



*the BC teacher*



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## This Issue

THE second of the two-article series by Geraldine L. Channon on legal liability of teachers and school boards when school children suffer accidents will be found on page 128.

OUR reprinting of sections of the Federation's Brief to the Royal Commission continues on page 131. This month we give the section on Supervision Practices.

THE final two reports on the sessions at the Summer Workshop commence on page 137. These reports deal with Supervisory Personnel and How to Revitalize the Local Association.

SOME thoughts on the teacher and her personality in the classroom are given by Mrs. Bernice McDonough. See page 140.

NEIL Sutherland's "History Brought to Life" is a discussion of the value of using primary sources in history classes. This is on page 144.

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# the BC teacher

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## *the* Editor comments—

# What Does it Do for Me?

TO most members the B.C. Teachers' Federation is an impersonal organization. Many wonder and some ask, "What does the Federation ever do for me?" Yet there are numerous members who have been closely identified with the Federation through their generous service on one of the many Federation committees who are all well aware of the very real and significant service the Federation renders to its members by collective action. There are also numerous members who have received assistance on some personal matter, or who are aware of such assistance to some fellow teacher, who fully appreciate their professional organization.

It is regrettable, although understandable, that many members fail to appreciate the contribution of the Federation to their own well-being. The difficulty is partly one of communication, of keeping the members informed of efforts on their behalf. Those members who know what the Federation has done and is doing have no difficulty in recognizing that, because of the joint efforts of teachers through the Federation, our personal welfare and the status of the teaching profession as a whole have been much improved in recent years. Never should we become complacent, because to remain static as to salaries, status and teaching conditions in today's fast-changing society is to lose ground. We should, however, know the heritage which was ours when we entered the teaching profession and of the advances the Federation has made on our behalf.

Because they had been established before our teaching careers commenced or because we have not been actively involved in their achievement, we tend to take for

granted our many economic benefits and improved conditions. We fail to appreciate fully that it was only through the extensive efforts of many teachers working co-operatively as the Teachers' Federation that we today have reasonable economic returns for our services; that we enjoy a sizeable measure of security with specified procedures granting us the right to appeal against what we consider unfair dismissal or transfer; that we have a pensions plan and the privilege of reinstatement for pension credit; that we have the right of collective bargaining; that we have the opportunity of university summer courses and directed reading courses; that marriage is no longer recognized as ground for dismissal of women teachers; that we have coverage provided by the Salary Indemnity Fund and the Benevolent Fund; that we may enjoy the benefits offered by our own Medical Services Association, Credit Union and Co-operative—to cite but a few of the Federation's achievements.

Individual service to the members falls broadly into two categories—formalized service provided by the Federation and the allied Credit Union, Co-operative Association and Medical Services Association and individual assistance available to the member with problems arising out of a teaching situation.

The growth of the Credit Union, the Co-operative Association and the Medical Services Association attests to the service they render to the Federation members who participate in them. The numerous letters of appreciation the office gets from members who have received Salary Indemnity benefits or loans from the Benevolent Fund are

convincing proof that these Funds serve our members well. Always these services must be administered in a business-like manner, but also as humanely as possible. They exist to provide a service to teachers and it is obvious they are doing so with every possible consideration for the circumstances of the member concerned.

Pressure of other business makes it impossible for the staff to give as much personal attention to our members in need as we would like, but "service is our business" permeates the whole Federation staff. We are certain that the Federation membership expects that, within the limits of time available, the staff will make the services of the Federation as personal as possible. Usually the circumstances of the member requiring assistance from the Salary Indemnity Fund or Benevolent Fund are such that personal contact is appreciated. It is not unusual for one of the staff to visit a member at his home or in hospital to deliver a salary indemnity cheque and inquire if there are other ways in which the Federation can assist. For members out of Vancouver, such offer of further assistance is embodied in an appropriate letter.

We are quite convinced that the Federation member who suffered an automobile accident in the State of Washington and who received a hospital visit there from a staff member who made the trip after office hours appreciates the Federation. Likewise, the member who suffered an accident while on holiday and was confined to hospital in another province undoubtedly appreciated the Federation's making the necessary arrangements to have the hospital bills met by the B.C. Hospital Insurance Plan, offering a loan from the Benevolent Fund and contacting the secretary of the teachers' federation in the other province, who took a personal interest in the case and arranged for teachers to visit our member.

The Federation staff has assisted numerous members in having matters of certification and pension credit settled to their satisfaction. Such Federation service is available to all members.

Another type of personal service is that

emanating from what can be broadly classified as "legal cases." These cover dismissals, transfers, ethics cases and legal actions arising out of school accidents. Wise is the member who contacts the Federation office immediately upon finding himself involved in any such case.

The Federation offers guidance on any case arising out of a "teaching situation" and, depending on the circumstances, may provide unlimited legal assistance. Every case is carefully reviewed and if, in the opinion of the teacher concerned and the General Secretary (or, in his absence, one of the other staff members), it appears desirable, one of the staff and/or officers visits the district to meet personally with the teacher and other people concerned. The circumstances of the case determine the nature of further action. Sometimes the service of the Federation's Professional Relations Commission is all that is required. Other cases are such that the matter is placed immediately in the hands of a solicitor.

The fundamental objective of the Federation is to assure that the teacher's rights are protected and that only the proper procedures are followed. The Federation has spent up to \$2,500 in legal fees on some individual cases.

Despite Federation assistance, some cases have not been resolved to the complete satisfaction of the teachers concerned. While the Federation was able to ensure that the teachers received all possible assistance, and their rights were protected, they did not agree with some aspects of the final legal decision. Perhaps this is understandable.

On some occasions the Federation also may not have been satisfied, even though the terms of the Public Schools Act had been completely observed. Of course, where cases have indicated a weakness in the Act, these have been used by the Federation to seek desirable amendments.

"What does the Federation do for me?" It does much in a collective way and, in individual cases, its services are available to all members. ★

REGINALD B. COX

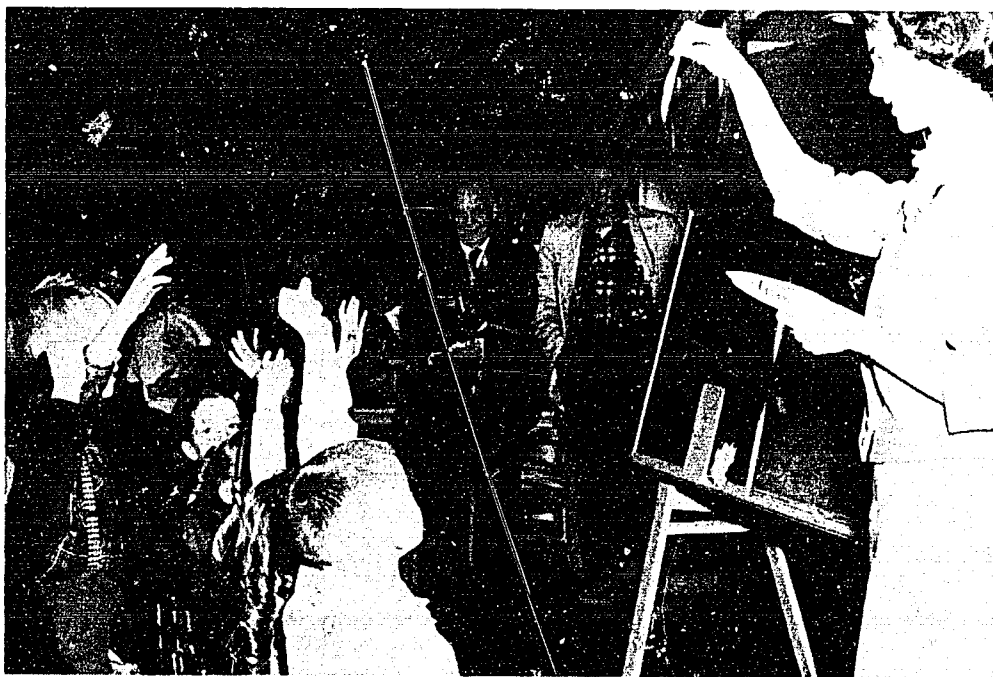
## A Year-end Greeting

ONCE again the first term of a school year has slipped away and it is time for the old familiar greeting, "Merry Christmas and a Happy New Year." During the fall it has been my privilege to meet many of you at conventions, workshops or local meetings, and although I may not be able to recall all your names I shall long remember the many kindnesses which have been extended to me.

The fall months are busy ones in the Federation. A great deal of our time seems to be devoted to conventions, both our own and those of other organizations at which we represent the Federation. These are all very interesting and necessary duties but it is alarming to realize how few local associations a president can visit during the first

few months in office. However, so far the winter months are quite clear and I do hope to be able to attend many local meetings then.

It has been suggested that the President should each fall write a personal letter of welcome to all new teachers. In theory this is fine but in practice impossible because we may not have all names and addresses until well on in November. I hope, however, that this brief message may be both a welcome to the new teachers and a renewing of friendships with other Federation members. I trust you will all enjoy these days of well earned relaxation at the end of the year and that all the happiness of Christmas may be with you and those you love. ★



Mrs. Maureen Wiebe and her class of Grade I children demonstrated the use of flash cards to interested parents when they held their class in the T. Eaton Company store in Chilliwack during Education Week last March.



# Education Week Experiment

J. F. KOPE

*This report of Education Week activities in Chilliwack shows what can be done by an enthusiastic committee.*

**E**ACH year when Education Week approaches, the Public Relations Committees are faced with the task of featuring education. Last year the Chilliwack committee felt that, in addition to the usual communication through press, radio, panel discussions, letters to parents, window displays, etc., a different approach to the general public would be profitable. We therefore decided to approach the manager of the T. Eaton Company and propose that a primary demonstration class be set up on the second floor of his large store.

Our proposition was enthusiastically received. Arrangements were made to move the furniture to one side and have a large area available for the Grade One demonstration class. We arranged through Mr. Jack Kirk, our Superintendent of Schools, the School Board, and Mr. Carl Wilson, Principal of Central Elementary, to have tables, chairs and blackboard brought to the store and arranged in the usual classroom manner. The manager of Eaton's, Mr. H. E. McLellan, lent his own executive desk for the teacher's use. Not only did he provide his desk but he also placed a beautifully polished red apple on it. A bouquet of flowers also decorated the desk.

Since this whole undertaking was only an experiment, we decided to hold the demonstration class for one afternoon only. The class with their teacher, Mrs. Maureen Wiebe, came through with flying colors. In fact, so much so that it was suggested that

in future years a different grade could be used each day of Education Week for demonstration purposes.

As P.R.O. I was present the entire afternoon and watched the shoppers, many astounded to see a school situation where chesterfields are usually sold, gather to observe this experiment. Advance publicity through press and radio had evidently not reached all ears.

Upon the conclusion of the lessons, the children were presented with a letter from the manager thanking them for coming. A gift certificate was also included in each letter. As they left the store each of the forty youngsters was given a beautiful, large Easter egg. The teacher was presented with a lovely corsage.

Our appreciation for making this a success goes to the manager of Eaton's for giving us enthusiastic support in our experiment. He was even farsighted enough to place the classroom in close proximity to the two washrooms. The wisdom of such foresight was borne out by the early use of these facilities by the youngsters.

Then the ready willingness of Mrs. Maureen Wiebe to provide her own services and those of her class assured the success of our plan. Press and radio coverage gave this whole effort the publicity we needed. The accompanying picture will give some idea of our little experiment in trying in one more way to hold the importance of education before the public eye. ★

## Who Is Liable?

*This is the second section of a two-part article which discusses the legal liability of school boards and teachers for school accidents. The first section appeared in the November issue.*

IN last issue's article, the second question posed regarding legal liability was "What procedures should I follow if an accident does occur?" The procedures to be followed are twofold. Long before any accident has actually happened, the school should be prepared for such an eventuality. This preparation consists in keeping up-to-date records on each pupil. The records should include the following information:

1. Home and business phone numbers of parents, or the name and phone number of a neighbor if the parents do not have a phone.
2. Name and phone number of the family doctor.
3. Notes on any special problems, such as epilepsy, diabetes or anti-tetanus allergies, that the child may have.

It would also be worthwhile to keep on hand the names of several doctors who may be summoned in an emergency and the address and phone number of the nearest hospital.

After an accident has occurred, the proper procedure is to summon the school nurse or doctor at once. This action immediately places responsibility for treatment on the appropriate person. However, if medical help is not readily available, the

teacher is placed in a much more difficult position. In this instance, the action he takes must be to a large extent dependent upon the nature of the injury. If immediate treatment is not indicated, then the teacher, whatever good intentions he may have, should refrain from attempting to give first aid, and should await the arrival of competent medical help. For if he treats the child and leaves him in worse condition, he may find himself open to charges of negligence. In one oft-quoted case in the United States, two teachers held a boy's inflamed hand in water that was too hot. The teachers were held to have been negligent, because emergency treatment was not indicated and because they had no medical training.

However, if immediate treatment is indicated, then the teacher is obligated by his relationship with the child to do the best he can. In this case, such first aid knowledge is expected of the teacher as is expected of any adult in similar circumstances.

The cautions extended in the previous paragraph are not intended to be rigid, or to prevent teachers from applying a band-aid, or putting a cold cloth on a bruise. On the other hand, treatments

which may involve danger in unskilled hands should be avoided in all but the most extreme emergencies. Every teacher should know enough about first aid to know when to refrain from using it.

The final procedure to follow when an accident occurs is to notify the parents, either by telephone or by note. In most instances, this need not be done immediately.

Many school boards require detailed reports of any accidents that occur. Where such reports are not demanded, it would still be good practice for the school to keep records of other than very minor accidents, both for legal purposes, if a charge should be laid, and to build up a record of dangerous activities.

The third question now remains to be answered. "What protection do I have if I am charged with negligence?" Under the law of negligence the major protection for all citizens is that the onus of proving negligence is on the plaintiff. The latter must be able to show that the defendant owed him a duty of care and that he failed to perform that duty. It must also be shown that the defendant's negligence was the direct, "legal" cause of injury to the plaintiff. A case may fall down on any one of these points. In addition, the plaintiff must be prepared to defend himself against counter-charges of contributory negligence. Evidence of contributory negligence does not necessarily mean that the case will be thrown out of court, but it does mean that any damages awarded will be reduced. In one Ontario case, the original award made was \$46,000. On appeal, this was reduced by a third. An eleven-year-old boy enrolled in Grade 5 was swinging on a swing installed on sloping ground. Grades 5 to 8 were not supposed to use the swing. The swing was upset, and the boy severely injured, to the extent that he would require lifetime custodial care. The board was held to be negligent in not keeping the playground equipment in good repair. The award was made on the understanding that there was contributory negligence on the boy's part, but that it was less than the negligence of the board.

