

the BC teacher



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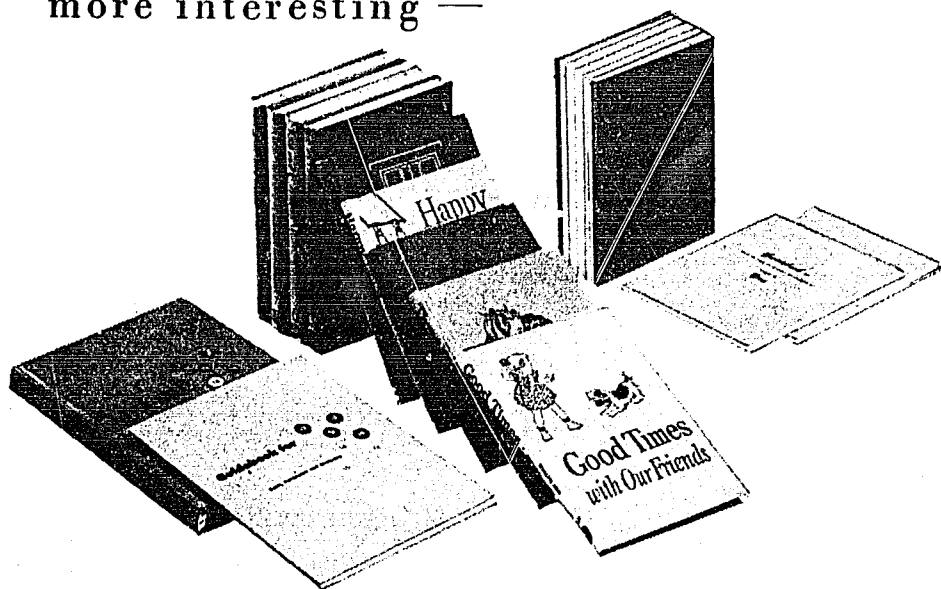
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THE B.C. TEACHER

This Issue

THIS issue contains several items which the editors commend to the attention of the members.

ON page 380 will be found an article describing ways and means of developing the musical experience of children in the primary grades.

MR. JIM CLEMENT expresses concern about the apparent lack of appreciation among teachers of their place in any program of public relations. He feels much damage can be done the whole profession by a few who act without thinking. See page 383.

TWO addresses at the convention are included in this issue. On page 386 readers will find the Minister's address; on page 394, that of the President of C.T.F.

THE Federation's recommendations to the Royal Commission on Education are given for the information of teachers. They commence on page 407.

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the BC teacher

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(Affiliated with the Canadian Teachers' Federation)

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5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B. C., on or before August 15, 1959.
6. Application forms are available from the Federation Office.

the Editor comments—

The 1959 Annual General Meeting — Good Omen

THE 1959 Annual General Meeting was different in several respects from previous ones.

The most significant feature pertained to the nature of the business. There were 51 resolutions on various aspects of curriculum and 50 policy resolutions.

Of the 50 policy resolutions only 12 did not specifically refer to matters which were directly related to improved instruction. There were four resolutions on teachers' pensions with two of these on the same topic. One of the other two was withdrawn so was not considered by the meeting. Of the five resolutions on salaries, three sought broader recognition of teaching experience for salary grant purposes and one of these was withdrawn. Another supporting the payment of unused sick leave as a retirement allowance was defeated. The fifth asked local associations to avoid making salary agreements contingent upon the outcome of another association's negotiation.

Adequate salaries and pensions do more than any other factor to assure an adequate supply of competent teachers. The time and effort which the Federation and its local associations expend in the interest of acceptable economic rewards for teachers are entirely justified and must never be neglected. However, teachers devote by far the greater part of their efforts to matters pertaining to actual classroom effectiveness. The nature of the resolutions submitted for the consideration of the Annual General Meeting and the proportion of time the Meeting devoted to committee reports provided further evidence of this.

In an editorial in the March 30 edition,

The Sun in welcoming teachers to Vancouver for the convention said, "It is a pleasure compounded by the calibre of the resolutions they will be called upon to consider. Most of them are very technical and appear dull indeed to the layman. But they are proposals and suggestions evolving from the classroom experience of teachers aimed at the one goal of improving the education of our children."

And so it should be.

Another noticeable feature was the efficient and orderly conduct of business.

President Harold Parrott deserves every one of the many compliments he has received on his very effective handling of the general sessions. *The V.E.S.T.A. News*, the bulletin of the Vancouver Elementary Teachers' Association, reported, "To say that Mr. Harold Parrott's running of the 1959 A.G.M. was in every way beyond reproach is not sufficient. His earnestness, his unvarying courtesy, his single-minded attention to every speaker lent to the proceedings a lofty character which they would not otherwise have attained, and sometimes did not deserve."

Mr. Parrott did indeed do an excellent job. He made the tone of all sessions conducive to effective transaction of business. But the delegates too must be complimented. Their debate was, at almost all times, germane to the topic and free from bias. The speakers were careful to follow only approved procedures and did not waste the time of the meeting. Never before has the business of so many sessions been concluded before the scheduled time of adjournment.

Continued on page 430

Joyful Activity

HILDA M. MacKENZIE

Musical training is a more potent instrument than any other because rhythm and harmony find their way into the inward place of the soul.
Plato, The Republic, Book III.

LITTLE children respond to music. From the moment of birth, the child is growing in awareness of sound, pitch and movement. By the time he enters the primary world, music and movement have become an integral part of his life, of self-realization. Since the child's interests are ego-centric, primary music touches upon that which is close to him, his family, toys, pets, friends, play, giving him a medium in which to express his feelings freely and joyously. "If the child's first musical experiences are joyful, if in his musical play his rhythmic, aural and muscular responses are quickened, the child, fortified with these fundamentals, can go wherever his musical instincts lead him, with the security of a firm foundation."¹

It has been said that a happy child is a singing child. The teacher's task is to keep this natural love of music growing. Too often the old saying holds true in the music lesson:

Here joy was brought
But no joy caught—
So joy was naught.

The active enjoyment of music is a vital experience, yet too often we superimpose adult standards of performance upon children, crushing out the joy and spontaneity of participation and fostering self-consciousness and a sense of inadequacy in them. Children must feel a measure of success and acceptance in musical activities as well as in other subjects. Their musical

experiences in the primary grades must be satisfying to them in order to further their sensitivity and participation in future musical activities. Margaret Mead² reports that the children of Bali produce music from the start in orchestral groups. There, learning is fun. Each child takes great pleasure not only in what he is doing, but in the fact that he is doing it in company with his friends. "Children of all ages enjoy singing and dancing, either individually or in groups, whether spontaneously or in connection with more formal expression. This type of play in many instances is continued in the recreations of adult life, particularly those of social dancing, singing in a chorus, and participation as a spectator in many types of musical events."³

Where should music be placed in the over-crowded primary timetable? As a vital human experience in the lives of children, music in its many forms should permeate the school day. Although there is a short formal music period on the timetable, the teacher should never lose an opportunity of bringing it in incidentally during the day, beginning in the opening exercises (good morning songs), in the social studies (songs

1. Caraba-Cone, Madeleine, and Royt, Beatrice. *How to Help Children Learn Music*. Harper and Brothers, New York.

2. Mead, Margaret and Wolfenstein, M. *Childhood in Contemporary Cultures*. Chicago, Illinois: University of Chicago Press, 1955.

3. Thorpe, L. P. *Child Psychology and Development*, 2nd Edition. New York: The Ronald Press Co., 1955.

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of home, festive days, music of other lands), in science (animal songs, rhythms in nature), in language (poems to music), in the recreation period (dances, rhythmic, listening), to the final farewell song when the child leaves at the end of the day. He will even skip and sing on his way home.

The teacher who is aware of the emotional climate of her room will know the therapeutic value of an activity song or singing game: "Many children . . . bring to school with them every day a terrific burden of tension and anxiety stemming from their home situations . . . One of the wholesome things a school can do for children is to provide them with daily opportunities for relieving these tensions in creative activity. Music, painting, . . . rhythms and folk dancing . . . all offer children fine opportunities to free themselves to give sustained attention to their school tasks."⁴ Music and rhythm are facilitating factors for many types of learning. Diserens found that music delays fatigue, speeds up voluntary activities, increases the extent of many muscular reflexes, changes suggestibility, and alters the electrical conductivity of tissues.⁵ The teacher will realize the therapeutic value of a quiet recording after strenuous play or active participation in the classroom. She does not need to be a trained musician to project her love and enthusiasm for music to the children. She will know that musicality is not a gift but an achievement because psychologists tell us that the average child is born capable of developing musical ability.

To Develop Musical Ability

Because she is the one who knows best the interests and needs of her pupils, the primary teacher will supply the time, place, means and atmosphere to develop this musical ability in active children. Since she knows that children grow at different rates, she will not expect the same participation or levels of accomplishment from all pupils. Children's musical growth develops through three stages; experiencing, expressing and

Mrs. MacKenzie is a specialist in primary work and, before joining the staff of the College of Education, was a B.C.T.F. Curriculum Director, representing her special field.

perfecting. The primary teacher is concerned with the first two stages, providing rich experiences for the children and, in an atmosphere of acceptance and friendliness, leading them to creative expression.

Balance Music Program

Since music courses "in Canadian schools are designed to bring the young people into contact with beauty, assist them in self-expression, give them an outlet for their emotions and provide them with a rewarding means of using their leisure time," primary music should embody many types of musical experiences; listening to music, moving to music and making music. Recently, a parent asked a Grade I child, "What did you do in music at school today?" The child, accustomed to a rich, happy musical experience in the home, said, "We didn't have music today. We just sang 'Baa Baa Black Sheep'." This limited concept of what constitutes school music illustrates what sometimes happens in the primary grades. Over-emphasis on one form of expression creates an unbalanced music program. Along with happy, joyful singing, primary music should include listening, rhythmic movement, making music with instruments and creativity in song and dance, with the major emphasis on love and appreciation of music rather than on factual knowledge and highly developed skills.

The child's voice is a readily available musical instrument which he uses with vigor and joy, whether in tune or not. One of the important aims of primary music is to develop awareness of pitch and the ability to carry a tune. Although virtually every child can learn to sing in tune (there are very few real monotones), many children begin school unable to discriminate pitch. The teacher must make every effort to help the non-singer by giving him opportunities of listening to and experimenting

4. Prescott, D. A. *The Child in the Educative Process*. Toronto, Ontario: McGraw-Hill Book Co., 1957.

5. Diserens, C. M. *The Influence of Music on Behaviour*. Princeton, New Jersey: Princeton University Press.

6. MacMillan, Sir Ernest. *Music in Canada*. Toronto, Ontario: University of Toronto Press.

with his own voice. In developing auditory discrimination, the imitation of sounds (animals, boats, sirens) and tone-calls help the child become aware of pitch, but it must not be a hit or miss effort. In Grade I, attendance can be taken by means of integrating tone-calls with reading. The teacher holds up a flash card with the child's name on it and sings, "Where are you?" (so-so-do). The child reads his name and answers, "Here I am!" (so-so-do). Later, the teacher can print the child's first and last name on the flash card and can vary the tone-call. After Christmas, she can use the child's address on a flash card and sing, "Who lives here?" (do-do¹-so). The child answers, "I live there!" (do-do¹-so). By utilizing tone-calls as well as singing directions and greetings the teacher can consistently check on all children, giving help and encouragement to those needing it. The child learns to sing by singing. One could learn all the swimming strokes on land but could not learn to swim unless one splashed about in the water. So the child learns to sing by actively participating in the singing period.

To Teach a Song

All Grade I and II songs are taught by rote. The child learns the words, music and style of the song by listening to the teacher singing it. Therefore, she should present the song in a correct, pleasing and expressive way, avoiding too much explanation or discussion. She may introduce the song and sing it once or twice the first day. The following day, she might sing it again and then invite the children to join her. If there is a phrase that repeats or a little refrain the children could be encouraged to sing it with her. The teacher should always sing the first phrase to set the correct pitch and tempo before having the children sing. If it is a long song (Grade III), she should sing the whole song two or three times before taking phrase by phrase with the class. The children must recognize the phrase as part of the whole song. The teacher should always conduct quietly with a relaxed hand motion throughout the song to keep the correct tempo, with definite signals for starting (upbeat) and ending (downbeat) the song. She should never

ask the class to sing a song over again without giving a reason for the re-singing; to improve the tone, to correct the notes, to watch enunciation, to get more expressive interpretation, to get rhythmic response or to develop a concept of phrasing (by having the teacher sing one phrase and the children answer with the next). In all singing the teacher should strive for pleasant tone. Singing too softly or too loudly can give poor results. Posture, whether sitting or standing, should be erect but relaxed, the mouth should be free and mobile and the breathing should follow the natural phrasing. Singing so that listeners will understand the words and what the song is about should improve enunciation in primary singing.

Must Learn to Read Music

Rote singing does not provide for the future. Children must be given some independent power if they are to participate in future musical endeavors. The ability to read music opens the way for this participation. The primary grades are responsible for the readiness program for the reading of music. Patterns of tempo will develop from rhythmic activities. Notation will seem purposeful in the preserving of a creative song. The reading of music must be learned in context and the children led to see its usefulness. Thus the hieroglyphics of musical language will become a part of the child's everyday world. Putting a clef and staff on the flannel board and allowing the children to put black flannel notes on to make a tune to be played or sung by the class is excellent motivation and introduction to the reading of music.

The autoharp and piano provide excellent accompaniments for primary songs and develop a feeling for harmony. Some teachers have been known to use the ukulele and the mouth organ. Whatever accompaniment is used, it should not be employed in the learning of a song, as the teacher is not free to check on the children's voices. Rather, accompaniments should be used as enrichment once the song is learned. The piano, as well as the melody bells, can also be used for teaching pitch differences and the relationship of tones.

Continued on page 411

The Hidden Element

A FRIEND of mine who was travelling on a Vancouver bus soon realized that two young women behind him were teachers. He had no intention of eavesdropping but their loud tones made it impossible to ignore their conversation.

"That Bryant child," one of them was saying, "is the worst boy in my class. I don't know what I shall have to do with him."

"Have you tried the strap?" the other enquired. "I've had similar cases myself and it's my opinion that a good whacking is the only answer."

"Of course, it's not only Johnny," the first continued. "I've never before had to teach such a bunch of stupid little morons."

So Johnny's reputation was broadcast to the commuters, but it was not Johnny's reputation that suffered so much as the reputations of school teachers in general and two loquacious young ladies in particular.

We talk a great deal about public relations in the teaching profession and elect earnest representatives to the public relations committees of our associations, charging them with lifting our occupation in the eyes of the public to the professional status it deserves, and then we proceed to do the very things that inevitably will undermine and nullify their efforts. Surely one of the worst of our offences is to discuss confidential information in public.

At a recent staff-parent tea in a school that shall remain nameless, parents sat on one side of the room while teachers sat on the other side audibly discussing their problem pupils in uncomplimentary phrases. And so it goes; indiscreet members of the profession, by their thoughtlessness, can give the entire profession a bad name. The

situation is similar to that of American tourists travelling in Europe. Just as Europeans tend to judge them all by the noisy, demanding, flashy type, so the public tends to judge teachers by those who make themselves noticeable by their objectionable conduct. Thus this tendency to generalize works to the teachers' disadvantage, for when parents know of a teacher who exemplifies all the pedagogical virtues do they not assume that he or she is an exception and in no way typical of the profession?

Fortunately, the old idea that the teacher ought not to smoke or drink, even in moderation, while Mom and Pop may fume like factories and tittle themselves into oblivion, has gone the way of the hoop skirt. However, in some communities teachers are still expected to organize the barn-dance, teach in the Sunday School, and generally give leadership in the community. Even where this has not been the case, teachers have been criticized for keeping too much to themselves and neglecting to play a sufficiently active part in community affairs. Perhaps it would be well for us to remember that by virtue of education, training, and experience we have leadership abilities that could be put to use in our community and from that point let our consciences guide us.

Another way in which we lower ourselves in the eyes of the public is by our overindulgence in self-pity. Perhaps it is because we feel that many people think of us as working from nine to three-thirty

A Kelowna teacher has been pondering the public relations program of the whole profession. He feels teachers everywhere should also give it consideration.

with an hour off for lunch, relaxing for two weeks at Christmas and ten days at Easter, and loafing for two months in the summer, that we adopt a defensive attitude, proclaiming vociferously how hard we work and what headaches we endure. Often we are so indiscreet as to complain to our friends about the pittance we receive for our efforts. Obviously, a person who works eight hours a day fifty weeks of the year for two hundred-fifty dollars a month cannot be expected to shed copious tears over our plight.

It is, however, in our direct relationships with parents that we can either make our best impression on the public or do the most damage to our public relations. Let us hope that in such contacts impatience and rudeness are rare, even though there are times when it is difficult not to bristle and take offence in the face of frontal attacks from irate parents.

Explanation is Needed

Perhaps what teachers need most in their contacts with parents is the willingness to explain and interpret situations. Even a teacher's inability to meet a parent at a particular time may need a word of explanation. For example, a parent phoned a teacher to say that she would like to drop into the school that afternoon to discuss her daughter's marks with him. The teacher replied that he could not see her that afternoon because he had a staff meeting to attend. The mother, mindful of the effort and inconvenience to herself that a visit to the school would entail, and concerned with her daughter's problems, reacted to what she considered a "brush-off" with high indignation. A quiet word or two of explanation and the assurance that the teacher was as anxious as the parents for the meeting, might have prevented this mother from complaining to all who would listen that teachers are high-handed and inconsiderate.

