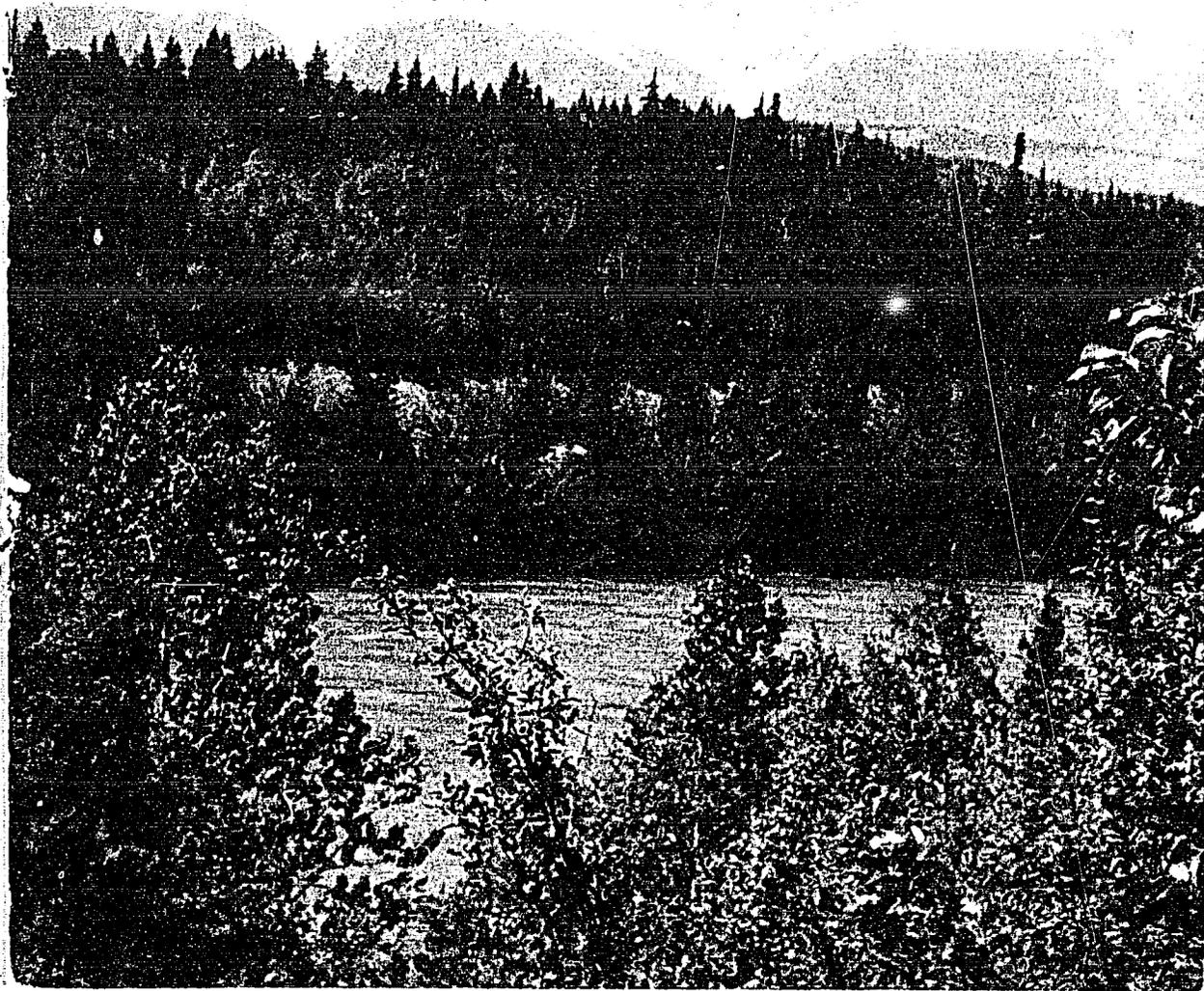


the teacher

JANUARY, 1956



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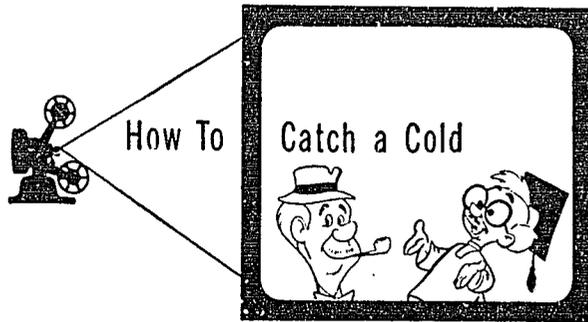
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- (5) History of membership and activities in B.C. Teachers' Federation.
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- (7) Such indication of special need as the applicant considers pertinent.
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the **BC** teacher

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Member



JANUARY, 1956

The Cover Picture

ONCE more the cover picture has come from the files of the Canadian National Railways. This time we are shown Mount Weeskinisht, which is located along the Skeena River.

