the teacher

FEBRUARY, 1957

When a Student Seeks Advice

in choosing a career he will often turn to you, the teacher, for counselling.

To help him make his choice, you will advise him to consider these important factors among others:

... opportunities for further advancement

... the chances he will have to get ahead in life

... the prospects of a rewarding and respected career.

You may want to know more about the career opportunities the Canadian Army can offer the young man of to-day. Here, in brief, are some of the more important career possibilities:

Officer Careers

Regular Officer Training Plan

This plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 20, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of 36 selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers

The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of sixteen the opportunity to combine trades training with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steadying and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the nineteen trades offered.

Apprentices receive half pay until they are 17 years of age and then full pay.

A new class starts each September, however young men may apply at anytime. The minimum educational requirement is Grade 8.

Regular Army Opportunities

Three Year Enlistments

For the young man who cannot take advantage of the Regular Officer and Soldier Apprentice Training Plans there are many worthwhile opportunities available through regular enlistment in the Canadian Army. The initial enlistment is for three years, years which will be the greatest years of his life and full of worthwhile training, travel and adventure. It is a healthy outdoor life with the pleasure of companionship of young men. Self discipline and how to manage men are taught along with many useful skills. This is fine training to prepare a young man for responsibilities he will meet if he returns to civilian life, or for his career in the Army if he chooses to stay. Applicants must be 17 - 40 and able to meet Army test requirements.

If you would like an Army officer to address your class or school on the opportunities available in the Canadian Army, please write:

Army Headquarters,
Directorate of Manning,
OTTAWA, Ontario.

The Winter Executive Meeting

January 3, 4 and 5, 1957

★ *Relations Committee approved in principle*

★ *In-service Education Committee will sponsor research*

★ *Pensions Committee to study "Percentage of Salary" plan*

The Winter Executive Meeting

THE Winter Executive meeting is the longest meeting of the year and a great deal of business is dealt with. Dates of this year's meeting were January 3, 4 and 5.

Since the Fall Executive meeting, the Department notified the Federation that the Public Schools Act is to be rewritten and invited our comment. The Table Officers, under pressure of time, submitted a number of suggestions to the Department. These were presented to the members of the Executive for their information and consideration.

The General Secretary reported that he has been unable to get into direct contact with the Oregon Representative of the Horace Mann Insurance Company, but he has been invited to attend the Post-Easter Executive meeting. If that date is not suitable a date will be arranged when the Oregon Representative can meet the Consultative Committee.

Fall conventions were discussed and the chairmen of all fall convention committees for 1957 will be invited at Federation expense to attend a one-day seminar on Tuesday, April 23, to discuss effective organization and planning of fall conventions. They will be asked to bring with them plans in as much detail as possible for their 1957 conventions.

The Executive discussed at length the question of handling accident insurance for school children and finally, with a considerable number of negative votes, endorsed the resolution that, where an insurance company is able to arrange with local school boards to supply voluntary pupil accident insurance and where local teachers are willing on a voluntary basis to undertake administration of the scheme, the Federation sees no objection to such participating schools being reimbursed on a percentage basis by the company concerned.

The Executive also took the stand that teachers should not be *required* to act as collecting agents for insurance companies or other commercial enterprises.

A commercial firm has suggested that rental of mailing lists to approved companies is a method of adding to revenue. The Executive, again with a considerable negative vote, approved accepting the suggestion.

Relations Committee Studied

The October Executive meeting authorized the formation of a committee to study the operation of the Board of Reference and the possibility that a Relations Committee might be a desirable adjunct to Federation operations. The committee presented a report recommending approval in principle of the formation of a Relations Committee. The Executive authorized the further study of the question for report to the Pre-Easter Executive meeting.

The B.C.T.F. Constitution will be studied with a view to delegating certain duties and responsibilities to larger local associations.

The Executive gave the Table Officers authority to declare any district "in dispute" where circumstances are emergent.

The Executive approved a proposed amendment to the Constitution and By-laws which would add a new sub-section covering recognition of Provincial Specialist Associations.

The Table Officers will arrange a meeting of representatives of the Curriculum Committee, the In-service Education Committee and the Lesson Aids Department to explore methods of co-ordinating the work of these groups.

THOUSANDS of Canadian schoolgirls have seen this outstanding film—you'll want your girls to see it, too.

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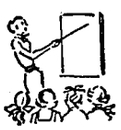
"Very Personally Yours" — written especially for girls 12 and over.



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The Christie Scholarship For Teachers

Through the generosity of Mr. Tom Christie, of Christie Agencies Ltd., there was established in 1951 the Christie Scholarship for Teachers. This is an annual scholarship of $300, to be awarded each year to a British Columbia teacher who wishes to take a year's leave of absence for study directed toward improving his certificate or qualifications for teaching.

Applications are now invited for the sixth award, to be made at the 1957 Easter Convention.

The recipient of the award will be chosen from among the applicants by a committee named by the Executive of the B.C.T.F.

Applications should give the following information:

(1) Name and address.
(2) Certificate held.
(3) Present teaching position.
(4) Length of teaching service in B. C.
(5) History of membership and activities in B.C. Teachers' Federation.
(6) Details of study to be undertaken, indicating in what way it will contribute to the applicant's standing or effectiveness in the profession.
(7) Such indication of special need as the applicant considers pertinent.
(8) Transcripts of standing achieved in previous studies, and personal testimonials in support of the application, may also be submitted.

Applications should be addressed to:

MR. J. A. SPRAGGE,
EXECUTIVE ASSISTANT,
B. C. TEACHERS' FEDERATION,
1644 WEST BROADWAY,
VANCOUVER 9, B. C.

Applications must be received at this address on or before March 1, 1957

The Cover

Up and down the wild rushing rivers of British Columbia the early explorers and fur traders, men of indomitable courage, made their way. Still later, before the advent of the river steamer and of the wagon road, pioneer settlers of necessity risked their lives on these dangerous streams. The intrepid "Overlanders of '62" drawn by the lure of gold in the Cariboo, upon reaching the headwaters of the Fraser River, floated downstream through the innumerable rapids, cascades and canyons of that river. Remarkably few of them lost their lives. Still later, when the Grand Trunk Pacific and Pacific Great Eastern railroads were under construction, rafting scenes such as this were not uncommon on the river.

This cover story was prepared for us from information in the Provincial Archives by Mr. Willard Ireland, Provincial Librarian and Archivist.

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the BC teacher

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHER'S FEDERATION

(Affiliated with the Canadian Teachers' Federation)

VOLUME XXXVI, No. 5 FEBRUARY, 1957

TABLE OF CONTENTS

		Page
FEATURES		
They Are All Learners	*F. P. Levirs*	226
Your Product and Customers	*R. S. Ritchie*	228
Formal or Fun?	*H. W. G. Roy*	232
Counsellor—A Team Member	*F. M. Wallace*	235
DEPARTMENTS		
The Editor Comments		
Hear Ye! Hear Ye!		224
For Your Information		246
Lesson Aids		246
On Your Behalf		247
Across the Desk		248
New Books		251
It's News to Us		257
MISCELLANY		
Our National Voice	*Ian D. Boyd*	238
Progress Comes Slowly	*R. R. Smith*	240
From the Department		261

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Many schools have been particularly successful using filmstrip lectures when the teacher followed them with class-participation projects. The students form groups and discuss personal goals or create exhibits that demonstrate such things as clothing care, comparative food prices, or how to stretch a wardrobe budget. This technique makes money management a personal subject and allows everyone to benefit from each group's work.

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☐ Please send me a free copy of the Money Management Program folder that describes in detail all the material available.

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A series of favorite classroom projects for elementary school teachers.

By MRS. MARY SHERRINGTON
PRAIRIE RIVER CONSOLIDATED
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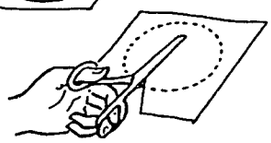
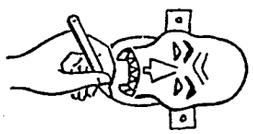
"MASK MAKING"

MATERIALS NEEDED: Cardboard or Construction Paper, Newsprint, Paste, Scissors, SARGENT Hexagon Crayons.

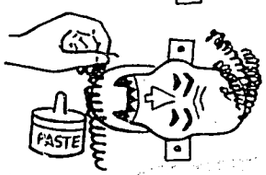
Making masks is a simple, enjoyable project for Christmas, Halloween or any time. Base is the same for all masks—an oval shape, slightly longer than the child's face, cut from cardboard. Hold oval in front of face and mark spots where eyes, nose and mouth should be . . . in order to assure comfortable fit.



For a witch mask, pupil uses SARGENT Hexagon Crayons to draw weird features and ghastly facial colors. Strips of newsprint, colored and curled, are pasted on for straggling hair. (Curls are made by pulling strips between thumb and blade of scissors.) Long pointed hat, colored glistening black, adds final touch.



Santa Claus mask is made in much the same way. Curls are used to make bushy beard and moustache, with cap colored bright red. Children make masks easily and eagerly, expressing individual tastes. Finished masks are ideal for plays, pantomimes or just everyday fun. Vary this project with triangular, round, oblong and other paper shapes.



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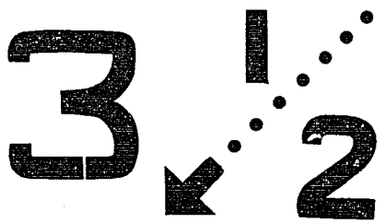

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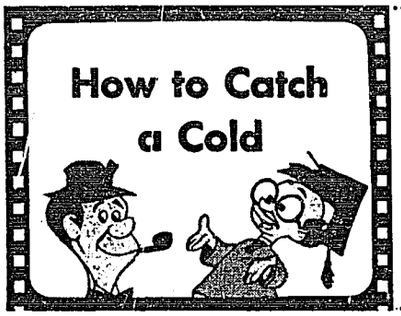

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This series of 6 full-colour posters (measuring 14 x 20) is a wonderful way to keep on reminding youngsters of the lessons learned in the film. Suitable for bulletin boards. Sent to you free.

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Problems in Life Insurance—A teacher-student workbook unit of value in Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available free in quantity.

Invitation to Youth—Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of Life Insurance as a lifetime occupation. Available in class sets, free.

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ADDRESS OF SCHOOL.....APPROX. ENROLLMENT.....

Send your order to: EDUCATIONAL DIVISION, CANADIAN LIFE INSURANCE OFFICERS ASSOCIATION, 302 Bay Street, Toronto, Ontario.

the Editor comments

Hear Ye! Hear Ye!

TIME was when businessmen gave little indication of their concern about the status of education. Their interest seemed confined to a general criticism that "youngsters today can't spell or do arithmetic as well as we could when we left school." Few were the constructive suggestions from business and industry. Most certainly education was not worthy of mention in any over-all year-end survey of the well being of our province or country. It was never mentioned in the predictions for the year. It was unthinkable that education be referred to in an annual report of a business enterprise.

But not so today. From several quarters we notice businessmen and industrial leaders sounding the alarm that it is time those whose specific responsibility it is took drastic and immediate steps to improve the supply of qualified teachers by both recruitment and retention. In any proffered solution two factors—salary and prestige—are mentioned. There must be more of both.

In his address to the Annual Meeting of shareholders of the Royal Bank of Canada, James Muir, Chairman and President, questioned whether Canada is developing her human resources as effectively as her natural resources. He stated that "depressed occupational status" of teachers indicates we are neglecting the very basis of our country's welfare and that present salaries make decent living standards impossible for those who train and mould the character of our youth.

Yes indeed, it is time for action. Time for those in business and industry and all others concerned directly to inform their Boards of School Trustees and the appropriate provincial and federal officials that they would support progressive measures.

Here is the section of Mr. Muir's address which he has realistically titled "Crisis in Education":

Crisis in Education

THE family, the church, the school have over many years and in many forms been the great forces which, within the limitations set by nature, have done most to determine the genius and character of the human race. Today our educational system is in a state of crisis; and because that crisis is primarily an economic crisis, I believe it to be an appropriate matter for public discussion. I am not here concerned with the content or methods of teaching, for I believe that educational problems can best be solved by the educators themselves. External pressure in these areas, and

especially pressure made effective by any degree of jurisdictional authority, is all too likely to be both misinformed and capricious. Our duty as citizens is not to direct educational policy, but to ensure that our educational system is provided with the financial tools to do the job which, in the next ten years or so, it will be called upon to do.

The expansion required will undoubtedly create problems in the financing of additional plant and equipment. But I am inclined to believe that the most pressing problem today lies in recruiting and retaining staff.

Teachers' Pay Too Low

In view of the growing educational needs, the present economic position of the teaching profession is an anomaly. The economic position of all teachers has deteriorated relative to other professions of comparable training and responsibility, and relative to the working force as a whole. Thus the teacher today finds himself in the same occupational "depressed area" which he occupied as long ago as 1776; a member then as now of what Adam Smith called "that unprosperous race of men commonly called men of letters."

But other conditions have greatly changed since Smith's day. Today, our teachers are in short supply, and the prospect over the next decade or so is that this supply will be even smaller relative to the demands that will be made upon our educational system. With the present disparity between the salaries we pay our teachers, and the salaries we pay for comparable talent elsewhere, we cannot expect to recruit or to retain enough qualified men and women to maintain our present teaching standards in our schools and universities.

Here then is a case where the allocation of our human resources would seem to be unresponsive to the ordinary operation of the price mechanism. But this is only partly true, in fact, the supply of teachers is likely over a period of time to be only too responsive to the price mechanism: the market will work only too well and we shall lose much of what is best in our educational practice through the spread of too small a staff over too many courses and students, and through the deterioration of the staff itself.

We as citizens must, through government, business, or individual action, ensure that our schools and universities are provided with sources of funds sufficient to attract, to retain and to replenish those human resources of talent, training and experience that teaching requires.

In general, I think it is clear enough that the economic resources at the disposal of our schools and universities, and even of many of our churches, are insufficient to maintain decent living standards for the devoted men and women whose life work it is to train the minds and develop the character of our young people. It is a ridiculous situation, but by no means an uncommon one today, to find that a new graduate receives a salary on his first job that approaches or even surpasses what his teachers, in school and church alike, receive as their material reward for a lifetime of service. This, I submit, runs directly counter to the criteria of right policy which I referred to at the beginning; we are failing to make the fullest and wisest use of key human resources; we are failing to give them a reward consistent either with equity or incentive; and we are endangering therefore the future welfare of our whole economy.