Other instances where teachers and administrators have failed to see a problem from the parents' point of view are evident on the occasions when the educators have taken parents to task for being, in their opinion, derelict in their responsibility for their children. Perhaps it would be well for

teachers to remember that a few courses in psychology do not make us authorities in the field of child care, and that with few exceptions the parents are far more concerned about the welfare of their children than we could possibly be. A parent who is worried sick because her small son or daughter has missed a great deal of time through illness isn't going to take very kindly to the advice that, "It isn't good for Eustace to be missing so much time at school." Such a remark is inane and not worthy of an intelligent person.

Children Carry Impressions

Our biggest job of public relations, however, is done right in the classroom because most of the impressions that parents have of teachers are conveyed to them through the pupils. And what a sobering thought that is. However, we have in our favor the predisposition of most children to like their teachers, given half a chance. Nevertheless, all the goodwill in the world cannot keep a child liking a teacher who is frequently sarcastic, unfair, or unduly severe.

"If you had twice as many brains, you'd be a moron," a teacher once remarked, and although the class was convulsed at this brilliant display of wit the child at whom it was levelled shrank a little and took his resentment home with him.

A child presented his teacher with a note from his parents explaining that for a good and sufficient reason he had been unable to complete his homework the previous evening. "You'll stay in after school to finish your work," the teacher stormed. "Don't you ever bring me a note like that again." Thus a conscientious child was embarrassed before his classmates and his parents' motives were held in question. The child immediately adopted a defensive attitude on behalf of his parents and the teacher lost a supporter. The child's story was retold at home and the parents resented the slur on their judgment. The overall result of this teacher's fit of pique was further damage to our public relations.

When the writer was a junior high school pupil he had a friend who, in some way, had offended a particular teacher. Consequently, whenever there was a disturbance in the room Bill was assumed to be at the

bottom of it. This went on until, one day, the teacher gave Bill a terrific dressing down in front of his classmates for a crime that some other pupil had committed. The boy smoldered inwardly for a time and then decided to talk things over with his persecutor. The teacher, willing to listen to reason, apologized, and was much more careful after that. But what if Bill, like many others, had been too timid to go to the teacher with his grievances? Or what if the teacher had been too biased to listen to the boy? Enough damage had already been done. Under those circumstances it might have been irreparable.

Punishment, too, must be considered in its effect on public relations. This is not to suggest that sane and sensible means ought not to be applied to discipline wayward and unco-operative pupils, for no teacher will plummet in the respect of his students quite so rapidly as the one who loses control of his classes. Fair and consistent treatment, however, is essential. A child will accept a strapping, and benefit from it, only if he feels it is justly administered.

Probably no profession is quite so de-

pendent upon the goodwill of the public as that of teaching. The teacher is in a touchy and difficult position, but that does not mean that he should go about evaluating all his actions in the light of their impression upon the public. He should, however, be aware of the effect his actions will have in influencing the attitudes of the parents toward himself and of the public toward the teaching profession.

A while ago, when the new auto licence plates were being issued, the writer stopped at a service station for gas, and the attendant invited him to return when he had his new plates so they could be mounted for him free of charge. This approach was in the interests of good public relations, and is fairly typical of business and industry. If the teaching profession would improve its status, surely what is required is a similar willingness to give cheerful service beyond the call of duty. Let us foster a genuine interest in children, an appreciation of them as individuals, and a willingness to perform on their behalf a service beyond the confines of a legal interpretation of a teacher's job.

Dreamlined Reports

Herewith a poem (of a sort),
About a plague called a Report.
It comes on forms of pink or blue,
And pretty shades of yellow too,
On which we enter details mild
About the schoolwork of the child.

Should little Willie prove a fool,
We do not mention this at school.
For truth to tell we are not paid,
And *never* call a spade a spade.

We give no child an outright mark,
But keep each parent in the dark.
By hiding with a row of letters
All information from its betters.

Should Georgie prove the greatest ass
That ever sat within the class,
This fact we hide, as you may guess
Behind the sleezy letter "S".

And thus we try all tastes to please,
With A's and U's and N's and C's,

And try to keep both man and wife
From learning all the "Facts of Life."

In elementary grades at least
We serve these symbols for a feast,
Four times a year. I know not why!
None could despise them more than I.

I sank one night upon my bed
With symbols dancing in my head,
And dreamt a man was hunting me
Because his son had scored an E.

He ranted, and he raved and roared,
About the grades his son had scored
Till, stung at last, I said his son
Was brainless as a baker's bun.

I said a nit-wit he must be
Because of his heredity!
The man, enraged at my retort,
Exploded, with a loud—

REPORT!

—P. J. STEEL



The 1959-60 elected officers include K. M. Aitchison, Second Vice-President; Mrs. H. E. Hodson, Secretary-Treasurer; R. B. Cox, President; and W. Janzen, First Vice-President.

At the Annual General Meeting the Honorable L. R. Peterson reported on

Education 1959

THIS is the third year that I have had the privilege of speaking to you at your Annual General Meeting. The first time was not long after my appointment as Minister of Education and, with some misgivings, I ventured a few remarks about the teaching profession. In spite of my remarks, your President at that time was kind enough to grant me the honorary membership in the Federation. There may have been some who would have liked to have rescinded this the second time I met you. Last year was, of course, a far less happy occasion owing to the troubled situation with respect to salary disputes. I can assure you that I appreciated the courtesy shown to me during what I am sure was a very difficult and trying times for all of us.

Today I am in the more pleasing situation of having nothing to criticize and much to report. This is not caused by the mellowness of increasing age, I assure you. The improved conditions at this time over those of a year ago augur well for future relationships among those engaged in the work of education.

First of all, I want to express my appreciation for the assistance of your Federation in the settlement of the salary disputes which existed last year in more than twenty-

four of our school districts. The settlement of these problems would not have been possible without the high measure of co-operation received from the members and elected executive officers of both the B. C. School Trustees' Association and the B. C. Teachers' Federation. I wish to acknowledge particularly the very outstanding service performed by the two conciliators, Mr. Harvey of Ocean Falls and Miss Cottingham, your former President, now on the staff of the College of Education.

My impression is that the procedure for determining salaries set out in the new Public Schools Act, enacted last year, has worked exceptionally well. An analysis of the results of the legislation introduced last year indicates the following:

(a) All but fifteen of the districts, where amendments to the salary schedules were requested, reached agreement through negotiation.

(b) Two districts settled through conciliation.

(c) Two districts agreed in advance to accept an arbitration award from another district.

(d) Eleven districts finalized their collective agreements through arbitration.

I am told that whole atmosphere of sal-

ary negotiation, under the new Act, is considerably better than it was a year ago. The general relationship between teachers and Boards would appear to be greatly improved and I would hope that it will continue to improve in the years that lie ahead.

I am aware that further improvements in bargaining procedure may be necessary in the future. The short time intervals, the need for constructive attitudes towards the whole process, and the question of how much to include in the general heading of salary discussions, these are all matters which require further study. But in general I think it is fair to say that the new legislation represents a marked improvement over the old.

To take care of the ever-increasing pupil enrolment, teacher employment has had to be increased considerably. At your 1956 Annual General Meeting I mentioned that "By September, 1957, the number of new teachers required is expected to approach 2,000." This prediction was not far off. In 1957, a total of 1,882 teachers for additional classes and replacements was required. In 1958, this had increased to 2,115. Total teacher employment is expected to exceed 11,500 in September, 1959.

More Teachers Needed

You are aware of the many steps being taken to recruit good teachers. We are, of course, more fortunate than most provinces in Canada in being able to attract qualified teachers to migrate to our province in search of employment, notwithstanding the shortage of teachers that does exist throughout Canada. Mr. C. B. Wood, former Registrar of the University of British Columbia, is visiting the United Kingdom again this year to interview prospective applicants.

The program to recruit married women who are fully qualified teachers, but have left the profession, will be continued. Refresher courses are planned for such people again this year. I am told that many of those in this category recruited the last year or two have turned out to be among the best teachers in our schools.

The best source of teacher supply is, of course, from our own teacher-training in-

stitutions. We are greatly encouraged by the large increase in student enrolment each year. The number of teachers completing the training in 1957-58 was 625, as compared with 566 in the previous year. In 1958-59, this figure is expected to approach 725 to 750. This increase in enrolments has not been paralleled in other faculties. For example, from September, 1956, to September, 1958, registrations in the Faculty of Arts and Science increased by 37%. In the College of Education in the same period, they increased by 68%.

One of the reasons for this increase is the organization and support given to Future Teachers Clubs by the teachers in our high schools. This interest and assistance from experienced teachers is producing valuable results.

Qualifications Being Improved

Another reason may be found in the increasing prestige of teacher-training programs brought about by placing teacher education under the jurisdiction of the University and the affiliated Victoria College. An appreciable part of the enrolment growth must also be ascribed to the general rise in the status of the teaching profession itself. In this connection it is worth noting that the increased enrolment does not mean a larger number of inferior students. On the contrary, the training program is attracting a larger percentage of top flight graduates of high schools. The results cannot fail to be beneficial to our whole system of education.

It is significant to note also the large numbers of teachers who are continuing to improve their training and qualifications beyond the minimum. The number of teachers attending Summer Sessions has doubled in the past three years. In 1958, about 2,000 teachers attended courses at the Summer Sessions of the University. In addition, the 36 credit granting courses given last year by the College of Education and the Extension Department showed a total enrolment of over 1,000 teachers. There were a further 250 students working part-time towards a Master's Degree, as compared with a dozen candidates in September, 1956. There were, as well, a large number who attended short-term institutes

and workshops, most of which were arranged by teachers themselves.

The foregoing facts and figures are reflected in the *Survey of Elementary and Secondary Education* released in January by the Dominion Bureau of Statistics. On the basis of this report, it can be said that British Columbia has: the highest proportion of men teachers; the highest proportion of teachers with university degrees; the highest median salary for all teachers; the highest holding power regarding teacher tenure; the highest percentage of teachers with extra-provincial experience; the highest number of specialist certified teachers. British Columbia has also: the lowest annual loss of teachers; the lowest turn-over

training and recruitment, I would like to make reference to the position of Co-ordinator of Teacher Recruitment. As was pointed out in the editorial appearing in the February issue of *The B. C. Teacher*, the Government established this position in the spring of 1958 and regarded it as a significant step in the endeavor to improve the supply of qualified teachers. As you know, Mr. L. J. Wallace, a former teacher, who did such an outstanding job as Chairman of B. C.'s Centennial Committee, was appointed to this position. I may say that it was with somewhat mixed feelings that I regarded the promotion of Mr. Wallace to the position of Deputy Provincial Secretary. I heartily agreed with the editorial that Mr.

One of the Federation traditions was carried on when Past-President Ian Boyd presented a Past-President's pin to President Harold Parrott. This ceremony takes place immediately after the election of a new president.



of teachers; the lowest number of one-roomed schools; the lowest percentage of permit teachers.

All of this reflects great credit on the members of the teaching profession in this province.

I congratulate you on your achievements to date. When you place this record in its proper perspective — when you consider that we have in recent years witnessed an expansion in our educational system unequalled elsewhere in Canada — then these achievements are all the more remarkable. In the light of all this glory, I hope that none of you will "rest on your oars." I am sure that you recognize, as I do, that it is impossible to become too well-qualified to perform the most important task of the century — the education of our young people.

Before I leave this matter of teacher-

Wallace was an excellent choice and will serve well in this position, and I agreed too that "we still need a Co-ordinator of Teacher Recruitment."

I am happy to be able to tell you today, in case you missed the recent announcement, that Mr. Philip Kitley has been appointed. Mr. Kitley is well known to most of you as Director of School Broadcasts. What is not so well known is that Mr. Kitley did most of the pioneer work in establishing and developing this Division of the Department. The fact that School Broadcasts in this province are now recognized as being among the most outstanding in Canada is due in large measure to the ability, hard work, and, I think I may say, enthusiasm of the Director. I am confident that Mr. Kitley's talents and experience will enable him to fill this position with success. With this appointment and the co-operation

of your organization, it should not be long before we begin to realize some of the results which were envisaged when the Government established this position.

The co-operation of your Federation is also proving most valuable in another phase of educational work undertaken during the past year. I refer specifically to the Royal Commission on Education. It would be presumptuous to discuss the work of the Commission at this time but, since the appointment of this Commission is of major significance, it might be in order to give a brief account of progress to date. You may recall that the Government established this Commission by Order-in-Council dated January 17, 1958, with Dean S. N. F. Chant as Chairman, Messrs. J. E. Liersch and R. P. Walrod as Commissioners, and Mr. A. S. Towell as Executive Secretary. I emphasized last year that this Commission had been appointed not because I do not feel that this province has good schools, but because I am quite sure that no system of education is so good that it cannot be improved. Judging from the interest and response throughout the province, this was a welcomed move.

Many Briefs Submitted

I am advised that as of January of this year the Commission has received over 170 briefs and many others, including one from your Federation, are still in process of preparation. Briefs have been submitted on behalf of professional associations, interested organizations, independent groups and individuals. Public hearings have been conducted and, concurrent with them, the Commissioners have visited some 70 schools in the province. Since the Commission takes the view that its recommendations should be based as far as possible on factual evidence, a program of research and analysis has also been laid out.

It is probably already evident to you, particularly those of you who have been working on briefs, that the matters to be investigated are complex and often controversial. The various proposals for solution and improvement are also the subject of much debate and no doubt each of you has his own personal views. It will be valuable, I believe, to assess these not only

in terms of their intrinsic worth, but also in terms of the views of others, including those of non-education groups. The briefs of such groups will provide significant indications of what the public thinks the schools should be doing. I am confident that, with the care the Commission is taking to ensure a thorough inquiry, the results cannot be anything but valuable to all of us.

Teachers on Committees

Since curriculum matters form a principal item in the terms of reference of the Commission, I would not wish to offer a detailed comment on them at this time. There is, however, one point which I feel deserves emphasis. It concerns the participation of teachers in developing courses of study. From time to time one hears the comment that courses are prepared by some authority. Now, there was a time when school curriculum was laid down by a few authorities whose decisions were not open to question. Education then was largely a matter of teaching the masses how to read, write, and do some elementary arithmetic. A small minority carried on with their education in preparation for entrance into university and the professions. Today, education must do much more than this, and must do it more efficiently than ever before. In view of the tremendous technological change, and the rapidly expanding knowledge of children and teaching, it is recognized that curriculum can no longer remain static and confined to the dictates of one or two experts. It must undergo continual development, and must represent the combined wisdom and judgment of many people. Over the past few years, several steps have been taken by the Department of Education to improve the curriculum and the procedures by which it is developed. One of these has been to secure advice and opinion on curriculum matters from a wide variety of sources. While advice is obtained from laymen on general matters affecting the total curriculum, in actual fact the courses are prepared with the assistance of teacher committees. Last year, over 125 teachers worked on the various standing and advisory committees. Furthermore, although the courses are de-



Martin Bergbusch, of Victoria, received the Charlesworth Memorial Award from Mr. Wes Janzen, Second Vice-President, at the Monday evening session of the Convention.

signed to give a fairly clear indication of what the Department considers desirable in this or that subject, they are not intended to be rigidly adhered to under all conditions. The Department looks to teachers to develop new ideas, new methods of teaching. At the same time, responsibility to the public for education has been placed directly with the Minister and Council of Public Instruction. For this reason, teachers have been asked to use these courses as a guide and to discuss major changes with representatives of the Department.

I say this by way of explanation of existing policy, and I am not indicating in any way what the policy of the Department might be after the completion of the work of the Royal Commission.

Before I conclude my remarks today, I would like to make a brief reference to three matters of major significance to education dealt with at the last session of the Legislature which prorogued on March 20 last. When I say three matters of major significance, I am omitting the most important result of the session, which is the fact that I was given an additional seven and a half million dollars over my estimates last year to spend. This brings my total appropriation for the Department of Education to over sixty-two million dollars. Of that, over forty-nine and a half million will be paid by way of grants to school districts, and nearly five million to the University

of British Columbia for its operating expenses (not \$650,000 as is often reported in the press).

The first matter of major significance was the launching of a survey to determine the needs of the province for advanced technical training programs. This survey is presently being conducted by a technical specialist and an assistant from Ottawa.

Secondly, we introduced legislation to expand the provisions for the education and training of the mentally retarded child. We increased the grant payable to local chapters of the Association for Retarded Children of British Columbia by 50%. We also authorized school boards to provide classroom accommodation in which these children may be trained while still leaving the schools under the jurisdiction of the local chapters of the Association. As an alternative to the foregoing, we have also authorized school boards to take over the complete operation as part of the public school system.

Thirdly, your Provincial Government introduced a new program for giving financial assistance to students proceeding to higher education.

Time does not permit me to deal with each of these matters in detail, but I would like to enlarge on the new Student Aid Program, and explain some of the reasons for its introduction.

Need for Aid Increases

You are probably aware that last year \$285,000 was authorized for student aid (\$100,000 for bursaries, and \$185,000 for loans). There was a significant increase in the number of applications for assistance last year, probably due in part to the employment situation and to the cessation of employment during the summer months due to strikes and lockouts. In recognition of this unfortunate situation, we extended the closing date for the receipt of applications, and also increased the average amount of loan or bursary awarded to the student. As a result, I exceeded my appropriation for loans by approximately \$46,000.

Although there had been a considerable increase in this assistance over the past few years, the fact remained that if all of our

high school students of academic excellence were to be encouraged to attend university, a radical shift in our thinking about student aid had to be made. For many high school graduates, the embarking upon a university education appeared to present insurmountable financial difficulties. Under the former bursaries and loans plan, we could not tell them how much aid they could expect during the whole of a university career, and, in the face of that uncertainty, many of them concluded that going on to university was simply not feasible. It may not have been a lack of desire for university education that led them to reject the idea. Faced on the one hand with immediate financial rewards on the labor market, and on the other hand with the precarious financial position if a university education were chosen, many promising high school graduates did not even contemplate extended study.