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Are They Getting A Break?

IN THE course of conversation with a teacher the other day the thought was expressed that the reason this profession is having trouble attracting young people to follow it as a career is the lack of prestige accorded the position by the public.

Too many of us are prone to point out that teachers in this day and age are enjoying a "soft touch," high salaries, too many holidays, and a superannuation plan for the security-minded.

On the other hand, a good percentage of us, once we were backed into a corner in the argument, would quite readily admit that we wouldn't take on the job of attempting to control 30 or 40 young Canadians as a daily chore, and at the same time try and instill in them the educational requirements as laid out in the curriculum, for double the salary.

Like any other profession, that of teaching has its misfits of course. And they are quite probably following the career because it has a strong element of security. But in general good teachers stay with their profession not because of the money involved but because the moulding of young minds offers a challenge and an appeal to the person gifted with the ability to impart knowledge.

It is difficult work at the best of times, but it is one that is being made increasingly

so by the present public attitude towards teachers, our friend pointed out. The continual remarks about the profession as a "soft touch"; about the holidays, whether made in a joking spirit or touched with malice, help to lower the public standing of the profession. From the adult population, through the home, this attitude is passed on to the children and results in a more difficult classroom job. The cycle is complete when the student nears graduation and passes up education as a future work, very often because of this ingrained attitude. Whether he or she realizes it or not, teaching as a profession has not the prestige that a future calling must possess to appeal to a person stepping into a career.

This result is unfortunate, because there is no more honourable career to follow. Without the counselling hand of those who hold forth in the classroom, there could be no progress in any of the professions. If it is true that the teaching profession is losing the position it should hold in the public's esteem, then it is time that our modern society took steps to see that this is rectified, wherever the blame lies. If, as our friend states, much of the fault lies with public attitude, it wouldn't do any harm for the public, as individuals, to accord the profession normal respect. It would be a beginning.

—Reprinted with permission from the *Williams Lake Tribune*, issue of October 27, 1955.

Educational Assets

ESTABLISHMENT of a College of Education at the University is a major step forward in the field of education which can be reasonably expected to significantly raise the status of the teaching profession in British Columbia.

Bringing together within the orbit of the University those already concerned with the education of teachers will permit a concentration of effort toward solving some of the problems in education, including the acute shortage of well-trained teachers. From the start the College of Education will insure that every teacher has a good general education, a strong professional education and some degree of specialization in the field of teaching. It will raise elementary school teaching standards to the level of University education and provide encouragement for elementary teachers to proceed further with their education.

Leadership in theories of education and their application to the British Columbia scene can be reasonably expected as results of educational research at the College. It is also expected that the College of Education will be able to encourage a greater proportion of able people to enter the teaching profession.

Professional courses in education will be taught within the College of Education itself, but the necessary "content" courses will be drawn from the entire breadth and scope of the University. Whether the courses are in English, mathematics, history or psychology, the education students will have the advantage of learning their subjects from the best minds the University has to offer.

In turn, the College of Education will strengthen the University. Expansion of the present curriculum, particularly in the faculty of arts and science, will be made possible by the increased enrollment of education students in University courses. And the addition to the campus of the men who will be teaching in the College of Education will be a cultural asset to the University and to the province.

—Reprinted from *U.B.C. Reports*.

They Work for Education

THE December elections throughout the province re-named many public-minded citizens who have served as school trustees. Many others were elected for the first time. Still others who were willing to serve were out-voted. Others decided not to seek re-election.

This is the time of the year when we do give a little thought, at least, to those men and women who give generously of their time and energy to provide the "local" direction to our educational system. At least as they marked their ballots some of our citizens read the names. Too often do we tend "to let Joe do it" when it comes to taking an active interest in the affairs of our schools. Our school trustees perform a vital service. They are worthy of our commendation.

Each year as we look over the election returns we become aware that some of our long-service trustees have decided that they have done their part and have retired from school board work. One such came to our attention this year—Mrs. Ada Crump of Vancouver. During her many years of service on the Vancouver School Board, Mrs. Crump established an enviable record of unselfish service. She is a past chairman of the Vancouver School Board and a past president of the B.C. School Trustees' Association.

Mrs. Crump's decision to "retire" brings to mind others who have served equally well. We think of John Barsby of Nanaimo, of the late Dave Chapman of Kelowna, of Dave Brankin of Surrey, of David Hall and of James Blackwood of Vancouver—all past presidents of the Trustees' Association.

Our list is not intended to be complete. It serves only to symbolize the faithful work of our trustees generally. To them all we say a sincere "Thank you."