Freedom of Expression

LAWS alone cannot secure freedom of expression; in order that every man may present his views without penalty there must be a spirit of tolerance in the entire population.—ALBERT EINSTEIN, in *Out of My Later Years.*

The Value of a Teacher

THE fact is that the value of a university teacher to a student consists not so much in what the former offers as in what the latter asks for and takes.—BRUCE TRUSCOTT, in *Red Brick University.*

All children are capable of learning when the teacher uses effective procedures.

They Are All Learners

Adapted from an address by the Chief Inspector of Schools to the teachers of Salmon Arm

F. P. LEVIRS

I HAVE been asked to deal with the extremes of the ability range—the very low and the very high. I shall treat of the very low first, and of that briefly. I am reasonably well convinced that, for the past decade at least, most schools have been aware of the problem of the slow learner and have taken suitable steps to deal with it.

I do not like the term "retarded" too well. A child is "retarded" if he is not making progress commensurate with his ability, no matter what that ability may be. There is evidence to show that the most "retarded" children in our schools are those with the highest level of ability. I think there are more "A" and "B" pupils who fail to reach those standards in achievement than there are "D" pupils failing to reach a "D" level.

Nevertheless, we have, and will always have, slow learners. There is another point that I should mention here. It's becoming very common among some of our teachers to speak of "non-learners," a term which is used more as an excuse for not teaching these pupils than for any sound reason. If there are "non-learners," I am not aware of them. Even the youngster who is unfortunate enough to fall in the lowest mental category is usually capable of learning something.

There are children who are incapable of profiting from our ordinary elementary school courses, but are nevertheless capable of being trained to live a happy life in a limited social group and to learn some simple skills (perhaps even enough to contribute in part to their own livelihood). It is my thought that these children should not be the responsibility of the public schools, but, as they will probably always require some custodial care, are best trained in classes conducted by voluntary groups but partially supported by grants from the government. It would seem also that the government should share some responsibility with the parents in providing professional assistance in their training. This group, which is not educable in the usual school sense, consists of individuals with an I.Q. of 50-55, or lower.

The next group to consider is the very slow learner, the child whose I.Q. may vary from 50-55 to 70. This child is capable of profiting from the public school programme, and should therefore be the responsibility of the public school system. Where numbers are sufficiently large, opportunity classes or craft schools are the probable solution. The curriculum must be specially adapted and specially trained teachers provided. The Woods Commission, in Great Britain, found about 1.2% of children registered in urban schools in this classification. If the same percentage picture is true in British Columbia, only the larger centres would find it feasible to set up the necessary special schools or classes. It follows, therefore, that in smaller centres teachers must do their best to adapt the curriculum to these children, and to be patient with their slower progress.

Teach the Concrete

What about the ordinary slow learner, i.e., the pupil whose I.Q. ranges from 70-75 to about 90? The important point to remember is that this youngster is quite capable of mastering all the essentials of the ordinary curriculum, albeit at a slower rate. In most cases, it will not even be necessary for him to lose a year or a grade, if he is properly taught. It is true that, in some cases, he may take seven years to

complete the elementary school grades, but proper care will see that his progress is steady, not involving repetition. He will require more individual attention than his average class-mate. His teacher should see that he masters the fundamental subject-matter of each course and should not waste time stressing the less essential portions of the work. Teaching him will require constant reference back to the concrete, because he finds abstract thinking difficult. He will need more drill for purposes of fixation and more drill for maintenance, also; but this drill must be based firmly on mastery of the concepts underlying it. It is important that he be taught well on the first approach, so that he does not get faulty practice from drill given before he understands what he is doing.

Patience and Understanding Needed

In the large school it will help if he is not asked to compete with far brighter students. For this reason, I think homogeneous grouping in divisions is desirable, but only if the teacher who is teaching the slow-learning group is a person who is sympathetic, patient, understanding and ingenious. There should be no assigning of a teacher to a slow-learning class unless the teacher is willing to undertake the job. Where teachers have undertaken such a task voluntarily, they have done remarkable work. I know of classes of slow-learners whose mastery of fundamentals compared very favourably with that of heterogeneous classes and where the quality of oral discussion would have put some brighter groups to shame. These pupils are not "stupid," which reminds me of a true story that carries a lesson for all of us with it.

A certain civil servant's car blew a tire just outside Essondale. It was a muddy patch of road and a wet day. Dispiritedly, he took off the wheel and trundled out the spare. Unfortunately, when he had taken the nuts from the wheel, he had laid them on the ground beside the car and had trampled them into the mud. Now he couldn't find them. Looking up, tired and muddy, he saw an interested onlooker leaning against the fence and asked him, "How far is it to the nearest garage?" "About a mile," was the response. "Well, I guess I'd better get going. It'll be a wet walk." "Why walk?" "I've lost the nuts off the wheel." "Why don't you take a nut off each of the other wheels? That should take you to the nearest garage." "That's a good idea! I never thought of that. Do you live around here?" "Yes, right here," pointing to one of the buildings. "Are you a nurse or a guard or something?" "No, I'm an inmate." The motorist shook his head. "I wouldn't have believed it, not after that bright idea of yours." "Why not? Just because I'm insane doesn't mean that I'm stupid!"

Find the Key

So let's not be too free with that "stupid" label. Slow-learning children can be taught, should be taught, must be taught. Remember that the next time you are tempted to give up and label someone a "non-learner." The only reason the youngster is not learning is that you haven't found the key to teaching him.

Just a word about remedial teaching before I leave this topic. Remedial teaching is not something that is done for the slow learner as such. He needs proper developmental teaching, just as does his brighter counterpart. Remedial teaching may be necessary for any child, even a bright one. Occasionally we find in our classes a child, or a group of children, who for some reason has failed to learn some fundamental skill or concept and who cannot proceed with further effective learning until that deficiency is removed. The first step for the teacher is the realization that an impasse has been reached. This may come as the result of simple observation in the classroom or of the study of a test result, standardized or otherwise. The second step is diagnostic, the discovery of the specific deficiency in background that is causing the block. This may be done through the use of either standardized or teacher-made diagnostic tests. The third step is re-teaching until the deficiency has been removed, a short or long process, depending upon the nature and scope of the difficulty. Re-testing usually follows. Remedial teaching is, therefore, used to make possible the child's re-entry into the developmental programme.

This article will be completed in the next issue.

Your Product and Customers

R. S. RITCHIE

Schools must provide a product best suited to the real needs of their students

IN a competitive economy a business organization is under constant economic pressure to assess its own functions and its performance in supplying its products and services to its customers.

The school system is under similar pressure, but because the circumstances differ the questions are not always as clear cut and the answers are not always easily agreed upon. The measure of this pressure on the school system and of the difficulty of agreement is evident today in the continent-wide controversy over the purposes, the methods, and the results of mass education. I would like to ask what are the needs of the customers of education, what product qualities will meet these needs, and what are some of the problems of producing these results.

The customer for whom the school system is providing services is the student. Like the customer for many other goods and services, he is not able to evaluate the product until after he has used it. In the case of the school, whether the customer is ever able to evaluate the product may well depend upon what he has received. This places a major responsibility upon the school system and, even more importantly, upon those who support it, to ensure to the best of their ability that the system does in fact provide a product best suited to the real needs of the student.

In this particular field there are special reasons for feeling that such a responsibility is well within the competence of those who are not really the customers. The reason for this lies in the fact that the product of the school system has its greatest value for the customer (i.e. the student) not while he is in school and receiving the product, but during all the rest of his life. For this reason the student himself is in a much poorer position to judge his needs (with some significant qualifications) than are the adults who shape and support the school system.

These needs can, without too much artificiality, be considered to revolve around three phases of living. These include the individual as a citizen, the individual as an economic producer, and the individual as an intellectual, spiritual and social entity apart from the State and from the job. In all three phases the world is today imposing tremendous new demands, and at the same time offering major new opportunities. The pace of change is unlike anything mankind has known before.

No longer can anyone expect to live in his middle years in the same kind of world in which he begins his life. In effect, therefore, we have to ask what kinds of capacities, motivations, and attitudes will best equip the individual to fulfill himself and his responsibilities in a world which cannot be accurately foreseen when he is in school.

Not so many years ago, the responsibilities of the individual as a citizen were

limited and simple. Today, they are extended and complex. The aeroplane, the radio, and the printed word have tremendously accelerated communications and events. They have made international relations and relations within each country constant and intimate.

Within the lifetime of many of us it was possible to view the Middle East in a somewhat hazy, romantic light. Today, the seething pressures of its peoples for gratification of their nationalistic desires may mean peace or war for all of us, and economic life or death for Western Europe. Thirty years ago it was possible for the average individual to be indifferent to Mr. Einstein's abstruse theories and amused by those who claimed to understand them. Today we can be neither amused by nor indifferent about the ultimate product of Einstein's discoveries—the hydrogen bomb and nuclear warfare. Twenty-five years ago the average Canadian knew little of economic theory, and probably could have been persuaded only with difficulty that he needed to. Today, his well-being and that of his children turn upon economic questions which are being heatedly debated: Can inflation be controlled by the restriction of credit, and if so, is this the right time to apply it? Should Canada insist on processing more of its raw materials at home? In all of these questions there are experts, but the experts do not always agree.

Develop Powers of Judgment

In a democracy the individual owes it to himself and to his community to be able to determine who are the experts, and which of them are speaking with the greatest wisdom. Perhaps it is the responsibility of the school system to provide to the maximum degree possible for each individual the intellectual training and the habits of mind which will permit him to develop the judgment required to make this kind of appraisal.

In the case of an alarmingly high percentage not only of students and parents, but also of teachers themselves, there seems to be an extreme emphasis upon the occupational purposes of education and the school system. This emphasis is evident not only in the apparent philosophies and motivations of students and parents, but also in the increasing emphasis being given to vocational courses. (One should hasten to add here that the vocational course as we see it today may well be in large part a simple reaction to the problems of mass education.) Even though one may feel that the occupational emphasis is unduly high in the school system today, one must still admit that the school system can and should provide services which will be of value to the individual in his subsequent vocation. For our purposes here the questions are: What kind or kinds of training will best equip the individual for his role as an economic producer? Are the demands and the opportunities changing as much in this sphere in today's world as they are in the political sphere?

Automation Reverses Trend

The answer to the latter question must be an unqualified "yes." We have long since grown used to the stereotype depicting the industrial revolution as a de-humanizing process, which puts the worker on an assembly line where the processes of production are broken down into finer and finer divisions of purely routine repetitive movement, stultifying to both mind and spirit alike. Many have suggested that the purchase of a higher standard of living at such a price is not worth it. Be that as it may, the issue is increasingly an academic one.

Today, in both the plant and the office, we have entered the era of automation, the era of major new advances in economic productivity based on machines and processes which are to a large degree self-controlling. The possibilities of tremendous advances in productivity and in standards of living are almost staggering, but

This article has been adapted from an address delivered by Mr. Ronald S. Ritchie, Division Manager, B.C. Marketing Department, Imperial Oil Limited, before the B.C. Education Conference, held at the University of British Columbia on November 16, 1956.

they are outranked in importance for society as a whole by the changed demands upon the individual. Automation reverses the previous trend towards breaking down processes into their smallest practicable units so that maximum advantage might be taken of the division of labour. Machinery takes over the purely routine and repetitive processes, and human labour is up-graded to the technically and intellectually more demanding responsibilities of supervising, programming and maintaining. Intricate machines and automatic controls can perform astonishing feats, many of them far beyond what could even be aimed at when reliance was on human hands and on the calculations human minds could undertake. But machines can only undertake tasks which are programmed for them by trained minds whose grasp of the whole process must be far more complete than was required of most under earlier techniques. The workaday world is therefore entering upon an era in which the opportunities for satisfying work will be increasingly abundant, an era in which there will be a rising demand for mental skills and broadened perspectives from a larger and larger proportion of the labour force.

Changes Are Rapid

In the field of management, too, concepts are changing and, along with them, the requirements in terms of human skills and attitudes. It is evident that the kinds of change just described as arising out of automation must have their counterparts in the field of management. Changes have been coming rapidly in any event, and the pressures of automation are merely speeding the process. The huge investments required demand realistic, continuing and long-term appraisals of markets, supply sources, labour relations, and public relations. The stakes are too high for rule-of-thumb procedures and intuition based upon hazy evaluations of past experiences.

Management, in even small organizations, cannot afford today to be unaware of the trends in its own industry, of the possibility of completely new substitutes, or of completely new uses, for its products, or of the basic economic trends which may favourably or adversely affect its markets, the cost of its raw materials, or its ability to finance required capital investments. As management becomes increasingly complex, more and more of the total labour force is assuming some element of management responsibility as a part of its regular work. It must be evident that the human skills required to meet these demands are increasingly intellectual skills, the ability to see things whole and in perspective, to analyze and to synthesize, and to exercise a creative imagination.

Skill in Communication Required

There is another skill which the occupational world is demanding increasingly. This is skill in communication, the ability to convey one's thoughts and ideas effectively, and to grasp the thoughts and ideas of others. In the business world this skill is not only vital for ordinary administrative and planning purposes, it is increasingly important for inter-group communication of all kinds, for proper relations between labour and management, for a proper interpretation of the business organization to other groups in society. In the days when the typical unit in our society was an isolated farm family engaged in relatively simple economic pursuits there may have been little premium on the communications ability of the average individual. Today, when every man makes his contribution to a complex economic, political and social structure, and when each man is one part of a large number of overlapping groups extending in range from the home on one hand to the whole world on the other, the ability to exchange ideas and thoughts effectively is a prime requisite both for the well-being of the individual and for the well-being of society as a whole.

It is evident, then, that there is an increasing requirement at all levels of the business world and of the working world as a whole for human skills of a kind which have not been required to the same extent in the past by more than a small number of people. From the standpoint of the school system the important question is how it can contribute to the acquisition of these skills by each individual to the

maximum degree which his native endowments permit. A subsidiary question is the degree of compatibility between these new requirements and the stress which has recently been placed in schools upon so-called "practical" subjects and upon technical training. At the very least it would appear that some of the emphasis in these fields has been too narrow. One might go further and suggest that in a world of rapid change purely "practical" training runs the very grave risk of being inadequate for the new demands and perhaps also of being obsolete even before the individual's working career is securely launched. More and more the cry of industry, commerce, and government is for people with trained minds and a proper understanding of the world around them. Increasingly the technical training required for any given job must be provided by the employer himself, because no school system could hope either to keep up with the changing demands or to encompass the wide variety of specialized requirements.

