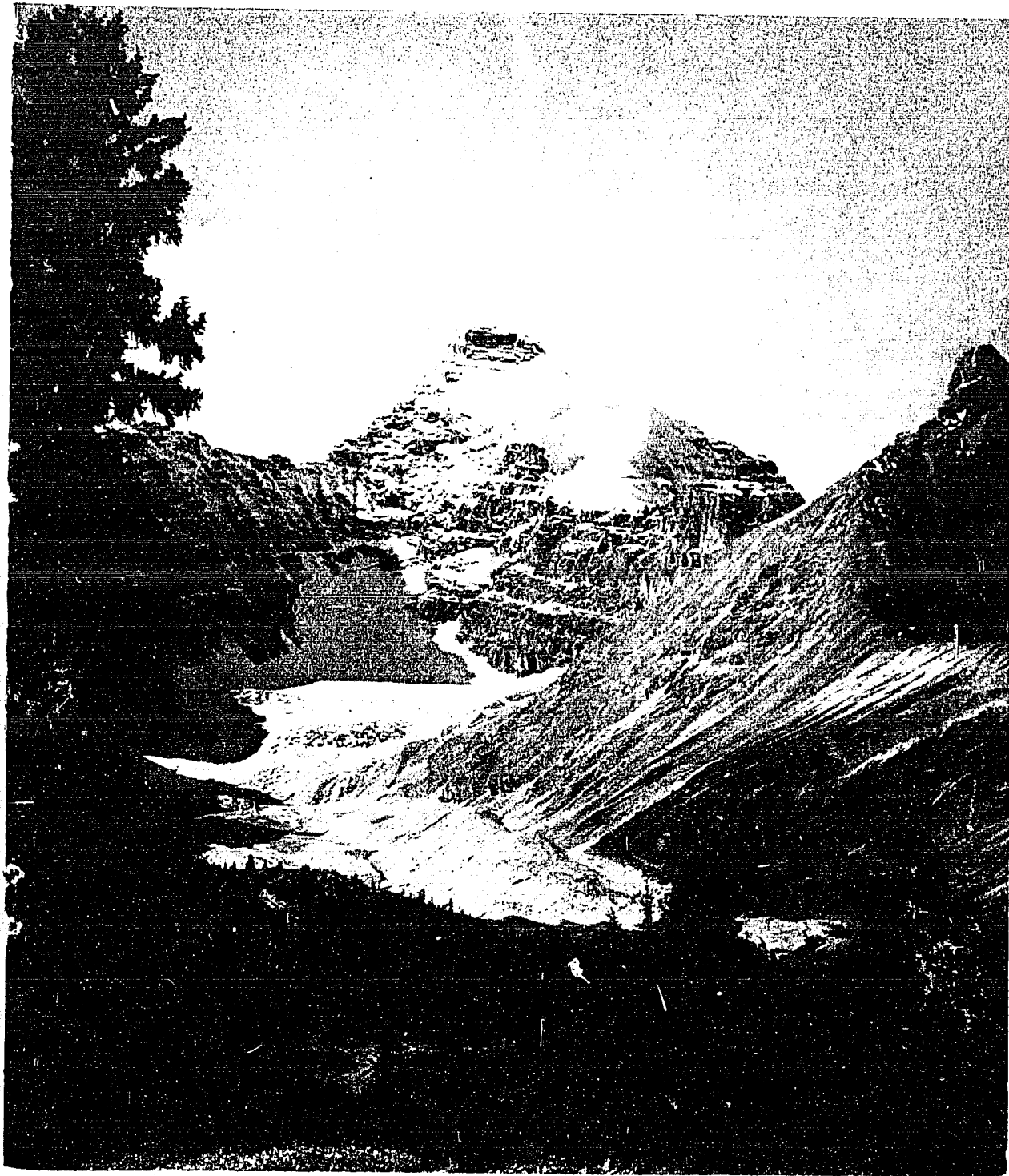


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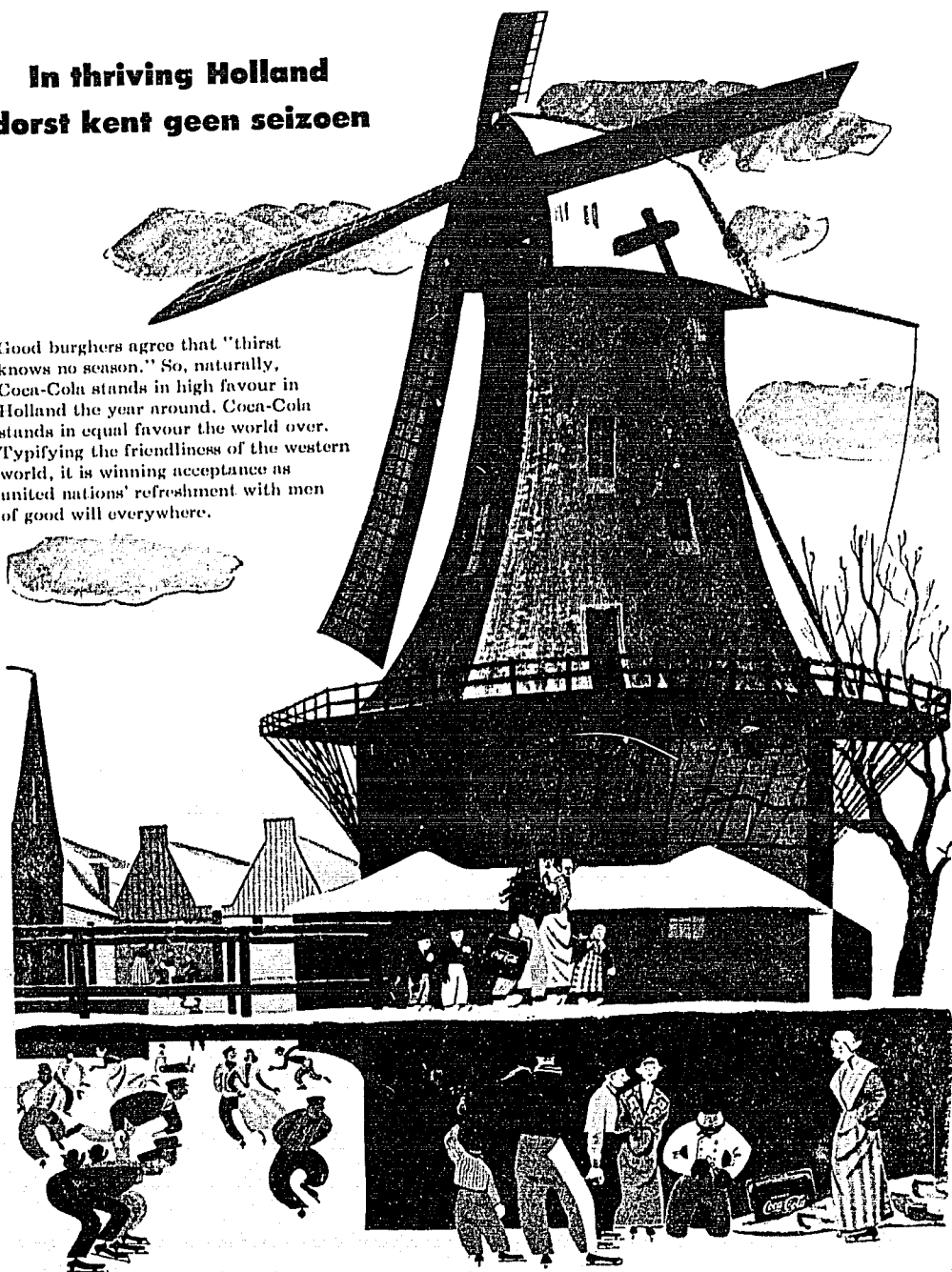
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FEBRUARY, 1955



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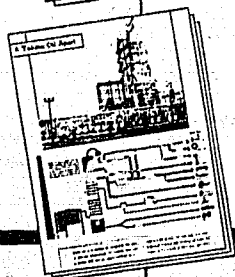
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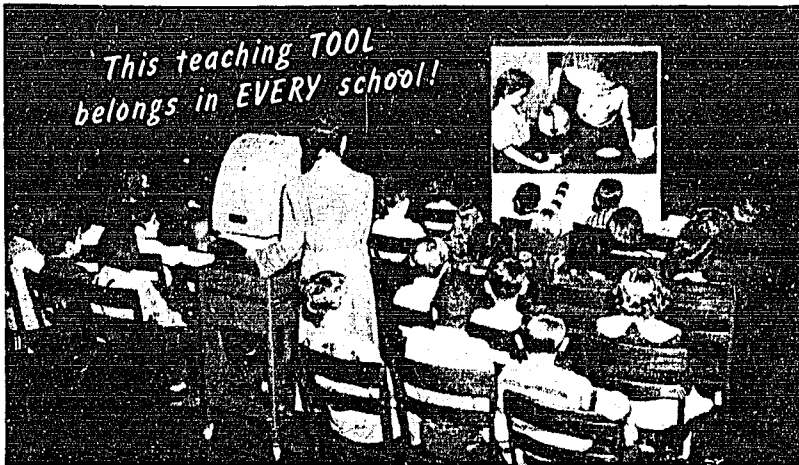
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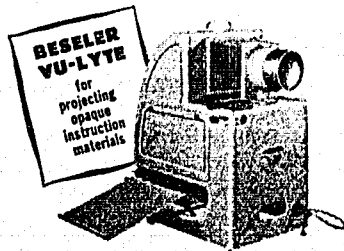


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# the **BC** teacher

Official Organ of the British Columbia Teachers' Federation

VOLUME XXXIV

FEBRUARY, 1955

Number 5

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FEBRUARY, 1955

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## Some Ethical Considerations

**L**AST year about 39% of all female teachers employed in British Columbia public schools were married. Depression-born policies of keeping married women out of the teaching force gave way before the acute need for qualified personnel.

Most school boards will now admit that married women are among their very best teachers. They will agree that marriage should not and need not be a bar to the continued practice of teaching. They will admit that married women teachers on the whole have given conscientious service and have demonstrated a professional outlook fully equivalent to that of their single colleagues.

At the same time, even among school boards normally favourably disposed toward the employment of married women teachers, there have been complaints, as the following examples show:

A teacher back at school after the Easter vacation, applied for a further week's leave "to get married."

In a not so large school district last year there were six applications for special leave "to be married" in the period Easter to June!

A teacher, who accepted a new position with a school board in September, toward the end of October wanted to be released from her engagement because of pregnancy.

An inspector of schools writes: "We are getting a little fed up with teachers who accept positions in September knowing themselves to be pregnant. The situation is particularly difficult when the teacher happens to be a specialist who can't possibly be replaced in the middle of a term. A question of ethics is surely involved. What do you think?"

School boards maintain that it is not proper for a teacher to insist on her right to work right up until the time of confine-

ment, to the embarrassment of her pupils and their parents.

It is difficult to find any excuse for the teacher who unreasonably asks for special leave to be married. Surely the welfare of the pupils comes before personal convenience. True, a school board can deny leave in such instances but why should they be placed in that position?

Neither is it ethical for a teacher to accept a position involving an annual contract when she knows, but her employer doesn't, that she is not going to be able to fulfil that contract. Generally speaking, teachers cannot in these times be satisfactorily replaced in the middle of a term. The solution to this problem is simple: let the teacher be as fair to her prospective employer and pupils as she would expect them to be to her.

The problem of pregnancy among married women teachers on continuing engagement is not so simple. In the long run some formal system of maternity leave will have to be worked out as has been done in many parts of the United States and Europe. In the absence of any formal leave regulation, the teacher concerned can probably best meet the situation by consulting her inspector and school board as early as possible in an effort to reach an agreement as to when leave should be taken and for how long or from what date release should be granted.

The B.C.T.F. appeals to all married women teachers, and to single teachers about to be married, to be considerate and fair in dealing with the type of problem described above. Otherwise, they will not only be acting unprofessionally as individuals but they will be creating a condition which will tempt school boards to return to policies against the employment of married women teachers.

## What's In A Name?

When is a Local not a Local? When it is a Local Association of the B.C.T.F.

At a recent B.C.T.F. District Council Public Relations Workshop a non-teacher participant asked the question: "In your B.C.T.F. organization, from where does this term 'Local' come?" We suspect that this question has been in the minds of many others also, although it may not have been expressed.

We should realize that certain terminology is interpreted differently by different people in the light of their experience and in accordance with common usage. We must recognize that in the mind of the average layman, "local" is not synonymous with "local association." It is generally accepted that "local" is a Labour term meaning a local of one of the trade unions.

We have no desire in any way to belittle the functions and achievements of trade unions and their locals. Since 1943, the B.C. Teachers' Federation has been affiliated with the Trades and Labour Congress of Canada and several B.C.T.F. local associations are affiliated with district trades councils. There are aspects of the trade union movement which we as a professional education organization could

emulate with pride and profit. However, let us appreciate that our careless use of the word "local" is leading the average layman to classify our local associations as trade union locals.

Our purpose here is not to determine if such a classification of our local associations is desirable or undesirable. It is to draw to our attention that such a classification is being made although we may not recognize it.

Let us be specific. Let us consistently refer to the local associations of the B.C.T.F. as "local associations" and not just "locals." Then let us indicate the areas of activities of our local associations which parallel those of labour union locals, at the same time publicizing our contribution to the primary aim of the B.C.T.F., "To foster and promote the cause of education in British Columbia."

We need not be ashamed of our affiliation with labour and the classifying of our local associations as trade union locals, but such a classification omits a major portion of the aims and activities of our associations. We should not promote such a limited interpretation of our function by the careless use of words.

---

*Do We Want . . .*

## Broader Medical Coverage?

**D**URING the past twelve years the British Columbia Teachers' Federation M.S.A. and the Vancouver School Teachers' M.S.A. have done inestimable service for their members and have stood between many a teacher and complete disaster when sickness struck. The membership of these two groups has steadily increased through the years and the combined membership now stands at 2,966.

Last year they together distributed in benefits the surprising sum of \$109,364.51 on behalf of their members. These associations, however, do not wish to settle themselves in complacent contentment with existing conditions but rather with foresight and the wisdom of experience seek improvements in their medical plan.

The medical coverage they provide is not as complete as their executives would



like it to be but is as extensive as a reasonable scale of fees can provide. The scale of benefits is therefore a compromise between the desirable and the practicable, i.e., between what we would like and what we can afford.

#### Employers' Share Required

If, however, the employers would bear a share of the cost more complete medical protection could be provided without increasing the members' contribution and perhaps a reduction in the amount contributed by each member would be possible. It is a common practice in industry for the employer to contribute 50 per cent (and sometimes the whole) of the cost of medical protection, usually in group plans under the Medical Services Association. Indeed, school boards in no less than 15 school districts are already paying the employers' share of medical coverage of their maintenance personnel. The executives of two Medical Services Associations are considering the providing of a comprehensive plan of medical protection to apply to teachers in these school districts where school boards, as employers, agree to pay a share of the cost.