Education Week is
March 4 to 10, 1956

Principals Aren't Inspectors and Vice Versa

PERSONAL observation during the past year or so leads me to suggest that confusion arising from a failure to recognize the truth in the title is assuming serious proportions among the teachers of British Columbia. The rumblings of dissatisfaction, dissension and dismay (hereinafter referred to as the 3 D's) about the doings of principals and/or inspectors are close to the top of the pedagogues' totem pole. They are second only to the problems of school accommodation and teacher supply. Get any two teachers together anywhere, and one will get you five, they'll be exchanging condolences over the iniquities of their respective administrative organizations before you can flush the lurking administrators out of the neighbouring shrubbery, a possibility too horrible to contemplate.

It is difficult to isolate any single factor which has led to the tendency to turn principals into inspectors and inspectors into principals. To some extent the growth of big business, the preoccupation with glamorized versions of Executives (with a capital E), and the peculiar fascination of something called a "chain of command"

Mr. Gillie, the author of this article, is at present principal of S. J. Willis Junior High School in Victoria. He has been a president of the Federation and is chairman of the Professional Education and Induction Committee.

all are contributing influences. A large building, complete with acres of glass, tile floors, public address system and "administrative areas" is almost inevitably thought of as an office building or factory. The most devout and modest of principals in such a setting needs the humility of a saint if he is to avoid delusions of grandeur which end with his thinking that the rest of the people in the building are working *for* him, that he has the personal power to *make* them do good teaching, and that the "product" of the "plant" (that's 1955 for "pupils") bear the stamp of his administrative genius. All of this, of course, is nonsense, and dangerous nonsense at that.

All the plate glass, secretarial staffs, communication systems and high-sounding titles like "administrator" to the contrary, principals are still teachers—or they should be. It's not for nothing that in England the term "headmaster" has been retained. And it's not by accident that men in those positions in England are still just that, head MASTERS. True, they must spend time doing things which are routine matters of administration. Checking to see if the doors have hinges, envelopes glue, and pencils lead, and counting the squares on this year's graph paper to see if they're the same in number as last year's no doubt occupy their time in the old land just as it does ours in the new, but basically they are NOT administrators. Their business is teaching, their concern is pupils and teachers, and their "boss" is education. I feel that we in British Columbia are being

The principal's job is one of inspiration, while evaluation is the inspector's task.



BERNARD C. GILLIE

given far too much encouragement to forget these important distinctions.

The job of a principal is primarily one of inspiration, not evaluation. The latter is the inspector's task. Principals should be able to devote their energies to being the leading **TEACHERS** in their schools, not necessarily by spending their time teaching, but by being so interested in the development of the pupils that every staff member accepts them as leaders and as inspirations. I'm critical of any attempt, official or otherwise, to make principals instruments for rating teachers, because it makes their role difficult, if not impossible. Miss A is a better teacher than Miss B. So what! Naturally some are better than others, since they're like the rest of humanity. Some principals are better than others too, and there is some evidence to suggest that even inspectors vary. As long as Miss A and Miss B are doing the very best of which they are capable (and that best is valuable to the students), then a principal's concern should cease there. Principals should be allowed to devote themselves to the task of helping each teacher produce the best that is in him and to ignore the obvious fact that this "best" will vary from person to person from time to time and from place to place.

Among the tasks, the really important tasks, of a good principal are the development of staff morale, of a keen sense of membership in a team and of an awareness that the school is an expression of the hopes and desires of all the teachers on its

staff. Principals and teachers don't create good schools because of inspectors, school boards, or the Department of Education. They do so because that is what they most *want* to do. Any attempts, no matter how subtle, to change this, to make principals the symbol of criticism, comparison or compulsion (the 3 C's), inevitably lead to dissatisfaction, dissension and dismay (the 3 D's). If principals are to command the complete confidence of the teachers with whom they work, then they must be able to move among the teachers on an equal footing. The principal must be the never-failing source of help, advice and direction—the person to whom teachers turn when the going gets rough, when they're in trouble and don't know what to do about it. If principal and staff can develop this relationship, then they have created a team that is beyond question the most vital and valuable in the whole scheme of public education. Their school will be a good school, their pupils fortunate and their community richly rewarded.

Could we not have more effort expended in official circles to create this sort of teamwork in our schools? Principals and teachers need to be encouraged to develop pride in their combined efforts, to look upon the work of their school as a unit and to appreciate fully the contribution each can make toward the whole. Every effort made to transform principals into any sort of perambulating "stool pigeon," no matter how benign, merely spreads distrust and antagonism. Principals in such circum-

stances find themselves involved in contests with their staffs in which they are hopelessly outnumbered, in which teachers, consciously or otherwise, seek to outwit them, to conceal problems and to make everything "look" the picture of sweetness and light. In desperation a principal in this situation must resort to similar tactics and thereafter no one gets or gives his best. It is to be hoped that principals and teachers will try to preserve that vital quality which makes good schools and good teachers the natural outcome of their common interests, mutual respect and united efforts.

