



the BC teacher

Volume 40, No. 4

JANUARY, 1961

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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.

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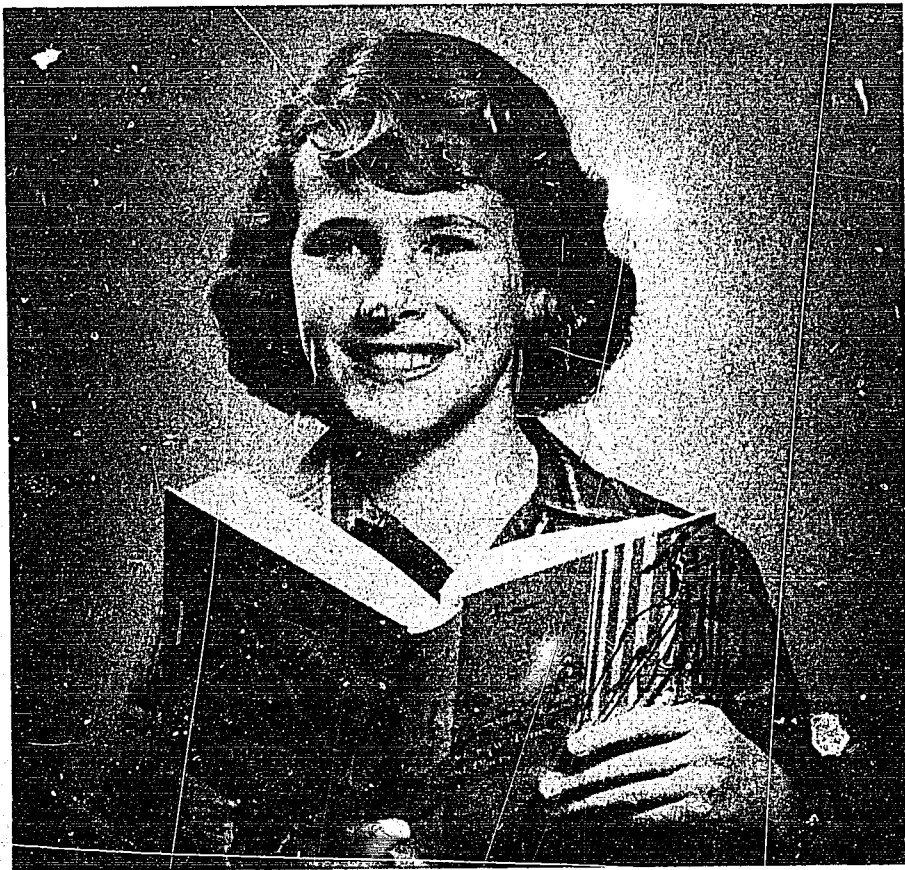
Applications should give the following information:

- (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.

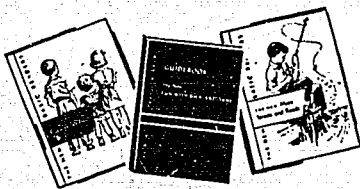
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MR. J. A. SPRAGGE,
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B. C. TEACHERS' FEDERATION,
1815 WEST 7th AVENUE,
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Applications must be received at this address on or before March 1, 1961



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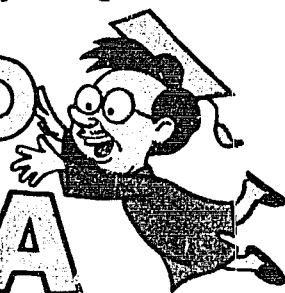


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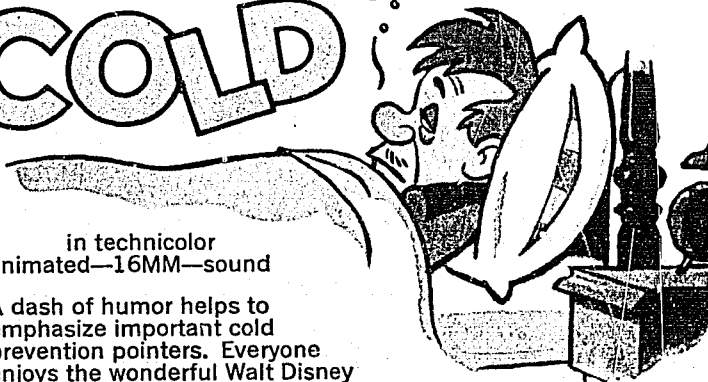
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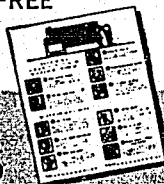


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the **BC** teacher

THIS ISSUE

Research studies have been made of the characteristics of effective and non-effective principals. A report on these studies will be found on page 159.

The last section of the Federation's Brief to the Royal Commission is published in this issue, commencing on page 163.

Alan Dawe, who has contributed before to the magazine, has some suggestions for teachers of English on marking compositions. See page 165.

Continuing our policy of publishing articles from *Panorama*, the journal put out by the World Confederation of Organizations of the Teaching Profession, this month we have a description of educational changes now taking place in Japan. See page 171.

Is a high I.Q. the only mark of giftedness? Researchers in the United States think not and a report of their studies begins on page 173.

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(Affiliated with the Canadian Teachers' Federation)

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TABLE OF CONTENTS

FEATURES

	Page
An Active Year.....	Wes Janzen 158
What Makes an Effective Principal?.....	James M. Lipham 159
What We Said.....	163
All about Marking.....	Alan Dawe 165
Educational Change in Japan.....	Hajime Yaguchi 171
Creativity versus the High I.Q.....	173
An English Primer.....	Maurice Gibbons 176

DEPARTMENTS

The Editor Comments	
A Full-time Minister.....	157
On Your Behalf.....	181
What's the Answer?.....	183
Across the Desk.....	185
New Books.....	187
About People.....	192
It's News to Us.....	195

MISCELLANY

This We Believe.....	H. N. Parrott 168
Stay in Good Health.....	179
Musicians—Our Cover Picture.....	185
Why a Foundation Program of Education Finance?.....	D. J. S. Smith 98
Teachers at Work in the East Kootenay.....	N. A. Gill 99

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G. A. Fergusson Memorial Award

*Nominations for the G. A. Fergusson Award are called
for by the British Columbia Teachers'
Federation*

The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a member-Association, who or which has made, in the judgment of the Trustees, an outstanding contribution to education.

Nominations of candidates for the awards may be made by any Federation member or by any Local Association of the Federation. Each nomination should be accompanied by a description of the work for which the award is claimed and supporting evidence should also be sent. Meritorious work on behalf of the Federation or any Local Association may rightly be included.

Nominations must be received by the General Secretary at the Federation office, 1815 West 7th Avenue, Vancouver 9, B.C., not later than February 20, 1961.

A Full-time Minister

EDUCATION needs a full-time minister and that full-time minister should be the Hon. L. R. Peterson.

When changes in the B.C. Cabinet became necessary after the last election, we didn't envisage that these would involve Mr. Peterson, Minister of Education. We reasoned that the Education portfolio was large enough to occupy the full time of this energetic minister. We reasoned also that Mr. Peterson would surely not be moved into another field with the Chant Commission Report in the offing. Thus we shared the surprise of numerous other people when Premier Bennett announced that in addition to his post of Minister of Education, Mr. Peterson would assume the Labor portfolio.

Education and Labor are both important portfolios and each deserves a full-time minister. Our chief concern is with education.

Perhaps we are displaying our bias when we say that education should receive top priority in government circles, but we don't think so. Our ever-expanding education system, with the attendant demands for more classrooms and schools, more of the best qualified teachers possible and a continuous study of the curriculum, and similar problems at the university level, presents a maximum demand on the time and energy of even the most capable and most hard-working minister. Add to these many facets

of our educational system the leadership which the public has a right to expect in the implemation of the many recommendations of the Chant Commission report and it seems obvious that the tasks of the Minister of Education are vast and complicated. The double portfolio of Education and Labor is much too extensive to be continued.

And what of the future?

The leadership which we have a right to expect from our Minister of Education can come only through experience. We do not want a change of minister as happened when the former Education Minister, the Hon. Ray Williston, was named Minister of Lands and Forests.

Mr. Peterson has now had experience which is necessary for any minister whose department will be called upon to put into effect the recommendations of a Royal Commission. The significance of the Chant Commission Report is much too great to be entrusted to a part-time minister, let alone an inexperienced one.

We respectfully suggest to our Premier, Mr. Bennett, that Mr. Peterson be relieved, and soon, of the Labor portfolio and also that no thought be given to replacing him as Minister of Education. His experience, ability and energy eminently qualify him to provide the leadership required in a Minister of Education at this very significant period for B.C.'s education system. ★

Order Your Chant Commission Report

Anyone interested in obtaining a copy of the Chant Commission Report should order it from the Queen's Printer, Victoria, B.C. The cost of \$3.15 includes a precis of the Report.

An Active Year

The President reviews major Federation activities

AS AN INTERESTED Federation member and one who served on several central committees, I thought I had a good understanding of the scope and variety of our activities and interests. Now, when I have completed half my term as president, I realize my previous concept was inadequate. Apart from the Executive staff and others who have worked closely with them over a period of years, few people can really appreciate the extent of our operations. It has been a revelation to me.

In various ways we do attempt to give the membership some indication of what is done at headquarters. Each magazine carries articles from committee chairmen and executive officers. The section "On Your Behalf" tells you of our travels. Reports from committees and minutes of meetings are constantly being prepared and widely distributed. The Executive Committee minutes alone have a circulation of over six hundred. Through these and other means you become aware of B.C.T.F. activities. What does not become very evident is the hours upon hours that are contributed by members to committee work. Day after day, one, two or more committees meet in our offices and elsewhere in the province. Each meeting involves a number of teachers and usually a member of the office staff. Their work goes on quietly and for the most part unnoticed until it culminates in a contribution to the advancement of our objectives.

The work of three of our committees will take on a special significance in 1961. These committees are: Pensions, Membership, and Royal Commission Brief. The studies, the implications, and the recommendations of each of the above will be reflected in an

area of major concern to teachers.

We expect that a revised Pensions Act providing a new basis for computing teachers' pensions will be enacted at the 1961 session of the Legislature. What we as members must keep in mind is that the new legislation will reflect, in part, the wish of the teachers as expressed by resolution at the 1958 Annual General Meeting. What we must further keep in mind is that our Pensions Committee through prolonged negotiations conveyed our wishes to the government. They did this very well but only because they were prepared to devote hours of their own time to the service of their fellow members. For this we express our thanks.

Our own Membership Committee, working under instructions from the last Annual General Meeting, has prepared further recommendations for our consideration. These, along with other committee reports, will be distributed well in advance of our next annual meeting. I ask you, as responsible members, to study these proposals, to debate them in your own associations and be prepared to express your opinions next Easter.

We, the B.C.T.F., made a major submission to the Chant Royal Commission on Education. At the local level teachers expressed their interest and concern by submitting their own briefs. Now we must be especially interested in its findings. As individuals, as local associations and as a Federation we have a major responsibility to study the report and assess its recommendations.

I have commented on developments in only three major areas of Federation interest.

Continued on page 183

What Makes an Effective Principal?

This study pinpoints relevant personality variables in both good and poor principals

JAMES M. LIPHAM

THE PERSONALITY prerequisite for effective performance in a given role has become an area of increasing concern in behavioral research. Recent investigation has revealed the existence of a systematic and meaningful relationship between personality and effective performance in the teaching role.¹ Another series of investigators have attacked with considerable success the problem of personal variables related to effective performance in the executive role in the field of business.² In the field of educational administration, however, this crucial area has been characterized by a plethora of speculation and a paucity of investigation.

A recent study conducted under the auspices of the Midwest Administration Center sought to identify, measure, and analyze certain personal variables related to effective behavior in the school principal's role.³ Based on the theory of administration as a social process,⁴ this investigation attempted to provide answers to such questions as the following: Which personality need-dispositions are relevant to the role of the principal? How may these variables be assessed? What is their relationship to effective performance on the job?

The principal's role is usually defined in terms of tasks, responsibilities, or duties; sometimes it is defined in terms of the administrative process. A close examination of this role, however, reveals that it also may be defined in terms of certain crucial, normative behaviors. The effective principal, for example, may be expected to exert himself energetically; to achieve and improve his performance; to strive for higher status in the profession and in society in general; to relate himself successfully to other people; to view the future with confidence, the present with understanding, and the past with satisfaction; and to adjust

well to frustrations, irritations, confusions, and criticisms in pressure situations. It therefore may be assumed that principals having a basic personality structure which tends to elicit the aforementioned behaviors will suffer less role-personality conflict and will be more effective than principals whose personal needs are incongruent with these expected behaviors.

Hypotheses and Questions

On the basis of preceding theoretical and empirical work in this area, it was hypothesized that effective principals would tend to rank higher than ineffective principals on the following measurable, relevant personality variables:

1. Activity drive: to move forward purposefully; to direct strong mental or physical effort toward the solution of problems.
2. Achievement drive: to do one's best; to improve one's competencies through general and specialized study.
3. Mobility drive: to become a leader of groups; to operate in a position of prestige, power, and authority.
4. Social ability: to associate successfully with others in the solution of problems; to participate in friendly groups.
5. Feelings of security: to view family relationships with pride and satisfaction; to view authority figures as serving constructive purposes.
6. Emotional control: to assess environmental conditions objectively and realistically.