#### Questions to be Answered

Such a proposal raises a number of questions to which all members of the B.C.T.F. and particularly present members of the Medical Services Associations should give some thought. The implementation of such a plan would require the active assistance of the local associations—since they would have to include it in their salary agreements with school boards. Are any, and if so, how many, of the local associations interested in such a step?

Also the present membership of the B.C.T.F. Medical Services Association would have to lend their willing co-operation since the fact that such a plan would have to be introduced district by district, would require the carrying on by the B.C.T.F. Medical Services Association of two medical service schemes side by side—one covering the districts in which the employers have commenced contributions and in which the wider medical coverage would

be given, and the other covering the remainder of the province in which the present, more limited, scheme would continue until the other school boards saw fit to contribute. Are the members of the B.C.T.F. Medical Services Association willing to amend their constitution to make this possible?

It follows from the foregoing that the opinion of the membership of the B.C.T.F. Medical Services Association and the Vancouver School Teachers' Medical Services Association on the one hand and the opinion of the B.C.T.F. membership as a whole on the other must be obtained before any real progress can be made; and the matter will therefore be submitted to the Annual General Meeting of the B.C.T.F. and the B.C.T.F. Medical Services Association at Easter, 1955, and to the Annual General Meeting of the Vancouver School Teachers' Medical Services Association in May, 1955.

The executives of the two Medical Services Associations feel that the advantages to teachers of such a plan are so great that each of these groups will endorse the proposal and they strongly recommend an affirmative vote in each instance.

In the meantime it is hoped that the local associations and the members of our two Medical Services Associations will consider the matter and be ready to declare their opinions at the Easter and May meetings.

---

## A Debt to Youth

**P**UBLICLY supported education is a debt which maturity owes all youth. Public education is a partnership between the respective departments of education and the local communities . . . The community point of view is important in education. Schools are not regarded as institutions set apart to do something to children, but rather as instruments for serving the community.—Dr. C. C. Goldring at the thirtieth convention of the Canadian Education Association, reported in *Canadian Education*, December 1953.





# The Freshmen Speak

C. W. MILLER

**D**URING the last war, a story circulated our barracks concerning the army officer who had to explain on an examination paper how to place a long, heavy pole in the ground. He thought for a moment, and then wrote these words before handing in his paper: "I would tell the sergeant where I wanted the pole placed." What teacher of literature has not felt at times that he is in the position of the sergeant? It is easy to agree with the broad aims of the curriculum regarding the teaching of literature; it is often extremely difficult to work out a method of instruction which in some way produces the response we hope to get from our students.

More than in the teaching of any other subject, I venture to say, the success of the literature lesson depends on a mysterious combination of attitudes and circumstances. The emotions must be engaged, as well as the intellect, and many things outside the lesson itself influence the way students feel. Any method of instruction which helps to centre student attention on the mood of the poem should bring about greater receptivity and enjoyment.

The method I outlined in my first two articles is by no means the full answer to the problems of teaching literature successfully, but it will, I sincerely hope, give some teachers a few more directions on how to get the pole in the ground. This third article contains examples of student reports on poems on the English 100 course, and is submitted to make as clear as possible what has been achieved by this method of teaching literature. The students wrote the reports themselves, after a brief chat with me.

## THE SECOND COMING

by W. B. Yeats

Turning and turning in the widening gyre  
The falcon cannot hear the falconer;  
Things fall apart; the centre cannot hold;  
Mere anarchy is loosed upon the world,  
The blood-dimmed tide is loosed, and everywhere  
The ceremony of innocence is drowned;  
The best lack all conviction, while the worst  
Are full of passionate intensity.

Surely some revelation is at hand;  
Surely the Second Coming is at hand.  
The Second Coming! Hardly are those words out,  
When a vast image out of *Spiritus Mundi*  
Troubles my sight: somewhere in sands of the  
desert

A shape with lion body and the head of a man,  
A gaze blank and pitiless as the sun,  
Is moving its slow thighs, while all about it  
Reel shadows of the indignant desert birds.  
The darkness drops again; but now I know  
That twenty centuries of stony sleep  
Were vexed to nightmare by a rocking cradle,  
And what rough beast, its hour come round at last,  
Slouches toward Bethlehem to be born?

• In a mood of complete depression, Yeats voices his fearful apprehension of a terrifying future where evil reigns supreme. This poet was moved to express his horror and fear by the realization of the evil loosed in the world as he saw it exemplified in the First World War. The first stanza sums up that evil state to which the world has come, and from this state grows, in the second stanza, the most boldly imagined, terrifying figure perhaps in all poetry.

In the first stanza, Yeats employs two figures of speech to explain his feelings of fearful apprehension. He pictures a falcon circling high in ever-widening circles until it is so far out of control that the falconer, or unifying centre, can no longer recall it. These lines flow smoothly until "Things fall apart," then abruptly jerk to emphasize

the change from controlled flight to uncontrollable anarchy. The line that follows is again smooth, as it describes a "blood-dimmed tide" drowning "the ceremony of innocence." This metaphor vividly recalls the words of Hitler, who emphasized the need to "think with blood," and shows that such an action will violently end the simple customs of peaceful living.

From this terribly disordered world picture, the poet turns to the thought that this must be the beginning of the events that will lead to a complete change in the world. With hope he thinks for but a moment that the Second Coming will be good—"Surely . . . Surely!" But with despair and horror he realizes that this Second Coming might just as likely take an evil form. Yeats chooses a Sphinx-like form to represent this evil. Perhaps he chooses this image because of the ancient significance of the Sphinx, the ancient symbol of strength that drew worship from the pre-Christian civilizations. Perhaps he is trying to show how this return to a worship of strength is bringing the doom which he foretells. With only three lines of expertly chosen imagery he recreates the terrifying power of this imminent evil. "With gaze blank and pitiless as the sun," and "moving its slow thighs" recreate the rhythm and the relentlessness of a great driving piston as it begins its drive. Vultures, always ugly associations of death, increase the feeling that death is near. The repetition of "d" sounds in this and the following line weights the words and emphasizes the pulse, as evil awakened moves on. The metaphor with which the poet concludes restates his knowledge of how this image must be interpreted. "I know," he says, "that evil, its hour at last come round after twenty centuries of good caused by Christianity, is reaching the birthplace of change."

MARYBETH BURTON.

#### Another Interpretation

In this poem, Yeats expresses three feelings: disgust, fear and foreboding. He is disgusted because of the conditions of the world, fearful because something must happen and he does not know what it is, and foreboding because he suddenly has a vision that what may come could be worse

This article completes the series by Mr. Miller on the teaching of Literature.

We should like to thank Mr. Spender for permission to quote **HE WILL WATCH THE HAWK**, from **POEMS** by Stephen Spender, published by Faber and Faber Ltd., London.

Permission to quote **THE SECOND COMING**, from **THE COLLECTED POEMS OF W. B. YEATS**, published by Macmillan & Company, was kindly given by Mrs. Yeats.

than what is now there. All his life Yeats has been taught to believe in the second coming of Christ. He sees the world around him torn with the First World War, with nations hating one another, and he feels that surely now is the time for the "second coming." He feels suddenly that perhaps the "second coming" will be the advent of something quite horrible.

The first part of the poem is Yeats' picture of the world as it is today. He compares the world to a falcon who flies so high it cannot hear the falconer. The world no longer has a center; it is no longer unified. Each nation is a unit unto itself. War has loosed itself upon the world and silenced the voices of those who are good. Evil people have taken over power. The words Yeats uses to describe world conditions show his disgust and hatred of them. "Things fall apart," "mere anarchy," "drowned," "blood-dimmed tide," all these words give a very dark picture of the world. They are gloomy words and create in the reader a feeling of dislike for such conditions.

When the picture has been built up for us in the first stanza, Yeats says that surely something must happen. The world cannot go on as it has been. He turns to his religion for the answer and thinks that the second coming of Christ may be at hand. Suddenly he has a vision of a huge beast, signifying something evil, which may overpower the world. The words he uses to describe the beast show his fear of it. "A gaze blank and pitiless as the sun" shows that there will be no mercy on earth. "A shape with lion body and the head of a

man" gives a picture of something unreal and terrifying. "Moving its slow thighs" signifies that this evil force has just been awakened and is about to engulf the world. The reader has a feeling of repugnance as he reads the phrase, "Moving its slow thighs," because it gives him the picture of a wild beast crouching before it strikes.

Yeats' vision vanishes, leaving him to brood over its meaning. He can see now that the evil force has been present in the world since time began. The birth of Jesus and the start of a new religion roused the beast slightly from his sleep. During the twenty centuries of Christianity the world has been steadily getting worse, until now it is so bad that the sleep of the beast, or evil force, has been "vexed to nightmare." "A rocking cradle" may mean that the world is becoming less and less Christian. As we finally see the beast who "slouches toward Bethlehem to be born," the repulsiveness of the picture, the foreboding and fear of the author are complete. The last two lines are the more effective because we have been taught by our religion that out of Bethlehem came kindness and mercy in the person of Christ, while Yeats says that, in the future, from Bethlehem may come "a gaze blank and pitiless as the sun."

ELIZABETH BRODIE.

### HE WILL WATCH THE HAWK

by Stephen Spender

He will watch the hawk with an indifferent eye  
Or pitifully;  
Nor on those eagles that so feared him, now  
Will strain his brow;  
Weapons men use, stone, sling and strong-thewed  
bow  
He will not know.

This aristocrat, superb of all instinct,  
With death close linked  
Had paced the enormous cloud, almost had won  
War on the sun;  
Till now, like Icarus mid-ocean-drowned,  
Hands, wings, are found.

The mood of the poem is one of praise and sorrow. There is praise for, and pride in, man's accomplishments to gain control over the elements. Man's invention, the plane, with its great speed and maneuverability, is superior to the eagle and the hawk, the finest of winged creatures. There is sorrow, however, because these accomplishments or inventions of man often cause his own destruction.

In order to get this feeling over to the reader, Spender puts the steps of praise for the pilot in increasing order of importance. He begins by saying that the airman is superior to the hawk. "He will watch pitifully." He then goes on to say that the airman is superior to the eagle, usually considered the king of birds. In the third step he says that the airman is far advanced from the old civilization with its crude weapons of destruction. The next step, "This aristocrat, superb of all instinct," indicates that the pilots are chosen only from the best of young manhood, those that are best trained and skilled. Next, they possess much bravery and courage for they are continually close-linked with death. This may have a two-fold meaning: first, there may be a war going on, and the fighter pilot is in danger of being shot down by the enemy; or it may be that the pilot is in danger of crashing. The latter seems to be the right case because of the mention of Icarus, who caused his own destruction. Finally, the reader is full of praise for the airman because of his great deeds: "Had paced the enormous cloud, almost had won war on the sun."

### Key to the Poem

The last two lines form a brutal contrast with the rest of the poem. Spender has built up praise for the airman to a maximum; then all of a sudden he opposes that praise by the picture of destruction. The force of the whole poem is in the last word "found." For then the reader is told of the destruction, and this in turn affects the whole poem. "Hands, wings, are found" gives a vivid picture of the total destruction of man and plane, and is much more effective than "he crashed."

The use of the future tense in the first verse implies praise; while the past tense in the second verse implies sorrow.

The form of the poem is also divided into a contrast. The long smooth lines give an indication of praise, whereas the short quick lines indicate sorrow.

Thus by use of form, detail, and figurative language, Spender has clothed the poem to give the readers his desired effect of praise and sorrow.

JOSEPH W. WASYLIK.

THE B. C. TEACHER

# World Educators Meet In Switzerland

L. JOHN PRIOR



From left to right: Two delegates from Cambodia, Dr. W. H. Swift and L. J. Prior from Canada and M. Carlos Machado from Brazil.

## *Burnaby Principal Reports International Discussions*

**A**LTHOUGH most Canadian teachers are reasonably well-informed about Unesco and its work in education, far too few of us have heard about the International Bureau of Education. This past summer it was my privilege to attend the Seventeenth Conference on Public Education held under the auspices of the I.B.E.

In the Palais Wilson, Geneva, from July 5-13, 115 representatives from some 57 member and non-member governments studied the Training and Status of Secondary Teachers and heard national reports on the year's progress in education. (In 1953 the conference studied the Training and Status of Primary Teachers. In 1955 the subject will be Education Finance.) As Canada has no national ministry or Bureau of Education, it has been the practice for the Department of External Affairs to pass the annual invitation along to the Canadian Education Association. For some years the C.E.A. has sent a delegate to the conference at its own expense.

At the 1953 conference it was agreed that national delegations should, if at all possible, include teachers. It seemed particularly important to have teachers present when training and status were under review. In response to this recommendation, External Affairs this year transmitted the conference invitation to C.T.F. as well as to C.E.A.

When the invitation was received by C.T.F., I had already made plans to tour parts of Western Europe during July before attending W.C.O.T.P. sessions in Oslo from July 31 to August 5.

With the approval of the C.T.F. executive, I was named to attend the I.B.E. conference. At the time I regretted cancelling plans to visit Austria, North Italy and Southern France. But after a few days in Geneva, I felt fortunate that the change had been made.

On arriving in Geneva, I was very pleased to find that Dr. W. H. Swift (Deputy Minister of Education in Alberta and the vice-president of C.E.A.) was registered at the same hotel—Hotel de l'Ecu de Genève. An article might well be written about the hotel itself.

Dr. Swift had not known that a second Canadian would be present!

In spite of constant efforts to make our status clear (as spokesmen accredited by our respective national organizations) it became plain that we were to be accorded the full status of a national delegation.

L. John Prior, principal of Inman Avenue School, Burnaby, is immediate Past President of C.T.F. and a Past President of B.C.T.F.

Subsequently Dr. Swift was honoured by his election as one of the four vice-chairmen of the conference, a responsibility that he discharged with distinction, and later I was invited to participate in the commission of fifteen which drew up recommendations on the status of secondary teachers. Teachers on this commission were Miss J. F. Bishop (U.K.), Miss M. Shull (U.S.A.), Mr. E. Hombourger (France, Secretary, Comité d'Entente). Other teachers, principals or representatives of teachers' organizations were: Mr. G. Ponchaud (Rep. of W.C.O.T.P.), Mrs. D. N. Bakoun (U.S.S.R.), Father Luis Fernandez (Spain), Mr. N. Dennis and Mr. H. Smith (Liberia), Mr. Atiro Noguchi (Japan), Professor Salvatore Accardo (Italy), Mr. Jonas Sardi (Hungary), Mr. King-Vonnsak (Cambodia).