The Place of Inspectors

Where do inspectors fit into this picture? Perhaps one might begin by expressing the hope, in a humble sort of way, that inspectors will spend their time evaluating schools, not running them. Everyone can understand and respect an inspector who retains so keen an interest in administering a school that he is tempted to keep doing it. But obviously it won't work—at least if the principals in the area are to rise above the status of "promoted office boys."

An inspector who evaluates the work of a school thoroughly and efficiently and who suggests, advises and criticizes constructively the work done under the guidance of a principal is welcomed and respected by that principal. The inspector is expected to report his evaluation to the school board and to the Department of Education without fear or favour. It is the hope of the principal, too, that the inspector will tell him the good as well as the not-so-good for he (the principal) is probably human enough to enjoy a little praise and to want to pass that praise along to his teachers.

Undoubtedly schools will differ as to methods, procedures and organization, but surely this need not confound an inspector. Within limits which are clearly defined, these variations are but the sign of individual thought and initiative. Would it be too heretical to suggest that an inspector might be expected to be concerned if he found all the schools in his area like peas in a pod? What better indication could

he find that too many principals were being led and that too few were leading?

How does an inspector find out about a teacher who is not, for one reason or another, doing satisfactory work? It seems reasonable that an inspector should call at a school because he has been asked by the principal to come so that the principal may report that, despite his best efforts, a certain teacher seems incapable of producing satisfactory work. The teacher concerned, having talked the problem over with the principal many times, should know that the inspector is being called in to give advice and help.

If things are no better after a reasonable period of assistance from the inspector, then surely it is reasonable to expect that he will take official action to have the teacher removed. From his own observation, the inspector knows that transfer or dismissal is the only answer. Naturally, he should consult the principal concerned and inform him of the action to be taken, but no one should be under any misapprehension as to who initiates such a procedure. That is and should remain the sole prerogative of the inspector.

Programme Is Workable

It is obvious that in many areas inspectors, as individuals, would not be able to carry out the work entailed in a programme such as that described. In many areas, however, they have at their disposal the services of directors, supervisors and assistants who can do the work in the field in the name of the inspector. The pattern would remain and the lines of demarcation between the jobs of principal and inspector would be undisturbed.

Finally, may I say this. The views expressed are, I hope, free from any sign of malice or pettiness for none existed in my mind when I wrote them. I realize that many are controversial. My hope is to make some small contribution to a frank and thorough review of this pressing problem. Thirty-years of experience as a teacher and principal in this province have convinced me that, in this field at least, all is not well and that careful scrutiny of the apparent trend is required before it is too late.

Boys and Music

D. W. J. DARE

MUSIC may do much to soothe the savage breast, but where boys of the Junior High School are concerned it is often debatable whether the word *music* can be correctly used to describe the sounds emanating from the many throats, and whether the boys or the teachers are the "savages." Many problems arise in this phase of school music which are not met at any other stage and their solutions are and have long been the object of very considerable thought. When boys are between the ages of 12 and 15, their treble voices disappear, but their new adult voices are not yet formed. They become sort of "in-between" creatures, neither boys nor men.

Physiological and emotional changes, coming concurrently with the voice change, produce in boys a heightened sensitivity which tends to inhibit any activities which draw attention to their changing state. In days gone by it was taught and accepted that boys' voices should not be used for singing during the changing stage, as there was danger of damage to the voice.

Unfortunately, the theory ignored the very obvious increase in the use of their voices by adolescent boys on the sports field, in the gym, and around the home. It would appear that boys at this stage made very considerable use of their voices, and this natural use could not be expected to lead to very much damage. It was also found, contrary to the theory, that those boys whose singing was stopped when signs of change appeared very rarely resumed singing after their adult voices became established. This is understandable, since immediately prior to the change they

had possessed an instrument with which they were quite familiar and which, through years of usage, they were able to control with a high degree of facility, producing acceptable and agreeable sounds with a minimum of effort. Then, when aged 17 or 18 and it was "safe" to start singing again, they found themselves possessed of a completely new instrument, different in range, pitch and quality. They would have to learn, almost from the beginning, its possibilities and peculiarities before they could achieve any facility in its use. For most, then beyond school, or, now, in its last year, this was too much to expect. Of our present generation of male adults, only a percentage has any interest in singing and, consequently, in the most natural form of music. There is no doubt that boys in the voice-changing stage do pose some very real problems in a variety of ways, and it is possible that the idea of a "danger period" was a case of the wish being father to the thought.