Aside from the general difficulty of proving negligence, teachers and principals have added protection by virtue of their relationship with the school board. As employees, they are legally in what is known as a "master and servant" relationship with the board. This makes the board responsible for any actions performed by teachers or principals which fall within the scope of the latter's employment. Furthermore, the courts have in general tended to place a very liberal interpretation on the words "scope of employment." Not only statutes and regulations, but also local by-laws, and local customs which have at some time received explicit or implicit approval of the board, have been accepted as evidence of what a teacher believed his duties to include.

#### Who Has Final Responsibility?

For instance, one case in British Columbia involved the question of whether the school board was responsible for an accident occurring at a shooting contest. The board had authorized the principals of the various schools in the district to plan a sports day, using their own discretion as to the exact program chosen. One principal decided to include a rifle contest. Unfortunately, one of the rifles used was defective. It backfired and a particle flew into a boy's eye. The board claimed that the shooting contest was outside its powers and that the principal had overstepped the bounds of his authority. The court, however, held that the board was authorized to provide for such activities, and that the board knew that such contests had been held for several years. It was, therefore, their duty either to prevent the contest, or to see that it was adequately supervised. This final responsibility could not be delegated to the principal. Other activities such as serving hot lunches, or conducting a wrestling match have also been held to be part of the teacher's scope of employ-

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ment, and therefore the responsibility of the board.

On the other hand, not all activities of teachers are the responsibility of the board. In one case it was shown that the director of studies and two teachers decided on their own to transport two grades of their school to another town to hear a concert. No one requested permission of the school board and, furthermore, such a trip had never been approved in the past. The children were crowded into a truck. During the trip, one side of the truck gave way and many of the youngsters were thrown out, one of whom was severely injured. The judge ruled that the board was in no way responsible for the accident since the teachers had acted outside their scope of employment. He also stated that he had no hesitation in holding the teachers negligent. Unfortunately for the plaintiff, however, the case against the teachers had been dropped before the trial.

#### Protection is Available

A few minor forms of protection are available to teachers in various provinces. In Alberta, for instance, the provisions of the *Public Authorities Protection Act*, which reduce the ordinary time limit on actions to six months, are extended to teachers as well as boards. This protection may, of course, only be claimed if the teacher was performing a "public" duty at the time of the accident. In Ontario, the salaries of teachers called as witnesses are protected, but not those of teachers charged with an offence, even if they are later cleared. This is a hardship for the teachers, since the latter are often enjoined in actions for the sole reason that they must then be available to give evidence at the examination for discovery which precedes the trial.

Since the board is in most cases legally responsible for its teachers' actions and also because it has greater financial resources, the general practice in Canada has been to sue the board as well as, or even in preference to, the teacher. As shown earlier, however, it should not be assumed that the master and servant rela-

tionship gives teachers and principals complete protection. The latter are still responsible for their own negligence. And in theory, at least, the board may recover damages from a negligent servant. Furthermore, even if the teacher is cleared of charges of negligence, there may be years of delay and inconvenience, involving a number of appeals and appearances in court, before a favorable verdict is obtained.

#### Liability Insurance Valuable

Fortunately, a more secure type of protection is open to teachers and principals through liability insurance. There are various ways of obtaining this insurance. If the school board already carries liability insurance, then it would be relatively simple to have the policy endorsed for teachers by the insurance company. The endorsement would involve only a nominal fee, which might even, if necessary, be paid by the teachers. Such a plan would be particularly valuable in small school districts. Where boards carry their own insurance, or do not carry any, it may still be possible for teachers to obtain protection through agreement with the board.

The importance of insurance cannot be too much stressed. While the number of claims may increase if there is insurance, on the other hand more cases will be settled out of court. In this way legal fees will be reduced, and excessive delays, court costs and loss of earnings through attendance at court avoided. And most important, teachers and principals will not have to face the possibility of suffering a heavy financial penalty for a moment's negligence.

In summary, teachers and principals have considerable protection in negligence cases through their master and servant relationship with the school board, as well as through other minor forms of protection. For complete financial protection, however, liability insurance is also required. It must be added, however, that the best protection a teacher can find is the attitude of the "careful father," which is aimed at avoiding negligence and preventing school accidents. ★



*To acquaint teachers with some aspects of the B.C.T.F. Brief to the Royal Commission on Education, we are continuing our series of sections of that brief in this and subsequent issues of the magazine. This is the section on Supervision Practices.*

## What We Said

### The Changing Pattern of School Administration

THE unprecedented growth which occurred in British Columbia's economy and population during the last war and in the post-war period created formidable problems in education. Some of the problems have remained unresolved but the schools, on the whole, have managed to cope with the influx of new pupils. The task has been especially difficult because, coincident with the rapid growth in school population, there has been a virtual revolution in the administrative organization of school districts.

Prior to the last war, and indeed, throughout most of the war, each individual school, district, community, town, or city had its own school board, responsible, under the direction of the Department of Education, for its own schools. A large degree of local autonomy existed. Especially in rural areas, the school principal was, more often than not, the chief functionary in education. The supervisory system was rudimentary. Though inspectorates were large, inspectors did perform their primary function of inspecting the work of each of their teachers annually. They were not burdened, as district superintendents of schools are now, with such problems as those of school attendance areas and details of building construction. As the late Dr. J. G. Althouse, late Chief Director of Education for Ontario, said in a similar context:

The inspector, caught up in the practical exigencies of an expanding economy, has perforce become an executive officer and a financial adviser to his boards, and finds little time or energy to spare for the supervision of instruction.<sup>1</sup>

Amendments to the Public Schools Act following the Cameron Inquiry of 1944 changed the old pattern of administration. Except in a few larger cities and towns, the establishment of larger school districts had as one of its minor effects a lessening of the feeling of responsibility amongst the ratepayers for the school in their locality. With a local school board removed physically from their midst, ratepayers did not notice the growing centralization of education round a provincial focus.

The British Columbia Teachers' Federation does not suggest that the changes made in the structure of the educational system since 1945 have been inherently bad. On the contrary, thorough changes were necessary both to keep pace with the development of educational theory and to provide for the needs of a province which had almost doubled its population in twenty years. However, certain problems were created by the changes made, and the Federation is concerned with the solutions to these problems.

1. Althouse, J. G., "The Concept of the Principal," *Addresses*, W. J. Gage Limited, Toronto, 1958, p. 84.

### Local Autonomy or Centralization

One of these problems is that of centralization versus local autonomy. It is perhaps inevitable and is certainly desirable that the province should assume a larger share of the cost of education. However, the Federation believes with the late Dr. Max Cameron and with Dr. J. G. Althouse that the provincial administrative system should be sufficiently flexible to permit local autonomy in adapting the educational program to local needs when the local authority has shown itself capable and willing to seize the initiative in so doing. Dr. Althouse stated the point of view exactly in an address delivered to the Canadian Education Association in October, 1944, when he said:

It is not too much to say that in the east, at any rate, the conflict between centralization and local interest is being resolved not by selecting either one extreme or the other, but by various attempts to centralize for support, for equalization, and for enlightenment, and at the same time to retain lively local interest by conferring upon local bodies the right and responsibility of determining objectives and devising ways and means of reaching those objectives.<sup>2</sup>

The Federation would not expect any official of the Provincial Department of Education to quarrel with this point-of-view, but it feels that strong centralizing pressures might result in the gradual erosion of local autonomy.

Perhaps boards of school trustees hasten the decline of their autonomy if they become too engrossed with routine details of school operation and fail to exercise their privilege of defining policy within their school district. If they do not perform this function, some other agency will have to do so, and that agency can only be the Department of Education.

On the other hand, if school boards are encouraged to exercise initiative, their knowledge of local problems should result in a more efficient system of education in their districts, both with regard to the instructional program and to the advantageous use of the money available. The Trail

2. Althouse, J. G., "Signs and Portents in Education," 1944, *Addresses*, W. J. Gage Limited, Toronto, 1958, p. 24.

experiment in course programing (details of which have been given to the Royal Commission), illustrates what can be accomplished through the co-operation of the school, the school board, and the general public. Initiative in other districts might result in the preparation of curricula to meet specific local needs, with the district even deciding what text-books to use.

As school boards assume policy-making responsibility and cease to be primarily executors of policy made in Victoria, they may be expected to attract to their membership outstanding, community-minded citizens.

### Function of the District Superintendent

Other problems created by the formation of larger school districts involve the relationship of the inspector of schools, now the district superintendent of schools, to the district school board. Larger school districts were created by fiat almost overnight. Each district developed its own educational civil service, usually functioning under authority delegated to the secretary-treasurer of the school district acting as chief executive officer of the board. When the inspector became in Dr. Althouse's words "an executive officer and a financial advisor to his boards," the administration within the district assumed a dual character, with the district superintendent of schools heading the educational aspects of the board's business and the secretary-treasurer controlling the business administration.

However, the consensus of educational thought seems to be that the educational aspects and the business aspects are not divisible. Dr. R. F. Sharp, Superintendent of Schools for Vancouver, speaking on "Making the Administrative System Work" to the 1954 C. E. A. - Kellogg Short Course at the University of Alberta in May, 1954, had this to say:

Because the success of an educational system will be judged on the basis of the educational results and all other services are ancillary to the instructional departments, it appears logical that an educationist should be the head of the system.<sup>3</sup>

3. R. F. Sharp, "Making the Administrative System Work," *Canadian Education*, September, 1954, p. 25.

He compares the position of the superintendent to that of the captain of a ship who does not possess the technical knowledge of the engineer and must rely on him for the operating of the engines, but is nevertheless in control of the ship as a whole. Even the 1957 Convention Issue of *The B.C. School Administrator*, the official organ of the British Columbia School Business Officials' Association, contained an article under "The Editor's Comment" quoting verbatim an article from the official organ of the Association of School Business Officials of the United States which said in part:

The two common types of Administrative Organization by school systems today are the unit or centralized in which the heads of all departments are subordinate to the Superintendent, as chief executive, and the divided or unco-ordinated, where the Superintendent is merely one of several heads, each reporting separately to the Board of Education and the Superintendent having charge only of the instructional phase of education. Needless to say, the unit type is recommended as the most desirable by everyone considered to be experts in the field.

In spite of this apparent unanimity of opinion between educators and business administrators, British Columbia school districts, with the sole exception of Vancouver, still seem to favor the divided system of organization. The Federation recently conducted a survey of school district administrative systems in the province. Teachers' associations in each of the 81 school districts were asked to report the type of administrative set-up in operation in their school districts. With approximately half the associations reporting to date, only Vancouver had the unified system under which all aspects of administration are subordinate to the superintendent. Competent as secretary-treasurers may be in their specialized field of business administration, the Federation believes that since the schools exist to educate children, then logically, the chief officer of each school district should be a trained educator who would be able to think reflectively on the educational system in his district.

#### Recommendation

We make the following recommendation:

30. That the district superintendent of schools of a school district shall be the chief executive officer of the school district.

#### Evaluation of Education

Now that the district superintendent of schools is generally preoccupied with the educational system in a relatively small area, the question of effective evaluation of the district in terms of provincial standards becomes important. At present, as trained advisor of the school board, the district superintendent is largely responsible for the educational system in a district. At the same time, as the representative of the Department of Education, he is responsible for evaluating the system he has established. The Federation believes that the one responsible for the system should not be the only person to evaluate it.

The Public Schools Act of 1958 requires the Superintendent of Education to arrange for the examination and investigation of schools in the province in regard to:

1. The progress of the pupils in learning;
2. The order and discipline observed;
3. The system of instruction pursued;
4. The professional development of teachers;
5. The mode of keeping the school records; and
6. The character and condition of the buildings and premises.<sup>4</sup>

The Act does not clearly indicate how this "examination and investigation" of schools is to be carried out. It is doubtful whether the existing staff of the Department has the time to do it. In the *86th Annual Report of the Public Schools of British Columbia*, the Chief Inspector reports that his "normal visits to provincial inspectorates were somewhat curtailed by additional duties in regard to vocational and educational guidance and the recruitment of teachers." (page 39)

There seems to be a need for a small group of provincial inspectors with headquarters in Victoria to evaluate periodi-

4. *Manual of School Law*, Province of British Columbia, 1958, p. 7.



cally the educational system in each school district. As the Federation envisages their function, the emphasis of inspection would be on schools and school systems rather than on teachers, though in evaluating these systems, the provincial inspectors would necessarily have to visit a number of classrooms in each school. The purpose of this inspection would be two fold:

(a) To evaluate the quality of the educational organization, administration, and results in each district.

(b) To evaluate the educational system of the province as a whole with a view to establishing and maintaining high standards of performance and achievement.

The inspectors would work as a team, visiting a district not only to assess its educational system but, in a spirit of respect and understanding for the work being done there, to help in solving its problems and, indeed, to learn from its achievements. Each inspector would have a specific function. For instance, there might be an inspector of primary grades, an inspector of intermediate grades, and an inspector of secondary grades, just as there are today inspectors of home economics and inspectors of technical classes. The team of inspectors might also include inspectors competent in special subjects, such as art and music, to give practical assistance and advice to teachers of those subjects, who, perhaps situated at some distance from source material, and without the opportunity of exchanging ideas with others in their field, need the infusion of new ideas and the encouragement that such an inspector might provide. These suggested positions are not intended to limit the possibilities, but only to illustrate the principle of the idea.

These inspectors should have time to reflect upon the philosophy of education prevailing in British Columbia at any particular time, to consider it in the light of possible alternatives, and to suggest changes that might be beneficial. The danger of conformity being enforced from above would have to be recognized and guarded against. Those appointed to the

inspectorships in question should be selected for their breadth of vision, their capacity for tolerant understanding, and for their outstanding qualities as educators, so that they will be men or women who will allow—and, indeed, endorse—local practices which are educationally justifiable.

#### *Recommendation*

In accordance with this thinking, we make the following recommendation:

31. That there be provincial inspectors with headquarters at Victoria whose duty it shall be to move throughout the province, usually as a team, evaluating periodically the educational system in each school district in terms of what the Department of Education considers to be the provincial standard.

#### *The Changing Concept of the Principal*

The concept of the principal, particularly of the secondary school principal, has undergone considerable modification in recent years. Dr. G. E. Flower, when program director of the C. E. A.-Kellogg Project in Educational Leadership, said of "The New Principal":

In recent years a major change has been taking place in our notions about the responsibilities of the school principal. Administrative duties have long been clearly his, in the sense of the countless tasks involved in simply keeping a school running; but now, more and more, it is the principal, not just the superintendent or inspector, who is looked to for actual supervision of instruction as well. In close daily touch with the teachers, knowing well the pupils and the immediate community, a master teacher himself, the principal is in a key position to work continuously at the improvement of instruction with individual teachers or his entire staff.