#### Historical Setting

It is tempting to dwell upon the beauty and history of Geneva, last canton to join the Swiss Confederation. One is constantly reminded of the fact that Switzerland is a federal republic and that each canton has a great independent history of its own. Geneva, one soon discovers, is the **Canton and Republic** of Geneva. The history of Protestantism is graphically preserved in the Reformation Wall just below and west of "the Old Town." Here the lives of Calvin, Knox, Zwingli, Cromwell, etc., are commemorated. And Geneva, too, was the refuge of Jean Jacques Rousseau. A popular jest is that taxes are high because the city must feed the swans which grace Rousseau's Island. The island divides the Rhone as it leaves Lake Geneva on its course to the Mediterranean.

One cannot be in Geneva long without realizing the complexity of international relations. The city is the home of no less than one hundred international organizations. Conferences are nearly always in session. At the time of the I.B.E. meetings, the "Asia Conference" was just reaching its climax. There were constant "comings and goings" at outlying villas whose occupants could be identified by the national flags so prominently displayed.

During the conference, Dr. Swift and I were honoured by Mr. Hector Allard, Can-

ada's permanent delegate to the United Nations in Geneva. We were invited to a reception at Beau Soleil, the Allard home. Purpose of the reception was to say goodbye to Mr. G. McIlwraith and to introduce his successor, Mr. R. E. Reynolds, recently transferred from Czechoslovakia.

The I.B.E. conference was held in an addition to the Palais Wilson, a building apparently owned by the Canton. The addition was built, so I was told, to accommodate the disarmament conference in 1935. In recent years equipment has been installed for the simultaneous translation of speeches and reports. Official languages of the Bureau are English, French, and Spanish. However, it was not at all unusual for a delegate to use another language and then have his own interpreter repeat his remarks in one of the official languages. The interpreter's remarks would be translated simultaneously into the other two official languages. Madame Daubrovina, head of the Russian delegation and one of the vice-chairmen, quite effectively conducted two sessions of the conference in this manner. The official interpreters, who were able to translate the most complex technical terms "off the cuff," were a constant source of admiration. They were on loan from Unesco.

#### Officially Recognized

I.B.E. was organized originally as a private venture but in the decade after World War I it became an inter-governmental body. For 25 years the director has been Professor Jean Piaget, noted psychologist and educator. The Bureau is financed by grants from member governments. Many non-member governments, however, are invited to participate in the annual conferences. (Canada, I understand, makes no financial contribution to I.B.E.)

The Bureau has a secretariat of some 20 members, representative of at least seven nationalities. One of the Bureau's functions is to maintain a permanent education exhibition which contains displays from many countries. (The Canadian exhibit, long in need of attention, has been greatly improved this year.) The Bureau also maintains an extensive library of educational books and publications.



To avoid duplication of effort, a joint Unesco-I.B.E. board has been set up. It is the work of this board to determine which educational subjects are most suitable for study by each organization. In the early days of the I.B.E. most documents were printed in French. Perhaps this is one reason why the organization has been so little known on this continent.

#### Eastern Europe Represented

I was particularly impressed with the breadth of representation at the conference and the fact that so little tension existed among delegates. For the first time in some years, representatives from East European countries were present. At the opening session a question was raised about the delegate from Nationalist China. Delegates from Poland, U.S.S.R. and Hungary urged that an invitation be extended to the "People's Republic." This question was referred to the joint Unesco-I.B.E. Board. Thereafter, delegates from all countries applied themselves to the work of the conference with few instances of serious ideological differences.

During the discussion on national reports, the questions sometimes indicated that the questioner had an ideological objective in view. But questions appeared to be answered freely. East European delegates were very interested in the question of illiteracy and in the education of minorities in the mother tongue. For instance, Canada was asked if there was any provision for the education of Ukrainian minorities in their mother tongue. Again we were all interested to learn the U.S. definition of "functional illiterates"—people who have less than a Grade V standard in education.

In turn, western delegates were surprised to learn that text-books are not free in U.S.S.R. and that non-scholarship pupils must pay a small fee for secondary education.

At times delegates appeared to miss the point of questions. As Dr. Swift remarked about some verbose replies, "They were answers, all right, but not to the questions which were asked."

Presiding over the main sessions was Professor Marcel Abraham (France), chair-

man of the I.B.E. Council. Professor Abraham lent an "old world" air of grace and diplomacy to the discussions. To our prosaic North American ears, it sounded rather unusual to hear the dullest of reports accepted with what sounds in English as fulsome and elaborate praise.

As the hearing of national reports progressed, two commissions were set up to prepare recommendations on the conference topics. The first commission to report was that on "Training of Teachers" (*La Formation du Personnel Enseignant*). With so many different countries to consider, it is obvious that recommendations must, of necessity, be rather general. Problems of countries with nearly universal secondary education are very, very different from those of countries where the population may be 80% illiterate. Nevertheless, it is significant and important that there could be agreement on so many basic principles in teacher training.

It is not my intention to report on the recommendations in detail because the complete texts are available in quantity in both French and English. I believe both preambles and articles would repay very careful study. We must always remember that they were drawn up and agreed to by representatives of governments as recommendations to ministries of education. Without a doubt there is much in them that should be drawn to the attention of provincial education authorities in Canada by the provincial teachers' organizations.

Some of the more interesting articles are printed (without comment!) below:

#### Recommendation No. 38

##### Article 2

Representatives of secondary teacher training establishments and of serving secondary teachers should be associated with the work of the bodies responsible for drawing up and revising secondary teacher training plans and curricula;

##### Article 14

The professional training of secondary teachers should include not only courses in psychology and education (including philosophy of education) and teaching

practice, but also special courses involving, for example, a study of social background and relationships, professional ethics, international understanding, etc., so as to foster a spirit of democracy and freedom and of the brotherhood of man;

#### **Article 18**

Great emphasis should be given to the practical side of secondary teachers' professional training; it is not sufficient for trainees to attend lessons given by other teachers or to give trial lessons; it is better to require them to undertake sufficiently long periods of practical work with various classes in various schools, and thus accustom themselves to being in charge of a class and to participating in all aspects of school life;

#### **Article 20**

It is important to introduce future secondary school teachers not to one but to a variety of teaching methods appropriate to the secondary level, so that they may themselves choose the method best suited to their teaching situation; in this connection participation in educational research and experimentation can be of great value;

#### **Article 21**

The practical side of secondary teachers' professional training should include an introduction to social activities, such as the organization of leisure-time pursuits, cultural activities and youth movements, and participation in parent-teacher associations;

#### **Article 24**

Whatever form such opportunities for further training may take (conferences, seminars, discussion groups, study weeks, vacation courses, etc.), an important share in their organization should be taken by inspectors, principals and teachers of teacher training establishments, and by secondary teachers' associations.

#### **Article 26**

Secondary teachers should be given every facility (scholarships, allowances, leave) to enable them to take advantage of the opportunities for further training offered them; for this purpose it is desirable in principle and where compatible with serv-

ice needs to grant several months of paid leave on completion of a certain length of service;

#### **Recommendation No. 39**

#### **Article 2**

Authorized representatives of secondary teachers should have the opportunity and the responsibility of sharing in the shaping of policies which affect their conditions of service;

#### **Article 5**

Secondary teachers should freely enjoy all civic rights, including a recognized right of joining whichever professional associations they prefer, these associations being qualified to represent them;

#### **Article 21**

Where compatible with the needs of the service, secondary teachers should be granted several months of paid leave on completion of a certain period of teaching;

#### **Article 24**

Secondary teachers' salaries should correspond to the importance of their task, and should be at least equal to those of the various categories of public servants or of members of other professions and occupations with equivalent qualifications, training and responsibilities;

#### **Article 39**

Women secondary teachers should be entitled to maternity leave with full pay before and after the birth of the child, lasting in all not less than three months, leave in excess of the time granted being reckoned as sick leave;

#### **Article 43**

In countries with a federal system, it is desirable that teachers from a given constituent state, province or canton should have every possible facility for appointment throughout the federation concerned, provided they have the required linguistic and professional competence.

I hope that the C.T.F. will be able to continue this association with the I.B.E. Our Department of External Affairs is to be thanked for acting on the request of the 1953 conference to have teachers included on national delegations. I believe we should seek the opportunity of participation in future conferences.



# Should The Federal Government Escape?

A. J. WELSH

## *The Committee Presents Arguments For and Against Federal Aid*

**E**DUCATION is a nationwide activity being carried on by some 80,000 teachers and being absorbed by well over 2,000 pupils. When approximately one-fifth of our people are actively concerned with education, the federal government, it seems, should have some responsibility for seeing that all young Canadians are given the opportunity to get a reasonable standard of education. This is the reasoning of some supporters of federal aid.

Consider, for example, a province in which the population is heavy and fairly concentrated. There concentrated facilities can offer the minimum standard far more easily than can a province with far-flung wastes and thinly scattered population.

Let's look at Canada as a whole. Without much doubt the three most important services in the country are those of health, social assistance and education. Under the B.N.A. Act, all are strictly provincial matters. Although this is the case, the federal government is assisting the first two with more than \$100,000,000 a year. Education is supported with only some \$21,000,000 a year. In British Columbia the difference is even greater: health grants (not including other social services), nearly \$29,000,000; education grants, less than \$1,000,000.

Why should the federal government have some responsibility? The defence of our country is one of the most valid reasons for equalizing education with federal aid. During the last war the armed forces had to bring many of their recruits up to an

acceptable educational standard before they could take the training for which they were enlisted. One member of the opposition in Canada's parliament said, "If we have another war it will undoubtedly be the policy of the government to draft men and women into the armed forces. If this is to be done and the government is to be prepared, these people must all possess at least a minimum education." This, according to the experts, cannot be done properly in time of emergency. It should be done before the crisis.

A second argument in favour of federal aid follows the contention that Canada has no national culture. Of the countries of the world there are few so lacking in national culture as Canada. The countries of Europe, before the war, literally "oozed" culture of one sort or another—their dances, their handicrafts, their literature, their music. But Canada, according to the Hollywood version, is still a country of Red Indians, dashing Mounties and wilderness. If a national culture can best be developed through education, should not the federal government have an interest in education?

The teacher in a district where New Canadians have settled should see merit in the following argument. It is the federal government which encourages immigration, yet it is the provinces which are expected to educate the immigrants. If the government encourages people to settle in various regions, should it not share the increased costs of education?

Continued on page 211



# Improving Instruction

W. V. ALLESTER

## *CEA-Kellogg Project in Educational Leadership*

IN THE last issue of this magazine, I gave you some general information about the Short Course held at the University of Alberta in May, 1954. You will recall that this course at Edmonton was an activity of the CEA-Kellogg Project in Educational Leadership. Although most of the course members were school inspectors (or "superintendents"), there were two school trustees and four teachers present.

For approximately half the course time we were divided into six discussion groups for intensive study of six different phases of the inspector's work. Group B, of which I was a member, considered the role of the inspector in "The Improvement of Instruction." We agreed to concentrate on larger schools where the inspector would work with principals and groups of teachers. Meanwhile, Group A dealt with the same topic in relation to smaller schools.

"Co-ordinator" of our group was J. R. Stanley Hambly, Superintendent of Schools, Grande Prairie, Alberta. We had two "Consultants" or "Advisers," Dr. Lewis S. Beattie, Superintendent of Secondary Education for Ontario, and Dr. Robert E. Rees, Associate Professor of Education, University of Alberta. At an early session we chose Fred J. Gathercole, Superintendent of Schools for Saskatoon, as our "Recorder."

Among the fifteen members of Group B was Inspector Fred A. McLellan of Sooke, formerly resident in Kamloops. Six provinces, including Quebec, were represented.

Nevertheless, we found that many supervisory problems were common to all.

Before we went to Edmonton each of us had been asked to suggest questions or topics to be considered by our group, and a list of these was prepared. When we met as a group we enlarged the list and began to arrange the items in order of importance or logical sequence. Thus from the beginning we had some goals in mind. As we proceeded it became obvious that the "programme of studies" we had set ourselves was too extensive to be covered adequately by the whole group. Accordingly, from time to time we divided into sub-groups, each of which considered a topic and reported back to the larger body. As we progressed our recorder provided us with a mimeographed summary of our findings for endorsement or amendment. A record of our group study was thus ready for publication at the end of the course.

Although we were mainly concerned with the role of the inspector, we realized that many services provided by him in one area might be the responsibilities of principals, subject supervisors, or heads of departments elsewhere. Therefore, we tended to use the term "supervisor"—and all-embracing term—instead of "inspector." We felt that supervision would be most effective if in each district the roles of the different supervisory officers were clearly defined. Harmonious relationship should exist among the supervisors and those being

supervised. We stressed co-operation rather than direction; teamwork rather than individualism.

As a group, we were convinced that "the improvement of instruction" was the primary purpose and function of supervision, and we repeated this premise several times in our written report. Another truth that was frequently stated was the importance of the classroom teacher. First came the pupil; then the teacher to serve his needs; and later the supervisor to aid both.

Anyone who reads our full report will find that Group B had a weakness for making long lists. We listed thirty-two purposes of supervision under six headings; giving first place, of course, to "the improvement of instruction." We listed some twenty-five techniques used by supervisors. Of these techniques, we believed that classroom visiting, followed by an informal conference of the teacher and supervisor, was most important. Meetings of one kind or another, circulars and bulletins, testing, and working together on special programmes or activities, were also favoured. More lists were used to show how some of the supervisory techniques could be applied to specific problems.

We knew that it would not be possible to state whether or not instruction had been improved by a supervisory programme unless careful attention was given to evaluation. Another of our lists gave some criteria for evaluation which could be used.

The members of our group were men of diverse backgrounds, extensive training, and wide experience. It is probable that the principles upon which we agreed are sound. A few of these may be of interest:

"Supervision is a co-operative service involving teamwork in its planning and evaluation."

"Since the primary purpose of supervision is the improvement of instruction, it becomes the responsibility of the supervisor to encourage, to assist and to guide teachers to maximum professional development."

"Since teaching is a creative art, the improvement of instruction is found through releasing the teacher's creative abilities, developing her originality and cultivating her self-confidence."

"A measure of the value of the supervisory programme is the extent to which it makes teachers self-confident, self-dependent, self-critical, and self-directive."

## Federal Aid

Continued from page 209

Funds drawn from the provinces following their relinquishing of the income tax field make the government responsible for maintaining many provincial services and for seeing that all services are adequately financed. The government takes nearly 80% of all taxes collected in the provinces. The remainder, both provincial and municipal, could leave some services starved.

For the argument against federal aid, the 1953 Federal Aid Committee report said, "The question of federal aid for education has been introduced in parliament several times. On each occasion it has been opposed on the grounds that it would mean federal control. This . . . is contrary to the B.N.A. Act . . . some provinces oppose federal aid on the grounds that it

would be a challenge to provincial autonomy in education."