It is now generally agreed that it is a grave mistake to cause this hiatus in a boy's singing development, and that there are very real advantages in encouraging boys to continue singing right through the voice change. The advantages are many and extend well beyond those purely musical. Music, particularly singing, is a form of expression and in the early adolescent stage the welter of changing

Mr. Dare, who teaches both Art and Music at Parksville Junior High School, has contributed articles to *The B. C. Teacher* previously. Teachers of music should find this article of interest.



Boys should sing through the period of voice change to retain control and facility.

emotional states cries out for relief. Singing can be a very effective form of emotional release. It can and does act as a safety valve which prevents the building of emotional tensions to difficult proportions; it "lets off steam" emotionally just as football does physically.

The changing of their voices can cause a good deal of distress to boys because of the tendency of the voice to "crack" and skip an octave, or to be produced at some unexpected pitch. It is the writer's experience that, when boys continue singing, using the range of pitch of which the voice is capable, this misbehaviour of the voice in general communication becomes a thing of the past; it just doesn't happen, because the voice remains very largely under control throughout this critical period. Many boys, kept from singing at a time when girls are rapidly developing their voices, experience a feeling of "difference," perhaps inferiority, just when social acceptance is desired in the extreme. If singing, within the voice limits, is continued, much of this difficulty not only disappears, but actually fails to arise. Musically, it is evident that use of the voice right through the changing stage will keep it in a more or less constant state of control. It is also evident that, when the change is finished, the boy has complete familiarity with his voice, control of its pitch, and facility in its use; he does not have to start an arduous period of learning.

We maintain, then, that all the advantages lie in keeping boys singing and continuing their music education through

adolescence. It is therefore pertinent to examine the means by which we can carry this out, what peculiar problems arise and how they may be solved, what limitations we must recognize, and what matters of organization and presentation will help in the success of the project.

It is most necessary that boys through Grades 7 and 8 should be segregated from girls for music and treated as a separate group. Girls are continuing to develop their voices, while boys are experiencing unusual difficulties. In the presence of girls they just "clam up." Numbers help, because the peculiarities of the individual can become lost in the mass. It becomes easier to get boys to sing if two classes are combined, or some other arrangement is made that produces a group of 40 to 50 voices. The choice of songs is particularly important for boys (because the teacher really can't do much if the class just doesn't sing!) There is a world of difference between the songs boys and girls enjoy at this age, and there is some difficulty in finding a sufficient quantity of material for this age. American publishers have, of late years, been producing music on the "alto-tenor" theory, usually setting the alto-tenor as a second or third part of a song with girls' voices above. It is rare that this type of singing is successful in Grades 7 and 8, if only because of the instability of the boys' voices and their consequent discouragement and shyness. Boys are much better on their own, but there is very little music published with a range suitable for them. There are many songs suitable and enjoyable at this grade level, but the problem

of pitch is a recurring one. The only feasible solution at present appears to be to transpose the songs into a suitable key, and, taking into consideration the teacher's voice, this is a matter of little difficulty. Few teachers, particularly in our smaller schools, can be expected to have the ability to transpose on the piano at sight, and to do it any other way would require a monumental amount of work. For those teachers who can evolve their own accompaniments, however simple, with some facility, the problem ceases to exist. Whatever the situation, the range in the songs must lie within the capabilities of the boys' voices; there must be no strain. Generally speaking, the range at this grade level lies between A at the bottom and D at the top—a range of about $1\frac{1}{2}$ octaves—though the extremes, particularly D, should not be used for sustained notes. If a song has too many high notes it is preferable to lower the key. Sea chanteys make admirable material, and there are some very good collections published; many of the songs in Macmillan's *Canadian Song Book* are enjoyed by boys, though for practically all of them a lowering of key is essential.

This is not to say that only lively songs should be used. Cheerful songs help to initiate and maintain interest, but once singing has become enjoyable, slower, more gentle songs may be "slipped in" and will be accepted by the boys.

Loud Voices Unstable

One point must be watched, however, cheerful songs encourage loud voices, and, at this age, loud voices are not only raucous, but unstable. Boys should be encouraged to sing easily, not "under forced draught," to make full use of lips and tongue and of enunciation, and to avoid nasal overtones. Surprisingly good tone (for them) can be produced by a large number of boys, even at this age, singing within easy range and volume of their voices, and forming syllables carefully. But boys are uncertain of themselves at this time, despite their sometimes blustering assurance. Encouragement and praise must have a large place when dealing with such a group.