Mr. Lipham is Assistant Professor of Education at the University of Wisconsin and formerly associated with the Midwest Administration Center, University of Chicago, from whose *Administrator's Notebook* (September 1960 issue) this article is reprinted.

cally; to adjust well to irritations, frustrations, confusion, and criticism.

In addition to the foregoing hypotheses, a number of ancillary questions were raised. Differences between effective or ineffective principals were investigated with relation to such variables as home and family influences, educational history, and employment experiences. Data relative to these comparisons are not included in this article.

Methodology

The instruments chosen to test the hypotheses and to explore the ancillary questions represented a wide range of techniques in personality assessment. An adjective check list which provided measures of twenty-five personal variables and the Edwards Personal Preference Schedule which measured the relative strength of fifteen personal needs were administered as direct, self-report instruments to sample overt reactions and public attitudes. A quasi-projective sentence completion test consisting of fifty sentence stems which the subjects completed in any manner that they desired and a focused individual interview of approximately two hours duration were the depth techniques used to elicit both verbal and non-verbal manifestations of drives, motives, and attitudes.

To provide some measure of control over environmental differences and organizational differences, the subjects for this investigation were taken from only one school district — a selected midwestern city school system. To control further the possible situational effect of differences among jobs, the subjects were selected from only one administrative post — the school principalship. Principals from all educational levels, however, were included. Only those administrators who had held the job of principal in the selected school system for more than one year participated. Eighty-four subjects met the criteria for participation; complete data were obtained from all subjects.

Since no satisfactory direct measure of leader effectiveness has yet been found, the investigator was forced to settle for an intermediate criterion — ranking of effectiveness. To secure effectiveness ratings of the principals, the superintendent of

schools and four assistant superintendents were asked to rank each subject on a five-point scale using a card-sort technique. Each of the raters was able to assign administrative effectiveness rankings to each of the eighty-four subjects. Correlations among the ratings⁶ ranged from .55 to .73; the mean correlation was .67, which was particularly high when it is considered that the ratings were matters of independent judgment concerning a concept that was given no explicit definition.

The ranking procedure provided maximum flexibility in selecting groups of subjects ranked in terms of an effective-ineffective continuum. Total ranks for each subject were used to select top and bottom quarters, hereinafter called effectives and ineffectives. At the time the data were gathered the investigator did not know which subjects had obtained which ratings. This safeguard was provided to avoid influencing adversely the results of certain data-gathering procedures.

The Findings

It was discovered that there were no significant differences⁶ between effectives and ineffectives concerning a number of basic characteristics. The mean age of the entire sample was 45.97 years; mean ages for effectives and ineffectives did not differ significantly from this mean or from each other. While effectives scored higher than ineffectives on intelligence, differences between the groups were not significant; both groups were high in mental ability. Concerning marital status, sex, years of graduate study, years of teaching experience, and years of experience as principal, effectives and ineffectives were found to be matched groups. Results on the personality assessment devices, however, revealed the personal construct of the effective school principal to be indeed different from that of the ineffective principal. The findings from the several instruments are here grouped and summarized according to the major hypotheses of the study.

Activity Drive

The effective principal is inclined to engage in strong and purposeful activity.

While on the job he is particularly sensitive to the pressing responsibilities of the principalship. He evidences a high degree of concern for the appropriate use of time and finds curbs to activity, such as physical illness, most unpleasant. At retirement he looks forward to continuing his present high level of activity. During leisure hours, he participates in the activities of a large number of organizations and holds a great number of leadership positions within these groups. The ineffective principal, on the other hand, is inclined to be deliberate and slow to act. At work he engages in numerous random behaviors — serving as an errand boy, report maker, substitute teacher, and "baby sitter" with disciplinary cases; at retirement he looks forward to a reduction in activity. During leisure hours, the ineffective individual participates in a limited number and range of activities; he prefers viewing television to more active forms of recreation.

Achievement and Mobility Drives

Keen achievement and mobility drives are characteristic of the effective principal. He may be portrayed as holding specific goals for further study, stressing better job performance as a goal in life, and viewing the school superintendency as a desirable ultimate vocational objective. In contrast, the ineffective principal evidences little concern for undertaking a planned program of further study, holding positions of leadership, or attaining any position higher than his present job assignment.

Social Ability

The effective principal is high in social ability; he is able to associate successfully with others in the solution of problems. He feels that he obtained his initial principalship because of his ability to relate well to others and that his present relationships with teachers, central office personnel, and parent groups are satisfactory. Helping teachers with problems of instruction is his greatest source of job satisfaction. By contrast, the ineffective principal experiences frequent conflict with teachers, parents, and central office personnel. Apparently, he is more secure in the presence of children and

he derives his greatest job satisfaction from helping them. If the ineffective principal were now twenty years of age he would be more likely to enter some field requiring less contact with people.

Feelings of Security

The effective principal is secure in his home and work environments; he views family relationships with pride and satisfaction and he views authority figures as friendly and serving constructive purposes. Characteristics of the ineffective individual are such home difficulties as domineering parents and such job-related problems as feeling that groups of teachers or members of the central administration may be "down" on him. He feels further that his own mental, emotional, or physical weaknesses may prevent the attainment of his life goals.

Emotional Control

In reacting to frustrating, confusing, and irritating situations, the effective principal possesses greater emotional control than does the ineffective principal. The ineffective individual tends to clash frequently with others, feels that actions by other people are most likely to drive him to distraction, and engages in self-sympathy or similar strong emotional reactions in conflicted situations.

Summary

The six major hypotheses of the study were substantiated by complementary findings along numerous overlapping personal dimensions. Composite results of the assessment procedures portrayed the effective principal as inclined to engage in strong and purposeful activity, concerned with achieving success and positions of higher status, able to relate well to others, secure in interpersonal relationships, and stable in the face of highly affective stimuli. The ineffective principal was described as deliberate and preoccupied with speculative reasoning, accepting with a meek and servile attitude his present level of achievement and status, lacking the skills essential for working with adults but anxious to give assistance and consolation to children,

highly dependent upon others for support, and likely to exhibit strong emotional reactions in upsetting situations.

Implications

This investigation has added to our knowledge concerning the relationship between the idiographic (personal) and the nomothetic (institutional) dimensions of administrator behavior. The findings would seem to be of immediate value for identification and selection, for training, and for practice. Concerning identification, the implication may be drawn that building principals should perhaps play a more active role in encouraging potentially effective administrators to enter the field. Regarding selection, the worth of several personality assessment techniques has been shown; moreover, cues have been discovered relating to fruitful content, i.e., appropriate questions to ask, using quasi-projective and similar depth techniques.

The findings also serve as an ample illustration of the further need in training programs to focus attention on theoretical conceptualizations which provide fruitful ways of viewing administration. The formulation of administration as a social process and similar approaches to administrative theory are valuable guides not only for conducting future research, but also for developing professional understandings. Concealed within the study is the further implication that training programs may need to be expanded to include broad course

experiences in psychology, sociology, and other basic behavioral sciences.

For the practising principal, the study provides a series of findings against which he may make an introspective comparison of his particular needs, dispositions, drives, abilities, feelings, and interests. In so doing, he might become stimulated to bring about changes within himself, or in the expectations held for his role, thereby increasing his own satisfaction and, in turn, his administrative effectiveness.

A Final Precaution

A major limitation concerning this investigation should be noted. This empirical study, like all significant research, has attempted more adequately to describe reality; therefore, it has not presented "what ought to be." Research studies never speak for themselves — except, perhaps, to reveal how limited is our knowledge. Since the foregoing image of the effective principal was based only on judged effectiveness, the findings may or may not be worthy of utilization in programs of selection and training; they may or may not be worthy of emulation by the principals on the job; the data are, however, worthy of consideration — if only to stimulate our thinking concerning such value questions as the extent to which the discovered image describes the kind of administrator capable of meeting the challenges to educational leadership occasioned by the nature of our present society.★

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- 1J. W. Getzels and E. G. Guba, "Role Conflict and Personality," *Journal of Personality*, XXIV (September, 1955), 74-85.
- 2J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," *Journal of Educational Sociology*, XXIX (September, 1955), 30-40.
- 3Merton V. Campbell, "Self-Role Conflict Among Teachers and Its Relationship to Satisfaction, Effectiveness, and Confidence in Leadership" (unpublished Ph.D. dissertation, Dept. of Education, University of Chicago, 1958).
- 4Cf. L. L. Thurstone, *Factorial Study of Perception* (Chicago: University of Chicago Press, 1944), p. 3.
- 5William E. Henry, "The Business Executive: The Psychodynamics of a Social Role," *American Journal of Sociology*, LVI (January, 1949), 287.
- 6Robert M. Wald and Roy A. Doty, "The Top Executive: A Firsthand Profile," *Harvard Business Review*, XXXII (July-August, 1954), 53.
- 7Albert H. Malo, "Personality Variables Related to Administrative Potential" (unpublished Ph.D. dissertation, Dept. of Education, University of Chicago, 1959).
- 8James M. Lipham, "Personal Variables Related to Administrative Effectiveness" (unpublished Ph.D. dissertation, Dept. of Education, University of Chicago, 1960).
- 9J. W. Getzels, "Administration as a Social Process," in *Administrative Theory in Education*, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), pp. 150-165.
- 10The Spearman Rank Method, corrected for grouped data, was used.
- 11The t-test was used for determining the statistical significance of continuous variables; the chi-square, of discrete variables.

To acquaint teachers with some aspects of B.C.T.F. Brief to the Royal Commission on Education, we have been printing various sections for some time. This section on school organization is the last section we shall publish.

What We Said

Primary Schools

IN THE FIELD of elementary school organization the British Columbia Teachers' Federation suggests that consideration be given to the establishment of primary schools, such schools to include kindergarten and grades one to three. The separation of the primary from the intermediate grades is particularly applicable to large urban areas. A primary school, staffed by primary teachers, can best meet the needs of young children. Primary teachers, working in the more flexible organization of the small school, can bring a unity of purpose and a diversity of talents to bear on the social and academic needs of the children.

Because of the staff teamwork, the atmosphere of the primary school is ideally suited to the needs of small children. This is evident in a number of ways. Discipline is based on an understanding of the emotional and social needs of the children. For these children the primary school is a quieter place during school hours and a safer place at playtime. It may be argued, therefore, that the primary school gives primary pupils a greater feeling of security.

Insofar as age of entrance to school is concerned, we urge adherence to a chronological age minimum except where children attend kindergarten, or where facilities for adequate readiness testing are available.

Recommendation

In order that the needs of primary children can best be met, we make the following recommendation:

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

Departmentalization in Elementary Schools

In the elementary school, provision is made in the curriculum for the study of art, music, physical education, and library under the direction of specialist teachers. Although much may be said in support of specialized or departmentalized teaching, we believe that it has been over-emphasized in many elementary schools.

Departmentalization has mechanical disadvantages. Pupils move to different rooms for specialized subjects, and carry extra books and equipment. Apart from the travelling and inconvenience involved, time is lost in preparing to leave one room, and in settling down in another.

Departmentalization results in a loss of unity of learning. If the home-room teacher received training in specialist subjects adequate to the needs of elementary school children, the home-room curriculum could be made more effective through subject integration and correlation. Such teaching would have a unity of purpose difficult to achieve in the departmental approach to learning.

Secondary Schools

In secondary school organization, the most common grade groupings are:

1. Grades seven to nine inclusive (junior high school).
2. Grades ten to twelve inclusive (senior high school).
3. Grades seven to twelve or thirteen inclusive (junior-senior high school).

Organization by grades may be determined by many factors. Some of these, including cost of land, transportation facilities, size of community, concentration of population and types of building already available, are not primarily educational factors. The diversity of such factors, and the differences of opinion on educational criteria, account largely for the present variety of types of organization in British Columbia schools. Virtually any type of organization can be found somewhere in the province.

In districts outside the lower mainland there has been a significant trend, as high school population has increased, towards the building of separate junior and senior high schools. In some large urban centers, however, the tendency has been to establish combined junior-senior high schools.

Our concern as a Federation is that, wherever possible, financial and administrative problems should be subordinated to educational considerations in deciding the appropriate school organization for a particular district. Whatever is educationally desirable should eventually be made administratively and financially possible.

If the schools of the province are to be adaptable to local needs, flexibility of organization must be assured. Before a true assessment of separate junior high schools, separate senior high schools, or combined junior-senior high schools can be made, research in grade grouping must be done.

Recommendation

We make the following recommendation:

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

Junior Colleges

The Public Schools Act of the Province of British Columbia defines a provincial college as follows:

"Provincial College" means a school affiliated with the University of British Columbia and established and operated by the Department of Education and in which may be offered courses for the academic and professional education of students in any faculty, including Education.¹

Authorization for the establishment, maintenance and operation of provincial colleges is set forth in section 17(p) of the Public Schools Act.²

Victoria College, a subsidiary of the University of British Columbia, provides first- and second-year university courses. Although it is associated with the University of British Columbia administratively, nevertheless, it is in effect a junior college.