The separate school question also is used as a valid argument against federal assistance. The Federation policy toward parochial schools and toward federal aid would become incompatible. In the same vein, since the government must have the support of Quebec to remain in power, it would seem unlikely the present government could favour the plan since Quebec is unalterably opposed to it. (Quebec universities were ordered not to accept government grants offered following the Massey Report.)

In a future article on federal aid, the question of support will be discussed. Who is in favour of federal aid? What forms of federal aid have been proposed by those who wish to see equalization of educational opportunity across Canada?



# Down to the Roots

OTTO BLÜH

THE use of Latin and Greek roots in scientific and technical terminology has become so general that the student of science is often led to enrich his vocabulary without being conscious of foreign terms and word constructions. Latin and Greek have practically disappeared from the school curriculum and there are today only very few people who recognize the roots in newly created words such as television, cybernetics or Bapton. Of course, a knowledge of root meanings does not give one precise knowledge of technical terms; for example, the physicist knows that a translation of words such as *entropy* or *superheterodyne* does not at all assure his understanding of the terms in scientific respects. Similarly, the chemist who goes out of his way to learn the word meaning of the terms *cation* and *anion* will soon find that he gets from etymology no more information than would a stranger at a railway station about his destination by being told to take the "Up-train" or the "Down-train." The biologist finds himself in no better position of understanding if he breaks up, etymologically, such terms as *macrophage*, *mesomere*, and *photo-dynamic* action. This experience surely does not encourage etymological studies. But even more important is the fact that scientists have learned from "Semantics" and "Logistics" that their *termini technici* are just symbols, and with such knowledge they have a convenient excuse for neglecting the etymological factor.

Some may remember that about ten years ago Professor Hogben\* came forward with the suggestion to construct an international auxiliary language based on the roots of the scientific, technical, and medical vocabulary, obviously under the assumption that at least the great group of educated scientists and technologists and doctors know what they are talking about—we mean in the purely linguistic sense. Hogben's essay was, however, no great success, since the educated, just as the uneducated, person is frequently ignorant of the etymology of quite common roots or prefixes, in spite of the fact that everybody now has a comprehensive technical vocabulary that is based on the old languages.

The present-day negative attitude to the etymology of our scientific terminology may be partly due to the lack of classical studies in schools and universities, but it is just as much dependent on the disregard of the etymological element in our science courses. It is only true to say that a student may pass through a considerable part of his scientific curriculum before he, on his own, will track down the common roots in such words as isotherm, isobar, and isotope; polygon, polygam, and polypeptide; emmetropic, myopic, and presbyopic. Since the continuous infiltration of the language by new, often hybrid, word creations has blunted our sense of curiosity as to the meaning of words, it is very necessary to

\*Lancelot Hogben, *Interglossa*, Pelican Books, 1943.

point out, in the classroom, the etymology of new terms as they are being memorized. The scientific subjects with their abundance of terms based on Greek and Latin roots are also an excellent medium for providing an understanding of classical word constructions found outside the sciences. Thus presbyopic can be related to presbyter; parthenogenesis to the Parthenon; bolometer to the bola (the South American sling); sclerometer to arteriosclerosis, etc.; and *vice versa*.

Students sometimes believe—certainly mistakenly—that their *scientific* understanding would be increased by an understanding of the foreign roots, but they are often inhibited from inquiring where to find the correct information. On the other hand, teachers are not always aware of the situation or sufficiently interested in the educational possibilities offered in this field. *Nota bene*, this is not purely a question of a little more or less etymology, since attention to the meaning of scientific terms gives the opportunity for an educational *integration* at its best: we can go into the history of the terms; we can enquire into their appropriateness and point out misnomers; we can form word associations and thus bridge the gulf between the sciences and the humanities, etc. We also should acquaint our students with the symbolic

Dr. Otto Blüh, of the Physics Department of the University of British Columbia, writes of the origins of scientific terms.

character of technical terms—"a rose by any other name"—and point out that in physics, for example, terms are preferably replaced by algebraic symbols, and verbal statements by mathematical equations, in order to gain unambiguity and exactness.

The following alphabetic list of Greek and Latin prefixes and roots relates them to various scientific terms taken mainly from the field of physics. It is hoped that the list will be found useful for acquainting teachers and students with the problems and possibilities of etymology in the teaching of science, and that others may feel encouraged to prepare a short list of terms applied in chemistry and biology.

I wish to thank Professor Harry V. Logan, late head of the Classics Department, U.B.C., for advice and helpful discussions.

Sources: *Oxford English Dictionary*, Clarendon Press, 1933.

Ogilvie, John, *The Imperial Dictionary*, Graham Publishing Company, London, 1900.

Skeat, W. W., *Etymological Dictionary of the English Language*, Oxford University Press, 1935 (4th edition).

TABLE

Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples	Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples
a-an-	lack of, "un-"	amorphous, astigmatic	anti-	opposed to	anti-magnetic
ab-	away from, off	aberration, absorption	apo-	away from	apochromatic
acoustos	audible	acoustics	arithmos	number	arithmetic
ad	to, toward, near to	adhesion, adrenals (kidneys)	aster	star	astronomy
aer	air	aerodynamics, anaeroid	(pl. astra)		Per ardua ad astra
aether	sky, light	ether	atmos	vapour	atmosphere
aktis	sunbeam (radiation)	actinic, actinium (radio-active element)	audio	hear	audiophon
allos	other	allotropic	autos	self	automobile, autonomy
ambi-	both	ambiguous			
amphi-	on both sides, in two ways, round about	amphoteric, amphitheatre	ballo	throw	ballistics
ampli-	full, large	amplitude	baino	go, pass	a-dia-batic, diabetes
ana-	up, back, again	anion, anastigmatic, analysis	baros	heaviness	barometer
			bi-	twice, double	bifocal, bias
			bios	life	biology
			bole	throw (=rays)	bolometer
			buire (Fr.)	jug	burette

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D. W. J. DARE

*Says of Junior  
High School Art . . .*

## It Must Be Interesting

**T**HE problems confronting the teacher of art at the junior high school level differ considerably from those facing the elementary class teacher, and the solution of these problems is, in large measure, the essence of a satisfactory approach to the subject. Apart from any consideration of content and method, we must be sure of our reason for the inclusion of art in the curriculum and sure, also, of what we hope to accomplish by the time the student has completed Grade 9.

As a pioneer country, Canada has for several generations been so engrossed in the paramount necessity for wresting a living from a new land, in improving living standards, and in maintaining a sound economy, that the cultural side of living has been slow in developing. The result of this is that a great many of our children can receive little or no guidance or development culturally in the home. Those who can respond to the more subtle beauties of the world around them, who have learned to perceive as well as see, and who observe and enjoy much that others fail to notice, maintain—and rightly—that their lives are just that much more complete and satisfying than the lives of those who live to earn and earn to live. Here, surely, is one overwhelming reason for the teaching of art and, moreover, an unmistakable directive as to content and method.

Because we aim to equip for future enjoyment, we must be convinced before we start talking art with Grades 7, 8 or 9, that the course will be enjoyable to the students. Until and unless the students enjoy their art programme, the whole course is of no more value than a series of mechanical exercises; the purpose is lost. Art and music are essentially enjoyable and emotional, and only through the feelings can the teacher do justice to the pursuits or the students.

Enjoyment of any course results from a complex of reasons: the personality of the teacher and his enthusiasm, his stimulation of interest, his appreciation of intent and effort, his perception of pupil needs and limitations, and his choice of subject matter and its presentation. To make an art course effective in the junior high school, so the students grow in their capacities for appreciation and enjoyment, the teacher must be prepared to adjust his approach and attitude constantly to maintain this overwhelming prerequisite to enjoyment.

### Adolescent Interests Vary

Adolescence is notoriously a period of adjustment, of awakening sensibilities, of apparent instability. It is a period during which its "victims" develop intense interests which rapidly dwindle, only to be replaced by others not less intense. It is a



period of trial and error, of experiment and multiple savouring. It is also the beginning of a period when positive direction by higher authority becomes less acceptable or accepted and the youngster begins to accept increased personal responsibility and perceive the value of self-criticism and self-evaluation. The enthusiastic art teacher, like any other teacher, cannot afford to ignore these signs of awakening adolescence at the Grade 7 level and their development through the two following grades. Not only can he not ignore them, but he will find that these characteristics of the adolescent pupil can and must be harnessed to good purpose in the furtherance of the avowed aims of his art teaching. Not, of course, that any teacher can "teach" art. He can teach the techniques of drawing, or of painting, or of any craft, but these are only incidental means to his real function—the stimulation and sympathetic guidance towards appreciation for and enjoyment of all manifestations of visual beauty, whether they be the obvious glories of an autumn sunset, the more subtle beauties of proportion, rhythm and texture in the tangle of a logged-over waste, or the simple dignity of a well-designed table lamp.

#### Development is Personal

The student entering Grade 7 after a well-conceived course in art through the elementary school will feel no appreciable transition except, perhaps, in the use of additional media. He will continue to develop in his own personal manner, growing not only in skill and performance but in appreciative maturity.

A greater problem, however, is presented by the youngsters who have not had the benefits of such a course through the elementary grades, perhaps because their teachers themselves lacked a personal enthusiasm for the subject. Still, the cause is very far from lost and it has been the writer's experience that the problem is far less acute with children who have had no previous direction than with those who have undergone mistaken or prejudiced direction.

In the move from elementary to junior

D. W. J. Dare, the author of this article, is teacher of both Art and Music at Parkville Junior High School.

high school, children expect some sort of change. It is a new school to them and there exists in their minds a vague anticipation that they are entering a new phase of life. In many ways does this change occur: different teachers for various subjects, changes of rooms, homework assignments, a greater measure of individual responsibility or "self-discipline," and the prestige of going to "high school."

#### Achievement Pleases

The art teacher can make good use of this expectancy in his introduction of his subject, in the first two or three assignments and, above all, in his firm intention that the students must not only feel a sense of achieving something new but of thoroughly enjoying doing it. Here, in Grade 7, in the first three months, will be laid the foundation of the whole junior high school art course and here, very largely, will be determined the number of students who will think of art when the time comes to choose electives. Lack of enjoyment may very well mean a cause lost for ever.

Variety is the spice of life, and in no other subject has the teacher greater freedom or greater possibilities of variety. The "brand" of artistic effort included in the course is of no particular importance in itself. What is of the utmost importance is that every aspect of artistic effort which is included shall encourage individual development in appreciation, shall stimulate interest in and enjoyment of fine examples of similar work, and shall partially satisfy the innate creative instinct which is such an important part of the heritage of the adolescent. Standards of work and standards of achievement will vary in this as in other subjects and the teacher will have to keep his primary aim constantly before him when evaluating the work of his classes.

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The Table Officers are I. D. Boyd, Second Vice-President, Mollie E. Cottingham, Secretary-Treasurer, Hilda L. Cryderman, President, and J. Phillipson, First Vice-President.



Two Executive members with long experience: W. V. Allester, Principal of Duncan Elementary School, Junior Past President, and V. A. Montaldi, Principal of Burns Lake Jr.-Sr. High School.

## B.C.T.F. Executive Ha

### *Changes in Teacher Training*

**A**T the meeting held December 19, 20 and 21 in the Board Room of the Hotel Vancouver, Miss Cryderman presided over the discussions. This meeting dealt quite exhaustively with the reports of the Teacher Training and Certification Committee, the Constitution and By-Laws Committee and the Geographical Areas Committee.

The Teacher Training and Certification Committee is planning a conference of sponsors of Future Teachers Clubs and the Executive approved the plans they presented. Arrangements are going forward and those teachers who are sponsors of Future Teachers Clubs will receive full information from the Committee.

The Executive also heard a report on

the progress of the organization of a teacher training college at the University. The Senate of the University still has under consideration several points. These will have to be decided before a public announcement can be made.

Following the instructions of the Executive, the Committee reconsidered the draft statement of B.C.T.F. Policy on Teacher Selection, Training and Certification and again presented its conclusions for approval. One section of the draft, that concerned with requirements for entry to the proposed new teacher training institution, was discussed at considerable length. The Committee will consider this section again.

The Constitution and By-Laws Commit-

From widely separated districts come H. P. Johnsen, Rossland Jr.-Sr. High School, W. M. Toynbee, Pauline Johnson School, West Vancouver, and E. C. Stewart, Courtenay High School, Comox.



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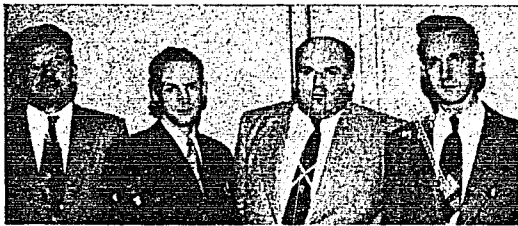
H. C. O'Donnell, Tolmie School, represents Victoria and H. N. Parrott, Belmont Jr.-Sr. High School, Sooke, represents Vancouver Island South.



THE B. C. TEACHER



To represent northern parts of the province come A. M. Brockman, South Peace High School, Dawson Creek, and R. W. Scott, Charleson Sr. High-Elementary School, Ocean Falls.



The Fraser Valley and Lower Mainland districts are represented by J. A. Scott, Hancy, J. R. Pitman, Burnaby, D. Forman, New Westminster, and C. Carroll, Chilliwack.

## s Interesting Meeting

### *Revision of Geographical Areas*

tee reported that 42 Local Associations and three District Councils do not have constitutions filed in the office.

The Committee has been studying the Constitution and By-laws and recommended to the Executive a number of changes. These were approved and will be presented to the Annual General Meeting for ratification:

Clause 20 to be amended by substituting the word "fifteen" for the word "ten" in all cases. The effect of this is that Local Associations will now have representation at the Annual General Meeting of one vote for each fifteen members of the Association. If the Association has fewer than fifteen members, it shall be entitled to one delegate.

Clause 21, Section 6, to be amended by the addition of further subsections:

(a) Resolutions for consideration at an Annual General Meeting or Special General Meeting must be in the hands of the General Secretary not later than the date set by the Executive Committee. Resolutions received after the date set by the Executive shall not come before the Annual General or Special General Meeting without the consent of the Executive Committee.

(b) Resolutions for consideration at an Annual General or Special General Meeting may be submitted by:

- (i) a local association
- (ii) a district council
- (iii) a fall convention

The representatives of Interior districts are R. E. Turnbull, Merritt Sr. High School, S. White, Creston High School, and R. Cox, Penticton High School.



Vancouver representatives are Jean I. Fraser, Mrs. Elsie Pain and W. A. Wilander.



(iv) a B.C.T.F. standing or special committee

(v) an individual member who is not attached to a local association.