Student Aid Program Outlined

The new Student Aid Program makes provision for loans, scholarships, and bursaries.

In place of the Provincial Loan Fund, which amounts to approximately \$230,000 for the current year, the University will be authorized to borrow up to \$2,000,000 for a Student Aid Loan Fund. The payment of both principal and interest will be unconditionally guaranteed by the Provincial Government. It is envisaged that the University, with the Government's guarantee, will be able to obtain the capital for this Fund at a relatively low interest rate. The Fund will be of a revolving nature and self-supporting in its operation. It will be administered by the University of British Columbia in accordance with regulations recommended to the Board of Governors by a joint committee representing the University and the Department of Education. The members of that joint committee were appointed last week, and they are already at work. Dean Gage and Mr. White were appointed by the President of the University, and Mr. Espley, my Comptroller, and Mr. Evans, my Registrar, were appointed by myself.

Loans for this Fund will be available to all qualified students who wish to attend

U.B.C., Victoria College, or other similarly affiliated colleges. It also will be open to any of our B. C. students who wish to take training outside the province in courses such as Dentistry and Librarianship which are presently not offered within the province. With such a large Loan Fund, every qualified student should be able to complete a university education, even though neither he nor his parents are able to contribute financially towards the cost of that education.

However, a loan fund by itself, no matter how large or how free of restrictive conditions, is not sufficient to remove the financial blocks to higher education. If student aid were limited to loans, a student without other resources might be required to borrow as much as \$4,000 to finance a program of study at university. For a student from a home in which the annual income is well below this amount, such a loan would seem entirely impractical. Therefore, it is necessary to supplement the loan funds with scholarships and bursaries.

The provision of scholarships is undoubtedly the most revolutionary feature of our new Student Aid Plan. A scholarship, as the term implies, is awarded to students for outstanding academic achievement. Financial need is not a factor that is considered in awarding scholarships. As a reward for academic achievement, the Provincial Government will pay one-half of the fees of all first-class students, and one-third of

Mrs. Helen Kent (right) was the winner of the Christie Scholarship for Teachers. Mrs. N. Kerr presented the award for Mr. Christie.



the fees of the highest two thousand students receiving second-class standing. First-class standing represents 80% or higher, and second-class represents 65%-80%. The purpose of this new system of awards for meritorious achievement is to encourage the most capable students to enter and complete their university studies and to provide a greater incentive for academic excellence while they are engaged in such studies.

The scholarships will be available, upon application, to students entering or in their under-graduate years at the University, Victoria College, or affiliated Colleges, and to those students taking a full year of Grade XIII studies in the public schools of the province. As a basis for determining whether a student is entitled to a scholarship when he commences his first year of university or senior matriculation, his high school record for the previous year will be the deciding factor. In subsequent years, his average in his previous year's work at the University or in senior matriculation will determine whether he is entitled to a first-class or second-class scholarship for the ensuing year.

Must Write Examinations

In view of the extreme difficulties of attempting to select winners on any basis other than by competitive examinations, it is necessary that high school students who want to try for a scholarship for their first year of university be required to write Departmental examinations. This scholarship program will undoubtedly result in a greater number of applicants for Departmental examinations. It follows that more teachers will be required this year to mark examination papers during the summer months and, in this respect, I am hopeful that we will continue to receive your co-operation.

It is exceedingly difficult to estimate what the total cost of this scholarship program will be. We do not know how many first-class students there will be, nor do we know the amount of tuition fees that will be levied in the various faculties. However, for the next fiscal year we have estimated that \$300,000 will be required. The money required will be voted annually by

the Legislature because it will be a recurring annual payment, and all I can prophesy at the moment is that the amount needed probably will increase each year.

In addition to the \$2,000,000 Loan Fund and the Scholarship Fund, there will be a Bursary Fund set at \$60,000 for the fiscal year 1959-60 to enable the Government to assist students who show evidence of financial need. In the case of bursaries, both need and merit are factors to be considered. A bursary can be awarded to students with second-class standing, but only in those cases where the student is able to show financial need. Like scholarships, bursaries are an outright grant, and do not have to be repaid.

Some Start Slowly

I know that there are a large number of students whose high school record may show only second-class work, but who, if they apply themselves diligently to their studies, will become top second-class or even first-class students in university. These students are too important to be denied financial assistance except that which is available through the Student Aid Loan Fund. Many of these students come from a low-income group, or perhaps from a rural settlement. Having once been in that category myself, I hesitate to say that they will make the best students. I am sure that many of you will agree, however, that often such potential students have the greater motivation — a more earnest desire to learn and to make good at university — than many students in more fortunate circumstances. Without some additional help by way of bursaries, a family in a low-income group might well think the financial barrier too great, and therefore a good potential university student fails to embark upon training. The important thing is that such a student gets started in his first year of study. If the student is successful in getting to university for the first year, he will in all probability find the inspiration and the means to continue with his studies. These students, given equality of opportunity, may show a marked improvement in their university studies, and even if they remain in the lower second-class group,

A special feature of the Delegate's Luncheon is the awarding of the Fergusson Memorial Award. This year's winner was Prof. F. C. Boyes, of the College of Education seen here between Mrs. Boyes and Mr. Boyd, who presented the award.



they are still of great importance to society. The provision of bursaries is intended to encourage such students to undertake university studies.

It is possible, under the new Student Aid Plan, for a student to receive all three types of assistance — that is, loan, scholarship, and bursary — in order that he will be able to proceed with his university career.

Notwithstanding this new Plan, there still will be a need, particularly, for scholarships and bursaries from private donors, business and industry. I know that your Federation does participate in this very worthwhile endeavor, and I can only hope that you will continue to do so.

There are some, of course, who advocate that, like a high school education, a university education should be made available to all students entirely free of charge. This may eventually come to pass, but certainly not in the near future. Less than one hundred years ago, the burning question of the day was whether or not education at the elementary school level should be free. In the intervening period, not only has this question been decided in the affirmative but a free secondary school education has been provided for all who wish to avail themselves of it. It seems to me that we have a problem in our high schools now because everyone regards a high school education as the right of every child, regardless of the ability of the student to profit from the instruction offered. Would the same philosophy eventually permeate the halls of higher learning if no tuition fees were charged? Russia finds no difficulty in answering this problem, but the

solution is not quite so easy in a democracy where the right of freedom of choice is fortunately firmly entrenched in our way of life.

I accept the principle that a student should contribute financially to his university education to whatever extent he can. At the same time, I believe that academic effort and achievement should, and must, be the major criteria for determining whether a student should or should not be in university. The objective of your Provincial Government is that every high school graduate with the necessary ability should have the opportunity of attending university regardless of his financial resources. I think we all can be proud of the fact that, with this new Student Aid Program, we will be closer to this objective than will any other Provincial Government in Canada.

In closing, Mr. Chairman, I would like to express my personal thanks, and the thanks of my Department, to the officers and members of the Federation for the co-operation and assistance which you have provided during the past year. When I first had the opportunity of addressing you three years ago, your President at that time said: "In ever increasing fashion is the Federation being recognized by business and industry, by other educational bodies, and by government departments." The fact that this statement is truer today than ever before is a tribute to the way in which you have worked at your objective of fostering and promoting the cause of education in British Columbia. I wish you continued

The President of the Canadian Teachers' Federation outlined the objectives and activities of the national body which make it

A Vital Organization

GENE MORISON

THE Canadian Teachers' Federation started from an idea of Mr. Harry Charlesworth, the Secretary of the B.C.T.F. At a conference on Education, Character and Citizenship held in Winnipeg in October, 1919, he proposed to Mr. E. K. Marshall of Manitoba that there should be formed a federation of the four teachers' organizations in the western provinces. A meeting was held the following year in Calgary. As had happened before in Canadian history when a federation was in the making, Ontario sent along some representatives. With support indicated from Quebec and the Maritimes, the proposed western federation became a national fed-

Miss Gene Morison received from Mr. K. M. Aitchison a token of the Federation's appreciation of her address at the Delegates' Luncheon.



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eration and the 9,000 member organization was established as the Canadian Teachers' Federation under the presidency of Mr. Charlesworth.

The C.T.F. is a federation of the provincial organizations and so derives its life from them, with every member in the provincial affiliate a C.T.F. member. The active voting membership is composed of from three to six delegates elected annually by each of the provincial affiliates. From the body the Board of Directors is elected, each province having one representative on the Board. The Executive consists of the president, three vice-presidents, all elected at the Annual General Meeting, the past president, and the secretary-treasurer.

The membership has increased over the years more than tenfold, numbering now about 100,000 — just about all the teachers in Canada except the French-speaking teachers of Quebec.

Though C.T.F. was founded in 1920, it was not until 1948 that a central office was established. Previously for fourteen years Dr. C. N. Crutchfield, of Shawinigan Falls, Quebec, had carried out the duties of secretary-treasurer on a part-time basis. But in 1948 Mr. George Croskery of Ottawa was appointed full-time treasurer, with headquarters in the national capital.

The staff now consists of Mr. Croskery, the assistant secretaries, Mr. Gerald Nason and Mrs. Alice MacLeod, an executive

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assistant, Mrs. Gladys Rutherford, and a clerk-stenographer. In our research division we have the director, Dr. J. D. Ayers, his assistant, Miss Geraldine Channon, and his secretary, Mrs. Florence Dawson. Their work on our behalf is carried on in our own building at 444 MacLaren Street.

Our federation of Canadian teachers was incorporated in 1946 under the Companies' Act, as a corporation without share capital. Part (b) of this agreement states our purpose or what I would call the *idea* from which all our activities spring.

"To obtain co-operation and co-ordination of all the provincial teachers' organizations upon policies and activities of common interest . . ."

Activities of C.T.F.

The act then goes on to state in particular what the activities should be. I should like to mention these separate items with some illustrations of what has been done.

1. "To provide means for the ready exchange of information of mutual interest to those engaged in the teaching profession."

Basic to this purpose is adequate staff and we have built up a secretariat of very competent persons. I cannot speak too highly of the ability or devotion to duty of our staff in Ottawa. This ready exchange of information goes on not only among our ten provincial affiliates: every day my mail brings me an amazing cross-section of educational activity as I read copies of answers and queries going out from our office to public organizations, governmental departments, and private persons across Canada, and indeed beyond our borders.

"The ready exchange of information" is forwarded in other ways. The Canadian College of Teachers has been sponsored by our Federation and has already had one very successful meeting. Incidentally, one of the papers presented and included in the printed proceedings was a detailed history of education in British Columbia by Miss Mollie Cottingham. The second annual meeting of the Canadian College will be held prior to C.T.F. in Halifax this summer and will provide an opportunity to hear and discuss papers on professional matters.

Through committee work too we strive

to gather and exchange information. Our present committee on television is making a gallant effort to bring some orderly information from the chaos of ideas engendered by this tremendous new means of mass communication.

2. "To improve the social and economic well-being of those engaged in the teaching profession."

This very important aim is one that is primarily the responsibility of provincial organizations; yet here too the C.T.F. can do much. I remember that, when my own provincial organization, the Nova Scotia Teachers' Union, was preparing a brief to submit to the Royal Commission on Educational Finance (the one which led to the introduction of the partnership-foundation program in Canada), Dr. Ayers came to Halifax and assisted in the preparation of the brief. He has of course acted in the same capacity for other provincial affiliates bringing to each a wide knowledge of educational finance in Canada.

Exchanges Are Encouraged

I cannot help mentioning here the support, financial and moral, given to teachers in Nova Scotia about seven years ago. This action was organized through the Canadian Teachers' Federation.

3. "To encourage the exchange of teachers and students in Canada and other countries."

Here we have co-operated with the Canadian Education Association in the exchange of teachers and in particular approved the payment of a certain sum by Canadian exchange teachers to teachers coming from the United Kingdom, to make it possible for them to come to Canada where costs of living are high.

We are at the moment exploring the possibility of an exchange of visits of Canadian and Soviet teachers. The Russians are interested in a reciprocal tour arrangement; our directors have authorized Mr. Croskery to consider what arrangements might be made.

4. "To stimulate interest in and seek to give leadership in matters which tend to foster a national outlook."

An outstanding example of work in this field is the Canadian Conference on Educa-

tion. The idea for this conference came from the C.T.F. Board of Directors and we were pleased to lend our Secretary-Treasurer, Mr. Croskery, as director of the conference.

We have also in the past year presented a brief to the Prime Minister of Canada, on the need for and possibilities of federal aid for education.

5. "To foster good will and mutual understanding between those engaged in the teaching profession in Canada and other countries."

Our membership in the World Confederation of the Teaching Profession is one means of carrying out this idea. We have been active in this organization. Mr. Croskery is a member of the executive. Dr. Patterson, of Montreal, a past president of C.T.F., is chairman of the W.C.O.T.P. Committee for Education of Handicapped Children. The theme of the 1959 assembly in Washington will be "Teaching of Mutual Appreciation of Eastern and Western Cultural Values."

Member of W.C.O.T.P.

One interesting matter that W.C.O.T.P. is concerned with at the moment is the opposition of the Japan Teachers' Union to the efficiency rating system in effect under local option in Japan since 1956. The Union claims it was instituted as a part of a program to restore pre-war philosophies to Japan. The government claims it is needed to improve the level of teaching in the country. The Japanese teachers maintain its aim is to control teachers for certain political aims. The Assistant Secretary General of W.C.O.T.P., Paul S. Welty, was sent in November to survey the situation and is reporting with recommendations to the W.C.O.T.P. executive. W.C.O.T.P. is endeavoring to ascertain the views of member organizations, including Canada, on this subject.

6. "To co-operate with governments and to co-operate or affiliate with public organizations, societies, institutions and others in furtherance of the purposes set forth."

Our staff provides information sought by governmental departments, both federal and provincial, prepares or assists to prepare briefs, and C.T.F. has co-operated or

affiliated with various organizations and institutions.

We have, for example, a permanent member on the Canadian National Commission for UNESCO, a C.T.F. representative attends the annual conference of the Canadian School Trustees' Association and the Canadian Parent-Teacher Federation. Mr. Ian Boyd will represent us at the Conference on School Administration to be held at Banff in April.

Other Valuable Affiliations

We have a limited affiliation with the Canadian Education Association. Though we are represented on the Board of Directors, we do not support the C.E.A. financially. Nor do we necessarily support all C.E.A. policy. We maintain that the Canadian Teachers' Federation speaks for Canadian teachers. However, we do appreciate the opportunities for co-operation afforded by the Canadian Education Association.

A particularly valuable form of co-operation is NACER, the National Advisory Committee on Educational Research, which functions as a clearing house for the research activities of its four members, the Canadian Association of French-Language Educators, the Canadian Association of Professors of Education, the Canadian Education Association, and the Canadian Teachers' Federation.

I said earlier that most of the necessary work of the profession is carried on in the provincial organizations. However, I hope that this account of some of the ways in which the C.T.F. serves the teaching profession will show that a very necessary role can be undertaken only by the C.T.F. — that is the role of welding the teachers of Canada into a national group. For surely no profession can be a profession unless at least on a national basis. Provincial standards are not wide enough. Indeed, A. N. Whitehead, the distinguished English philosopher, in an interesting discussion of modern society as a "co-ordination of the professions," comments that:

"... professional institutions have acquired an international life. Each such institution practises within its own nation, but its sources of life are world-wide."

Why Should Elementary Teachers Hold Degrees?

There is far more to elementary teaching than instructional skill alone. Teachers should, therefore, be well informed, broadly educated adults.

AS our elementary students must meet the province's certification requirements by the end of the second year, we must give them, almost at the beginning of their university education, those professional courses in curriculum and methods of instruction which will enable them to interpret the courses of study and teach the elementary subjects in an approved manner. We must also give them in their first two years, some insight into child psychology, the learning process, evaluation, and the organization and regulations of the B. C. school system.

However, if such professional training were the only education after high school that a teacher receives, we would indeed be admitting that we are placing techniques before subject matter in order of importance, that we are placing *know how* before *know what* or *know why*. This, of course, is what we were doing to a large extent in the old Normal School program although Normal School courses included considerable review work in the subject matter of the elementary school level. In extending the minimum time for teacher education to two years we were at least able to make a start on the desirable academic background of the teacher, but we can hardly say that this aspect of the teacher's education is

adequate by the end of his second year. This is, therefore, a strong argument in favor of extending the period of teacher education to the degree level — certainly for *permanent* certification. In the meantime, we must do the best we can to give, within the two year period, as much professional and academic education as the student teacher can reasonably absorb. However, we cannot be satisfied with this. We must plan progressively and plan now to extend the education of the elementary teacher to the degree level.

In planning a full degree program for elementary teachers several questions arise:

Should we extend their professional education much beyond the second year?

Should an elementary teacher require more or less professional education than a secondary teacher?

Does the elementary teacher need as good an academic background, to be an able and respected teacher, as does the secondary teacher?

Dr. Johnson is Director of Elementary Teacher Education in the College of Education. He was formerly on the staff of Victoria Normal School.

If so, should it be an academic background which is broad, embracing a number of subjects, or one which has less breadth but more depth in one or two fields?

Should the full degree program of the elementary teacher enable that teacher, if he so desires, to move into certain subject fields in the junior high school grades?

These are the problems which we have to consider and which must continue to challenge us.

Problems Are "Professional"

Regarding professional education, we believe that the average elementary teacher probably faces more problems which might be termed "professional," as distinct from "academic," than does the average secondary teacher — problems of child growth and development, or readiness, of classroom management, of grouping for individual differences, of teaching techniques in such pedagogically difficult subjects as reading, language and arithmetic. More educational research in teaching methods has been devoted to these fields than to any others.