Appreciation of music, too, can be de-

veloped steadily during this period. With a careful choice of records a great deal can be accomplished. The use of films in association with records can be a great help, particularly films on instruments and sections of orchestras. As many of our students have no opportunity of seeing a live orchestra, an orchestral record becomes merely a study in sounds. A wide variety of music can be introduced at the Grade 7 level and can be appreciated (or enjoyed) by the boys—abbreviated movements from symphonies, abbreviated concerti, vocal excerpts from operas, instrumental and vocal solos and duets, or some of the more melodious chamber music of Mozart, Haydn and Bach. Boys are surprisingly responsive if given suitable (very short) introductions. However, the music must be presented in small doses, until by Grade 9 they can listen to and enjoy some of the longer works, even some of the full symphonies. Choral music, too, is acceptable to boys, and, if they have an understanding of the composition of a choir (S.A.T.B.), the response is sometimes astounding.

Results Come Slowly

Miraculous results will not come overnight. Perhaps it may take two or three years before the full fruit of the effort is realized, but with interest, understanding, tact, leading rather than pushing (although a firm discipline is necessary) and a feeling of enthusiasm for a worth while job, it will come. Each lesson should contain several elements—opening song, perhaps a little sight reading, new song, record for appreciation, review of recent song, and so on. The teacher must be sensitive to the mood of the group, must be able to feel when the limit is reached in one phase and what sort of change is needed. Often a planned lesson will be completely changed, either because the mood or reaction of the group is not "according to plan" or to take advantage of some exhibited interest. It matters little, because the direction is clear and the ways of getting there are many. The teacher must be patient, resourceful, enthusiastic, not easily discouraged (just like all teachers!) but the satisfactions gained are his reward.



The English Teacher and Maturity

JACK R. CAMERON

Can high school students appreciate emotions they have not yet experienced?

THE main job of the teacher of English is to cultivate Taste. What is good literature? What is bad? What says something significant about human experience? What says little, or says it so poorly that no new insights into life are gained by the reader? These are the major questions that the teacher must answer, and it is in terms of his students' ability to answer them in later years than any teacher's success must be gauged.

The question of Taste is a hard one, for what is Taste but a product of maturity? And how mature are high school students? It is a shame that people cannot finish elementary school, live in the "outside" world for ten years, then return to high school work. Such a system would solve most of the problems of the teacher of English literature, for then the students would be far more able, because of age and experience, to grasp and appreciate the things about life that the great authors have to say. How futile it is, in a way, to talk to a teen-ager about the fleetingness of life or the vision of death, or the deep sorrow of the man homesick for his native land, or the regret one feels for lost youth, old mistakes or dead friends! These things, for most, are alien experiences, and it

cannot be expected that the students will "feel" the emotion of the author who talks about them. It is for this reason that the successful teaching of such poems as *Time*, *You Old Gypsy Man*; *With Rue My Heart Is Laden*; *The Road Not Taken*, or *The Lake Isle of Innisfree* is difficult in high school. It has not been such a long time since I myself met these titles in high school, and a very short time since I met them at the university level, yet in many cases their significance has come home to me only in the past year when I was required to teach them to students not yet touched, for the most part, by grief and pity and regret.

The teacher must realize that it is practically impossible to teach successfully such literature, for complete success involves a full emotional participation of the student in the mood of the author. This, for the reasons outlined above, cannot be expected. What, then, can be done to cultivate Taste in spite of the students' lack of maturity? This is the heart of the matter, and the answering of this question in the classroom, to put it brutally, separates the men from the boys among teachers of English literature.

The high school is not educating for the

present, but for the future. What the student is like when he graduates is not so important as what he will be in five years, and for the rest of his life. In the student with a reasonable amount of intelligence, the seeds sown in school are bound to bear fruit sometime. The richness of the harvest depends heavily on the calibre of the teaching a student has received, and in the case of English literature the teacher's success can be measured in terms of the tastes, perceptions and judgments of the youth's adult life. If the student, after receiving a high school education, goes through life thinking *True Romances* offers fine stories, *Mambo of the Congo*, a Class C picture, offers genuine adventure and good acting, or that obscene language or loud drunkenness are symbols of real Manhood, his education has been lost. The loss may not be the teacher's fault, but it is the job of the teacher to try, through the force of his own personality and enthusiasm, to lead immature minds in his classes away from such paths of bad taste. If the teacher of English finds it difficult to present to his students aims or goals of the study of good literature, then he should consider the examples given, and use them in the classroom. He should not be afraid to be a little brutal, should not hesitate to point to a ridiculous love story in a pulp magazine, or to a childish drunk, or a third-rate motion picture as examples of bad taste. A good teacher is like an attorney who can defend or prosecute with equal ease. The class is the jury, which can hang the cause of good literature if the teacher's case is not convincing.