Training and Capacities Similar

There seems, therefore, to be a surprising similarity in the kind of mental training and capacity required of the individual in the world of today for his responsibilities as a citizen and for his responsibilities as a part of the economic system. What of the requirements for his own personal living? Here again we are faced with the pattern of rapid change. Standards of living are rising, and with them the means with which to enjoy a fuller life, provided one has the attitudes and the training which will inspire one to seek it. Within our lifetime the prospect is that on this continent there will be further significant reductions of the average work week and of the average working year, with resulting large increases of leisure time. Whether or not this leisure time will add to and enrich lives or will add to and intensify boredom, frustrations and lack of purpose, will depend, it seems to me, to a great extent on the kind of attitude and training inspired by our school system.

Today the pressure of society is constantly on every individual. It is increasingly difficult for the individual not to feel crushed or overwhelmed by these omnipresent social pressures, to feel powerless to influence or control events and attitudes which are of vital importance to him. This can be true whether he is a member of a trade union whose policies he may feel he cannot influence, a citizen of a nation which seems powerless to achieve the kind of justice in human affairs which it would like, or a parent deeply concerned by some of the apparently uncontrollable social influences to which his children are exposed. In these circumstances, the vital conviction of personal significance may weaken or die. Whether or not this conception of personal dignity and personal significance can maintain its strength, along with the perspective which the individual must have on the world outside himself, must, I think, depend to some extent on the services provided to that individual during his formative years by the school system.

What Kind of Man?

These, then, are the conclusions which all of us who have the responsibility for our school system might share if we review those needs of the individual which can best be met through the school system. Perhaps I can summarize it best by two quotations from persons whose experience and positions give them some qualifications to speak. The first is a quotation from Peter Drucker, one of the world's most highly qualified experts in the practice and philosophy of business management. Mr. Drucker says: "The basic factor in an economy's development must be the 'brain formation,' the rate at which a country produces people with imagination and vision, education, theoretical and analytical skill." The second is from the president of my own company, Mr. J. R. White, who said recently: "What is the kind of man that the community needs and that industry needs—a man not so much taught as teachable, not so much learned as capable of learning, a man more aware of the immensity of life's unanswered problems than of the answers in the back of the book."

Continued page 242

Formal or Fun?

In Physical Education, as in all other types of lessons, fun and entertainment should be considered means, not ends in themselves.

H. W. G. ROY

A CLASS could spend many enjoyable hours "keeping amused" with some recreational activity; but the true value, from the viewpoint of Physical Education, might be very small. This may be a country predominately in favour of games and sports as a means to physical fitness; yet balanced physical development must not be sacrificed in over-riding attempts at providing "fun for all." True satisfaction comes as a by-product of effort; not necessarily from direct pursuit.

When constructing the P.E. lesson, the teacher must not feel it has to be "recreation at any price"; neither should the emphasis be on "do-or-die" physical training. A balance between the two should be sought.

Let there be no doubt; planned lesson construction is a must, even acknowledging the "new" idea that essential spontaneity is killed by pre-lesson planning. The teacher must face the class fully prepared and completely aware of the general form the activity will take. The lesson plan, previously put to paper, will be in the mind's eye to reassure the teacher and guide the instruction and coaching. This is done with academic work of course; but there is often a tendency to adopt the "something will come into my head" method with P.E., consequently genuine progression and importance is largely lost.

Lesson Construction

These main factors must decide the selection of activity:

1. Construction of a balanced lesson.
2. Provision for progression.
3. Time limits and space.
4. Effect required: (a) fitness training (b) skill-training for games and sports (c) recreation and relaxation.

Maintaining a balance means:

1. Ensuring that all main muscle groups are equally exercised or considered.
2. Sufficient movement of a general nature is included to stimulate the circulo-respiratory systems.
3. That learning as well as exercise is accomplished during the lesson.
4. That recreation, relaxation and enjoyment emerge as a natural result; as op-

Elementary students doing a Dorsal Stretch as part of their Classroom P.E. lesson. This kind of exercise is good for students in all grades, as it relieves the cramping effect of desk work. Particularly useful during exams.

posed to their dominating the choice of activities as an end in themselves.

Note: For a rule of thumb check, the main anatomical groups can be conveniently classified as follows:

1. Arm and shoulder girdle.
2. Dorsal spine.
3. Middle and lower back.
4. Abdominals and waist.
5. Legs.

Experience at classifying exercises can be quickly gained by relating them to their appropriate muscle or postural groups. It is worthwhile remembering that in much of school P.E. work, the arm, shoulder and abdominal groups are often neglected through lack of adequate progressive resistance exercises. This is where the weakness lies in much of the country's youth.

The next step is to set down a skeleton framework such as this:

CHANGING

WARM-UP, CONDITIONING AND POSTURE:

1. Stretching.
2. Loosening.
3. Strengthening.

Select exercises to affect all muscle-groups for each section; refer to Thulin's Gymnastic Handbook, or similar work which groups exercises.

CONTESTS: (Short relay, or partner activity. Good for reaction, agility and strength.)

SKILL-TRAINING: (Mass class instruction on seasonal game's skills.)

AGILITY: (e.g. mat tumbling, bench or box vaulting, balancing.)

This is the second article by Mr. Roy on Physical Education in rural schools. He gives lesson plans for lessons of the formal and "fun" types.

GROUP WORK OR FINAL GAME: (Squads perform different activities previously learnt in mass, e.g., tumbling, ball skills, wrestling, etc., or an inter-squad game.)

CALMING DOWN AND CHANGING: (A final exercise such as deep breathing with arm movements at individual rate, or quiet walking back from the field, etc.)

This framework suits equally well outdoors; but obvious modifications are needed to fit individual situations—time, space, equipment. Whatever the changes, this form of balanced construction should be kept in mind. So armed, take a second look at the hall, classroom or field and plan exercises and activities accordingly; but some form of gymnastic reference book is essential to avoid guesswork.

Some Specific Examples

Here are two examples of class situations in an elementary school. A formal lesson with no apparatus (A) and a recreational period (B) are outlined. They show what can be done if there is no hall available, or bad weather prevents outdoor work. It should be understood that this form of classroom P.E. is only a substitute for the more vigorous and valuable work in the gym or on the field. It is there this framework can be put to best use.

Some of the group activity in the Recreational Classroom period. In the Chair Mounting, each chair is steadied by a student, while the active person walks over it balancing a book on the head.

Classroom P.E.—"A" Formal—30 mins.
(Fixed desks, restricted space.)

Caution: noise (points for quietest row); ink on desks; avoid sweating if changing is impracticable. Windows open, but no draft.

5 minutes. "CHALK TALK" (e.g. value of good posture; game rules, etc.).
15 minutes. POSTURE AND RELAXATION (spine, legs, feet, general).

1. Stretching: (a) Dorsal stretch (sitting) arching over desk back. (A) Dorsal span (standing astride, forward lean, wrist support on desk top). Rhythmical pressure downwards—movement in dorsal vertebrae. (c) Back thigh (crouch, knees between arms). Straighten legs, keeping hands on floor, heels flat. Prevents shortened hamstrings from prolonged sitting. (d) General (standing). Stretch tall, wide, in all directions.

2. Loosening: (a) Neck (sitting) head rolling. (b) Shoulders, shoulder rolling, shrug. (c) Waist (astride) free trunk turn. (d) General, "rag doll" jogging.

3. Relaxation: (a) Standing. Raise arms, stretch and tighten, "let go" and droop gradually ("melting candle"). (b) Sitting. Collapse neck muscles. Raise shoulders, "let go," "make faces" then smooth out flesh.

4. Posture: (a) Correct sitting (at rest and at work). (b) Correct standing.

5. Feet: (a) Cleanliness and grooming. (b) Rotations, extensions, flexions, etc. (c) "Play-way" feet exercises.

5 minutes. RECREATION (examples):

(a) "Do this, do that." (b) Touch end wall and back (different ways of travelling by each child in turn) (c) "Complete the picture" relay (each child adds one item to a scene in chalk).

2 minutes. CALMING DOWN:

Deep breathing with complete exhalation.

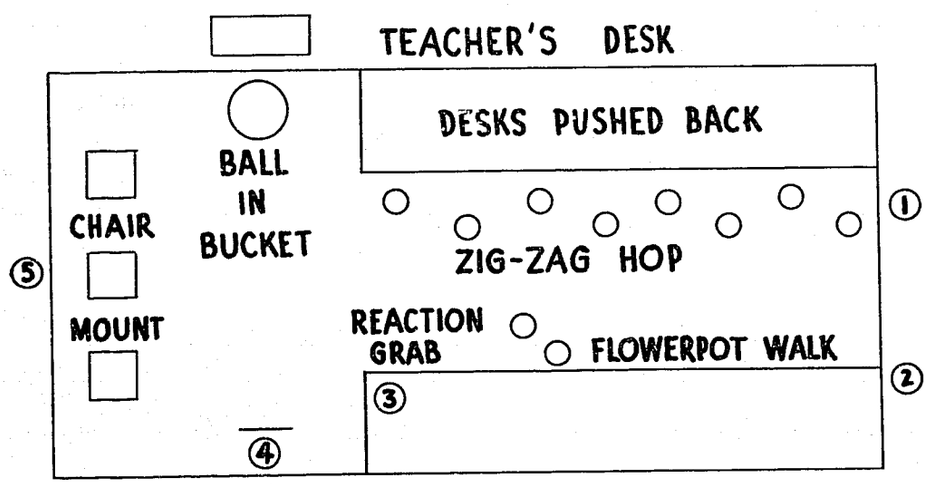
3 minutes. TIDYING UP.

Classroom or Hall—"B"—Recreational—30 minutes.
(Movable desks.)

POTTED SPORTS: Eight activities listed for choice; time will decide actual number to be used. Four minutes would be the minimum for each.

Activities: (1) ball in bucket, (2) chair mounting, (3) ring the peg, (4) standing broad jump, (5) reaction grab, (6) flowerpot walk, (7) zig-zag hop, (8) dorsal span.

Continued on page 245



Classroom prepared for a recreational lesson using five "potted sports" chosen at random from the list given. The photograph on page 233 shows the lesson in progress.

Counsellor—A Team Member

Some practical suggestions for counsellors

F. M. WALLACE

WHEN the scope of the school was much less than it is today, it was a one man proposition. The teacher did it all. He taught all the subjects, performed such administration as was needed, and gave all the counselling he felt called upon to offer. There was no principal or counsellor.

As the schools grew larger, there was need to fix the responsibility for co-ordinating the work of the various teachers in a school and of doing the necessary non-instructional work which we call administration, so the principal came into vogue. Then the increasing departmentalization of our secondary schools had the effect of bringing an individual pupil under the influence of more and more different teachers, and of making these teachers more subject-minded and less in touch with each pupil as an individual. It became difficult for a pupil to think of any one person as "my teacher" as he had been wont to do at the elementary level. All this, coupled with the increasing complexity of the curriculum with its options and requirements, and also the constantly widening scope of the duties being undertaken by the school, created the need for counsellors.

If this brief analysis has any validity, it would indicate the function of the counsellor to be an extension of some of the functions originally performed by the classroom teacher, which increasing demands have made difficult for him to carry out adequately without encroaching upon his other functions. It is another example of the division of labour, or specialization, which characterizes mass production

Since this is so, I think it most important that the counsellor should be a teacher, and that he should regard himself primarily as a teacher. His aims are those of a teacher. It is necessary that his training, experience and attitude be those of a teacher. I strongly deprecate the office of the full-time counsellor in schools. I believe that each counsellor should have, for half his schedule, a regular classroom teaching load. This could include some H.P.D., or it might also well include some periods in the subject of his own competence and preference.

There are two reasons for this insistence upon actual classroom practice: first, the pupil as an individual is often much different from what he is as a member of his social group. If a counsellor is to know his pupils thoroughly, he must meet them in their context. Only in this way can he keep a true perspective. Once a person leaves the classroom he soon loses his intimate knowledge of the mores and foibles of the given age group. Second, since his function is basically that of a teacher and since his success depends greatly upon his relationship with the other members of the staff, he must gain and keep their esteem. Like other skilled workers, teachers are jealous of their skill and keenly aware of their professional problems. They tend to resent criticism or instruction about these from "outsiders." They are loath to believe that anyone not engaged in their business can know more about it than they do. If the counsellor is at the same time a practicing classroom teacher, and if he is good at it, he will have the rapport and respect of his fellow teachers and his counselling

Mr. Wallace is Inspector of Secondary Schools in Vancouver. This article is adapted from a recent address to a group of Counsellors.

efforts will be that much more successful.

The relationship between the counsellor and the teacher is at best a delicate one. Although there has been considerable improvement over the past few years, there is still a tendency on the part of some teachers to look upon counsellors with distrust. They regard them as meddlers or as allies of the pupils against them; they resent their implied attitude of superiority; they are jealous of their "free time," that is, time not spent in front of a class; and in cases even look upon them as parasites upon the educational body. Most of these objections can be overcome by the counsellor's continuing proof through performance that he too is a good teacher. The rest can be eliminated by treating the teacher as a colleague, an equal, a teammate working toward a common goal. In his dealings with other teachers, the counsellor must always be friendly, courteous, and above all, tactful. I know of no more sensitive group than teachers. The counsellor must be scrupulous about never admitting to a pupil that another teacher is lacking in ability, judgment or character.

Teacher-Counsellor Relations

The counsellor should not try to handle a situation which the teacher can and should handle. To do so undermines the teacher's prestige with class and pupil, and does nothing to improve the relationship between the teacher and the counsellor.

The counsellor should make every effort to keep the teacher informed at all times in his dealings with the pupil. No major decision should be arrived at without the teacher being brought into the picture, preferably in advance. Not only should the counsellor's records be open to the teacher, but the teacher should be invited to supply material for inclusion in those records.