Consequently, we feel that we should include in our third and fourth year program sufficient professional courses to meet these needs and to acquaint our students with the research in these fields. Particularly is this true, we think, where teachers are interested in becoming specialists in the kindergarten-primary level or in the intermediate grade level. We, therefore, offer majors in these fields and in the field of "special education" to those teachers who wish specialization in these areas. These three majors are largely "professional" in content although they do contain certain academic courses. Other majors such as Language Arts, Music, Art and Physical Education are largely "academic" in content rather than "professional."

This brings us to the consideration of the academic content of the elementary degree. Should it be broad or intensive? Should it be as extensive as that for a secondary teacher? The elementary teacher, without a doubt has to have a good knowledge of a great many subjects and this would therefore argue in favor of a broad general

education. He must be able to satisfy the enquiring mind of the child on almost every subject under the sun:

Why do we have to invert the divisor and multiply when we really want to divide by a fraction?

Why is $\frac{3}{4}$ of $\frac{1}{2}$ the same as $\frac{3}{4}$ times $\frac{1}{2}$?

Please, sir, what is poi? What is breadfruit? Do we eat copra? Why isn't there a United States of South America like the United States of North America? Why do we have to have a Past Perfect and a Past Imperfect? What does avoirdupois mean? How do you spell occurrence? Where's the state of confusion? Is it in the United States?

Not an Easy Job

There is far more to elementary teaching than instructional skill alone. We all realize that the child is no less intelligent in the elementary grades than he will be at the secondary level. He will simply know more when he reaches high school — how much more depends in large measure upon how well-educated his teachers were in the elementary school. Those teachers should, therefore, be well informed, broadly educated adults. Their education should not be inferior to that of the better educated parents in the community. If it is inferior, then teachers can never hope to win respect for their profession.

We are, therefore, aiming in the elementary division of the College of Education at that desirable balance between a necessary minimum of professional courses and the maximum number of courses in the liberal arts and sciences possible within the scope of a degree program.

We need more able young men willing to make elementary education their life work. In many respects, there are more opportunities for principalships and administrative positions in this field than in secondary education and for the young man who has an elementary school principalship as his goal the elementary degree program is his best preparation.

We are encouraged by the fact that increasing numbers of teachers are carrying on past the minimal two years of education toward the degree. I suggest now that we think in terms of making the third year

compulsory for a Permanent certificate and in five more years raise this to the B.Ed. degree for the permanency of a certificate. This will not affect the teacher shortage. Why not? Let the Department of Education continue to grant the present certificates for one or two years of education but keep them as interim certificates to be renewed if desirable on expiration of their period of validity. The present permanent certificate of course would not be affected. But let us establish the principle that teaching is a profession, whether carried on in an elementary or secondary school, and that it requires that generally recognized minimum standard of professional education for our times — a university degree.

Surely the Canadian public expects more of an elementary teacher today than one or two years of education beyond junior matriculation. Consider how much the educational level of the average Canadian citizen has risen in this past generation. Since 1911 it has probably come up as much as three grades. The Dominion Bureau of Statistics shows over the years 1911 to 1951 an increase of 2½ grades of schooling for the average citizen, and there has probably been a further increase of one half grade since then. The educational level of the public has risen, but what of the requirements for teacher-training? Have they increased proportionately? Indeed not—across Canada we still commonly accept one year of training beyond high school for elementary teacher certification.

Training Standards Outdated

Unless we abandon this hoary tradition we will outdate ourselves among nations. In this age of sputnik we should surely realize how vital to national survival is a good school system staffed by well-educated teachers. In the USA over half the states demand degrees for elementary teaching. England has until now required two years, but beginning this next year will establish a three-year training program. Scotland has for some time required three years education for the elementary teacher (incidentally a period of time equivalent to the Scottish MA degree program). The USSR requires a minimal three year period of teacher training.

To support this stand, and as an indication of the trend to improve teacher education for elementary teachers, I might quote two sources — one American and the other British:

At the 1955 conference of the National Commission on Teacher Education and Professional Standards held at Northern Illinois State College, W. Earl Armstrong, Director of the National Council for Accreditation of Teacher Education, stated that the curriculum for all teachers — elementary and secondary — should be five years in length above secondary school. The fifth year of this program should be completed only after the student had taught at least a year and it could be completed by summer session. The purpose of the first four years was twofold — to produce the well educated person and to teach him how to teach.¹

Sound Background Important

The recently published pamphlet on the *Training of Teachers* distributed by the British Ministry of Education has this to say in support of Britain's new three-year program of teacher education:²

"The arguments for the three-year course of training turn on the need for teachers who, at the time of entry into the profession, shall be better educated, more mature and better prepared to begin their work in the schools than is possible at present. In recent years, the demands made on the college have become increasingly heavy in view of the students' need to know more about the subjects they teach, in view of the changed relationships which now exist between children and adults and in view of the revolutionary changes in school discipline and methods of teaching which have taken place in our own lifetime. In addition to the immediate advantages which the phrases 'better educated' and 'more mature' imply, there are more distant benefits to be looked for. The teacher's ripper

¹National Commission on Teacher Education and Professional Standards. *Teacher Education: The Decade Ahead*, Washington, N.E.A., 1955, p. 51.

²Ministry of Education, *The Training of Teachers: Suggestions for a Three Year Training College Course*, London, 1957, pp. 1-2.

knowledge and wisdom can come only from continued study, experience and reflection. Most students enter college with the attitudes, the responsibilities and the intellectual standing of adolescents. The course has so to change them that they become adult students, and this is unlikely

to be accomplished unless they are obliged progressively to accept adult responsibilities for mapping out much of their own work, for studying independently for considerable periods of time and for discussing intellectual and other kinds of problems with their tutors on as level terms as may be."

The Program Leading to the Bachelor of Education Degree for Elementary School Teachers

First Year	Units
English 100/101 English Literature and Composition	3
History 102 Canadian History	3
Any first year laboratory Science such as Geography, Biology, Physics, Chemistry, Zoology, Botany	3
Fine Arts 101, Music 120, the first year of a language other than English or First Year Mathematics	3
Education 102 Principles of Teaching.....	3
Education 197 Observation and Practice Teaching	0
Compulsory Physical Education	0

Second Year	Units
Education 297 Observation and Practice Teaching	0
Education 201 Curriculum and Instruction: Science	1½
Education 202 Curriculum and Instruction: Social Studies	1½
Education 203 or 204 Curriculum and Instruction: Language Arts	3
Education 205 Curriculum and Instruction: Art	1
Education 207 Curriculum and Instruction: Music	1
Education 206 Speech and 208 Visual Education, or other approved course.....	3
Education 209 Curriculum and Instruction: Physical Ed.	1
English 200 Literature and Composition.....	3
Mathematics 203 Mathematics for Teachers.....	3

Third Year	Units
Education 397 Third Year Seminar.....	0
English 201 Children's Literature or Second Year of a language other than English.....	3
Geography 303 World Geography.....	3
Education 331 Child Psychology or Psychology 301 Developmental Psychology	3
English 300 English Composition	3
Major Courses (see Note below).....	6

Fourth Year	Units
Education 497 Fourth Year Seminar.....	0
Education 461 Diagnostic Testing and Remedial Teaching, or 309 General Science.....	3
Theater 301 Children's Theater, or the second	

or third year of a language other than English, or a Senior Music, Fine Arts, or English course	3
Education 400 Development of Educational Thought	3
Major Courses (See Note below).....	9

Note on Major Courses

Students in third and fourth year are required to specialize to the extent of a 15-unit major in one of the following areas:

1. Pre-school and Primary Education
2. Intermediate Grade Education
3. Special Education
4. Fine Arts
5. Music
6. Physical Education
7. Language Arts
8. Librarianship
9. A combined major (where the student may choose any desirable academic or professional courses)

The B.Ed. (Elementary) Program and Levels of Teacher Certification

On completion of the first two years—Elementary Basic Interim (EB). (For the EB to become permanent 6 units of 3rd year work are at present required.)

On completion of third year, Elementary Advanced (EA).

On completion of fourth year (B.Ed.), Professional C (PC).

On completion of fifth year (one year beyond B.Ed.), Professional B (PB).

On completion of a Master's Degree, Professional A (PA).

The First Year Special Program

This first year program (formerly the First Year Emergency Program) consists of a selection of the professional courses of the first two years (Ed. 102, 297, 201, 202, 203 or 204, 205, 207, 209) together with English 100/101 and Mathematics 203. This totals 18 units. On successfully completing this program the student is eligible for an Elementary Conditional certificate (EC) valid for four years. During this time he must complete the remaining 15 units of course work required for the first two years. He would then receive complete second year standing and an EB (Interim) certificate.

THE B.C. TEACHER

The B. C. Educational Research Council is collecting reports of research done in the schools of B. C. Some titles of reports now on file are given here.

Have You a Report?

ONE of the purposes of the British Columbia Educational Research Council is to serve as a repository for research studies conducted within the schools of British Columbia. Below is the first list of studies now on deposit with the Council.

If anyone wishes to examine a study, he should write either to the author or to the Council for a copy. The Council will be pleased to place on repository reports of studies undertaken (two copies are preferred) and the titles will be published in subsequent lists.

GROUP RESEARCH STUDIES

Board of School Trustees: *Bus Survey*. School District No. 14 (South Okanagan). (n.d.)
 B.C. Parent-Teacher Federation: *Brief to the Royal Commission on Education*. February, 1959.
 Greater Victoria School System: *Survey of Bright Students*. School District 61. February, 1959.
 Halifax Board of School Commissioners: *Report on the Experiment in Teaching by Television in the Halifax Public Schools*. Halifax, June, 1957.
 Langley Junior-Senior High School: *Spelling Demons*. (n.d.)
 Langley Junior-Senior High School: *The Langley School Remedial Reading Programme*. September, 1956 - June, 1957.
 Little Qualicum Elementary: *Standardized Achievement Results*. 1957-58.
 McKim Junior High School Teaching Staff: *Brief to the Royal Commission on Education*. Kimberley, October, 1958.
 Sunningdale Elementary and Rossland Junior-Senior High School: *Interim Report on the SRA Reading Laboratory Experiments*. 1958-59.

INDIVIDUAL RESEARCH STUDIES

Barr, B.A. — *The Centennial Celebration and the Teaching of History*. (n.d.)
 Bell, R. K. — *An Approach to Some of the Problems of Intermediate Social Studies*. Kamloops, Lloyd George School, September, 1958.
 Bell, R. K. — *Social Studies, Grade 5*. Kamloops, Lloyd George School (n.d.)
 Bell, R. K. — *Studies in Progress by Principals*. Kamloops, July, 1958.

Bower, F. J. — *Going Steady*. Smithers Junior-Senior High School. January, 1959.

Clay, C. E. — *Bus Regulations of States in U.S.A.* Oliver, B.C. (n.d.)

Crompton, O. — *The Predictions of University Freshman Performance on the Basis of High School Achievement in B.C.* Division of Personnel Services, U.B.C. Vancouver, October, 1958.

Cuthbert, C. — *Print Writing for Elementary Schools*. Dawson Creek Elementary School. 1958.

Evans, H. M. — *Canadian Survey of Composite Schools — British Columbia*. Victoria. March, 1958.

Kendrick, A. C. — *Correlation Between Hand Skills and Brain Work*. 1956-57.

Lacina, J. — *Report on the Co-operative Office Training Programme*. Penticton Junior-Senior High School. (n.d.)

Lee, G. H. — *An Attempt to Determine Whether a Double Class Could be as Effectively Taught in Certain Subjects as the Normal Size Class*. Nelson: Rogers High School, 1957-58.

Levirs, F. P. — *Slow Learners in Special Classes*. Victoria: Department of Education. 1955-56.

Levirs, F. P. — *Precis of Interim Report on Accelerated Classes*. Victoria: Department of Education. (n.d.)

Levirs, F. P. — *Report on Promotional Policies in Grades IX to XII Based on School Returns for the Year 1955-56*. Victoria: Department of Education. 1956.

Levirs, F. P. — *Precis of Reports on the Treatment of Gifted Children in Elementary and Secondary Schools of B.C.* Victoria: Department of Education. 1955.

Michell, J. S. — *Salmon Arm Elementary Reading Programme: Intermediate Grades*. Salmon Arm. 1958-59.

Mountain, R. E. — *Test in Fundamentals of Arithmetic*. Langley Junior-Senior High School. February, 1959.

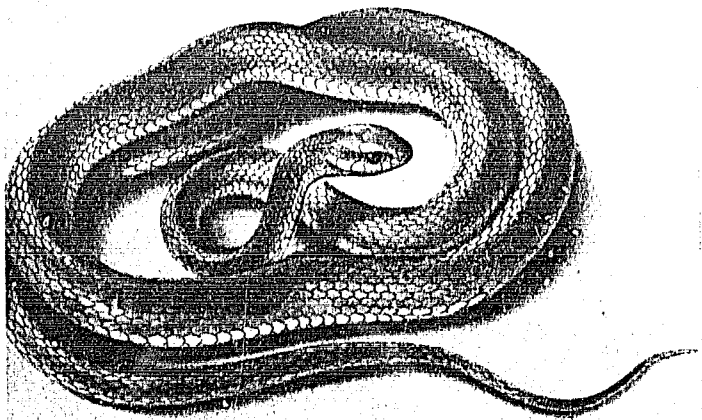
Plater, L. J. — *Diagnostic Test and Error Study*. Lake Cowichan Elementary School. December, 1958.

Reid, W. D. — *Pre-School Population Survey*. Campbell River. November, 1958.

Reeder, F. M. — *Canadian Conference on Education*. B.C. School Trustees' Assoc. February, 1958.

Taylor, C. I. — *An Experiment in Acceleration in West Vancouver Senior High School*. West Vancouver. (n.d.)

Thomson, J. G. — *The Kitchener Experiment*. Burnaby: Kitchener Street School. June, 1958.



How's Your T

*For the last time this year
of British Columbia plants
Dr. Clifford Carl, of the Pro*

Western Blue Racer

A LONG, whip-like snake found throughout the Dry Belt. It is most likely to be seen in the Okanagan, Similkameen, and Fraser Valleys, but it ranges east as far as Midway, west to Seton Lake, and north at least to Kamloops.

The racer, as its name implies, is an exceedingly swift snake, difficult to catch. It often crawls with its head well off the ground and is a skilful climber, often running through the tops of bushes. It feeds upon insects, small rodents, birds' eggs and probably young birds.

Bushy-tailed Wood Rat or Pack Rat

WOOD RATS are found throughout the province except on Vancouver Island and other islands along the coast. They prefer broken rock such as found along the foot of a cliff or in talus slopes but they also frequent old buildings, mine shafts and sometimes even forest. They tolerate a wide climatic range from coastal rain forest to high dry country.

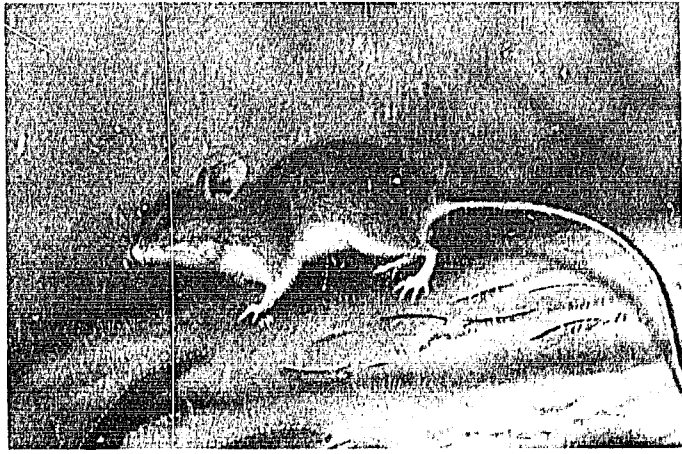
The bushy tail serves to identify the wood rat but usually you can tell when they are around by the sickly sweet smell which hangs around their runways. Adults are brownish-grey in color and have very long whiskers. Young ones are bluish-grey or slate-grey and have shorter hair on the tail.

Wood rats are omnivorous; dried vegetation is stored for winter use. From two to six young are usually born in one litter, anytime from early May to late June. Foraging adults are likely to pick up any object that takes their fancy and carry it off to the nest. For this reason the animal is sometimes called the pack rat.



Nature Study?

we present four descriptions
s and animals provided by
ovincial Museum in Victoria



White-footed Mouse— *Peromyscus*

THE white-footed mouse or deer mouse is our most abundant and widespread rodent. It is found throughout the province including most of the islands even those of small size lying some distance from the mainland.

The white underparts, large eyes and ears together with the long tail readily distinguish this mouse from most others. It is almost omnivorous, feeding on a wide variety of plant and animal foods such as conifer seeds, fruits of berry-bearing plants, seeds and succulent stems of grasses, insects, flesh, and small shore animals such as sand-fleas, crabs and limpets. Because of its seed-eating habits the white-footed mouse can seriously interfere with re-seeding programs in certain areas.

Two to four litters are born each year, two to eight young in each litter.

Calypso, False Lady's Slipper— *Calypso bulbosa* (L.) Oakes

THE calypso is considered by most to be the fairest of our native orchids. Its delicate and graceful form and showy, rose-purple flower have a universal appeal and mark it as a unique wild flower.

It is found throughout the province, including Queen Charlotte Islands and Vancouver Island, and is still one of the most common orchids in British Columbia though it is being exterminated in places frequented by man. When the flower is picked the plant is usually destroyed because the small corm (bulb-like structure) is on the surface, held there by delicate roots that break at the lightest touch.



Education in B.C.

FRANK SNOWSELL

*Some ideas on the present educational system of B.C.
by the vice-principal of Prince George High School*

THERE is a great deal of criticism of education in B. C. which comes from those who do not understand the aims and philosophy of education in B. C. In fact, quite a bit of the criticism comes from people who do not know what "education" means. The word means to "draw out," to "develop." It does not mean "mental stuffing" nor the exertion of pressure to force the individual into some mould preconceived by society or by some group within society.