General Themes Understood

I have mentioned some examples of concepts of life and death which teen-age students find it hard to grasp emotionally. This does not mean, however, that students cannot be led to a considerable degree of sympathy and understand when the course material deals with more general themes. It is easy to find concrete examples. In *A London Pavement Artist*, taught intensively in English 91, Orwell draws the conclusion that wealth has become the

Mr. Cameron, the author of this thoughtful article, is a teacher of English on the staff of the Tsolum Elementary-Senior High School, Courtenay, B.C.

supreme test of virtue. This is a highly pregnant concept, worthy of considerable philosophizing by both student and teacher.

In *To a Nightingale*, Keats stresses the Imagination as a means of escape from the oppression of life. Students can appreciate that some people resort to alcohol, dope or motion pictures to accomplish this, and the good teacher can aid their struggle to maturity by showing them that the imaginative mind can accomplish the same end. This is a philosophy that students at the high school level can appreciate if the teacher has the desire and ability to generalize.

Comprehension Through Experience

Shakespeare's *Julius Caesar* offers a rare opportunity to consider the age-old question: Does the End justify the Means? This is a concept that the senior high school student can comprehend. The teacher should not make the mistake of underestimating the minds of students when considering whether to introduce such a question. The End and Means are concepts that they will discuss intelligently. All the students need is a good teacher to make them think about it. This particular problem is far more profound than the theme of lost youth, but students will take more ready interest in it because it is something that has fallen within their experience, if only in a rather elementary way.

How to introduce such a question? How to discuss it? As far as the mechanics of teaching are concerned, the teacher can learn very little from being told. The Normal School can point out methods and techniques, but when these have been assimilated, the individual has no one but himself to turn to in developing the non-academic qualities of a teacher who is able to deal with literature in a manner that will result in student maturity. These

qualities are enthusiasm and the ability to act.

The teacher of literature deals with human thought and emotion, and if he himself is not enthusiastic (even intense at times) about the work, his students won't be. There is little room in the secondary school for an austere, scholarly approach. Certainly, one can't be enthusiastic about everything, and if some of the writing included in the curriculum is bad, then it is sometimes a good idea for the teacher to say it is bad, or that he thinks it is bad, and why. If he teaches well, the students will have considerable respect for his opinion. Frankness about indifferent or bad literature will help him to instill in the students some enthusiasm for the selections that he feels are good and that he wants them to learn well. If the teacher is dishonest in his enthusiasm, his hypocrisy will become evident to his classes, and his whole purpose will be defeated.

Technique is Important

The successful teacher of any course must be somewhat of an actor, but ability of this nature is particularly necessary when the field is English literature. Teachers can learn from the revivalist preacher, or from the polished pulpit manner of some clergymen. To put across a point, the teacher must employ every means at his disposal—even ideas that are essentially dull, from the students' point of view, can be made listenable if the teacher moves and speaks in an interesting manner. If what the teacher says is important, then he must make it sound important by using his hands, his facial expressions, the way he moves around the classroom, and finally and most important, his voice.

For the first five years of a teacher's career, technique is vital, not the acquisition of background. After a teacher has established what he feels is a satisfactory teaching technique, then he can concern himself with refining and adding to the contents of his own mind. Maturity in the teacher does not guarantee maturity in the students. The teacher has to convey his maturity. To learn to do this is his first concern.

It is true that in many cases the teacher will have no way of knowing whether his teaching has borne fruit, but there will come, here and there and sometimes in the unexpected places and at unexpected moments, little flashes of insight that will indicate that for some students, at least, their contacts in school with the best that has been said and written by mankind has increased their ability to reason and judge. These insights on the part of the teacher may seem insignificant at the moment—a searching question by a student, an answer with even a small touch of profundity, a chance remark—but the perceptive teacher should be able to see in a series of such flashes the gradual maturing of young minds.

Formal examinations, except in the most subjective of essay questions, are not gauges of maturity. They are necessarily stilted, are written under pressure, and usually concern the content of courses rather than the more important philosophical concepts arising from the content. It is in the classroom that the philosophy of authors is discussed (or should be), and it is the students' reflections on such philosophy that offer the insights into their maturity. Such glimpses by the teacher of the fruits of his work make his career more worthwhile, and, I believe, give him the love that a successful teacher feels for his students.

BROADCASTS ON EDUCATION

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School Dramatics Promote Mental Health

ALICE C. ROWE

MUCH has been said and written about the place of drama and dramatic activities in the school, their value to the school as a whole and their value to the individual pupil. They have been considered as a favourable type of "public relations." They have been mentioned as one means of teaching literary appreciation and of bringing social studies to life. They have been discussed as one of the elements of "training for leisure." They have been praised as a "cultural activity" and heralded as a means of teaching children self-confidence; but comparatively little has been mentioned concerning their relation to mental health. My opinion, after more than ten years of close association with school dramatics, is that the contribution which such activities can make to the mental health of pupils is perhaps their greatest value.