Let us now look briefly at the counsellor as he is involved in the administrative work of the school. While it is true that the counsellor has a certain amount of important administrative work to do, I believe that there are three very good reasons why he should not think of himself primarily as an administrator. First, if he does, he is likely to lose rapport with the teachers. Teachers have been conditioned to accept the authority of the principal and vice-principal, but even here they are critical of any inroads upon their own jurisdiction. They do not favour domination, expressed or implied, by other minor officials. Second, as a skilled teacher, who can do all that any other teacher can do and more besides, the counsellor should enjoy the highest prestige among his colleagues. If he considers himself to be an administrator and acts accordingly, he puts himself into the third level from the top of administration and correspondingly reduces his prestige in the eyes of the teachers. Third, there is the danger that he may lose the classroom teacher's point of view.

Counsellor's Administrative Duties

It is true that the counsellor has considerable administrative work to do. So have all teachers. It is the responsibility of the principal to see to it that neither teacher nor counsellor is so loaded with the dog-work of administration that his own special function is hindered. It is neither efficient nor economical to use teachers and counsellors for clerical work which can better be done by office personnel. The line between administrative and clerical functions is often very narrow and should be watched at all times when responsibilities are being delegated.

It is true that many of our present administrative staff were selected from among the counsellors, and that counselling is a good route to an administrative job. I think that this is due more to the calibre of the man who becomes a counsellor than it is to his extensive work in administration. Certainly, I think it most unwise for a counsellor to go out of his way to build up his administrative experience, whether this be the policy-making or busy-work type, if this detracts from his work with individual pupils or interferes with his effectiveness in the classroom.

In his dealings with individual pupils, I believe the counsellor should be friendly but also frank and realistic. He should emphasize to pupils that both their ability and attitudes are important in choice of programme and of vocation. He should be insistent upon curbing the am-

bitions of those whose dreams obscure their limited ability or proven lack of application. He should do all he can to stimulate those whose timidity or temporary frivolity are in danger of letting them drift into an inferior programme. I think that one of the best things a counsellor can do both for the educational system and for the welfare of the individual teacher is to discourage most of the freeloaders from cluttering up the University Programme classes.

The present trend is towards a recognition of the fact that mere desire is not a substitute for attitude and ability, that unbridled freedom of choice is not as good a method as selection by ability when it comes to efficiency in education. In spite of all our protests, we are not doing all we should for the ambitious and academically-gifted pupil. Nor *can* we until we free him and his teachers from the dead-weight drag of the mental featherweights and the fun-loving playboys who are now doing so much, in a highly publicized way, to frustrate our able pupils and conscientious teachers.

On Choosing Courses

Mind you, I am not opposed to the education of "every man's child" as is decreed in our official philosophy, but I do think that the school, which in this case includes the administrator, the counsellor, and the teacher, should have a far greater voice in determining what that education should be. Even without official directives, I should like to see ourselves impose our own screening system upon all candidates for the more exacting courses. There will be repercussions. But if the counsellor works from the basis of collected facts, and if the principal has the courage to take a stand for the welfare of the educational system, I am sure that progress will eventually result.

I should like now to answer a few questions that have been asked me in my visits to the various schools.

First of these has to do with the telephoning of absentees. There is no doubt that sound administrative practice involves the telephoning of each absentee. In addition to its other advantages, this is a most effective method of curbing truancy. The question is who should do the phoning? Different practices prevail in different schools. In some instances, the home-room teacher is held responsible for this job. This method has advantages in a small school, but a school does not have to become very large before the physical difficulties of so many different teachers trying to make phone calls render the device inadvisable.

Phone Call Routine

In some schools all phone calls are made by the counsellors. This method has the advantages of giving the counsellor more information about his counsellees, and of bringing him in personal touch with the home. It has one disadvantage—it can be very time-consuming with the result that the counsellor finds himself without time to attend to other equally important duties. Most of the advantages of this system can be kept and the disadvantages eliminated if this responsibility is entrusted to one of the girls in the office. She phones all the absentees and in the case of those whom she is unable to reach, she mails the printed notice of absence form. At the conclusion of her phoning, she prepares a report of her phone calls and gives it to the vice-principal. He examines the list and takes such action as he deems necessary. Usually he deals with the truancy cases himself and refers other apparent problems to the counsellor. The advantage of this method is that the counsellor is able to give fuller attention to those cases which need it.

This is one example of how the counsellor can be relieved of some of the dog-work of administration which is more in the nature of clerical work. Another instance is the matter of checking in tardies.

The bulk of lates are unavoidable, being the result of delayed buses. In most cases, these are simply recorded and excused. There always are, however, a smaller number of genuine problems in connection with tardiness. It seems to me that the counsellor will be more effectively used if he will concentrate on personal interviews with these people.

Continued on page 260

Our National Voice

Canadian Teachers' Federation works in many fields

IAN D. BOYD

The C.T.F. Board of Directors for 1956-1957. Second from the left in the front row is G. Forbes Elliot, Past President; fifth is Miss Caroline Robins, President, and second from the right is George L. Roberts, Vice-president. In the second row, fourth and fifth from the left, are Ian D. Boyd, B.C. Director, and George G. Croskery, Secretary-Treasurer of C.T.F.

I AM sure every member of the B.C.T.F. does not realize that automatically each member of the Federation is a member of the Canadian Teachers' Federation. One dollar of each teachers' provincial fee is paid into the coffers of the C.T.F., our national teachers' organization which performs at the federal level many of the functions which the B.C.T.F. does at the provincial level. The C.T.F. has a membership of some eighty thousand and its headquarters is in Ottawa. The permanent staff consists of the secretary-treasurer, Mr. George G. Croskery; a research director, Dr. J. D. Ayers, and a clerical staff. The Annual General Meeting of the C.T.F. is held each year in August, the various provinces taking turns as hosts. Each province is represented at the annual meeting by a number of active members, or voting delegates, this number being determined by the size of the provincial organization. B.C. has four active members. One of these active members is also a member of the Board of Directors and represents his province at the Directors' meeting held each January in Ottawa. While B.C. is entitled only to four voting delegates at the C.T.F. annual meeting, any member of the B.C.T.F. is welcome to attend and take part, except for voting.

In 1956 the thirty-fifth Annual General Meeting of the C.T.F. was held in the Lord Beaverbrook Hotel, Fredericton, New Brunswick, from August 14 to 17.

The opening session was held on the evening of Tuesday, August 14, in the ballroom of the hotel with the president, Mr. G. Forbes Elliot in the chair. After the usual words of welcome and greeting from various dignitaries, the president gave his report. In his presidential address, Mr. Elliot gave his evaluation of the role of the C.T.F. in education. He stressed three objectives which he thought the Federation should have—a protective objective, a co-operative objective, and a creative objective.

The general session got under way on Wednesday. The morning was taken up with the usual routine business of adopt-

ing minutes, appointing committees, the secretary's report, the treasurer's report and the provincial reports. The afternoon was given over to committee reports. These included Communications, Education Finance, Canadian College of Teachers and C.T.F. Advisory Research. All reports gave considerable evidence of progress in their various areas. The report of the Research Director was also given at this time.

During the noon hour recess all delegates and their friends were guests of the New Brunswick teachers at a barbecued chicken luncheon on the grounds of the Provincial Experimental Farm—a delightful experience.

The Government of New Brunswick was host at dinner in the hotel that evening. Following the dinner the four standing committees—Steering, Resolutions, Finance and Budget, and Nominations went into session.

Two Highlights

Thursday morning the president gave a report of the annual meeting of the World Confederation of Organizations of the Teaching Profession held in Manila at the beginning of August. Of satisfaction to Canadian teachers is the fact that Dr. L. P. Patterson of Montreal, past president of the C.T.F., was elected to the executive of the W.C.O.T.P.

Thursday morning also brought one of the highlights of the conference—an address by Sir Ronald Gould, General Secretary of the National Union of Teachers of England and Wales. Sir Ronald's subject was "Toward a Teaching Profession" and was well received. A tape recording of this address is available from the office. It is hoped a number of local associations will avail themselves of the opportunity to hear this outstanding speech.

Two study groups—one on salaries the other on tenure—were scheduled for Thursday afternoon. The discussion groups were followed by a panel discussion on "The Impact on Education of the Changing Status of the Family in Modern Society." British Columbia was represented on this panel by Miss Hilda Cryderman.

At dinner on Thursday evening the city of Fredericton was host at a most enjoyable gathering.

Reports from the C.E.A.-Kellogg Project and the Travel Committee, together with recommendations from the Finance Committee, the Nominating Committee, the Resolutions Committee and the Board of Directors, occupied Friday morning.

The C.T.F. executive elected for the year 1956-57 is as follows: President, Miss Caroline Robins, Saskatchewan; Vice-President, Mr. George Roberts, Ontario; Past President, Mr. Forbes Elliot, New Brunswick. The B.C. member on the new Board of Directors is your president, Ian D. Boyd.

Action Taken

In a report of this kind it is impossible to record all the business transacted and all the discussions held. The following are a few of the decisions which might be of interest to our membership:

It was agreed that the idea of a National Journal be given further study.

The concept of equalization based on a national foundation programme was established as C.T.F. policy. The B.C. delegation opposed, and voted against, this.

The report of the committee on a Canadian College of Teachers was endorsed and the date, August, 1957, was set as a target for the presentation of a constitution.

A resolution establishing general C.T.F. policy was passed. This resolution provides for tabling a policy motion for one year but legalizes that policy if in the second year it receives a two-thirds majority vote.

The Radio Research Committee, of which Miss Kay Collins of Burnaby was chairman and Mr. John Prior a member, was highly commended for its excellent report.

The B.C. delegation to the thirty-fifth C.T.F. conference consisted of, Miss Hilda Cryderman, Past President; Miss Mollie Cottingham, First Vice-President; Mr. Joe Phillipson, Junior Past President; Mr. Ian D. Boyd, President, and Mr. J. A. Spragge, Executive Assistant. These members contributed their fair share to the deliberations carried on in Fredericton and I am sure retain many pleasant memories of their sojourn in "the city of stately elms."

Progress Comes Slowly

Retired Teachers' housing project nears final stages

R. R. SMITH

IN mid-December, almost a cubic foot of documents, plans, and specifications were deposited with Central Mortgage and Housing Corporation in New Westminster to document the application of the Retired Teachers' Housing Association for a loan of $409,000.00 to complete four apartment blocks. These are to be erected on the Retired Teachers' property at the corner of Smith Avenue and Sunset in Burnaby. We feel that we have met the legal requirements of Central Mortgage, that the equity required has been established, and that the plans proposed meet with the building laws and town planning of Burnaby and with the standards required under the National Housing Act. We hope the loan will be approved by an order-in-council in time for construction to begin not later than May 1, 1957, with completion of the first apartment block by November. The B.C.T.F. Co-operative has agreed to build with their crew and to finance each building through the various draws. Our plan for constructing the apartments is similar to that adopted by the New Vista Society. There will not be any saving by this method as all builders face similar costs. By this method, however, the buildings will be well built under close supervision.

The project will be somewhat different to that envisaged in our early planning. Neither the Municipality of Burnaby nor Central Mortgage are at all happy over a concentration of senior citizens on one site. The Retired Teachers' Association and the B.C.T.F. Co-operative are meeting these objections by committing part of the development to "low cost housing." There is really no such thing as "low cost housing" but there will be available to teachers in service, one and two bedroom apartments at rentals probably 10% to 15% lower than similar accommodation in the same area. In line with this new approach, it will be possible for the B.C.T.F. Co-operative Association to participate in the financing, as the Co-operative has had under consideration for some years such a project for the use of teachers in the Lower Mainland.

The Retired Teachers' committee have hopes of a much wider and more comprehensive development than the apartments. These hopes are now much nearer realization. The idea of a lodge (residential hotel) has always been in the background. At one time it was the major project. A canvass of retired teachers, however, seemed to suggest that housing should be the first target and the lodge was moved into the background. As soon as construction begins on the Smith Avenue project, the lodge will be promoted to the planning stage.

There seems to be a great need for accommodation for convalescents in the province. Some thought is being given to entering this field. Several properties have even been considered for conversion to Rest Home purposes.

There have been many queries as to why the project hasn't been completed. For this delay no apology is offered. The committee members have worked on a very limited financial base, one so restrictive that they could well be excused if they had abandoned the project. Coupling the Retired Teachers' project with low cost housing has made it practical for the Co-operative to participate, thus temporarily easing the financial problem.

The log that follows will give an idea of the problems surmounted by the committee. It is, however, in no way offered as an alibi.

LOG

January, 1953—Purchase of property in Victory Heights, Burnaby.

April, 1953—Annual General Meeting permitted Retired Teachers' to purchase property at cost and to arrange for donations and investments from active and retired teachers. No funds of Federation to be committed.

April, 1954—Outline of methods of financing presented to C.M. & H.C. by R. McMaster, counsel for Retired Teachers. Suggested charter sent back for revision.

May, 1954—B.C. Government suggested we look into participating with Beulah Development Society in cottage development at 4th Avenue and Rupert Street.

June, 1954—Municipality of Burnaby refused development of the property for forty living units. Reason—no sewers.

Co-operative authorized to proceed with clearing, sub-dividing and sale of Victory Heights property.

August, 1954—Purchase of property at Smith Avenue and Sunset.

April, 1955—Apartments suggested for Smith Avenue site presented to Annual General Meeting Retired Teachers' Association and approved. Annual General Meeting sanctioned participation of Retired Teachers in Beulah Society development provided they could assume administrative control.

June, 1955—Offer from McColl-Frontenac for purchase of part of Smith Avenue property already facing a service station and commercial development, if rezoned. Offer accepted because of possibilities in developing Beulah property.

September, 1955—Burnaby Town Planning Act in force.

November, 1955—Burnaby Council refused rezoning for service station.

January, 1956—Negotiations with Beulah Society terminated. Directors of Beulah unwilling to surrender controlling voice.

April, 1956—Directors approved development of Smith Avenue property for combination of Senior Citizen and Low Income Housing units. Architects authorized to finalize plans accordingly.

May, 1956—Charter of Retired Teachers' Housing Company Ltd. registered under the Companies Act and Retired Teachers' Housing Association under the Societies Act.

December, 1956—Application filed with C.M. & H.C. for Limited Dividend Loan.

Textbook Manufacturers Move To New Offices

J. M. DENT & SONS (Canada) Limited announce with pleasure that their complete publishing operation is now located at 100 Scarsdale Road, Don Mills, Ontario. The Western office situated at 1300 Robson Street, Vancouver, B.C., will continue its operation as in the past.