(c) Curriculum resolutions arising from subject sections of the Annual General Meeting shall be sent to the Curriculum Committee which shall present them either to the Annual General Meeting or directly to the Department of Education or refer them back to the originating subject section. Where possible the Curriculum Committee shall consult with representatives of the originating bodies regarding disposition of the resolution.

(In this connection, the Executive instructed the Curriculum Committee where possible to give advance notice to any other section that may be concerned of any resolution arising out of a sectional meeting.)

(d) Resolutions arising at the Annual General Meeting sectional meetings, which affect B.C.T.F. policy, shall be submitted to the Annual General Meeting through the Steering Committee.

(e) In case of doubt as to whether a resolution deals with curriculum or policy matters, the Chairman of the originating section shall consult with the Chairman of the Steering Committee.

Clause 3 (Definition of "Teacher") to be deleted from the Constitution.

Clause 4, Section 3, subsection (b) to be deleted.

Clause 30 to be amended to read: Members of the Executive and delegates to any General Meeting shall be entitled to vote by proxy on all questions, provided that no Executive member or delegate shall be entitled to hold more than seven proxy cards.

The Executive authorized the sending of a circular letter to the Secretaries of all Local Associations and to all District Councils which would outline the procedure and function of the Steering Committee and call attention to the fact that it is the prerogative of the delegates at the Annual General Meeting to move and second any resolution which the Steering Committee feels it cannot support.

The Geographical Areas Committee presented its quinquennial report to the Executive at this meeting. A number of changes in districts are recommended, as is the retention of the present system of representation by population. For the purposes of the present revision of areas, the Executive approved the recommendation that there be one representative for 500 teachers.

The major changes recommended affect the Fraser Valley and Lower Mainland. The Committee recommends the division of the Fraser Valley into two areas, Upper Fraser Valley (which would include Fraser Canyon, Abbotsford, Agassiz, Mission, Chilliwack and Maple Ridge, with one representative on the Executive) and Lower Fraser Valley (which would be made up of Langley, Surrey and Delta, with one representative on the Executive). A third area would include Richmond, New Westminster and Coquitlam and would be entitled to one representative on the Executive. Vancouver, by reason of its increased numbers, would be entitled to one more representative on the Executive. It is also suggested that a second representative from the Okanagan be appointed.

Suggested changes on Vancouver Island were held over until the next Executive meeting.

#### Recruitment of UK Teachers

The Department of Education is planning to take charge of the machinery for recruiting United Kingdom teachers to ensure that the project is properly controlled, that the teachers recruited are well qualified and well informed as to conditions here, and that they are placed where most needed. District Councils were asked to assist with the furnishing of surveys of living conditions in various areas. These will be distributed to interested teachers through the Department of Education.

The problem of accommodation for the Federation offices and its various services is becoming more acute, and the Property Management Committee has begun seriously to consider the question. In a later issue of the magazine, the Chairman of the Committee will discuss some of the points

which will have to be considered by the members very soon.

The League of the Commonwealth-Empire is concerned at present with the financing of their year on exchange by British teachers. The Consultative Committee has recommended to the Executive and the Executive has endorsed the League of the Commonwealth-Empire recommendation that Canadian teachers going on exchange designate 5% of their salaries, to a maximum of \$300, to be distributed among exchange teachers from Britain. The League also pointed out that exchange teachers are not covered by the B.C. Hospitalization scheme during most of their exchange period and for the first six months after their return to Canada. The Executive approved a motion to ask the Minister of Education to take all appropriate steps to assist teachers in the matter of hospital coverage.

The Executive approved a recommendation that the Salary Committee be not referred to as "Provincial Salary Committee." The name assigned to the committee by the Constitution is simply "Salary Committee."

#### Plans for Convention

The Convention Committee reported that plans for the Convention will follow the general programme pattern of last year, except that the Tuesday evening session will be a public meeting with a speaker and the report of the Curriculum Committee and associated resolutions will be scheduled for Thursday morning. The Executive approved a recommendation that at the 1955 Annual General Meeting chairmen of committees presenting reports be limited to five minutes for introductory remarks. They will then proceed directly to the recommendations in the report.

The Nominating Committee will submit to the members at the Annual General Meeting the names of Mr. Phillipson, for President; Messrs. Boyd and Parrott, for First Vice-President; Miss Cottingham and Mr. Jenks, for Second Vice-President; Messrs. Archibald Toynbee and Wilander, for Secretary-Treasurer.

## A Nomination



Miss K. M. N. Reynolds

**T**HE North Shore District Fall Convention nominated for Second Vice-President Miss Kathleen Reynolds, B.A., M.A., principal of Capilano Elementary School, North Vancouver, who taught elementary schools near Kamloops and in North Vancouver before moving to the High School, where she taught for nineteen years. Miss Reynolds has served the North Vancouver Teachers' Association as secretary, vice-president and president and represented the Association on the North Shore District Council for two years. On the District Council, she served as P.R.O., a term as president and represented the Council on the B.C.T.F. Executive for two years. While a member of the Executive, Miss Reynolds worked on the Benevolent Fund, Finance, Christie Scholarship and B.C.T.F. Scholarship Committees. She was chairman of the Retired Teachers' Advisory Committee re Housing. In her community, Miss Reynolds has been active in the Junior Women's Auxiliary to North Vancouver Hospital and church work and, during the war, was a senior officer of the Women's Ambulance Corps. She has held membership in the National Vocational Guidance Association and is at present a member of the University Women's Club.

# Candidates For Executive Office 1955-1956

**A**T THE December meeting of the Executive, the Federation Nominating Committee named the following candidates for election to executive office for the year 1955-56:

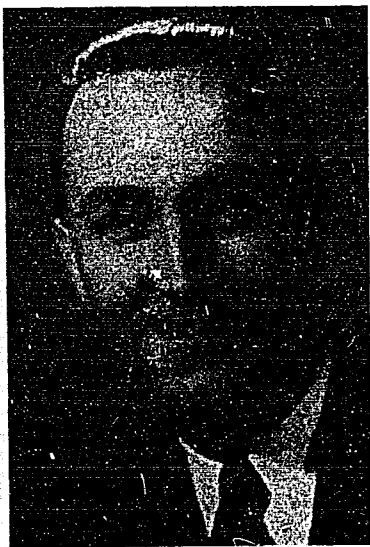
## FOR PRESIDENT:

### Mr. J. Phillipson

Mr. Phillipson, First Vice-President of the Federation in 1954-55, has a long record of service to the teachers of the province. For four terms he was chairman of the North Central District Council and represented that area on the Executive for four years. He has also been president of the Williams Lake Teachers' Association. His committee work with the Federation has included chairmanships of the Rural Living Conditions and Property Management Committees, and membership on the Salary and Geographic Areas Committees. He has served as a member of a salary arbitration board, an experience shared by few of our

members. A graduate of Victoria Normal School and the University of British Columbia with both B.A. and B.Ed. degrees, Mr. Phillipson has taught in the Peace River and Cariboo districts for 17 years. In September of 1954 he moved to Campbell River, where he is now principal of the Campbell River Elementary-High School. During the time he was working with the University, Mr. Phillipson served also as president of the Summer Session Students' Association. In his community Mr. Phillipson is active in local associations, having been secretary of the Williams Lake Board of Trade for five years, as well as participating in a variety of community betterment groups. Mr. Phillipson has travelled a great deal throughout the province in connection with Federation affairs and has an extensive practical knowledge of teaching conditions and Federation affairs in general.

## FOR FIRST VICE-PRESIDENT



J. Phillipson



I. D. Boyd

THE B. C. TEACHER

**Mr. I. D. Boyd**

A graduate of the University of British Columbia, Ian Boyd has been teaching for 30 years, and is at present principal of Lord Roberts School in Vancouver. He has been for five years a member of the B.C.T.F. Executive. He was Secretary-Treasurer for 1952-53 and this year is Second Vice-President. He has been chairman of the Finance, Benevolent Fund and Sick Leave Committees and member of the Sabbatical Leave, Christie and B.C.T.F. Teacher Training Scholarship Committees. Mr. Boyd is a director of the B.C.T.F. Co-operative Association and has been secretary of the South Vancouver Teachers' Association, president of the Vancouver Vice-Principals' Association, president of the Vancouver Secondary School Teachers' Association, member of the Vancouver Teachers Council and an executive member of the Vancouver School Administrators' Association. In his community, Mr. Boyd serves as a director of two Red Feather agencies, the Girls' Club Association and Gordon House.

**Mr. H. N. Parrott**

Harold Parrott of Belmont High School in Sooke is a graduate of Victoria Normal School and U.B.C. and holds an M.A. degree from the University of Toronto. While at

Normal School he served as president of the Students' Council, and at U.B.C. was president of the International Relations Club and represented the University at the Western Conference of Universities on student government and student affairs. Mr. Parrott was the first president of the Sooke Teachers' Association, a position he held for two years. He served on the Salary Committee of the Association for four years and represent the Sooke Teachers' Association on the District Council for six years. After a term as chairman of the Southern Vancouver Island District Council, he is serving his second year on the Federation Executive. He is chairman of the Teacher Training and Certification Committee. He is a member of the Social Studies 20 Revision Committee and was chairman of the Social Studies Section at the Annual General Meeting. In his community, Mr. Parrott has assisted in sponsoring a 'Teen Group in Langford and has been chairman of the Langford Community Fair. He has also been active in the Victoria and District Senior B Basketball League.

**FOR SECOND VICE-PRESIDENT**

**Miss Mollie E. Cottingham**

Following her first teaching post at the Fernie High School from 1928 to 1935,



**H. N. Parrott**



**Miss M. E. Cottingham**





**E. L. Jenks**

Miss Cottingham taught in the high schools at Powell River, Trail, Nelson, and Prince of Wales, Vancouver. She is now at John Oliver High School, Vancouver. She spent 1948-49 on exchange to the Central High School of Commerce, Toronto. In 1950 and the two following years she conducted the Senior Matric English course at the Department of Education Summer School. Miss Cottingham holds B.A. and M.A. degrees from U.B.C. and has taken additional post-graduate study at U.B.C. and the University of Washington. She is serving her third year on the Federation Executive, the first two as representative of the Vancouver Secondary School Teachers Association and the third as Secretary-Treasurer. Miss Cottingham has been chairman of the Salary Committee and of the Committee on Large Schools. In 1952 she was appointed B.C.T.F. representative to the U.B.C. Senate for a three-year term. Miss Cottingham was vice-chairman of the V.S.S.T.A. and has been for the past five years active in local salary matters. Her other professional and community interests are in the University Women's Club, the Y.W.C.A., Vancouver Symphony Society and League of the Commonwealth-Empire.

**Mr. E. L. Jenks**

Les Jenks was born in Cardiff, and graduated from the University of Wales. He



**C. G. Archibald**

taught for three years at the Anglo-Chinese College in Amoy, then took the teacher-training course at U.B.C. and joined the staff of Duke of Connaught High School in New Westminster. He was a member of the Federation Executive in 1947-48 and again in 1952-53, when he was chairman of the Finance Committee. Last year he was Secretary-Treasurer. He is Salary chairman and has been vice-president and president of the New Westminster Teachers' Association, and Salary chairman for two years in the New Westminster Senior High Teachers' Association. Active for many years in the B.C.T.F. Science Section, he worked on Curriculum Revision Committees for General Science, Physics 91 and Physics 100. From 1941 to 1945, Mr. Jenks was Navigation Instructor with the R.C.A.F. and in 1945 became Chief Navigation Training Officer, No. 1 Air Command.

**FOR SECRETARY-TREASURER**

**Mr. C. G. Archibald**

After attending Scottish public schools, Charlie Archibald attended the Saskatchewan Provincial Normal School and the University of Saskatchewan before completing his degree course at U.B.C. He taught for ten years in Saskatchewan and five years on the Junior High School staff





W. M. Toynbee

in Burnaby. He is now principal of Second Street School in Burnaby. Mr. Archibald has been chairman of Burnaby's Teachers' Council and a member of the Federation Executive since January, 1952. He has also served as vice-president of Burnaby Assistant Teachers' Association and twice as the chairman of Burnaby's Salary Committee. He has been chairman of the B.C.T.F. Committee on Liability Insurance, was a member of the Group Insurance Committee and represents the Federation on the Seminar on Human Relations.

#### Mr. W. M. Toynbee

Manson Toynbee is a graduate of Victoria Normal School and has taught for eight years at Saltspring and West Vancouver, the last two years as principal of an elementary school. In his local association, Mr. Toynbee served as member and chairman of the West Vancouver Teachers' Salary Committee and is now vice-president of the association. He is also a member of the Public Relations Committee of the West Vancouver Teachers' Association. He has been programme chairman for a North Shore District Fall Convention, and represents the North Shore District on the Executive. He is a member of the B.C.T.F. Finance Committee. His community activities include serv-



W. A. Wilander

ing as secretary for two years and for two years as Credit Committee chairman of the West Vancouver Credit Union. He is also active in Parent-Teacher and church work.

#### Mr. W. A. Wilander

Mr. Wilander, the holder of a B.A. degree from the University of British Columbia, is at present the principal of Sexsmith Elementary School, Vancouver. With the exception of four years at Armstrong, all Mr. Wilander's teaching life has been spent in Vancouver. In his service to teachers, Mr. Wilander has been secretary-treasurer of the Okanagan Valley Teachers' Association and president of Vancouver Secondary School Teachers' Association. He is now a member of the Teacher Training and Certification and Education Conference Committees and represents Vancouver School Administrators' Association on the Executive. He is also a member of the Provincial Curriculum Advisory Board. As a member of the Vancouver Traffic and Safety Council, he served on many committees and the Board of Directors. He has also been president of the University Summer Session Students' Association. During the war, Mr. Wilander served four and a half years as a Personnel Officer with the Canadian forces, both in Canada and the United Kingdom.



# Food For Thought

*A Discussion of  
Nutrition Education*

SOME will remember the indirect and subtle reference to food in school music classes during the late 1800's. Instead of merely memorizing the letters designating the various keys E, G, B, D, F, the pupils were taught to say "Eat Good Bread Dear Father." During the same era, a slightly more direct approach to health education was made through the "Primer," as the pupil was taught to read. Many will have vivid recollections of this quotation:

"Tom is fat,  
Tom eats two eggs a day."

Evidently in those days good health was associated with being fat. The children were encouraged to eat as "Tom" ate, so they too would be "fat" (and thus healthy!). Similar lessons were taught as the pupil progressed from grade to grade. In some of the higher grades the impressive subject "Physiology" was taught from a text book by the same name. At the end of some chapters, brief mention was made of the need for eating "good" foods.