The University of British Columbia recognizes the College of Notre Dame in Nelson. This College, which is affiliated with Gonzaga University in the State of Washington, also provides first- and second-year university courses. Students taking first-year university courses write the grade thirteen departmental examinations. Those taking the second-year courses, however, write examinations set by Gonzaga University. The University of British Columbia accepts students from the College of Notre Dame, providing their academic standard in first and second years is sufficiently high. Thus for all practical purposes, the principle underlying the formation of junior colleges is recognized both by the Department of Education and by the University of British Columbia.

It is gratifying to note that a survey of the number of students in the outlying areas of the province who desire university education is presently being carried out. We expect that this survey will show a demand for junior colleges in various centers of the province. We hope that the Government will give every encouragement to the establishment of such colleges as the need is shown. ★

¹ *Manual of The School Law, Province of British Columbia*, 1958, p. 7.

² *Ibid.*, p. 18.

All about Marking

An indirect look at some of the problems of marking compositions.

IN most school hallways, you can nearly always pick out the English teacher, particularly the teacher of a terminal course in composition. What identifies him is that black pompom of guilty conscience that he wears on his haggard brow. (You will have noticed that I am insisting on calling my English teacher a "he" and a "him." Fashions have changed.) In any case, composition teachers of either gender can be recognized by this distinctive coloring all through the marking season, a season that runs roughly (sometimes very roughly) from September to June.

The reason that a composition teacher (or at least the one little critic-corrector with whom I am intimately acquainted) has this pitchy conscience is that he can never do *enough* marking. At the height of the season, it is likely that the conscientious marker devotes two or three rugged hours a day just to marking. But he knows that the marking he can get done in the time at his disposal is spread much too thinly over the "too many" students that are under his charge. Under such conditions he has little hope that the deadly little principles of composition that he so gladly preaches will ever spring to life in the essays penned by his apprentice writers. Hence the pompom of frustration and guilt.

I suppose that every one connected with the administrating of our high schools recognizes the fact that composition teachers must mark things if they are going to achieve anything that is worth achieving. And I suppose they also know that it takes time to mark these things well. And I am

confident that our enlightened administrators would *like* to do something about giving the markers this necessary time. But they cannot do it. They cannot do it because they cannot do the one thing that would make the classroom efforts of the composition teacher truly practical: they cannot give him fewer students to teach.

The reason that they cannot do this is that it would not seem fair to the rest of the staff. Just imagine the justified whooping that would take place outside and inside the principal's office after the word had got around that Mr. B., the senior English teacher, had been given only five sections instead of the six or seven that are par for the other courses. The French teacher would drop (and break) all her *si vous* plates; the men and women who daily cling to the physical education branch would rip their runners getting down to the office from the gymnasium (where *they*, I know, spend all *seven* blocks) and the science teacher would bitterly allow all the chemistry students to blow as much SO_2 out into the halls as their little scientific hearts desired.

No, the rest of the staff would not stand for this preferential treatment for composition teachers. Nor would the community agree to pay for the additional teachers that would be required if each English teacher in the school had fifty or so students lopped

Mr. Dawe, an Abbotsford teacher, is this year studying at the University of Washington in Seattle, undergoing, in his words, an academic re-bore job.

from his teaching and marking load. In any case, even if such a miracle did take place, it would be pretty hard on the English teacher. No one would smile at him across the smoke of the staffroom; no one would ask him to go bowling. And what is worse, he wouldn't have even one leg to squirm on when occasions arose for refusing extra-curricular duties.

So this plan of fewer students (and more marking time for each one of these fewer students) is not likely to be realized in your time or mine. It is the only solution, but, paradoxically, it is not the solution.

So we English teachers will just have to bear up under our teaching loads and go struggling up the road as gracefully and as uncomplainingly as we can. (If you look closely, you will see me there, that little chap lumped down under one section of English 100, two sections of English 91, and three sections of English 40.) Our only consolation is that many of us English teachers have a better time during the day than anyone else on the staff (because we just *love* poetry), but our nights are raging and restless and unpoetic. For then we mark.

Marking Suggestions Offered

Of course, many suggestions other than this one about fewer students are offered as a means to helping the composition teacher get more marking done in the brief span of existence that remains for him to creep across. I would like to comment on a few of these suggestions, apologizing before I do so, by means of a quotation from my old friend Sidney Smith, that charming Nineteenth Century essayist and letter writer. Say I, through Smith: "You must not think me necessarily foolish because I am facetious, nor will I consider you necessarily wise because you are grave."

The first suggestion that I would like to deal with is that of having the students mark their own compositions. I have been told several times that this can be done with great success and few broken windows. I have tried it several times with no real success and several really broken windows. Frankly, I do not want to discuss why it

doesn't work for me (and I'll admit that it *might* work for someone more groupy-dynamic than I), but I do want to point out that this suggestion is largely beside the point. The problem that we were trying to solve was how to get the *composition teacher* more time for marking. Solving this by having someone else do the marking (delightful though that would be) is not the solution to the problem that we were pretending to solve. For the same reason, assistant markers (and where in the wild wilderness would we dig up enough of these?) are not the answer. For if you are going to teach a student to write, he has to write, and you, his composition teacher, have to read what he writes.

Would Zen Work?

Another solution (I have not yet heard it expounded at a convention, but it has been whispered to me privately) is having all composition teachers take up Zen Buddhism, that Eastern philosophy that is currently swinging cultishly through the uninhibited literary centers of the Western world. Zen, I have been told, would work for the composition teacher in much the same way as it works for the Zen tennis player. The Zen tennis player is so relaxed (*so indirect*) that he keeps banging the ball into the net or out of the court. But thanks to Zen, he doesn't worry and doesn't feel guilty, for he knows that such things don't really matter. It would work in a similar way for a Zen composition teacher: he could have the students keep lobbing the compositions onto his desk, but if he never got around to marking them, he would realize that such things don't really matter. The practicability of this plan depends, it seems to me, on talking your principal, your school inspector and your school board into an equally calming yen for Zen. Then, in mid-July, when the results came pouring out of Victoria (and the failures came pouring into your school district) all would be well, because the dignitaries of education in your bailiwick would also realize that the failures don't really matter. But at the moment, this plan is obviously a little too advanced, so we will have to seek some other solution.

The two suggestions that I have handled above were concerned with solutions not directly associated with the actual marking of compositions. But in order to keep this brief essay sensible and practical, I would now like to describe and comment on four methods of marking that one often sees battered around (much like Zen tennis balls) at conventions and other forensic gatherings of composition teachers.

I turn first to that method of marking that is based on the belief that students are interested only in the mark that the teacher puts at the top of the page. If this is so, it is obviously just a waste of the marker's time and penmanship to write in any corrections or comments. This system is both democratic (you can spend an equal lack of time on each paper), and fast (particularly if you use the "Eenie, M. nie, Miney, B-plus" method of arriving at your top-of-the-paper mark). Scientifically regulated tests have shown that the average time spent in marking papers by this method is just 32 seconds. And the value of the method is about equal to the time spent on it.

Or Would This be Better?

Next is the system in which the marker saves time by using cryptic symbols of error for which the student has an elaborate key. The marker scatters these symbols all over the page, and when the student gets his paper back, he deciphers them, and—if the marker keeps watching—he makes the necessary corrections. I am sure you know the type of symbols I mean: a small "p" for faulty punctuation; a large "P" for bad paragraphing; a small "d" for weak diction; a large "D" when the marker is driven to swearing. The chief advantage to this system is that it can be simulated both easily and rapidly by means of one or two vigorous shakes from a leaky pen filled with red ink. Average marking (or shaking) time per paper: about 39 seconds.

The third type of marking that I should discuss is the type that is best used by the marker who has literary ambitions of his own. What this type of marking consists of, really, is the rephrasing of the student's essay in the marker's own words, and the

replacing of the student's immature thoughts with the marker's immature thoughts. The disadvantages of using this method are two in number: first, it is time consuming; and second, it forces the marker to work in a literary form for which there is at present a very limited market. The marking time for this system of correction is somewhere between 39 seconds and 39 minutes, depending on the number of thoughts brought forth in the mind of the particular marker who was banging out the kinks in the dented literary fender.

A Final Suggestion

The fourth (and final) type of marking that I wish to deal with is probably the one that all serious composition teachers have come to use. Rather than just giving the paper a hit or miss grade, or decorating with a set of secret symbols, or rewriting it within an inch of its life, the marker must write on each essay a series of detailed suggestions about how the composer might better have composed. These remarks should be friendly and encouraging (thus they are usually termed "coo-ments"). To put it succinctly and alliteratively, these cooments should be polite, personal and positive. It is likely that any reader who is still with me will know what I mean. But since I don't want to take any chances about being misunderstood, I will fill out the blank of the following example.

Let us say that you are reading an essay by Bob (we will call him Bob, although this is not really his name), and you come across a sentence that is something less than perfect. You do not just mark Bob down or beat Bob up. What you do is tell him in as nice a way as you can pretend to just how he can improve his sentence. This might be something such as the following:

Don't you think, Bob, that in this introductory sentence you might have given us a few more interesting details about just how you wrecked your father's car by driving it into the neighbor's living room? The sentence is quite good, although it would have been better if you could have avoided these two misplaced modifiers and that faulty parallel construction. And do, Bob,

Continued on page 180

This We Believe

H. N. PARROTT

Chairman, B.C.T.F. Committee
on Teacher Education and Certification

A statement of B.C.T.F. policy on Teacher Education.

IT IS DIFFICULT to single out any one event in the history of an organization and to state categorically that it is more important in substance than any other happening in the history of that particular group. Few, if any, would quarrel with the significance of 1954 as an important milestone in the history of the B.C.T.F., for it was in 1954 that the Government and the University of British Columbia agreed to have all teacher education placed under the auspices of the University.

From 1946 to 1949 the Teacher Education and Certification Committee of the B.C.T.F. planned and worked vigorously on a program for teacher education. After a great deal of study of current educational writing on teacher education, the marshalling of all available material interbred with the philosophy of the members of the committee, a policy was presented to the 1949 Annual General Meeting with respect to teacher education. The scholarship, professionalism and thoroughness of the work of the committee has stood the test of time. Succeeding committees have examined the policy on teacher education and have found little to change or alter. By and large, the teacher education program adopted by the 1949 Annual General Meeting formed the basis for the establishment of the College and Faculty of Education at the University

of British Columbia in 1955, under an enthusiastic dean and staff, although in make-shift quarters.

At the time, the University and the Department of Education of British Columbia stated that all teacher education should be centralized at the University. The Department of Education would retain its prerogative to certify teachers. It was agreed also that the development and growth of the College would be reviewed in its fifth year. The Teacher Education and Certification Committee of the B.C.T.F. is of the opinion that not only should the development of the College be reviewed, but the policies and the direction of the committee itself should receive careful study. Another look at what we believe and what we in the teaching profession hold to be fundamental concepts of teacher education can prove healthful.

To inaugurate and draft working arrangements for the College of Education, a sub-committee of the Joint Board of the College of Education was set up. A curriculum was devised as well as requirements for admission to the College. The B.C.T.F. co-operated and took part in these major undertakings, except those which dealt with the Emergency program and the Bachelor of Education degree (elementary program).

Because the Teacher Education Committee believed and still believes that a strong teaching force is commensurate with high academic and professional standards for elementary teachers as well as for secondary teachers, the B.C.T.F. tried to prevent the introduction of the Emergency program for elementary teachers and the four-year Bachelor of Education degree (elementary program).

Federation Holds to its Belief

Notwithstanding the teacher shortage, the B.C.T.F. has maintained over the years that high standards of scholarship, rigid admission requirements, and comparable degree requirements for both the elementary and secondary teachers would do much to enhance the prestige of the College of Education and the teaching profession as a whole. From many parts of the general public, as well as from groups within the teaching profession, have come such statements as, "a good economic recession is all that is needed to cure the difficulties attending teacher supply." An excellent answer to this claim has been given on page 70 of the B.C.T.F. Brief to the Royal Commission on Education where it is written that "a vital public service which depends on economic hardship to maintain its personnel is built on sand, and may be washed away by shifting economic current."

The Teacher Education Committee has been well aware of the inherent problems of teacher supply, yet at the same time it has never wavered from its belief that prestige and status for the teaching profession will only be achieved through the quality of the student produced at the College of Education. Respect for, and faith in, teaching as a profession must not be left to the indeterminate influences of a current economic trend. Those things which are difficult to get often prove most worthwhile to maintain.

Some progress to raise the standard of teacher qualification has been made. The title "Emergency Program" was dropped at the end of the second year and in the third and fourth years of the existence of the program the admittance requirements were stiffened and a limitation was placed

on the number of students permitted in this course.