J. M. Dent & Sons (Canada) Limited first located in Toronto in 1913, and in 1926 moved to their well-known quarters at Aldine House on Bloor Street West. For over 30 years they have been publishing basic and supplementary texts for schools in every province of the Dominion. They have specialized in building a distinctively Canadian line of textbooks for elementary and secondary schools, edited or written by Canadians. Their authors include many of Canada's best known and respected educationists and teachers.

The new quarters at Don Mills has floor space of 22,600 square feet of which 15,000 square feet is warehouse space. The remainder provides for executive, editorial, production, sales and general offices with all facilities for a complete Canadian publishing programme. All the firm's operations will now be centred under one roof, including the invoicing, distribution and warehousing. It is expected that this consolidation plus improved accounting equipment will improve the firm's service to their many customers across the Dominion. Any teachers, inspectors, or others who are visiting Toronto are cordially invited by the firm to visit them.

Product and Customers

Continued from page 231

If these requirements are accepted, what do they imply in practical terms for our school system? First of all, of course, they imply the fullest possible development of the capacities of that relatively small group whom we call the gifted. As in the past, our society must rely upon this group for pioneering advances in knowledge, for expert opinion in all fields, and for the leadership upon which the fate of our Western civilization must ultimately depend. If the school system, through a discouraging atmosphere or through failure to provide adequate opportunity and stimulation, limits the development of the full powers of this group, then it has done a grave injustice to the individuals concerned and, in all probability, irreparable harm to our society.

To Produce Disciplined Minds

Education has traditionally been concerned with things of the mind and it is apparent that the modern world is demanding more intellectual skills from every individual. The school system is the institution devised by society to meet this need, a need which it can meet more efficiently and more adequately in the preworking years of the individual's life than can the home, the church or the mass communication media such as the press, radio, and television.

If the essential job of producing disciplined minds adequately equipped with organized knowledge to be able to assess and to think creatively is to be accomplished, there is neither time nor energy available for so-called "courses" which contribute little if anything to the process. Any positive contribution of such a course must surely be more than over-balanced by its negative influence in confusing untrained minds as to the real purposes and values of the training which the school system can provide them. With only a limited number of years with which to do its job, the school system cannot undertake responsibility for general information which can or should be acquired by other means.

If the requirements of the modern world as already sketched are valid, then it would appear that two of the most important contributions which the school system can make to its students are the development of a disciplined mind and of the ability to communicate effectively with other minds. The problem of varying intellectual endowment is a very real one in this age of mass education. I believe that the large majority of people can and will make effective responses to intellectual challenges, provided the challenges offered and the importance of accepting them to the limit of the individual's ability are understood. Certainly the world as well as the individual can afford no less than the best of which each individual is capable.

It may seem presumptuous for a person in my position to suggest how disciplined minds are formed and how the ability to communicate effectively can be developed. But responsibility for the shape of our school system rests upon us all and we all therefore must give consideration to this subject.

Create Respect for Knowledge

The first requisite for building disciplined minds must surely be creation of widespread respect for knowledge and intellectual excellence. Such respect once existed and, when it did, teaching was an honoured profession. Today respect for intellectual excellence has declined in many quarters and perhaps it may have declined within our schools themselves. Certainly any anti-intellectual atmosphere which exists among the school population today is a reflection of popular views.

Along with respect for intellectual attainments must surely go a realization that such attainments are not easily won. Continuous hard work is required to develop mental skills and to acquire the organized body of knowledge without which there can be no effective functioning of the mind. The rewards for the effort involved, in terms of satisfaction in knowledge and satisfaction in competence, are real and lasting. These are lessons as well as challenges which the school system can offer. Unless it does, the individual is left more handicapped than he need be for living

his own life and for contributing effectively to society's economic and other needs.

The individual who leaves the school system for the working world is ill prepared for it if he does not realize in advance that he will have to work, that there can be creative satisfaction in working and that, whether we like it or not, he will find himself in competition with others for the most satisfying work as well as for monetary and other rewards. If he is not prepared for objective comparison of his performance with that of others and for contributing the best of which he is capable, he is certain to encounter unnecessary frustration, unexpected disappointment, and a failure of his working life to yield the rewards and satisfaction which it can and should provide.

Disappointment is Normal

On the other hand, if school years are to prepare the individual properly for living his life, they must expose him to some disappointments, some frustrations, and some difficult tests of his capacities. Each of these is a normal part of daily living, and each of them, properly viewed, can be more of a challenge than an obstacle to accomplishment. The school system, together with the home, would therefore be doing the gravest injustice if it did not prepare its pupils for these facts of life through experience in their formative years. The essential requirement is not that such experiences be avoided, but that children and adolescents be offered a constructive and positive philosophy with which to meet them. In a rapidly changing world the school system cannot be expected to provide its customers—the students—with blueprints or maps of the world in which they will live their lives. It can, however, provide them with some organized conception of the experiences of the human race to date and with habits of mental activity which will equip them to meet the demands of the future, in terms of effective citizenship, effective performance, and effective living.

As has been suggested, the art of effective communication is high on the priority list of such capacities. This art obviously includes language skills, the ability to express ideas, orally and in writing, concisely, logically and, if necessary, compellingly. Like all other skills, these are not acquired without effort. The teachers of past years who stressed the advantages of the study of ancient and modern languages were not concerned with the cultural advantages alone. They must have been aware that in this field, as in many others, the long way around can be the best way of achievement. For there can be no doubt that the study of a foreign language is one of the important routes to a thorough mastery and understanding of one's own language.

The art of communication involves more than language skills alone. We can neither understand our fellows nor convey our understandings to them unless we have a sufficient background of organized knowledge of the world and its peoples, both past and present, to provide us with necessary insights. The person who has concentrated on purely practical subjects will find that he has unwisely limited his field of communication and the number of those with whom he can communicate. Increasingly our society and our business organizations require not just technicians and "practical" men, but men who can see broader relationships, men who can acquit themselves adequately in the world of ideas. Great as our technical problems are today, they fall far short, both in complexity and in importance, of our management, our political, our social, and our philosophical problems.

Develop All to Capacity

We are committed on the North American continent to mass education, which I would like to define as the development in every individual, through the elementary and secondary school system, of the necessary understanding, mental skills and motivation which will enable him to develop his own mental capacities to their fullest point. This implies giving to him, to the extent that he is able to absorb it, an organized body of knowledge about the experiences, the problems and the progress of the human race. A programme of mass education is inevitably costly. This fact is evident in the rise in British Colum-

bia's expenditures per student from an annual figure in 1942-43 of $100.00 to a 1955-56 figure of $350.00. With a greatly enlarged enrolment in the latter year, this meant a gross expenditure almost eight times as large in 1955-56 as it had been thirteen years earlier. In the provision of any service the values to be achieved must be weighed against the costs. The final price of the product must not only be worth it to the person who pays, but it must be within his purse.

The people of this province, and the people of this continent, are prepared to pay a heavy price for education. On the other hand, as supporters of a school system designed for an important but limited purpose, we must weigh carefully the allocation of our school expenditures. The most important services those expenditures can buy are undoubtedly the abilities and the dedication of well qualified teachers. It is at least open to question whether the highest priority on the scale of dollar expenditures should be given to gymnasiums which are only partially used, to elaborately equipped kitchens, and to a variety of other expensive facilities which can only cater to purposes which are at best secondary to the primary function of an effective school system. The costs of what we call education are rising steadily. If the day comes when we cannot afford all of those costs, we should look carefully at the ones which may not be worth paying for.

Teachers of Quality

The only really essential element for a school is a teacher. I would not like to suggest that it is undesirable to have properly equipped school buildings and grounds, but I would like to stress that our primary emphasis should be on the quality and the numbers of our teachers. One has only to consult the teaching profession itself to hear that on neither score can we be completely satisfied today. One of the problems here is the problem of relative incomes. In today's society teachers must be paid adequately in comparison with other members of the economy if we are to obtain a reasonable selection of those best qualified by training, capacity and inclination for the work.

On the other hand, I cannot help feeling (and here I tread on dangerous ground) that there are other problems besides the financial one. Among others, there are the questions of teaching atmosphere and of teacher prestige. If teaching is basically concerned with the intellect, as I believe it is, then the good teacher cannot thrive and perform effectively in an atmosphere which smothers intellectual aspiration, intellectual effort, and intellectual inspiration. The evidence of certain members of the teaching profession is that to varying degrees this has been the result of some of our approaches to date to the problem of mass education. There are many exceptions, of course, to this result. Along with many teachers I share the view that in this field what is now the exception should become the rule.

Authority is Necessary

Allied with this question of teaching atmosphere, but closely allied also with the problem of teacher prestige, is the question of teacher authority. It is probably safe to say that, in general, teacher authority in the classroom has been reduced significantly over the past few decades. On this score too, parents and society in general must accept a major share of the responsibility. Surely inadequate teacher authority represents an inseparable obstacle to proper performance of the teacher's and the school's responsibility, a serious injustice to the students, and a real undermining of teacher prestige. Unreasonable "democracy" and lack of proper discipline are the worst possible preparations for what students will encounter in the normal workings of the outside world after their school careers.

The teaching profession itself has, I understand, been much concerned about its prestige, and particularly about its professional status. For this and other reasons there has been increasing emphasis on professional training for teachers, and the province of British Columbia is now fortunate to see the beginnings here of what is certain to be a Faculty of Education of the very highest standing.

I would like to raise a question about the relative importance of specialist training in the fields in which a teacher actually teaches and what is called professional training. Without in any way questioning the value of pedagogical training in itself, I would like to suggest that the first requisite for a teacher is a thorough knowledge of the field in which he teaches. The art of teaching—and it is, like other professions, an art which must chiefly be learned by doing—must surely revolve largely around three essentials: a deeply felt sense of the worth of the individuals who are to be taught; an informed and genuine understanding of the subject, which permits it to be presented analytically as well as descriptively; and a love of teaching itself. It seems to me that without each of these three no amount of gilding will produce the kind of teacher who will do the job which will best equip the students of today and tomorrow for the world and for the lives they must face.

There is a form of intellectual training for living which can be most effectively begun and shaped in the years of childhood and early youth. Experience has demonstrated it can be most effectively offered by our school system. This training is required and is available for many more today than has ever been the case up until the very recent past. If the school system succeeds in imparting the background knowledge, the mental training and the intellectual habits which will permit the individual to meet the challenges which will subsequently face him on the job, in the community, and within himself, it will have discharged its responsibility well. It will have provided him with the flexibility to meet ever-changing requirements and problems. It will have given him the ability to adjust to new situations—in the positive sense of the word "adjust." It will, on the other hand, have done him and society a disservice if it has taught him merely to adjust in the negative sense of blending himself into the group. The leaders for whom the world has cause to be grateful have not been adjusters in this sense.

If the school system accomplishes its task it will have enabled the individual to begin wisely and in an efficient way a process which will continue throughout his life. It will have instilled in him the conviction that education is an end in itself, and not merely a means to an end. It will have helped him not only to earn a living, but to learn to live.

Formal or Fun?

Continued from page 234

Equipment: (1) 1 bucket, 3 tennis balls; (2) 3 sturdy chairs, 1 heavy book; (3) 1 skittle, 3 rubber rings; (4) 1 measuring tape, chalk; (5) 3 short canes; (6) 2 large flowerpots or strong cans; (7) chalk circles (staggered); (8) Use of edge of door (child sits, back to edge, reaches up and back on both sides, to touch graduated marks behind head. Tests dorsal mobility).

ORGANIZATION

1. Class assembled for explanation.
2. Instructions and score cards to leaders.
3. Teams dispersed to different events to await starting signal.
4. Whistle signals change-over to new event.

SUMMING UP

Leaders total scores, report to teacher for placing of teams. 5 minutes allowed for tidying up.

Note: Taking into account dust, noise, street clothes and need to avoid sweating, the original framework for a P.E. lesson has been modified in both these examples. If gym strip can be worn and washing facilities provided, genuine strengthening and circulo-respiratory exercises can be reinserted into the lesson, and more of a correct balance maintained.

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Happy Valentine Day to you and don't break your heart with overstrain; send for our catalogue and select some pacifiers.

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Please Tell Us Your New Address

DURING a school year a great many teachers move from one home to another. Quite frequently they do not notify either the Post Office or the B.C.T.F. office of this move and mail, particularly the magazine, is returned.

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on Your behalf

MEETINGS during the first month of the New Year were increasing. Committees which held sessions included the following: Acceleration, Convention, Curriculum, Finance, Pensions, Philosophy of Education, Public Relations, Salary, and Workshop.

January 3, 4, 5

The Executive Committee met for three days of business discussions at Leon's Forest Room.

January 9

Mr. Boyd, the President, was on Vancouver Island to address the Ladysmith Teachers' Association.

January 14

Mr. Boyd visited the Chilliwack Teachers' Association to speak to them. On the same day Mr. Evans, Assistant General Secretary, was in Victoria for discussions on pensions with the Commissioner and Deputy Commissioner.

January 15

Mr. Boyd, Miss Cottingham, Mr. Parrott, and Mr. Ovans, the General Secretary, were in Victoria for a meeting with the Minister of Education.

January 16

A meeting of the Joint Board of the College of Education was attended by Mr. Parrott, Second Vice-President, and Mr. Ovans.

January 16-19

Mr. Boyd was in Ottawa for a meeting of the Board of Directors of the Canadian Teachers' Federation.

January 17

Mr. Spragge, Executive Assistant, travelled to Campbell River to speak to the Teachers' Association there.

January 21

Mr. Ovans was in Haney re procedures for special group negotiations over salaries. Mr. Evans spoke to the Burnaby Administrators' Association on pensions.

January 23

Mr. Boyd was in Smithers to speak to the Teachers' Association there. Mr. Ovans was in Surrey for discussions re salaries with the Elementary School Principals. Mr. Evans spoke to the West Vancouver Teachers' Association on pensions. Mr. Spragge was in North Vancouver for salary discussions.

January 24

Hazelton Teachers' Association meeting was addressed by Mr. Boyd.

January 26

Mr. Boyd and Mr. Evans attended a P.R. workshop in Terrace. P.R.O.'s attended from the associations in Northern British Columbia District.

January 28

Mr. Boyd travelled to Kitimat to attend and address a meeting of the Teachers' Association.

January 29

Mr. Boyd was again in Terrace and addressed the Teachers' Association. The Provincial Education Committee meeting was attended by Miss Burke, Miss Elliott and Mr. Evans.