Fortunately we have made tremendous strides in our methods and approach to nutrition education in the past 50 years. Gradually the significance of teaching good eating habits as part of a health education programme has been recognized. We have progressed through the stages of memorizing a list of daily health rules; presenting health plays at school closings; learning how foods are produced and processed; studying the "uses" of foods in our bodies; introducing Home Economics classes into school curricula; using school lunch programmes as teaching media; and gradually introducing an integrated programme of nutrition and health teaching into school

programmes. Progress has been slow. The efforts expended by a few pioneering leaders in the campaign for more and better nutrition education have been almost inestimable. There have been many positive results of these efforts, but unfortunately they do not equal the efforts required to earn them.

Nutrition education is now recognized as a vital part of all health education. Its aims and functions include not only widespread acceptance of an adequate, well balanced, daily food intake during school years, but an establishment of correct attitudes, good habits and high ideals which will carry over into adult life. Thus health (including one of its more important components—nutrition) has progressed far beyond the status of a mere subject on a curriculum. Health has become a basic and integrating influence in the whole school programme.

## School Subjects Now

Today most school curricula include some reference to food and nutrition. In some cases the subjects are taught as part of physical and health education programmes. In other cases the nutrition instruction is based upon and built around the school lunch programme. In at least one province emphasis is placed upon health, physical education and nutrition teaching through the Junior Red Cross branches.

As the pupil reaches the higher grades in elementary school and ultimately passes into high school, additional opportunities are provided for nutrition education. Most often, for boys and girls, these are part of a health and physical education pro-

gramme. Girls almost always receive some training in Home Economics, and of course a study of food and nutrition is included. Occasionally the boys are required, or allowed, to take these classes. In some schools, the classes are optional for boys and girls.

#### **Cafeterias Become Classrooms**

High school cafeterias and lunch rooms would seem to provide an added opportunity for teaching better food habits. Dependent upon the enthusiasm and ingenuity of teachers and cafeteria supervisors, effective programmes are carried out in some schools.

Nutrition education at the University level is based entirely upon course selection by the student. Those specializing in Home Economics practise food preparation, learn fundamental nutrition and health facts, and are taught to relate these to practical experiences. Further specializations following University graduation lead to application of nutrition learning to hospital dietetics, community nutrition, industrial food service, home economics teaching, food research and other allied fields.

Since the success of a Nutrition Education programme depends on the teacher, perhaps the responsibilities of the Provincial Department of Education are these:

1. Make adequate nutrition education an essential part of every teacher training programme.

2. Include nutrition in every school curriculum, thinking of it only in terms of the child's total experiences at home as well as at school. Good food habits should be taught on the basis of total daily food intake—or more properly—on the basis of Canada's Food Rules. The necessity that each meal should contribute one-third of the day's total needs should be stressed. Each food mentioned in Canada's Food Rules should be discussed in terms of its contributions to the total diet. No one food, because it is common and basic, should be neglected.

3. Home economics classes should not merely stress skills in care and preparation of food or in the theoretical basis of food selection. They must carry the process a

step further, so that the child realizes what health benefits will result from proper choice and preparation of food.

4. In all nutrition teaching attention should be focussed upon the degree to which the child practises (at school and at home) the cumulative teachings at each grade level.

Today we have federal and provincial government health departments, whose trained personnel are constantly advising, guiding and instructing in health and nutrition education. These departments are now sources of nutrition teaching guides, pamphlets and booklets, nutrition posters, filmstrips, films and other visual and audio teaching aids.

#### **Rating Canadian Schools**

A detailed survey, by a well trained educator, could produce information which might help us to evaluate the present status of nutrition education in our schools.

There is no harm, however, in asking ourselves a few questions which might pinpoint our thinking and spur us on to a more standardized and efficient programme of essential health teaching.

What proportion of responsibility for nutrition and health education must be accepted by the home or by the school?

Should the school try to make up any deficiencies which occur in home teaching, or merely supplement home teaching and experience?

Since lunch is usually the only meal eaten at school, should more emphasis be placed upon the need for a good lunch than upon the importance of the breakfast and supper meals?

In view of the fact that many boys and girls of high school age practise poor food habits, should nutrition be taught as a specific subject in our high schools?

How much assistance from other government departments, voluntary organizations and industry sponsored organizations should the schools expect or accept?

Condensed from Consumer Information Service bulletin of the Bakery Foods Foundation of Canada, Toronto, Ontario.

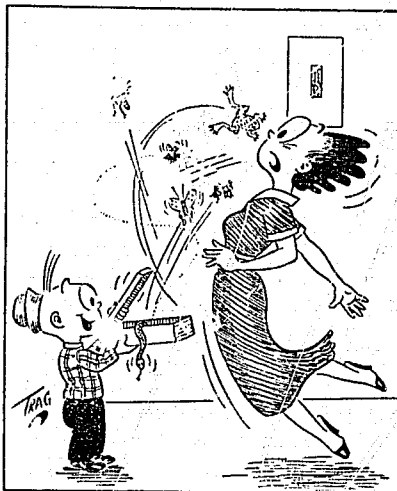
# Down to the Roots

Continued from page 213

Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples	Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples
calor (L)	heat	calorimeter, calorie	grapho	write	telegraph, spectrograph
capillus (L)	hair	capillarity	gravis (L)	heavy	gravity, gravitation
cardia	heart	electrocardiograph, cordial	gyros	ring, circle	gyroscope, levogyrate
cata	down, against	catalysis, catapult (pallo=swing)	helix	spiral	helix, helicopter (pteron=wing)
celeritas (L)	speed	acceleration	hemi-	half	hemisphere
chorde	string	monochord	heteros	different	heterotropic
chroma	colour	chromatic	hodos	way	cathode, anode, electrode
chronos	time	chronometer, chronic disease	holos-	whole	holometer, holocaust (see kauso)
cineo (kineo)	move	kinetic, cinema	homeo-, homos-	similar	homeomorph, homo- geneous, homopolar
circum	around, about	circumference	humor (L)	moisture, fluid	humor (eye), humus, humidity
clino	bend, inclined	inclination, declination	hydor	water (liquid)	hydrometer, hydrogen, hydraulic (aulos=flute)
co-, com-, con-	together, towards	conductor, co-education	hygros	wet, liquid	hygrometer, hygroscopic
cochlos	shell	cochlea (part of inner ear)	hyper-	above, beyond	hypertonic, hypertension
colla	glue	colloid	hypo-	under	hypotonic, hypodermic (skin)
corneus (L)	horny	cornea (eye), corns	ikon	picture	iconoscope
corpusculus (L)	a little body	corpuscular (=molecular)	im-, in-, inter (L)	in between	immersion, induction intermolecular, interference
cosmos	world	cosmic rays, cosmology	infra (L)	below	infra-red, <i>infra dig.</i>
cryo	cold	cryostat, cryogenic	intro- (L)	into, within	introduction
crystallos	ice, crystal	crystallography	ienai	go	ion (Faraday, 1884), ionic, Ionians
cumulus	heap, peak	cumulator, cumuli (clouds)	isos	equal	isotherm, isotope
de-	away from, loss of	dehydrated, demented (mens=mind)	kauso	burn	caustic (mirrors)
di-	double	diatomic, dihydric	lamina (L)	plate, layer, scale	laminary flow, laminated
dia-	through, loosening	diathermy, di(a)electric, diabetes	latus (L)	side	translation, lateral magnification
ducere (L)	lead, guide	induction, deduction, dynamics, dynamo,	longus (L)	long	elongation
dynamis	power, force		logia	account of knowledge	geology, logics, logarithm
ec-, ex-	out	elongation, eclipse (leipo=leave)	lumen (L)	light	lumen (unit of light-flux) luminous
electron	amber	electricity (Gilbert, 1600), electron (elementary charge, Stoney, 1880)	lux (L)	light	lux (unit of illumination)
em-, en-	in	energy, entropy, endothermic,	lyo, lysis	loose, dissolve, release	electrolysis, haemoly- sis (haema=blood)
endo-	within	endocrine glands	macros	long, large	macrophysics, macromolecule, macrocosmos
epi-	on, upon-	episcopo, epidermis (skin)	manos	scanty, thin	manometer
ergon	work	ergometer, erg (unit)	meniscus (L)	crescent moon	meniscus
etymos	true, genuine	etymology	mesos	middle, between	mesomorph
exo-	outside	exothermic	meta	after, beyond	Mesopotamia (rivers) metaphysics, metastable
facio (L)	make	words ending in -fic, scientific	metallon	mine	metal, metallic
focus (L)	centre	focus (pl. foci), focal	metron	measure	metre, meter
ge	earth	geophysics, geography	micros	small	microscope, micrometer, microbes
genesis	origin	generator	mergo (L)	plunge	immersion
gnosis	knowledge	diagnosis	methodos	process, way of doing	method, e.g. experimental m.
gradus (L)	step	grade (temp.), graduation	moles (L)	mass	molecule
grammo	writing, recording	telegram, cardio- gram, grammar			

Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples
monas, monos- morphic	unit, alone form	monodisperse, monotheism heteromorph, morphology myopic
myo	shut (narrow the eye, blink)	
neos	new	neon (chem. element)
oculos (L)	eye	ocular (eyepiece), oculist
ophthalmos ops orthos	eye, seeing straight	ophthalmoscope optics, optic, optical orthogonal, orthodontist
otheo, osmos)	push (impulse)	osmosis
oxys	acid, sharp	oxygen
para	beside, by the side of, wrongly	parabola, paradox (dokeo==think)
peri	around	perimeter, periscope
peto (L)	aim at	centripetal, petition
phaeno	show, appear	phenomenon
phasis	appearance	phase
philos	love, fond of	hydrophil telephone, phonograph
phone	sound	phosphorus (chem. element), phosphorescence, photoelectric photoptic vision (=colour v.) hydrophobia
phoros	carrier	physics, physiology planet, planetary plastic, plasticity potential, potential energy
phos, photos	light	presbyopic, presbyter prognosis, programme proton, protein, protist
phobos	fear	pyrometer, pyromania (mania==madness)
physis	nature	
planes	wanderer	
plastos	modelled	
potentia (L)	capability	
presbys	old	
pro-	before	
protos	first	
pyros	fire	
radius (L)	ray	radius, radiation, radiology, radio (=wireless) rheostat, rheology
rheo	flow	
scio (L)	know	science, scientific
scopeo	look at	spectroscope, galvanoscope
sceros	hard	sclerometer, arteriosclerosis
solen	tube	solenoid
sonare (L)	sound	resonance, consonance
sophia	wisdom, knowledge	philosophy
sorbere (L)	suck	adsorption, absorption
spectrum (L)	apparition, ghost	spectrum (pl. spectra)
stare (L)	stand still	spectroscope, spectral
stasis		statics, stator
stege	cover	galvanostegy

Root or Prefix (Latin roots are indicated by (L), all others are Greek)	English Translation	Examples
stereos	hard, solid (=filling space)	stereoscope, stereovision
stethos	chest	stethoscope
stigma	mark, point	stigmatic, astigmatic, anastigmatic
stilla (L)	drop	distillation, still
strobo	spin	stroboscope
sub-, sup- (L)	under	sublunar (luna (L)=moon)
syn-	together	synchronous, symphonic
tachy	fast	tachometer
tauto-	same	tautochronous, tautology
techné	art	technology, technique
tele	afar	telephone, television
tendere (L)	stretch	tension, tensor
theoria	reflection, contemplation	theory, theoretical
thermos	hot	thermometer, thermal
torquere (L)	turn, drill	torque, torsion
trans-	across	translation (motion), transmitter, transfusion
trope	turn, direction change	troposphere, tropism, tropics
turbo (L)	whirl	turbine, turbulence
ultra (L)	beyond, in excess	ultraviolet, ultramicroscopy
veho (L)	carry	vector, vectorial
vallum (L)	post, rampart, wall	interval (i.e. space between posts)
xenos	foreign	xenon (chem. ele- ment) xenophobia



"Look ma . . . I'm studying natural history  
this term!"

# Let Them See

G. F. SMITH

ONCE the idea of running a film club has been accepted in principle, there remain several practical details to be considered. Perhaps the most important is the question of finance. Some schools may be lucky enough to have a special grant for obtaining films, but in the majority of cases another source of money must be found. The only real solution is to charge for admission at showings. Even if the sum is only 5c, it will be found that this will be sufficient to cover the expenses of using those films for which postage only is required. There are many excellent films available at this cheap rate which should keep a club going strong for the first year, at least.

However, if the scope of the club is to be extended, more revenue will be necessary. Good as they are, these films will not afford much opportunity to demonstrate the use of films as an art form, and full length films will be required. There are two possible answers to the problem. Gradually a surplus can be accumulated from the showing of inexpensive films, and this can be used for an occasional showing of a feature film, or the clubs can be combined with an adult group for some purposes. This latter suggestion has a lot of merit. For one thing, the pupils are not lost to you once they leave school, they can continue membership; and for another, adults are better able to finance these films than children. Forty would be about the number of adults whose co-operation would be useful.

Assuming that the financial problem is settled, the next important task is to decide upon the choice of films. Here, student participation is essential. Tactful guidance can influence their decisions, but there must be no suspicion that "educational" films are being forced upon them.

In the beginning, most of the correspondence will have to be undertaken by the teacher, who will find that it is very difficult to assemble a programme exactly when required. After the initial period, however, this responsibility can be delegated to the students.

Advertisement is the key to success with attendance. A regular notice board, with film club news, is an important factor in arousing pupil interest, and, ideally, there should be a film club representative in every class.

Projectionists will have to be carefully trained. Usually there is no lack of volunteers for this task, and the ultimate aim should be to have one capable operator in each class, so that he can show the educational films used by the teacher for that class. Here one will have to emphasize care of equipment, and boys should have to pass a very severe test before they are allowed to use the machine without supervision.

Activities of the club should not be limited to showing films. Last year we had a packed meeting debating the respective merits of Caruso and Mario Lanza, illustrated with extracts from various operas, and the vote went in favour of Caruso! For these efforts to be a success they have to be topical. If the school is in a large centre, it will be possible to discuss the respective merits of the various films in the district, and "good" films can be given star rating.

Finally, whatever the scale of operations, I believe that film clubs have an important part to play in the future of education, especially in the effort to foster discrimination of taste. A lot of hard work is involved, but the response of the students to this kind of activity makes it really worth while.



# B.C. 7.7. News

## Lesson Aids

**D**OLLARS COST CENTS! All one requires to invest in this sensational bargain is a few pennies and the correct interpretation of the statement. Surely a good idea, particularly a new one, is worth 4c. That price is an indication of how inexpensive DOLLAR IDEAS are at Lesson Aids. One Aid, Map No. 18—an 83-item test map on Canada—is priced at 1c per copy and 1c per key. There



Dennis Nickerson  
Lesson Aids Secy.

are nearly 200 Lesson Aids and 18 maps. *Even if the Aid you want has only one new idea, you have made a sound purchase.*

Another important factor in the purchase of Lesson Aids is the *class lot reduced*

*price.* The following table shows how a large order is made inexpensive:

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3. Maps—30 for 25c; 40 for 30c.  
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Write: Lesson Aids, 1644 West 9th Ave., Vancouver 9, B.C.