Our committee endeavored to have the Bachelor of Education degree (elementary program) re-organized to bring it in line with the Secondary degree program in terms of time, credit and quality. There is no intention now, nor has there been any attempt in the past, to imply that those teaching today with less than the degree qualification or its equivalent could not be called professional teachers. Any change in regulations or standards must not come as a hardship to those already in the teaching profession. Many of those engaged as teachers today have spent a tremendous amount of time and money taking whatever courses were offered in order to improve their professional qualifications. Many of these teachers, for different reasons, are unable to continue the certification struggle—they look for some respite from the never-ending demand to improve standards. Many of these are professional teachers and received the best teacher education available during the early period of their teaching career. Despite what has been said it is the contention of the Teacher Education Committee that those who wish to teach should complete the full degree curriculum before commencement of their career as teachers.

Since a new teacher education program has been established it is the opinion of our committee that now is the time to shore up the admittance requirements for those who choose to teach. Once standards have been established on a sound basis it is easier to maintain them. That is why the Teacher Education Committee, in spite of any claims to the contrary, believes firmly that all who enter the College of Education should be there for a minimum of five years.

Much of the teacher education in the past has, of necessity, been built on the philosophy of a trade school where enough of the skills could be taught in a short period of

Mr. Parrott, a recent president of the Federation, is a member of the Joint Board of the College of Education and represents the Federation on the University Senate.

time and whatever else was to be learned could be achieved as the result of some kind of in-service education. A program of this kind denies the very existence of teaching as a profession. A profession is founded on a body of knowledge which takes a recognized period of time to master. This material to be mastered may include academic subjects as well as any discipline considered essential to that body of material which is necessary to the education of a student teacher. The objectives must not be lost sight of. We must remain steadfast to our program so that the standards we have sought for so many years will ultimately be attained.

Besides professional improvement, there is another aspect to the work of the Teacher Education and Certification Committee which can be dealt with at this time. In a sense the Teacher Education Committee provides a useful service to teachers, in the field of certification. Many teachers have difficulties about their certification. A number of these certification problems become complicated because some teachers are not certain how to proceed toward a solution to their difficulty. Any teacher who wishes to have his professional course work evaluated should, in the first instance, communicate with the Registrar of the Department

of Education. This contact is very necessary as the Department of Education is the only body entitled to issue teaching certificates in British Columbia. Once the Department has been approached and the teacher recognizes need for further assistance in the presentation of his case, the offices of the General Secretary of the B.C.T.F. may be sought. Because of extenuating circumstances or the presentation of new information, the General Secretary may have the question referred to the Teacher Education Committee for further study and discussion with the Registrar's office. On occasion the Teacher Education Committee has been able to effect a satisfactory conclusion to the certification difficulty. Remember, the responsibility for making the initial contact with the Registrar about certification rests with the teacher.

The Teacher Education Committee is dedicated to providing service to teachers in particular and improvement of teacher education in general. It looks to the future with hope and faith, and in the belief that the changes we desire, when achieved, will do much to enhance the profession and redound to the credit of teachers in particular. "The old order changeth, yielding place to new, And God fulfils himself in many ways."

Training for "A Most Exacting Profession"

A course of professional training provides the intending teacher with an opportunity of finding out whether teaching is really his vocation or not and so prevents him from becoming an unhappy misfit. It enables him to practise the beginnings of his craft under the eye of skilled practitioners by whose example he can profit and by whom his mistakes will be gently corrected. It introduces him to the theoretical background of his profession and gives depth and meaning to his work as a teacher. It ought to and it does, help towards the promotion of professional unity and solidarity. We have, it must be regretfully confessed, too much schism and antagonism

between groups of teachers in Scotland at the present moment, but we are still a more united profession than in most countries of the world and that cannot but be for the good of Scottish education. Quite frankly, I cannot understand the attitude of mind that thinks no preparation or no training is needed for a most exacting profession. Anyone who holds such a view cannot have any pride either in himself or in the work he has undertaken to perform, and would seem to rate that work no higher than unskilled labour. Such an attitude is taken up towards no other profession. Why should it be with respect to teaching?

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Educational Change in Japan

HAJIME YAGUCHI

JAPANESE civilization has as long a history as that of Europe. Religion, philosophy, thought and the arts had developed in Japan to a high degree, peculiar to her people, yet forming part of the cultural heritage of mankind. During the two centuries which preceded its contact with the West, Japanese society, though generally thought of as feudal, had developed the early traits of a so-called modern society. The territory was divided into the estates of many feudal lords, but Japan had already a central government. The towns were already developing as political centers. The populace engaged in trade and manufacturing, and an exchange economy prevailed on a national scale. In short, the society of commercial capitalism was being born.

It was under these circumstances that Japan plunged into close relations with the new world. The State concentrated great efforts towards the reform of education. It aimed at introducing to the syllabus the natural sciences and those techniques which were fundamental to modern industry. The word *Bunmei Kaika* (civilization) became a motto of the Japanese, which meant to enlighten the whole nation through modern education. This conditioned the character of Japanese education in the succeeding years.

The educational system adopted in Japan in the latter half of the Nineteenth Century was truly democratic. It conferred equal opportunity of education on all the people without distinction of class, and was able to do so partly because the power of the State was exceptionally strong and the leaders of that time were wise enough to adopt

a very progressive national education system. These new systems were unconditionally accepted because Europe was a high goal for Japan at that time and anything European was accepted without difficulty. All educational institutions—primary, secondary and higher—were open equally to the people, primary education becoming compulsory. Those who attained higher education became national leaders in the construction of the new State and achieved status in society. For almost a century such relations between education and society have been accepted and have gradually become traditional.

Since 1947 the nine-years' school has been compulsory and at present almost 60 percent of the graduates of the compulsory lower secondary schools enter the three-year course of the upper secondary school, and 25 percent of those who complete this course enter colleges or universities; this percentage is getting higher year by year. From this we see how strongly education is valued as a tool for the elevation of social position.

Secondly, providing education is regarded by the people of Japan as an obligation upon the State. The working class is not yet in a position to establish educational values of its own, mainly because its

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history as an influential class in society is not long enough. The so-called intelligentsia has been unable to play any significant role in determining educational trends. It is assumed that the State should make education accessible to all the people. The educational aim of the State is to establish a common goal for the thinking of the people at all levels.

Such being the idea of education, those who played an important role in promoting education were all educationists working in the national system. In Japan it should not be ignored that those who have done most to develop education have been in most cases educationists themselves.



It may be asked what role was played by the traditional culture of Japan in the course of the development described. During the 2,000 years of her culture, Japan established and preserved various types of tradition. One of these was the caste system—warriors, farmers, craftsmen and merchants—which lasted for 800 years until the middle of the Nineteenth Century. Others were the philosophies of Buddhism and Confucianism which influenced the Japanese way of thinking for more than one thousand years and had become the basic philosophies of the Japanese. In this soil, literature and arts peculiar to Japan had grown up and the resultant customs and life-feelings were of Japanese flavor. The influence exerted by those factors upon Japanese society in the course of inaugurating a new nation and founding new educational institutions can hardly be de-

scribed in this limited space. There are however important facts which deserve special attention.

The first is that the structure which had endured for one thousand years was abolished by the State in the middle of the Nineteenth Century. This greatly helped the establishment of systematic, democratic educational institutions.

The second is, what connection had the religions of long tradition with education? They once played an important part in moral education. But Buddhism, which had its own long tradition and was familiar to the people, gradually lost its educational influence and in the later Nineteenth Century became incapable of giving a mental backing on which the people could rely. No other religion participated in education either, except Christianity which has built schools and done evangelical work. It also had an influence upon a small number of the intelligentsia.

The Imperial Rescript on Education, issued under the name of the Emperor in 1890, aimed to foster the morality of the nation and to give it mental backing. The instruction issued by him provided the yard-stick for the behavior of the Japanese nation. The contents of the Imperial Rescript were an entirely secular code based on the philosophy of Confucianism.

Under this Instruction, the Japanese nation led their lives for almost sixty years, but after 1945 their belief in the Emperor has been abandoned and the institutions based on the Instruction abolished. As a result the Japanese are now struggling to find out for themselves the moral codes to which they must be true. Education in Japan at present has both merits and demerits as a result of the discontinuous participation of religions in the promotion of education.

After passing through the days of the Occupation by the United States after World War II, Japan now faces a second social reform. The Japanese nation, for example, has been trying to get rid of conventional attitudes in regard to the parent-child relation, the relations between hus-

Continued on page 180

Creativity versus the High I.Q.

Possession of either of these qualities can indicate giftedness.

NEVER IN THE NATION'S history has there been such concern over the "gifted child."

Educators have warned that the "gifted" are our most valuable human resource and must be discovered early and given every opportunity for full personal development.

Most popularly, the "gifted child" has been considered to be the student who achieves a high score on an intelligence (I.Q.) test.

Two University of Chicago educational psychologists take strong exception to the use of the I.Q. test as the sole measure of "giftedness."

For more than four years Jacob W. Getzels and Philip W. Jackson have been working together on a new concept of "giftedness" or "creativity." Their research was supported by a grant from the United States Office of Education.

Through their research, Getzels and Jackson have sought to expand the meaning of "giftedness." Their study indicates that neither the I.Q. test nor teacher preference is a completely dependable means of identifying students of high potential.

They have given reports on their research at meetings of the American Psychological Association, the American Sociological Association, the American Educational Research Association, and numerous other professional conferences. They have published results of their research in the *Journal of Abnormal and Social Psychology*, a report in the National Science Foundation's *Research Conference on Identification of Creative Scientific Talent* (University

of Utah Press), *Child Development*, *Phi Delta Kappan*, part of a monograph prepared by the United States Office of Education, and other publications.

Getzels and Jackson insist that, despite its longevity, there is nothing inevitable about the use of I.Q. in defining giftedness.

"Indeed," they state in one of their reports, "without shifting our focus of inquiry from the classroom setting, if we only changed the original criteria of learning, we might change the qualities of defining giftedness."

"For example, if we recognize that learning involves the production of novelty as well as the remembrance of course content, then measures of creativity as well as the I.Q. might become appropriate in defining characteristics of giftedness."

For their research on giftedness, Getzels and Jackson used a group of about five hundred adolescents in the University of Chicago Laboratory School. The grade range covered extended from the end of the sixth grade to the end of the senior year in high school.

Their extensive testing program involved the assessment of traditional qualities, such as intelligence and psychological health, and included attempts to assess less conventional dimensions such as creativity, morality, and the like.

Reprinted from the October, 1960, issue of *The University of Chicago Reports*. The research into the behavior of creative children is continuing.

In the study, Getzels and Jackson selected two groups of students as mutually exclusive. These two were:

The "highly intelligent"—defined as those who were in the top 20 percent of the sample population on conventional I.Q. measures but who were *not* in the top 20 percent on measures of creativity.

The "highly creative"—defined as those who were in the top 20 percent of the sample population on measures of creativity but who were *not* in the top 20 percent in I.Q.

Getzels and Jackson did not include in their experimental groups children who were high in both creativity and intelligence. And they found many such individuals. Rather they were seeking to isolate the two qualities from each other to examine the relative contribution of each to the functioning of the child. The children who excelled in both areas are the subjects of further investigation still in progress.

How Choice was Made

How were the "highly creative" subjects chosen?

Getzels and Jackson described the methods of selection this way:

"All the tests in the creative battery involved facility in dealing with verbal and numerical symbol systems and object-space relationships. Some instruments called for rapid verbal associations to stimulus words; others called for the ability to structure quickly an incomplete or distorted perceptual stimulus; still others required remote, or clever, or original responses to complex verbal situations (e.g., supplying last lines to a fable). In one test the subject was to respond to a complex paragraph involving numerical values by suggesting all the mathematical problems which could be solved with the information in the paragraph."

After identifying the two groups, Getzels and Jackson compared them to each other and to the population from which they were drawn on a number of variables: school performance, teacher preferences, students' choices of personal qualities they preferred, and children's perception of

qualities they believed would lead to success in adulthood and which they felt their teachers preferred. In addition, the children were asked to write four-minute stories in response to six pictures flashed on a screen for twenty seconds each. An examination was made of the writing style of the two groups.

The research disclosed:

—Despite a difference of 23 points between the mean I.Q.'s of the two groups, they were *equally* superior in school achievement to the student population as a whole.

—Teachers exhibited a clear-cut preference for the high-I.Q. child.

—Regarding personal aspirations, the creative child rates high marks, I.Q., pep and energy, character, and goal-directedness lower than do members of the highly intelligent group. The creative child also rates wide range of interests, emotional stability, and sense of humor higher than do the members of the highly intelligent group. The emphasis on sense of humor is so marked among the creative group that it is one characteristic that sharply sets apart the high-creativity group from all other groups. For example, one creative child during the test wrote a story on "face cream and divorce." He blamed a divorce on the woman's slippery cold cream. He wrote: "She wore so much cold cream on her face at night that her head would skid across the pillow and hit him (the former husband) in the head. He is now contemplating a new skid-proof face cream."

—The high-I.Q. child seeks to possess now those qualities which he believes will lead to success in adult life. The creative child does not use this goal as a criterion in selecting his present aspirations.