That is the crux of the matter. Heretofore, the principal has been looked upon as primarily an administrator. Now, in British Columbia, not only by custom but specifically by regulation, he is required to be equally a supervisor, with the responsibility, if he heads a school of ten rooms or more, of reporting periodically



on his teachers. No responsibility conferred upon the principal requires more objectivity, more fair-mindedness, more tact, and more understanding than this duty of reporting on his teachers. The manner in which he does it can make or break the morale of his staff. The new *Rules and Regulations* of the Council of Public Instruction hint at the care which a principal must take to ensure a just appraisal:

3.15 The report made under section 3.14 shall be:

(a) based on a number of supervisory visits to the classroom of the teacher as well as on the general work of the teacher in the school.

But appraisal of the work of a teacher is not the only nor even the most important aspect of the principal's supervision. Any principal is bound to help his teachers approach their maximum efficiency in imparting to their students the knowledge, skills, and attitudes involved in the courses they teach. He may do so directly by giving them suggestions on how to improve their techniques of instruction. He may do so more generally by helping them to appraise themselves.

A current publication considers the principles underlying staff appraisal plans and comments on their efficiency in school districts in the United States where they are already in operation. One principal, speaking of the development (or appraisal) plan, says:

It should be regarded as an honest and systematic way for a teacher to learn how he is doing in the performance of his job. It should be carried out with the assumption that every effort will be made on the part of the system to help employees improve their work.<sup>5</sup>

Some of the techniques involved are: self-appraisal, appraisal by the principal, a conference between the two laying out a program for improvement. The plan goes into operation early in a school year

5. *School Personnel Development Plans: A Guidebook to help School Boards, Teachers, Administrators, and Other Employees Achieve Higher Levels of Performance*, Ohio Education Association, Columbus, Ohio, 1958.

and depends for its success on the rapport established between principal and teacher. That rapport cannot be created in a moment. It matures out of mutual confidence and respect between principal and teacher. In fact, in all aspects of supervision the principal is able to succeed most conspicuously when he is no longer an intruder in the classroom, but is welcomed by both teacher and class as a friend and valued counsellor.

It follows that if the principal is to supervise adequately, he must have sufficient time free from the tedious details of office routine which consume so much of his school day. Included in Part II of the brief is a summary of significant facts revealed by a survey recently conducted by the Federation among principals of all schools of four rooms or more in the province. This survey showed that insufficient clerical help often makes it impossible for principals to perform their supervisory duties properly. It would seem to be a clear matter of efficiency and, in the long run, of economy, to provide principals with adequate clerical assistance. More especially is this an urgent matter in British Columbia today when many persons hired as teachers are not qualified by training and certification for the positions they are called upon to fill. Many of them require patient and constant guidance from their principals.

The situation in which many elementary principals find themselves in this connection is a particularly grievous one. Unless the elementary principal has a large school, he more than likely enrolls a class himself. In addition to his administrative and supervisory duties, then, he has to teach a varying amount of time. Yet he is precisely the principal who may have several young and inexperienced or under-qualified teachers on his staff. Very rarely is adequate free time allowed him by relieving teacher or relieving principal. 46% of all elementary school principals in all sizes of schools who answered the Federation principals' questionnaire reported that they spent 10% or less of their time in actual classroom super-

vision. The clear matter of fact is that most elementary principals must have more relief time from teaching if they are to do an adequate job of supervision.

#### *Recommendation*

Accordingly, we make the following recommendation:

32. That principals be allowed adequate time for administration and supervision.

Section 16.05 of the 1958 *Rules and Regulations* provides that the Superintendent of Education "... shall not give his approval of the appointment ... of more than:

(d) one relief teacher for a group of schools in respect of which no supervising principal has been appointed and in which are enrolled a total of 500 or more pupils, or for a school for which a supervising principal has been appointed but in which are enrolled 800 or more pupils."

Were this section contained under a mandatory rather than a permissive governing clause, the immediate result should be that principals of medium-sized schools would have more time in which to do a thorough job of supervision. As it is now, each school district seems to govern its policy of appointing relief teachers by the practice in neighboring school districts with the result in most districts an insufficient number of relieving teachers has been appointed.

#### *Recommendation*

We make the following recommendation:

33. That the governing clause to section 16.05, subsection (d) of the *Rules and Regulations* be made mandatory to ensure the appointment in each school district of the number of relief teachers allowed under the regulations.

#### *Clerical Assistance in Schools*

It has just been argued that principals need more clerical assistance. So do teachers. Although much has been said in recent years regarding the shortage of teachers, and although various suggestions to relieve the shortage by the employment of teachers' aides and the use of television have been made, nothing

much has been done to utilize the capabilities of professionally trained teachers more efficiently. Much teacher time and energy is spent in filling in the multitude of forms which a modern, highly-organized, school system requires. Purely clerical tasks such as the tabulation of marks for reports, the transmission of them on other forms to home-room teachers, the compilation of report cards, the completion of progress record cards, all take time which might otherwise be used for lesson planning and marking. We believe that an expanded office staff could do such jobs as those enumerated at very little cost to the school board, and to the benefit of teaching efficiency.

#### *Recommendation*

With regard to the needs of both principals and teachers, we make the following recommendation:

34. That more secretarial aid for schools be provided, based on a formula related to the number of teachers in a school.

#### *Supervisory Personnel*

Perhaps the most important problem arising from the changing concept of the district superintendent of schools concerns, as Dr. Althouse indicated in the excerpt quoted earlier, "the little time or energy" he now has available to spend in the inspection of schools in the old sense of the term. Two results are apparent in school administration in British Columbia. On the one hand, particularly in the last two or three years and as a result of the increasing pre-occupation of so many superintendents of schools with the detailed affairs of their expanding districts, an increasing number of supervisors and consultants has been appointed in school districts throughout the province. On the other hand, the *Rules and Regulations of the Public Schools Act* have, in recent years, made it mandatory for principals of schools of ten rooms or more to report on their teachers to the district superintendent, with the provision that the board of school trustees might see these reports. We propose now to discuss these developments in sequence.

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*Two reports of the discussions at the Summer Workshop were printed last month. Below are the remaining two reports.*

## Supervisory Personnel

R. E. G. LANGTON

THE task of this consultant was made easier by the frank and informative address given at a general session by Mr. E. Hyndman, Chief Inspector of Schools for B.C. This covered much of what the Department of Education is doing and hopes to do in the whole supervisory field, and included an exposition on all types of district personnel — district superintendents, directors of instruction, supervisors, consultants and others. It was only necessary to stress, with each group, the part played by the B.C.T.F. in the development of our present system and to outline the aims and activities of the Federation Supervision Practices Committee.

The four groups tackled the subject using four different procedures ranging from the formal "chairman" type of meeting to as good an example of group dynamics as one could expect with twenty-five members; and from four different angles but with several fundamental ideas continually cropping up. These ideas were not necessarily new or radical but represented the combined opinion of many teachers and, as such, merit attention.

All groups agreed that the chief justification for supervision is improvement of instruction and deplored the multifarious duties which prevent supervisory personnel from giving maximum leadership in this respect. The writing of reports was held to contribute little if anything to this desired end, especially since many reports consist of vague generalities or are based on an inadequate number of visits. Reports are of course used when changing positions but even here it was felt that the long distance phone call was supplanting reports as a criterion for judgment, largely as a result

of the practices mentioned above. Another factor militating against adequate classroom supervision is the excessive quantity of paper work emanating from some supervisory systems instead of active field work with the classroom teachers. This in no way detracts from the excellent work performed by many supervisors who, the delegates agreed, make orientation visits, discuss weaknesses early in the term so they can be corrected, and in general, give help and encouragement where needful; but points up the need for more extensive training of all types of supervisory personnel than has hitherto been customary. One group suggested that B.C. should follow the lead of some states and provinces and issue a supervisor's certificate to be obtained after satisfactory post-graduate work and possibly internship. Everyone agreed that regardless of the expansion in number and kind of supervisory personnel the principal, because of his unique "on-the-spot" position, is the key figure in improvement of instruction.

### Conflicting Ideals?

This leads naturally into the subject of written reports, already mentioned briefly, since many delegates felt that the dual role of the principal as chief helper to his staff and as a writer of reports on teachers was untenable. The problem centers around the natural reluctance of teachers to ask for help in overcoming problems when there is a possibility that such self-confessed weaknesses may appear in the written report. On the other hand everyone admitted that the principal is in the best position to evaluate fairly a teacher's over-all worth. Also, since the principal must inevitably discuss the good and bad points of his staff with the

district superintendent, is it not better to have his opinion in writing? There was, however, agreement with the School Act and with B.C.T.F. policy regarding the need for adequate written reports from the district superintendent and the non-reporting roles of supervisors and consultants.

There were several ramifications of the central theme of professionalism which had a bearing on supervision. Of course there was an opinion that any kind of supervision is unprofessional, but most delegates seemed to feel that it was not the act of supervision itself but the manner of performing it which was objectionable. This would seem to be a problem which could be partly solved by more effective preparation of supervisory personnel for their role and by improved personnel practices. Another point connected with professionalism is the unilateral appointment of district supervisory personnel. It was felt that not all appointments are necessary; that appointments should be made preferably in response to a need expressed by principals and teachers, and that it would be most desirable that teachers, through their local association or otherwise, should have a voice in naming their own supervisors. This development should naturally follow as teachers become better qualified. An intriguing corollary of this trend would be that really professional teachers would require so little supervision that by the time we are able to choose our own supervisors the need will have passed.

It was suggested that a truly professional group would seek to help itself by arranging for consultants in areas where the need is great and where neither the local association nor central authorities are taking action. The example of Saskatchewan was cited. It appears that the Saskatchewan Teachers' Association has appointed several consultants in general and special fields to assist teachers where the need is greatest. Salaries of such appointees are paid by the Association. The B.C.T.F. was asked to investigate the feasibility of similar action in B.C.

Delegates wondered if it is professional to require a probationary appointment

each time a teacher with a valid, permanent certificate moves to a new district. One group thought that once a teacher was accepted by competent supervisors in one district, he should be able to teach on a permanent basis in any B.C. school district.

Several other less generally important aspects of supervision were discussed and will receive brief mention. Delegates deplored the misuse by some school districts of the position of head teacher in order to avoid appointing a principal. Those delegates with personal knowledge of this practice termed it most unsatisfactory.

Should a department head, with his special knowledge and his desire to have a good department, make any sort of oral report to his principal or district superintendent? Would such a report conflict with the B.C.T.F. Code of Ethics? The delegates thought it would.

One group urged that all persons with requisite qualifications and actively engaged in education in B.C. should be allowed to be members of the B.C.T.F. This would include district superintendents, College of Education personnel and others.

#### We Need the Best

Another group thought that selection of supervisory personnel was often made on a somewhat restricted basis and recommended that the widest possible advertising be used to attract the best persons for the positions available. The relatively low salaries paid to Department of Education personnel were criticized in this connection as a possible hindrance to attracting superior persons.

Some schools were said to have a very rigid prescription of lesson content and testing by supervisory personnel. Such a practice was deplored as infringing on the academic freedom of the teachers.

A suggestion that subject or area groups of teachers be formed more often in locals and regions was brought forward by some delegates as being an excellent method of obviating the need for appointing some supervisors.

Throughout the sessions it was apparent



that no great quarrel existed with the general structure of supervisory personnel as presently established in B.C. but only with the misapplication of its principles. Difficulties which have arisen could largely be eliminated by more effective preparation of supervisory personnel for their role and by improved personnel practices, as pre-

viously noted, and by attention to the recommendations made by the Workshop delegates. The most important need for all supervisory personnel is to use, as many already do, a positive, helpful approach in their relations with teachers, so as to achieve together the goal previously stated—improvement of classroom instruction.

## How to Revitalize the Local Association

ADAM ROBERTSON

**T**HE delegates to the Summer Workshop devoted more than twenty hours discussing the topic, "How to Revitalize the Local Association." While few conclusions were reached, the delegates felt that the subject was most important and that the exchange of ideas had been profitable.

From the start of the conference the delegates agreed that revitalization was necessary. It appeared to bring some comfort to all when we discovered that we had a common problem. Our deliberations, however, produced no common solution. I do not believe that our failure to do so was too serious. In fact I do not think that it was possible for delegates representing associations ranging in membership from 18 to over 1100 to find such a solution.

We shared a common problem—a lack of interest in the affairs of the association—an unwillingness on the part of vast numbers of our members to assume their share of responsibility in promoting the welfare of our professional organization.

As we examined this problem we found a number of contributing factors. Among these: (1) a cleavage between elementary and secondary groups—a cleavage that does not need to and should not exist—if both groups were more professional in their outlook; (2) the feeling on the part of many who had carried the load year after year that the time had arrived for others to take over; (3) the feeling on the part of many beginning teachers that they did not have sufficient background to assume such responsibilities; (4) lack of interest and

leadership in local affairs on the part of some administrators—this was often reflected by teachers from these schools; (5) lack of leadership at the local association level—resulting in meetings being handled poorly—meetings devoted purely to business with little or no time given to professional matters.

Numerous revitalization suggestions were offered by group members. The groups agreed that the principal responsibility of the local association was to provide a program—business and professional—that would meet the needs and interests of those members who were interested. It was felt that a dynamic local association would attract those who might otherwise fail to participate.

Leadership in local associations should be the responsibility of those who are interested. It should not be forced on someone in order to fill a position. Training in leadership should be provided by the officers of the Federation.

The Federation through its executive and the Principals' Association should make serious efforts to stimulate interest in association affairs among the principals of the province.

The executive of the association should meet prior to the monthly meeting and streamline business matters. More responsibility should be given the executive in many areas of carrying out our association affairs.

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BERNICE McDONOUGH

## For a Friendly Classroom

**W**HENEVER two people who once attended the same school meet and the talk turns to school days, if you listen to the conversation you will inevitably hear sooner or later, "Do you remember Mr. Wells? Wasn't he a great old boy?" Or, "Did you have Mr. Hardy, that mad science teacher? The boys used to run him ragged. Do you remember the time . . . ?"

Listening in on conversations like this leads one to realize that one of the most potent forces in education is the teacher, his personality and ability. We may forget the color of the walls, the splendor of the buildings, but we never forget our teachers.

We recall too how the tone of the class changed when Mr. Wells walked in, or how we dreaded Miss Harmon's sarcasm. We remember the fine feeling that pervaded the class when Mr. Seeley walked in, and how we learned history because he made it come alive for us. Perhaps our memories go away back to Miss Frances in Grade Two, who sometimes put her arm around us, and we felt the glow of love.

Mrs. McDonough, a teacher in Burnaby, offers some thoughts on the effect a teacher's personality has on her classroom.

With these recollections in mind, it is apparent that each teacher creates and carries with her a distinct emotional climate; that long after subject matter has been forgotten the impact of that reaction remains with us. Because it has remained so long, it must have had a molding influence on our characters and personalities.

Now we, as teachers, are no longer the recipients, but the creators, of such an atmosphere, and since this is to be a lasting contribution to the attitudes of our pupils, let us examine closely the kind of atmosphere we are creating, how we are doing it, and possible ways of improving it.