January 30

The Greater Victoria Teachers' Association invited Mr. Evans to speak to them concerning pensions.

REWARD

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Across the desk

Pensions and Salaries

Vancouver, B.C.
December 17, 1956.

The Editor,
Sir:

I must express my thanks to Mr. H. Dew for his forthright comments on Pensions. His criticism of our scheme is very timely.

Pensions must bear some relationship to salaries, otherwise we concede that salary schedules are basically wrong.

Teachers now in service are living in a fool's paradise unless there is a drastic change in the pensions scheme. Salaries, at best, will only keep abreast of living costs and standards; they are no substitute for an adequate pensions plan.

Yours faithfully
W. M. ARMSTRONG.

Seize the Opportunity

Dartmouth, N.S.
January 20, 1957.

The Editor,
Dear Sir:

I noticed in the November issue of *The B. C. Teacher,* that you were telling teachers how to apply for exchange.

I would like very much to tell you and all B.C. teachers how much I am enjoying my exchange this year. I really think that it is an opportunity for all teachers to gain further knowledge of the different educational systems as well as to gain so much through travel and meeting other teachers.

Since my arrival here in September, 1956, I have seen all of Nova Scotia as far as Yarmouth, and have also been over the picturesque Cabot Trail. The Dartmouth and the Halifax teachers have more than made me welcome and I know I am going to miss all the friends I have made.

I really think that anyone who is thinking of going on exchange should do so. It is something that no teacher should miss. I am certainly thankful that I took advantage of the opportunity that I had.

Sincerely,
DOROTHY PEIRSON.

Salary Indemnity Appreciated

Trail, B.C.
December 28, 1956.

Chairman,
Finance Committee.

Dear Sir:

I received from you a short time ago my final Salary Indemnity cheque for $222.00.

I want to thank you for this and all the previous cheques which I have received from you since my unfortunate accident nearly a year ago. I do not know how I would have managed without the assistance of the Salary Indemnity Fund.

Again thanking you,

Very sincerely,
(MRS.) BERYL GILBERT.

Reply to Mr. Holmes

The Editor,
Dear Sir:

Not all of us agree with Mr. Holmes' criticism of our spelling texts. I, for one, think the Grade II Speller is wonderful—a much better system than anything I have been able to devise. Just try making suitable exercises, with variety, for six or more grades for thirty-six weeks!

If the weekly word allotment is too much, why do teachers include the "More

Words to Study?" Would the bright children have to study the words if they had only four words a day? I don't think they would study them at all if it were made too easy for them.

In the Speller, we have the word in context for the Monday lesson. At first probably only one of my slow learners can read that page. Before the end of the year most of them can. They do not study the spelling using the steps in the Speller very well. I find it necessary to do it with them.

Then on Tuesday we have correlation of language, reading and spelling. There are a number of skills to be learned here. This practice helps the child learn to follow instructions or to put into use rules for setting down answers to questions. "But Mrs. M., I have already written 'help'." "I don't care how often you have written it. If the answer to the fourth question is 'help,' you must put it down again. The last time you wrote 'help' was in the third question. This is the fourth question."

If, as Mr. Holmes points out, *earth* and *sky* are not opposite in meaning and if *fought* and *lot* are not rhymes, what an excellent opportunity the teacher has to draw that fact to the attention of her pupil; to teach him to think; to teach him not always to accept what he hears or reads.

I think the idea of the second page of the unit in the Speller is to give the child practice in using the words in as many ways as possible.

The grouping of words, I think, should be given in a special language or phonics lesson and should only be referred to in the study of spelling.

"'Gnash,' class, is one of the words we studied that has a silent 'g'."

That "bright," "night," "light" are written with "ight" and that there are a few words such as "quite," or "write" that have "ite" should be taught in a phonics lesson.

The only thing wrong with the Grade II Speller that I can see it this: There are too many words for a slow learner to learn in one year.

Yours truly,

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new Books

ESTHER G. HARROP, Book Review Editor

ARITHMETIC

Arithmetic for Canadians, Grade III, by Marian D. James. Dent, 1955. $1.65

Follows the Grade III text closely, and has good review sections at the completion of each unit. Grade II Combinations are reviewed in "Stories." However, more problem work is needed. There is no grouping of problems by types.—H.S.

Arithmetic for Canadians, Grade IV, by V. McNabb. Published by Dent-Macmillan, 1955. $1.65

This book follows the course of studies. There is a review of previous work found in the first few chapters. Also there are many good practice exercises, clear explanations and illustrations. The problems use every-day life situations, and the whole is written in a language that is within the comprehension of Grade IV pupils. An excellent book.
—R.M.

ARTS AND CRAFTS

Arts and Crafts Today—Practical Projects, Ideas and Methods, by L. J. Groome. School Aids and Textbook Publishing Co. $2.50

Canadian printed in 1955, this paperbound book is a series of articles reprinted from "The Modern Instructor." The three sections—Creative Art, Creative Crafts, Films and Slides—contain many first-class topics of interest from Grades I-VIII. Group activities are effectively motivated by meaningful correlation.

The aim of this book seems to be to foster self-expression and all-round growth of children, at the same time stressing the fact that good art teachers are more concerned with the child than with art.
—J.H.C.

BIOGRAPHIES

Amerigo Vespucci, by Nina Brown Baker. McClelland & Stewart, Toronto, 1956. Illustrated. $2.75

Mrs. Baker believes that the lives of the people in any country are the best source of information about that country. Amerigo Vespucci as a child loved to study the stars, was clever at bookkeeping, and in his later life he was fascinated with travel —exploration is what he called it. In this book the author has shown us how Amerigo was "not the first to see the new continent—but was the first to know that it was not Asia, but a New World." A well-written, documented and indexed book for Grade V-VII readers.—E.G.H.

Nellie Bly — First Woman Reporter, by Iris Noble. Copp, Clarke, Toronto, 1956. $3.35

This is a good companion book for Elizabeth Blackwell's *The First Woman Doctor.* In the same vein, it shows the difficulties that women would face when entering the world of employment usually reserved for men. Elizabeth Cochrane entered the journalist world by signing her name E. Cochrane to a letter and so not betraying her sex. Beginning her career with the *Pittsburgh Despatch* and continuing it with the *New York World,* Miss Cochrane wrote under the nom-de-plume "Nellie Bly" and did her best to expose the evils in society and politics. The authoress, herself a journalist, understands the field that she is portraying and so we have an appealing life-story for teen-agers.—E.G.H.

FICTION

Moonfleet, by J. Meade Falkner. Edward Arnold, London, first published 1898. Illustrated reprint 1955. (Can. Agt., Macmillan, Toronto.) $2.00

A good story with plenty of excitement about the days of sailing ships and contraband goods. Events occur in Dorset County and in the villages and caves on the southern coast of England. Unfortunately the action in the first chapter is slow-moving and juvenile readers are inclined to lose interest. If they will persist with this chapter, they will by the time they reach the end of Chapter 2, become keenly absorbed in the tale.—E.G.H.

The Song of Lambert, by Mazo de la Roche. Macmillan, Toronto, 1955. $2.00

A fanciful and charming tale for the young reader. The story resembles a fable, and the illustrations and format will catch the attention of those who cannot read for themselves. Language suitable, except for a very few words, to those in the early stages of reading makes this book good for Grade III or IV pupils.—E.G.H.

The Aqualung Twins Find Chinese Treasure, by Frederick Falkner. J. M. Dent & Sons (Canada), Vancouver, 1956. $2.25

A family-adventure tale of events on the Pacific Coast. Excitement runs high at points, but the 12-year-old twins seem a bit precocious in thought and conduct, and their parents' deference to their opinion is somewhat wearisome. Grade VII-VIII readers may recognize the locality, and will enjoy the exciting adventures.—E.G.H.

The Trail of the Red Canoe; The Trail of the Broken Snowshoe, by Margaret Govan. J. M. Dent & Sons (Canada), Vancouver. The first title above is a 1954 book, $2.00 and the second is a 1956 book, $2.25. Both are illustrated.

Here are two stories with a Canadian setting and written by a Canadian author. The scene is laid in Algonquin Park, one of Canada's national

parks. Both are centred around family life, outdoor life and mystery. The first title deals with a summer camp group, and the second with winter days when the ground is heavily snow-covered; the same characters appear in each book. Both are enjoyable reading for Grades VII-IX.—E.G.H.

Kate Brennan, Model, by Maggie Daly. Dodd, Mead & Co., Toronto, 1956. $3.00

A book aimed specifically at the occupation of modelling, but one in which not merely the glamorous side is stressed. The scene is laid in Chicago and the names of streets, shops, and the American pace of life are accurately portrayed. The author, who knows her subject thoroughly, describes the difficulties and even the unpleasantness in this line of work, and although there is enough romance to satisfy teen-agers, there is no feeling that this is "dragged in by the heels." —E.G.H.

A Horse Named Joe, by Robert E. Gard. Little, Brown & Co. (Canada), Toronto, 1956. $3.00 Illustrated by C. W. Anderson.

Most of our "horse" stories stage their action in the United States, and this book is unique because its action occurs in Canada. The locale is Alberta in the ranch area bounded by Cochrane, Dogpound, Calgary, Crossfield, Leduc and Edmonton. A boy who has spent two years in the Calgary jail for a robbery he did not commit, an unbranded horse which he saves from death as he is returning to his uncle's ranch after serving his sentence, and a marvellous 500-mile horse race event are the chief points in the plot. In spite of a very few loose-jointed bits of composition, the tale is good, and readers who know Robert Gard's tory *Midnight* will enjoy this one.—E.G.H.

FRENCH

Ceci et Cela, by Hélène Gobel. Henry Holt and Co., 1940. No price given.

This French reader is made up of ten short stories and three one-act plays. Its vocabulary is simple yet practical and useful, as it is based to a large extent on words of every-day usage. The ten short stories are varied in their content offering a sympathetic picture of French people. They have been chosen for the greater part from the contemporary French writers' works, and they give a delightful picture of France. The three plays are interesting and amusing in content. The memorizing of them for presentation would not be a loss of time as the idioms and expressions are those used in conversation. Worthwhile exercises are to be found at the end of each story and play. Suitable for senior French classes.—D.O-J.

HEALTH AND PERSONAL DEVELOPMENT

Youth and Tomorrow, by S. C. T. Clarke and J. G. Woodsworth. McClelland & Stewart, Toronto, 1956. $2.85 Illustrated.

The co-authors of this book, staff-members of the Faculty of Education, in the University of Alberta, have produced a work which might be described in a few words quoted from the Introduction—"an excellent guide for adolescent youth to help them look at themselves in a healthy and objective way." The text has been divided into six parts, each of which is introduced by a brief overview of the subject matter to be discussed. Each chapter of very interesting and easily comprehended material has appended questions, exercises and projects which seem to furnish a very practical set-up. There are illustrations throughout, and the authors' style is such as will increase youthful attention to the subject matter. H.P.D. teachers will find this book excellent for supplementary work—E.G.H.

Stamp Collector's Guide, by Harry Zarchy. McClelland & Stewart, Toronto, 1956. $4.00

Mr. Zarchy has devoted much time to work on books on hobbycraft, and this volume is an excellent addition to the list. This book gives valuable background information for a beginner in philately —materials, equipment and terminology. The last section of the book contains lists of postmark information which will help collectors to locate geographically stamps that they have secured. Values of stamps are also included. Recommended also for school library purchase.—E.G.H.

Coming of Age: Problems of Teen-Agers, by Paul H. Landis. Pamphlet No. 234, Public Affairs Pamphlets, 22 E. 38th St., New York 16, N.Y. 25c

Our neighbour from Pullman College in Washington State here deals sanely and thoroughly with the more important problems of adolescents and their parents, with frequent reference to pertinent research studies. It is a good booklet to put into parents' hands and watch 'em grow!—G.H.C.

Athletics, by Members of the Achilles Club. Dent, 1955. 370 pp., $3.00

All the track and field events are described, each one by a member of the combined Oxford and Cambridge clubs, including articles by Bannister and Chataway. Illustrations have been chosen to emphasize some particular point made in the coaching sections. Naturally with such a galaxy of stars, opinions concerning the technique of training are varied, and sometimes they are contradictory. However, every athlete from junior high to international competitor can read this book with value.—G.F.S.

HOME ECONOMICS

Homemaking for Young Canadians, by Ruth Binnie, Anna Campbell, and Mary Davidson. Dent, 1955. No price mentioned.

A book by Canadian authors is a welcome addition to any Canadian home economist's library. However, because of the elementary projects discussed in parts, and the detail included in other parts, the usefulness of this book as a text is doubtful. The work covered is generally included in Grade VII and VIII courses, but the detail given far exceeds the comprehension and interest of this age group.

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The book includes sections on Foods, Home Management and Sewing. It is well illustrated and the material fairly well organized.—W.M.S.

MUSIC

Let's Explore Music, by G. Roy Fenwick and Richard Johnston. Gordon V. Thompson, Ltd., Toronto, 1955. Nine booklets, 25c each.

This set has already been adequately discussed in the February, 1956, issue of *The B.C. Teacher.* The two booklets at hand, however, seem worthy of special mention. These are No. 7, "Edvard Grieg" and No. 9 "Benjamin Britten."

In each case, a short biography is given, and the composer's music is discussed, with the introduction of the themes concerned. Either or both of these booklets could be used as the basis for excellent listening units.—J.S.

Introducing Mozart & *Introducing Handel.* Two books by Kitty Barne. Dent. $1.25 each.

These two small books of less than one hundred pages each do exactly what Miss Barne intended. They introduce the two famous composers.

She deals briefly and entertainingly with their early lives, but follows with some detail the development of their musical genius and their creative output, which she relates to the ups and downs of their personal lives. Many of the stories are familiar, but they are well told and should whet the appetite for more. They are not for the very young, but should be enjoyed by junior and senior high school students.—J.D.

SOCIAL STUDIES

20 July, by Constantine FitzGibbon. George McLeod, Toronto, 1956. $3.75

To most of us the title *20 July* has but little meaning and even when the date 1944 is added, there is still little response from our memories. What did happen on July 20, 1944? Constantine FitzGibbon has made a close study of those German patriots who headed the anti-Hitler movement which culminated in the bomb explosion at Hitler's headquarters in East Prussia. By a fluke of fate Hitler was not killed, and he lived to wreak terrible vengeance on the would-be assassins.