—The high-I.Q. child holds to a self-ideal consonant with what he believes his teachers would approve. The creative child shows a negative correlation with such a model.

—When the occupations mentioned by the two groups are analyzed into conventional (lawyer, doctor, professor) and unconventional (adventurer, inventor, writer) categories, the creative children give a significantly greater proportion of unconven-

tional occupations than do the high-I.Q. students.

—Compared to the high-I.Q. child, the creative child seemed to “play with” the six stimuli pictures for the pleasure of invention rather than “labor.”

The nature of the fantasies of the two groups was revealed strikingly in the stimulus-picture comparison.

Getzels and Jackson offered these representative examples on how the high-I.Q. and high-creative subjects responded to a stimulus-picture most often perceived as a man working late (or very early) in an office:

The high-I.Q. student:

There's ambitious Bob, down at the office at 6:30 in the morning. Every morning it's the same. He's trying to show his boss how energetic he is. Now, thinks Bob, maybe the boss will give me a raise for all my extra work. The trouble is that Bob has been doing this for the last three years, and the boss still hasn't given him a raise. He'll come in at 9:00, not even noticing that Bob has been there so long, and poor Bob won't get his raise.

The high-creative student:

This man has just broken into this office of a new cereal company. He is a private-eye employed by a competitor firm to find out the formula that makes the cereal *bend*, *sag* and *sway*. After a thorough search of the office he comes upon what he thinks is the current formula. He is now copying it. It turns out that it is the wrong formula, and the competitor's factory blows up. Poetic justice!

Getzels and Jackson point out that the ability to restructure stereotyped objects with ease and rapidity is a characteristic mark of the creative child as compared to the high-I.Q. subject.

The difference between the high-I.Q. child and the high-creative student is similar to a distinction made by Professor J. P. Guilford of the University of Southern California between “convergent intellectual ability,” which emphasizes the single, correct, “safe” solution to a problem, and “divergent intellectual ability,” which em-

phasizes multiple, new “experimental” solutions to the same problem.

In these terms, say Getzels and Jackson, the high-I.Q. children tend to “converge” upon stereotyped meanings, to perceive personal success by conventional standards, and to move toward the model provided by teachers.

The high-creative children tend to “diverge” from stereotyped meanings, to integrate fantasy and reality, and to perceive personal success by unconventional standards, Getzels and Jackson note.

“It is,” they state, “as if the high-I.Q. children seek out the safety and security of the ‘known,’ while the high-creative children seem to enjoy the risk and uncertainty of the ‘unknown.’”

With the nation so concerned over the gifted, Getzels and Jackson hope that their research may have important implications for defining and identifying gifted children.

Perhaps the time is not too far away, they conjecture, when it may be more common practice to measure other qualities of giftedness as well as I.Q.

They conclude: “Once we set a precedent by allowing an exception to the practice of labeling only high-I.Q. children as gifted, the possibility of expanding the concept to include other potentially productive groups becomes a genuine challenge to both educators and research workers.”★

Jacob W. Getzels is a professor in the Department of Education and in the College and a member of the Committee on Human Development of the University of Chicago. He came to the University in 1951 after receiving his Ph.D. degree in clinical psychology from Harvard University. During World War II he served as a psychologist with the Office of Strategic Services.

Philip W. Jackson is an associate professor of educational psychology in the Department of Education of the University of Chicago. He received his Ph.D. degree from Columbia University in 1954 and served on the staffs of Columbia, the University of Puerto Rico, and Wayne University before coming to the University of Chicago.

Preparing Lessons



"O to be in April, now that England's here."

An English

*His experiences in England on
speechless. Here in sketches a
in which he ha.*

Morning Assembly



"O-o-o-o Can . . ."

Getting to Know the Students

h Primer

exchange have left Prim almost
e shown some of the situations
found himself.

MAURICE GIBBONS



"But sir, I'm not Jack. I'm Janet."

The English Lesson



"Please sir, we spell 'or' endings O-U-R." When you say 'hoods' do you mean 'benet'?" "My Oxford Concise spells 'organize' I-S-E, sir." "What are 'sidelines'? I'll bet there's no such word." "Isn't it T-Y-R-E?" "I've never seen a car with a trunk before!"

Fitting In With the Staff



"No, no, Eustace! I said The Times"

On Omnibus Duty



"Hey! You in the black cap!"

Stay in Good Health

A basic program for maintaining good physical condition.

SYSTEMATIC EXERCISE is a sound way to ensure good health. This was advocated by Dr. T. A. Cureton, Jr., Professor of Physical Education and Director of the Physical Fitness Research Laboratory of the College of Physical Education at the University of Illinois when he conducted a clinic at the Vancouver Y.M.C.A. and gave public lectures on the topic.

At the sessions, the most common request was for a prescription which could be taken in easy doses. Some basic principles stressed by Dr. Cureton were:

1. Physical fitness results only from a planned program on a personal basis, not from casual participation in sports or physical activity.

2. Endurance is essential to people of all ages and can be developed and maintained through a physical fitness program.

3. The most important aspect of fitness is concerned with good circulation of the blood and a capable heart.

4. Exercise can produce important and significant cardio-vascular improvements, provided planned programs are employed after consideration of data resulting from a medical examination.

5. Deficiencies revealed by laboratory tests apply equally to men and women, to boys and to girls.

6. The human body is capable of being trained to a much greater degree of efficiency than has been realized heretofore.

7. Total fitness is extremely complex.

The methods of achieving physical fitness are many and varied but they are characterized by the following factors:

1. Continuous rhythmical exercises carried on for at least thirty minutes, three times a week.

2. Breathing rhythmically with deep, slow breaths and forced exhalation.

3. Repetitive interval training, involving planned progression.

4. Relaxation, especially during jogging and recuperative types of exercise.

5. Complete recuperation between training sessions.

Such activities as running, hiking, swimming, and cycling are most valuable because of their contribution to circulatory fitness. Brisk walking is a fairly acceptable substitute, particularly if occasional jogging is interspersed.

The same principles as for men may be employed for women as long as the intensity and quantity of the exercises are varied to suit the age and condition of the individual.

A warm-up of fifteen to twenty minutes, at approximately 60% to 80% of effort, should always precede intensive exercise. At the conclusion of the heavy or very vigorous part of the program there should be a gradual easing off or a "warming-down" period during which the exercises and action will diminish in intensity until normal breathing is restored.

For all groups the importance of stretching is stressed. Fitness of the abdominal area is particularly important for the adult group. Simple balance and strength exercises should be included in general programs but specific training must be employed when specific results are desired. ★

Education Change in Japan

Continued from page 172

band and wife, women's position in society, the relations between the State and the individual, the problem of social cohesion, the independence of the individual and so on. The solution of those problems is entrusted solely to school education. Other institutions, especially religious ones, prove themselves to be of no avail, which is the greatest hardship now being experienced by the Japanese.

The third is that Japan has adopted the education evolved by the citizens of European countries, but not one evolved from within the people's own life, with the long Japanese history as its background. The Japanese have been receiving a general education which has been quite strange to their living. This has served to popularize education on one hand, but on the other it has not served to make the contents of education profoundly profitable to

the people in leading their daily lives.

Japan, at present, is confronting the problem of organizing education for farmers, for merchants and especially for workers in modern industries. But no definite idea has yet been formed about the *content* of such an education, either by public opinion or by the specialists. From the above it may be seen that the Japanese are now in a position to take the first step in establishing their own education, after the lapse of a century since their adoption of modern educational institutions.

In conclusion: any nation in trying to adopt the educational ideas of foreign countries should take into consideration the difference between its own social conditions and theirs. Together with this, it is fundamentally important to have clear foresight as regards its future national life and to work out an independent plan for education based on the particular needs of each people. ★

All about Marking

Continued from page 167

try to fix up those four spelling errors that I have indicated. And, Bob, when you re-write this interesting sentence please use punctuation in the three places where I have suggested you need it. Other than these few slight faults, and the fact that the thought in the sentence is not entirely clear to the reader, this is a good sentence and I enjoyed reading it. I hope you will not be discouraged by having to make these few revisions, Bob.

The chief danger with the comment system of marking compositions is that you are forced to give rather high marks, such as "A" or "A-plus." Because, after saying so many encouraging things to the writer, you cannot just slap him down to the wastebasket where his mark belongs. Also, of course, this type of marking takes considerable time and foolscap. But still it is the only type of marking that is really much better, providing Bob makes the corrections

that you have urged him to. Average time for marking a paper using this system: seven years off your life!

Now that I have come to the end of these my thoughts on marking, I am ashamed to realize that they are all gloomy ones. I have pointed out why the administrators cannot give composition teachers fewer students; and I have shown that there is no easy, speedy and creditable way to mark compositions; and I have tried to point out that if you stand up in front of your composition class trying to show them the rules, you cannot avoid sitting down at your desk to write comments on the results.

But perhaps the future is not without some glimmering of joy. It is reported that "they" (those ubiquitous scientists) have almost perfected a machine that will translate Russian into English. If they do a trick like *that*, there is hope that they will soon get around to inventing that composition-marking machine which for so many years has filled the sleeping and waking dreams of every red-handed marker of high school compositions. ★

on Your behalf—

SINCE THE LAST report in these columns, the following committees have met to conduct Federation business: Curriculum Directors, Ethics, Executive (a special meeting to consider the Actuary's Report on Pensions), Gifted Child, Honorary Awards, Membership, Pensions, P.S.A. Publications, and Supervision Practices.

November 15-17

The General Secretary, C. D. Ovans, attended an Economic Seminar for the four western provinces in Edmonton.

November 18

Representatives of the Federation held a meeting with Mr. Ray Perrault, leader of the Liberal Party, to explain to him the Federation's policy on Education Finance. Attending that meeting were the President, W. Janzen, Assistant General Secretary S. Evans and Executive Assistant J. A. Spragge.

November 18, 19

Mr. Ovans served as consultant for the Manitoba Teachers' Society Salary Workshop in Winnipeg.

November 19

Mr. Spragge was a resource person at the Burnaby Staff Representatives' Workshop.

November 22

Mr. Janzen, Mr. R. B. Cox, Past President, Mr. Spragge, and Mr. S. Taylor, Chairman of the Pensions Committee, were in Victoria to meet the Hon. W. D. Black on pensions matters. Executive Assistant W. V. Allester attended the first meeting of the new Committee on P.S.A. Publications.

November 23-25

The Western Conference of Presidents and Secretaries was held in Vancouver. Mr. Janzen and Mr. Ovans were in attendance at the sessions. On the evening of November 23, Mr. Janzen was the special

speaker at the Surrey Teachers' Association Induction Ceremony.

November 24

Mr. Allester attended a meeting of the Metropolitan Elementary Principals' Association.

November 25

At Penticton, Mr. Cox was the special speaker at the Induction Ceremony.

November 28

The B.C. Adult Education Association held a meeting at the Haney Correctional Institute. Mr. Janzen and Mr. Evans were in attendance at this meeting.

November 29

Mr. Janzen represented the Federation at a dinner given by Dr. MacKenzie, President of U.B.C., so that educational leaders might meet Mr. Arthur Piggott, the new director of the Canadian Association for Adult Education. Mr. Evans attended a meeting of the B.C. executive members of the C.A.A.E.

November 30-December 1, 2

Mr. Allester was in Kamloops to present the teachers' case to the arbitration board. On the evening of December 2 he sat in on the Barriere arbitration, which was also held in Kamloops.

December 1, 2

Mr. Janzen, Mr. Evans, and Mr. B. G. Holt, a member of the International Affairs Committee, attended a seminar on Canadian-U.S. Relationships at the University of Washington, Seattle. This seminar was jointly sponsored by the Universities of B.C. and Washington.

December 2

The Secretary-Treasurer, Mr. J. W. Stewart, conducted the Richmond Induction Ceremony, which was held in conjunction with a banquet and dance in Vancouver. Mr. Spragge was in Victoria to



President Wes Janzen (center) discusses the order of business with Logan Morrison (left) and Louis Rank when he visited Grand Forks recently.

attend a meeting of the Teachers' Pension Board. He also conferred with representatives of the Cowichan Teachers' Association concerning presentation of their arbitration case.

December 6

The Federation's delegation again was in Victoria to discuss pensions with the Hon. W. D. Black. The delegation was Messrs. Janzen, Cox, Spragge and Taylor. Mr. Evans attended the Vancouver Elementary School Teachers' arbitration and presented the teachers' case. Mr. Allester sat in on the West Vancouver elementary arbitration.

December 7

Mr. Janzen addressed a meeting of the Parent-Teacher Federation's Research Committee.

December 8

Fraser Valley East District Council met at Whalley. Mr. Janzen attended the meeting and spoke on Federation affairs. Mr. Evans attended a re-organization meeting of the B.C. Council on Education, held in the Teachers' Building. He was re-appointed secretary of this organization. Mr. Ovens was in Prince George to present the teachers' case before an arbitration board.

December 8, 9

Mr. Spragge presented the teachers' case in the arbitration of salaries for West Vancouver secondary teachers. Mr. Allester presented the case for Abbotsford teachers at

an arbitration held in Vancouver.

December 9

Mr. Evans attended the sessions of the board arbitrating salaries for Chilliwack teachers.

December 10

The arbitration of salaries for McBride teachers was held in Prince George. Mr. Ovens presented the case for the teachers.

December 11, 12

Mr. Ovens was in Victoria to work with the teachers there on their case and to present it to the arbitration board.

December 13

Mr. Janzen addressed a meeting of the local association in Courtenay on pensions and other Federation business. Mr. Evans was in Nanaimo in the evening to meet the chairman of the teachers' Agreements Committee prior to their arbitration. Mr. Allester was in Penticton to present the case for the teachers to an arbitration board.

December 14

Mr. Janzen attended a meeting of the Department of Education planning committee for an adult education conference. Mr. Allester presented the case for the Summerland teachers in Summerland.

December 14, 15

Mr. Ovens presented the case for the Surrey teachers at an arbitration held in Vancouver. Mr. Spragge presented the case for the Powell River teachers at an arbitration, also held in Vancouver.

What's the Answer?

It's the Co-op

I thought the Annual General Meeting a couple of years ago decided against the Federation getting involved in real estate, except that needed to provide office space. Therefore it surprises me to see periodically reports to the effect that the Federation is buying property in North Vancouver and building apartment blocks in Vancouver.

You're right. The A.G.M. did decide that the Federation should not get into the real estate business. And it hasn't.

The newspaper reports to which you refer have been in error. It is the B.C.T.F. Co-operative which has been interested in property in North Vancouver and it was the Co-op which served as builder for a group of teachers who wished to erect a self-owned apartment block.

The only properties held by the Federation are the property at 1815 West 7th Avenue on which the Federation Building is located, the 50 foot property next door and the property on Broadway at Fir. The property adjacent to the Federation Building was purchased in 1959 to provide additional parking space if such is ever required. Meanwhile the house on this property is rented.

The property at Fir and Broadway was bought in 1951 as a possible site for our Federation building. Instead, a building in the 1600 block West Broadway was purchased and converted into offices. This was sold prior to our building the present Federation office. The Fir and Broadway property has provided a good return. The

Federation Executive has authority from the Annual General Meeting to dispose of this property when and if they think the sale would be desirable.

Group Insurance

I didn't know until the other day that the Federation operates a group life insurance plan. Why doesn't the Federation provide information on this? I for one would like to know about it.

Look on page 42 of the 1960 edition of the B.C.T.F. Handbook. If you don't have one, borrow one from one of your teacher friends. And by the way, if you didn't order a copy of the Handbook this year, be sure you do so for next year.

Salary Indemnity

I am sorry I am late in applying for Salary Indemnity Benefits but I didn't know there was any deadline.

I'm sorry too, because your late application will have to be considered by the Salary Indemnity Committee when it meets next and unfortunately it meets only occasionally during the year.

If the application is all in order, it is processed immediately by the staff member who helps administer the fund. Late applications are considered first by the Salary Indemnity Fund Committee, with provision for final appeal to the Executive.

Application must be made within thirty days of returning to teaching or within four months of the commencement of the absence, whichever is earlier. (See page 41 of the B.C.T.F. Handbook.)

An Active Year

Continued from page 158

Work is proceeding in other areas of equal importance. This, no doubt, is equally true in your associations. Some aspect of Federation interest is being examined, established or expanded. I would ask that

as you plan your activities in the New Year you include in them a thorough study of the Royal Commission Report on Education and the proposals of our own Special Committee on Membership.

In this first issue for 1961 may I extend to all members of the B.C.T.F. best wishes for a Happy New Year. ★

B.C.T.F. Geographical Representatives

Burnaby	Miss Marie E. Pedley, 2430 Sperling Avenue, Burnaby 2, B.C.
Central Mainland	G. Cook, Box 130, Barriere, B.C.
Western Fraser Valley	J. R. Barry, 13012-56th Avenue, R. R. #1, Cloverdale, B.C. G. J. Greenaway, 2510 Fulton Street, Burnaby 1, B.C.
Fraser Valley East	M. Hamm, 521 Barber Drive, Chilliwack, B.C.
Kootenay East	B. C. Wiltse, Box 125, Chapman Camp, B.C.
Kootenay West	E. J. Nash, Box 217, Nakusp, B.C.
Central Lower Mainland	A. H. Gooding, 1091 West 51st Avenue, Vancouver 16, B.C.
North Central	D. N. Weicker, 2780-2nd Avenue, Prince George, B.C.
Northern B.C.	R. W. Berry, Box 825, Nechako P.O., Kitimat, B.C.
North Shore	J. W. Bourdon, 435 West 26th Street, North Vancouver, B.C. G. Cooper, R.R. #1, Gower Point Road, Gibsons, B.C.
Okanagan Valley	R. J. Wunderlich, 818 DeHart Avenue, Kelowna, B.C. G. A. Graham, R. R. #3, Salmon Arm, B.C.
Peace River	F. M. Davies, Box 640, Fort St. John, B.C.
Greater Victoria	F. J. Cairnie, 1844 Gonzales Avenue, Victoria, B.C. D. A. Smith, 1315 Carnsew Street, Victoria, B.C.
Vancouver Island, Southern	J. S. Clark, 618 Lands End Road, R. R. #1, Sooke, B.C.
Vancouver Island, Northern	D. J. S. Smith, 505-12th Avenue S., Port Alberni, B.C.
Vancouver School Administrators	M. S. Wark, 4521 Victory Street, Burnaby 1, B.C.
Vancouver Secondary	A. M. Rempel, 1145 West 49th Avenue, Vancouver 13, B.C. A. Suttie, 7442 Maple Street, Vancouver 14, B.C.
Vancouver Elementary	N. L. Ornes, 238 West 44th Avenue, Vancouver 15, B.C. Mrs. Isobel I. Cull, 4326 West 8th Avenue, Vancouver 8, B.C.

Chairmen Of B.C.T.F. Committees

Academic Standards—	Philosophy of Education—
Miss O. Heritage, Victoria	Mrs. L. A. Hanney, Burnaby
Acceleration and the Gifted Child—	Professional Education and Induction—
Dr. Ruth White, Vancouver	D. A. Smith, Victoria
Agreements—	Professional Relations Commission—
A. H. Gooding, Richmond	W. Janzen, Surrey
Benevolent Fund—	P.S.A. Publications—
L. C. Curtis, Vancouver	Miss M. Crute, North Vancouver
C.T.F. Affairs—	Property Management—
W. Janzen, Surrey	C. F. Hillary, Vancouver
Constitution and By-Laws—	Public Relations—
R. J. Wunderlich, Kelowna	K. N. Stainton, Burnaby
Convention—	Research—
Miss E. F. Burke, Burnaby	L. R. Daniels, Kelowna
Curriculum—	Resolutions—
J. S. Young, Burnaby	M. Hamm, Chilliwack
Education Finance—	Salary Indemnity—
D. J. S. Smith, Port Alberni	N. L. Ornes, Vancouver
Ethics—	Scholarships—
R. B. Cox, Penticton	H. M. Palsson, Sooke
Finance—	Sick Leave—
N. L. Ornes, Vancouver	E. D. MacLean, New Westminster
Honorary Awards—	Supervision Practices—
R. B. Cox, Penticton	R. E. G. Langton, Maple Ridge
In-service Education—	Teacher Education—
A. E. Johnston, Trail	H. N. Parrott, Sooke
Local Association Attendance—	Television—
E. Miles, Nanaimo	J. S. Young, Burnaby
Membership—	Workload—
B. C. Gillie, Victoria	W. I. Mouat, Sooke
Pensions—	Workshop—
S. Taylor, Vancouver	N. E. Nelson, Burnaby

Across the desk

Comments Solicited

Kitimat, B.C.,
November 24, 1960

The Editor,
Dear Sir,

At the recent Northern District Convention a series of resolutions concerning Social Studies were passed. I would appreciate it if you could give our ideas some publicity in *The B.C. Teacher*. We would welcome constructive criticism and comment and I am willing to receive any correspondence that may arise.

Dean Scarfe was present at the meeting when the matter was being discussed and has generously given me permission to cite him as an authority who is in agreement with our resolutions.

The resolutions were as follows:—

(1) Separate courses in geography and history should be taught. Each to be a

coherent course designed to satisfy the aims of the academic disciplines concerned.

(2) Both to be taught throughout the six years of High School using present time allocation if necessary. (Awarding of credits could be adjusted accordingly.)

(3) Both to be designed on a World basis and emphasizing the relationship of Canada to the modern world.

(4) Each to be graded thus:—

(a) to suit the level of student interest and ability at different age levels (Grade VII-Grade XII).

(b) to suit the varying levels of student ability (University and General Programs).

(5) Final examinations to be altered with a view to emphasizing the interpretation rather than the accumulation of facts.

Thank you for your assistance,

Yours sincerely,

WILLIAM R. LONG

Musicians—Our Cover Picture

AL COLTON, of the staff of Lord Byng High School in Vancouver, is the second teacher-artist whose work was chosen for a second time.

Mr. Colton, born in Toronto, has spent the greater part of his art career since the War on the West Coast. He studied at the Ontario College of Art in Toronto and at the Vancouver School of Art, from which he graduated. He has been painting and teaching art in Vancouver since 1947.

Works by Mr. Colton have been exhibited at the National Gallery and the Vancouver Art Gallery. He paints only in oils

and uses a wide range of subject matter. His work has been described as vivid in color, strong in design, with a growing interest in the poetic and symbolic qualities of reality.

Of this work, Mr. Colton says: "Saying something about my painting always seems to me an anti-climax. The subject was almost incidental to begin with, but became an integral part of the structure as the picture progressed. The figure now serves as a vital element in the composition, giving significance to the framework on which the color is hung." ★

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new Books

ESTHER G. HARROP, Book Review Editor

FICTION

House of the Blue Horse, by Lee Kingman.

Doubleday, Toronto, 1960. \$3.50

Here is an account of episodes in a home shared by two families—one of French origin, the other of American—living on the east coast of the United States, in the days at the end of World War II. There is mystery, a bit of intrigue and of course a happy ending. The viewpoints of the two families in the attitudes of parents towards children and children towards parents in post-war days and the two homelands will arouse adolescent interest. The book could be described as a family story with a romantic background. It is suitable to the Grade IX-X reading level.—E.G.H.

The Mystery of Skull Cap Island, by

Marion Carthwaite. Doubleday, Toronto, 1959. \$3.00

An intriguing book for boys in the 10 to 12 year age group. Eleven-year-old David Cory, his younger brother Jeremy and their friend Jack Ross get into mischief as they solve the secret of Skull Cap Island, an island off the California coast. A scurrying figure in the brush, unknown footprints in the sand, signal fires after dark, a coded message in a bottle, and other clues deepen the secret until Jack's unexplained disappearance leads to the capture of smugglers.—S.E.

The Little Leftover Witch, by Florence

Laughlin. Illustrated by Sheila Greenwald. Brett-Macmillan, Galt, 1960. \$2.75

A delightfully impish tale of a junior witch who is stranded on earth from one Hallowe'en to the next. She is befriended by a little girl, Lucinda, and made welcome as a member of Lucinda's fun-loving family. The magic of family love helps the little witch to overcome her witchy tendencies and turn into a happy child. This humorous story has a core of good moral values.

Small pen and ink sketches have amusing detail and enrich the flavor of the story. The book is attractive and well bound. Suitable for Grades II-IV.—M.B.M.

Mister Billy's Gun, by Berta and Elmer

Hader. Brett-Macmillan, Galt, 1960. \$3.50

The central idea of this story is the conservation of wild birds. The story of an elderly couple who solve the problem of thieving quail is told in a simple direct fashion. The children thrill to the ominous words of Mister Billy—"Got to get a gun"—and enjoy the humor of his predicament when he goes out with his gun but is foiled because quail perch on his shoe, his shoulder, even on the gun barrel. There is contentment when Miss Addie hits on a happy solution for the problem.

The outstanding feature of the book is the illustrations. Numerous pencil drawings support the text well. The colored illustrations have a powerful aesthetic appeal. Facing pages are composed so that they have a three-dimensional quality.

This edition is in library binding that will prolong the life of the book. The print is large and clear. The size of the book and pictures make it a good selection for reading aloud. Eight and nine-year-old children will enjoy reading the story for themselves.—M.B.M.

READING

Silent Speech and Silent Reading, by Ake

W. Edfeldt. University of Chicago Press, Chicago, 1960. 164 pp. Illus. \$3.50

Professor Edfeldt, working mainly in Denmark and Sweden, has concluded a fascinating series of investigations into the relationships that exist between a person's reading ability and "silent speech." The latter term he defines as any movement in any of the speech muscles during silent reading.

The author's conclusions are of significance to all teachers of reading. His findings lead him to conclude that the following three hypotheses are supportable: that good readers engage in less silent speech than do poor readers; that reading of an easy or clear text results in less silent speech than does the reading of a difficult or blurred text; and that, while silent speech may indicate reading difficulties, it is not the cause of those difficulties. He further concludes, contrary to historically maintained belief, that silent speech occurs to some degree in the reading of all people, and that it is not necessarily a detrimental aspect of the reading process.

While Professor Edfeldt's book will be of little or no interest to any but the research student of reading problems, it must certainly be essential reading for the latter group. The review of the literature which constitutes the first third of the book is alone worth the price of the volume. The methodology employed in the measurements of silent speech is entirely new, and reveals a new concept of successful collaboration between the fields of psychology and medicine which is an object lesson in itself. Diagrams, tables and photographs help to make this a very complete and understandable report which should perform a very useful function in the broad field of reading problems and their investigation.—T.B.B.

SCIENCE

Creatures of the Night, by Dorothy Sterling. Illustrated by Winifred Lubell.

Doubleday, Toronto, 1959. \$3.50

Read along with the author and you will meet the insects that emerge at night. It is a captivating book relating the firsthand experiences and observations of the author and illustrator.



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While many of the insects discussed are not found in British Columbia, pupils will find many that are familiar.

Several worthwhile tips for collectors are given. The illustrations greatly enhance the text and add considerably to the attractiveness of the book. Suitable for children aged 12 to 14 years.—D.G.N.

Our Scientific Needs; Our Scientific World; Our Scientific Age, by Frasier, MacCracken, Decker, McNaughton and Smith. L. W. Singer Co., Inc., Syracuse, New York. c 1956. \$4.35, \$4.55 and \$5.75 respectively

There are eleven volumes in the Singer Science Series ranging from Pre-primer to Grade IX. Of these, the three volumes prepared for the junior high school are entitled: *Our Scientific Needs*—Grade VII; *Our Scientific World*—Grade VIII; and *Our Scientific Age*—Grade IX. The titles, however, suggest neither the content nor the approach to the subject.

While the cyclical approach to the content of science courses has been condemned in some quarters, due to the repetition of teaching the same facts and demonstrating the same phenomena, the repetition of the application of principles and of observing nature cannot be over-emphasized. The Singer Series does this admirably. For example, there are units of work that consider the human body: Digestion in Grade VII, Nerves, Glands, Muscles and the Skeleton in Grade VIII, and Blood, Bones and Diseases in Grade IX. This treat-

ment seems to permit the teacher to use review tactics to unify the whole concept of the human body.

The work of each year involves a similar treatment in the fields of astronomy, biology, chemistry, geology and physics. While factual material is abundant, the texts suggest quite pointedly that the teacher perform demonstrations and that the pupils record their observations.

The appendix of each text includes a list of definitions, an index of experiments, and other pertinent data; e.g., common characteristics of metals.

As a set of texts to be used in junior high school Science these books offer a great deal for a well-integrated series of science courses, and would seem to cover sufficient general science to terminate it (General Science) at the end of Grade IX.—V.C.

Balloons: From Paperbags to Skyhooks, by Peter Burchard. Brett-Macmillan, Galt, 1960. Illus. \$1.95

Peter Burchard has written a brief but fairly complete history of lighter-than-air travel in this book which gives information on flight advances by covering a period from the early 16th century to the twentieth. The paperbag experiment of Montgolfier not only frightened but also astounded those who lived in Europe at this time. France's part in the development was undertaken in 1783. Balloons have not only experimental travel value, for they are used to study the weather. These are called radiosonde balloons. The story is continued to take in the progress of 1960. It will be read

avidly by old and young who are interested in weather and wind examination.—E.G.H.

SOCIAL STUDIES

The British Isles, The New Oxford Geographies, by Jasper H. Stemberge. Clarendon Press, Oxford, 1959. Revised Edition. Illus. 384 pp. \$2.50

This excellent geography of the British Isles, Africa and Australia should be on the desk of the teacher of elementary or advanced geography. In Social Studies 10 it will make an excellent reference for specific detail to enrich lesson preparation, whilst in Geography 91 it will be a fund of knowledge which the students in this "advanced elective" may consult with great interest. The maps are very good, especially those of the Ordnance Survey. For students preparing for detailed exams, the exercises at the chapter-ends will be thought-provoking. It is thus a highly recommended reference textbook.—W.D.M.S.

Looking at Maps, by William Wonders assisted by Lillian Wonders, Cartographer. Longmans, Green, Toronto, 1960. \$1.25

This book is very similar to the *Progressive Atlas* published by the same firm. The only difference appears to be that the earlier book is based on England, whilst the newer book deals with Canada. It covers the steps of map preparation from a picture to a picture taken from above to a simple flat map.

Material deals with a pupil's house, his immediate block, his town, a coastal city, a great seaport, the mountains and lastly the province. At all times the maps progress from (a) a picture, (b) a picture map (c) a scale abstract of the map.

The large provincial maps would have been more effective had they been done in better relief coloring. The book contains good maps of the western Canadian provinces: (a) products and resources, (b) political divisions, (c) natural vegetation, (d) land forms. It is unfortunate that the book could not have been produced at the price of 55c which was the price of its English counterpart.—D.M.

Discoverers of the New World, by Josef Berger. Golden Press, New York, 1960. Illus. \$3.50

Teachers interested in trying to make history live by using original sources will welcome this effectively illustrated book. It contains about 150 illustrations, half in full color, with practically all of them "from-the-period" paintings, maps, prints, drawings and photographs.

This book is one in a series published by the editors of *American Heritage, The Magazine of History*. It narrates the voyages of discovery and exploration of the North American continent by the explorers from Spain, Portugal, Russia, England, France and Netherlands. Included are all the well known explorers usually mentioned in history books plus the lesser known Vespucci, Cabeza de Vaca, Coronado, Cabral, Waymouth and Verrazano.

The book is written in clear, straightforward language, without any degree of oversimplifica-

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tion. It can be read with understanding and pleasure by junior and senior high school students and adults as well. It would be a prized addition to any junior or senior high school or home library.—S.E.

Everyman's Encyclopedia Edinburgh World Atlas. Edited by John Bartholomew. J. M. Dent & Sons, rev. 1959. \$7.25

This atlas is essentially a revised edition of the Bartholomew's *Advanced Atlas of Modern Geography*, published in 1950. It retains all the good features of the earlier edition and has several new maps of regions which have become important in recent years. Several new projections have been used to help illustrate more graphically the close relationship of different land masses to each other. It contains over 100 pp. of detailed, useful maps and an excellent index.

This atlas is designed to accompany the *Everyman's Encyclopedia*, but whether or not one has the twelve-volume encyclopedia, it makes a valuable reference for teachers, for students, or for anyone who wants a good atlas.—N.R.S.

The True Face of Duplessis, by Pierre Laporte. Harvest House, Montreal, 1960. 140 pp. Paper and cloth eds. Paper ed. \$1.50

This is a disappointing book because it is supposed to portray *The True Face of Duplessis*. It gives a very harsh criticism of Duplessis and his contemporary Quebec politicians. The premier's achievements are rather ignored whilst the political boss in Duplessis is stressed. M. Laporte paints a fascist view of Duplessis—a dictator surrounded by "yes" men. To be sure there was much to criticize about Duplessis but he was premier of The Old Province during times of tremendous stress and achievement. The translation from French to flowing English was not too happy. To sum up, this book should provoke an historian of note to give a balanced view of Maurice Duplessis.—W.D.M.S.

Canada: The Struggle for Empire, by L. B. Creighton. J. M. Dent, Toronto. \$2.65

Luella Creighton's book covers the history of North America, and especially Canada, from its earliest beginnings to the year 1800. Overall, it is an excellent history book for junior high students. It is divided into six main parts, each one having a short preview and a time chart on the important dates and their significance are noted. At the end of each chapter there are a few thought-provoking exercises which require the student not only to have mastered the content of the book, but also to do some additional research. It is well illustrated with sketches, maps and diagrams which admirably complement the text.

It is simply written with a clarity and vividness that both teacher and student should like. The language is simple enough that the slowest students should be able to follow without too much difficulty, and yet it is vivid and detailed enough to hold the interest of the brighter students. Wherever possible, the author has used a story approach to her topic. In addition, frequent sidelights on the lives of her personalities help to bring people like Frontenac, Talon and D'Iberville to life and to

show the students that these were indeed real people.

The book was designed for use in the new Grade VII course in Ontario and is the first of a series. Teachers of Social Studies 8 in B.C. should find it a useful and enjoyable source of supplementary reading for their classes.—N.R.S.

Stories of the Norsemen, by Johanna Johnston. Doubleday, Toronto, 1959. Illus. \$3.49

This book, beautifully illustrated in black and white and in color by W. T. Mars, presents the travels of Erik the Red, Leif the Lucky, and other less well known Norsemen in a style which makes history read like fiction. The stories trace the discoveries by the explorers from Norway, of Iceland, Greenland and the North American settlements of Helluland, Markland and Vinland.

However, there is no excuse for the discrepancies between the text and the map on page 62 and the error on page 56 in which Newfoundland is identified as Nova Scotia.

This should be a most popular book in any intermediate grade library.—S.E.

Recommended Books:

Greek Gods and Heroes, by Robert Graves. Doubleday, Toronto, 1960. Illus. Index. \$3.50

A good source and storybook to accompany a course in Greek history, religion and mythology.—E.G.H.

The Quest of Louis Pasteur, by Patricia Lauber. Doubleday, Toronto, 1960. Illus. \$3.00

A most interesting story of the life and scientific discoveries of Louis Pasteur. Very useful in Junior High Science classes.—E.G.H.

Exploring Under the Earth, by Roy A. Gallant. Doubleday, Toronto, 1960. Diagrams. Illus. \$3.50

The text dealing with geology and geophysics would be useful as a teachers' reference, or a source of information for students in senior geography courses.—E.G.H.

Every Road Has Two Directions, by Faye L. Mitchell. Doubleday, Toronto, 1960. \$3.50

Home life and school days in 1873 in the Puget Sound area plus a taste of romance and some genuine friendship, develop a story which high school pupils will enjoy.—E.G.H.

Put Your Best Look Forward, by Glynne Hiller. Doubleday, Toronto, 1960. Illus. \$3.00

A very practical book describing all the points so necessary in the modern girl's appearance and physical qualities. Carriage, posture, grooming, good health, voice, personality — the essentials which create the attractive young woman are included in a pleasing illustrated treatment of this subject.—E.G.H.

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about People

William H. Muncy

William H. Muncy, formerly principal of Margaret Jenkins School in Victoria, passed away on October 29, 1960. Prior to his retirement in 1952, Mr. Muncy had been a school principal for thirty years, and was a faithful Federation member from the time of its inception. He is survived by his wife, a son and a daughter.

An appreciation of Mr. Muncy, by former pupil Art Stott, of the *Victoria Times*, said in part: "He progressed with the times, but he carried with him that sound background of teaching and discipline which never allowed the boys and girls to dominate staff or school . . . A rich man, Bill, wealthy in the intangibles he invested in boys and girls—a teacher proud of his craft and a decoration to it."

Elected as alderman in the city of Edmonton recently was **Dr. M. E. LaZerte**, formerly Dean of the Faculty of Education at the University of Alberta and more recently Dean of the Faculty of Education at the University of Manitoba. Elected to the School Board of Edmonton was **Dr. John Andrews**, Associate Professor of Educational Administration at the University of

Alberta. Dr. Andrews formerly taught in British Columbia at Salmon Arm and Woodfibre.

The December elections saw the following teachers in municipal office: **A. T. Alsbury**, re-elected mayor of Vancouver; **R. W. Prittie**, re-elected to Burnaby Council; **E. W. Bowering** and **Arnold Webster**, re-elected to the Vancouver Parks Board.

Winners of Teacher Training scholarships and other company awards attending the University of British Columbia under Crown Zellerbach Canada Limited scholarships were entertained at a luncheon recently in the Faculty Club. Hosts were top executives of the company. This annual affair is carried out by Crown Zellerbach to add a personal touch to its scholarship program, which amounts to \$16,600 a year. There are seven \$2,000 Teacher Training scholarships awarded in Crown Zellerbach's operating areas each year, two \$500 university entrance awards for children of employees, a \$600 medicine award, a \$500 nursing scholarship and a \$500 post-graduate scholarship in economics and political science.

A group of Crown Zellerbach scholarship winners pictured at the 1960 luncheon.



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Scholarships and Fellowships

A number of fellowships and teaching assistantships with stipends varying from \$1,800 to \$2,700 are available to full-time graduate students in Educational Administration at the University of Alberta in 1961-62. These awards are open to graduates of any recognized university who hold a teaching credential and who have had a minimum of three years' teaching experience. The program in Educational Administration is focused upon the interests of principals, general supervisors, superintendents, central office administrators and professors of educational administration.

Further information and application forms may be obtained from the Chairman, Division of Educational Administration, Faculty of Education, University of Alberta, Edmonton. Application and supporting documents should be submitted by March 1, 1961.

The University of Alberta also has several research fellowships, and a number of teaching fellowships, each of a value of \$2,500, for graduate study in Educational Psychology in 1961-62. The fellowships will be awarded on the basis of academic and professional achievement, and will be used to finance graduate study leading to M.Ed., Ed.D., and Ph.D. degrees.

Information concerning research and teaching fellowships and the programs leading to graduate degrees may be obtained from the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta. Applications accompanied by transcripts of academic record and the names of four suitable references should be submitted by March 1, 1961.

Ontario College of Education (University of Toronto) has a number of fellowships

and other forms of financial assistance available for students in full-time attendance during the regular session 1961-62 and enrolled in courses leading to graduate degrees in Education. Information and application forms may be obtained from the Director of Graduate Studies, Ontario College of Education, 371 Bloor Street W., Toronto 5. Completed applications should be submitted by March 1, 1961.

Study in Britain this Summer

For 1961 four summer schools are offered under a joint program at Oxford, Stratford-upon-Avon, London and Edinburgh. The program offers a choice of subjects and periods that may appropriately be studied at the Universities concerned. Shakespeare and Elizabethan drama will be offered at Stratford-upon-Avon; Art, Literature and Music in England 1660-1780 will be offered at the University of London; Oxford will offer England, 1870 to the Present Day (History, Literature and the Arts); the Scottish Universities (at the University of Edinburgh) will offer from Renaissance to Revolution (History, Philosophy and English Literature 1559-1789).

The general closing date for applications is March 31, 1961. A brochure giving detailed information, application forms, and further information may be obtained from Dr. T. H. Matthews, Executive Secretary, Canadian Universities Foundation, 77 Metcalfe Street, Ottawa 4.

1961 High School Conference

The Fourteenth Annual High School Conference will be held at the University of British Columbia on February 24 and 25, 1961. The Conference, unique in Canada, brings 300 high school leaders to the university campus so that they may learn of the facilities available there.

The delegates will tour the campus, take part in discussion groups and extra curricular activities, and attend sample lectures. The Conference climax is a banquet and dance on the Saturday evening. *The Ubyssey*, the campus paper, will present a trophy to the best high school newspaper in the province at this time.

This year the committee, under chairman Kyle Mitchell, hopes to have two representatives from every high school in British Columbia and the Yukon. The delegates are required to report their findings to their fellow students. In this way, the committee is able to reach every Grade 12 student who might be considering attending U.B.C.

The Conference is jointly sponsored by the B.C. Teachers' Federation, the B.C. Parent-Teacher Federation, the University of B.C. and the Alma Mater Society.

The success of previous conferences was discussed by the National Federation of University Students, when it held a seminar at U.B.C. last summer. Since then, many universities have shown interest in

adopting a similar program for introducing university to prospective freshmen.

Audubon Junior Clubs

The Audubon Junior Program provides a wealth of natural science resource materials for boys and girls and elementary teachers use it in classroom activities. It is planned for practical integration with elementary science, social studies and geography, language arts and creative arts, even with arithmetic.

The Audubon Society of Canada sponsors the Audubon Junior Clubs, which consist of not less than ten children and an adult leader. The cost is 25c a member a year, for a period ending August 31 of each year. Additional children, in groups of four or more, may subscribe later in the year for a minimum sum of \$1.00 for the group, with an additional 25c for each child over and above the minimum extra group of four.

New material is published each year. The publication date is September 1 and, no matter when a group subscribes between September 1 and August 31 of any year, all materials are sent. Four project sheets are issued during the season and a Leader's copy of the Audubon Junior Scrapbook is sent each leader.

The Leader also receives a guide, containing a wealth of information and suggestions for organizing and conducting natural science and conservation projects.

Full information on Audubon Junior Clubs may be obtained from the Audubon Society of Canada, 423 Sherbourne Street, Toronto 5, Ontario.

The University of Saskatchewan invites applications for the following positions for 1961-62, appointments to date from July 1, 1961, unless otherwise arranged:

1. One Primary Specialist.
2. One Specialist in Speech Education.
3. One Specialist in Educational Psychology and Guidance.
4. One person who is especially qualified in one or more of the following areas: Elementary School Methods, including Science; Secondary School Methods (Mathematics, Science, or English); Administration; Philosophy; Psychology.

Beginning salary and academic rank will vary, depending upon qualifications of the successful applicants. The salary range within which it is expected that appointments will be made is from \$6500 to \$9000 per annum.

Applications, with full information re general education, professional preparation, and experience, should be sent to Dean J. B. Kirkpatrick, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, prior to March 1, 1961.

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Why a Foundation Program of Education Finance?

D. J. S. SMITH

Chairman, B.C.T.F. Education
Finance Committee

THE FIRST ARTICLE of this series described conditions which preceded the Cameron Report. In all but the favored areas of the province there was a picture of struggle against inadequate resources. Let us examine the reason for these conditions.

The tradition of Canadian education is local responsibility. As a new community developed, the citizens themselves assumed the responsibility of establishing and maintaining a school. Assistance and direction from the central authority was supplementary to local initiative, but initiative is no substitute for money. What resource was (and still is) open to a community to finance its education? The only substantial revenue available is the real property tax. This is the historical reason for the dependence of education on that tax.

Meanwhile, there was stirring in the land a new and opposite philosophy—an obligation by the state to its citizens. There is no need to list the measures which constitute what has been called “the welfare state.” It is sufficient to point out that in education this movement was expressed in the words “equality of opportunity.”

This was Max Cameron’s task—to reconcile local initiative and equality of opportunity. Surely this reconciliation is the fundamental problem of modern society as applied to one of its most important functions—education.

Unlike most commissioners, Dr. Cameron

approached the problem with a preconceived answer. Equality of opportunity was to be assured by financial measures which would guarantee that, for a reasonable tax levy, every area would be provided with sufficient funds for an adequate education for its children.

Local initiative was to be relied upon for extension of educational service beyond this assured standard.

In the preceding paragraphs, the word “local” appears. A prerequisite to the reconciliation was a redefinition of this concept. “Local” could no longer mean the tiny rural community. It could not mean the precise area contained within municipal boundaries. Nor could it include the favorably situated areas to the exclusion of adjacent less fortunate areas. Dr. Cameron made it clear that, while discussion of details was desirable, the principle of the establishment of the large school district was not a debatable point. History has proved him right.

The mechanics of setting up the foundation program—the guarantee of equal opportunity—is not important; the underlying philosophy is. The only conceivable standard must be that of past experience. It is not for some central authority to say what should or should not be spent. Reliance must be placed in the collective wisdom of those charged with the respon-

sibility. Dr. Cameron did just that. He analyzed the financial experience of those parts of the province where an adequate tax base already existed and related his recommended finance formula to that analysis. He did not spell out that this formula would have to be revised in the light of future experience. He made the mistake of leaving that obvious conclusion to those who would follow him.

It is worth repeating that it is not the mechanics that is important but the philosophy. Subsequent events have proved that when Dr. Cameron's philosophy has been followed, the results have been good. But too many times expediency has raised

its head. Dr. Cameron believed that the people of the province could select, from among their numbers, trustees who were capable of directing education without harassment from so-called higher levels of authority. He believed that those elected to what are sometimes regarded as lesser levels of government are not men of lesser ability. From senior government levels they need such financial arrangements as will serve the ideal of equality of opportunity. Once assured of adequate basic financing, they should be free to form educational policy in their respective districts on the basis of their own wisdom and initiative. ★

Teachers at Work in the East Kootenay

N. A. GILL

THE B.C.T.F. CREATED district councils in order to improve the communications between the central executive and the individual teacher which geography and climate tend to disrupt. This series of articles in *The B.C. Teacher* will permit members to acquaint themselves with teacher organizations throughout the province. With the above thoughts in mind, I shall endeavor to acquaint the reader with the teachers of the East Kootenay—how they operate and how they co-operate through their District Council.

The East Kootenay District Council is actually the executive of the East Kootenay Teachers' Association. The Annual Meeting of the E.K.T.A. is held at the Fall Workshop Conference at which time the table officers are elected. The Executive

is completed by the local associations, which appoint representatives on the basis of one representative for each fifty teachers or part thereof. Two precedents have been established: the president is elected from the local association which will sponsor the next Workshop Conference; and Mr. Adam Robertson of Creston is the secretary-treasurer. Adam is now serving his fourteenth year in this office—a remarkable record of service for his fellow teachers. The E.K.T.A. executive also includes the Geographical Representative and Co-

Mr. Gill represented the East Kootenay District Council on the Federation Executive for three years, from 1956 to 1959. He is principal of Sparwood Jr.-Sr. High School.

ordinators for Agreements and Public Relations. All three are appointed by the Executive. The District Council meets four times each year in Cranbrook on dates which precede the meetings of the B.C.T.F. Executive Committee.

The local associations of the E.K.T.A. are located in an area extending from Kootenay Lake to the Alberta border and from the C.P.R. main line to the U.S. border. There are six associations: Fernie, Cranbrook, Creston, Kimberley, Invermere, and North Columbia (Golden). The three largest of these have about eighty members, the smallest about twenty. Almost without exception the teachers work in modern, well-equipped schools. The fact that many of the teachers are permanently located indicates that working conditions are pleasant. The children come from homes dependent upon a variety of industries. Lumbering is either of primary or secondary importance throughout the area. Other industries include the rich mining, fertilizer and steel operations at Kimberley; tourism in the Windermere Valley at the entrance to Banff National Park; the fruit farming of the Creston Valley; and the uncertain, but reviving, coal mining of Fernie area. Cranbrook serves as the distribution centre and is experiencing an influx of many secondary industries.

Association Problems and Activities

A few comments regarding the problems and activities of some of the local associations may be of interest. The Kimberley teachers have sponsored several worthwhile community service activities. They have provided furnishings for the new hospital, helped establish a class for retarded children, and sponsored artists' concerts. They hold a variety of social events for teachers, such as curling bonspiels. The Cranbrook teachers extended their local bonspiel so as to include all teachers of the East Kootenay. They are considering a similar extension for their golf tournament.

The teachers in the Fernie area were once organized into three associations. One of these served several widely-separated, rural schools. This group found difficulty

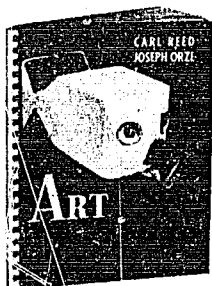
maintaining continuity in organization. An attempt to overcome this difficulty was made by re-organizing into one local association with three sub-locals. However, this new set-up resulted in considerable duplication of business at the sub-local and local levels. This resulted in the re-organization into one large association. The last system seems to be the most satisfactory but problems will always exist because of the sixty-odd miles which separate some of the members. The Creston Valley teachers, by means of forceful negotiations and conscious public relations activities, led the East Kootenay and, in fact, helped to lead the province to more attractive salary agreements throughout the past ten years. When the secondary and elementary teachers separated into two groups for salary negotiations, it appeared that they may cease to be leaders. However, close co-operation between the two groups has avoided the apparent dangers.

Keep Teachers Together

The East Kootenay District Council always has been concerned with the co-operation, co-ordination and communication among teachers. This is the function of a District Council—to keep the teachers in an area together and, through its Geographical Representative, to act as a liaison between the local association and the B.C.T.F. Executive. The Leadership Conferences throughout the province arose from the E.K.T.A.'s desire to improve communications with the central executive, and through this, to stimulate the local associations. It also suggested the yellow reminder sheet at the end of the B.C.T.F. Executive minutes. The teachers in the E.K.T.A. have shared arbitration expenses for many years. This practice has been extended to the pooling of all conciliation and arbitration expenditures.

After serving on the E. K. District Council for considerable time and as its Geographical Representative for three years, I feel that the District Council, although void of legislative power, does perform a vital function in maintaining the unity of our B. C. Teachers' Federation. ★

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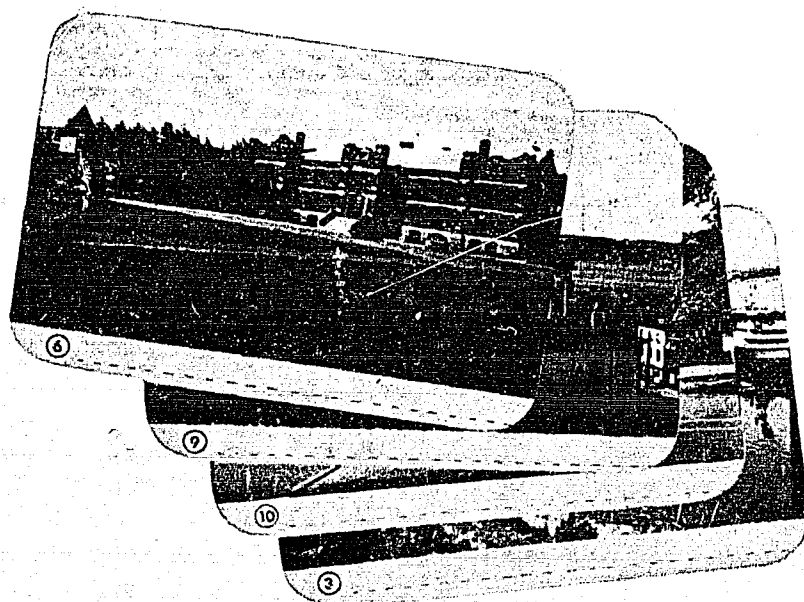
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