We must accept first the fact that we are working with growing, changing and maturing children. We must recognize that the needs of the child, not the teacher or school system, come first. We must realize that before us are thirty-five unique personalities, ranging from the shy, timid and withdrawn to the aggressive, assertive and defiant. We must remember that while we are teaching the skills of arithmetic or language we are also inculcating attitudes and skills which may be here when we are gone.

A successful teacher needs first of all to possess good mental health herself. She

should be well adjusted and happy in her work. She may be young or old, vivacious or quiet, but she should feel that she is a worthwhile person, contributing something of value to her pupils and the community.

A good teacher will possess sound background knowledge of the growth and development of children. She may call upon this knowledge unconsciously, but it should be there. She not only needs to know what is to be expected of children of various ages as a general rule, but she also needs to be able to identify certain types of behavior as symptomatic of basic needs of the child. Any child who is sullen or aggressive, withdrawn, indifferent, lazy or too boisterous needs her help. She needs to know too when these things represent a passing phase, and when they are real storm signals.

#### **Cultivate an Objective Attitude**

To serve the children under her care in the best way, the teacher needs to cultivate an objective attitude. This is one of the identifying marks of a truly professional person. A doctor does not say to his patient, "I'm really annoyed at you for developing this gall bladder condition—it's most inconsiderate of you." No, he views all problems quite impersonally and because of this he can calm a troubled household and inspire confidence in his patient. Teachers very often make the mistake of becoming emotionally involved with their pupils, of regarding every mistake and misdemeanor as a reflection on their ability to handle a class. Young teachers are especially prone to become upset, angry or over-anxious. One not infrequently hears remarks like, "That Ricky makes me so angry I could shake him." Ricky's actions and attitudes should certainly be her concern, but they should not be regarded as a reflection on her abilities, nor as an extension of her own feelings. She cannot allow herself the luxury of petulance, nagging, sarcasm or anger. Unless she can view Ricky's problems clinically she will never learn to help him.

This does not mean that she will be unfriendly, unsympathetic or unapproachable in her dealings with Ricky. But she

must hold her emotions in check, stand back and view the problems, the situation and the possible solutions with detachment.

The third major requirement of a teacher who is aware of the value of good mental health practices is that she accept and value each child. This acceptance is the logical outgrowth of the objective attitude. She must realize the deep-seated desire of every person to be needed, to be important and to rate well in his own eyes and in the eyes of others. With this knowledge to guide her she will not then give more consideration to Annette, who is a charming amenable little girl, than she does to Jerry, who is a slow learner inclined to be noisy and quarrelsome. Rather she will realize that Jerry is more in need of her services than is Annette.

Accepting the child therefore means that she accepts his problems and misbehavior as part of her work. She knows that problems do not develop overnight and that she will not work marked changes in a short time. She is aware that behavior which persistently deviates from normal is the indication of a state of maladjustment and dis-ease on the part of the child. It is not a reflection on her competence or abilities.

#### **Expect the Best**

Now the teacher faces her new class in September. She has a good knowledge of child psychology, an objective attitude and a willingness to accept each child as he comes to her. She wants her classroom to be a friendly happy spot, where the children are eager to congregate in the morning and loath to leave at night. She wants to teach certain skills and develop good attitudes and habits of work. She wants her classroom to be a place where children can grow and develop naturally and easily, explore the wonderful world opening to them, and lead useful and enjoyable lives in it.

First she will meet the class in a friendly way. She will let them know subtly that she expects the best of them. She will try to give each child something to live up to, not something to live down. She will know that the value of praise by far out-

weighs that of censure; that she can raise standards of behavior and work more easily by the former method than by the latter. When it is necessary to reprimand a child she will do it quietly and privately, because to do it openly lays bare the ego of that child to the jibes of his peers, and may do lasting harm.

In forgiving and forgetting, I often think that children are wonderful, and adults could well emulate them. An hour after a scolding they will show by their actions more than their words that they would like to make amends. They hold few superficial grudges. They will often try and try again, and it is this feature which gives us an opportunity to change their attitudes, and perhaps ours.

#### Discuss Class Standards

The second method which the teacher can make wide use of is that of planning and discussion. This not only lets the children feel that it is their school and their classroom but it gives the desirable standards the weight of class opinion. Thus, this is not something which the teacher has decided they shall do, but something they have decided is right and good. If anyone does not meet these standards of class decorum, then class censure falls upon him and this is a powerful thing. There may be a gap between intention and performance, but by using this method the teacher can cease to be dictatorial and can shift the responsibility for his conduct and work where it belongs, on the pupil. In meeting these challenges, the child has a chance to grow and build and mature.

The alert teacher will try to find out as much as she can about each pupil in her class. She will be aware of abilities, interests, home environment and special problems. She will keep up-to-date on changing conditions which surround the child. She will call on the services of the school nurse, the social worker, the principal and the Mental Health Co-ordinator when necessary. Children cannot all be treated in the same way, but the wise teacher will use this knowledge of her pupils' lives to help her value the contribution which each child makes to the class.

Children tend to fear the unknown — the unknown situation, the reactions of an unknown person. They cannot learn when fear crowds everything else from their thoughts. In controlling her class the teacher should strive above all things for fairness and consistency. Unfairness makes children thoroughly angry at the adult world, and inconsistency robs them of the feeling of security.

Interest and enthusiasm on the part of the teacher can play a major role in the atmosphere which prevades the classroom. We all know that in the company of dull, whining, uninteresting people, we tend to take on some of that atmosphere. It is the same with an atmosphere of goodwill, interest and sympathetic understanding.

You may sometimes fool adults but you can rarely fool children. The longer I teach the more sure I am of this. Children can spot a white lie, a sugary sweet voice, and they resent being talked down to. Here indeed honesty is the best policy. Give the children common sense reasons and rely on their intelligent co-operation and they will learn to respond in the same way.

A kindly teacher has many ways of dealing with situations as they arise. She sometimes closes her eyes, she sometimes uses a good laugh to ease a tense moment, and she provides many outlets for children's urge for activity and expression.

Above all she never forgets to regard the basic dignity of the child. She foregoes sarcasm, scorn or humiliation as beneath her dignity and unworthy of the ideals of service to childhood. Knowing the power and influence she has, she tries to set an example in her own actions and thoughts, for she knows that what she does today may find echo in many tomorrows.★

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4. Pamphlet circulated by Mental Health Co-ordinator for Burnaby School District, *Assessing Mental Health of School Children*.



## Let's Look at Our Taxes

AS an average taxpayer in Greater Victoria, I realize that a large part of school costs are paid by the Provincial Government out of revenues obtained from the Sales Tax, liquor profits, and other forms of indirect taxation. These levies are relatively painless because I am less conscious of them than I am of the direct tax on my home. When I discover that almost half of my property tax goes to support the schools, I become really concerned.

My home, a very average one, has a market value of \$15,000. In the year 1957 it was assessed at \$6,675 and valued for the purposes of taxation at \$5,268. On this valuation, at 16.95 mills, I paid a school tax of \$89.29.

This seemed shocking to me! But, upon further thought, I began to realize that the sum seemed large because it became payable at one time. If I paid for cigarettes annually, or even my bus fare once a year, those bills would be staggering, too. It occurred to me to discover, for purposes of comparison, what I pay for Education on a *daily* basis. I found out that if I set

aside *twenty-five cents* a day, the cost of educating my two children would be paid in full!

My children attend modern schools with well-lighted, comfortable, well-equipped classrooms. The teaching staff, particularly at the high-school levels, are university graduates who possess the breadth of vision and the professional training to inspire my children with a keen interest in study.

And this costs me 25c each day!

For reasons of comparison, to demonstrate the *actual* value of 25c a day, I think of the things that sum will buy:

1 quart of milk

Less than 1 package of cigarettes

Less than 1 gallon of gasoline

The service of a baby-sitter for half an hour.

*25c is less than what I earn in ten minutes!*

Now, honestly, where else can I buy so much for so little?

Reprinted with permission from *Our Schools*, Vol. 1, No. 1, January, 1959, published by Greater Victoria Board of School Trustees.



# History Brought to Life

NEIL SUTHERLAND

*An exposition of the value of using primary sources in the teaching of history.*

IN the teaching of history, as in the teaching of any other subject, the child must be led to discover truth for himself. This is one of the truisms of education but one which I think, particularly in the teaching of history, is honored more in the breach than in the observance. Consider for a moment the procedure that is followed in most history lessons. The teacher begins the lesson with some form of explanation. In the lower grades this explanation may take the form of an anecdote or story; in the higher grades it tends to become a brief lecture. The good teacher intersperses his comments with questions and encourages discussion of the ideas and problems that he has presented, but in the main the process is a *telling* one. The oral part of the lesson is then followed by an exercise of some sort. Too often, alas, this exercise takes the form of notes which are copied from the blackboard into the pupils' notebooks. In better taught classes the exercise endeavors to make the pupils conjure with the ideas involved and stretches their minds and imaginations by leading them to read further for information in their texts and in other reference books.

Let me state at this point that I do not quarrel with this approach. After all, it has, in the hands of able teachers, stimulated an abiding interest in history in the minds of countless pupils, including myself, in the past, and will, I hope, continue to do so in the precarious future. I do feel, however, that it is not the only approach to the teach-

ing of history and it could, and should, be supplemented by introducing the pupils to the very stuff of history, its raw materials. The children should be presented with these raw materials—the newspapers, the diaries, the letters, the documents, the treaties, the constitutions—which the historians study and from which they draw their conclusions and derive their generalisations. They should study these raw materials and duplicate, at their level, the processes of the historian. Now I am not advocating that we make every child his own historian by presenting him with a mass of unselected documents from which he must arrive at historical truth. As he is in other subjects, the pupil must be presented with carefully selected documents and guided, and carefully guided, in making his discoveries. The important point, however, is that they must be *his* discoveries based on his own reading and his own observations.

This is, after all, what the best teachers do in other subjects in our school curriculum. If, for example, in Literature the Romantic poets are being studied, the teacher does not lecture generally about them, nor does he ask his pupils to read critical essays on the Romantic poets. He presents them with their poems and through a critical reading of as many of these poems as is possible, the pupils are led to make their own generalisations about these poets, based on their own observations and on the guidance given by the teacher. In Science too, when it is well-taught, the pupils make simple experiments and arrive at the scientific principles for themselves. The descriptive, or passive, approach is avoided in these subjects as much as possible, as indeed it is in arithmetic and mathematics as well.

Mr. Sutherland taught in the schools of West Vancouver for several years. He is presently on the faculty of the College of Education, working in the Social Studies field.

Let me illustrate what I mean by example. Suppose that you want the pupils to understand that in the gold rush days of British Columbia, one of the most formidable problems faced by Governor James Douglas was that of maintaining law and order amongst the unruly miners. You could tell them that the maintenance of law and order at this time was a difficult matter, or you could phrase a question in an exercise which would draw their attention to this typical text-book statement:

The strong stand Douglas took in controlling the inrush of population and the equally strong stand taken by Judge Begbie in maintaining law and order in the mining districts resulted in an amazingly law-abiding gold rush. Few mining countries can show a better record.<sup>1</sup>

On the other hand, you could read, or have your class read, the following selection from a contemporary diary.

The frontiersman's court convened, consisting of a jury of six men . . . I was one of the number. The prisoner was brought before us. He was unable to give any account of himself, or of his suddenly acquired wealth; in fact, he had a sullen, hang-dog expression that we did not like. After talking the matter over, we decided that he had a thief's face, anyway, and that, if not guilty of this particular theft, it was probably because he had not had just the right opportunity. We thought he had better hang to avoid future complications. As the rope was being prepared for the execution, a former magistrate of Kamloops, Mr. McLean, appeared and demanded an explanation. Mr. Cock gave it. To hang a man on that kind of evidence was hardly safe, Mr. McLean thought, and he advised that we give the prisoner the benefit of the doubt. Not being wise to British laws, we turned him loose.

October, 1861<sup>2</sup>

This contemporary record highlights the problems in an interesting and amusing fashion and should lead to discussion which will make Begbie's and Douglas' problem vivid and real for the pupils.

Or take one other example. You want to make the point that the lives of those who explored our country were arduous in the extreme. What better way could you do it than by letting the pupils read the following account by Dr. Sparman, the surgeon who accompanied Captain Cook?

Our bread was, and had been for a long time, both musty and mouldy, and at the same time swarming with two different sorts of little brown grubs . . . which either in that state or in that of their larvae,

or maggots, had nestled themselves into every bit of bread that we had, so that we could not possibly avoid eating them; and they frequently discovered themselves to us, the former by a bitter, the latter by a disagreeable, cold taste in the mouth. Their maggots were found in such quantities in the peasesoup . . . that we could not avoid swallowing some of them in every spoonful we took. . . . By this time the salt-beef had taken on such a consistency that the men carved tobacco-boxes from it.<sup>3</sup>

The obvious advantage to this approach is, if the documents are well-chosen and appropriate to the age of the pupils, that history is brought to life and made vivid for them. The cardboard, cut-out characters of history become three-dimensional, living human beings—their warts are shown. There is an additional and equally valuable, if less obvious, advantage to a judicious use of this approach. Through their own analyses, the pupils are made aware of the great difficulties involved in arriving at historical truth. They can be presented with conflicting accounts of the same event and sift and weigh for the part of truth contained in each. Through repeated and increasingly difficult exercises of this sort they are led to question the obvious, the superficial, the misinformed or uninformed statements they hear on radio and television or read in the newspapers. They are led to the stage, the all-important stage, of development that has been reached by all too few of our school graduates, that of thinking critically about the many problems of modern society and the multitudinous and often unsatisfactory methods that are presented for their solution.

This is, after all, one of the principal functions of the school and responsibility for developing, or the blame for not developing, this point of view rests most heavily on the Social Studies teachers. We have succeeded rarely, and lamentably failed too often in fulfilling this responsibility in the past. It is therefore necessary that we who teach history look, as the geographers have recently and so successfully done, at our methods. The wide introduction of the document to the history lesson is not the panacea for all the ills of our society, nor even of the ills of history teaching, but it may be a small step in the direction of a solution. ★

1. Anstey and Sutherland, *British Columbia: a short history*, Toronto, Gage, 1957, p. 22.

2. A. J. Spawn, *Ka-mi-akin: the last hero of the Yakimas*, Portland, 1917, pp. 167-8 (*B.C.H.Q.*, Vol. 6, pp. 262-3).

3. Cited in J. H. Stewart Reid, *Mountains, Men and Rivers*, Toronto, Ryerson, 1954, p. 34.

## What We Said

Continued from page 136

The Federation has been concerned lest the oppressive weight of a burgeoning supervisory authority stifle the initiative of professional teachers. The dignity, integrity, and self-respect of individual teachers must be preserved. Excessive supervision could become a threat to their position. Sir Arthur Binns, speaking at the Principals' Conference and Workshop at the University of British Columbia in July, 1958, made this pertinent remark: "You can never make professional people out of men and women who merely or even mainly carry out the orders of other people."

Many teachers feared that their professionalism might be subverted if they had to defer to a host of new masters. The Federation is, therefore, pleased to notice that the 1958 *Rules and Regulations* governing education in British Columbia carefully and explicitly define the roles of directors of instruction, supervisors, and teacher-consultants. In particular, it is gratifying that the definition of supervisor contains this sentence, "A supervisor shall not evaluate the work of any teacher on a written report." Moreover, the *Rules and Regulations* make a clear distinction between the roles of supervisors and teacher-consultants. Teacher-consultants are practising teachers who, because of their eminence in their respective fields, have been given a two-year appointment to help other teachers in their work. It is essential for the rapport that must exist between teacher and teacher-consultant that there be no hint that the consultant may be evaluating the teacher for an outside authority. The 1958 *Rules and Regulations* are emphatic on this point.

The Federation is pleased to note that its thinking and that of the Department of Education are in harmony in these matters and it congratulates the Department on the clarity and precision of the definitions it has evolved. It is not meant in any way as a qualification to express the hope that the administration of these roles in practice will be as clear-cut and well-regulated as are the definitions of them in theory.

The Federation is particularly impressed with the potential value of the consultant in giving aid to teachers. The consultant visits the teacher as another teacher. In their relationship there is none of the tension that inevitably develops when the teacher thinks he is being inspected. Unfortunately, many teachers may be deprived of the assistance of a consultant because their districts are too small to justify the appointment of one. A possible solution is that the Department of Education appoint provincial consultants assigned to particular subjects or grades to work in those districts, but only in those districts, where local consultants are not feasible. It is possible that specialist members of the Faculty of the College of Education might provide this consultative service.

### Recommendation

We make the following recommendation:

35. That provincial consultants be appointed for specific fields, grades, or subjects, to work in those districts where the appointment of local consultants is not practicable.

It goes without saying that the relationship established between directors of instruction, supervisors, teacher-consultants and teachers is so important that those appointed to the new positions should be carefully advised as to the nature of their jobs.

### Recommendation

We make the following recommendation:

36. That procedures be established for giving such personnel as directors of instruction, supervisors, and — separately from the others — teacher-consultants information and training in their functions. Seminar non-credit courses in the summer are recommended as are two-day workshops, possibly arranged on a zonal basis, during the fall or spring terms of the school year.

### Reports on Teachers

In recent years, principals of larger schools have had to make written reports annually on all their teachers. While most principals recognized the need of reporting annually on some of their teachers, and particularly on newly appointed and inex-



perienced teachers, they thought it quite unnecessary to report annually on those teachers whom they knew to be outstanding. The 1958 *Rules and Regulations* recognizes the force of this argument in stating:

The principal of a school of ten or more classes shall make a written report to the District Superintendent of Schools on the work of each teacher appointed to that school in that school-year and on each other teacher not less than once every three years, and make such other written reports on teachers as may be required by the Board or by the District Superintendent of Schools.

We like particularly section 3.17 which states:

Where a principal deems that the work of a teacher is unsatisfactory, he shall furnish a written report, but shall request the District Superintendent of Schools to make or to have made an independent report on the work of that teacher before the principal files his report.

This clause provides satisfactory safeguards inasmuch as the one report will not influence the other.

#### The Authority of the Principal

The 1958 *Rules and Regulations* emphasizes that the principal has paramount authority within his school in several important areas (Section 3.09). The Federation had entertained misgivings that the new supervisory personnel might interfere with the principal in his functions. This has not happened so far as we are aware except in one particular district concerning which the Federation has had information that supervisors were taking over the supervisory duties of the principals of medium and larger elementary schools. We expect that the threat of such interference will end under the 1958 *Rules and Regulations*. We are pleased that even the definition of the director of instruction is unequivocal in the matter of the principal's authority. We quote the relevant section (11.12):

A director of instruction's main function is to improve instruction within the grade-levels for which he is responsible, in cooperation with the principals of the schools concerned. He shall have free access to any school or any classroom or to school

records, but has no paramount authority over the school. He may advise a principal, but shall not himself issue directives to him nor to his teachers, nor otherwise encroach on the principal's responsibility, subject to the provisions of the Public Schools Act, for the operation of his school.

There is one section of the 1958 *Rules and Regulations* that the Federation considers to be weak. It is section 3.07 and reads:

When a pupil of the age of fifteen years or upwards fails to apply himself in his studies or fails to comply with the rules and regulations of the school, the principal of a graded school or the teacher of an ungraded school shall:

- (a) give him due warning,
- (b) record the date of the warning and the reasons therefore in a book kept for that purpose,
- (c) inform the parents of the pupil in writing that the pupil has been warned,
- (d) send a copy of the letter to the District Superintendent of Schools, and
- (e) arrange, when practicable, for an interview with the parents or guardian of the pupil at the school.

If, during a suitable period after the warning, the pupil fails to make a reasonable effort to reform, the principal shall consult with the District Superintendent of Schools and if necessary, their joint recommendation shall be forwarded to the Board, but the pupil shall remain in the school until the Board of School Trustees has reached a decision on the matter. The Board shall then proceed under section 126 of the Public Schools Act.

The Federation agrees that students who have reached school-leaving age and are refusing to learn or to conform to school regulations should be expelled from school, but it believes that the principal should have authority at his discretion to dismiss such a pupil from school before the board of school trustees has made its decision, particularly after he has consulted, as he is required to do, with the district superintendent of schools. Unless he has such authority, he has not the "paramount authority in discipline" which section 3.09 confers upon

him. Moreover, such suspension might effectively remedy the situation, especially in those cases under which section 126 (b) of the Public Schools Act could be employed. This section gives boards of school trustees the right to re-admit any expelled pupil to the schools of the district under certain conditions.

#### Recommendation

We therefore make the following recommendation:

37. That section 3.07 of the 1958 *Rules and Regulations* of the Public Schools Act be changed to give principals the authority to dismiss any recalcitrant student from school pending the decision of the board of school trustees on the expulsion of the student.

While the Department of Education appears to be of the same mind as the Federation regarding the paramountcy of the principal within his school, the Federation is very much concerned that this principle should always be observed.

#### Recommendation

We make the following recommendation:

38. That, regardless of what changes are occurring or may occur in the administrative set-up of school districts in British Columbia, the effectiveness and authority of the principal within his school always be recognized, protected, and enforced.

#### Research and Experimentation

The report of the Philosophy of Education Committee adopted at the 1958 Annual General Meeting of the Federation contained this sentence: "A professionally trained teacher accepts responsibility for and is prepared to exercise self-direction in the performance of his classroom duties." It follows as a corollary that as members of a profession, teachers should be free to develop their own techniques and to exercise initiative in the classroom with a minimum of supervision.

Moreover, properly inspired and oriented, teachers could undertake valuable educational research which would have not only the desirable effect of helping to solve educational problems, but also would

cause teachers to feel that they were helping in a very real way to mould the system in which they worked. In this connection, there is a report of an address by Dr. G. M. Dunlop, Chairman, Division of Educational Psychology, University of Alberta, on the subject "Research in Educational Administration and Supervision" in *Canadian Education* for September, 1953. There is another entitled "Scientific Enquiry and the Practising Teacher" by Dr. Stephen M. Corey in *Canadian Education* for September, 1954. Dr. Dunlop's address considers the need for educational research and how the research itself can be done scientifically. Dr. Corey's more discursive address discusses some actual research projects in which teachers participated, and considers some of the problems which arose. At one point, Dr. Corey says:

Increasingly, it seems to me, curriculum leaders and school administrators are coming to realize that co-operative group action, based upon careful problem definition, a thoughtful search for possible solutions, a painstaking attempt to put the most promising solution into effect, and an honest and objective appraisal of the consequences, results in highly desirable curriculum modification. (page 33)

Perhaps Ontario leads the way in Canada in providing the machinery for devising local curricula. A *Memorandum re Establishment of Local Committees on Curriculum* was published by the Ontario Department of Education in May, 1950. It sets forth the procedure under which curriculum planning for local needs can be undertaken. In each local area there may be first, a co-ordinating committee composed of educational officials to direct and to co-ordinate the program, and second, teachers' committees to devise the local instructional programs and to relate them to the curriculum as a whole.

The Federation believes that more experimentation ought to be encouraged in British Columbia. In particular, the Federation suggests that as need arises, urban and rural superintendencies might be asked to study specific problems such as

curriculum planning, new approaches to course programming in the secondary school, or the relative merits of different systems of school organization.

#### *Recommendation*

We make the following recommendation:

39. That from time to time, certain school districts in the province be designated as experimental areas to try out new ideas in education.

While this recommendation asks explicitly for experimental areas to be designated in the province, the Federation believes that district superintendents, principals, and other supervisory personnel should actively encourage experimentation, with the necessary controls, in individual systems, schools, or classrooms. Where any experimentation has been approved, the Federation suggests that both the provincial department of education and the school boards contribute to the cost.

#### *The Salaries of Department Officials*

It would not do to end this section of the Federation brief without some reference to the salaries paid departmental officials. It comes as a shock to learn, for instance, that the Director of Curriculum for the province receives a salary that may commence at \$6,900 per annum and rise no higher than \$7,800 per annum. Again, an advertisement appeared in the *Vancouver Sun* for May 23, 1958, requesting applications to the B.C. Civil Service Commission for the position of district superintendent of schools. The salary was stated as "\$7,200 rising to \$8,100 per annum." While we understand that in some cases district superintendents receive an additional stipend from the school districts in which they work, we think it important to point out that some vice-principals of larger schools, and many secondary school principals already receive a larger salary than the minimum quoted in the advertisement. The salary of the Chief Inspector of Schools is within the range of only \$9,000 to \$9,600 a year! It must be obvious that unless the officials of the Department of Education are paid a salary commensurate with their important res-

pensibilities, the people best qualified to fill those positions may not apply for them.

#### *Recommendation*

We make the following recommendation:

40. That the salaries of top officials in education be much higher than those presently in effect. ★

### *How to Revitalize*

Continued from page 139

The local association should have an alert program committee to stimulate interest in professional growth at the local level. The association should work closely with supervisory personnel in promoting in-service activities.

The association should set fixed dates for its meetings. These meetings might be of various types. They should start on time and not be too lengthy. A quorum should be set at a reasonable figure.

Efforts should be made to interest new teachers in local association and Federation business. A "Buddy" or "Big Sister" plan has proved effective in some areas.

Each association should evaluate its activities throughout the year. Periodic evaluation tends to keep groups on the alert. ★

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## on Your behalf

**T**HE board rooms of the B.C. Teachers' Building were busy again during the month of November. Committees which met included: Agreements, Constitution and By-Laws, Convention, Curriculum, Education Finance, Geographic Areas, Gifted Child, In-service Education, Philosophy of Education, Supervision Practices and Teacher Education. Every Monday evening a sub-committee of the Public Relations Committee meets to work on its special project — preparing scripts for a proposed series of TV programs.

Members of the Membership Committee have visited many local associations to discuss their report.

### November 1, 2

The President, R. B. Cox, with the General Secretary, C. D. Ovans, and the chairman of the Agreements Committee, J. R. Hindle, were in Winnipeg to attend the Salary Seminar of the Manitoba Teachers' Society.

### November 2

J. A. Spragge, Executive Assistant, spoke to the members of the Langley Teachers' Association, in Langley, on the new membership report.

### November 3

Mr. Cox and W. V. Allester, Executive Assistant, attended a special session of the Royal Commission on Education.

Mr. Spragge was at Vancouver Technical School to discuss pensions with the staff.

### November 4

Wes Janzen, First Vice-President, conducted the Induction Ceremony of the Vancouver Elementary School Teachers' Association. Mr. Allester and Miss Macfarlane, Office Assistant, were also in attendance.

### November 5, 6, 7

Mr. Cox and Stan Evans, Assistant General Secretary, were in Kitimat to attend the sessions of the Northern B.C. Fall Convention.

At the same time, Mr. Janzen and Mr. Ovans attended the Peace River Fall Convention and Induction Ceremony.

### November 5

K. M. Aitchison, Second Vice-President, represented the Federation at the opening of the new Port Coquitlam Jr. - Sr. High School.

### November 6

Mr. Aitchison and Mr. Allester attended sessions of the Central Lower Mainland Fall Convention held in Coquitlam. Mr. Aitchison addressed the gathering at the Induction Ceremony which was held in the afternoon. Miss Macfarlane attended the Induction Ceremony.

### November 7

Mr. Aitchison discussed the membership report with the Coquitlam section of the Fall Convention, while Mr. Allester was in Richmond to attend the session there.

### November 9

Mr. Ovans was in Prince George to discuss Federation business with the teachers there.

### November 10

Mr. Evans was in Duncan for discussions of a personnel problem.

### November 12, 13, 14

The West Kootenay Fall Convention was held in Nelson. Mr. Cox and Mr. Evans were in attendance.

### November 13

Mr. Ovans attended the Supervisors' Convention in North Surrey and in the evening attended a meeting of the Joint



Board of the College of Education with H. N. Parrott, Past President. On the same day, Mr. Allester attended the Consultants' Workshop as well as the Supervisors' Convention.

#### November 14

At the Burnaby Science Fair for Teachers the Federation was represented by Mr. Janzen. Miss Macfarlane was present on behalf of the magazine. Also in attendance were several members of the In-Service Education Committee.

#### November 16

Mr. Janzen and Mr. Aitchison met Dean Gage of the University of British Columbia to discuss scholarships.

#### November 16, 17

Mr. Ovans was again in Prince George to discuss Federation business.

#### November 17

The Federation tendered a dinner for the members of the staff of the Victoria branch of the College of Education. Mr. Cox and Mr. Evans were in Victoria for this event.

#### November 18

Delta Teachers' Association honored retired District Superintendent T. G. Carter at a tea. Mr. Janzen represented the Federation on this occasion.

Mr. Evans was in Duncan again to continue discussions on the personnel problem there.

Mr. Spragge was in Surrey to address a meeting of one of the Parent-Teacher Associations on Educational Finance.

North Vancouver Teachers' Association welcomed 49 new teachers at an Induction Ceremony. Miss Macfarlane, as Co-ordinator of Induction Ceremonies, was in attendance.

#### November 19

Mr. Cox conducted the Induction Ceremony in Kelowna.

The Provincial Education Week Committee held its first meeting under the chairmanship of W. E. Topping, a Richmond teacher.

#### November 21

Mr. Janzen and Mrs. Hazel Hodson, Sec-

retary-Treasurer, were in Kamloops to take part in the leadership conference there.

Mr. Cox was in McBride to visit the teachers' association.

Two of the consultants at the Burnaby Staff Representatives' Workshop were Mr. Aitchison and Mr. Allester.