## Christie Scholarship For Teachers

**W**E ARE very pleased to announce that Mr. Christie has increased the value of the Christie Scholarship for Teachers to \$300 and that the deadline date for applications will be extended to March 15.

## It Must Be Interesting

Continued from page 215

Artistic, appreciative growth is a mental growth and, in some degree, a spiritual growth, so that the slick, smart-looking piece of work will frequently be found to express far less appreciation and understanding than a more roughly finished "daub." Not that this is any excuse for careless work, but in the evaluation of the work the teacher will necessarily be concerned with the mental processes which produced it, rather than with the work itself.

It has been said by a gourmet that one should stop eating before repletion. This is an excellent guide for the junior high school teacher who will find his course sustains a lively interest if he changes from one type of assignment to another while

the interest is still alive. Of course the length of time for specific assignments will vary and so also will the interest periods vary through the grades, but there is no doubt that much of the success attending the efforts of an art teacher can be traced to the way in which he uses variety to maintain interest in the subject generally.

As all teachers are aware, the ways in which interest may be stimulated and maintained are endless, and the enthusiastic teacher will ally to himself all the characteristics of adolescence wherever he can, for through them he will achieve much that would otherwise pass by. If an average student has maintained interest and enjoyment through the three junior high school grades, he will have developed not only his powers of appreciation but also his creative abilities and the sense of enjoyment and achievement that results is unlikely ever to be lost completely.

# Correspondence

## Against Provincial Salary Scale

Dear Sir:

Never fear, any teacher from England will support you in your endeavours to prevent a provincial scale of salaries in B.C. One of the reasons why so many teachers are trying to come to Canada is to get away from the frustration experienced in the profession over there. I might add that this is my second year teaching in B. C.

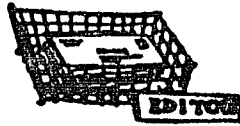
GEORGE F. DUROSE  
Kitsilano Jr.-Sr. High School,  
Vancouver.

## Courses For Teachers Of Deaf Children

University of Alberta,  
Edmonton, Alberta.

Dear Sir:

At the request of the Alberta Department of Education, the Faculty of Education of the University of Alberta has recently established the first of what may



eventually be a series of two or three courses designed to provide professional training for teachers of deaf children.

The new course, designated as Education 370Su-Special Education of the Deaf, will be offered in our 1955 Summer Session, and will carry degree credit for those students who can use such credit. The instructor will be Miss Mildred Groht, Principal of the Lexington School for the Deaf, New York City. The main emphasis in the course will be upon lip reading, vocabulary development, and the teaching of language and reading.

We shall be able and happy to accommodate any teachers from British Columbia who may be interested in the new course.

Your very truly,  
JOHN W. GILLES,  
Director, Summer Session.

## Film Strips

THREE filmstrips available from the Department of Education are:

FES. 45, *Little Brown Bat*. In a short cursory treatment this strip deals with the feeding, reproduction, and nocturnal habits of this small animal. Its structure, and superstitions regarding it, are also mentioned. Best suited for Science 8, Unit 5.—J. CHARTERS.

FA. 59, *Giotto's Life of Christ*. Describes the frescoes in the Arena Chapel. We could do with more of these fine arts film strips for art appreciation. It is produced in restrained colors, and the clarity of the frame enables a critical appraisal to be given as an accompaniment, but the reviewer found that the captions and the manual provided were better unused for appreciation purposes, although they may be excellent for a scripture lesson.—D. BAWDEN.

FPR. 110, *We Grow*. A series of coloured slides describe in very simple terms how a child passes

from babyhood to school age, explaining feeding and play habits. Suitable for early grades in elementary school only.—G. RICE.

United Nations filmstrip list includes:

*A Sacred Trust*—61 frames, coloured and white, and manual. Deals with the colonial territories under the trusteeship of the United Nations. Can be profitably used as either an introduction to the problems posed by the awakening of the colonial peoples, or to illustrate one aspect of the work done by that body at Lake Success. Good for all high school grades and adult discussion groups.—G. F. SMITH.

From the National Film Board comes:

*Our History*—Discovery, exploration, 32 frames, black and white, captions and manual. An excellent strip for reviewing chapter 2 of unit III in S.S. 8. Most of the explorers mentioned in the text are illustrated, and their routes shown. The story is brought up to date, bringing in such people as Simon Fraser on the way, and the last slides show the work of the R.C.M.P. in the far North.

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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.

### SPECIALS

*Twice Have the Trumpets Sounded*, by Tyrone Guthrie, Robertson Davies and Grant MacDonald. Clarke Irwin, 1954. 193 pp., 56 illustrations, \$4.00.

Five entertaining, yet extremely informative essays about the 1954 Stratford Festival have been prepared by the joint authors—Dr. Tyrone Guthrie, the Director of the Festival; Robertson Davies, familiar to Canadians as a writer and a dramatist; and Grant MacDonald, a noted Canadian artist. Readers will treasure the book. Because both Mr. Davies and Artist MacDonald were at Stratford during the rehearsal and production period of the Festival, they have given a composition of delightful word pictures and on-the-spot sketches.

Four of the essays were written by Mr. Davies. In the first, he describes the purpose and nature of the rehearsal and the technique of the Director, Dr. Guthrie. In each of three following essays he analyses one of the 1954 plays: Shakespeare's "Measure for Measure," "Taming of the Shrew," and Sophocles' "Oedipus Rex." Literary students will find these three essays very stimulating. The last essay written by Dr. Guthrie is full of his personality. He discusses the future of the Stratford Festival in such necessary details as the erection of a permanent structure, giving as a reason for the success of both 1953 and 1954 Festivals that "Canada, therefore, at the present moment is a 'seller's market' for culture; the demand is greater than the supply."

When we remember that the Festival closed on August 28th, and that late Christmas shoppers could purchase the book about mid-December, we are not surprised at the omission of one line of type from the bottom of page 191.

Admittedly "Twice Have the Trumpets Sounded" is most interesting to readers who have visited the Stratford Festival; nevertheless drama teachers will find Dr. Guthrie's practical points especially valuable for their work—ESTHER G. HARROP.

*Canada's Flying Heritage*, by Frank H. Ellis. University of Toronto Press, 1954. 388 pp., large, \$7.95.

A careful survey of this book leads inevitably to the conclusion that every B.C. high school should include it in the 1955 library order.

Obviously, it is the only book in its field (history of Canadian aviation), which alone would compel most of us to purchase, since it is a field of great interest both to juniors and seniors. When to this one adds that its author not only can write well, with a gently recurrent sense of humour, but is also one who played a great part in our early flying and knew as friends most of the other daring young men on those flimsy flying trapezes—then we are certainly justified. The hundreds of

rare pictures, culled from Mr. Ellis' wonderful personal collection and from the 6,000 letters that are part of the work behind this volume, double its value.

Broadly speaking, his plan is to trace Canada's flying history from the work of Alexander Graham Bell and his brilliant young men of the Aerial Experiment Association to 1939. Pioneers, barnstormers, record-breakers, daring young pioneer ladies, and heroes of the Northern bush flights—all are here, as are the flyers of World War I, and the pioneers of the airmail.

British Columbia is naturally not forgotten, since Mr. Ellis is a B.C. man who was one of our first flyers—his stories of Gibson's first 200 feet flight into the oak trees, of the Templetons and others at Minoru and his own adventures in the *West Wind* will rejoice those boys who like to think that B.C. is by no means always behind the times. They will also be interested in the author's linkage of model-building and flying with aviation.

The author, publishers and financial sponsor (Imperial Oil of Canada) are to be congratulated on this excellent foundational book, which will become part of many a boy, as well as a source book for teachers and writers—a real quarry of heroism.—G. H. C.

*Full-throated Ease: a Concise Guide to Easy Singing*, by James Terry Lawson. Western Music Company, Vancouver, 1955. 64 pp.

Dr. Lawson of New Westminster is well-known as a good bass soloist, particularly in oratorio work. This reviewer remembers well one of his performances in the *Messiah* which was both artistic and powerful—he certainly knows what full-throated ease is.

Unlike some books on singing that are merely learned boring rot, this volume gets down to fundamentals and gives an amateur singer a lot very quickly. Both as a good singer and as a doctor who knows the physiological mechanics of the human breathing apparatus and voice, Dr. Lawson competently and forcefully reiterates the few but often neglected important things that largely make up the art of singing, with many telling photographs, diagrams, and verbal illustrations, many of them entirely new and quite striking.

He emphasizes breathing, giving 12 pages to its proper development, then touches on resonance and its potentialities, and tone placing in which he finds the secret of the hitherto too mysterious "registers." He shows the value of recording one's own voice for corrective purposes and in wonderfully concise manner treats of the singing of vowels and consonants with many tips. A splendid treatment of legato and phrasing follows, and in turn is followed by an omnium gatherum in friendly

fashion "On song and singers in general." He concludes with advice on exercises, particularly for just before a performance.

Throughout his remarks are addressed to the soloist who has begun his career but still has a lot of puzzles to solve and has found too little in print. One might add that not only such persons but also all choristers, choir masters, and teachers of singing might profit from this concise yet often delightfully informal practical exposition of the fundamentals of singing. One hopes deeply that Dr. Lawson's venture will prove sufficiently personally satisfactory as to encourage him to write something for the field of school music, which needs such a vigorous and knowing ally. This is, incidentally, Western Music's first book publication and well worth a place in our school libraries and music shelves.—G. H. COCKBURN.

**Tested Public Relations for Schools**, by Stewart Harral. University of Oklahoma Press, Norman, Oklahoma. 174 pp., \$2.75.

Although last printed in 1952, this little fundamental volume is probably still in print, being a classic of its kind both for its range of ideas and for its sensible moderation and stress on ethics and kindness.

Its author is Director of Public Relations Studies and Professor of Journalism at this University and has lectured to the Canadian Teachers' Federation, as well as being author of several other standard texts in the field. He aims here to give "a collection of techniques and strategies discovered by many leaders in school public relations, and tested by systems, large and small, over a period of years." (Preface). Of very particular value are his sections on "Successful Newspaper Publicity," "Public Relations Through Letters," "Check List on School-Community Relations." Appendices include the famous *Life* check list on a good school and an excellent Final Check List on most effective media of publicity for various objectives. You can borrow this from Vancouver Public Library, by the way.—G. H. C.

**Atoms in the Family**, by Laura Fermi. University of Chicago Press — in Canada, from University of Toronto Press. 267 pp., \$4.00.

The life story of Enrico Fermi, as told by his wife. Fermi and his colleagues bombarded uranium with neutrons as early as 1934 in Rome. However, the true significance and importance of the experiment was not fully realized until later years. He was awarded the Nobel Prize in Physics in 1938. Coming to the U.S. in 1939, he later became the leader of the research team which brought about the first self-sustaining man-made chain reaction on December 2, 1942, and "thereby initiated the controlled release of nuclear energy." For his contribution to the war effort, the Congressional Medal of Merit was awarded him.

The book is non-technical, yet it traces with skill and simplicity Fermi's career, showing his struggles, failures, and successes, leading up to the "Great Discovery." Great scientists such as Einstein and Bohr also appear in the narrative. An insight is given into "behind the scenes" activities in the

U.S. New Mexican desert, with quiet humour and great womanly insight into personalities. (Quotation above is from the plaque on the University of Chicago campus, where the experiment took place.)—D. D. ROGERS.

## FICTION

**The Better to Eat You**, by Charlotte Armstrong. Coward-McCann, Inc. (in Canada, Longmans, Green and Company), 1954. 247 pp.

"An absorbing novel of suspense" says the blurb on the dustjacket, about a young college professor and one of his students, who is the object of a family plot. "Suspense is built up from the very first page, and the reader shares Sarah's mounting terror and David's dogged determination to try to save her." The baring of the plot to the reader in the early pages of the story, for this reviewer at least, killed any sense of suspense. Otherwise a good average mystery.—A. B. M.

## HOME ECONOMICS

**Management in the Home**, by L. M. Gilbreth and others. Dodd, 1954. 241 pp.

This work is an excellent reference book for Home Economics 30 and 91. Written by a trio of experts, all of whom have successfully combined home-making and a career, it deals with how to make the best use of time, energy and money.

**Nutrition for To-day**, by E. C. Robertson. McClelland, c1951. 352 pp.

This book is an excellent text for senior classes in Nutrition. It is well illustrated with tables and photographs. The language is slightly technical, but should be understood by senior girls. A recipe section is included.

**Fiber to Fabric**, by M. D. Potter and B. P. Corbman. Gregg div. of McGraw Hill, 1954. 2nd ed., 344 pp.

Although rather technical for high school use, except for occasional references, this book contains some excellent microscopic photographs of fibers and filaments. It also contains diagrams of various weaves and a glossary of fabrics which are useful in classwork.

**Maggie Daly's Guide to Charm**, by M. Daly. Dodd, 1953. 175 pp.

Most of the information here is not applicable at the high school age. The chapters on exercise and care of clothes, nails, hair, etc., might be useful reference material for allied units in Home Economics or Health and Personal Development.

—W. M. SANDERSON, Mission High School.

## MATHEMATICS

**Revision Exercises in Mathematics for General School Examinations**, by J. A. Crabbe. Macmillan. 115 pp., 30c.

This book is divided into three main sections (Arithmetic, Algebra and Geometry) and covers

problems from Grade 10 to Grade 12 level. The questions are of a little better than average difficulty, and I would only recommend this book for Grade 12 graduates who have been away from school maths for several years and want a few problems to find out whether more study is necessary before continuing their education. The book might also have a limited use by teachers as a source of type questions. All money questions are in pounds, shillings and pence.—G. EACRETT.

## SCIENCE

*Du Pont of Canada Motion Pictures: 1955.*  
Free from Du Pont Co. of Canada Ltd., Box 660, Montreal, P.Q.

This little catalogue of 16mm sound-and-colour motion pictures available for school or adult education group centres on the chemical industry—they are free, and indeed pre-paid one way. Included is "The Story of Cellophane," "Close up of Nylon," "This is Nylon," "Wonder out of Wood" (various uses of cellulose), "Harnessing the Rainbow" (dyes), "Better Farming Through Chemistry."

## SOCIAL STUDIES

*Citizen and State*, by W. C. J. Ward.  
Blackie (in Canada from Ryerson),  
1955. 262 pp., \$1.30, hard covers.

This is Book V of the series "From Serf to Citizen," and is aimed at our Grade 12 level. It covers very thoroughly the rights and duties of citizenship, the evolution of the British democratic forms of government at national and local levels, the principles of democracy and the history and nature of the British political parties.