Today, children must be educated to take their places in a rapidly changing world in which every aspect of human relationships—political, social, economic, religious—is being readjusted on a world-wide scale. Our main aim must be to develop citizens for a world in which people of all races, religions, and political faiths can live together in co-operation and understanding. We cannot achieve that aim if we have a preconceived idea that all people must believe in one "faith": that we must all be Communists or Capitalists, Catholics or Protestants, Christians or Mohammedans.

We can develop such a world society on one basis only—"What we desire for ourselves, we wish for all." What do we desire for ourselves? Is it not the right to develop freely according to our individual potentialities? Is it not the right to work, serve, and earn, to play an active and productive role in society; to be ourselves, not to be forced into a pattern determined by someone else?

In being ourselves we must not use our freedom to force others. In achieving our own desires we must not infringe on the rights of others. Abraham Lincoln expressed the point when he said, "As I would not be a slave, neither would I be a master."

The same thought runs through the teaching of Christ, Mohammed, Buddha, Confucius—in fact all the great teachers and leaders of human progress across the ages. That the followers of these teachers do not always live up to the condition does not refute the validity of the original statement; it merely proves that we are followers, we haven't caught up with the teachings yet.

Now for our aims. First, we aim to educate the *whole* child, not just one aspect of his nature. Secondly, we aim to educate *every* child, not merely a selected few, to the limit of his potentialities. These are new ideas. Never before in history, outside the American continent, has education had these aims. This is because never before in history has there been the conception that "all men everywhere might be free" to share in the control of their own destiny, to participate freely and fully in a universal democracy.

What do these aims imply? What do we mean by educating the *whole* child? (This is not new; it is the universal application to male and female, to all ranks of society, which is new.) The child is not brain alone; he is body and spirit also. He must be drawn out on all three phases of his personality. Let's take a look at each.

First, brain or mental ability, or mind. We cannot judge the mind of an individual solely by his ability to acquire academic learning. One person may have the mental ability to understand abstract science and mathematics. The next may have practical ability, he may be the builder, the entrepreneur, the man who puts theories into practice. Another may have the mind to conceive of wider human relationships, to visualize the "one world" and yet be unable to appreciate the importance and need for

the smaller units of society. Yet another may have the ability to visualize the feelings of others, to appreciate the social impact of events and developments.

Human beings have all types of mental ability, all types of mental interests. As a result we have farmers, bankers, industrial barons, mechanics, artists, poets, priests, prophets, missionaries for one faith or the other, politicians, housewives and career women. All types are in the world, the world has vital need of all types, and all are of equal value in the eyes of the Creator.

Stress Achievement in Chosen Field

So the school must give opportunity for the development of all types of mental ability and interest. There should be no intellectual elite based upon achievement in a restricted line of subjects. A man is not superior merely because he is a doctor, lawyer, teacher, or statesman. We need every type of worker: doctor, lawyer, farmer, machinist, nurse, housewife, garbage collector, janitor, waitress, teacher. Each is essential and each should be judged, not by the job at which he or she is employed, but by the level of achievement in that job. A first class laborer, or waitress, or garbage collector is worth more to society, is a more worthy citizen, than a shyster lawyer, a quack doctor, a fake politician, or a mediocre teacher.

We need to stress achievement of the individual in his chosen field. We must aid the child to discover the position in life he is best qualified to fill, the one which will enable him to contribute to society and to develop himself to the fullest. Then the goal should be perfection and continual improvement, be the course physics, English, home economics, or commercial. Each child should be in the course where he can do his best and then nothing but his best should be acceptable either to himself or to the school. We must get away from the idea that 50% is a satisfactory record of performance.

To achieve these goals our schools should be equipped and staffed to provide opportunity for "education" of all our people. Home economics, art, music, drama, commerce, journalism, industrial arts, health

and personal development courses, counselling and guidance services become essential parts of our educational system. The high school courses which lead to scientific and professional degrees in University become only a part of a much wider school curriculum. It is no more sensible to expect every child to understand or to be interested in physics and theoretical mathematics than it is to expect him to run a four-minute mile. Nor is a test for ability to grasp theoretical knowledge any more valid for general mental ability or individual over-all superiority than is the ability to run a four-minute mile a valid test of the all-round physical superiority of the individual.

And that brings us to the next aspect of individual education—physical. Here again the only valid standard for judging is the individual standard—what is the individual doing with the body, the physical equipment, given him by nature? Mind and body cannot, of course, be separated. Should we expect every boy to enjoy rugged sports any more than we should expect him to enjoy Browning? Does success in hockey, rugby, indicate any overall individual physical superiority? Is the rugby hero more "manly" than the ballet dancer, the pianist, the surgeon, the singer, or the artist?

Curriculum Should Be Balanced

A school curriculum or system which provides facilities for basketball and rugby and does not provide equal facilities and encouragement for dancing, music, art, for physical education suited for the finer physiques is completely inadequate. The physical education program of the future doctor, musician, artist, scientist must be such that it will develop those physical skills and conditions which will contribute most to success in the future careers. Our physical education program is not a success when the lad who can perform brilliantly on the piano or violin, or who can dance magnificently is given less prominence than the rugby hero and is made to feel the physical inferior of the more rugged types.

One of the problems of achieving our aim in B. C. is that we have so many hangovers from previous generations. One is the impression that advanced education is needed

only for scientists and professional folk, and secondly, that the ability to acquire Latin, algebra, chemistry, etc., indicates innate superiority of the individual.

These mistaken ideas lead us into many errors. Parents and others tend to push "superior" (sic) students into University entrance courses regardless of ability or interest. Teachers consider the students who can take the prescribed university entrance courses as "better" than the students on General Program and the General Program tends to become a watered down version of the university entrance subjects for those termed the "weaker" students.

Generally advanced educational opportunities are provided only for the select few. Only recently have agriculture, home economics, physical education, and commerce been considered fields for university study. To qualify for admission to even these fields every student must pass exams in a limited field of so-called "academic" courses and failure to complete one of these bans the individual from university. Thus a girl may be banned from nursing because she cannot pass algebra and a future doctor may not enter university because he fails in his foreign language though he may get 100% in biology and chemistry.

Admission Standards Low

But, if the applicant for university gets a mark of not less than 50%, that low standard is considered adequate for admission to university. Students, instead of aiming for perfection in their own field, are content to say, "Well, I passed, didn't I?" in a batch of subjects forced upon them. Thus the student who got 55% in French, chemistry, and biology is considered a better candidate for the medical profession than the man who flunked French but got 100% in chemistry and biology.

Still another problem arises. Because the idea of educating every child and the whole child to the limit of his potentialities is new we have no precedent to follow. We have no easy yardstick for judging our achievement, for it cannot be judged adequately by the present type of university entrance exams. Perhaps it can be measured only by the society it produces, and that is a long term result. We may judge that the educa-

tional systems of Greece and Rome were failures because the civilizations of Greece and Rome failed. That type of hindsight is of little help to Greece and Rome. We can learn that their systems failed at least in part because they failed to adapt themselves to meet changing conditions.

Also, we have little idea of what our education will cost. Nor are we quite sure of how to go about attaining our goal. We are not agreed upon what type of school building and what facilities will meet our need. We aren't quite sure what type of teacher is required nor what is the best education and training for the teachers whom we do obtain.

System Requires Revision

What we do know is that many of our present ideas must be carefully scrutinized and revised or scrapped entirely. We know that we cannot achieve our aim in the atomic age by reverting to the methods of the horse and buggy days. We must go forward. The new world demands new ideas, new attitudes, new methods, new understandings and renewed application of those ideals of permanent worth inherited from the past.

We do know, also, that it must be *our* system of education, based upon our ideals and needs and directed at achieving our aims. We cannot solve our problem by imitation of the educational systems of any other nation. We can "read, mark, learn," but we must also "inwardly digest"; i.e., adapt and change any "foreign" innovation before we adopt it. The aims of Russian (or of any other) educational system are not identical with ours. Russian (or any other) methods will not necessarily achieve our aims.

We in B. C., and Canada, can make a wonderful contribution to world progress if we develop a system of education which will achieve our aims. Our system will not be judged by its ability to produce sputniks but by its ability to develop citizens for a world in which people of all races, religions, colors, and political faiths can live together. If we cannot achieve that aim, then our civilization will ultimately join the list of, perhaps, glorious failures, but still failures, which includes Greece and Rome.

B.C.T.F. Recommendations to the Royal Commission

THE B.C.T.F. presented its brief to the Royal Commission on Education on April 27, after months of preparation. Copies of the brief have been sent to local associations and to district councils, but, of course, copies cannot be sent to individual members generally. Some copies will be available which can be purchased from the Federation office for \$2. Orders for these will be filled as long as the supply lasts.

It has been decided that during the next year *The B. C. Teacher* will publish sections of the brief for the information of all teachers. As a beginning, and so that the members will have some idea of the content of the brief, we publish here a summary of the recommendations made by the British Columbia Teachers' Federation to the Commission.

Recommendations with Respect to Curriculum and Text-books

1. That promotion from grade six to grade seven be permitted, where imperative, for slow-learning pupils, provided that the basis of promotion be designated on school records.
2. That pupils so promoted follow a special program in grades seven, eight, and nine.
3. That a certificate be provided to indicate that the pupil has attended school to the end of the ninth grade.
4. That promotion of pupils proceeding to the junior high school programs for average or superior pupils be earned by satisfactory achievement in the elementary school.
5. That pupils of average ability follow a program similar to the present one but with the opportunity to study French or a foreign language in grades seven, eight, and nine.
6. That provision be made for research into the advantages of enrichment and acceleration in the

elementary and junior high school as methods of providing the superior child with better preparation for later progress in high school and university, including post-graduate work. This research should include controlled experiments in British Columbia schools.

7. That for the first group of average children, the senior high school offer a three-year program. This should be general in its scope to prepare pupils for training in skilled trades and other occupations requiring average ability and specialized training.

8. That, for the second group of average children, a liberal-education program, similar to the present University Program, be provided. This should be suitable for the majority of the pupils who plan to proceed to a university, to a technical institute, or to another institution of higher education or technical training.

9. That provision be made for research into the place of enrichment and acceleration in the senior high school. This research could be co-ordinated with that recommended for the elementary and junior high school. (Recommendation 6.)

10. That experiments be conducted in large centers such as Vancouver and Victoria, under teachers sympathetic to the idea, to determine whether placing top-quality students in a special institution produces better results in British Columbia than including them in a composite high school.

11. That similar experiments be conducted in various centers to determine whether the concentration of top-quality students in one high school of an area produces better results than present practices. At least one such experiment should be conducted in a rural area which has school dormitories.

12. That grade twelve students who meet the full requirements of high school graduation be permitted, if time allows, to study one or more senior matriculation course.

13. That special attention be paid to counselling in the junior high school grades, and that junior high school counsellors assist the staffs of the elementary schools in facilitating the transition of students from elementary to junior high schools.

14. That the Department of Education enlarge the staff of the Director of Curriculum so that there can be adequate administration of curriculum matters and supervision of revision committees.

15. That the Department of Education continue

its policy of using committees of teachers for curriculum revision and text-book selection.

16. That the selection of teachers to serve on revision committees be the responsibility of the Federation, in consultation with the Director of Curriculum.

17. That the bulk of the curriculum revision be done during the summer and that committee members be paid.

18. That the Department of Education, through the Director of Curriculum, and in co-operation with the Federation, set up continuing curriculum committees for each subject field.

19. That the Department of Education permit and encourage school districts and individual schools to write, within certain limits, their own curricula.

20. That the Department of Education adopt a system of text-book distribution that would give schools and school districts a multiple choice for each subject and grade.

21. That the prescribed readers for grade one be issued on the basis of one for each pupil.

22. That the issue of prescribed readers for grades two and three be increased.

Recommendations with Respect to Pupil Progress

23. That the Department of Education conduct a study of methods of pacing presently used in Canadian schools, with a view to informing teachers and others of possible benefits to be gained from such methods.

24. That teacher entitlement in elementary and secondary schools be increased to include remedial teachers.

25. That all facilities and equipment required for the efficient teaching of the curriculum be made available to all schools in the province.

26. That reports be devised to interpret more accurately the academic achievement of children in our schools.

27. That a measure of local autonomy be granted school districts in the adaptation of reports to local circumstances.

Recommendations with Respect to School Organization

28. That, where practicable, primary schools to include kindergarten and grades one to three be established, with the cost to be shared by local and provincial authorities.

29. That research be carried out to determine which grade groupings in secondary school organization will produce the best result.

Recommendations with Respect to Supervision Practices

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

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.

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

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.

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

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.

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.

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.

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.

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

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

Recommendations with Respect to the Gifted Child

41. That expansion of the present program for gifted children be gradual.

Pressure from society to produce experts quickly could result in a headlong adoption of programs, without sufficient planning. We see the need for a new framework in planning for the gifted. We require a well-planned program with continuity of content and method, a variety of texts, a type of examination which will test critical thinking, and teachers with special skills and attitudes. If provision is not made in each of these respects, we foresee danger to the students and a reaction against giving special help to the gifted.

42. That there be assessment of the present experiments in acceleration and enrichment.

Evaluation of the experiment should not be based entirely on evidence of growth in knowledge, but also on evidence of such abilities as logical analysis and creative thinking. Assessment therefore should involve more than the use of questionnaires. Provision should be made for frequent visits to classes and for interviews with staff, parent, and student, by persons of insight and experience in this field.

43. That since there is a need for co-ordination, local co-ordinators be appointed in large districts to assist with the teaching of the gifted child.

There is much to be done in identifying rapid learners, helping to plan programs, assisting teachers to meet the needs of their bright youngsters, informing the community, and initiating follow-up studies of graduates to determine the value of special methods. Other functions of a full-time co-ordinator or consultant might include working with teachers to develop suitable courses of study, determining the extent of special books and equipment needed, providing appropriate in-service classes for teachers, procuring scholarship assistance for exceptional graduates and establishing suitable

relationships between school and college so that development of the gifted may be continuous.

44. That attention be given to special training for teachers of the gifted.

In order that the success of any program for the gifted may be assured, there must be understanding and appreciation of its objectives by all teachers of the school system, but especially by those who will be teaching the brighter classes. It is not simply a question of organization and curriculum; it is primarily a matter of method. In their courses required for certification, teacher-training institutions have provided little preparation in the field of the gifted child. The Federation advocates the initiation of workshops to develop course content and teaching methods for teachers of the superior student. Such workshops should be sponsored jointly by the Department of Education, the College of Education, the British Columbia School Trustees' Association and the British Columbia Teachers' Federation. It is interesting to note that some cities, such as Winnipeg, offer bursaries for Summer School study by teachers of the gifted.

45. That a challenging program for gifted students be developed.

Flexibility in content and materials used would be basic to the success of this program. Present courses should be enriched in breadth and depth, or special new courses might be developed. Most authorities express considerable doubt as to the wisdom of ability-grouping unless there is an accompanying differentiation of curricula.

46. That responsibility for provision of suitable texts and equipment be assumed by the Department of Education.

Flexibility of program, with the examination the only control, predicated different provisions for different students. It is our conviction that more appropriate and challenging text-books and additional equipment must be provided, and that schools must be allowed flexibility in the choice of texts. A study of outstandingly successful programs elsewhere has strengthened our belief that these conditions are basic to success.

47. That a special type of examination be provided for gifted students.

The Federation believes that such an examination should be largely subjective, and designed to measure thinking processes rather than mere retention of facts.

48. That the Department of Education make available more generous financial support to individual students at both the high school and the university level.

This financial support will ensure continuation of study by able students. We have ample proof that the present paucity and inadequacy of scholarships do not ensure this continuation, nor do they provide an incentive for excellence.

49. That special arrangements be made for the gifted at university level.

The two Ford Fund projects in *Early Admission to College*, and *Advanced Standing*, include in their framework special services to the gifted throughout their university years. We urge the University of British Columbia to organize plans or courses for the superior student in such a way that the objectives of the secondary school may be continued. Gifted first-year students would profit immeasurably from instruction by the top-flight members of each department. The renowned nuclear physicist, Professor Rutherford, did not feel he was

wasting his time in teaching first-year science to superior students at Cambridge University.

50. That special attention be given in elementary grades to potential candidates for the accelerated program in secondary schools.

We stress that preparation should be in terms of the quality, as well as of the quantity of work covered, and in the depth of understanding and critical thinking gained. We see at the elementary level opportunity for the consolidation of skills and work habits, and the development of attitudes and understanding necessary for the success of the accelerated high school student.

51. That the Department of Education provide a more challenging program for superior students who are not capable of acceleration.

Such a program should be developed in accordance with the principles outlined in the preceding recommendations.

Recommendations with Respect to the Slow Learner

52. That in the matter of age-spread within classes, there be a broadening of the criteria for admission.

53. That in the matter of job-placement, an organized policy be developed.

54. That in the matter of facilities for training special class teachers and for providing assistance in methods, curriculum, materials, and professional advice, more help be given.

55. That greater efforts be made to exclude from the class, discipline, remedial, or behavior cases of children with higher I.Q.'s than the bulk of the class.

Recommendations with Respect to Teacher Education

56. That there be insistence upon above average academic ability and background, including facility in oral language, as a prerequisite for teacher-training.

57. That there be made a careful evaluation of professional training courses in the Teacher Education Program to ensure that they are sufficiently challenging to command the respect of all who encounter them, and also that extensive opportunities for practice-teaching be provided for all trainees.

58. That there be made systematic efforts to encourage the use of married women teachers to as great an extent as possible in all areas of the province.

59. That there be made an exhaustive study to ascertain the main reasons why trained and successful teachers leave the profession. As the various reasons are identified, plans to remove these objections should be put into effect without delay.

60. That there be made a careful study of the various functions of teachers and of the relative efficiency of present teaching methods with a view to establishing changes which would ensure the most effective possible use of the teaching service at our disposal.