The leader of the movement was Colonel Count Claus Schenk von Stauffenberg, in whose honour there has been erected a stately memorial in Hamburg. Many others were involved including Count Helmuth von Moltke, the leader of the so-called Kreisau Circle, Colonel-General Ludwig Beck, who was to be Head of State after Hitler's death, Field Marshal Erwin von Witzleben, and Carl Friedrich Goerdeler, who would have been Chancellor. Field Marshal Erwin Rommel joined the conspiracy but would not agree that Hitler should be assassinated.

FitzGibbon is an American who served in the British Army until after Pearl Harbor and then transferred to the United States Army. He was on General Omar Bradley's staff as an intelligence officer. Later he was given the special task of studying the history and organization of the German General Staff. He interviewed captured high-ranking German officers in an effort to get the facts of the revolt of July 20, 1944. His investigations on the spot were supplemented by years of patient research in Germany, and the present volume is the result.

The author seems more interested in delineating character and probing motives than in giving a chronological account of the tragic revolt. There is such a summary tucked away towards the end of his book but it is added more to explain the actions of the leaders and why the conspiracy almost succeeded—the plotters did hold Berlin for several hours—than to produce a correct narrative of the anti-Hitler movement in the German Army. Probably the whole story can never be written, and FitzGibbon has salvaged as much as will be known for some time.

The book is interesting, and at times enthralling. It holds the reader's attention even when he finds it hard to follow the exact course of events. One point, however, comes out clearly. The leaders of the movement were Christians, both Roman Catholic and Lutheran, and they fought to salvage decency, morality and religion from the awful chaos of totalitarian Nazi Germany. They failed but it was a glorious failure.—W.N.S.

U.N.K.R.A. in Action. Issued by the United Nations Korean Reconstruction Agency in Korea. Can. Agt. Ryerson Press, 30c

Treats rehabilitation of agriculture, irrigation projects, restoration of forests. Well illustrated. Useful in Social Studies—G.H.C.

High Days and Holidays in Canada, by Annie H. Foster and Anne Grierson. 2nd Ed. revised to include Newfoundland's story. Ryerson, Toronto, 1956. $2.50

Subtitled "A Collection of Holiday Facts for Canadian Schools," the book first selects from January to December more than 60 great Canadian days, then adds 10 pages about Newfoundland's history, geography and peculiarities. This addition is valuable because of its more interesting treatment of the subject. Comments on the origin, history and customs relating to each day both here and elsewhere have been made. There are three pages about the Calendar, the Seasons, and the Days of the Week. Useful for arranging special assemblies, Social Studies, or public speaking. All school libraries should have a copy.—G.H.C.

Editor's Note: We continue here the list of books and other materials on British Columbia which may be helpful in planning Centennial activities.

Holliday, Charles W. *The Valley of Youth.* Caldwell, Idaho, Caxton Printers, 1948. $5.00. Impressionistic picture of life in the Okanagan Valley 50 years ago.

Hutchison, Bruce. *The Fraser.* Toronto, Clarke Irwin, 1950. $2.49. One of the Rivers of America series describing in a vigorous, colourful style, the romance and drama of a great river.

Ramsey, Bruce, Ed. *Historic Yale, British Columbia.* Vancouver, B.C. Historical Society, 1954. 50 cents. 32-page illustrated brochure of the history of Yale from fur trading period, gold rush

days, to railroad construction. Order from Vancouver Section, B.C. Historical Association.

Runnals, F. E. *A History of Prince George.* Vancouver, Wrigley Printing Co., 1946. $2.50. Authentic, readable account of Prince George's history—overlander, telegraph trail, missionaries, settlers. Available from author, 483 Steveston Highway, R.R. No. 1, Steveston, B.C.

BIOGRAPHY

•Carr, Emily. *Growing Pains: Autobiography of Emily Carr.* Toronto, Oxford Univ. Press, 1946. $4.00.

Pearson, Carol. *Emily Carr as I Knew Her.* Toronto, Clarke, Irwin, 1954. $2.50. An intimate biographical sketch.

MacGill, Elsie Gregory. *My Mother, the Judge;* a biography of Judge Helen Gregory MacGill. Toronto, Ryerson Press, 1955. $4.50.

MacInnis, Grace. *J. S. Woodsworth; a Man to Remember.* Toronto, Macmillan, 1953. $4.50.

Ravenhill, Alice. *Alice Ravenhill: the Memoirs of an Educational Pioneer.* Toronto, Dent, 1951. $4.00 The author was an authority on the Indian culture of B.C.

LITERATURE

Birney, Earle. *Down the Long Table.* Toronto, McClelland & Stewart, 1955. $4.50. Novel dealing with an English professor involved in a McCarthy-type investigation.

Carr, Emily. *The Heart of a Peacock.* Toronto, Oxford Univ. Press, 1953. $4.00. A collection of short essays.

•Carr, Emily. *The House of All Sorts.* Toronto, Oxford Univ. Press, 1944. $3.00. The author writes about various roomers who lived in her house.

• Evans, Hubert. *Mist on the River.* Toronto, Copp Clark, 1954. $3.00. A realistic and sympathetic study of the Indian of to-day, torn between the pull of his ancient village culture and the modern world of the white man.

• Haig-Brown, Roderick. *Measure of the Year.* Toronto, Collins, 1950. $3.00. Reflective essays which chronicle the changing seasons on Vancouver Island.

Norris, Leonard Matheson. *The Best of Norris,* as selected by himself. Toronto, McClelland & Stewart, 1955. $3.50. Cartoons which have appeared in the *Vancouver Sun.*

Taylor, Gaie. *Anastasia's Daughter.* N.Y., Bouregy, 1955. $3.00. A portrait of Doukhobor life which helps the reader to understand these people and their problems.

Wilson, Ethel. *Hetty Dorval.* N.Y., Macmillan, 1947. $2.50. Portrayal of a beautiful, amoral woman, whose callousness and insensitivity to human relations brings disaster to many dazzled by her superficial charms.

Wilson, Ethel. *Lilly's Story.* N.Y., Harper, 1953. $2.75. Story of Lilly Waller, child of Vancouver's slums who resolves at all costs to win the badge of respectability.

Wilson, Ethel. *Swamp Angel.* N.Y., Harper, 1954. $3.00. Set in a fishing camp in the Upper Thompson valley, this is the story of the impact of a courageous woman on the lives around her.

JUVENILE BOOKS

•• Clark, Catharine Anthony. *The Golden Pine Cone.* Toronto, Macmillan, 1950. $2.75. Two children and their dog have fantastic adventures with Indians in the Kootenays.

•• Clark, Catharine Anthony. *One-winged Dragon.* Toronto, Macmillan, 1955. $2.75. Micael and Jenni make friends with a dragon who takes them in search of Kwong Hu's daughter. The story begins and ends on Vancouver Island.

•• Clark, Catharine Anthony. *The Sun Horse.* Toronto, Macmillan, 1951. $3.00. The adventures of Mark and Giselle in Forgetful Valley where they are searching for Giselle's father. C.A.C.L. Medal 1952.

• Crisp, William George. *White Gold in the Cassiar.* Toronto, Dent, 1955. $3.00. A tale of an adventurous summer spent by two city boys in the Cassiar, a mountainous section of British Columbia. Winner of the Boys' Life Dodd Mead prize competition for 1955.

• Haig-Brown, Roderick. *Salt-water Summer.* N.Y., Morrow, 1948. $2.50. Two boys spend a summer deep-sea fishing off the coast of B.C. Sequel to *Starbuck Valley Winter.*

• Haig-Brown, Roderick. *Starbuck Valley Winter.* N.Y., Morrow, 1943. $2.50. A 16-year-old boy traps marten on Vancouver Island.

• Longstreth, T. M. *Showdown.* N.Y., Macmillan, 1950. $2.75. The scene of this story of sport and outdoor adventure is Prince Rupert and the country near Fort Smith.

• Pinkerton, Kathrene. *Peddler's Crew.* N.Y., Harcourt, 1954. $3.00. A 17-year-old girl, her father and brother set out to cruise the waterways of British Columbia in a peddler's boat about 1925.

• Reynolds, Helen. *Fortune Trail.* Toronto, Ryerson Press, 1954. $3.25. This gold-boom story is centred around young Mark Hilyard who went from North Dakota to the Rossland area to look for his brother.

• Reynolds, Helen. *The Fur Brigade.* Toronto, Ryerson Press, 1953. $3.25. A tale of a boy apprentice of the Hudson's Bay Company in the days of their great exploits on the Columbia River.

• Reynolds, Helen. *Karen Presents.* N.Y., Funk & Wagnall, 1955. $2.75. Karen Neilson spends a summer holiday at her father's cannery on the Pacific coast and finds fun, excitement and an interesting hobby to fill the weeks.

PERIODICALS

The Beaver, a magazine of the North. Winnipeg, Hudson's Bay Company. $2.00. A quarterly specifically aimed at the Canadian North, but also covers the history of many southerly regions. Handsomely illustrated.

B. C. Historical Quarterly. Victoria, B.C., Provincial Archives. $2.00. Published by the Archives of B.C. in co-operation with the B.C. Historical Association.

Northwest Digest. Quesnel, B.C., Cariboo Digest Ltd. $2.50. Bi-monthly publication covering the Cariboo and northern B.C. Many historical articles.

Western Homes and Living. Vancouver, B.C., Mitchell Press. $2.00. A B.C. magazine devoted to homes, cooking and gardening.

A New All-Canadian Home Economics Text . . .

HOMEMAKING FOR YOUNG CANADIANS

by
RUTH BINNIE
General Editor

and
ANNA DUNN CAMPBELL
MARY ELIZABETH DAVIDSON

This Canadian supplementary text covers a two-year course in Home Economics for Grades VII to IX. The book is divided into two parts, each part containing three sections: Food, Home Management, Sewing. Used in conjunction with lessons in these subjects it will help to diminish note taking.

Profusely illustrated with photographs and diagrams, this book is also a valuable addition to any teenager's personal library.

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it's News to us—

H. Barrie Harford

MEMBERS of the teaching profession in British Columbia and colleagues in the Department of Education were shocked in early December to hear of the passing of Barrie Harford, Inspector of Schools.

Mr. Harford was born in Burnaby and received his elementary and secondary education there. After graduation from teacher-training at the University of B.C. he received his first teaching appointment in Grand Forks, B.C. In 1935 he transferred to Chilliwack, where he was Principal of the Senior High School at the time of his appointment as Inspector of Schools, in 1955. In this capacity he was stationed at Castlegar, B.C.

But vital statistics cannot measure the mark that "Barrie" made upon the teachers with whom he was in contact, upon the students of this school, upon his fellows in the Department or upon the communities in which he resided.

He gave to his teachers wise and friendly counsel, he gave to his school a soul and a personality and he built within his community a sound respect for education. Possessed of high ideals and of boundless energy he was resolute in his principles and the lives of those who were in contact with him were enriched because of that experience.

Active in Masonic circles and Service Club work and interested in curling and in golf, he displayed a vitality and a sense of humour which were an integral part of his personality.

He leaves to mourn his passing his wife, Betty, and his son, Donald, at present enrolled at the University of B.C.

Barrie conducted himself with wisdom, dignity and enthusiasm—qualities which made him highly respected and by which he influenced those around him. His passing is a great loss to our profession—H.K.M.

New Zealand Exchanges

FOR the second year the New Zealand Department of Education has offered to accept two Canadian teachers on exchange for the period beginning in September and ending at approximately the end of June. As well as the usual benefits of exchange teaching, teachers going to New Zealand will have the advantage of a second long holiday, since the New Zealand summer vacation occurs at the Christmas season. Information about qualifications necessary and the procedure for applications may be obtained from the officer in charge of teacher-exchange at the Department of Education, Mr. H. M. Evans.

Scholarships for Science Teachers

DU PONT of Canada's programme of financial aid to help improve the teaching of science in secondary schools will continue through 1957-1958, Herbert H. Lank, president, recently announced.

Ten Canadian universities will again receive a total of 15 grants of $1,700 each, to be used for scholarships for prospective secondary school science teachers and for secondary school science teachers who would benefit from post-graduate work.

"By making it easier for promising university graduates to obtain the necessary training to equip themselves for science teaching, high school standards can be improved and a greater number of high-quality science students can be developed,"

Mr. Lank said. "If Canada is to contribute to the advancement of science and to develop new products and processes to raise the living standards of its people, it must educate and train the men and women capable of undertaking these tasks."

Universities participating are: Dalhousie at Halifax, University of New Brunswick at Fredericton, Laval at Quebec, Université de Montréal, McGill at Montreal, University of Toronto, University of Manitoba at Winnipeg, University of Saskatchewan at Saskatoon, University of Alberta at Edmonton and University of British Columbia at Vancouver.

Selection of candidates is left entirely to the universities through the department or faculty of teacher training.

Shell Merit Fellowships

SIX Canadian secondary school chemistry, mathematics and physics teachers will take summer leadership training under a fellowship programme announced recently in Toronto by W. M. V. Ash, President, Shell Oil Company of Canada, Limited. As winners of Shell Merit Fellowships, three teachers will study at Cornell University, Ithaca, N.Y., and three will study at Stanford University, Stanford, Calif., for approximately eight weeks.

The winners, to be selected by the universities, will receive free tuition, board and lodging, and a travel allowance as well as $500 each to help compensate for loss of potential summer earnings. Shell will continue to provide fellowships and scholarships for post-graduate studies to Canadian university students.

Purpose of the Shell Merit Fellowship programme is to provide recognition for, and specialized help to individuals who are demonstrating the qualities necessary for distinguished leadership in the improvement of science and mathematics teaching in secondary schools. The programme will provide experience and studies that will help such persons to improve their own work and to develop ways and means of assisting other teachers in their schools, communities and regions.

The ultimate objective is: a greatly increased number of citizens well informed about the role of science and mathematics in human affairs, and opportunities for promising youth to secure adequate secondary school preparation for the beginning of studies pointing toward careers as scientists, mathematicians, engineers and teachers.

The programme will include courses, special lectures, discussions, visits to research and production establishments, and informal interviews with outstanding scientists, mathematicians and educators. Those selected will be expected to pursue one or more projects related to instruction in their subject area and pointing toward leadership efforts in their own community.