#### November 23

Mr. Allester attended a meeting of the Burnaby Teachers' Association to discuss the membership report. He also attended a meeting of the Adult Education Council.

#### November 24

Chilliwack Teachers' Association held an Induction Ceremony. Mr. Aitchison represented the Federation on this occasion.

#### November 25

In the afternoon, Mr. Evans attended a meeting of the North Vancouver Teachers' Association to discuss Federation affairs. In the evening, he was in Langley to meet with the Langley Education Committee to consider plans for a regional educational conference which would involve teachers, trustees, Parent-Teacher associations and others.

#### November 25, 26, 27

Mr. Spragge, the teachers' representative on the Teachers' Pensions Board, was in Toronto for a meeting of Pensions Fund administrators.

#### November 26, 27, 28

Mr. Aitchison was in the Kootenays to discuss the membership report with teachers' associations in those districts.

#### November 27

Ladysmith Education Committee is planning an Island educational conference. Mr. Evans was on the Island to discuss these plans.

#### November 28

Greater Victoria Staff Representatives' Workshop was attended by Mr. Janzen and Mr. Ovans.

Burns' Lake Teachers' Association had a visit from Mr. Cox.

#### November 30

On his trip through Northern B.C., Mr. Cox met with the teachers of Prince Rupert.

Mr. Ovans was in Victoria to attend a meeting of the Membership Committee.

# performance\*

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## Across the desk

### About Our Covers

Vancouver 5, B.C.,  
11th November, 1959.

The Editor,  
Dear Sir:

On behalf of the Executive of the F.C.A., B.C. Region, may I congratulate you on your excellent choice of a cover for the September-October issue of *B.C. Teacher*. One of the aims of our society is to "promote activities which will increase the appreciation, enjoyment, and use of art by Canadians." I feel that your new policy of using reproductions of recent paintings by native artists on the covers of this publication eminently pursues this aim. I offer you our congratulations and every encouragement.

Yours truly,  
DAVID MOILSON,  
Acting Chairman,  
Federation of Canadian Artists.

*Editor's Note: We have also received other comments on our covers. Among them were the following two extracts.*

"I like the cover on the September-October issue immensely. A compliment to you that you used black to make the colors that much stronger."—Paul Goward, Business Manager, *School Arts*, Worcester, Mass.

"Just picked up this morning's mail, and following your request on page 5 of your editorial page about the new covers, you should know that all your covers during the last year were excellent. Also this new series of 4-color paintings by your own B.C. teachers sounds most interesting . . . You are doing a fine editorial content and format job!" Otto Forkert, O. M. Forkert and Associates, Graphics Arts Consultants, Chicago, Ill.

### Annunciation — Our Cover Picture

**Z**ELJKO Kujundzic was born in 1920 in Yugoslavia. He studied painting in Venice and at the Royal College of Art, Budapest. In 1945 he took a post-graduate course in Fine Arts at the University of Budapest and won a travelling scholarship for the study of folk art in Transylvania.

In 1947 he escaped from Hungary and eventually made his way to Scotland where he lived for ten years. There he made a name for himself as an artist of outstanding diversity and talent. Many of his major works were commissions in sculpture, stained glass, ceramics and murals.

His first one-man show was held in Edinburgh in 1955. There followed other shows in Paris, in Edinburgh twice more, Oslo,

Montreal and Spokane. Just last month Mr. Kujundzic's work was shown in Nelson where he is now teaching.

Of his work Mr. Kujundzic says: "I feel very strongly that all good contemporary art should have a rooted contact with traditional forms of art. In my own case, before coming to Canada I painted in the tradition of native eastern European artists, strongly influenced by the Byzantine style. But now, living in B.C., I am well aware of an even older cultural heritage which exists on this continent, to which I hope to make my own contribution. In this respect I am inevitably influenced by the powerful expression of Indian art, which is due in no little part to the materials which they used." ★

# new Books

ESTHER G. HARROP, Book Review Editor

## ARITHMETIC

*Numbers Tell Their Story*, by M. E. LaZerte, Jean D. Day, and Rose Suidal. Clarke, Irwin, Toronto, 1959. Grade I Teacher's Manual \$2.50; Grade II Teacher's Manual \$2.50; accompanying pupil book for each grade 95c.

The teacher's manual for each grade includes an introduction to the LaZerte Method of number teaching, which stresses the relationship of numbers to 10 (pictured as 5 and 5 so that small children can grasp the five as a unit without counting). Mathematical judgment is developed by estimating answers and the understanding gained from more oral analysis, and interpretation of answers should achieve greater proficiency in computation. Visual aids are used to build up all three of these problem-solving skills. As well as the explanation of the research results, the manual has an excellent section on materials, some novel finger-play verses, additional activities and lesson plans to accompany the half-size facsimile of the workbook.

In the middle of the pupil's book there are two pages of cardboard push-outs. Every page uses three colors and has the purpose and directions for each lesson printed at the bottom.

Children who find arithmetic difficult might not get the dependence on the number ten, but the variety of ideas, materials and activities suggested make this a very useful book for all teachers of primary numbers. — J.S.

## EDUCATION

*Creative Power*, by Hugh Mearns. Dover Publications, New York, 2nd Rev. Ed, 1959. No index. \$1.50

This is a fascinating book for those steeped in the traditional views on Education. Mr. Mearns surprises the reader with his candor and iconoclastic approach to formal English writing. It is likely that many readers of this brief review have experienced the problem of having to teach a rigid curriculum. They have often longed for freedom to allow the children to express themselves unhindered on paper. Mr. Mearns shows what happens when children are allowed this privilege.

Some Canadian teachers may not feel happy with the selection of verses by American authors for illustrations since they are foreign to our milieu. With compassion, however, one can comprehend the author's achievement in the New York setting. Youth can express himself with remarkable facility and clear-cut phrasing. The traditional teacher may be somewhat shocked by the students' use of words but this seems to be expected in the creative field. *Creative Power* is a real classic in its field. It first appeared in 1929. To many of us involved in mundane tests, marks and promotions, Mr. Mearns has opened up a new exciting vista. — D.S.

*The Crisis in Canadian Education*, by A. H. Humble. Ryerson Press, Toronto, 1959. \$1.00

The author, A. H. Humble, an English master in Trinity College School in Port Hope, Ontario, points out that in our attempt to meet the challenge of totalitarian efficiency, we in Canada may intensify the pursuit of utilitarian aims at the expense of moral and spiritual values. He raises the question as to whether we can look to Christianity to exercise a more dynamic role in education. His viewpoint is, characteristically, that of an idealist, that religious and secular education should supplement each other, "each bestowing its unique influence on the moral fibre of the individual."

He discusses some of the educational problems that result from a high standard of living and the application of democratic principles in our school system:-

"A leavening of the whole process of education has occurred largely because of the inflationary effects of mounting enrolment. In order to maintain the fiction of democratic equality, we have tailored the educational cloth to meet the requirements of even the shoddiest material. Whatever measure we use to discover the nature of intelligence, we are confronted with the inescapable fact that almost half the school population must content itself with a rudimentary academic education at best . . . And when, in the name of universal suffrage, we demand that no restrictions be placed on the opportunity to prepare for a university education, we reach the ultimate in folly."

Mr. Humble suggests that reappraisal of subject matter at the lower levels would probably contribute most to the ultimate objective of mature citizenship, integrated into a system of continuing adult education.

His essay is a succinct and scholarly presentation of problems in Canadian education interpreted from the viewpoint of an idealist. As a reaction to the influences of the pragmatic rationalism of progressive education and the narrow utilitarianism of Soviet education, it is timely and worthwhile. — E.N.E.

## FRENCH

*Conteurs Modernes*, by David Steinhauer and T. J. Casaubon. Macmillan Company of Canada, Toronto, 1959. \$1.50

This reasonably priced anthology of French stories with its attractive end-papers furnishes intensive reading for Grade XII students. Titles include prose and poetry and the selections match the grammar taught at this level. An identical pattern is followed in setting up exercise material based on each prose topic—exercises, supplementary questions, syllabication of words and translation exercises. A good feature is that all directions for doing the exercises are given in French. In short, for students preparing to take a Moderns course



in university later, this is an exceptionally useful book.

Exercises set up on the poems included are in the form of interpretative work which will help readers not only to understand the text but also to appreciate the poet's thought. A good book.—E.G.H.

#### HOME ECONOMICS

*Nutrition for To-day*, by Elizabeth Chant Robertson, McClelland & Stewart, Toronto, c1951. Illustrated. 2nd Revised Edition 1959. \$2.95

A text on Nutrition written by a Canadian doctor who has been associated with the Sick Children's Hospital in Toronto, and who has also had experience with the Research Institute in the same city. It is a practical and readable book presenting material useful to both layman and scientist.

Besides chapters dealing with specific foods, there are chapters discussing such important topics as Iodine, Overweight, Underweight, Reducing, Tooth Decay, and Food Facts and Fancies. There are numerous tables of dietary facts throughout the book, and good reference lists at the end of many chapters. A valuable feature is the information furnished with regard to meal planning and food buying. In fact, here is a good book for a practical homemaker.—E.G.H.

#### MATHEMATICS

*Avery's Plane Geometry*. Revised by William C. Stone. Allyn & Bacon, Boston. (Can. Agent, Macmillan Company of Canada, Toronto) 1958. Diagrams. Tables. Formulas and Constructions. Index. \$4.20

*Avery's Plane Geometry* is a text which covers the subject from its first introduction in Grade IX classes to the work covered in senior matriculation. Clear explanations are given and at intervals throughout the book there are historical references to the development and use of mathematics. Students will find it very easy to follow the method used in setting down the work, i.e. Statement of theorem; facts given; statement of problem; steps in proof. There are sets of questions inserted at intervals and a review exercise made up of a goodly number of problems accompanies each chapter. Advanced work is indicated by the use of the word Optional placed in brackets. Teachers will find this a good book and students working independently will find it very useful.—E.G.H.

#### MISCELLANEOUS

*These are Your Children*, by Gladys Gardner Jenkins, Helen Schacter, Ph.D., and William W. Bauer; M.D. Scott Foresman and Company, New York, 1953. (Canadian Agt. W. J. Gage, Toronto.) \$4.50

A book of real value and interest to all concerned in the welfare of children and young people is *These are Your Children*. It will be of special value to H. P. D. teachers and classes, to Parent-Teacher organizations and it will be read by students from Grade VII up.

Starting with the premise, "Children are not small adults," the authors follow the development of the child year by year from the earliest beginnings to adolescence. They stress the infinite variation upon a basic sameness found in all children; the fact that growth is a continuous process; and the real significance and importance of the earliest years of the child's growth.

"Behavior is caused" and the authors believe that if we can discover and understand the causes then difficult and apparently inexplicable behavior patterns can be solved. Throughout the book excellent case studies from real experiences are given with detailed analysis of cause and practical approaches to solutions.

The concluding sentence is worth quoting: "If we have helped our boys and girls to enter their adult years with this insight and the possibility of success in their relationships with others and their families, we also will have done our part in helping the next generation to start a step ahead in their emotional adjustments." There is an excellent summary, good charts, and full bibliography. The book is beautifully illustrated and well bound to stand hard usage.—F.S.

*Tape Recorders and Stereo*, by Lee Sheridan, Robins Industries Corp., Flushing, N.Y., c1958. Illustrated. \$1.00

A publication showing practical methods of operating a tape recorder and securing therefrom the best results. Pages 36-48 entitled "Operating a tape recorder" explain the process step by step. Pages 84-93 show the complete method of constructing a tape recorder and state that what a builder needs is patience, intelligence and a spirit of adventure. This publication represents a good investment of a small sum of money.—E.G.H.

#### READING AND LITERATURE

*Mickis the Baby Fox*, by Astrid Bergman. Brett-Macmillan, Galt, 1959. Photographs. \$3.00

An interesting animal life story for Grade I. It has beautiful black and white photographs. Its large print will be useful for very young readers, as will also the ideas of home life to which they are accustomed.—E.G.H.

*Scaredy Cat*, by Phylliss Krasilovsky. Brett-Macmillan, Galt, 1959. \$2.50

*Scaredy Cat* is the story of a lovable kitten who becomes the pet of two young, affectionate children.

At first the kitten is fearful of his new home and even the children's desire to cuddle him, until one day he is left alone and slowly acquaints himself with his new surroundings.

The repetitions, descriptive phrases make this book most suitable for the very young child. It is unfortunate, however, that for its size the book has been so extravagantly priced.—D.N.

*Bobby Follows the Butterfly*, by Charlotte Steiner. Brett-Macmillan, Galt, 1959. \$2.50

Bobby, an observant young lad, follows a yellow butterfly and in so doing he notices many other small creatures often seen in one's own garden. His happy adventures, studying these small creatures, provide a most interesting lesson in nature for the child at the pre-school and primary grade level. For its size, however, we consider that the book is on too high a price level.—D.N.

*Tomahawk Shadow*, by Nancy Faulkner. Doubleday, Toronto, 1959. \$3.50

This tale of a runaway apprentice in Providence

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Colony during the early Indian wars is likely to appeal to readers of Grade VIII and up, because of its sustained dramatic interest and its attractive picture both of the red men and the varied types of early American colonists, especially Roger Williams. Librarians will also appreciate the author's thorough research and her excellent style.—G.H.C.

*The Silver Dagger*, by Allan Dwight. Brett-Macmillan, Galt, 1959. \$3.00

Although this historical novel has a slight and perhaps implausible plot, junior high readers will probably like its rapid movement, for hidden treasure is always good bait. This one takes an attractive youngster from Connecticut with the American colonial troops fighting with the British army against the Spaniards in Cuba, 1762. The remarkable siege of Morro Castle is well-told, and the contrast and comparison of the British professionals and American amateurs bring out those qualities which were to tell in twenty years when these in turn became enemies, in the Revolution.—G.H.C.

*Your Child and His Reading—How Parents Can Help*, by Nancy Larrick. Public Affairs Pamphlets No. 278. 22 E. 38th St., New York 16, 1959. 28 pp. 25c

Here is a lever strong enough to help you move your world, whether you be parent or school librarian. It is full of good, practical and workable materials—some of them titles and addresses of value. The author does not solve problems with platitudes, nor does she seek to dodge them. It begins at what a Princess called "a low joint"—mother's knee—where good readers are initially made, and closes with much about libraries—school or otherwise. It will light up, inform, and be a mine of propaganda for every lover of books and children.—G.H.C.

*Teacher's Guide for Remedial Reading*, by William Kottmeyer. Longmans, Green, Toronto, c1959. \$4.90

This very good book is practical, simply written and well illustrated. It contains a very fine treatment of work on phonics in which the author deals with auditory and visual matters, context, the relation of sound and symbol, and structural analysis. He covers clearly every phase of the difficulties and problems in the reading field. The book is a practical handbook for the teacher who is trying conscientiously to work on the correction of reading difficulty. Recommended aids are included and care is given to such questions as speech defects, health factors, the causes of poor speed and poor comprehension. And following these discussions the author outlines some suggested areas for improvement. Here is a book which undoubtedly should be in the hands of all remedial teachers, as well as other teachers.—M.S.