61. That there be made a study of the advisability of improving education through the use of teacher-aides.

62. That there be provided adequate financial assistance for teachers in training, including a system of annual loan "write-offs" at the end of each year of service as a teacher in the public school system.

63. That there be encouragement, through provincial grants and through local agreements, of plans for sabbatical leave with salary for teachers for periods up to one year.

64. That examination standards at the College of Education be considerably more rigorous to allow for more effective measures of selection of future teachers.

65. That the Faculty of the College be increased considerably to permit more emphasis upon small seminar groups.

66. That those who do not achieve mastery of subject matter to be taught, and those who do not have command of oral language, be not permitted to graduate.

67. That the present one-year emergency program be discontinued, and that a minimum three-year program shortly be established.

68. That there be no teaching certificates granted except upon the basis of a minimum of two years in the College of Education.

69. That the four-year elementary degree in education be eliminated in favor of a five-year elementary degree similar to the present secondary degree.

70. That an adequate education building be erected on the campus without delay, with due reference to the recommendations of the Joint Board of the College of Education on this matter.

71. That everything possible be done to ensure that the College of Education becomes an integral part of the University with a status commensurate with the importance of education to our society.

72. That members of the Faculty of the College of Education be used as widely as possible to give courses in other departments of the University.

73. That all non-methodology courses of the College of Education be made acceptable for credit in the Faculty of Arts.

74. That everything possible be done to postpone specialization, by prospective teachers, until after a good general background and the ability to teach a number of subjects have been acquired.

75. That an Admissions Board composed largely of members of the teaching profession be established to pass on applications from those desiring to enter the College of Education.

76. That a Certification Board composed largely of members of the teaching profession be established to pass on applications from teachers for permanent certification.

Recommendations with Respect to In-service Education

77. That the number of members of the Faculty of the University of British Columbia available for extra-session courses in various centers of the province be increased substantially.

78. That in providing these extra-session courses, great care be taken to ensure that courses offered shall be those wanted by a significant body of teachers in the area.

Recommendations with Respect to Teachers' Pensions

79. That increased emphasis be placed upon the primary purpose of a pension fund, the provision of adequate retirement incomes; that measures to protect the solvency of the fund be maintained on an adequate, but no more than adequate, basis; and that the further recommendations herein be recognized as means toward these objectives.

80. That contributions to the fund be continued at the existing rates: namely, six percent of salary from each employee, and six percent of total payroll from each employer.

81. That retirement benefits be calculated on a

final earnings basis, according to the formula defined in the body of this brief.

82. That the values of the variables in the benefit formula be fixed with reference to recommendations designed to achieve an actuarial balance.

83. That the actuary be instructed to assume that the number of teachers employed will increase at an annual rate of 3.8 percent, and that their average salary will increase at an annual rate of 4.0 percent.

84. That the Teachers' Pensions Act be amended to permit a specified proportion of the reserve fund to be invested in equities through the medium of a portfolio fund.

Recommendations with Respect to the Academic Day and Year

85. That the length of the school day remain as now established by the Council of Public Instruction.

86. That the length of the school year remain as now established by the Council of Public Instruction.

87. That research be conducted to determine the optimum number of pupils per teacher for the most effective development of the child.

88. That provision be made to relieve teachers of the task of general supervision before school, at noon-hour, and after school.

89. That the Department of Education conduct a study of the policy of supervision as it affects teachers on school premises.

90. That representatives of the Federation be asked to participate in this study.

Recommendations with Respect to School Buildings and Equipment

91. That local school boards be permitted and encouraged to make plans for new school accommodation which are realistic in terms of future needs of the districts concerned.

92. That local school boards be permitted and encouraged to build new schools with classrooms of a size fully adequate to accommodate the size of class which is anticipated.

93. That local school boards be permitted and encouraged to make adequate provision in schools for staff accommodation, office space and storage room.

94. That local school boards be permitted and encouraged to make improvements which would result in better utilization of school grounds.

95. That local school boards be permitted and encouraged to provide all equipment and reference material needed for the proper conduct of each subject or program offered in each school.

96. That the Division of Visual Education be provided a larger budget to permit the purchase of additional visual aid materials.

97. That the Canadian Broadcasting Corporation and private radio stations be encouraged to give better coverage to programs prepared by the Division of School Radio Broadcasts.

98. That encouragement be given to experiments in educational television in this province.

Recommendations with Respect to Information About Education

99. That the Department of Education appoint as one of its senior officials an Information Officer.

100. That the Department of Education reintroduce the publication of its former teachers' magazine, *The B.C. Schools*, and that each issue of this bulletin be mailed to every teacher.

Joyful Activity

Continued from page 382

Children are capable of joyous, natural, creative expression according to their backgrounds of interests and experiences, but adults often set up so many structures that this expression is stifled in them. If creativity is suppressed because we do not understand how children express themselves or because we are not comfortable in allowing them to do so, the spark may be lost forever. Creativity is not *taught* to children — it is already there to flower if teachers provide the soil and climate from which to create. Children cannot create from a vacuum. They must be allowed to think creatively, given the raw material of experiences and then freed to express the interaction of feelings and experiences in creative activity. Primary music is full of opportunities for creative expression in children. Creative movement with its awareness of space and rhythm meets the fundamental need of children to move and to express. Rhythmic movement does not have to be boisterous. It can take place in a small area such as at the desk or in the aisle. In action songs, part of the class can sing while others express themselves in various rhythmic responses. Creating original songs (words, music or both) about childhood experiences is most rewarding. All of these activities can be pulled together for purposeful expression in creative dramatics. This should be for the child's own pleasure and fulfillment, because a much-rehearsed performance kills spontaneity and creativity.

A Music Corner Needed

Just as the ideal primary room has a library corner, a play house center, a science table, and art center, so there should be a music corner. Children like to experiment in making sound as well as listening to it. Children should feel free to experiment with various pitch-producing materials of wood, metal and glass, both before and after school and should be encouraged to add to the collection. In this center, there should be melody bells, autoharps, the rhythm band, pictures of musicians and orchestral

instruments, and books. The record player should be kept there and the children encouraged to bring records to play to each other. As in other centers of interest in the classroom, displays should be changed for variety and interest. Cluttering and over-crowding should be avoided.

Listening is basic to all musical experiences. With the confusion of television and radio in today's living, the child unconsciously "tunes-out" much of what he hears. The skills of listening must be taught and developed. In music, the child should listen emotionally, intellectually and rhythmically, because his capacity for enjoyment of music is always in advance of his ability to perform. Selections for listening in the primary grades should be short (because of brief attention span), with clear interesting melody lines or distinctive rhythms. They should be related to childhood experiences and where possible, correlated with art, science or social studies. However, the same response or appreciation should not be demanded from each child or be adult-imposed. While allowing the child to respond in his own way, the teacher should develop discrimination by helping him evaluate what he hears. She also has a responsibility in setting the stage for the listening by being interested and attentive herself, for children absorb attitudes from her. Papers must not be marked or the room tidied at this time. The teacher must also develop taste and discrimination by using only good recordings of the best in musical literature on a quality machine.

"Every child has the right to full and free opportunity to explore and develop his capacities in the field of music in such ways as may bring him happiness and a sense of well-being; stimulate his imagination and stir his creative activities; and make him so responsive that he will cherish and seek to renew the fine feelings induced by music." To create joyful participants in musical experience rather than a passive audience is the aim of the primary school and in so doing, foundations and end readiness are laid for the perfecting of skills in the upper grades.

7. Music Educators National Conference. *The Child's Bill of Rights in Music*. Chicago, Illinois, 1950.

for Your information

Summary of Salary Scales

ADDITIONS AND CORRECTIONS

To the Summary in the March Issue

School District No. 22 (Vernon)—Add "In September: 7% higher than figures quoted; in January, approx. 12% higher than figures quoted. (New agreement.)"

School District No. 64 (Saltspring) — "Sabbatical Leave" should read "Educational leave under certain conditions."

School District No. 66 (Lake Cowichan) — Add "Group Insurance."

Have You Replied?

YOU have received a questionnaire on *supervision of teachers in B. C. schools*. Few questions are more important to you professionally than those the questionnaire asks.

The B.C.T.F. wants a considered answer from each teacher to make the survey complete and valid.

If you haven't already done so, please "take five" today to answer your questionnaire and to return it to B.C.T.F. headquarters as directed. Replies are requested as soon as possible.

Fergusson Award to Boyes

PROF. FRANCIS CECIL (TAT) BOYES was the 1959 recipient of the Fergusson Memorial Award. He is Director of Student Teaching at the College of Education, U.B.C.

Prof. Boyes graduated from the Vancouver Normal School before World War I and taught in David Livingstone School in Vancouver. He enlisted in the Ambulance Corps and then transferred to the Royal Air Force. After his demobilization he returned to the teaching profession as vice-principal of Macdonald School in Vancou-

ver. Subsequently he became vice-principal of David Livingstone, vice-principal of Templeton Junior High, and principal of Queen Alexandra School.

From his position as principal of Queen Alexandra School Prof. Boyes was appointed Superintendent of the Girls' Industrial School in Vancouver and of the Boys' Industrial School in Coquitlam. Firm control tempered with justice, a sincere liking for youth, and superior administrative ability united to make his superintendency a widely acknowledged success.

On leaving that appointment Prof. Boyes became a teacher at Magee Secondary School, Vancouver. In September, 1941, he joined the staff of the Vancouver Normal School and served there until June, 1950, when he was appointed vice-principal of that institution. On July 1, 1952, Prof. Boyes became principal of the Vancouver Normal School and remained in that position until the Normal School was incorporated into the College of Education at the University of British Columbia when he assumed the position he now holds.

In addition to his outstanding work as a teacher and an administrator, Prof. Boyes is the author of *British Columbia*, an historical and geographical study of our province.

Notable as has been Prof. Boyes' contribution to education in British Columbia, he has rendered generous service in other fields. He has long been prominently associated with the Canadian National Institute for the Blind and is at present a member of the Board of Directors of its British Columbia division. He has, on occasion, represented the Provincial Division of the C.N.I.B. on its National Council and for a time was chairman of the organization. He is also a member of the Parole Board for the New Haven Borstal Home, the Young Offenders' Unit of Okalla, and the Haney Correctional Institute.

University Hill Teacher Receives Christie Scholarship

MRS. HELEN KENT, a primary grade teacher at University Hill Elementary School, was awarded the 1959 Christie Scholarship for Teachers.

Mrs. Nellie Kerr, on behalf of the Christie Agencies Ltd., made the presentation. The \$300.00 scholarship is granted to a teacher planning to further her qualifications.

Mrs. Kent has been on the University Hill School staff for the past five years. Previously she taught in Victoria, Penticton and Burnaby. She has been an active member of her local teachers' association and the Primary Teachers' Association. At present she is a member of the North Shore Teachers' Council.

Mrs. Kent will attend the College of Education at U.B.C. next year to complete the degree of Bachelor of Education.

Copies of Brief Available

AFTER distribution of copies of the Federation's Brief to the Royal Commission to members of the Executive, district councils, local associations, certain committees, officials of the Department and the College of Education, and others, there will be a small quantity available for purchase. These may be obtained from the Federation office at a cost of \$2 a copy.

Office Summer Hours

DURING the months of July and August, the Federation office will be open from 9 a.m. to 4 p.m. Monday to Friday. It will be closed on Saturdays.

Home Economics Thesis

MISS EILEEN LOLA JACKSON, of Kelowna Junior High School, has prepared a thesis entitled *An Appraisal of In-service Education for Home Economics Teachers in British Columbia*. Teachers who are interested in knowing what is happening in this field are invited to write Miss Jackson, whose address is R.R. No. 4, Kelowna, B. C.

MAY-JUNE, 1959

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

1815 West Seventh Avenue
Vancouver 9, B.C.

Phone RE gent 1-8121

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Manager Available

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The following is an extract from a letter received from the Royal Trust Co. of Victoria, B.C.

"This Company is the Executor named under the Last Will and Testament of the late _____ who died in this city on the _____.

We are enclosing a copy of the deceased's Will from which you will note that your association is bequeathed a one-half share of her residuary estate for the purpose of constructing or maintaining low cost housing for retired teachers."

The Retired Teachers' Association is being assisted by the B.C.T.F. Co-operative to promote two projects.

1. The Shaughnessy Residential Club at 1638 West 41st ... a guest home.
2. An apartment development at 1875 West 7th of 31 suites.

There is an increasing awareness of the over-all program directed at meeting a wide range of teachers' needs.

Use Co-operative Association loan certificates for a secured investment
—they pay 6%.

on Your behalf

THE last months of the year, after the Annual General Meeting, usually are spent in finishing off programs planned for the year and in laying plans for the year to come. Committees meeting during April and May were: Convention, Consultative, Education Finance, Executive, In-service Education, Membership, Pensions, Public Relations, Supervision Practices.

April 6

Mr. H. N. Parrott, President, and Mr. C. D. Ovans, General Secretary, attended a meeting of the staff of Jericho Hill School on the topic of teacher education and recruitment.

April 8

Mr. Parrott and Mr. Ovans attended a meeting of the Joint Board of the College of Education and the banquet for the graduating class of the College. Mr. W. V. Allester, Executive Assistant, represented the B.C.T.F. on the special committee on the use of TV in teaching.

April 9

Mr. Allester spent the day at Victoria College, discussing professional matters with the graduating class in Education.

April 16-18

Mr. Stan Evans, Assistant General Secretary, was in Ottawa to attend the C.T.F. Public Relations Seminar.

April 19, 20

Mr. Parrott was in the northern part of the province to discuss a problem which had been reported to the Relations Commission.

April 22

A meeting of the Joint Board of the College of Education was attended by Mr. Parrott and Mr. Ovans. Mr. J. A. Spragge, Executive Assistant, was in Sechelt to address the members of the Sechelt Teachers' Association on pensions.

April 24, 25

Mr. Parrott and Mr. Allester were in Trail to take part in a seminar on Human Relations in Administration, sponsored jointly

by the Extension Department of the University and the B.C.T.F.

April 25

Mr. R. B. Cox, First Vice-President, and Mr. Ovans attended a workshop sponsored by the Saanich Teachers' Association.

April 27, 28

The B.C.T.F. Brief to the Royal Commission on Education was presented by Mr. Parrott. Accompanying him to the hearings were Mr. Cox, Mr. Ovans, Mr. Allester, Mr. J. E. Clague, Chairman of the Brief Committee, and chairmen of special committees. At the Tuesday sessions representatives of the Subject sections were present.

April 30

Mr. Ovans attended a meeting of the Junior Red Cross Committee, held at Red Cross House in Vancouver.

May 5

Mr. Spragge addressed the staff of Britannia High School, Vancouver, on pensions.

May 6

Mr. Parrott and Mr. Ovans attended a meeting of the Joint Board of the College of Education.

May 7

Mr. Allester attended a meeting of the committee planning for the Human Relations Seminar to be held at the University during the summer. Mr. Parrott and Mr. Ovans were in Oliver to attend a meeting of the teachers' association there.

May 11

Mr. Ovans and Mr. Allester were in Victoria for a meeting of the Membership Committee.

May 14

Mr. Parrott and Mr. Ovans returned to Oliver for a second meeting with the teachers' association there.

May 15, 16

The West Coast Teachers' Association held their spring meeting in Tahsis. Mr. Ovans was present for these sessions and spoke on teacher education.

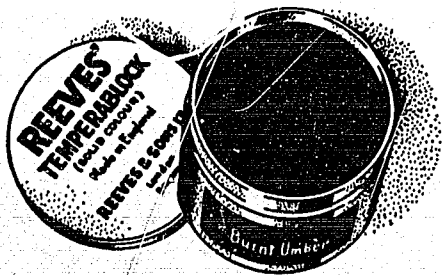
Continued on page 426

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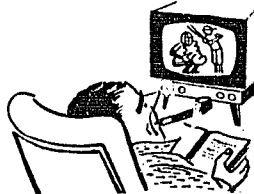
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Across the desk

Prompt and Efficient Service

Vancouver, B.C.
April 9, 1959

Dear Stan:

During the Easter holidays a member of this staff was seriously injured in a skiing accident and was placed in hospital in Portland. The teacher was new to Canada and, of course, not acquainted with procedures here, especially B.C.T.F. procedures.

The following events happened over a 24 hour period:

1. The V.E.S.T.A. Staff Representative wired the injured teacher that full details of her various coverages would follow.
2. The Staff Representative phoned the B.C.T.F. Office with the details and that Office wired the Oregon Education Association.

3. The Staff Representative collected information on

- (a) Hospital Insurance
- (b) V.S.T.M.S.A. Coverage
- (c) Sick Leave
- (d) B.C.T.F./S.I.F. and V.E.S.T.A./S.I.F.

and air mailed this information.

4. A representative of the Oregon Education Association called on the teacher and wired his findings to the B.C.T.F. Office.

5. The B.C.T.F. Office wired back notifying the teacher about loans available through the Benevolent Fund and Credit Union.

6. The B.C.T.F. Office kept the Staff Representative informed on the progress of events.

It is a comforting thought to know that teachers' organizations generally, and ours particularly, have developed the necessary techniques to make sure that teachers in distress, wherever they are, are taken care of effectively and sympathetically.

Our appreciation goes to the General Secretary especially and to V.E.S.T.A. generally, for the effective action in this case.

Yours sincerely,

D. CAPON

Principal, Seymour School.

Editor's note.

Thanks for your letter, Don.

We think we are justified in our pride that among the many services provided by the B.C.T.F. and its member associations is "personalized" service to the members.

Dick Barss, Assistant Secretary of the Oregon Education Association, was the Portland contact and, having known Dick for many years, I am not surprised that he gave our request his personal attention.—

Stan Evans.

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Maximum	3550	5050	5600	6050	6865	7480
Range, yrs.	5	10	10	10	11	12

Application forms available on request. Copies of most recent inspections must accompany all applications. Interviews may be arranged with the School District Superintendent during regular office hours or by special appointment on weekends.

(Miss) Ruth Brown,
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ESTHER G. HARROP, Book Review Editor

BIOGRAPHY

Galloping Head, by Sydney W. Jackson.
Phoenix House, London, 1958. \$5.00

The biography of a versatile man who for a brief period touched the Canadian scene is told by an author who had access to records and family papers of his subject—Sir Francis Bond Head. Born at Higham, Kent, in 1793, and educated at the Royal Military Academy in Woolwich, he served with the Royal Engineers. Because of this training he was able to help materially in the demolition of some dangerous ruins left standing by a fire in Edinburgh. He was a soldier and fought at Quatre Bras and Waterloo, as well as at other places, and the author relates in an interesting manner the story of his associations with Napoleon. In 1825 he retired from the army. He was fond of travel and when he became interested in writing, this fondness colored his topics. Mr. Jackson has seized upon the major episodes in Sir Francis' life to give us a readable and, in spots, witty description of a man who always determined his actions in the light of duty as he understood it. Two features of the book are especially good—the detailed list of references set up in a chapter by chapter form; and an extensive and carefully arranged bibliography.—E.G.H.

Men Who Fought for Freedom, by Egon Larsen. Dent, 1958. \$3.00

An introduction to four famous leaders, this book might be classed as a collective biography. It will stimulate readers to study more thoroughly lives permeated by love for humanity. The characters are examples of European and Asian leaders influenced by American ideas. They are William Penn, an Englishman, who had great influence on the history of the United States; Dr. Sun Yat Sen of China; Mohandas Karamchand Gandhi of India; Thomas Garrigue Masaryk of Czechoslovakia. Readers of all ages will enjoy the stories, but girls will appreciate the contributions of the wives and the efforts of those who try to gain opportunities for people to develop mind and spirit.

William Penn, after rebelling against his cavalier upbringing, was drawn into the Society of Friends, or Quakers, whose motto was "Behave towards others in the way that is most likely to cause them also to behave well." In the United States he recruited a large band of Quaker followers, and established the colony Pennsylvania with its capital, whose name, Philadelphia, means "Brotherly Love."

Dr. Sun Yat Sen, after considerable study in the Western world, opposed the Manchu clique in China and worked for better conditions for all in his country. By writing and advising, he proclaimed his "Three Principles of the People: National Unity, Government by Elected Representatives, Social Security."

Trained as a lawyer, Mohandas Gandhi lived and worked in South Africa before settling in India, where his ambition was the establishment of Home Rule. He gathered ideas from both Eastern and Western worlds which he felt would benefit all classes in India. His mother taught him three

virtues from the Hindu religion: non-violence, self-restraint, and non-possession. With these he combined Christian teachings, because his ideal was the elimination of the caste system and the establishment of new social values.

Thomas Masaryk, a great European leader, after years of study became a professor at Leipzig. As he endured political struggles with the Slavs and Austrians, his wife, an American girl, helped him on behalf of the Slavs. During World War I Masaryk had headquarters in London, and in his plans for Czechoslovakia Dr. Edvard Benes, a former student, helped him. Together with Woodrow Wilson, he set up a provisional government in the country where he was the first president. He died in 1917 and entrusted the building of the nation to Edvard Benes.—M.A.

Everyman's Dictionary of Literary Biography: English and American—Compiled by D. C. Browning after John W. Cousin. Dent, London, 1958. \$4.00

This dictionary of authors, English and American, is relatively small in size (752 pages), printed on good paper, and in clear type. It contains about 2300 literary biographies, of which 1300 are newly written. Of these new biographies almost one-third are American in subject. One unique feature is the inclusion of blank pages at the end of each alphabetic section. Obviously the purpose is that the owner of the book may record new authors who appear or additional names which appeal to him. Each author is listed under his own name, with a cross-reference to a pseudonym if one has been used in writing, and authors included are not only those usually designated as standard but also those who are definitely popular. The book is intended as a reference tool for small or home libraries and as such will undoubtedly prove useful because of the insertion in each biography of the day, month and year of the subject's birth and death. A good purchase.—E.G.H.

EDUCATION

The Teacher and His Pupils, by Hubert J. Byrne. Oxford University Press, London, 1953/56. Illustrated. 75c

This is a small book but it is packed with practical ideas for teaching. The opening sentence is: "The great aim of education should be to develop to the full the individual possibilities of every child, in accordance with the laws of God, and hence to the general good of the community." The author says that a teacher should want to turn out all children so that they have healthy souls, healthy bodies, healthy minds, and he demonstrates both verbally and graphically how teachers can succeed in this aim. The chapters are short in most cases, and to each is appended a set of questions useful for the preparation of papers or verbal discussions on education. All sorts of practical, everyday work of teachers are treated—setting exams, marking compositions, gaining control, criticism of lessons, general teaching methods. Every chapter is liber-

THE B.C. TEACHER

ally illustrated with clever and, in some cases, amusing stick drawings with a punch to each. Highly recommended.—E.G.H.

The High School in a New Era, edited by Francis S. Chase & Harold A. Anderson. University of Chicago Press, Chicago, 1958. 465pp. \$5.75

The new forward movement in American secondary education will surely gain in momentum with the publication of *The High School in a New Era*. Readers who are concerned with the ability of the present comprehensive school to prepare young people for life in a scientific and constantly changing age will be stimulated to creative thought about the possibilities for school improvement.

The volume is a compilation of papers presented by thirty-eight leading educators and prominent laymen at the Conference on the American High School, October 28-30, 1957, sponsored by the University of Chicago in collaboration with the National Citizens Council for Better Schools. Each writer has ably presented his point of view in scholarly style. President James B. Conant compares the educational systems of Europe and America. The U. S. Commissioner of Education, Lawrence G. Derthick, makes six suggestions for the improvement of high schools. William H. Cornog discusses freedom and discipline. Ralph W. Tyler lists five criteria for the selection of curriculum content and method. Francis S. Chase challenges current practices and indicates how the high school may further promote the intellectual development of the adolescent and provide greater incentive to independent study. Among the other outstanding contributors are such well-known persons as Henry Steele Commager, Francis Keppel, Lawrence Kimpton, Alexander J. Stoddard, Reuben G. Gustavson, Henry H. Hill, Roy E. Larsen, Dorothy E. Norris, and James Quillen.

One unavoidable result of a publication such as this is the lack of a unifying theme. However, there is much in the book to challenge the reader to re-examine and clarify his basic philosophy of secondary education. Some of the papers suggest that American high schools are failing to meet the needs of young people and that radical changes are in order. There seems to be, in certain articles, an undue emphasis on the academic preparation of able students for university and leadership roles in society.

In the challenge that this book presents to high school teachers and administrators it is an important work, but for teachers in a province where a Royal Commission is studying current educational practices it is particularly significant.—E.N.E.

FRENCH

La Double Mort de Frédéric Belot, by Claude Aveline. Edited by Dr. R. W. Torrens & Dr. J. B. Sanders. Longmans, Green, Toronto, c1959. \$2.25

Claude Aveline, the writer of this fine story, is a well-known critic and literary historian who is interested in writing detective stories that have literary value. Dr. Torrens and Dr. Sanders have made a wise choice of text for the tale is of primary importance; the characters are not developed to any extent, and for this reason boys and girls in the upper grades of high school can be carried along by the plot. The story is told by one of the charac-

ters in an easy colloquial style and the book is intended for Grade XII or XIII. Younger pupils might need some help with the opening chapter to ease them into the plot.

Generously provided with exercises which furnish a review of basic French grammar, this is an arrangement which will stimulate conversation based on the text. The French-English vocabulary includes explanatory notes concerning persons, places and customs mentioned but which are not familiar to students.—W.H.McK.

LANGUAGE and COMPOSITION

Primary Dictionary, by Joyce Morgan and Beverley Wilbur. Dent, Toronto, 1959. \$1.25

A book just the right size for the hands of Grade I and II pupils to hold. As stated in the Foreword, the words selected are those very commonly in use by young children in their families. They are, moreover, those words dealing with the events and interests of ordinary life. The use of this type of book is excellent as a beginning in acquainting children with very real and advanced dictionary skills which they will meet later. Pictures chosen are those showing objects well known by children, and in its alphabetic arrangement the book resembles a dictionary. The inclusion of some review exercises and some model questions for the teacher are useful and sound devices.—E.G.H.

Senior English Composition, by E. F. Kingston. Dent, Toronto, 1958. \$1.85

As the title indicates, this text is for Upper School (Grade XIII) classes. It is written by the head of an English Department who understands how to attack the problems in writing that his students will encounter. Each chapter contains discussions of different phases of English composition and sets of exercises based on these discussions. Errors in grammar, sentence and paragraph construction are included and explained. Models of various types of composition are given for examination, as well as varieties of topics listed from which students may make choices. Included is a good bibliography, list of authors used, and a detailed index. A special point in the text's favor is that it is a book by a Canadian teacher for use in Canadian schools; another is its reasonable price. Altogether it is a splendid book for the enthusiastic teacher of English composition.—E.G.H.

READING and LITERATURE

The Forgotten Secret, by Robert Pack. Brett-Macmillan, Galt, 1959. Illus. \$2.25

A book which will attract young children and older folk as well, right from the beginning. The title suggests something mysterious. Children who cannot yet read will enjoy the pictures, and will ask to hear the story many times. The delightful philosophy underlying the tale, and the expressions on the faces of the book characters really grip the older readers, for this is a story of real imagination.—E.G.H.

Jack and Jill Round the Year Book, edited by Ada Campbell Rose. Little, Brown, 1958. \$4.50

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Jill magazine. This volume is a collection of selected stories and poems that have appeared in the magazine.

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The size of type, clear print, and delightful drawings make this book appealing to and suitable for children of ages 9-13.—D.A.N.

Boomerang Books I and II, initiated by the Primary Schools Advisory Curriculum Board of South Australian Education Department. Edited by Enid Moodie Hedde. Longmans Green, London.
\$1.75 each

Book I is entitled *Near and Far*; Book II is entitled *Now and Then*. Both books are printed on good paper, in large, clear type; illustrations are in black and white or in color; and the contents are in both story and verse form. Topic material used is suitable for Grades II and III principally, although some of it may be used in Grade I. These two books at their reasonable price would make a valuable addition to a classroom collection by purchasing sets of 20 copies of each title.—E.G.H.

Jungle Trap, by Arthur Catherall. J. M. Dent, Toronto, 1958. \$2.50

The story is one of an expedition in the jungle near the famous Khyber Pass. It is a fine example of the devotion of Gupta, a young Hindu servant, whose bravery and resourcefulness saved the life of Gordon Russell, his master. In this Gupta was assisted by an extremely clever spaniel belonging to Russell.

This book might attract boys more than girls, but the adventures, so ably told, will attract everyone.

Since description is an important part of students' composition studies, they cannot afford to miss a wonderful chapter entitled "Dawn." This writing will hold the attention of all readers as the author describes the animal life about the ruined palace at dawn.

Jungle Trap commences with a quarrel between Russell and the Pathan, Gaffar. Gaffar thought he had killed Russell and planned to steal the treasure found in the ruins of a magnificent palace. Incidents follow one another in exciting succession to the end of a well-developed plot.—M.A.

SPORTS

Great Moments in Mountaineering, by Ronald Clark. Dent, Vancouver, 1958.
\$1.50. Grades VI-IX.

True adventures for teen-age readers telling of outstanding exploits in mountain-climbing from the eighteenth to the twentieth century. The accounts picture vividly the arduous ascents of famous peaks of the world, the beautiful views, the gathering of valuable scientific data, and the hardships of descents. The final tale of the conquest of Mt. Everest is enriched for the reader as he has followed the development of better equipment and techniques.

Black and white illustrations are adequate.

THE B.C. TEACHER

These are adventure stories of high calibre in a low-priced book.—M.B.M.

Real Book About Mountain Climbing, by William McMorris. Doubleday, Toronto, 1958. Illustrated. \$1.95

This story of the conquest of some of the world's highest peaks is a fascinating account of events far back in the past and up to 1953, when Edmund Hillary and Da Tenzing conquered Mount Everest. The tale tells of men and events which required insuperable courage; it tells of lives lost in the attempts made. There is valuable information about problems and equipment for all who are interested in this sort of endeavor. Another good book for school libraries.—E.G.H.

SOCIAL STUDIES

Social Studies in Elementary Education, by John Jarolimek, Ph.D., Division of Education, San Diego State College. Brett-Macmillan, Galt, c1959. Illus. Charts. \$5.75

"The purpose of this book is to present pre-service and in-service teachers with basic principles, ideas and procedures which will lead to sound instructional practices in teaching social studies at the elementary school level."—(Preface).

Just how genuine is this purpose may be discovered by noting carefully the text material and its arrangement. At the outset we must admit that the book is a United States publication, and the material incorporated applies to an American educational program, but we must also admit that the basic principles expressed could very easily be adjusted to fit a Canadian elementary school program.

Readers are introduced to such a general topic as "Objectives of the Social Studies" which are listed as development of democratic citizens; wholesome attitudes; a variety of abilities and skills associated with the Social Studies. Chapter headings like "Recent Developments in Social Studies Instruction"; "Planning the Program"; "Development of Social Studies Units" contribute many ideas that might be easily adapted to our own individual plans. Many suggestions about the use of school equipment and materials such as the library, maps, globes, filmstrips; preparation of bulletin boards; project methods are included. Of course the enthusiastic teacher will adapt many of these suggestions to his own needs.

Each chapter is accompanied by a section entitled "Discussion Questions and Suggested Activities," as well as a list of selected references. This material could be utilized by subject groups of the school staff for discussing and reporting purposes. From a careful examination of this text it would seem to be very practical in nature. In the Appendix is a breakdown into age-groups of pupils, of the following topic: "Growth Characteristics of Pupils and Some Implications for Teaching the Social Studies." This in itself is useful, but taking the book as a whole, teachers of social studies will discover many thought-provoking suggestions.—E.G.H.

My First History of Canada, by Dr. Donald Dickie. Dent, Vancouver, 1959. Illustrated. \$2.75

This charming and interesting story is suitable for children 9 to 11 years of age. There is material in it suitable for Grade V, and although the subject

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is too large for a book of this size, the highlights of Canadian history are very pleasingly touched on.

It might have been advisable if the author had left out some of the little-known men of the very early period, and had told something more of the heroes of 1812-13-14 and of the First World War.—L.H.

Britain, an Official Handbook, 1959 Edition
—Central Office of Information, London. 538 pages. Indexed. Maps. No price mentioned.

Here is an illustrated and well-written Government publication which covers the topic in splendid fashion. This reviewer has been using the Handbook for a reference in the current events aspects of the history and social studies courses and finds it most useful. The chapter on Defence is particularly stimulating for those readers interested in military science. It is the type of book, however that must of necessity be interpreted or "boiled down" to the average student's level. It would be a fine thing if the Canadian government were to provide such a literary handbook, so interesting and so well written in contrast to the staid publications like the *Canada Year Book*. *Britain, An Official Handbook* is thus highly recommended as a reference work.—D.S.

A Short History of Canada, by Donald C. Masters. Van Nostrand, Toronto, 1958. Indexed. Paper-bound. \$1.35

This is the best short history of Canada to appear recently. Dr. Masters, professor of history at Bishop's University, Lennoxville, P.Q., gives a wonderful summary of salient Canadian progress in eighty-eight clearly written pages. In addition there are extracts from salient documents which enrich the treatment. For teachers of Social Studies 30 there are useful paragraphs which may be used as background for essay work with the students. In my opinion, books like this have even greater value than textbooks, especially with the weaker students. Dr. Masters has made a real contribution and should be sincerely congratulated.—D.S.

The Commonwealth Quiz Book, by W. H. Mason. McClelland and Stewart, Toronto, 1958. \$1.50

As its title states, this is a quiz book, and it is divided into two sections: (1) 72 pages of questions, (2) 24 pages of answers. The questions are also divided into sections—the first section covers historical information about those days when we referred to our nation as the British Empire, and the second section about those when we changed our title to British Commonwealth. The questions, which are varied, deal with geographical, historical, artistic, literary and sports topics, and they are selected so that no part of the Commonwealth is neglected. There is a fair amount of difficulty in the queries; therefore considerable knowledge of historical facts and current events is demanded of anyone engaging in the program.—E.G.H.

The Book of the Ancient World, by Dorothy Mills. G. P. Putnam's Sons, New York, c1923 2nd Edition. (Can. agent, Longman's Green, Toronto.) \$3.25

This book is sub-titled "For younger readers," and tells the story of the world history beginning with

pre-historic days, and tracing time through Egyptian, Assyrian, Babylonian, Hebrew, Hittite, Persian, and Phoenician days. The print is good and the text not too difficult, but the appearance and interest of the book could be improved if illustrations had been inserted throughout the text instead of having a few plates gathered together at the end. Here, too, readers will find a brief bibliography. The material has been well presented and will be of great help as background when used in the preparation of essays.—E.G.H.

The Book of the Ancient Greeks, by Dorothy Mills. G. P. Putnam's Sons, New York, 1925. (Can. Agent, Longmans, Green, Toronto.) Illustrated. \$4.00

Miss Mills gave us vivid glimpses of Ancient Greek history from the early days of Crete to the death of Alexander the Great. In my opinion her great contribution here has been her ability to explain the character and motives of her heroes. She has carefully selected salient statements from leading classical writers to illustrate the Greek appreciation of the working of democracy. The chapter on the downfall of Athens was very vivid and it is hoped that it is not a forerunner of a like collapse in the West. Here indeed is an excellent work, factual, stimulating and interesting.—D.S.

