965-68. Nominated by Nominating Committee.

Staff rumors

Ed May, head of the English department at Port Moody Secondary, had more than a passing interest in the heart transplant operations performed by South Africa's Dr. Christian Barnard. May, a South African, was attended by Dr. Barnard in 1953 when he was treated for pneumonia at Groote Schuur Hospital—the same hospital where the transplants were performed.

★ ★ ★

Erhart Regier, former NDP member of parliament for Burnaby-Coquitlam and now teaching in Chetwynd, has been nominated NDP candidate for Prince George-Peace River riding in the next federal election. Regier resigned his seat in 1963 to provide a seat in the House of Commons for NDP leader Tommy Douglas.

★ ★ ★

Robert Krider, son of Ashcroft Secondary School principal E. A. Krider, recently received three awards as a result of his achievements in the school he previously attended, Mannville High School, Alberta. He won the Governor-General's gold medal as the top Grade 9 student and a gold watch that went with it, as well as an

engraved plaque for being an honor student.

Busiest man on the spring convention circuit must be Campbell River's John Young. He is speaking to conventions all over the province. His engagements culminate in a week-long series of lectures to UBC students this spring.

★ ★ ★

Miss Norma J. Hawkes, winner of the BCTF post-graduate scholarship in 1963-64, has presented a copy of her doctoral thesis 'Analysis of Channel Selection of Junior Secondary School Students on the Reorganized Curriculum in B.C. Schools' to the BCTF Resources Center. Miss Hawkes received her doctorate from the University of Oregon, Eugene, in 1967. She is now on the staff of Burnaby North Senior Secondary School.

Seek higher rates for exam markers

The federation has asked the provincial government to raise the pay-rates for teachers who mark governmental examinations in July.

The present rate, set in 1965, is \$26 a day, from which the teacher must pay his room and board.

The federation is seeking a new rate of 1/200th of the average salary of a secondary school teacher for the previous year — estimated to be \$42 a day.

The federation brief to the gov-

ernment states: 'The results of departmental examinations bear very directly upon the educational and vocational plans of the candidates.

'The marking of subjective items on the examinations must be regarded as a professional task requiring the knowledge and judgment of qualified secondary school teachers.

'Rates of pay for the task should be consistent with the professional qualifications required.'

PROVINCIAL TEACHERS' MEDICAL SERVICES

The date of the Annual General Meeting will be **Monday, April 15, 1968**, in the Plum Apple Rooms of the Penticton Peach Bowl. This will be a most important meeting. May I draw your attention to the following:

- Have we your correct address? and ...
- If you are unable to attend in person, please send your Proxy Form to PTMS, 1815 West 7th Avenue, Vancouver 9, B.C. This form is contained in the front of the AGM Report.

R. A. McCORMICK, President.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER