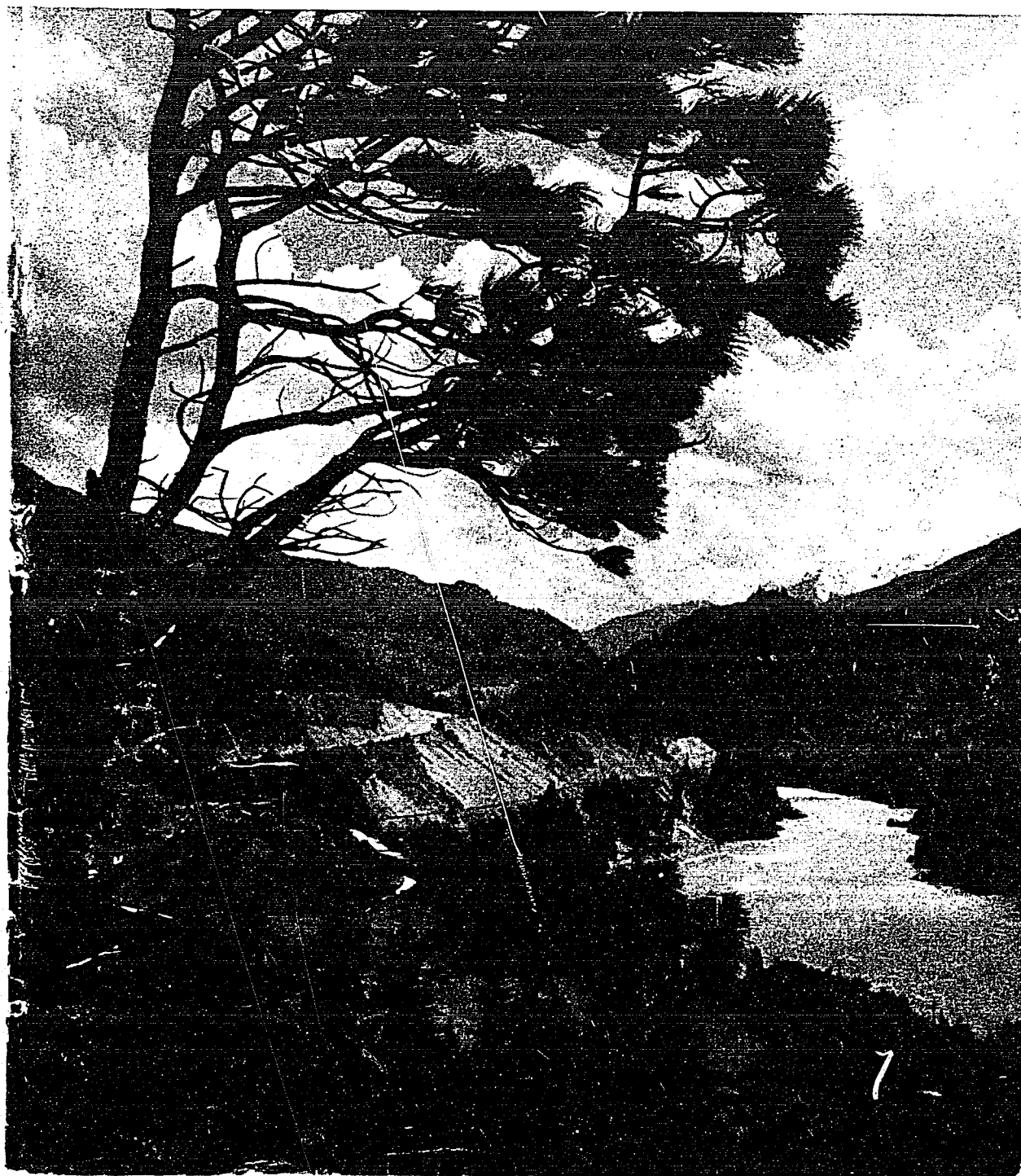


# *the* **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

VOL. XXXIV. No. 4.

JANUARY, 1955



7

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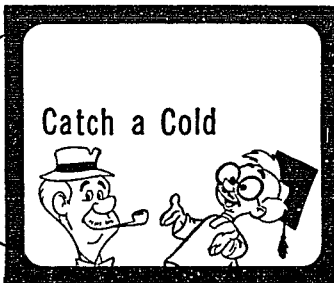
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# the **BC** teacher

Official Organ of the British Columbia Teachers' Federation

VOLUME XXXIV

JANUARY, 1955

Number 4

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- (7) Such indication of special need as the applicant considers pertinent.
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## We Can Help Ourselves

**I**T is generally recognized that British Columbia has a high standard of education. This means in great measure that the classroom teaching is of high calibre. It does not mean that we can therefore rest on our laurels and remain unconcerned about continued improvement of B.C.'s educational system.

"To foster and promote the cause of education in British Columbia" is one of the stated objectives of the B.C. Teachers' Federation. Another is "To raise the status of the teaching profession in British Columbia."

There is much that the Federation can do and does do as a provincial organization and through its local associations to further these objectives. There is considerably more that we can all do as individuals. The extent to which we make our personal contribution to these objectives is dependent upon our doing a good job of teaching. Guaranteeing that we will prepare ourselves to be the most effective classroom teachers possible is the greatest contribution we can make to the above stated objectives. How can we do this?

Our concern both as individuals and as members of our provincial or local association resolves itself into one of in-service training. The Federation has a responsibility to provide opportunities for such a programme and as individual teachers we have a responsibility to participate within reason in the programme, subject to our needs being met in some other way.

Certain aspects of the Federation's activities are specifically planned for their in-service training value. The professional discussions of the Annual Convention and practically the whole programme of Fall Conventions are in this category. Meetings of the Subject Sections held during the year

permit teachers to discuss questions related to their particular teaching assignments. The Industrial Arts teachers must get considerable help from their Shop Teachers' Bulletin. The B.C.T.F. Summer Workshop is a valuable opportunity for teachers to exchange ideas on such matters as academic standards, supervision, curriculum, etc. Many local associations and district councils promote workshop-type programmes on professional topics.

The in-service training programme of the B.C.T.F. and its several divisions is commendable, but we hold the definite opinion that it is in this general area that the Federation must pause to assess itself. We are anxious for greater recognition as a profession. This can never be obtained merely by asking. It must be earned by service, and particularly service as successful teachers. An extended in-service training programme would be a valuable additional means by which our members could assist themselves to improve their effectiveness.

The Department of Education Summer School and the summer courses at the University of B.C. and elsewhere provide ample opportunity for those seeking course credits. Perhaps we have reached the point where the Federation should be sponsoring a series of summer seminars on many aspects of teaching. There are undoubtedly many teachers who would participate in a programme of seminars of one or two weeks' duration but who would have little interest in credit courses.

Perhaps, too, the Federation should draft plans for assisting local associations to extend their in-service-type programmes.

A renewed emphasis on in-service training would pay adequate educational dividends.

# What The B. C. T. F. Proposes In Teacher Training and Certification

---

**T**HE main points of the B.C.T.F. Teacher Training and Certification policy are:

- (1) All Teacher Training to carry University credit.
- (2) Complete Junior Matriculation with C+ or better standing to be the minimum general requirement for entrance to Teacher Training. Candidates also to be required to demonstrate mastery of fundamental subject skills.
- (3) The minimum length of the course for Elementary teachers to be two years, and each of these two years to be comprised of nine units academic and six units professional work.
- (4) An additional three years of training leading to:
  - (a) B.A.-B.Ed. Degree (double degree) and consisting of twelve units academic and three units professional in each of the third and fourth years and nine academic and six professional in the fifth year.
- (5) Certification to consist of:
  - (a) A Standard Certificate to be issued after two years training valid only for elementary schools.
  - (b) A Professional Certificate to be issued after completion of the five year programme and valid for either elementary or secondary schools.
- (6) All the above training to be under the auspices of the University of British Columbia. This could imply the continuation of Teacher Training at Victoria with the course being incorporated as part of the two-year Victoria College programme.
- (7) The Federation wishes to see the establishment of a type of Teacher Training which represents the best features at present found in the Normal School programme and the University Teacher Training programme.
- (8) Students who take Senior Matriculation or the B.A. Degree through the usual procedures to be eligible to enter Teacher Training providing they picked up the pre-requisite academic and Education courses.
- (9) Eventually some form of "internship" to be introduced which would ensure that all teacher trainees spend an extended time in teaching situations before they actually become permanently certificated teachers.
- (10) Control of the Teacher Education and Certification programme to be shared by those concerned, i.e. the Department of Education, the University, the Federation, and the School Trustees. This could be accomplished by the establishment of a Board of Teacher Education composed of representatives of these groups, responsible to the Minister of Education, and charged with the supervision of standards for the selection of Teacher Training personnel, appointment of Staffs of Teacher Training institutions, organization of Teacher Training courses, granting and evaluation of certification, etc.

# Your Job In Public Relations

## *The Why and How*

S. R. LAYCOCK

**T**ODAY we hear a lot about the teacher's job in public relations. This isn't a new idea. Teachers and schools have always had some sort of public relations—good, bad, or indifferent. The questions being discussed by teachers at present are "How good are our public relations?" "Should our public relations be improved and if so, just how do we go about doing so?"

### Why Good Public Relations?

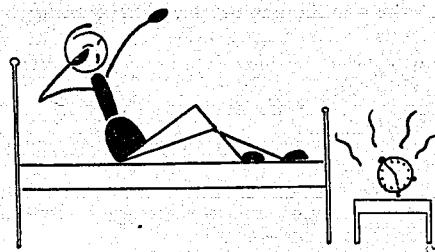
When we ask teachers just why they should make sure that they have good public relations we get a variety of answers.

Teachers need to do a good job of public relations so that they will enjoy that prestige in the community to which their highly important job entitles them. Teachers know how vital is their contribution to the development of citizens who can take their place in a democracy and they naturally would like public recognition for what they are doing.

Teachers may seek to improve their public relations because they want higher salaries. They know that, in the last analysis, they will get financial recognition only as the public realizes the high importance of their job. If the members of the public think of teaching as a filling-station job—as merely pouring from a big jug into a little mug—they won't be will-

ing to pay teachers adequate salaries. When people hold that point of view, they are willing to place in charge of schools any immature, inexperienced, untrained individual whose own schooling is a few grades ahead of that of the pupils. It is only when the public sees the teacher as a social engineer engaged in a skilful job of developing the highest potentialities of children that they will be willing to pay for that skilled service. Only then do they realize that knowledge of subject-matter, important as it is, is not enough. Today's teacher must have a broad and deep knowledge of the latest research data as to how children and adolescents develop, the ways in which children differ from one another and how children learn skills, knowledge, attitudes and appreciations.

Another reason why teachers need to do a good job of public relations is that they want to be accepted as human beings. This is a sound reason. The old stereotype of the teacher as a sourpuss, a paragon of virtue or a third sex must pass. The teacher of today does not want to be put on a pedestal nor does he want to be the chore boy of the community. He wants to be regarded as a good citizen—no more, no less. To achieve this his public relations must be directed towards being accepted in that way by the community. He must, for example, pull his weight in some of the



welfare, recreational, and other community organizations in the community.

The most important reason for the teacher doing a good job in public relations is that he usually wants to improve the educational facilities of his school and school system. He knows that the teachers do not own the schools. Rather he is well aware that the public controls the schools and that schools and school systems cannot be much better than the public opinion on which they rest.

In the last analysis the public determines what the schools of any community or province will be like. Parents and other taxpayers determine first of all the main objectives of the schools. If the public wants nothing taught but the "3 R's", that is what will happen. If the public wants nothing but high marks on examinations, that will be what the schools will strive for. If, on the other hand, the public thinks of subject-matter as tools to be used in the highest all-round development of children, that will show up in the school's emphasis on developing pupils who will be able to live effectively and happily in a world of increasingly rapid change and continuing tension.

#### Founded on Fact

In addition to the above, public opinion determines, in the last analysis, the nature of the school curriculum, the approach to problems of discipline, the quality of the school plant and equipment, and even the general methods of teaching to be used in the classroom. The public must make some sort of decisions on these matters. Teachers who want the opportunity to do a first class job in the classroom will want the public's decisions to be based on adequate information and sound thinking about educational problems rather than on misinformation and prejudice. They will, therefore, want to encourage their fellow-citizens to study the general problems of education. To that end they will want to interpret to the public what the school is doing—and failing to do. In that way they will hope to get adequate backing for the school in doing a first rate job for boys and girls.

In addition to the reasons already given teachers work at the job of good public relations in order that they may secure the co-operation of individual parents and of various community agencies in doing a good job in the development of individual pupils. They know that every child has four sets of teachers of which school teachers are only one. The others are home teachers (e.g., parents and other relatives), playmate teachers, and community teachers (religious and recreational organizations, welfare agencies, movies, radio programs, newspapers, magazines, etc.) The teachers know that there must be a close working partnership between their pupils' various sets of teachers if the youngsters' best possible development is to be achieved.

#### How Can The Teacher Do A Good Job In Public Relations?

The most important method is for the teacher to do a good job in the classroom. Pupils are the best advertisers of stimulating and effective teaching. They know which teachers are keenly interested in their development and which are ready to go the extra mile in promoting that development. After all, effective advertising depends upon having a good product to advertise.

The second method is for the teacher to keep up to date professionally so that he may deserve the part he plays as educational specialist in the community. This means continued professional growth through reading and study.

The teacher must take definite steps to assume his full place as a good citizen alongside of other good citizens of the community.

Teachers must make use of concrete methods to inform the public of school activities, school methods and various problems in the growth and development of children. This may be done through frequent items of news published via the local

Dr. Laycock, before his recent retirement, was Dean of Education of the University of Saskatchewan. Here he discusses the relationship between teachers and the public.

newspaper or the school paper or broadcast over the local radio station and by sending to parents at regular intervals mimeographed sheets or bulletins which deal with specific topics such as the aims of the school, the purposes of teaching literature, social studies, art, etc., the characteristics of different age-groups (primary children, pre-adolescents, adolescents, etc.), the educational value of films, libraries and other audio-visual aids.

Teachers can interpret the work of the school through accepting invitations to speak at meetings of community organizations—service clubs, church groups, lodges, and women's organizations. Since every teacher is engaged in developing boys and girls for effective and happy living he should be able to stand up and give reasons for the faith that is in him and to discuss the methods he uses.

One of the most profitable ways to develop an enlightened public opinion on matters educational is to encourage the study of educational problems in Home and School or Parent-Teacher Associations. Studying how to promote the all-round development of the school child in home, school, and community, is the job of Home and School or Parent-Teacher Associations. They have *no* other job. Teachers should therefore encourage such associations to study various aspects of the general topics—(a) What Schools are For, (b) What Children are Like, and (c) How Best to Promote the Child's All-Round Development.

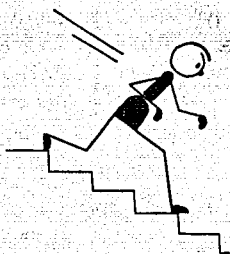
If teachers are to have good public relations, they must be ready to welcome parents to the school more often. They must be willing to have visitors. They must be willing to have parents and the public observe them in action in the classroom. Nearly all other artists and craftsmen welcome auditors and observers. This is true of actors, musicians, artists and skilled craftsmen. Teachers must feel secure

enough that they can from time to time have visitors in their classroom without being upset over the matter.

Teachers whose public relations are good usually have developed effective ways of co-operating with the parents of each of their pupils. There is no substitute for individual teacher-parent conferences if the best development of John and Mary is to be achieved. A great many teachers need to learn how to conduct a teacher-parent interview. It must be on the friendly co-operative basis of "searching together" (not one party telling the other what to do) in order to understand the individual child's needs and problems and to discover effective ways of helping him.

Part of a teacher's job in good public relations is to develop effective ways of co-operating with community agencies in the development of his pupils. This means close liaison with the church, welfare organizations and recreation agencies and perhaps with the radio stations and the press. The great majority of citizens are anxious to help children and will co-operate in doing so if their help is sought in a friendly fashion.

In conclusion, it would appear that teachers *must* be interested in improving their job of public relations. Otherwise their prestige will suffer, their salaries will suffer and the work they are doing in the classroom will suffer. This is true of even the most formal teaching of subject-matter. The attitudes of parents and the public seep through into the most formal of classrooms and affect all aspects of the learning that goes on there. However, the most vital reasons for teachers and schools having good public relations is for the sake of children. The latter's best development depends upon the degree of understanding and co-operation between their home teachers, their school teachers, and their community teachers.





# A Key To The Teaching Of Literature

C. W. MILLER

THE man who offers to sell us "aristocratic" tomatoes or "atomic" fertilizers feels that his words say something important about his product. Actually, they tell us nothing; they merely suggest qualities of rank and power. We are led to believe that the merchant associates such qualities with his products, and we usually take it for granted that his enthusiasm is sincere, even though we realize that the relationship between his tomatoes and aristocrats is rather nebulous. The amazing thing is that such words do increase sales, because they have the power to create a favourable emotional response in the buyer.

Words are the most effective means of transferring emotions from one person to another. For poets, they are the only means. When poets are filled with the excitement which we ourselves may feel when we discover new ideas or find ourselves in unusual situations, this excitement is packaged in words and handed over to us for our enjoyment and profit. The words tell us how the poet feels about his experience, just as the merchant tells us how he "feels" towards his tomatoes. But the poet's experience is, in a sense, a contribution to our knowledge of the human heart and mind. It is the record of an emotion which controls everything in the poem. Indeed, without this emotion, there would be no poem. It determines what the poet talks about, the words he selects, and the rhythms he needs.

When Browning writes of a desperate

horseback ride, the excitement itself creates this rhythmic pattern.

I sprang to the stirrup, and Joris, and he;  
I galloped, Dirck galloped, we galloped all  
three . . .

We are not to ask what the news was which the riders brought; we are only to catch and enjoy the mood of the poem. "There is no sort of historical foundation about 'Good News from Ghent,'" writes Browning. "I wrote it under the bulwark of a vessel, off the African Coast, after I had been at sea long enough to appreciate even the fancy of a gallop on the back of a certain good horse, York, then in my stable at home." All poems take their origin in the mood of the poet. The mood, therefore, is the key to an understanding and appreciation of any poem. If we wish to discover all that the poet, novelist, dramatist or short-story writer is trying to say, we must turn our attention to the words and techniques to see how these express emotion. We lose much if we are satisfied with a prose paraphrase of a piece of literature.

A simple example will illustrate what I mean. Dr. N. F. Black tells of teaching "Twinkle, twinkle little star" to a Grade III class. A little girl, on reading the

In his second article, Mr. Miller of the English Department of the University of B. C., continues his series on the teaching of Literature.

fourth stanza aloud, substituted the word "the" for "my" in the line "And often through my curtains peep." "Whose curtains, Mary?" asked Dr. Black. Her voice dropped to a whisper as she said, "God's curtains." From Dr. Black's point of view, the lesson was over. Mary had caught the feeling of the poem and had pushed its thought far outward beyond the surface meaning of the words. When Mary's emotions and imagination had been roused, she found the poem to be the means by which God, the stars and a little child could be fused into a happy unity. Such unity of thought and emotion is the aim of all poets, and such unity all readers may find in good literature, providing they come with a receptive mind, with a willingness to feel as the poet felt.

We as teachers of literature are primarily interpreters, not of facts, but of moods. We should do all we can to make the mood as catching as the measles. In the following paragraphs I shall describe some teaching methods which have worked for me.

If my class is to concentrate its attention on the mood, then my questions must point up the importance of mood in the poem. All parts of a poem are in some way related to the mood. Let us suppose that we are discussing Byron's "The Destruction of Sennacherib".

The Assyrian came down like the wolf on the fold,  
And his cohorts were gleaming in purple and gold;  
And the sheen of their spears was like stars on the  
sea,  
When the blue wave rolls nightly on deep Galilee.

Like the leaves of the forest when Summer is green,  
The host with their banners at sunset were seen:  
Like the leaves of the forest when Autumn hath  
blown,  
That host on the morrow lay withered and strown.

For the Angel of Death spread his wings on the  
blast,  
And breathed in the face of the foe as he passed;  
And the eyes of the sleepers waxed deadly and chill,  
And their hearts but once heaved, and for ever  
grew still!

And there lay the steed with its nostril all wide,  
But through it there rolled not the breath of his  
pride;  
And the foam of his gasping lay white on the turf,  
And cold as the spray on the rock-beating surf.

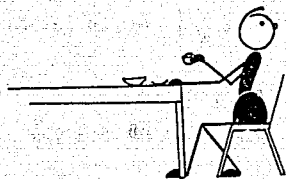
And there lay the rider distorted and pale,  
With the dew on his brow, and the rust on his  
mail:  
And the tents were all silent—the banners alone—  
The lances uplifted—the trumpet unblown.

And the widows of Ashur are loud in their wail,  
And the idols are broke in the temple of Baal;  
And the might of the Gentile, unsmeared by the  
sword,  
Hath melted like snow in the glance of the Lord!

If their attention is directed to the separate features of the poem, the students can easily see the connection between the exultation of the poet, the marked rhythmic beat of the lines, and the colorful exaggerated statements, such as "And the sheen of their spears was like stars on the sea." The students can be made aware of how Byron, by the use of two powerful words, "wolf" and "fold" makes certain we regard the Assyrians as vicious and evil. Also, the poem builds up the contrast so effectively between the powerful, menacing enemy and the distorted, silent wreckage that students can appreciate both the neatness of the contrast, as summed up in the second stanza, and the savage joy of the singer. The growing intensity of the singer's emotion (note the accumulative effect of the *and's*) can be traced as he lists in ascending order the victory over the steed, the pale rider, and the heathen gods. Unless the mood is stressed in poems such as this, the student may well wonder why it is necessary to spend so much time getting the "facts" about the poem.

#### Examine By Formula

Another device which helps my students is the formula for examining a poem. This was given in some detail in the last issue of this magazine. Briefly, the four steps are these: determine the mood, discover



what makes the poet feel this way, chart the movement of mood in the poem, and examine the details of the poem to see how these contribute to the mood. In spite of its apparent rigidity, the formula makes the student consider his personal feelings about the poem, and makes possible different but mutually helpful interpretations.

#### Transmit Your Feelings

If my students are to recapture the feelings of the writer embodied in his words, I must first experience those feelings myself. The success of many lessons depends in large part on the strength of my feelings for the poem. Once, when teaching Wordsworth's "Michael", I was amazed to find tears brimming in the eyes of many students in the room. Never again when teaching "Michael" have I been able to produce a similar emotional experience in any class. The explanation, I feel, is to be found in the fact that while preparing the lesson and examining how the mood was developed, I found myself overwhelmed for the first time by the sense of Michael's anguish when he was forced to choose between his son and his land. My chief desire on that day was to transmit to the class some of the powerful emotion which the poem produced in me.

Repeated oral readings of the poem and free, vigorous discussions are, I find, valuable teaching techniques in fostering the students' understanding of mood. The poet's own words, even when read by one who is not an expert, cast over the class a spell which draws in the most reluctant listeners. The oral reading demonstrates how sound and rhythm enforce the mood. Student comments on the poem can make the study of any poem more valuable, particularly if the students feel they are free to accept or reject any suggestions made. The experiences of some students, the impressions, memories and prejudices which colour their views of life, will produce purely individual responses to particular lines and images.

A problem arises when the interpretation appears to contradict the prevailing atti-

tude of the poem. We once discussed this first stanza by Dylan Thomas:

The hand that signed the paper felled a city;  
Five sovereign fingers taxed the breath,  
Doubled the globe of dead and halved a country;  
These five kings did a king to death.

One girl said, "The word 'felled' suggests the felling of a tree. When the tree is felled it cannot grow again. This indicates how completely the city was destroyed. The word also indicates the suddenness of the destruction." Another student added that in both the felling of the tree and the felling of the city, small objects, the axe and the pen, wrought great destruction. If another student had commented that to him "felled" suggests the single-handed destruction of the city by the man who signed the paper, then the class must decide whether the student read the line correctly or whether the poet had made it possible for conflicting images to arise in the reader's mind. There must be freedom in student investigation. Only out of such conditions can intelligent literary criticism grow.

#### Study Emotions

Although the developing of literary judgment is highly desirable, more valuable still is the chief aim of the literature lesson: to strive for student realization of the outermost boundaries of thought and emotion which the work can suggest. The emphasis in modern education is placed far too often on the unimaginative accumulation of facts. The emotions must also be studied, refined and expanded. Without vision and the uplifting emotions which accompany vision, the people perish.

We need protection from, and an alternative to, the artificial, exaggerated and misleading emotionalism found in much advertising, religion and politics, as well as in many movies and cheap magazines. The teachers of literature can bring students in to contact with almost every variety of deep-felt emotional experience. Such experiences can produce emotional stability and an increased awareness to life. Poets have the ability, as the world's most expert purveyors of moods, to teach even as they delight.

# Time For Change

**T**HE Department of Education is at present reviewing and revising numerous subject courses in the present curriculum (see article on Curriculum in this issue of *The B.C. Teacher*), among them Social Studies 20.

It would seem timely, therefore, to publish for careful perusal by all teachers the history of the work that has been done by the Social Studies section of the Curriculum Committee of the B.C.T.F. and the realignment of courses discussed and endorsed by all teachers of that subject in this province. In fact no means was overlooked for securing from all active Social Studies teachers complete opinion and endorsement for a realignment of courses and the brief supporting their views which was presented to the Department of Education in July, 1953.

## History of the Brief

This brief includes the conclusions reached after several months of intensive study and deliberation by the Social Studies Section of the B.C.T.F. Curriculum Committee and the resolutions and meetings which have a bearing on the Committee's work during this period.

1. The Annual General Meeting of the B.C.T.F., April, 1952, endorsed the following resolution which had been passed unanimously by the Social Studies Section meeting, "BE IT RESOLVED that we are opposed to graduating students from our high schools without some knowledge of current world history."

2. At the B.C.T.F. Executive Meeting,

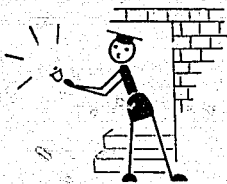
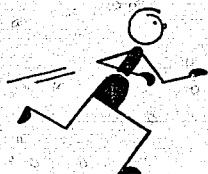
April 18, 1952, Mr. G. C. Andrew and Mr. J. Gibbard of the United Nations Society, waited upon the meeting "... to express concern over the revision in the Senior High School Social Studies Curriculum which appears to involve a trend away from internationalism and toward a restricted nationalism in Social Studies Courses."

A motion endorsing this opinion was carried unanimously by the Executive, which added further "... we consider this proposed revision a retrograde step, although we agree that the study of purely Canadian problems is also of great importance."

3. At a meeting of the B.C.T.F. Curriculum Committee, May 13, 1952, composed of chairmen of all subject sections of the Federation, under the chairmanship of Mr. Don Pritchard, the same concern was expressed. This Committee then decided to seek permission to bring the matter before the Department of Education Central Curriculum Committee.

4. On May 29, 1952, at the invitation of Mr. H. L. Campbell, Assistant Superintendent of Education, a meeting of old and new curriculum revision committees was convened in Vancouver. On that occasion there was considerable discussion as to the desirability of finding a place in the senior programme for courses in both Canadian and World problems.

5. In view of the fact that the Department of Education had frequently invited teacher opinion, the Social Studies Section undertook to consolidate such opinion.



# In Social Studies

The work of the Committee of the Social Studies Section, B.C.T.F., commenced in May, 1952, when numerous secondary principals throughout the province were asked to discuss with their Social Studies teachers the implications of the resolution passed at the preceding Easter Convention. Returns from the principals circularized expressed support for the Committee in the working out of a realignment of courses.

At a Vancouver meeting September 11, 1952, Social Studies teachers from twenty-two Lower Mainland secondary schools, met to discuss the new Social Studies programme. They made practical suggestions regarding realignment and content of courses from Social Studies 7 to the advanced elective History 91. These suggestions were forwarded to all provincial Fall Conventions for consideration in meetings of their Social Studies sections.

Returns from these conventions were carefully reviewed by the Committee and plans made to present a brief of the consolidated opinion to the Central Revision Committee. Unfortunately, the anticipated opportunity to make such a presentation failed to materialize.

A special meeting of the B.C.T.F. Social Studies Section in Vancouver, March 10, 1953, was attended by thirty-three teachers, a representative from the School of Education, University of B. C., Dr. McLeish, and a representative from the Provincial Normal School in Vancouver, Mr. F. C. Hardwick. This meeting endorsed a committee report embracing suggestions for course realignment and revisions.

At the Easter Convention meeting of the Social Studies Section, April 7, 1953, this committee presented its suggestions for course revision for general discussion. Sixty teachers, at least 75% of whom represented secondary schools outside Vancouver

The Social Studies Section of the Curriculum Committee describes the history of their work, some criticisms of the present Social Studies courses and their suggestions for revision.

city, gave unanimous endorsement to the plan.

## Criticism of Existing Programme

The Committee of the Social Studies Section, B.C.T.F., submits that valid criticisms of the present Social Studies programme can be made on these points:

1. The present programme does not permit full and effective realization of the "central objective of Social Studies instruction" as set forth in *"The Social Studies, 1952"* (Department of Education, Division of Curriculum, Province of British Columbia) page 11.

"Stated in briefest fashion, the central objective of Social Studies instruction is the promotion of better citizenship. The pursuit of this objective begins in elementary school Social Studies with special attention to the home, the school, and local and hearsay communities. In the junior and senior high schools this emphasis upon better citizenship . . . must be continued in order that it may be extended to promote a higher quality of citizenship in the province, the nation, and the community of nations. The end objective is good world citizenship."

In the pattern of Social Studies courses, as originally planned by the Department's Social Studies Revision Committee under the chairmanship of Dr. K. F. Argue, the intended terminal course in Social Studies was to be "Our Modern World." Its displacement by the present Social Studies 30 has created an unsatisfactory situation in

... To Act.

that a fruitful and profitable (from the viewpoint of citizenship) area of study has been placed beyond the reach of a high proportion of students completing high school studies. Already there is evidence to show that less than 50% of the students graduating from high school will be able to elect a major in Social Studies and thus be in a position to take the elective "World" course, History 91. The very strong conviction persists, among teachers of Social Studies courses at the secondary level, that departmental action should be taken at once for the reinclusion at the senior level of a compulsory course on the "Modern World" if the attainment of the stated "end objective" of "good world citizenship" is to be facilitated.

2. A second regrettable consequence of the switch in terminal courses has been the uneconomical duplication of courses. Social Studies 8 and Social Studies 30, both Canadian courses, overlap unavoidably and to an unfortunate extent. The only sections of the Social Studies 8 course which are not repeated and covered more adequately in Social Studies 30, are the following units or parts of units:

Units 1 and 2—British and French background.

Unit 6—War of 1812.

Unit 5, Section A—The Birth of the U.S.

Unit 9, Section A—The Expansion South of the Border.

Unit 11—British Columbia (Sections of this unit also covered in Social Studies 30).

In passing, note should also be taken of the duplication in Unit 9 "Democratic Citizenship in Canada" (Social Studies 20) and Unit 6 "The Machinery of National Life" (Social Studies 30).

3. Teachers and citizens have expressed wide dissatisfaction with the use of American texts inadequately revised for Canadian schools. Capen, *Across the Ages*, is a case in point. Another criticism of this text

is the fact that it, like several others, does not adequately approximate the course of studies.

A similar criticism of Gradley's *World Geography* is made. This text was inadequately revised for Canadian use. The substitution of a few Canadian illustrations for American originals cannot make up for the American standards used for every comparison throughout the text, which Canadian students very much resent. They resent also the perfunctory treatment of Canada in two pages, a section upon which the course of studies prescribes 5 to 7 weeks.

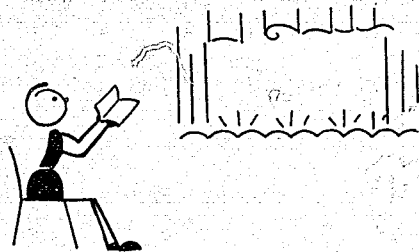
We suggest that in future these shortcomings might be avoided by encouraging Canadian writers to submit manuscripts or revisions of suitable existing texts.

#### Suggested Revisions and Realignment

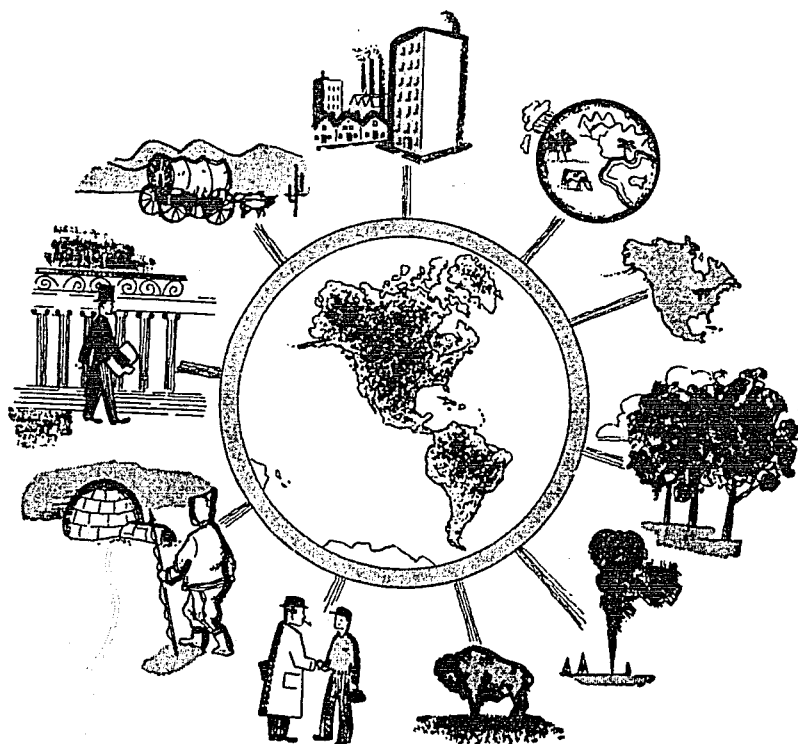
We feel that after five years of Social Studies in the secondary schools, and so that he may appreciate to the fullest possible extent the forces which now determine peace and war and that he may continue to dedicate himself in his duties and responsibilities as a citizen of Canada and of the wide community of nations, a student should be equipped with:

1. An appreciation and understanding of the legacy of past civilizations,
2. An adequate knowledge of the geography of the world and the world's material resources,
3. A working knowledge of the geography, history, civics and economics of Canada,
4. An understanding of the background factors relating to the development of the modern world.

Bearing in mind the above stated aims and attempting to solve the problem of retaining both "Modern World" and "Canadian" courses at the secondary level, the Committee worked out the following programme which received the unanimous en-



Students need a thorough grounding in the physical-political geography of the world.



dorsation of the meeting of the Social Studies Section at the Easter Convention, 1953, and was again endorsed in 1954.

#### Social Studies 7—Man's Beginnings.

Substantially the present Social Studies 7 course with the addition of material pertaining to early civilizations in India, China and the Americas. The present text would suffice.

#### Social Studies 8—Our World Environment.

This course would aim to provide the requisite geographic frame of reference for subsequent Social Studies courses. These topics are envisaged:

(a) A thorough grounding in the physical-political geography of the world (with special emphasis on Canada). This is difficult to achieve under the existing programme. Teachers of senior Social Studies courses are continually appalled at pupils' lack of familiarity with elementary facts of world physical-political geography. There appears to be a real need for a return to "old fashioned drill" in this material at this age-grade level.

(b) A general survey of the world's natural resources (Canada's resources noted and compared).

(c) A general survey of world patterns of

trade, transportation and industrial areas (Canada's relationships compared).

(d) The instilling, through the medium of current events, of some knowledge of contemporary "power patterns" (Canada's role examined).

No basic text is contemplated but course requirements could be met in all respects if classrooms were provided with sets of: Robinson, *The Geography of Canada*, Longmans Green, 1950; Packard, Overton and Wood, *Geography of the World*, Macmillan, 1948.

#### Social Studies 10—Canada's Story.

A course in Canada at this point is a logical projection of the work covered in the preceding course which sought to focus particular attention upon Canadian geography and economic resources within the study of "Our World Environment". It would be expected that a course specifically dealing with Canada would now provide a thorough grounding in the story of Canada's development, particularly in the period since Confederation. For such a course several first rate Canadian texts are available: Brown, *Canadian Democracy in Action* (now in use in Social Studies 20), and *Building the Canadian Nation*; Harmon, Jeanneret and Brown, *The Story of*

Canada; Dickie, *The Great Adventure*; Dorland, *Our Canada* (now in use as an A category text in Social Studies 30).

#### Social Studies 20 and 30—The Emergence and Development of Western Civilization.

The study of "Canadian Development" and the study of the emergence of the "Modern World" and its problems must be considered as essential and integral parts of a secondary Social Studies programme. The two broad fields of study, however, are unequal in their demands upon the students. Hence any worthwhile course on the "Modern World", because it calls for a greater depth of understanding and mastery of a more complex pattern of historical development, demands in turn a greater degree of maturity on the part of the students taking such a course. For this reason, the committee is of the opinion that a study of the "Modern World" should be deferred until the student reaches his final year in the compulsory Social Studies

programme, i.e. Social Studies 30. It is suggested that the Social Studies 20 course be geared to the terminal course thus making the final two years of Social Studies one continuous course surveying the emergence and development of Western civilization. Part I (Social Studies 20) would trace the origin and development of western institutions from Medieval times to possibly the Congress of Vienna. Part II (Social Studies 30) would continue this study through the 19th and 20th centuries. Several single volume texts are suitable and available for such a survey course.

#### History 91—Canada in the Modern World.

The advanced elective would serve to link the two main fields of study covered at the senior level, i.e. "Canada" and "Development of the Modern World". The emphasis would be on post-Confederation Canada, an intensive study of 20th century problems of particular concern to Canada might include her relations with the Western Hemisphere, the Far East, and international organizations.

## Whither The Normal Schools?

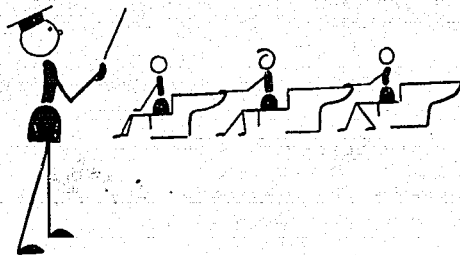
MANY members of the B. C. Teachers' Federation have asked "... and what becomes of the Normal schools in the Teacher Training programme now under study by the Teacher Training and Certification Committee?"

The Teacher Training and Certification Committee does not recommend that the two teacher training centres be abolished, but rather that they be incorporated in the new programme. The Teacher Training Committee holds the opinion that the Victoria Normal School could become an integral part of Victoria College, with students receiving university credit for the courses taken. The Victoria Normal in

name would disappear; it would be co-ordinated with the University of British Columbia.

The Normal School in Vancouver could be used as a centre for observation of classes, practice teaching and seminars or group discussions on classroom management and techniques of lesson presentation. The academic courses would be given on the University campus.

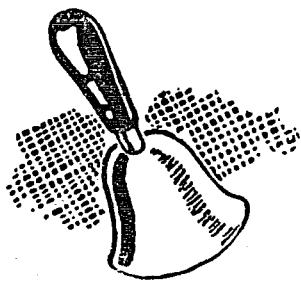
The Teacher Training Committee believes that in this way the academic and professional training of the student-teacher will produce a person better prepared to undertake a career in the teaching profession.



THE B. C. TEACHER

# The Adventures Of Arkwright

LEPRECHAUN



## Luella And 'Em

ONE fine evening the teacher of the Mooki Creek School was smoking a contented pipe on the wharf and gazing at one of those spectacular sunsets which sometimes come to bless the coast in the early fall.

He was at peace with the world. On his desk in the little white school-house lay a fully completed day-book for the morrow, and a pile of notebooks corrected to the last sum and sentence. His frugal bachelor meal had been consumed, and the dirty dishes cunningly stacked where he could not see them. Once the pastel hues of the western sky darkened nothing remained but for him to return to his cosy teacherage and curl up with Brueckner and Grossnickel on Making Arithmetic Meaningful.

With the summer's fishing long since completed, it was seldom that anything more exciting than a floating log could be spied to seawards. It was therefore with some surprise that Mr. Arkwright perceived the strange convoy that now hove into view around a nearby point.

In the van struggled an elderly and battered fishing-boat, which was wheezing and grunting at the effort of dragging the monstrous load that trailed behind it. This consisted of, in the order named, an unpainted two-story wooden house, mounted on log runners, and the stripped-down hulk of what had once been a naval assault craft. Over every inch of these oddly-assorted vessels swarmed what seemed to be a numberless horde of ragged children.

"What on earth is that?" exclaimed Ark-

wright in astonishment to young William Lyon Seaweed, who was at that moment threading a worm onto his hook. The lad looked up and shaded his eyes.

"Oh, that's Luella an' 'em," he replied, and cast his line into the depths.

"And all those kids—they're not by any chance stopping here?" gasped the teacher.

"Guess so," said the boy. "Mom said they was coming."

Arkwright stared at the newcomers with the same sort of quickened professional interest a young lawyer might show when hearing the young couple in the apartment above slinging furniture at each other. He turned again to W. L., following up his only clue.

"And who's Luella?"

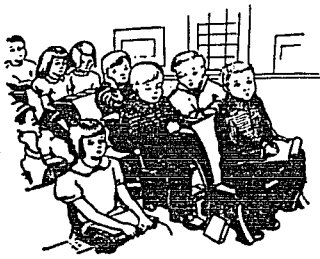
"My sister. There she is! Hi, Looiel!" He waved enthusiastically at a fat, placid woman who was sitting on an oil drum and was almost completely smothered with babies.

"Your sister!" cried Arkwright. "Is she the mother of all those children?"

The boy nodded proudly, and pulled in his line.

"Then you're their uncle!"

"Sure!" grinned the boy, who was all of eight. He scampered off to assist in the mooring, and soon the armada came to rest. There was quickly a good deal of noisy recognition and much juvenile leaping around the once-solitary teacher. He elbowed his way through the crowd and walked slowly and thoughtfully up the hill to his teacherage.



There weren't enough books  
nor desks.

**N**EXT morning he counted seventeen newcomers of assorted sizes and shapes clustered round the school door. He shepherded them in wearily, stilled the excited clamor of his regular children, and entered them into his register. It appeared that William Lyon had been too sanguine in his estimate of his big sister's fecundity; there were representatives of three families, although they all claimed to be related in some way.

It took twenty minutes to secure all their names, as none of them possessed any documentary evidence of their existence. They were positive about the grades they should be in, but maddeningly vague about everything else.

"Well, what school where you at before?"

No answer. Overcome with shyness or stubbornness, they did nothing but goggle silently at the teacher. He smiled at them placatingly, and pleaded:

"Look—I must know something about you. I will have to write away to your last teacher, and get your record cards. Now, you there," he turned to a tall pale girl who was chewing her forefinger and staring tragically at the floor, "you tell me, where were you before you came here?"

The girl dropped her head even lower, as if to conceal her face behind her straight black locks.

"William," said Arkwright, addressing the devil-he-knew, "perhaps you know where these people came from."

"Outside," replied William, waving a hand vaguely in the direction of Japan.

"I mean, to what school?"

"They never went to no school."

"They must have!" snapped Mr. Arkwright, outraged at the very thought of such an infraction of School Law. He glared impartially at his new pupils, and the tall girl gathered courage at this slur on her party.

"We wrote away," she said in a tiny voice.

"Oh—oh, I see. You mean you took correspondence?"

The girl nodded.

"Well then, where are your books and the rest of your stuff?"

"Billy sent them away," whispered the girl.

"And who might Billy be?"

"My father." There was a faint note of contempt in the girl's voice at this stupidly ignorant question. Arkwright swallowed hard, and continued with the inquisition.

"Why?"

At this the tall girl dried up completely, and stared vacantly out of the window.

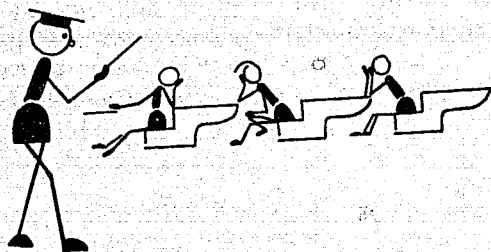
"Why, I said!" thundered Arkwright, whose patience was rapidly fraying at the seams.

"I dunno why," she confided to the distant tops of the pine trees. A large tear streaked a pale groove down her brown cheek.

Mr. Arkwright snorted in disgust, and threw the discussion open to the audience. "Don't any of you know why he sent the books away?" he bellowed.

After a heavy pause one of the new boys came to the rescue of his sister, who was now permanently hors de combat. "Get money back for 'em," he said.

Continued on page 168



# The Department Replies

## Re English Courses:

1. Be it resolved that a supplementary text in reading and literature for weak readers in Grades 7 and 8 be provided, which would contain a controlled vocabulary to follow naturally the present text used in Grade 6 and that a suitable teacher's manual and pupils' workbook be prepared to accompany it. Canadian Reading Development Series *High Flight* for Grade 7 and *Shining Skies* for Grade 8 are recommended for consideration as supplementary texts.

**Comment:** Grade 7 English and Grade 8 English have been revised and English 10 is presently being revised. The report of the teacher committees on supplementary texts has not yet been received but the texts mentioned in the resolution will be referred to the committees concerned. It is to be remembered that the Text Book Branch operates on a stated amount of money voted by the Legislature.

2. Be it resolved that the B.C.T.F. endorse the trend toward more specific suggestions in the latest courses of study in English and recommend also that the matter of revising the other bulletins be considered.

**Comment:** This will be done. All the English will probably be included in one Bulletin.

## Re Mathematics Courses:

3. Be it resolved that the Department supply answer books on the rental plan to each student enrolling in Mathematics 91.

**Comment:** This will be considered.

4. Resolved that the chapter on Geometry in Mathematics 91 be omitted as from September, 1954.

These are Curriculum resolutions passed at the 1954 Annual General Meeting, and the comments made on them by Mr. J. F. K. English, Deputy Minister of Education and Director of Curriculum, at the meeting of the B.C.T.F. Curriculum Committee on November 9, 1954.

**Comment:** The Mathematics 91 course will be appraised later in the light of the present Mathematics 20 and 30 courses.

5. Be it resolved that the B.C.T.F. request the Department of Education to include in the Programme of Studies a Mathematics course at the Grade 11 and 12 level following Mathematics 21, particularly adapted to students majoring in Vocational or Industrial Arts.

**Comment:** The Industrial Arts section might investigate further the matter of vocational Mathematics courses and texts for Grade 11.

6. Be it resolved that the Department of Education be requested by the B.C.T.F. to select new texts for Mathematics 7, 8 and 10.

**Comment:** Mathematics 7, 8 and 10 are being revised. The new Mathematics 7 may be ready for September, 1955, Maths. 8 for 1956 and Maths. 10 for 1957. New texts are being chosen.

## Re Social Studies Courses:

7. Be it resolved that the B.C.T.F. urge the Department of Education to provide an atlas for secondary school students on an "A" issue basis.

**Comment:** Atlases are being placed as "A" issue on additional courses as funds become available. This is extended to SS. 33 this year.

8. Be it resolved that the Department of Education be urged to provide a more suitable text for Social Studies 20.

**Comment:** A Committee has already been set up to consider this course. In all probability a revised course and text will be considered for September, 1956.

9. Be it resolved that a more detailed outline of the course History 101 be made available and that the same texts be used in high schools and at the University of B. C.

**Comment:** There are no plans for this at present, but several courses in Grade 13 are due for revision in the not too distant future.

10. Be it resolved that a new text be chosen for History 102, preferably the same as the one in current use at the University.

**Comment:** (See answer to No. 9).

11. Be it resolved that the B.C.T.F. request the Department of Education to make provision for a basic minimum classroom reference library for Social Studies in all schools.

**Comment:** A B.C.T.F. Committee could prepare and send to the Department a list for such a library.

#### **Re Home Economics Courses:**

12. Be it resolved that the Department of Education be urged to institute revision of the text *Foods, Nutrition and Home Management Manual* so that it will conform to the demands of the present Home Economic course of study.

**Comment:** This revision is now being made.

#### **Re Music Courses:**

13. Be it resolved that the B.C.T.F. urge the Department of Education to allow a Music major to be offered for high school graduation (General Programme and University Programme) in those schools which receive the permission of the Division of Curriculum.

**Comment:** This will receive attention as soon as possible. It may be handled in a manner similar to the present Art major.

#### **Re Health and Personal Development Courses:**

14. Whereas the First Aid programme as prescribed by the Department of Education is found to be repetitious and too difficult for the Junior High School grades;

Be it resolved that the Curriculum Revision Committee be asked to review this programme and make suitable changes in it.

**Comment:** An appraisal of the Health and Personal Development programme is under consideration.

#### **Re Driving Courses:**

15. Be it resolved that in the interests of safety, the Provincial Government be requested to re-establish the grants for automobile driving courses at High Schools.

**Comment:** This matter will be referred to the Provincial Curriculum Advisory Board.

#### **Re Libraries:**

16. Be it resolved that the B.C.T.F. urge that in the text book rental plan, provision should be made to include individual dictionaries for student use.

**Comment:** Each student should own his dictionary, and take it away with him when he leaves school.

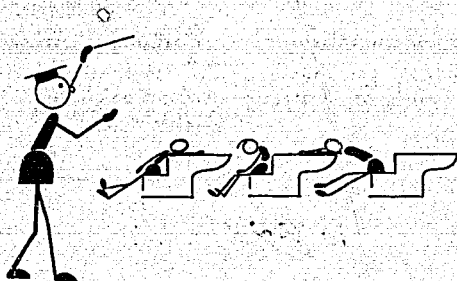
#### **Re Agriculture Courses:**

17. Be it resolved that a text be issued for Agriculture 10.

**Comment:** It is doubtful if a suitable text can be found. More information is required.

#### **Re Primary Work:**

18. Be it resolved that the Central Curriculum Committee be asked to survey the field of elementary arithmetic and to recommend to the Department of Education



an increased allotment of time for primary arithmetic.

**Comment:** This matter is receiving attention.

19. Be it resolved that the workbook *Jolly Numbers* be replaced by another more suitable book which will contain the same concept of number but in addition provide adequate drill exercises.

**Comment:** No suitable workbook has yet been found as a replacement. The Department is still attempting to solve this problem.

20. Be it resolved (a) that all addition and subtraction combinations up to 10 and all doubles be taught in Grade 1.

(b) that the remaining addition and subtraction facts up to 20 with extensions omitting bridging be taught in Grade 2.

(c) that the multiplication and division tables up to the 5 times table be taught in Grade 3.

**Comment:** The Department will be pleased to receive suggestions from teachers concerning primary arithmetic.

21. Be it resolved that one copy of each reader be made available to each child in the primary grades.

**Comment:** There is not enough money available to do this. Also many of these readers are used for only a fractional part of the year.

22. Be it resolved that the Co-Basal Readers in the Curriculum Foundation Series be provided by the Department.

**Comment:** Financial reasons make this very unlikely.

#### Re Intermediate Work:

23. Whereas the teachers of Language in the Intermediate grades have found the set of Language books *Using Our Language* to be superior to the *Dominion Language Series*;

Be it resolved that these books be considered as replacements for *Dominion Language Series* as the required language texts.

**Comment:** Language courses are now being revised and new texts considered.

24. Whereas the level of reading difficulty between Grade 3 and Grade 4 level is too great,

Resolved that a text be authorized suitable for the low Grade 4 level.

**Comment:** This can be considered.

#### Miscellaneous:

25. Be it resolved that all authorized workbooks be free issues.

**Comment:** There is little chance of all workbooks being made free issues because of cost. Consideration would be given to a resolution more specific in character that mentioned the names of the workbooks recommended.

26. Whereas several of the textbooks issued have unsatisfactory bindings and are therefore of short term usefulness; therefore,

Be it resolved that, in the interest of long-term economy, the B.C.T.F. recommend to the Department of Education that all textbooks issued to pupils in the British Columbia schools should have strongly reinforced or library binding.

**Comment:** This matter will be taken up with the Text Book Branch and the publishers.

#### Re Physical Education:

27. Be it resolved that Physical Education be given official recognition on the report card, that is, that Physical Education be listed as a separate subject.

**Comment:** This question is being studied.

28. Be it resolved that the present grading of Physical Education, which is now P or F, be changed to a five or seven point letter grade scale.

**Comment:** This is also being studied.

#### Re Social Studies:

Resolution passed at the Annual General Meeting of the Fraser Valley Teachers' Association on October 16, 1954.

Whereas a background of study of our modern world is essential to an understand-

ing of the great problems which face the world today;

Be it resolved that this meeting recommend to the Department of Education that compulsory courses in Modern World

Problems be included in the senior Social Studies programme.

**Comment:** A great deal of consideration is presently being given by the Division of Curriculum to this matter.

## Luella and 'Em

Continued from page 164

"Well, I haven't got time for any more of this nonsense," said Arkwright, who was at last beginning to wonder where this side-issue would lead him if allowed to continue unchecked. "All I know is that I haven't got enough books for all this lot. Or desks, for that matter. You'll just have to share, that's all. Now let's get to work . . ."

**B**UT little work was done that day. The financial cupidity of the shadowy Billy was only one of the crises that beset Arkwright. From 21 pupils he had suddenly jumped to 38. To the heroes of city schools, used as they are to juggling with 45 or more, this may seem like a laughably light class. But Mooki Creek was never designed for such a number. There was not enough of anything. Lesson after lesson of those he had prepared so diligently before his sunset walk floundered and sank under insuperable administrative difficulties. Nobody had any pencils. There were no scribblers. The children giggled and prodded each other in their unwonted proximity. Mr. Arkwright's classroom resembled nothing so much as a Dame's School of the last century.

At noon, wild-eyed and shaking, the teacher tottered down to the radio-telephone and called the Inspector.

"You're sure they're staying?" was Mr. Culpepper's first question.

"Yes, yes—quite positive. They've even brought their house with them!"

"I see. If you're quite sure then, you'd better go on swing shift for the time being.

I'll see what I can do about getting you more desks. You'd better send in a requisition for everything you need right away. I'm afraid you'll find it rather a strain, but I'll recommend to the Board that they advertise for another teacher. We should be able to fix up that basement as a classroom."

This conversation did much to stiffen Arkwright's sinews. It had not occurred to him that this influx might be translated into such things as Administration Allowances and the elevation of himself to the dignity of a principal. He had a swift vision of himself, the experienced, kindly leader, guiding the faltering footsteps of some novice from Normal School. He began to feel rather better.

Thus strengthened and renewed, he threw himself into the awesome tasks that encompassed him, and slowly conquered them. He had to work twice as hard, he soon found, and evening sunsets thereafter blazed unseen and unappreciated as far as he was concerned; he was more likely to be found marking endless books and preparing duplicate lessons. Night after night the lights of the school shone out amid the rustic darkness, a beacon attesting to his diligence and ambition. And his reward came. Early in December word came that the new teacher was appointed and would take up her duties after Christmas.

Two days later, impelled by some strange and unknowable nomadic urge, and without a word to a soul, the seventeen recruits, with their attendant adults, their seagoing house and their two boats, sailed away and were seen no more.



# Feeling Rough

*Hope for Sick Children*

CHUCK BAYLEY

**D**OES the youngster sitting at a desk ever feel as rough as his or her teacher occasionally feels?

I put this question, which has come to my mind on many a morning, to Dr. Jack McCreary, Professor and Head of the Department of Paediatrics of the Faculty of Medicine at the University of B.C., during a visit to the new Health Centre for Children at the Vancouver General Hospital.

"I am certain that he does," stated Dr. McCreary. "A child can feel physically and emotionally upset but he isn't experienced enough with the vocabulary of aches and pains to speak up. It takes a very observant and understanding mother or teacher to recognize the ups and downs of a youngster.

The Health Centre for Children is a new development in British Columbia and provides diagnostic, consultative and treatment facilities for critically ill children. Even more important, it is a teaching centre for medical students, nurses and practising doctors. Dr. McCreary is the paediatrician in charge and the staff is composed of three full-time specialist paediatricians, twenty-five part-time certified specialists and seven resident physicians. The twenty-five specialists are in private practice; they serve at the Centre as well as lecture, free.

## Progress Through Study

"A treatment and a teaching centre such as this is of tremendous value to all of us," said Dr. McCreary. "Medical practice can progress only to the extent that we doubt and challenge, study and share knowledge. nothing could be worse for a doctor than to insulate himself against the advances which are being made. We make rounds through the wards every morning from 8:30

to 9:30 and every afternoon from 4:30 to 5:30 and any doctor is welcome to accompany us. We hold a symposium every Thursday noon on the problems of the newly-born child. Doctors buy a sandwich and coffee on their way into the lecture hall and we go to work. Recently we held a refresher course in paediatrics which was attended by fifty doctors from all parts of the province."

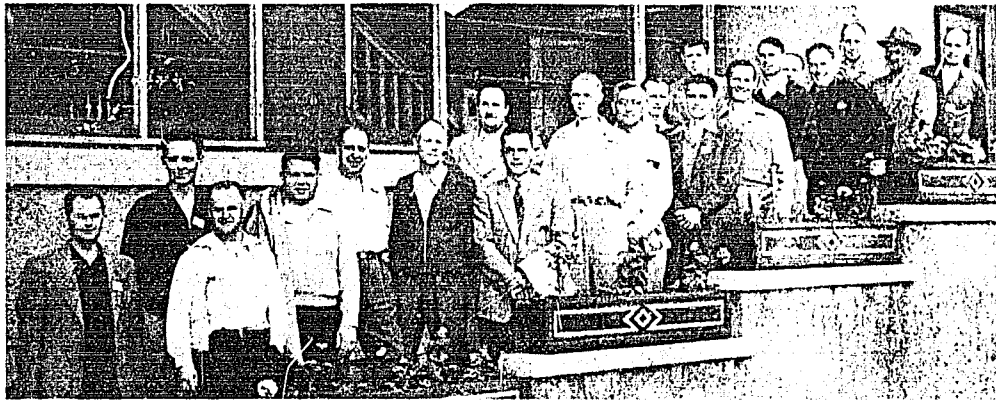
The Health Centre for Children is located in the west wing of the semi-private pavilion. The four floors contain seven wards of twenty-one beds each, the children's out-patients' department, administrative offices and research facilities. The east wing, which will be taken over later, will provide more wards, a surgery, lecture rooms, and space for therapeutic activities. Each ward, by the way, is set up as a separate paediatric hospital to give flexibility in the use of accommodation and to provide a variety of teaching situations.

## Children Good Patients

"Youngsters are wonderful patients," Dr. McCreary told us as we walked through the wards. "They have a tremendous drive to get well and the moment they are past the crisis they really blossom. When the doctor gets even a little smile, he knows better than a temperature chart can ever indicate that the child is on the mend. Nurses are very important in a hospital such as this. They can tell the doctor how a child is feeling by observing its liveliness."

Continued on page 174

Chuck Bayley was for many years a teacher in the schools of Vancouver and is now Supervisor of Publications for the Vancouver School Board.



## Teachers In Comincoland

J. T. YOUNG and  
D. M. FLATHER

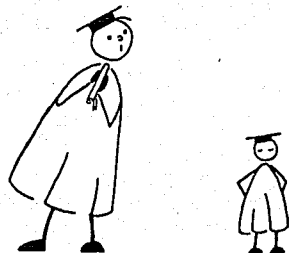
**T**HE visit of Vancouver Science teachers and Counsellors to the Consolidated Mining and Smelting Company's plants at Trail continued with a visit to the chemical plants at Warfield, on the hill above the Tadanac smelter. Here the Chemistry teachers saw in operation most of the industrial processes they talk about in school. There were almost as many applications of physics as of chemistry to be noted as they moved around the operations. They saw the huge compressors and expansion engines for making liquid air, from which nitrogen is obtained. They walked up and down between rows and rows of cells in which water was undergoing electrolysis to produce hydrogen and oxygen.

From the union of nitrogen and hydrogen is formed ammonia, from which ammonium sulphate fertilizer and ammonium phosphate fertilizer are made. The fertilizers are packed in heavy paper bags or

jute sacks and stored in three bins in a room over one-quarter mile long. Tacked to one interesting wall are samples of the dozens of bags with their labels in many languages that are shipped to India, China, Japan, the Philippines, Hawaii, United States, other parts of Canada, and many other countries the world over. Most of the bags are decorated with the famous elephant of the "Elephant Brand," chosen because the elephant is venerated as the symbol of the powerful and has religious significance in some of the Eastern countries. And the Elephant must be blue, not red!

### Extensive Operations

A tour of the extensive engineering shops was most interesting. It was pointed out that there are 1200 maintenance men who work at Trail, nearly as many as there are operators. About 700 men work in the various shops, 400 in various places around the plant on day to day maintenance and



100 on construction. Most of the big new construction which seems to be going on all the time is contracted to outside firms.

In the shops the teachers were very interested in the very big, the not-so-big, and the small lathes with brilliantly coloured spirals of metal peeling off the jobs. They saw castings being made in the foundry and watched the pouring of charges of steel from an electric furnace. They toured the boiler shop and the lead rolling mill, the blacksmith, plumbers, electrical and welding shops.

#### Development of a Mine

Very interesting lectures on the steps involved in developing a mine were next on the programme. The operations involved are prospecting, exploration and then mining. Almost never is a valuable mine recognized as such in the first stages of prospecting. Usually the property changes hands several times. Only about one out of a thousand, or even two thousand, prospects becomes a producing mine.

In the first instance, the Field Engineer examines the actual prospects of other people or companies and recommends a very small number for further work. In addition, several parties of Company prospectors are placed in the field each year. The second step is a detailed geological study, perhaps including geophysical and/or geochemical surveys. If these surveys indicate the value of further work, extensive diamond drilling and more surveying follow. Finally, if all tests have proved there is value, tunnelling to the ore body is undertaken. The final step may show that it might pay to mine the ore. This mine may be the only one of a thousand examined in the first instance by the Field Engineers, and must pay not only for its own development but for all the preliminary work done on the 999 which failed to become producing mines. Even then, its life may be only ten or twenty years. A mine fifty years old is exceptional.

The Company was most generous in arranging an extension of the tour so that those teachers who were able to do so could visit the Sullivan Mine and Concentrator at Kimberley. At the Sullivan Mine the

visitors were shown a large, marvellously intricate, multicoloured scale model showing all the tunnels and other workings of the mine. One man spends all his time keeping this up-to-date.

#### A City Underground

The teachers next donned miners' coveralls, boots, hats, belt and lamp and travelled on the train pulled at about twelve miles per hour by a forty-ton electric locomotive into the mine on the 3900' level. The temperature in the mine is a pleasant 50°F. and the air fresh, thanks to a huge and efficient ventilating system.

After about ten minutes, the centre section was reached. This is like an underground city with its machine shop, electrical shop, drill doctor's shop, supply shop, first aid station, underground classrooms for instructing the miners, "dog houses" where the men eat their lunches, and the crushing plant. This last is in a cavity as high as a 13-storey building. The teachers watched the powerful crushers in operation and then began a long tour through the workings. They walked along tunnels, climbed up and down stairs, slipped in places, and rode up and down on the skip to different levels. They were taken to the surface on top of the mine, where they saw the motors which operated the skip.

Down the mine again, they looked up raises, inspected the stopes, watched diamond drilling, saw a mucking machine picking up ore and loading it into a car, saw a three-ton scraper in action and met about 30 of the 1000 miners who were underground at that time. They saw conveyor belts carrying ore and watched the

With this second instalment, Mr. Young and Dr. Flather conclude their report of the visit of Vancouver teachers to Consolidated Mining and Smelting Company at Trail.

The Consolidated Mining and Smelting Company have arranged similar tours for teachers from other parts of the province.

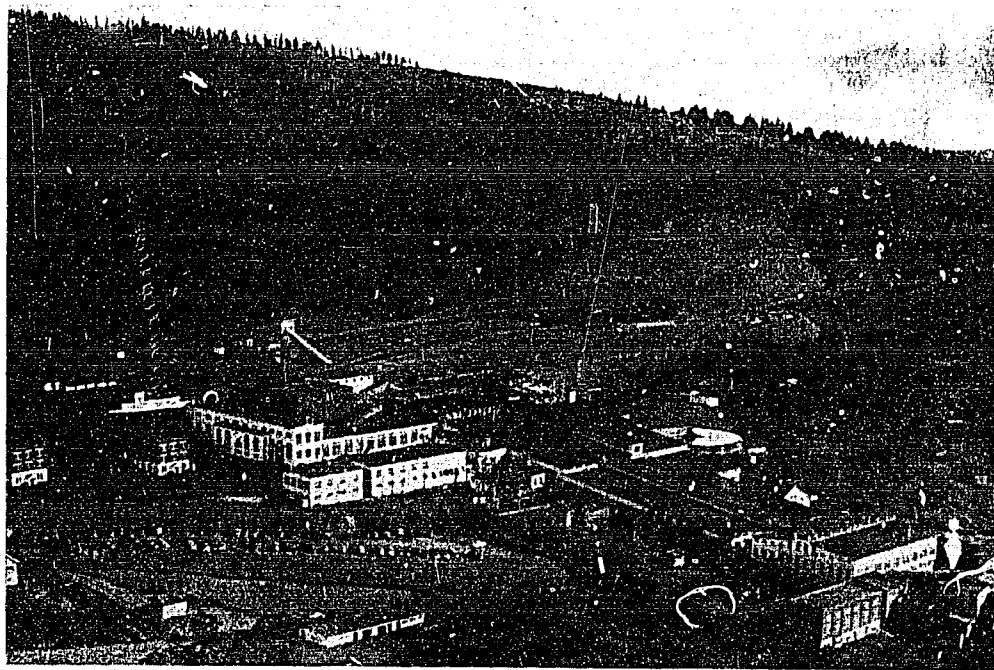
eight loaders dump 200 tons of ore at a time into eight ore cars which were spotted for loading by photoelectric eye. The forty cars in a train take 1000 tons of ore to the concentrator at Chapman Camp, four miles away. One hour later the train is back for another of the eleven loads it carries each day.

Finally, the touring group were taken to see the relatively new open pit operation nearby, from which almost one-third of each day's production of 11,000 tons of ore is obtained.

The final visit of the tour was to the Concentrator, where ore is treated. After screening, the coarse material goes to the Sink and Float plant, where the valuable ore-bearing pieces sink and barren gangue minerals float and thus are separated. About half of the waste rock is discarded in this process. Part of the "float" is mixed with a little iron sulphate and is taken back to the mine for the important stope filling programme which prevents the stopes from collapsing. The iron sulphide oxidizes to iron oxide and cements the whole mass.

The "sink" and fine screenings which bypassed the Sink and Float operation are ground into very fine particles and pass on to other parts of the concentrating process. The main products, about 2500 tons of lead concentrate and 4000 tons of zinc concentrate per week are shipped to the Trail smelter.

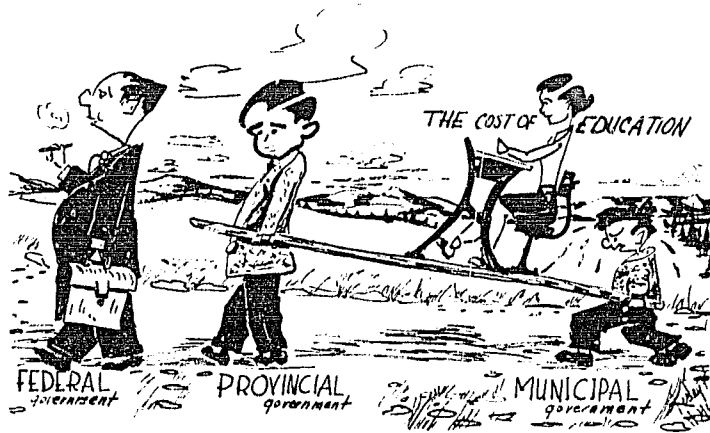
At the end of these four days, each of the Vancouver teachers who made the trip felt that he had gained valuable insight, knowledge and experience which will serve him in his duties. Certainly a veritable textbook of scientific information came from all the tours, and information gathered during the journey to Trail concerning geological formations and history, geographic areas and riverways, climatic zones, biological regions, weather belts, hydroelectric installations, fume damage, other metallurgical and chemical-industrial operations, and a great deal of the history of the Kootenays indicate the great value such a tour can have for teachers. The teachers who made this trip sincerely recommend that others of their colleagues arrange similar excursions.



After seeing the Sullivan Mine, teachers toured the Sullivan Concentrator, some four miles from the Mine. Sullivan ore is concentrated for shipment to Trail and treatment at the metallurgical plants.

# Sharing The Load

A. J. WELSH



**“WHAT** do you think about federal aid to education?”

This question has been asked frequently in the past few months and without fail came the countering question, “What do you mean, federal aid?”

Basically, federal aid is money grants given by the federal government to the provinces as assistance in the cost of education.

The question of federal aid has been brought up more than once in discussions of education finance, curriculum, buildings and salaries but in the past there was always one underlying fear—the fear of interference with provincial right to administer and direct education free from federal government intrusion. This fear was demonstrated by the B.C.T.F. when the rider “with no strings attached” was included in its policy on the matter. The federal aid policy of the Canadian Teachers’ Federation shows the same underlying fear.

The C.T.F.’s simple formula had some obvious faults, the greatest of which was the lack of an equalization factor. On this subject there is great pressure by some provinces. The C.T.F. set up a special committee which suggested modification of the formula to include as principles: the job to be done, the ability of the province to pay its own costs and the effort being put forth by the individual provinces.

There has been little action taken across the country on the question of federal aid

since that committee reported in 1951. In 1952 a special B.C.T.F. committee brought in a report which re-affirmed the per-pupil grant policy but suggested that the immediate realization of this would be most unlikely. In the same year Dr. M. E. LaZerte was appointed by the Canadian School Trustees’ Association to conduct a two-year study (to be completed late this year) of education finance on a national scale. The C.T.F. has suspended all action until the report becomes available.

In B.C. the question was not shelved. The Annual General Meeting of 1952 decided by resolution that the Federation “strike a committee to pursue the question of federal aid for education.” This committee reported to the 1953 A.G.M. that the members were ill-informed on the question of federal aid, that the problem should be taken to the local associations for discussion and that attempts should be made to keep it from becoming a topic of solely academic discussion.

The Federal Aid Committee has continued to work on the question of federal aid since the 1953 A.G.M. and has set up local association federal aid committees

This article by A. J. Welsh, a member of the B.C.T.F. Federal Aid Committee, is the first in a series to be devoted to this topic. Mr. Welsh teaches at Kerrisdale School, Vancouver.

throughout the province. Present plans of the Committee call for, among other things, the production of an illustrated pamphlet presenting the case for federal aid to education.

The first step to aid education actually has been taken by the federal government. In the academic year of 1951-52 the government first made payments to institutions of higher learning following the recommendations of the Massey Commission. Nearly seven million dollars were paid out to the universities on the basis of fifty cents

per head of population in each province with eligible institutions receiving their share according to the number of full-time students registered. This was a step forward but aided only a very small number of the nation's educational institutions.

Federal interference in education is actually ruled out of the question by the B.N.A. Act but the fear of such interference is one of the leading arguments against federal aid. The pros and cons of federal aid will be discussed in the next article.

## Feeling Rough

Continued from page 169

The advances made in anaesthetics and surgery and the development of such infection-fighting antibiotics as penicillin, aureomycin, ACTH, and cortisone have shifted the emphasis for medical doctors who are interested in teaching and research.

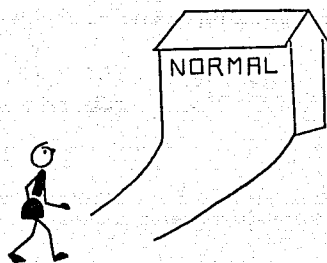
"Two areas are a real challenge to the paediatrician," stated Dr. McCreary. "Half of the deaths in the first year of life occur during the first forty-eight hours because the new-born baby cannot establish its own respiratory function. If we could solve this problem, we would be taking the infant over its first major hurdle.

"The other area concerns the emotionally upset children and they need more than a check of their heart, blood pressure, teeth and tonsils to find out what is wrong with them. Some youngsters run into more pressures in the family, in the neighbourhood, and at school than they can stand. They develop a feeling very much like the battle fatigue that soldiers

frequently experience in action. These are probably the most troublesome children as far as teachers are concerned but they need special help."

It was lunch time and quiet on the wards. On the fourth floor a camera team was working on a documentary film of the Health Centre for Children which serves the critically sick youngsters from all parts of the province. Most of those who come from distant parts are flown to Vancouver. Just recently a child from Kamloops was brought here suffering from a condition that was causing a persistently high temperature and required special x-ray facilities for diagnosis.

From the point of view of the teaching profession, the Centre offers two fields of interest. Teachers are able to obtain information and insight into the physical and emotional illness of children, nearly all of which are incubating or developing right before their eyes. Our profession could adopt some of the procedures by which doctors are sharing experience and knowledge by means of clinics, rounds, papers, symposiums, and short refresher courses.





# Inspectors Study Leadership

W. V. ALLESTER

## *CEA-Kellogg Project on Educational Problems*

**I**T was my privilege to spend three interesting weeks last May at the University of Alberta in Edmonton. I attended the 1954 Short Course jointly sponsored by the Canadian Education Association and the W. K. Kellogg Foundation. This course, like the one conducted in May of 1953, was part of the CEA-Kellogg Project in Educational Leadership.

Attending the 1954 Short Course were sixty-three inspectors of schools (called "superintendents" in some provinces) from all parts of Canada. The Canadian School Trustees' Association sent two representatives, including Mr. Henry Spencer of Comox. L'Association Canadienne des Educateurs de la Langue Francaise was represented by M. J. M. Mathieu of Montreal. Miss Dorothea McDonell of Ottawa, Mr. Forbes Elliott of St. John, and the writer represented the Canadian Teachers' Federation.

The course members lived in residence on the university campus. There were, accordingly, many opportunities for an informal exchange of ideas on common problems and interests in education. Friendships were formed between people engaged in the same type of work in different parts of the country. One of the objectives of the project is the communication of educational ideas and practices among widely separated areas in Canada. This objective was reached insofar as the members of the course were concerned.

Each morning an hour and a half was spent in listening to and discussing a lecture by men outstanding in education,

most of them Canadian. Dr. R. F. Sharp, the new Superintendent of the Vancouver Schools, spoke on "Making the Administrative System Work." Other topics covered included "The Human Factor in Administration," "Scientific Inquiry and the Practising Teacher," and "Financing Education."

Two sessions were held at which all persons from the same province met to consider the implications of the course "back home." Four general sessions were devoted specifically to the giving of information about each of the provincial systems of education. Time was provided for individual study, in the Library or elsewhere, for the solution of problems brought by the inspectors.

### **Workshop Techniques**

Approximately half the course time was spent in group work. Members were divided into six groups, each of which met with a Co-ordinator and two or three Consultants or Advisors. Some phase of the inspector's work was dealt with by each group, under the headings of "Improvement of Instruction" (two groups), "Curriculum," "Large Unit of School Organization," "Appraisal and Reporting," and "Public Understanding and Support." Workshop techniques, of the type used by the B.C.T.F. at Qualicum, permitted each participant to make his contribution to the group fund of information. The average course member had considerable academic background and extensive professional experience. It is therefore likely that the

conclusions reached in the groups will have validity as Canadian principles of educational supervision and administration.

The drawing together of educators from the ten provinces should prove a contribution to Canadian unity. The people concerned gained a rich experience which will no doubt affect their daily work. However, it is obvious that the main impact of the CEA-Kellogg Project on Canadian education will be through and in the provinces. The course findings are available from the Canadian Education Association for study. The inspiration provided by the work being done in the national project should stimulate similar studies at a pro-

vincial and local level. Perhaps regional conferences could be held at which representatives from all concerned with education—Department, Trustees, Parents and Teachers—could analyze the strengths and weaknesses of our philosophy, practices, administration and supervision of education.

At the 1954 Course were Inspectors C. G. Brown of Burnaby, F. A. McLellan of Sooke, R. S. Shields of New Westminster, H. D. Stafford of Langley, and B. Thorsteinsson of Duncan.

Teachers interested in hearing more about the project would be well-advised to invite one of these inspectors to address a Local Association meeting.

## Academic Dilution?

**I**T has been pointed out to the Teacher Training and Certification Committee that the suggested course for training teachers will restrict the academic background of future teachers.

The present scheme provides a minimum of two years' training, part of which shall be academic and part professional. This is no longer in actual time than the present requirements for the E-B (Elementary Basic) Certificate. The fundamental difference is that the student would have at least twenty-four academic credits in the first two years, compared with a maximum of fifteen credits under present arrangements.

Further, the teacher training programme implies that the student shall take a total of six credits of professional training in each of the first two years and a total of eighteen credits of professional training in the final three years. This may appear to

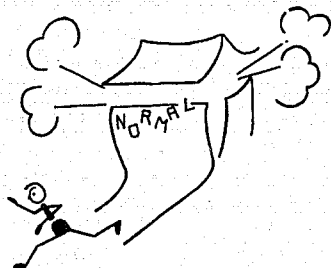
limit the number of academic courses that a student may take, but, as President MacKenzie of the University stated, "... it means that the student will be put in the same position as any other candidate in a professional course on the campus who takes some academic classes as well as those prescribed for his particular needs." The student who takes more chemistry, mathematics or history may know more about those courses, but it does not necessarily follow that he will be a better teacher. Education courses can be just as challenging in content and effort as any academic subject. Many so-called academic courses are notable for their lack of challenge.

It is hoped that, if and when a teacher training policy is introduced, the standards of this programme will compare favourably with, if not be better than, those required by any other profession.

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## Education Week March 6 to 12

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## Sabbatical Leave

**W**HAT is Sabbatical Leave? It is a period of time, not exceeding one year, which a teacher may spend in ways of self improvement; he may use it for any or all of three important purposes—Research, Recreation, or Recuperation. During this period of self-improvement he may be paid a specific amount of wages. In 1927 Theo B. Shanks described this year as “Investments with large dividends.” But whereas business investments pay cash dividends to the investor, this investment pays mental and physical dividends directly to the teacher, and indirectly to the pupils, the school and the community.

**Has This Form of Leave Been in Wide Use?** It was first recorded in Cambridge, Mass., in 1896; it has been granted in parts of the British Commonwealth and the United States ever since. As far as Canada is concerned, the city of Saskatoon in 1927 pioneered the adoption of Sabbatical Leave. Regina followed suit, then Calgary and Edmonton in the 1930's. So it would seem that the Canadian West has taken a keen and active interest in the scheme. Three cities of Eastern Canada—Winnipeg, Toronto, and London have in recent years inaugurated systems of Sabbatical Leave for teachers with long service.

Until 1940 the plan was the concern of individual cities and Boards of Education. Since that date Saskatchewan has included in its Education Act permissive legislation

for the granting of Sabbatical Leave; and about one-third of the larger school units have taken advantage of the plan.

Three more Canadian provinces—Alberta, Manitoba and Ontario—have introduced permissive legislation into their School Acts. Sabbatical Leave is also being studied in New Brunswick.

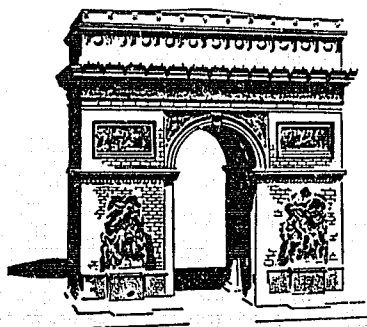
**Just Why Should Sabbatical Leave Be Desirable?** There are several answers to this question. The outstanding benefits are, of course, the cultural and broadening value of travel; and the stimulation which arises from human contacts. An eminent educationist, Sir John Adams, once said:

“After a good human holiday, the teacher comes back fitted for his professional work even if he has not visited a single museum or picture gallery. He has met different types of people, experienced different ways of eating, taken a deep bath in the pool of humanity and therefore is more at home with himself and the world than he was before.”

Teachers realize that they have chosen a strenuous profession, and the knowledge that Sabbatical Leave is available relieves the tension resulting from the exacting regularity of their programme. There is also an opportunity afforded for study sometimes of a post-graduate nature. Of course it is possible for a teacher to attend summer school for periods of 7-9 weeks each year. By this means he eventually

reaches his goal. However most post-graduate degrees require a year's continuous study; and it is much more satisfactory to do the work in that time than to break it up into four summer sessions. If the work is to be accomplished in four sessions, it has to be done during the summer vacation when the teacher has just completed a year in his classroom and he is in need of rest rather than intense study.

If the teacher, like the young librarian who said that she wanted to "talk with other librarians and see how they thought about things," wishes to visit prominent schools in action, or to observe actual work done by outstanding fellow-craftsmen, he must do his visiting in the autumn, winter, or spring semesters. On the other hand, studying as he must during the summer heat, and under conditions of physical weariness, is he prepared to render the best service to his school and his students when he returns, still unrested, to his classroom in September?



**Does Anyone Other Than the Teacher Benefit from Sabbatical Leave?** Since the place of the teacher on leave must be filled by someone, and since the question of salary to be paid to that person arises, the practice of employing a teacher on the minimum salary has been used. Such a teacher is probably one of a less-experienced group and therefore this plan opens a practical way to give him valuable training. Secondly this plan may be an incentive to young people who are contemplating entering the profession. Perhaps the greatest benefit goes to the community at large; for the mental and physical recuperation and cultural growth so increases the teacher's fitness and enthusiasm that his

service to his students, his colleagues, his school and through them to the district has grown immeasurably. There is also improved public relations resulting from Sabbatical Leave. Teachers visiting other provinces or countries are ambassadors of good-will. They have carried with them worthy projects to share with others, and on their return they do much to make known not only the problems of other districts but also their own progressive ideas. In this way they contribute vastly to good international relations.

**How Should Principals and Administrators View This Question?** They should encourage among their teachers any progressive and dynamic outlook towards professional improvement. This is the first duty of a real educational leader. Nothing can so easily kill a teacher's enthusiasm as a principal or administrator who scoffs at change, and nothing can so quickly lower the efficiency of a school system as an attitude of uninformed smugness and instinctive opposition to progress. If teachers show a desire or need for an extended leave, the administration should put no obstacles in the path. A good way to develop a right professional outlook would be to sponsor regulations which would make it easier for the worker to take leave for study, travel or other means of increasing his educational equipment. From H. W. Wilson's Library Bulletin comes this statement:

"The worker needed is not merely the tidy-minded and punctual soul, but one with a rich background, wise understanding, and correlative judgment. Travel and study are essential elements for him."

**What Are the Details of the Plan of Sabbatical Leave?** A committee set up by the B.C.T.F. studied 18 representative cases from various English-speaking nations, and noted the following items:

1. There must be uninterrupted service with the Board on the part of the teacher for a definite number of years prior to taking the leave.
2. There should be some form of guarantee that the leave will be used for purpose of study, travel or recuperation of health.



Teacher and community gain from cultural growth.

3. Some means of recompensing teachers on leave must be arranged. The following are some examples.

Edmonton School Board states that all teachers with 10 or more years of service are entitled to ask for leave. They are allowed the same salary regardless of class—\$1,200 per year. Applicants must fill in a form stating the purpose of their leave.

Calgary School Board grants leave after 12 or more years of service, and pays each teacher \$2,400 per year. This Board also uses a modified form of Sabbatical Leave after 7 years. Such leave shall extend from September 1st to December 31st or from January 1st to June 30th. Salary for this form of leave is 4/10 or 6/10 of the \$2,400 respectively.

Various educational units in Saskatchewan pay different salaries to teachers on leave, but in most cases the teacher receives 2/3 of his contracted salary.

Winnipeg gives each teacher \$1,500 and specifies that this amount is the Sabbatical Leave grant.

4. There should be a definite arrangement between Boards and teachers for the

number of teachers granted the leave from any one place at any one time.

Calgary has the stipulation that no more than 10 teachers shall be granted leave in one year, and that the number shall be divided among all classifications. Later arrangements set the number as follows: 3 for Senior High, 3 for Junior High, 4 for Elementary Schools.

5. There should be a specified number of years preceding retirement during which a teacher may not apply for Sabbatical Leave.

6. There must be a definite understanding that teachers on leave shall not engage in remunerative employment except of a clearly temporary nature.

While the conditions so noted above seem to be general, there are others, which should be mentioned. These are as follows:

1. Since the granting of Sabbatical Leave rests with the Board, teachers who apply for leave should submit their requests early in the school year to the Superintendent of Schools (if the district is so set up, or directly to the Board if there is no such official). Their requests should include

a statement of their plans for the year, and an early application will permit the Board to study the plan and make adequate arrangements for substitute teachers.

2. Teachers on leave should not lose their status in their local school system.

3. Teachers should not be deprived of their annual increment during the period of leave.

4. In some cities applications for leave are placed before a joint committee of Superintendent, Board and Teacher representatives for consideration.

**What Steps Has British Columbia Taken In This Matter?** In 1938 the Executive Committee of the B.C.T.F. set up a smaller committee to investigate the conditions of Sabbatical Leave, and to report how such a plan might be used in B.C. World War II caused all plans to be laid aside. Then the question was re-opened and in 1949 the committee reported on progress made. In 1952 the following suggestions were approved by the Annual General Meeting:

1. That the Federation petition the Honourable the Minister of Education to have introduced into the Legislature a bill to permit the granting of Sabbatical Leave by local School Boards.

2. That teachers seeking Sabbatical Leave shall have at least 7 years' service with their Boards.

3. That teachers shall be eligible for subsequent similar leave not more frequently than every eighth year.

4. That the rate of pay for a teacher on Sabbatical Leave shall not be less than 60% of his annual salary for the year immediately preceding the granting of such leave.

5. That the Department pay salary grants for teachers on Sabbatical Leave in the same proportion as the salary paid (i.e. not less than 60%).

If permissive legislation were incorporated into the Public Schools Act then the teachers' local associations would be free to negotiate with the School Boards. These negotiations might settle such points as:

1. Rate of pay.

2. Selection of applicants to be granted leave.

3. Number of teachers to be allowed leave at any one time.

N.B.: Recent correspondence with Canadian areas where Sabbatical Leave is in force shows that the number of teachers on leave at any one time is 1½-2% of the staff.

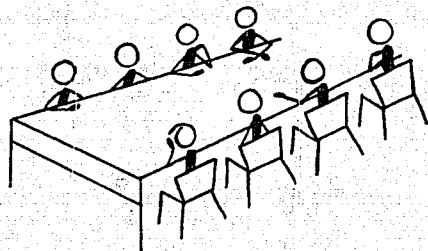
It is clear from the above facts that there is no reason why Sabbatical Leave could not operate in British Columbia to the advantage of the school system at large.

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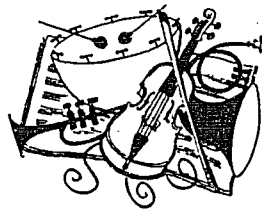
never grumble, if you are ignorant they cannot laugh at you. This feeling that books are real friends is constantly present to all who love reading.

RICHARD DE BURY,  
Bishop of Durham, 1344.



THE B. C. TEACHER

# They Play For Pleasure



## *High School Bands Popular*

C. H. DENICKE

**T**WENTY-TWO hundred B.C. students in some twenty-two schools are members of bands and orchestras. An equal number of boys and girls participate. Clarinets, trumpets, violins and saxophones are the most popular instruments. These and other statistics were obtained from a recent survey of instrumental teaching in British Columbia schools, the results of which may be of interest to all teachers.

The aim of the survey was simply to find out what was being done, how it was being done, and how many students were involved. Questionnaires were sent to all junior and senior high schools in British Columbia where instrumental training was being offered, i.e. where a student could start on an instrument of his or her own choice. A range of some seventy questions dealt with teachers' experience, membership, instrumentation, timetable, finance, equipment and general organizational problems. Fifteen centres reported out of an estimated twenty-two schools.

Some of the more pertinent and interesting facts which came to light were: Instrumental teachers' average experience was nine years. Eight of the fifteen teachers have had professional experience. Membership ranged from a group of

twelve to larger organizations of over three hundred students. Total membership in band and orchestras was one thousand four hundred thirty-one. The estimated total for British Columbia would be about twenty-two hundred in some twenty-two schools. Groups included senior, intermediate and beginners' bands, string and concert orchestras, dance bands and "pep" bands, as well as string, woodwind, brass and percussion classes. There are almost as many girls as boys playing instruments.

Clarinets, trumpets, violins and saxophones were highest in number. Few schools own or have instruments such as the oboe, bassoon, or bass clarinet. A total of two hundred forty-seven instruments were owned by eleven schools, the majority being rented for one dollar per month. The French horn was considered the most difficult to play; the saxophone the easiest. The most popular instruments were trumpet and clarinet.

Questions regarding timetabling brought out the following: seven schools teach all instrumental work out of school time; three schools teach all instrumental work in school time; five schools teach part in school time.

The best grade to start students was given as Grade VII. The group method of teaching was favoured, with one and one-half to ten hours of rehearsal time per week, and three to five credits allotted. Percentage drop-out was about twenty per cent—the main reason given was timetable difficulty and pressure of other studies.

C. H. Denicke is Music and Instrumental Instructor of the S. J. Willis Junior High School in Victoria. He is also an officer of the B.C. Schools Instrumental Teachers' Association.

Reports on the financing of bands indicated that money available per year ranged from nothing to \$2,400 and the money earned per year ranged from nothing to \$12,000. The value of school-owned instruments ranged from \$200 to \$10,000 and the value of school music library ranged from \$11 to \$1,500.

Rehearsal space, general equipment such as piano, music stands, filing cabinets, record players, etc., were listed as generally satisfactory. Ten of fifteen schools have special music rooms.

Methods of testing aptitude, progress and ability varied, but most schools had a definite system of evaluation of the work being done. Public and school performances were listed up to twenty-five per year. The greatest single problem of all reports is lack of money.

The towns have much more instrumental training than the city schools, and much

more financial assistance. The greatest problem is still the shortage of experienced teachers, plus teachers who have musical training but have not, as yet, entered the instrumental field. The increase in this work has taken place largely in the past five or six years. An enormous number of before-school, noon hour, after-school, evening and week-end rehearsals are being devoted to this missionary work in music education. It is of interest to note that recent figures published in the U.S.A. show seven million American children are at present learning musical instruments, an increase of four and one-half million in the last six years. The increase in Canada and the United States seems to coincide in years, if not in numbers.

Lastly, rapidly disappearing are the days when a boy or girl had to show special talent, have sufficient money, and be living near a private teacher before he or she could receive instrumental training.

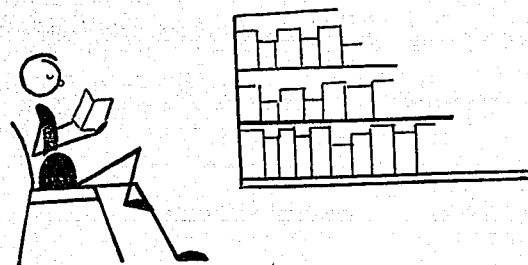
## Increased Teacher Shortage?

**T**HE attempt to raise the entrance requirements, increase the length of training and raise the teacher training standards to a truly professional level will only aggravate the teacher shortage.

The Teacher Training Committee does not hold these statements to be unquestionable truths. Nor do these ideas present a serious challenge to the whole programme. It is probable that the present shortage may be aggravated, but it has been established that low entrance requirements and short periods of training have reduced the numbers and the quality of teachers entering the profession wherever such expedients have been introduced. In all the literature on the training of teachers which has been read by the Teacher Training Committee

there is considerable evidence that the higher the qualifications and the longer the training period the greater will be the numbers attracted to the profession. Human beings, being what they are, are attracted by the challenge of things difficult to attain. The only thing that low entrance requirements and short periods of training establishes is the principle of "easy come, easy go."

There may be a short period of readjustment during which the supply may be slowed until the new regulations have been established, but in the long run it will bring prestige to the profession and the reward will be a larger percentage of those who are prepared to make teaching their life-work.



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# New Books

Books for review and correspondence bearing upon book reviews should be addressed to Mr. G. H. Cockburn, Box 1335, Mission City.

## EDUCATION

*A Temperate Dispute*, by Dr. Hilda Neatby. Clarke, Irwin Company, c1954. 97pp., \$2.00.

The latest book by Dr. Hilda Neatby takes the form of four essays, and the title of the first essay furnishes the title for the book. As in Dr. Neatby's former book, the subject in "A Temperate Dispute" deals with educational principles and matters. It is truly temperate, yet while stating some cold facts about Canadian education, contains no rancour.

The Canadian schools have somehow overlooked the central purposes of formal education, and perhaps this has resulted in the frustration felt by some teachers. Dr. Neatby pleads for a return to mind-centred schools, for better education for our teachers, and greater public interest and co-operation.

A powerful essay, "The Group and the Herd," shows that the danger inherent in modern group integration is the possible development into a "herd instinct." The individuals who make the group are surely important, for they are those who can endure solitude and enjoy leisure, and both of these qualities are essential to a rounded life. Yet when the individual is lost, the group becomes a "herd." If we would avoid many of our social problems, we must concern ourselves mightily with the individual. Problems in our schools assuredly arise from the lazy, the impertinent, and the insubordinate pupils who waste valuable time which could be spent on others.

Close examination of these four essays seems to indicate that our schools, teachers, administrators, and pupils might be changed in many ways advantageous to society. The book, *A Temperate Dispute*, is one worth reading and studying.—ESTHER HARROP.

(I had originally planned three reviewers for this important work, but one was unable to co-operate owing to health.)

The other two essays in this book are "The Debt of Our Reason," and "Is Teaching a Learned Profession." Since a separate edition of "The Debt . . ." was reviewed in our December issue, I shall not touch on it.

In "Is Teaching a Learned Profession," Miss Neatby analyzes our vocation under the criteria of general education, professional training, professional ethics and the practice of an art—her conclusion is that teaching *should* be that, and in many cases is such, but that to be fully so its devotees ought to pay more attention to true learning. She sees an overstress of methodology as against real knowledge of subject matter, in our training and indeed in the way in which we are evaluated by some superiors, and deplores a too frequent lack of real reading habits in some of them and—lots of us!

I think my fellow reviewer will not mind if I reinforce her emphasis on the essay, "The Group and the Herd," particularly since it evoked the same stress by the reviewer of this collection in the

C.E.A.'s October *News Letter*, who called it a "forceful essay" and "good stuff." If you look at *Time Magazine* for Dec. 6th you will find in the Medicine section a remarkable theory by a Dr. Lindner (psychologist) of Los Angeles that youth today is suffering from a severe collective mental illness. "Youth," says he, "has abandoned solitude in favour of pack-running, of predatory assembly, of great collectivities that bury if they do not destroy, individuality." Dr. Neatby's much more moderate and very important statement might be read side by side with *Time's* detailed account of Dr. Lindner—which will show that Miss Neatby is not by any means a mere traditionalist but one of our few really independent thinkers.

This is a fine book of very able essays—much better than *So Little* perhaps because Dr. Neatby finds the essay-address shorter form her real medium of exact yet graceful expression. As the C.E.A. reviewer wrote, "A valuable contribution to Canadian education, and we hope it will be widely read. It would be regrettable if its wise and temperate argument were to render it less appealing to the general reader than was its more spectacular predecessor."—G. H. COCKBURN.

*Essays on Education*, by A. W. Griswold. Yale University Press, c1954. 164pp., \$2.75.

These are mostly addresses by Yale's President, who is concerned by the educational crisis caused by overcrowding, shortage of teachers, deterioration of the quality of instruction and decline of the liberal arts in the public schools of the U.S. He fears their inevitable future effect on education at university level.—G. H. C.

## ENGLISH

*Enjoying English*, a series of 10 volumes (Books 3-12), by Don M. Wolfe and others. L. W. Singer Co. Inc. of New York—in Canada from Dent, at between \$2.45 and \$3.20 per volume.

This series is designed for use from Grades 3 to 12. It is an integrated series of well illustrated, attractively (and strongly) bound, and clearly printed texts. The elementary grade volumes are particularly well illustrated.

At the elementary level, the plan is for experience themes of oral and written composition, followed by specific teaching points. One unit at the Grade 6 level, concerns itself with sounds in words. The opening reading exercises are followed by written paragraphs which precede drills on single topics such as pronouns, verbs and sentences.

The high school texts have a slightly different presentation. The first half of the text is devoted to "Experience Themes" which are motivated exercises in oral and written work. These are to be used at the discretion of the teacher, and are to motivate the parts which concern themselves with

Committee Members Will . . .

writing correct sentences, using correct words, applying grammar, using the library, spelling correctly, and others.

These texts aim at specific problems in written and spoken English. In the high school sections you find, instead of exercises on the run-on sentences, exercises for using periods with "then," "however," "he." Though they are different in arrangement from our present high school texts, they cover most of the material and are worth investigating for the teacher who wishes to vary his approach to the teaching of English.

—LOUIS BEDUZ.

*Form and Thought in Prose*, ed. by W. H. Stone and Robert Hooper. Ronald Press, New York, c1954. 748pp., \$4.00.

Designed primarily for College and University use, this composition text contains a wealth of material which nonetheless is admirably suited, as a source book of enrichment exercises, for the more advanced Grade 12 and 13 high school students. Particularly worthy of note is the fact that the selections chosen for analysis are complete essays rather than the fragments so frequently found in texts of this nature. Authors chosen are, for the most part, twentieth century, though the literary greats of earlier centuries are also well represented. The selections include examples of such writing techniques as comparison and contrast, classification and division, argument and persuasion, definition and evaluation. Each selection is followed by a comprehensive set of exercises under the appropriate heading: "Problems for Thought and Writing."—L. H. GARSTIN.

*The Living Earth*, by Sheila Mackay Russell. Longmans, c1954. 317pp., \$3.50.

The author has created a tale of believable reality weakened only occasionally by rough spots in the dialogue. The book is worth the reading to the most critical for some of the bits of description and earthly philosophy. The general handling is well above average and the book should be best suited to the later teen level.—BILL DICKIE.

*William Shakespeare; Four Great Tragedies*, with introductions by Mark Van Doren and stories of the plays by J. J. W. McSpadden. Cambridge text and glossaries. Pocket Books Inc., 1953. 471pp., 35c.

These include Hamlet, Romeo and Juliet, Julius Caesar and Macbeth. In each case there is a 10-12 page introduction, a five-page summary story, and well-printed and margined text without notes—at the end are four separate glossaries of 11-12 pp. each. Introductions are quite adult, and the stories of the plays are from a 1902 book with old-fashioned diction ("Nuptial morn," "repaired to her balcony")—G. H. C.

*Six Minutes a Day to Perfect Spelling*, by Harry Shefter. Pocket Books Inc., New York. 268pp., 35c.

Imagine teaching spelling to 2,000 registered students by television, and then add to that getting a fan mail of 60,000 other T.V. viewers of your lessons demanding that you write a book on your methodology—this happened to Harry Shefter, dean of boys of William Howard Taft High, New York

and English instructor at New York University! A special teachers' guide is available from the publisher, showing how to introduce and use the book in the classroom. Well, an experiment would cost you only 35c and a stamp . . .—G. H. C.

## SCIENCE

*Helping Children Understand Science*, by Kenneth Freeman and others. Winston, c1954. 314pp., \$3.95.

Intended for future and present teachers of science in elementary schools, this gives many tips on the *how's* of science teaching, including one's own development by suggested books and practices, analysis of how to parallel the child's development with appropriate content, much good material on units planning and variation, varied methodology, equipment of rooms and the use and obtaining of good visual aids—worth a place in any elementary school's professional library. Goes well with Craig's *Science for the Elementary School Teacher* (Ginn & Co), which dealt largely with subject matter.—G. H. C.

*The Prairie Lily; Saskatchewan's Floral Emblem*, by Dorothy Morrison. School Aids, Regina. 40pp., no price given.

This little book for elementary school pupils was written in the interests of conservation of the flower—it consists of 19 short pieces, with 17 illustrations, and might be used in classrooms and libraries. We could do with one on our equally long-suffering Dogwood, especially one as well done as this.—G. H. C.

## SOCIAL STUDIES

*Soo Canal*, by William Ratigan. In Canada from McAtinsh & Co. Ltd., Reference Book Division, 1251 Yonge St., Toronto 7, c1954. 186pp., \$3.50.

An historical novel dealing with the trials, tribulations and final triumph in construction of the Sault Ste Marie canal in the first half of the nineteenth century. It is an interesting contribution to the lore of the Great Lakes and though it is a piece of Americana rather than Canadiana, it is worthy of a place in school libraries as a fictionalized account of the historical and economic development of one portion of the great North American continent.—I. H. GARSTIN.

*Unesco Publications' Committee Review*. University of Toronto Press, apparently free and monthly.

Consists of signed reviews by prominent authorities of Unesco publications in the educational, scientific and cultural fields—useful for social studies, science and school libraries.

*Round the World with a Postage Stamp*; a booklet for teachers and children about the Universal Postal Union. Unesco, 1953, from University of Toronto Press. 38 pp., 25c.

Useful for both elementary and high social studies etc., some very interesting illustrations and good narrative and exposition, with suggestions for class work.

*History Textbooks and International Understanding*, by J. A. Lauwerys. Unesco, 1953. 84 pp., 50c from University of Toronto Press.

This embodies material from a Unesco seminar, surveys textbook production through the world, and suggests possible improvement in the interests of international harmony; the good Social Studies teacher at all levels will find it fascinating, for a large amount of unusual detail is dealt with clearly and in good order.—G. H. C.

*Focus*, American Geographical Society, Broadway at 156th St., New York 32. (Vol. V, No. 1, September 1954 seen). 6pp., large, monthly except July, Aug. \$1.25 per annum.

This monthly pamphlet provides background facts and geographical interpretations of current world problems and problem areas; this issue dealt with the Belgian Congo. It gives (a) striking introduction; (b) historical background; (c) physical setting, including one page of 8 maps; (d) economics and resultant problems. It is impartial and excellent.

The following publications of Messrs. Clark Irwin are called to the attention of readers—these have not been reviewed so far in our pages.

*On the Farm*, by M. L. Langham (stories and poems, illustrated in colour, boards, for Grades 1-2).

*The New Primary Histories*, by C. F. Strong (4 books, biographical approach, illustrated, boards, prices 95c to \$1.20. Grades 4-5).

*Pirates and Pathfinders*, by M. Hamilton. (Grades 5-6, exploration of world early times to Everest. 88 drawings, 26 maps. 396pp., \$2.25).

*The One Approach Geography-History Series*, by J. F. Houston and A. McG. Russell. (Grades 7-8, 80c e., in addition to those reviewed now includes Canada, Soviet Union, U.S.A., France).

#### SUNDRY

*Enjoying Paintings*, by A. C. Ward. Revised edition Dent. 149 pp., \$1.75.

Another of the "Excursions" series, this is a delightful guide into the realm of "art appreciation." Written for the layman, it explains several terms used by artists and art critics, it introduces many world-famous artists and their paintings, and it provides an excellent pronunciation guide.

—J. STOKES.

*Saving Your Marriage*, by Sylvanus and Evelyn Duvall. Public Affairs Committee, 22 E. 38th St., New York. 25c.

Suggestions on how many marriage troubles may be avoided, and how help may be obtained if they become serious. Well worth the attention of any adult wishing to understand human problems.—G. H. C.

*Auteurs français*, chosen and edited by George A. Klinck. Ryerson, 1954. 177 pp., \$1.90.

These readings from the works of French and French-Canadian writers provide excellent supplementary reading material for pupils at the French 92 level. Abundant exercises are provided, including a prose summary of each selection, to be translated into French. (One hopes that the student will not read the English version before he attempts the French!) Teachers of French 110 and 120 (respectively) will find page 177 (Tableau phonétique) most useful.—J. D. HOWARD.

*The Rural School—Its Problems and Prospects*, by W. Kenneth Richmond. A. Redman Ltd., of London, England. 208pp., 10s.6d.

A somewhat tangential argument, from the Canadian point of view, concerning the necessity of suiting rural education to rural life, instead of the current English practice of centralizing educational authority and basing it on urban philosophy.

The English "educationalese," the free use of French, Latin and Greek quotations and constant footnote references to unfamiliar educational works makes the book frequently rather exasperating—the more so since it can be of only academic interest at most in our new land where neither rural nor urban life is based on hundreds of years of tradition.

The last 50 pages are the best, wherein the author gives thumbnail sketches of half a dozen English schools and summarizes his position briefly.—BILL DICKIE.

*Life Insurance Without Exploitation*, Edwin C. Guillet. Hess Printing Co., Toronto. 134 pp., \$1.65.

Explains the various types of insurance policies but stresses the value of Renewable Term. Contains words of caution for all prospective insurance buyers. Valuable as a personal guide for all teachers and for senior high school students.—S.E.

## Want Willies?

"Willie" is of course the Penguin Books' famous symbol. As promised, we are listing several of their volumes which may be of interest to teachers and school librarians, particularly stressing books which are reprints of famous material either out of print or much dearer elsewhere.

From the Penguin series: (prices 35c each if not stated): *Major Barbara*, by G. B. Shaw; *Virginibus Puerisque*, (essays) by R. L. Stevenson; *The Doctor's Dilemma*, by G. B. Shaw; *Alexander Pope*, by Edith Sitwell (biography, En. 91); *Decline and Fall*, by E. Waugh (not school libraries) 50c; *The Worst Journey in the World*, by A. Cherry-Garrard (Scott Expedition to Antarctic, wonderful for Gr. 9-12), 60c; *I, Claudius*, by R. Graves (historical novel), 80c (probably not school libraries); *Saint Joan* (play) by G. B. Shaw, 50c; *Selected Essays* (not school li-

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braries) by D. H. Lawrence, 60c; *Memoirs of Sherlock Holmes*, by A. Conan Doyle, 50c; *Gilbert and Sullivan* (biography and comment by recognized expert) by H. Pearson, 50c; *The Thurber Carnival*, by James Thurber (illus.) 60c.

In same (Penguin): *The Body in the Library*, by A. Christie (one of very many good detective stories by English and French writers in these) 50c; *Leave It to Psmith*, by P. G. Wodehouse, 50c; *Spectator Crossword Puzzle Book*, 50c (series also includes similar from *Manchester Guardian*, *Scotsman*); *Nineteen Eighty-Four*, by George Orwell (remember Big Brother?), 50c; *The Cruel Sea*, by N. Monsarrat, 75c; *One of Our Submarines*, by E. Young (thrilling true journal of experiences World War II) 60c.

In the Pelican series of non-fiction, do try: *The Scientific Attitude*, by C. H. Waddington; *Music in England*, by Eric Blom; *British Music of Our Time*, by A. L. Bacharach; *The Science of Flight*, by O. G. Sutton—all these are 35c.

In the same series, but costing more are: *Introducing Shakespeare*, by G. B. Harrison, 50c; *Modern Architecture*, by J. M. Richards, 60c; *European Painting and Sculpture*, by E. Newton, 50c; *Mathematician's Delight* by W. W. Sawyer, 50c; *Greek Science*, 2 vols. by B. Farrington, 50c and 35c; *Russian Art*, by Tamara T. Rice (Russian lady?), 60c; *Animals Without Backbones*, by R. L. Buchsbaum (2 vol. issue of a famous \$6 work useful in biology and science) 2 at 60c; *Pottery and Ceramics*, by E. Rosenthal, 80c; *The Meaning of Art*, by H. Read, 80c; *The Legacy of the Ancient World*, by W. G. de Burgh, 2 vol. at 60c.

In *Penguin Poets*, your library might well be replenished by one or more of these: Tennyson, 50c; Wordsworth, 35c; Burns, 50c; T. S. Eliot (his own selections) 50c; there are four vols. of *The Centuries Poetry* ed. by D. K. Roberts each at 50c except last at 35c; John Donne, 50c; Pope, 50c; G. M. Hopkins, 60c; Keats, 60c; Milton, 60c; and Browning, 60c.

As a hobbyist you or yours may be interested in these. From the Planning, Design and Art series: *Furniture*, by G. Russell, 80c; *Pottery and Glass*, by B. Hollowood, 60c; *Gardens*, by Lady Allen and Susan Jellicoe, \$1.00. Or these Penguin Handbooks: *Paint Your Own Pictures*, by N. Colquhoun, 50c; *Dogs*, by A. Croxton Smith, 60c; *The Penguin Cookery Book*, by B. Nilson, 80c.

The Penguin Classics might well be sampled, including: *The Peloponnesian War*, (beloved of Churchill) by Thucydides, \$1; *Aesop's Fables*, 60c; *Canterbury Tales of Chaucer* at 80c; Homer's *Iliad*, 80c and *Odyssey*, 60c.

The school librarian might well be interested in the Penguin Reference Books, such as *A Dictionary of Science*, by E. B. Uvarov at 50c; *A Dictionary of Geography*, by W. G. Moore, 50c; *A Dictionary of Biology*, by M. Abercrombie, \$1.50 cloth. And, of course, such Puffin picture books as *Airliners*, by J. Stroud, 50c; *English Fashions*, by Mortimer and Ross 50c; *About Maps*, by Peter Hood, 50c. And especially the King Penguins like: *Heraldry in England*, by A. Wagner, 80c; *Bewick's Wood Engraving*, by J. Rayner, 60c; and *Egyptian Paintings*, illus. and described by Nina M. Davies. Or cheap hobby books like those just out by Peter Heaton—*Sailing*, 60c; *Cruising*, 60c; and the new Wodehouse's for the seniors and the staff room, all at half a dollar—*Blandings Castle*, *Luck of the Bodkins*, *Uncle Fred in the Springtime*. Good old Willie!

## Films

The importance of utilizing the films made available by the National Film Board cannot be overestimated. By contacting the local film council a regular schedule of films can be arranged which means that films can be adequately introduced and reviewed.

I have been lucky enough to preview some of their films and I consider that there has been a definite improvement in the standard compared with some of the earlier films which I have seen. More imagination has been used, and really good stories have been prepared. As many of these films will be available from the Department of Education, I have taken the opportunity to bring to your notice the best of them. Get them as soon as you can.

*Angotee—Story of an Eskimo Boy*—30 m, in colour. Although not as good as Flaherty's *Nanook of the North*, this film is the pick of the lot. The colours are used to portray the stark wilderness of the North rather than to present an unreal picture, while there has been no attempt to romanticize Eskimo life. This film was shown to various grades as a general interest feature and was received with enthusiasm. Perfect for S.S. 10, as an example of how "Visual Aids" can do a much better job than any other method of instruction in certain circumstances.

*Travellers' Cheques*—Black and white, 13m. Title is misleading, because there is very little about them. Actually more concerned with the tourist industry in the Canadian economy.

FI. 95, *Shyness*—23m, black and white. This film is an example of one which has been bought by the Department of Education from the Film Board. In 1953 it was awarded a "First" in the Canadian Film Awards. Although originally designed for adults it can be used to stimulate an intelligent discussion in senior grades.

It is clearly shown that shyness is something which can be overcome with the proper guidance on the part of the parent and the teacher. There is none of the sentimentality which often spoils this type of film. I think that many local associations would find it very rewarding if *Shyness* were shown at an evening meeting.

—G. F. SMITH,  
Castlegar.

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## News: -Personal and Miscellaneous

### In Memoriam

THE teaching profession has lost one of its most capable members with the death of E. R. Chamberlain. He was one of the outstanding English and Social Studies teachers of the Province. Students were indeed fortunate to have him for these subjects. It seemed to the students that he knew all the interesting stories of History and Literature.

He was an ardent lover of the sea; his chief hobby was building his own pleasure craft and spending most summers cruising along the coast of B. C. He was a member of Burrard Yacht Club. With many a fascinating story could he entertain his listeners. A keen fisherman, he was for years secretary of the B. C. Trollers' Association.

In 1947 he became acutely ill and he never fully recovered. He had terrific strength of will and during all the succeeding years he fought a valiant battle.

His first teaching post was at Kitsilano High School. In 1928 he came to North Vancouver High School. As a lover of drama, he became an outstanding leader and his annual productions in this field are still remembered. His grass hockey teams won many championships for this school.

In 1939 he was appointed as principal of Ridgeway Elementary-Junior High. He worked untiringly for the advancement of his school.

Even after he suffered his illness he struggled on with his principalship, but he had to give up in 1951 and took over Librarianship in the High School which he had to relinquish in 1954.

The teachers of the Province, thousands of former pupils and a host of other friends extend to his wife Lillian, his daughters Margaret and Mary and his brother Doug, and their relatives, their heartfelt sympathy.

—W. R. McDougall.

### Report of Social Studies Section

THE Committee of the Social Studies Section of the B.C.T.F. Convention has been very busy during the season.

Three committee meetings have been held, as well as two conferences. The first conference was held on November 4, 1954, in the Board Room of the B.C.T.F. offices. Thirty-two secondary teachers represented six school districts and seventeen junior and senior high schools. Discussions were based upon the 1954 June Departmental examinations in Social Studies and History.

A few of the main decisions taken were:

That our Committee be given a chance to study revised courses in draft form before they become final.

That the Department be asked to keep examination questions in line with instructions in the Course of Studies.

That a more complete outline of History 101 be prepared.

That examination Chairmen Markers and Markers be active teachers, experienced in teaching the course.

That questions in Part A of Social Studies 30 be confined to major products only.

In connection with Geography 91, it was reported that the examination was too long and heavy.

On November 15, 1954, a meeting of the B.C.T.F. Curriculum Committee was held with Mr. J. F. K. English, Assistant Deputy Minister of Education. He promised that Social Studies 20 would be revised and a new text book would be considered. He also stated that a mandatory course in World History is being considered.

On December 1, 1954, arising out of a request by Mr. English, a conference was held at the Hotel Vancouver. Fifty-five teachers representing ten school districts

and twenty-seven secondary schools within close range of Vancouver attended.

Mr. English told the group that the Department of Education was considering the introduction of a World History course (Modern—1800 A.D. on) at the Grade 10 level, including British History.

The present Social Studies 20 course will be withdrawn effective September, 1956.

The conference approved unanimously the reintroduction of a modern World History course and the removal of the present Social Studies 20 course.

Regret was expressed that the brief, prepared by the B.C.T.F. Committee in 1953, which recommended a much wider realignment, had not been fully considered, and that the proposed Modern History course was not to be introduced at the Grade 12 level.

The present Social Studies 10 course was severely criticised by many of the teachers present.

In February, 1955, Mr. English will meet the B.C.T.F. Curriculum Committee again. He is keenly interested in teacher opinion in connection with our courses.

A section of the 1953 Brief to the Department appears on page 158. Please re-read it and by your letters or resolutions give the Committee support so that the Department will realize before too late that the teachers do endorse the proposed realignment. It may not be too late to change their minds. Please send communications to Mr. Clyde McK. Smith, 3927 West 36th Avenue, Vancouver 13.

A. F. BLACK, Chairman.

CLYDE MCK. SMITH, Secretary.

## Your Opportunity To Share

**T**HE following subjects are at present under review or in course of revision by the Division of Curriculum of the Department of Education:

Primary Arithmetic, Music III and IV, Intermediate Language, Intermediate Social Studies, Intermediate Science, Vocational Mathematics, English 10, Mathematics 7, 8, 10; Social Studies 20.

Curriculum study groups and interested teachers are invited to send in their ideas

and suggestions to the Curriculum Chairman of the B.C.T.F. as soon as possible. These will then be forwarded to the Division of Curriculum, Department of Education and thence to the official committees at present working in the different subject fields. The Division of Curriculum at the Department will act merely as a clearing house.

Teachers throughout the Province are urged to take advantage of this opportunity to share in curriculum planning. Several reports have already been received and are being studied by the B.C.T.F. Curriculum Committee prior to their submission to the Department in Victoria.

## Lesson Aids

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## The Cover Picture

**T**HIS month we have chosen for our cover a photograph of the Fraser Canyon, taken near Lytton by Nicholas Morant, special photographer for the Canadian Pacific Railway. Those who have driven through the Canyon will probably recognize the scene quite readily.

## Fellowships for Science Teachers

**A** competition for fellowships for high school teachers of chemistry, physics and biology throughout the United States and Canada to attend a special programme at the Massachusetts Institute of Technology during the summer of 1955 has been announced by M.I.T.

Generous assistance from the Westinghouse Educational Foundation will make possible a total of fifty fellowships of \$250 each to help meet the costs of attending a special programme.

This year's fellowship winners will attend a six-week programme of study at M.I.T. from Monday, June 27, through Friday, August 5. Designed by a special faculty committee, this programme will provide a review of fundamental subject matter in physics, chemistry and biology, and a survey of a recent scientific developments not only in these fields but also in meteorology, geology and aeronautical engineering.

M.I.T. faculty specialists will discuss recent scientific developments in such subjects as cosmic rays, nuclear physics, high-energy accelerators, radioactive tracers, large molecules, applications of electronics to problems in biology, biological effects of radiation, use of radar in meteorology, artificial stimulation of rain, determination of the age of rocks by radioactivity and problems of supersonic flight.

Time will be reserved during the programme for informal conferences on teaching methods and for inspection trips to many laboratories at M.I.T. All instruction will be given by M.I.T. faculty members with possible assistance from other educational groups in the Greater Boston area.

Applications for Westinghouse Fellowships for the 1955 Science Teachers' Programme will be considered only from experienced high school and preparatory school teachers of science who hold college degrees or who have had substantially equivalent training and background.

The programme will be under the direction of an M.I.T. faculty committee consisting of: Dr. Arthur R. Davis, Associate Professor of Inorganic Chemistry (Chairman); Dr. Sanborn C. Brown, Associate Professor of Physics; Dr. Irwin W. Sizer, Associate Professor of Biochemistry; and Dr. George P. Wadsworth, Associate Professor of Mathematics.

Further information on the Science Teachers' Programme, and application blanks for the Westinghouse Fellowships may be obtained from the Summer Session office, Room 7-103, Massachusetts Institute of Technology, Cambridge 39. All such applications must be filed by April 1, 1955.

## Council On Family Relations

**T**HE annual meeting of the Pacific Northwest Conference on Family Relations will be held in Portland, Oregon, on March 24, 25, and 26, 1955.

Dr. Brock Chisholm, retired Director-General of the World Health Organization of the United Nations, will be the main speaker. Other speakers and discussion groups will be featured at the conference.

Mr. Donald Capon, President of the B. C. Council on Family Relations, will be pleased to receive the names of teachers or others who would like to receive the programme of the Conference. Mr. Capon's address is 3950 West 33rd Avenue, Vancouver 13.

## Art Work

**T**HE line drawings in this issue of the magazine are the work of Miss Marlene Ainsworth, one of the newer members of the office staff.

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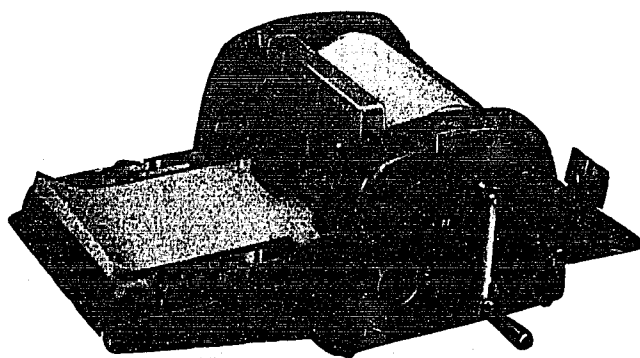
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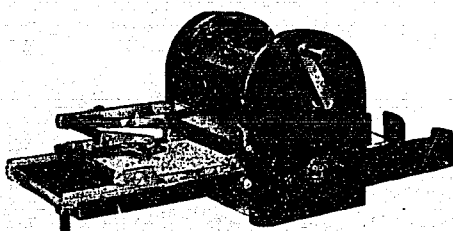
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