Outstanding are its treatments of the pro's and con's of Capitalism, of Socialism, and of Nationalization, the nature of Totalitarianism and various forms of Utopias (More, Bellamy, Butler, Wells, etc.) It also deals very frankly with Communism, which the author says "is treated as definitely inimical to the British way of life, to Christianity, to democracy, and to the peace of the world." (Isn't that order of precedence subtly British!)

Although this is an English book aimed at pupils in the English environment, it is certainly a volume that should be on the shelves of any teacher of Social Studies or Personal Development, and good teachers might even use it as pupil reading for discussion sessions. Here it is as well to recognize that its suave tolerance goes a little beyond our present North American bounds, just as its enthusiastic urbanity is a little beyond the harshness of our 'doxies. We are not educating for a country which is 50-50 Conservative and Socialist. At the same time, much of this material is very hard to get elsewhere, and much of it is very good for reports and discussions—it is a good supplement to Goldring's "Canadian Citizenship." —G. H. C.

*Cambridgeshire*, by N. Pevsner. Penguin Books (Canada) Ltd., 47 Green St., St. Lambert, P.Q., 1954. 454 pp., \$1.00 paper, approx. \$1.75 cloth.

This sample of the Penguin *Buildings of England* series was a pleasant revelation of their beauty

and thoroughly interesting scholarship. Their author is Slade Professor of Fine Art at Cambridge and is also editor of that huge set, the *Pelican History of Art*.

Primary stresses are on architecture and historic background, with passing attention to such things as "plate" (particularly in case of the Cambridge colleges), stained glass windows, and carvings. Half of the book is devoted to the city, University and colleges of Cambridge and the remainder to the rest of the county. Very many architectural diagrams and sketches of detail are included in the text, while in addition to the 454 pp. of same there are 72 pp. of excellent photographs, remarkably clear in detail, besides maps both of county and city. Many helps are provided for the reader—e.g., a ten-page section on walks in Cambridge, indexes of plates and artists and places, and a wonderful 21-page glossary with frequent sketches of architectural and other details. Comment is not dry as dust but a mixture of the pithy and the truly critical.

Particularly in the cloth bound editions, these make charming gifts for friends with English roots—eleven have been issued and three are now in preparation. Two at least should be in all our school libraries—*London*, now in print, and *The Cities of London and Westminster*, in course of preparation.—G. H. C.

## COPIES OF 1955 FOR THE LIBRARY

By which we mean, of course, the following publications of the Q.P., or Queen's Printer, Ottawa, Ontario. Our policy is to give an annual list from this source, Canada's most voluminous publisher!

In Science we note *Some Common Tree Diseases of B.C.*, a pocket-size booklet bound in hard cover, 48 pp., 50c; *Household Insects and Their Control*, originally printed 1939, with 1946 additions on animal pests and DDT, 100 pp., 25c; *The National Museum of Canada*, 16 pp., 15c, a guide to its collection; *Economics of Forest Management*, 95 pp., \$2.00, a forest management plan providing for a 90-year rotation in pulpwood, based on a Quebec study; *History of Pipeline Construction in Canada*, 9 pp., 20c, from 1954 Canada Year Book, history of past and discussion of future, with coloured map of Western Canada; *Canadian Crude Petroleum Situation*, 6 pp., 10c, Dept. of Mines discusses development of new crude prairie reserves, plus opening of new markets.

And more Science from same includes: *Weather Ways*, 127 pp., 75c. This cheap well-illustrated booklet has been well-tested by teachers in this reviewer's library, who are delighted with our six copies—an excellent introduction to meteorology. *Weather Work*, a looseleaf workbook to go with the previous, with many meteorological maps, \$1.25. *It's in the Wind*, by R. A. Hornstein, 49 pp., 15c. Rube Hornstein broadcasts "Meet Your Weatherman." This pamphlet and also his *Weather and Why*, 62 pp., 15c, give some of his witty weather lore. *Harvest of the Waters*, by Lorne Manchester, 1951, 15 pp., 25c, on commercial fishing. *Purse Seines to Lobster Pots*, by F. H. Woodring, 19 pp., 1952, 25c, on commercial fishing methods. *Ocean-*



ography—*Science of the Sea*, by John P. Tully, 19 pp., 25c. Last of all, we cannot help mentioning this hardy old stager because it is still available, which could be very useful for some people to know—*Fodder and Pasture Plants*, 1923, 143 pp., \$1.00, very well illustrated, on grasses, clover, fodder and pasture plants.

In Social Studies, there are: *Canada in Pictures*, 1953, 22 pp., 10c, primarily for intending immigrants, well illustrated with brief surveys of government, industry, art, education, etc.; *Canadian Eskimo Art*, 1954, 25c, many photos and drawings; *Public Health, Welfare and Social Security*, 1954, 78 pp., 20c, deals with both federal and provincial departments, also National Health Grant Programme.

And there are the following miscellaneous: *The Cure of the Feet*, humorous practicalities in 16 pp., 10c; *Freezing Fruits and Vegetables*, 1950, 10c; *Home Canning of Fruits and Vegetables*, 1954, 24 pp., 10c; *Hedges for Canadian Gardens*, 23 pp., 10c; *National Housing Act*, 1954, 44 pp., 15c, gives terms of N.H.A. loans; *The National Housing Loan*

*Regulations*, 1954, 48 pp., 25c, includes sample forms; *Elementary Flying Training Manual and Instructor's Handbook*, revised edition 1954, 212 pp., \$1.25 cloth, a complete elementary guide, useful alike to hobbyists and science teachers; *Shoot to Live*, 1945, 240 pp., \$1.75. This was written to assist Canadian Army instructors. It uses many photos, cartoons, two colour sketches, is brightly and humourously written. This is recommended only for Cadet instructors who have occasion to teach shooting.—G. H. C.

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**The Story of Life Insurance**—A 20-page illustrated booklet telling the story of, and fundamental facts about, life insurance in simple terms. Available for useful distribution in quantity, free.

**A Miss and Her Money**—A very informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, free.

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

#### FILM STRIPS

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## News: -Personal and Miscellaneous

### The Cover Picture

**T**HE majestic beauty of Mount Athabaska has been recorded by Nicholas Morant, special photographer for the Canadian Pacific Railway, in this excellent photograph.

### School Standards

**T**HE CTF Research Division Information Note 6 is a report of a survey conducted by the New York State Educational Conference to ascertain the relationship between the cost of education and how well schools were achieving ten specific educational objectives. These were mastery of essential skills, mastery of essential knowledge, good health, good citizenship, good character, good home life, ability to think, ability to get along with others, personal adjustment, development of individual abilities and talents. Data were obtained by a testing programme and from first-hand observations of the programmes in the schools by citizens, administrators, and teachers working in teams.

When the schools were grouped according to results of the tests and on the basis of ratings made by the observers, it was found that the schools with the highest scores on the reading and arithmetic tests were the ones doing the most to promote all ten of the objectives. The schools having the lowest test scores were the ones that generally tended to do the least to promote the objectives and spent most of their time trying to teach essential knowledge and skills. The low scoring schools relied largely on textbooks and drill in teaching. Library resources and modern aids to instruction were meagre. Teachers

had practically no assistance from specialists in handling children's learning difficulties. There was little enrichment in the school programme.

It was further found that the schools which ranked highest in achievement and attainment of objectives have costs ranking in the upper third of costs per pupil in the state. The average per pupil cost was \$294, with one-quarter of the schools studied costing \$317 or more.

The schools in New York State that rate best in teaching the essentials are generally those that do the most to promote other important educational objectives, are located in districts of sufficient size, and are granted sufficient funds to employ and hold professionally competent teachers and allow them to perform effectively.

The findings of the survey confirm that you get only the quality of product you pay for. Fundamentally, the problem of low achievement is related to low expenditures. Criticisms about low standards should be aimed at those schools that are teaching only the three R's and at those schools where educational expenditure is so low as not to attract professionally qualified teachers.

### Kay Ortmans' "Let's Play" Records

**T**HESE original stories acted out to specially composed music provide an inspirational experience in rhythm and music as a basic arts training, and will help children to feel music through movement, painting, or creative dramatics.

The first series are especially designed for use where space is limited and may be acted out with the hands and top part of the body, letting the imagination be stimulated by the music. Not using the feet

to begin with induces more careful listening, as the noise of shoes sometimes makes hearing difficult.

These records are now available for use in kindergarten or primary grades, and for children in homes or hospitals: Children's Let's Play Series, Set No. 1, \$4.50; Musical Action Stories, Set No. 2, \$6.75.

Miss K. E. Collins, Primary Supervisor in Burnaby, reports that Burnaby teachers have discovered about these records that:

(1) Children can easily understand and they do follow the directions. They are really interested in doing this dramatic play to music.

(2) Interest is maintained throughout because there is enough change of action.

(3) Wonderful scope is provided for rhythmic interpretation.

(4) Children really relaxed for sleep (a special record).

(5) The realism is so great that one lad "crossing the river" fell in and asked to go home to change his clothes.

(6) The room teacher needs only to do a minimum of supervision while the children learn relaxation and interpretation.

(7) The records provide a splendid noon-hour "break" for short periods in bad weather.

See a class in action using these recordings on TV, Channel 5, KING, Seattle, at 11:30 a.m. Friday, March 4, 1955.

These records for children and others for adults (providing a course on how to "Relax and Rebound") are procurable from Kay Ortman's Relax-Tension Centre, 1514 West Broadway, Vancouver 9, B. C.

## Student Teachers' Conference

THE Western Canada Student Teachers' Conference will be held at the University of British Columbia from the 21st to 24th of February, 1955. Delegates from the various teacher training institutions of the four western provinces will discuss the teacher shortage and what can be done about it; theory and practice in teacher

training institutions; the question of centralization in the school systems, and what can be done for the gifted and the below-normal pupils in the classroom.

Sessions will be held in the Library and visitors may attend the morning and afternoon sessions. Times of the sessions can be obtained from the Education office at the University.

## 8th High School Conference

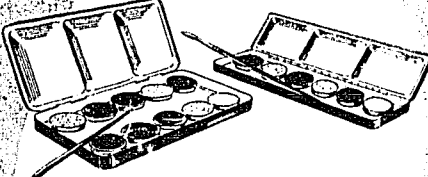
PLANS are already well under way for the University of B.C.'s Eighth Annual High School Conference scheduled for March 4th and 5th. This project, which was started by the Teacher Training Class, has become an important event for high school students in British Columbia and the Yukon. There were 176 delegates representing 92 schools present at the '54 Conference and the goal for the '55 Conference is 200 delegates from 100 schools.

This year the Conference delegates will see a University "working day" as well as the many displays on view at "Open House." Delegates will also have an opportunity to take part in panel discussions on the academic faculties and extra-curricular organizations of the University.

The purpose of the Conference is fourfold: to show the prospective U.B.C. student the educational and vocational opportunities of the University; to acquaint the prospective student with the financial obligations to be assumed by him and to advise him of the financial sources open to him with particular reference to the many scholarships and bursaries available; to show the relationship between the University and the province as a whole, with emphasis on the valuable work done by the Extension Department; and to familiarize the student with the University campus and its facilities.

The Conference committee, headed this year by Dave Hemphill, feels this year's High School Conference will be even more successful than in former years since there should be more schools represented and there will be the added attraction of "Open House."

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## Shower of Dimes

**Y**OUR dimes donated to the "Annual Shower of Dimes" assure these youngsters at the Queen Alexandra Solarium the continuance of their studies. The Solarium acts as hospital, school, home and church to the Crippled Children from all parts of the province. Above you see Gregory, Heather, Linda, Gloria and Barry with senior school teacher Mrs. Morris.

Because some children are in the Solarium up to three years and schooling is an important aspect of their rehabilitation to a normal, happy life, the Department of Education, through the district school board, supplies fully qualified teachers for all grades.

Please be generous with your donations to the "Shower" sponsored by the Solarium Junior League—Remember:

**OPEN YOUR HEARTS,  
DON'T BREAK THEIRS!**

The child you help may be your own.  
Send your donations to:

Box 177, Victoria, B.C.

## Post-Graduate Scholarships And Fellowships

**T**HE Dominion Bureau of Statistics has released its Reference Paper No. 21, revised to December, 1954, in which it lists scholarships and fellowships at the post-graduate level open to Canadians. Here are

listed scholarships in the United States, the United Kingdom and a number of other countries such as France, Italy, The Netherlands, Switzerland, Finland and Germany. There are awards in the Humanities, the Social Sciences, the Natural and Applied Sciences and the Medical Sciences. The publication is available from the D.B.S., Ottawa, at a price of 75c.

It is interesting to note that Unesco reported 5,351 Canadian students, both undergraduate and post-graduate, in attendance at universities outside Canada during the 1952-53 academic year. Of this total 4,572 were reported studying in the United States, 390 in the United Kingdom, 174 in France and 61 each in Mexico and Vatican City. The remaining 93 were in seven other countries.

## UNESCO Technical Assistance Experts In 36 Countries

**O**NE hundred and forty educators and scientists spread over 36 countries are now working for Unesco in its share of the United Nations world programme of technical assistance for economic development. United Nations technical assistance operated in 1954 on a budget of \$25,000,000, of which Unesco's share was \$2,500,000. These funds—over and beyond the normal budgets of the United Nations and its agencies such as Unesco—were contributed by 70 nations. Since the United Nations launched its technical assistance operations in 1951, Unesco has sent 350 experts into the field, many of them nationals of under-developed countries themselves.

In addition, \$1,500,000 worth of equipment has been supplied in connection with these missions and 329 fellowships awarded. These fellowships, by financing study abroad, enable educators and scientists in countries receiving aid to be trained to replace the experts themselves. This process has already proven itself. Twenty-eight technical assistance projects have been completed since 1951, and, in every case, governments are carrying on their work.



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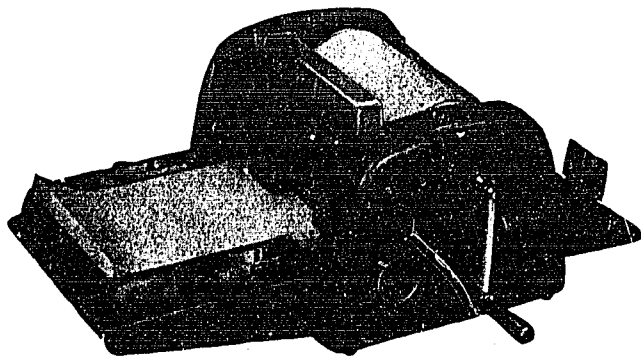
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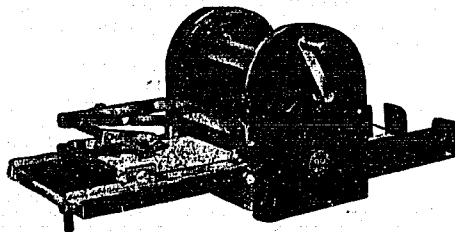
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