Teachers with at least five years of high school experience in chemistry, mathematics or physics teaching; good leadership ability; and the prospect of many years of useful service in the improvement of chemistry, mathematics or physics teaching are eligible. Heads of departments and supervisors with good preparation in chemistry, mathematics or physics who formerly were teachers in one or more of these fields are also eligible. An interest in further studies in one and preferably more of the indicated subjects will be expected. Evidences of leadership potential will be significant factors in the selection.

Interested teachers who reside west of the Ontario-Manitoba border should write immediately to Dr. Paul deH. Hurd, School of Education, Stanford University, Stanford, Calif. Final date for receiving application forms at Stanford is February 28, 1957.

To All Teachers of French

HAVE you written to the French Service Bureau? Since last September many teachers have sent letters or telephoned to ask for help, to discuss their teaching problems, or to enquire about illustrative materials.

The Bureau welcomes all requests for assistance, and is also very anxious to receive from teachers information about successful lessons and techniques, as well as ideas and suggestions for the development of the Bureau.

Telephone or write to Miss S. M. Boyles, College of Education, University of British Columbia, ALma 1191.

Une Ecole Francaise

DID you know that there would be *Une Ecole Francaise* at the University Summer School this year? There will be courses carrying credits for B.A., B.Ed., M.A. degrees, and for the SA certificate.

Campus Education Week

THE Education Undergraduate Society, in co-operation with the Faculty of Education, has planned an extensive observation of the occasion for March 6, 7 and 8, in the UBC Armouries.

Noon-hour programmes for the students at UBC and evening programmes for the general public are designed to emphasize the activities of the College. There will be displays by all departments and by many of the organizations to which a teacher may belong. These will be open from 12:30 to 4:30 p.m. each day and from 7:30 p.m. on the evenings of March 6 and 8.

March 6

12:30 - 2:30 p.m.—Skit dealing with the history of education.

8:00 p.m.—Formal opening of activities by member of the Department of Education, Victoria. Speaker of the evening is Mr. John Grierson, British film producer and former Director of the National Film Board. Remarks by Dean Neville Scarfe.

March 7

12:30 - 2:30 p.m.—Panel discussion: Should a teacher associate himself with a political party, and, if so, should he express his political views in the classroom?

Evening—College of Education Spring Formal.

March 8

12:30 - 2:30 p.m. — Programme dealing with exchange teaching, with comparisons of the educational systems of Canada and other countries.

8:00 p.m.—Closing ceremonies, with participation by 100-voice mixed-chorus and 25-piece orchestra of College of Education.

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Counsellor–A Team Member

Continued from page 237

I have also been asked questions about home visits by counsellors. Very briefly, I think that if at all possible it is preferable to have the parent visit the counsellor at school. There are many advantages to playing on one's home field. But there occasionally arise circumstances when it is in the counsellor's interest to have a more vivid impression of the home situation or when the parent, for some reason or other, cannot come to the school. Then by all means the counsellor should visit the home. Before he does, however, he should confer with the principal or vice-principal, the nurse and the mental health co-ordinator just to make sure that none of them has already made a recent home visit. This will prevent his working at cross-purposes with the others, and also avoid too many home visits by too many school people. A certain type of parent looks upon such a situation as persecution. Just one more caution. It is good practice to notify the principal in advance of any home visit during school hours. The counsellor is an important person, frequently in demand at short notice, so it is important that it be known when he is not available.

Counsellors and Time-tables

Then there is the question of time-table changes. During the year, there are many instances of the advisability of the pupil dropping a course or changing from one class to another. There is also the matter of programming all those who enter school after the beginning of the term. In determining what is to be done in each of these cases, the counsellor is the key person. However, the actual mechanical work should be done only by the person or committee to whom it is entrusted. This may be the principal, the vice-principal, the chairman of the time-table committee, or it may even happen to be that particular counsellor himself. It is definitely not the province of any counsellor who happens to recommend a change. A high school time-table is a highly complex and sensitive document and many factors are involved which may not appear on the surface. So unless he happens to be operating in this dual capacity, the work of the counsellor in the matter of time-table changes and additions should be confined to requests to the proper authority that certain steps be taken. In some cases, he should even be prepared to make alternative requests in the event that his first request, for some reason or other, is not feasible.

Responsibility for Punishment

And finally, there is the question of the counsellor's responsibility in the matter of punishments. This brings us back to where we started, namely, that the counsellor is basically a teacher and not an administrator. Accordingly, his responsibility in the matter of punishments is the same as that of any other teacher. It is his duty to maintain law and order and also to provide a suitable climate for learning, but only in those classes which he teaches. He is also responsible for doing his share in the maintenance of acceptable standards of behaviour in corridors, cafeteria, school functions, etc., as is expected of every other teacher. Like every other member of the staff, he is expected to exercise the degree of control and to impose such penalties as have been agreed upon for that school.

The counsellor should not administer corporal punishments; that is the responsibility of the administration alone even if it is delegated on certain occasions. Nor should he assume any part in administering punishment to students who are sent to him by other teachers. These cases should be sent back to the teacher with the recommendation that they be sent to the proper authority—the vice-principal or principal. And finally, he should not prescribe to the administration the punishment which he feels should be meted out in a given case. He should merely turn such disciplinary cases over to the administration with a summary of the pertinent facts. In the resultant discussion of the problem, always without the presence of the pupil, he may state what he thinks should be done. But this is only his opinion, and whether or not it is acted upon is entirely at the discretion of the principal.

Replies to Policy Resolutions submitted to the Department of Education after the 1956 Annual General Meeting

From the Department

Resolution 1

That we seek to have Section 132(1) of the Public Schools Act amended deleting all reference to arbitrations between individual teachers and school boards.

(A suggested rewording of Section 132(1) to give effect to this resolution was attached.)

Comment

This would seem to be removing one of the existing rights of School Boards. I would suggest that it be discussed with the B.C. School Trustees' Association.

Resolution 2

That Article 4 (Clause 1), Rules and Regulations, Manual of School Law be amended to provide that changes in salary-grant classification resulting from changes in certification be made effective as from September 1 in each year rather than from January 1.

Comment

The change from September to January was made for three reasons:

(a) It coincides with the financial year of school boards and makes budgeting more exact.

(b) It is impossible to get results of Summer School courses in from teachers and out to School Boards by September 30th or even October 31st.

(c) In case of new staff appointments it avoids the necessity for salary adjustments when the teacher's experience and certificate status is finally determined.

Resolution 3

That we ask the Department of Education to withdraw Clause 2(a) of Article 2, Rules and Regulations, Manual of School Law.

Comment

Before this regulation was drawn it was given careful consideration. It should be tried out in practice for a further period to see if any abuses arise.

Resolution 4

That we urge the Department of Education to require that the number of pupils per teacher be no more than twenty-five in primary grades and thirty in other divisions.

Comment

This will be given consideration when teacher supply is adequate. It is estimated that to increase teacher entitlement to only 35 pupils per teacher in elementary schools would require 670 additional teachers. No figures are available for the 25 and 30 pupils per teacher suggested in the resolution.

Resolution 5

That we urge the Department of Education to give the support necessary to insure the continuation of the Short Courses in Educational Leadership.

Comment

The Department gave a commitment for 1956 and 1957. There is no guarantee that they will be offered by the C.E.A. beyond 1957. The Kellogg Foundation has withdrawn from the project.

Resolution 6

That we endorse the proposed new inspectorial programme outlined below and

make representations to the Department of Education towards its implementation.

1. "That in each school district there shall be a superintendent who shall be a trained educator, and who shall be the chief executive officer of the school board. He shall, among other things:

(a) Carry out all duties specifically assigned to him by the Public Schools Act.

(b) Advise the school board on the provision of and efficient operation of schools within the school district.

(c) Carry out the policies and regulations of the school board within the Schools Act.

(d) Be responsible to the school board for the efficient operation of all departments of the school system.

In a few small districts, it might be necessary to combine the position of superintendent with that of the principal of one of the larger schools.

2. "That there be a Chief of Inspectors with duties as outlined in the B.C. Public Schools Act for the Chief Inspector of Schools, and a corps of provincial inspectors as assistants."

Comment

The subject of this resolution will be given careful study in the re-write of the Public Schools Act.

Resolution 7

That Article 10 Clause 4, of the Rules and Regulations, Manual of School Law (Duties of Principals) be amended to read as follows:

Clause 4

(a) It shall be the duty of the principal of a school of ten or more teachers to make a written report in each school year, to the Inspector of Schools only, on the work of each probationary teacher, upon the work of each teacher whom the principal or inspector may deem unsatisfactory, or upon the work of any teacher who so requests. This report shall be based on a number of supervisory visits to the classroom of the teacher as well as on the general work of the teacher in the school and shall be completed on or before the second Friday in May. The report shall be made in triplicate, the original going to the Inspector of Schools, one copy to the teacher, and one copy being retained in the principal's office.

(b) To remain the same.

(c) Deleted in entirety.

(d) A copy of all inspector's reports on teachers under a principal's direction shall be forwarded to the principal at the time they are sent to the teacher.

Comment

The Department will discuss an amendment to this regulation with representatives of the British Columbia Teachers' Federation and the British Columbia School Trustees' Association.

Resolution 8

That the possibility of establishing counselling services, in elementary schools, particularly in rural areas, be discussed with the Department of Education.

Comment

I presume that this resolution must apply to behaviour and emotional problem children at elementary school level. Provision already exists for referral to the Child Guidance Clinics and for the establishment of special classes if needed.

Resolution 9

Whereas many principals are carrying heavy teaching loads which allow little time and opportunity for supervision and administrative work; and

Whereas the Department of Education requires the principal to be responsible for further duties including more supervision; and

Whereas new Department regulations permit one relieving teacher per 500 pupils enrolled;

Therefore be it resolved that we urge the Department of Education to require school boards to make available, where necessary, relieving teachers to allow these extra duties to be carried out.

Comment

In general school boards are willing, without compulsion, to provide any service which they regard as of real value.

The Federation agreed to issue jointly with the Department of Education a statement as to the general principles that should guide in-service education, and the areas of responsibility for its initiation and operation.

The In-service Education Committee recommended, and the Executive approved, that the committee be authorized to increase its budget up to a specific amount to provide books for an in-service education programme for junior high school English teachers. When the group presently doing the work has completed its studies, the books and study outlines used will be available for other groups.

The In-service Education Committee's report described a research project now under way into the linguistic approach to the teaching of English. The Executive endorsed the project and gave authorization for the formation of the committee necessary to carry out the study. Financial support, to the extent of $500, was authorized by the Executive if it proves impossible to obtain assistance from the B.C. Research Council now in process of organization or from some other source.

Dr. Katz of the College of Education has notified the Federation of the proposed establishment of a Research Council centred in the College to act as a co-ordinating agency for all educational research projects being undertaken in the province. The Executive agreed that the Federation should support this Research Council.

Pensions Based on Salary?

The Pensions Committee report dealt with the Actuary's report and recommendations arising from it. The Executive accepted the recommendation that no change be made in the estreatment provisions at this time. The Pensions Committee will study pensions operating in other parts of Canada with a view to formulating a plan which will provide a pension of approximately 70% of salary based upon length of service and average salary for a given period of time.

In the light of teacher shortage, the Teacher Education Committee will give serious study to the re-drafting and reorganizing of the whole field of secondary education with a view to making such amendments and curtailments as would appear to be possible and advisable as a means of securing the necessary economies in teacher services required.

The Federation was represented at a recent conference on juvenile delinquency problems. One of the purposes of the conference was to form some organization capable of developing adequate plans for a sound youth programme. The B.C. Youth Council is, as a result, in process of formation. The Federation will become a corporate member of the Council, if examination of the proposed Constitution and Bylaws by the Federation's legal adviser and the Table Officers discloses no obstacle.

Workshop at Qualicum

The 1957 Summer Workshop will be held at Qualicum College from August 18 to 24, as the Christian Leadership Training School at Naramata will be unable to accommodate the workshop.

A new regulation concerning the Benevolent Fund was approved. This regulation says that where such is requested by the Benevolent Fund Committee, a member applying for a loan of $300 or more shall file with the committee the name and address of his principal, his doctor or his minister from whom information in support of the application may be sought.

The Education Finance Committee reported that the Joint Committee representative of the U. of B.C.M., B.C.S.T.A., B.C.P.-T.F. and B.C.T.F. is preparing a brief on educational finance to be presented to the Government at the appropriate time.

Nominations for the four Table Offices were made by the Executive, acting as a Nominations Committee. The following will be presented as candidates:

For President	Miss Mollie Cottingham
For 1st V.-Pres.	Mr. H. N. Parrott Mr. W. A. Wilander
For 2nd V.-Pres.	Mr. R. B. Cox Mr. W. M. Toynbee
For Sec.-Treas.	Mr. C. Galibois Mr. J. A. Scott Mr. E. C. Stewart

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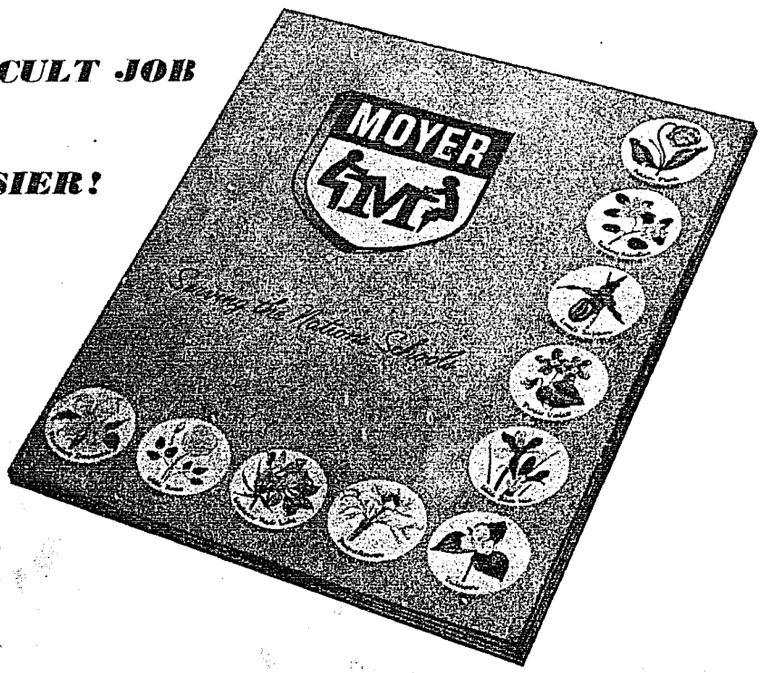

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