### RUSSIAN

*First Course in Russian, Part I*, by Joseph C. Doherty and Roberta Lander Ma. Copp Clark, Toronto, 1959. \$3.50

A text designed for the teaching of Russian at the high school level. It contains 16 lessons to cover the first year of a three-year course, with other 24 lessons appearing later. Each lesson comprises a reading selection, vocabulary, grammatical exposition and exercises.

THE B.C. TEACHER

The first three chapters contain a brief historical account of the Russian language, and a discussion of the alphabet, pronunciation, accent, inflections and word order, with exercises in reading for pronunciation and in writing the Russian script.

The reading selections which begin each lesson are, of course, graded as to difficulty, each presenting new vocabulary, idioms, grammatical concepts and points of syntax which are found later in the grammar section. The exercises are designed to bring facility in manipulation of the Russian language, both spoken and written.

The content of the reading passages deals with modern Russia in many "live" situations, beginning with the classroom, and advancing to such topics as the home, the street scene, the theater, the university, the departmental store, and sport, and each lesson is faced by a full page photograph showing some aspect of Russian life or the Russian scene. The pictures have, for the most part, been provided by the courtesy of the U.S.S.R. Embassy in Canada.

This appears to be a thorough and adequate text for a beginning course in the high school, containing sufficient material at the elementary level to enable the teacher to present the course in a variety of ways according to his own methods and preference. As a text to introduce Russian in our schools *First Course in Russian* has many features to recommend it. — A.F.W.

#### SCIENCE

*Plants That Have Changed the World*, by Bertha S. Dodge. Little, Brown, Toronto, 1959. Illustrated. \$4.00

This is an important, fascinating and unique account of plants known as "drug plants" and some men who gave their days and efforts to their discovery. Men like Sir Joseph Banks, William Hooker, Thomas Gage, Joseph Jussieu, Joseph F. C. Rock made astounding discoveries from these plants. The book describes the searches, often dangerous and always painstaking, for seeds and their transplantation. Results of these scientific labors have brought mankind cures for malaria, leprosy, tetanus and hypertension, or have produced materials invaluable to industry, such as rubber, rope and carnauba wax. To the text has been added a three-page bibliography and a good index. The reading is easy and interesting and students who enjoy Botany will like this book.—E.G.H.

*Physics an Exact Science*, by Harvey E. White. Van Nostrand Co., Toronto, 1959. Diagrams. Five Appendices. Glossary. \$6.45

*Physics: an Exact Science* is a reference book for the teacher of science. It covers topics such as Mechanics, Properties of Matter, Atomic Physics, Electronics and Nuclear Physics. From a brief examination of the text together with the B.C. curriculum, it would seem to be a very useful book to the teacher of the Physics 91 course. The book is divided into what are called Lessons, at the end of each of which are summaries, sets of questions and groups of problems. Somewhat high-priced, it would nevertheless prove its worth.

It is accompanied by a Manual of Laboratory Exercises which is published by the same company. This is priced at \$3.20. Teachers will find it helpful in training students to set up experiments and to prepare notebooks.—E.G.H.

DECEMBER, 1959

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*The Quest of Galileo*, by Patricia Lauber. Garden City Books, New York, 1959. Illustrated. \$3.00

A timely book about the life and work of the first man to study the surface of the moon through a telescope. Galileo is generally associated only with the Leaning Tower of Pisa and his gravitational experiments. This book will acquaint the reader with other areas of outstanding study, especially in the field of astronomy and physics.

The generous use of colorful illustrations is noteworthy and adds to the usefulness of this book in the intermediate grades.—D.G.N.

### SOCIAL STUDIES

*The British Epic*, by J. C. Ricker, J. T. Saywell, A. E. Strong, H. J. Vallery. Clarke, Irwin, Toronto, c1959. Index. \$2.95

For the student on the high school level this is an excellent text in English history. The four authors have co-operated so well together that the overall analysis flows on most smoothly. The book is written in a dynamic interesting style that seizes the reader's attention and it is with real regret that he lays the book aside. The volume has good pen-and-ink pictures and the explanations under them are very enlightening. Character analysis is also a highlight as shown in the treatment of Queen Elizabeth I. The book unfortunately concludes with the death of Queen Victoria. Nevertheless it is difficult to praise this work too highly as a class reference for both teacher and pupil.—W.D.M.S.

*Speaking of Canada*, by Vincent Massey. Macmillan Company of Canada, Toronto, c1959. \$5.00

Here is a compilation of speeches on a great variety of subjects given by the Right Honourable Vincent Massey, during the period of his Governor-Generalship of Canada between the years of 1952-1959. Of these perhaps the most impressive is one of the shortest—"The meaning of the Coronation 2nd June 1953." The addresses deal with national, social, economic, cultural, educational and professional topics and throughout the pages we note the gracefulness of phrase, the eloquence of speech and the decisiveness of opinion. The book is the more interesting because readers are at liberty to dip here and there for their enjoyment. Mr. Massey knows Canada, for he is a Canadian who has travelled widely in his homeland and what he says here is to be highly recommended.—E.G.H.

*From the Beginning, From the Cave to the City, Man Makes His World*. Three titles by Patrick Lynch. Macmillan Company of Canada, Toronto, (Can. Agts. for Edward Arnold Publishers, Ltd., London, Eng.), c1959. Illustrated. \$2.50 each.

*From the Beginning* is an account of the world's prehistory. It includes accounts and descriptions of the earliest ages with information about the plant and animal life of the period. *From the Cave to the City* describes our world from the days of the first homes, ways of life and religion. The third title *Man Makes His World* is yet to be published. We understand that it will bring the

world's history up to modern times. Each book has end-papers showing a time-chart of its specific period of history, and it also contains a good glossary and index. The ages of the readers lie in the 10-14 age group so readers in the upper intermediate and junior high school grades will enjoy these books and find them useful.—E.G.H.

*My Foreign Correspondent in the British Isles*, by Peter White; *My Foreign Correspondent in Switzerland*, by B. Moss; *My Foreign Correspondent in Africa*, by David Severn. Three of a series published by Meiklejohn and Son, Ltd., London, 1951. Illustrated. (Canadian Agt. Clarke, Irwin, Toronto.) \$1.75 each.

Since the title employs the word "correspondent," it is fitting that each volume should take the form of a series of letters (20 letters in each book). Thus the style is more personal and hence very interesting to the juvenile readers for whom the series is intended. The underlying purpose is the development, through interest, of a desire to learn more of the intimate details, especially the home-life, of these countries.

Although the publishers have indicated that these books are planned for readers of the junior high school level, your reviewer feels justified in recommending them also to an older class of readers. They should be especially interesting to those who have travelled in Africa, the British Isles and Switzerland.—E.G.H.

*This is Paris*, by Miroslav Sasek. Brett-Macmillan, Galt, 1959. Printed in Finland. Illus. \$3.50

The author of this unusual and fascinating pictorial description of Paris is a Czech painter. He takes his readers for a trip through the city so that they view not only those buildings and monuments that tourists usually see, but also those parts which are so unique and so characteristic of Parisian life. He introduces us to churches, underground trains, markets, gardens, officials, customs and restaurants. Here is a book that travellers will greatly enjoy.—E.G.H.

**Editor's Note:** My attention has been drawn to the Educational Film Distributors Limited, 47 Dundonald Street, Toronto 5, Ontario, who have some very fine films and filmstrips. One film in particular has a very pertinent relation to current Canadian business. It is entitled *From Dream to Reality* and is the story of the St. Lawrence River power project. It is in color, is 16mm sound, and can be borrowed on free loan from the Film Library, Ontario Hydro Commission, 620 University Avenue, Toronto. Because of its current nature, it is advisable to allow 4-6 weeks when requesting this film.

The company also has many filmstrips on scientific subjects. One set which is aimed at use in the intermediate grades is a series entitled *Seed Plants*. These may be purchased from the company, but before making any arrangements for this, it would be advisable to check with the Audio-Visual Department of the Vancouver School Board, or the Director of Visual Education of the B. C. Department of Education, since either of these agencies might have copies.



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## about People

### Robert Bruce McIntyre

THE sudden death of Robert Bruce McIntyre, shortly after the close of school in June, was a shock to numerous members of the teaching profession as well as to a host of friends in other walks of life.

He was the eldest of eight children of the pioneer family of the late Rev. R. J. McIntyre and Mrs. McIntyre. A graduate of King George High School, Bruce was an outstanding athlete, particularly in baseball and lacrosse. He played semi-pro baseball while working in the stock and bond business in California, and later coached lacrosse at Trail.

After graduation from the Provincial Normal School in Vancouver, Bruce began his teaching career at Lord Roberts Elementary School in that city. During the last war he served with the Y.M.C.A. at Prince Rupert and at Victoria. He then returned to teach at Hastings and Queen Elizabeth Elementary Schools.

After graduation from U.B.C. he was on the staffs of the Vancouver Secondary Schools of Templeton, Prince of Wales and finally King Edward.

To many friends his outstanding characteristics or qualities were a remarkable enthusiasm and an intense loyalty. These were ever present, whether the activity was concerned with home, school, church, sport or friends; and they enable one to understand, at least to some extent, the basis for his wide popularity.

May we extend sincere sympathy to his wife Betty, children Michael and Betty-Jean, and other relatives. Two brothers are teaching in Vancouver—Douglas, the Senior Assistant at Mackenzie, and Donald at Simon Fraser.—E.D.W.M.

### Mrs. Margaret Barclay

MRS. Margaret Barclay, a teacher in School District No. 43 (Coquitlam), died very suddenly on October 6, 1959.

Mrs. Barclay, formerly Margaret Strachan, was born in Fernie and was the daughter of a former Chief Inspector of Mines. She was educated in Fernie and attended Victoria Normal School in 1925. She taught in Alberta for two years and then in Michel for a year, until her marriage to Walter Barclay, who now teaches in Haney. Mrs. Barclay had taught at Kamloops, Powell River, Nanaimo and North Vancouver. She commenced teaching in Coquitlam in September.

In her one brief month in her new school, pupils and colleagues had come to appreciate the unusual qualities Mrs. Barclay possessed.

To her husband, her sons and other relatives is extended the sympathy of her friends throughout the province.

F. C. Boyes, who retired as Director of Student Teaching in the College of Education last June, has been granted the title of Professor Emeritus.

Hazelton Amalgamated School's new principal is Ray Zacharias, formerly of Kamloops.

John Holden is now principal of Salmo Jr.-Sr. High School in Salmo and has G. E. (Ned) MacNeill as his vice-principal.

Last month we noted in this column the teachers who had gone on exchange from British Columbia to the United Kingdom and other provinces of Canada. We now

record the names of their exchanges. In Vancouver from England are D. Ballance, Miss C. J. Flood, Mrs. P. Garner, Miss J. Honeyman, J. V. Horwood, Miss F. Jackson, Miss J. L. Knight, J. E. Mowat, Miss R. Nurse, L. I. Quarress, and Miss C. Youngs. From Scotland have come Miss M. McGrouther and Miss M. Sinclair. Miss H. L. Griffiths, Miss G. E. Jones and G. Wynne are from Wales. In Victoria are Miss L. E. Dewis, from England, and W. E. Alexander, from Scotland. Also on the Island are C. E. Handscomb, from England, at Milnes Landing, and R. E. Williams, also from England, at Qualicum Beach. Miss A. E. M. Tucker, of Wales, is in Burnaby; Miss M. Anderson, from England, is in Coquitlam, and Mrs. E. V. Colgan, from Ontario, is in Surrey. The Fraser Valley has Miss P. Belchambers, from England, at Mission; Miss R. S. Gow, from Scotland, at Aldergrove, and Miss I. P. Kent, from England, at Abbotsford. Miss R. I. Coulthard, from Ontario, is in Penticton and Miss O. J. Davis, from England, is in Cranbrook.

### New President for B.C.S.T.A.

AT the 1959 convention of the B.C. School Trustees' Association, Mrs. W. E. Ricker was elected president for 1959-60.

Mrs. Ricker, a UBC graduate, was a Public Health Nurse in the Chilliwack district prior to her marriage. From 1939 to 1950 the Rickers lived in Bloomington, Indiana, where Dr. Ricker was a Professor of Zoology at Indiana University. In 1950 they returned to Nanaimo, where they now reside.

In 1952 Mrs. Ricker was elected to the Nanaimo Board of School Trustees and



has remained a member up to the present. She was elected to the executive of the B.C.S.T.A. in 1954. She is also a member of the executive of the Canadian School Trustees' Association.

Mrs. Ricker has been active in other phases of community life also. She has been president of the Local Council of Women and the University Women's Club of Nanaimo; a member of the Vancouver Island Regional Library Board and of the Board of Directors for United Appeal. She is Second Vice-president of the VON Board of Directors and a charter member of the Canadian Association of Consumers.

Dr. and Mrs. Ricker have four sons. The eldest graduated from U.B.C. in 1959 and two others are presently students there. Their youngest son is in Grade XII at Nanaimo Senior High School.

Serving with Mrs. Ricker as officers of the B.C.S.T.A. will be P. M. Hopkins, Past President, A. M. Harvey, First Vice-President and J. C. Stigings, Second Vice-President.

### Trustees Honored

SCHOOL trustees with records of long service to their communities were recently honored by their Association. C. G. McMynn, of Midway, has served the Kettle Valley School District for 25 years, while E. E. Burr, of Princeton, has served there for 20 years. W. A. Tremaine, of Ioco, has been a trustee in Coquitlam for 20 years also. Recipients of 10-year long service certificates were: L. R. Amundsen, of Michel (Ferne); J. L. Wilson, Silvertown (Slocan); Phyllis Aida Jacobson, Kinnaird (Castlegar); Fanny McBee, Parson (Golden); G. Hobbs, Revelstoke (Revelstoke); V. A. R. Salle, Chinook Cove (Barriere); J. A. Warren, Merritt (Merritt); O. E. Lamming, Lamming Mills (McBride); R. G. Stuby, Fort St. John (Peace River North); Gertrude E. McGill and R. H. Reeve, both of Victoria (Greater Victoria); G. M. Stone, Mesachie Lake, and F. T. Seed, Youbou (Lake Cowichan); R. G. Chamberlin, Ladysmith (Ladysmith), and J. D. Iaci, Campbell River (Campbell River).

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THE B.C. TEACHER

## Art Scholarship Applications

**T**HE establishment of a scholarship fund to aid artistically talented students in Canada was announced in our September-October issue and a statement was included to the effect that application forms were sent to high schools across the country early in September. Some schools have reported that they did not receive the forms.