Julia Valeria, by Elizabeth Gale. G.F. Putnam's Sons, New York, 1951. \$3.25

A story of romance in ancient Rome, especially appealing to junior high school girls. Two young Roman girls receive a letter from their father (who is in Gaul) with the news of their betrothals. The ensuing events move quickly through the crowded busy life of the time and provide both story and vivid background of the Rome of Augustus. Highly recommended for the junior high library.—W.C.E.

Hannibal—One Man Against Rome, by Harold Lamb. Doubleday, Toronto, 1958. \$5.00

A superb example of the art of biography as related by an eminent student of history. The struggle between Carthage and Rome is always a highlight in any study of Rome and Lamb brings this clash of the giants into vivid analysis. The language is perhaps a little heavy for any but the brightest of students in Grade VII but the whole book is an invaluable reference for teachers, senior students and the general reader. Highly recommended.—W.C.E.

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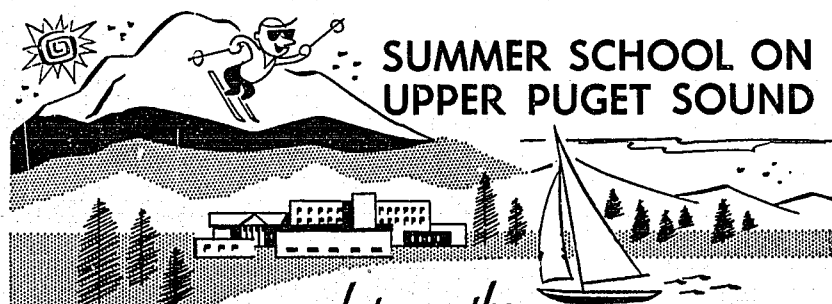
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Shell Fellows—1959

TWO Vancouver science and mathematics school teachers and one from Penticton have been named among ten Canadian winners of the Shell Oil Merit Fellowships. They were: Thomas W. Somerton, and Edgar B. Horne, Vancouver, and Hal Cairns, Penticton.

The Fellowships, granted on the basis of merit and administrative leadership qualities enable the teachers to attend graduate-level summer seminars at Stanford and Cornell Universities, and are sponsored by Shell Oil Company of Canada. Five teachers are selected from western Canadian provinces by Stanford, and the remaining five from eastern provinces by Cornell. The Merit Fellowship program established in Canada in 1957, was developed with the co-operation of leading educational associations to help combat the critical shortage of scientists and engineers.

Shell Merit Fellows will receive a travel allowance, tuition costs, living expenses and \$500 additional in cash to help offset the loss of potential summer earnings.

While at Stanford, the teachers will receive training in mathematics, chemistry, physics, and educational techniques, as well as first-hand knowledge of the application of science and mathematics in industry.

Weekly field trips to research laboratories and industrial plants are included in the seminar program.

Arthur F. Bellamore

CHILLIWACK teachers were deeply shocked on Friday, April 10, to learn of the death of Arthur F. Bellamore. Teachers across the province will join with them in extending their deep sympathy to his wife Margaret, his two daughters, his parents and his brother and sisters.

Throughout his teaching career, from a one-room school in Midway, near Grand Forks, to the principalship of Watson Road Elementary School in Chilliwack, he devoted his mind and energy and heart to the betterment of education in British Columbia. Twice a delegate to the B.C.T.F. Summer Workshop, two years a member of the Chilliwack Salary Committee, the 1956-57 president of the Chilliwack Teachers' Association, he ably, quietly and consistently assisted in the steady advance of the profession. With his presidency came responsibility in the Fraser Valley East District Council. Last year in recognition of his leadership, he was appointed the Fraser Valley East representative on the Central Executive.

Those who knew him well will have many memories: of his parliamentary skill



H. N. Cairns



E. B. Horne



T. W. Somerton

THE B.C. TEACHER

in steering through an inadequately worded but well meaning resolution on changes in the Pension Act in a confused association meeting; of his finely wrought, witty portrayal of a credulous and aged patient in the Little Theatre's production of the comedy, *The Silver Thistle*; of his able defense of the Chilliwack Teachers' brief to the Chant Commission.

For Art Bellamore, life was a rich gift to spend, not a treasure to hoard. Never during the three months of his illness did he fail to stimulate and cheer those who visited him. Perhaps it was because he kept his sense of proportion, his sense that life was to be used to the full, that he encouraged others. Unlike some who rise quickly to responsibility, he never lost the understanding that, in the final analysis, it is the quality of relationships between men that counts for most, and because of this understanding, he did not become an "organizational man" in his thirty-two short years.

Arthur Bellamore was, in Spender's words, one

"Never to allow gradually the traffic to smother

With noise and fog the flowering of the spirit."—F.B.

Frederic A. Simons

WITH deep shock and profound regret, the staff and students of Britannia Junior-Senior High School, Vancouver, learned on April 13 of the sudden death early that morning of their friend Fred Simons, aged thirty-five.

Frederic Allan Simons, native of Regina, Saskatchewan, was educated in the schools of that city. After graduation from Balfour Technical School he enlisted in April, 1941, in the Royal Canadian Navy, and served until October, 1945. Later he studied at Colorado A. and M. College, majoring in Industrial Arts and was graduated in 1951 with a B.Sc.

His teaching experience began at Nelson Junior High in January, 1951, and included six months at Nelson, two years at Mount Baker High in Cranbrook and two years at South Burnaby High. Since September, 1955, Fred has been a valued member of

the staff of Britannia Junior-Senior High in Vancouver.

It is typical of "Fred," as we knew him during his four years at Britannia, that he said very little of himself to anyone but went quietly and unobtrusively about his teaching of Industrial Arts and Mathematics. That he was liked and respected by his many students and friends we always knew, but the manner in which his students expressed their sadness at losing so young and capable a teacher, was overwhelming evidence of the respect he inspired. As a group of over a hundred students representative of many races and cultures stood silently alongside staff members and family friends—moved with sadness, reverent with affection—one sensed how deeply Fred's humble, sincere caring had touched them. From this man they had caught a rich awareness of devotion to family, a strong impression of endurance during illness, a glimpse of true courage and kindly respect which will live on in the memory of all who knew him.

Our deepest sympathy is extended to those saddened by his untimely passing.

—R.C.

Mrs. Kathleen Lloyd

MRS. KATHLEEN LLOYD was born in Chatham, Kent. At the age of seventeen, she came to Canada with Bishop Lloyd and settled at Lloydminster, Saskatchewan. She took teacher training at Regina, and taught near Lashburn, at Dysart, Point Lake, Manitou and other Saskatchewan points. She married Fred Lloyd in 1926 and, although she was a farmer's wife and the mother of two children, taught school during the thirty's. During this time she took a year off to visit England.

In 1946, the Lloyd family moved to British Columbia where Mrs. Lloyd taught the White Lake School in the Salmon Arm district. After two years at White Lake, the family moved to Vancouver Island where Mrs. Lloyd taught in the Bamfield School. In 1949 they returned to their home at Salmon Arm, where Mrs. Lloyd taught as head teacher at both North and South Canoe until her death on March 18.

Mrs. Lloyd was keenly interested in

sports, particularly golf and curling. Widely read, she was a student of world affairs, and never failed to impart interest in such to her pupils. Besides her husband at Salmon Arm, Mrs. Lloyd leaves two children, Gwenda in Vancouver, and Anthony of Penticton.—C.A.J.

Library Workshop in June

LIBRARY Service in the Schools" is to be discussed at the first Canadian Library Association Workshop, June 26-27, 1959, at the University of Alberta, by the members of seven national organizations.

This Workshop is of interest to educational authorities, public library boards, educators, librarians, parents and the general public.

A survey of school library service in Canada published in the "Canadian Library Association Bulletin" March, 1959, showed that book service to children in both elementary and secondary schools is limited in quality and quantity. What can be done to improve the situation? The Workshop is expected to take a co-operative step toward supplying some of the answers.

Health Manual for Teachers

THE Health Branch of the Provincial Department of Health Services and Hospital Insurance wishes to employ a teacher for one calendar year to prepare a reference manual for the guidance of teachers engaged in health instruction in B.C. The Manual is to consist of three parts: teaching content, teaching devices and references to readily available audio-visual and written materials classified accordingly to their suitability to grade level.

Applicants should hold S.A. certification and have had several years' experience, with particular experience in teaching of health. The salary paid will be equivalent to that paid by the school board; i.e., if the teacher is earning \$7,400 a year in ten equal monthly payments, the Health Branch will pay \$740 a month for 12 months. Normal travelling expenses for the teacher and his family, if any, to Victoria and return to his home at the end of the year will be paid. Limited assistance may

also be provided in meeting extraordinary expenses incurred if living accommodation is not immediately available in Victoria.

Application forms are obtainable from the Chairman, Civil Service Commission, Parliament Buildings, Victoria, and should be submitted to the Commission by June 15.

On Your Behalf

Continued from page 414

May 15

The Tenth Semi-annual Adult Education Conference was held at the University of British Columbia. Mr. Evans and Mr. Allester were in attendance.

May 20-24

Mr. Parrott and Mr. Ovens attended the Western Conference of Teacher Educators held in Winnipeg.

May 21

Mr. Evans addressed a meeting of the Abbotsford Teachers' Association on the topic of pensions.

May 23

The third meeting of P.R. Co-ordinators and P.R. Committee was held in the B. C. Teachers' Building. Mr. Evans and Miss Macfarlane were in attendance.

May 30 weekend

The teachers of the Peace River districts invited Mr. Evans to visit them. He attended a meeting of the District Council, discussing Public Relations; spoke at the graduation ceremonies at Peace River North High School; and addressed the Rotary Club at Dawson Creek.

FOR RENT—July and August; 5-room bungalow, two bedrooms, fully furnished, \$125. 15 minutes drive from U.B.C. Miss L. A. Williamson, 3822 West 34th Ave., Vancouver 13, AM 6-4981.

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The committee studying the problem of acceleration and the gifted child has some suggestions to offer on

Planning for Accelerated Classes

P. C. GRANT

CERTAINLY a trend in the modern philosophies of education is in the direction of providing a suitably challenging program for our brighter students. Four years ago there was organized in certain centers of the province an experiment to determine whether or not acceleration was one of the methods best suited for such a challenge. Acceleration was not, of course, a new idea. Nor was it unique in any way to our educational program in B. C. — it has quite an extensive history in itself; it has been introduced as an integral part of many school systems all over Canada and the United States in recent years.

It is not the purpose of this article to present the results of the B. C. experiment, but rather to offer some possible guide in the problems of administration in setting up an accelerated program in secondary schools. Hindsight is always a relatively simple matter — the suggestions which follow are presented in the light of our four years' experience in attempting to offer such a program.

If the following suggestions seem rather lengthy or overly cautious, we should remember that in education, as in any other venture, careful planning is essential to success.

Preparation

The minimum preparation period for the introduction of acceleration into any school system is about one year. During this period, a thorough study of the curriculum in each subject area should be undertaken with a view to revision allowing for the following: a proper sequence of the material (especially important in science, social studies, English); deletion of the "obvious" and "trivia"; deletion of repetitive material; addition of enrichment activities; a proper time allotment balance; choosing proper texts and references; setting up a budget for the extra equipment and supplies.

This type of planning is the key to the success of any acceleration program. It must be realized throughout the program that the objectives in each subject area will be achieved properly if each subject area has its own pace. Some subjects will lend themselves to acceleration far easier than others. "Coverage" should not be at the expense of "breadth" in understanding — indeed, "coverage" alone has no place in acceleration.

The methodology of each subject area should be planned to suit the needs of brighter students. Many articles have been written on this subject — all would agree with the following few proposals:

(1) The teacher of such groups should be a "director of learning" rather than merely a "teacher of facts."

(2) The "stage" should constantly be set for the research, fact finding and the experiments the students undertake themselves.

(3) If anything, teacher preparation would be increased since, in addition to the preparation of the lesson material itself, much planning should be undertaken in: (a) organizing each phase of the learning situation; (b) selecting suitable topics for study and research; (c) selecting and making available good references; (d) selecting worthwhile assignments; (e) evaluating student progress.

The timetabling problems that arise will require special planning. Such planning should recognize these factors:

(1) The accelerated class should be kept together as a unit as much as possible regardless of teacher-time or classroom-space problems.

(2) Teachers should be carefully selected for each course — no teacher should be asked to teach such a group unless he believes in the value of acceleration.

(3) Teacher-time should be generous enough to allow a proper teacher load balance throughout the entire staff. (No teacher should have his load increased beyond the normal because of acceleration.)

Staff conferences should be held during the preparatory period to evaluate and study and debate the entire question of acceleration. Before the school introduces the idea as part of a school system, there must be a feeling of acceptance for such an experiment. (If there is widespread opposition to the experiment in any school system, it is obvious that at very best the results would be mediocre.)

These conferences should be continued during the experiment to discuss further, evaluate and assess the progress of the program.

Selection of Candidates

Selection of candidates for acceleration should involve a most thorough study. Some of the following points form a sound basis for selection: IQ range, achievement records, physical health, mental and emotional background, chronological age, maturity, comments from previous teachers, counsellor's records, study habits, home conditions and home problems, leadership references.

In spite of this list and the most careful selection, success of each student in the program will depend more in the long run on high scholastic aptitude, the drive and motivation to succeed, and the character of the student and his willingness to work.

Parent Involvement

There should be opportunities to discuss the entire program with the parents of the students selected. This could be achieved by planning the following:

(1) A meeting of the entire group of parents when the whole topic is thoroughly explained and questions answered.

(2) Interviews with each set of parents to discuss the individual child.

(3) An application or letter from each child's parents should be filed in the school office. Such an application would give parental consent for placement of the child on the program.

(4) It should be pointed out that drop-outs from the program would be a normal

feature. Parents or school administration should be free to recommend this at any time.

(5) When students drop out of such a program, suitable adjustments in school timetables should be made to facilitate a transfer.

(6) Planned interviews with parents should be a regular feature of the program. Also, parents should be invited to make appointments at any time that problems appear or questions arise.

One cannot hope for success in such a program without whole-hearted co-operation and understanding of the home. Too often, school plans and programs leave the parents far behind in understanding new developments in education. Programs should be introduced at a rate that will allow parents a full understanding of developments as they proceed.

The local school board and district superintendent should be invited to participate in all phases of planning and should be regularly informed of each part of the program as it progresses.

The school board should accept its responsibility to provide all the equipment, texts and materials for the successful execution of such a scheme, even if such materials are not provided on a shareable basis with the Department of Education.

Acceleration should never be interpreted as a method of economy. If economies result, after careful planning and proper provision of needed and useful materials, all well and good — but never should acceleration be considered an economy measure.

Special Counselling

Since bright children require special counselling, the school counsellors dealing with the accelerated group should make special plans to accommodate them. Such plans may include: a special testing program; more vocational information supplied at an earlier date than usual; a regular, frequent pattern of interviews to detect problems and difficulties as they arise; special attention to the development of good study habits; complete access by all teachers to cumulative records of a gifted child.

A Part of the School Program

The experiment of acceleration should be integrated in the entire school system to such an extent that no member of such a class would be regarded as a "brain" or a "square" by his schoolmates. He should be given the opportunity, at least, to participate in the extra-curricular program of the school on an equal footing with the students on regular programs.

Some cognizance should be taken of the problem that the accelerated student will be ready to participate in senior activities at an earlier age than usual. An accelerated group should have the same opportunities for leadership as any other student group. Pressure of study and school work load should not prevent a normal participation in student activities. Indeed, many of the usual school leaders will normally be found among the brighter than average students.

If the curriculum is properly organized in each subject area, time should certainly permit enrichment of all courses. Enrichment should, in itself, be carefully planned so that the usual criticism of "more of the same" does not result. In addition, the various subject teachers should be constantly aware of special activities, seminars, field trips, lectures, etc., that can provide an additional incentive or enriching experience for such a group. In the overall pro-

gram of school, opportunities should be provided to stimulate and encourage and challenge each student to continue to perform on a high level of achievement.

Testing Program and Follow-up

Examinations for bright students should be so constructed as to provide opportunities for expression of reasoning abilities, analytical composition rather than the mere recall of facts. The testing program should be so arranged that fewer, longer tests are administered to remove the constant strain of preparing for the next quiz or exam. There is a danger of emphasizing the achievement of good marks rather than the application of ideas and principles.

Planning for acceleration should not end with the graduation of these students from our schools. An adequate follow-up program that will enlist the support of the university is most desirable. Such co-operative planning with the university should consider these points:

- (1) The high school should be prepared to make a special report to the university on the achievements of such graduates.
- (2) The university should be encouraged to single out such "freshmen" and assist them with special counselling in planning their course.
- (3) Special classes and seminars should be arranged to provide a continuing challenge for such students at this level.

Good Omen

continued from page 379

A most enjoyable feature of this year's Convention was the receptions for out-of-town delegates sponsored by the Vancouver Elementary School Teachers' Association, the North Vancouver Teachers' Association and the Burnaby Teachers' Association. These "after-business" sessions were most pleasurable social affairs. They aided greatly in setting a friendly tone and in so doing undoubtedly influenced the expeditious handling of business in the general sessions.

It is to be hoped that the social aspect of the Convention will be a regular feature and that arrangements can be made for all

delegates to participate, not just the out-of-towners.

The objectives of the B.C. Teachers' Federation are:

1. to foster and promote the cause of education in B.C.
2. to raise the status of the teaching profession in British Columbia.
3. to promote the welfare of the teachers of British Columbia.

The many aspects of the Annual General Meeting are a reflection of teacher attitude generally. We must be ever conscious of our obligations to the children of B.C. and to ourselves. We seem to have arrived at an appropriate balance of emphasis of our many activities aimed at achieving our stated objectives.

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Interested persons could obtain additional information from any one of the following:

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