Inquiries were made of the Canadian Society for Education through Art and we have now been informed that applications may be obtained from Professor Elmore Ozard, College of Education, University of British Columbia.

## Shell Merit Fellowships

**O**NE of the most important persons in our society today is the secondary school teacher of chemistry, physics and mathematics, according to W. M. V. Ash, President, Shell Oil Company of Canada, Limited.

Mr. Ash was announcing the opening of applications for the 1960 Shell Merit Fellowship program which will provide special leadership training for ten outstanding Canadian secondary school teachers of chemistry, physics and mathematics in the coming year.

The Shell Merit Fellowships were established by the oil company in 1957 to help strengthen science and mathematics teaching in Canadian schools and ultimately to encourage a greater number of students to seek university training and careers in these fields. More than 25 Fellowships have been granted to date. Four British Columbia teachers have been Fellows in the past two years.

Merit Fellows attend special summer seminars at Cornell University, Ithaca, N.Y., and Stanford University, Stanford, Calif.

During the all-expense-paid 6 - 8 week seminars, they participate in courses, special lectures, discussions, visits to research and production establishments and informal interviews with outstanding scientists, mathematicians and educators. Fellows also each receive \$500 in cash to help offset the loss of other summer earnings.

Applications close on January 1, 1960, and the universities announce their selections in February. Interested teachers in British Columbia should apply to Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California.

## Scholarships in Administration

**F**ELLOWSHIPS, teaching scholarships, research assistantships and other types of work opportunities will be awarded by the Division of Educational Administration, University of Alberta, in amounts up to \$2,400. Successful applicants may also receive travel assistance to help defray the costs of transportation to Edmonton and to cover expenses involved in field projects. By a combination of these kinds of assistance an attempt is made to meet the financial needs of promising students who wish to take advanced training in School Administration. (Graduate study only—M.Ed., Ed.D., or Ph.D.)

Application for Divisional financial assistance should be made by March 1. Information concerning the program, catalog and application blanks may be obtained by writing to: A. W. Reeves, Chairman, Division of Educational Administration, University of Alberta.

The attention of prospective students is also directed to the list of graduate awards, particularly the *Province of Alberta Graduate Awards*, listed in the Faculty of Graduate Studies Calendar. Full information may be obtained from the Dean, Faculty of Graduate Studies.

## In Dispute

THE B.C.T.F. office has been notified that the Executives of the Federation of Women Teachers' Associations and the Public School Men Teachers' Federation of Ontario, in joint session, have decided that the salary situation at Elliot Lake is unsatisfactory and will remain so until a mutually agreeable settlement has been reached between the School Board and the Federations.

The memorandum distributed to all members of FWTAO and OPSTMF advises that it is not unprofessional for a member to accept a teaching position at Elliot Lake but any member who does so, until further notice, will not receive any support from either of the Federations in salary negotiations or in any professional difficulty in which the member may become involved while teaching in Elliot Lake.

## Holiday Theatre Back in Action

ONE of Canada's most unusual theater organizations is active once more after a year of reorganization. Vancouver's Holiday Theatre, a children's theater group that has played to more than four hundred thousand children in British Columbia in a five year period, has received a grant of \$5000 from the Canada Council. A newly established board of directors was working on the 1960 program when news of the grant was received.

Holiday Theatre, a pioneer theatrical venture, started in September, 1953, when seven Vancouver citizens contributed \$140 as working capital to launch the Holiday project. Conceived by Miss Joy Coghill (Mrs. Jack Thorne) and encouraged by Miss Dorothy Somerset, then Extension Department Director of Drama for U.B.C. Holiday used the Frederic Wood Theatre at the University as "home base" for the next five years.

Almost immediately the Company discovered that it must undertake tours through the province in order to improve its revenue position. Since its beginning Holiday Theatre has produced twenty-three children's plays, including five ori-

ginal musicals and two original plays. It has toured nine plays through the province. In 1958, the peak year, it gave one hundred and seventy-five performances in one hundred and twenty-five communities. The total children's audience for those years exceeded 400,000. The touring productions were held under the sponsorship of Parent-Teacher Associations, service clubs, school principals and others.

The grant from the Canada Council will do much to further Holiday Theatre plans. Included in the Theatre's objectives is a continuing program of experiment in creative dramatics for children. Details of the new program will be announced in the near future.

## Professional Information

WCOTP is now publishing a magazine for teachers entitled *Panorama, Teaching Throughout the World*—35c per issue, but obtainable with other WCOTP publications for \$2.00 (U.S.) per year, at the organization's office, 1227 16th St. Northwest, Washington 6, D.C.

The UK Information Service, 540 Burrard Street, Vancouver 1, distributes catalogs of teaching aids and filmstrips relating to Commonwealth affairs.

World Federalists of Canada have available on loan a series of 16 mm films entitled "Eight Steps to Peace," featuring such well-known actors as Henry Fonda and Raymond Massey and illustrating the present and potential power of the United Nations in the establishment of world order, law, and justice. For further information write Mr. John Cavanagh, 41 Fenwick Avenue, Montreal West.

## B.C.'s Newest Literary Venture

PRISM, a magazine of contemporary writing, made its first appearance in September, 1959, one year after the first active steps were taken to get it under way, and some four years after the idea of a literary magazine in the West was first made explicit.

The initial move toward the establishment of a literary periodical in British Co-



lumbia was made at the conclusion of the B.C. Writers' Conference, held at the University in January, 1956. It was first suggested that grants could be obtained to support such a venture, but this was not possible and *Prism* now depends for support upon revenues from subscriptions and advertising.

The first issue contains poems varying in length from eight to well over 100 lines, a chapter from a novel, and a short story of considerably more than usual length. It also introduces two new, original and talented writers and contains the work of three of Canada's foremost poets.

The editors of *Prism* have dedicated their efforts and their magazine to the writers of imaginative literature exclusively and entirely. They publish no critical articles or reviews, feeling that these are well taken care of by existing periodicals and other outlets.

Further information about this new magazine may be obtained from the editor, Professor Jan deBruyn, English Department, University of B.C.

## No Pension Revision This Year

OUR hoped-for pension revision to a percentage of final earnings plan will not come about this year.

Since our 1959 Annual General Meeting there have been many meetings between our representatives and a Select Committee of the Cabinet. Agreement was reached on the principle of a final earnings plan and on several significant questions to be answered by the actuary. There has been some delay in processing statistics by I.B.M. but the number and nature of the questions asked of the actuary are such that he must do considerable preliminary work. We were hoping that the actuary's report would have been ready by October, as it might then have been possible to conclude negotiations with the Government in time for legislation to be passed at the 1960 Legislative Session. It now appears that the actuary's report will not be received until about next March, thus necessitating a delay in legislation until 1961.

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## An Experiment in Filmstrip Reading

**I**F "a picture is worth a thousand words," a text filmstrip is worth several books, miles of blackboard exercises and packs of flash cards.

An article in the *Star Weekly* two years ago on the "New Castle Reading Experiment," attracted me to the possibility of trying it in my own room.

Information on the New Castle Experiment was sent to me directly from New Castle, Pennsylvania, by Mr. Glenn McCracken, principal of the Schools there; and from a Canadian school in Ajax, Ontario, where it was found very successful.

The Experiment grew out of the need for a more modern approach to teaching reading. Since proficiency in reading depends largely on the progress experienced in reading growth at the primary level, and since a much greater amount of time is devoted to reading instruction in the first three grades than at other levels, improved methodology likely would be helpful.

In 1947 a long-time experimental program was instituted at the Thaddeus Stevens School in New Castle, for the purpose of thoroughly testing correlated visual image as a medium for reading instruction at the primary level. After two years of planning, experimenting, testing and material preparation, the program was ready for use in Grade I in September, 1949. One of the current basal reading programs (Laidlaw) was selected as a vehicle for study. Filmstrips were prepared to accompany readers so there would be a frame of

projected material for every lesson in the textbooks.

It is unique in American education as the only serious attempt to test filmstrips as teaching device in reading instruction at the primary level.

This program was used in three streams of a Grade I class at the same school during 1949-50. Then thirteen classes from other schools in the city participated the next three years using children of average ability, yet reading scores were out of all proportion to expectancy. Many pupils were reading at third grade level after the first year at school. There were no low scores. Everyone learned to read regardless of ability or readiness. In previous years six or more beginners were retained every year from every class. Parents expressed amazement throughout the year at their progress.

The New Castle experience has shown us that a child's educational and social growth need not be hindered by the difficulties of teaching him to read. On the contrary, pupils who are experiencing success in reading growth, in a program which delights them, are happier and more confident.

We entered the picture a year ago in June with the cooperation of our principal, Mr. R. Plater, and our School Board, which advanced the necessary funds to buy the Laidlaw Readers, manuals and colored filmstrips. We donated our "Library Fund" for the year.

To begin with, in September, I used the filmstrips as follows:

- I To introduce new stages of learning
  - (a) Readiness
  - (b) Pre-Primer
  - (c) Primer
  - (d) Book I
- II As a means of review when reader has been completed.
- III As a learning aid for slow readers (i.e. more time and repetition on each "frame.")
- IV To introduce each new lesson in textbook.

I have experimented in this pattern during the school year 1958-59:

First—Our own *basic* Program of Readiness and Pre-Primers.

Second—Laidlaw program at the same level slightly more difficult and challenging, but *preparatory* for our own *next* level.

Third—Primer Level—*Fun with Dick and Jane*.

Fourth—Primer Level—(Laidlaw, *On the Way to Storyland*—"real fairy tales.")

Fifth—Primer Level—in "Easy Growth" and "Alice and Jerry" Series (afternoon books).

Sixth—Book I Level—*Our New Friends*.

Seventh—Book I Level—(Laidlaw) — *Making Storybook Friends*.

Eighth—Book I Level—"Easy Growth" and "Alice and Jerry" Series.

Thus an enriched foundation was laid at each level before proceeding to the next and a challenge was theirs until the last day of school.

Someone may say, "That sounds fine for the top group, but what about the second and third groups or streams?"

Each stream may be "in" a different book and have the corresponding filmstrip. The slower children may proceed at their own rate while the others have related skills and interests. All are reading—at their own level, so none are considered retarded or non-readers.

We have a corner just for the daylight screen projector and chairs and can leave it set up from day to day.

There may be many questions the readers

will want to ask. I have tried to foresee some, in the following remarks:

1. The Series continues to Grade VI.
2. Materials are not expensive—if you are going to be adding new reading series anyway.
3. There is no special attention or supervisory tasks. The teacher runs the projector and teaches or guides the attention of the children at the same time. Participating children are selected at random to direct reading at front by a pointer. Reading "with the eyes" is encouraged first and the child moves pointer by phrases and later sentences. Care is taken to include each child or groups of children in each lesson. None are prepared beforehand or favored during the lesson.

*A Typical Lesson.* A filmstrip frame is projected upon the screen so that the image is 3 ft. x 4 ft. The "image" is similar to the lesson it accompanies in the textbook and there is a "frame for everyone." The lessor is introduced and taught at the screen where a bright image for all to see excites interest. It may be discussed and pointed out by a child. Attention is drawn to picture, story, sentence, phrase and new vocabulary—also phonetic structure. Upon completion of the lesson at the screen (10 minutes +), the teacher transfers to textbook. Textfilm manual suggests procedure for each lesson.

*Values.* Obviously when attention spans increase from the usual 10 - 15 minutes upward to 30 - 40 minutes, pupils must be interested. One has a class-controlled situation. There are shorter stories for slower children and longer stories for the quicker. There are delightful Choral Reading poems. Parents are surprised at the progress shown and pleased with the innovation and consider children are fortunate in having extra aid.

"We must bring into our classrooms color,

Mrs. Hardman is a Primary Specialist in Enderby. Her work with filmstrip reading was the subject of a demonstration at the Okanagan Valley Fall Convention in October.

vividness, excitement, clarity, and until we do, we must continue dwelling upon defensive measures such as pushing readiness farther and farther into the school term and placing one third of our pupils off in a group by themselves, because they cannot learn to read," said Mr. McCracken.

I have found they *can* learn to read with a strong enough *incentive*—even the slow learners. ★

#### Bibliography

Catalog — Clarke, Irwin & Co. Ltd.,  
103 St. Clair Avenue West,  
Toronto 7, Ontario.  
(c/o Mr. James R. McNeillie)

Laidlaw Basic Readers  
by Yoakam, Hester and Abney.

#### Reading Readiness

We Go to School — (70c)  
Textfilm No. 1. Color \$6.25  
Textfilm No. 2. Non-color \$3.75

#### Pre-Primers

We Learn to Read — (60c)  
Textfilm No. 3. Color \$6.25  
Up the Reading Road — (60c)  
Textfilm No. 4. Color \$6.25  
(Cloth boards \$1.25)

#### Primer

On the Way to Storyland — (\$1.70)  
(a) Textfilm No. 5. Color \$6.25  
(b) Textfilm No. 6. Color \$6.25

#### Book 1 —

Making Story Book Friends — (\$1.65)  
(a) Textfilm No. 7. Color \$6.25  
(b) Textfilm No. 8. Color \$6.25

#### Reading Manuals — 80c

#### Visual Manuals — 36c

We ordered 10 books each for set (Less 20% discount to School Boards.)

Details of Work Books, Teachers' Manuals, Flash Cards and Wall Charts supplied on request.

Grade II — Stories We Like.....	\$2.45 each
Grade III — Children Everywhere.....	2.60 "
Grade IV — On Trail of Adventure.....	3.00 "
Grade V — The World Around Us.....	3.15 "
Grade VI — From Every Land.....	2.95 "

## Co-operative Evaluation in Calgary

THIS project, first reported in the *News Letter*, December, 1958, was completed in the spring of 1959. During the fall term, the schools conducted their separate self-evaluations using the criteria developed earlier. In March, 1959, each participating school was visited by a team consisting of provincial superintendents, and Calgary administrators, principals and teachers, the size of the team and the length of the visit being determined by the school's size. Each visit was scheduled to provide for a preliminary conference with the principal, classroom visitation, individual conferences with teachers, and finally, a joint conference involving the entire staff and the visiting team.

While many teachers embarked on this project with some misgiving, by its conclusion the majority of them were convinced of its value. Their attitudes were revealed

in the answers they gave to a questionnaire, circulated following the completion of the project, to which 153 teachers replied. Of these, 120 felt that the method was superior to formal inspectorial visits; 86 stated they got most value from their own self-evaluation, 42 from the development of the school evaluation, 19 from the team visit; 133 indicated that the project resulted in definite improvement of instruction; individual conferences were rated as being most valuable, classroom visits as least valuable; 126 thought the method useful enough to be extended to all subjects.

Their answers reveal the necessity of improving the method of conducting classroom visits and of improving group conferences in order that these should become as useful as possible.

Reprinted from *News Letter*, published by the Canadian Education Association, issue of October, 1959.



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The child's first experience with this little picture dictionary will open the doors to many happy hours of creative English.

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