Let us see how participation in a play or operetta can affect a pupil's mental outlook. First, there is the experience of working with a group on an interesting project in the success of which all are equally interested. There is no doubt that dramatics can teach team-work quite as well as sports, for a play is, as a rule, only as good as its weakest actor and pupils must learn to work together for the good of the whole, not for personal fame. "Scene stealing," they discover, is a major crime. The feeling of co-operation which develops is surely one of the finest and most pleasant relationships which can exist among the members of a group.

Closely related to the experience of co-operative effort is that of working wholeheartedly to produce something greater than oneself. Many mental illnesses arise from a too-great preoccupation with self,

its likes and dislikes, its wants and desires. To learn to sink self and its pettinesses into something greater is the finest possible antidote to such preoccupation. The old slogan, "The play must go on," becomes more than mere words to pupils whose greatest interest, for the time being, is the successful presentation, in spite of individual trials or personal disappointments, of their chosen vehicle.

Again, those participating in a dramatic production experience the supreme joy of creating something—not copying something or imitating someone, but actually creating an entirely new thing which has not existed before—for every production, even of the same play, is, because of variations in personality and interpretation, different from every other production. Not only do the actors create, but, as they work, they watch their production, like a plant, grow and develop before their eyes, until they have one completely integrated production instead of a number of individuals and a book of words. Such an experience seldom fails to make the strongest impression on those who have shared in it.

Not only do dramatics teach co-operation, forgetfulness of self and the joy of creation, but they also give to those participating in them an opportunity to practice both physical and mental control. Even the amateur actor must learn to carry on with

Miss Rowe's experience with the University Music Society, the Point Grey Operatic Society and school dramatics has been fairly extensive. At present she is on the staff of Lord Byng Senior High School, Vancouver, teaching English and German and doing some counselling.

his own part in spite of various distractions going on around him. People may be laughing and talking, other actors may be rehearsing their lines, stage crews may be shifting scenery—no matter. The actors learn to concentrate on their own particular concerns, to live in their own little world, so that outside disturbances have little effect on them. They learn, also, to think on several planes at the same time; that is, words and actions are thought of and carried out together and, in addition, the actor is at least conscious of what the other people on the stage are doing. This is even more noticeable in operetta work than in plays, for here words, music and actions must all be thought of simultaneously, so that a very high degree of concentration and self-control is necessary.

Praise and Recognition

In addition to all this, through dramatic activities, children often find the praise, recognition and affection which are so necessary to their healthy mental development and yet are all too frequently lacking. I have seen quiet, unassuming children blossom under the deserved praise of teachers and other pupils. I can think of one girl who, only last year, was given an opportunity to develop a talent for teaching dancing to others. Not only did she make a splendid job of what she undertook, but also she has developed a warm and delightful personality which, only a few months ago, was barely perceptible.

Finally, there is what I like to call the therapeutic value of dramatics. Time and again, trouble-makers, or those who are headed for trouble, can be helped by finding a suitable outlet for their energies. In some cases it seems that, perhaps lacking proper affection, they seek to attract attention to themselves in unpleasant ways. When they can get the attention in a legitimate manner, they are satisfied and no more trouble occurs. One of the first such cases to come to my attention was a Grade VIII boy. He was quite a big boy and was becoming a nuisance in a number of his classes. Rather to his surprise, as well as to my own, we discovered that he had a voice and liked to sing. He was given

a part in an operetta and presently I heard that his conduct had greatly improved. I was just beginning to work with school dramatics then and for quite a while did not believe that his operatic activities had any relation to his changed behaviour—although the principal did. Now, however, having seen it happen many times, I know better. At any rate, the boy ceased to be a problem and developed into a very good citizen.

Then there was the case of Mary, a big, rather awkward girl, with a deep and loud voice which she seldom troubled to modulate. She was clever, however, an accomplished pianist and a born, as well as a trained, actress. Mary was by no means beautiful but development into an attractive and perhaps fascinating woman was probable. But Mary was not happy at home or at school. She had a step-father with whom she quarrelled violently and at school, probably to make up for her unhappy home life, was constantly trying to "show off" in ways very annoying to her teachers. She, too, got involved in an operetta, both as pianist during rehearsals and in a leading role. She did excellent work. Gradually, also, she ceased to be a nuisance at school. Her home problem was partially solved when she went to live with friends and, as time went on, she achieved school fame, not as a trouble-maker, but as a musician and actress. A year or so after she left us we heard that she had gone with a concert party to England.

Of course dramatics do not always have this desirable effect. I can recall one girl, who, I regret to say, showed no improvement. I still wonder if we failed her somehow.

But the numerous cases in which pupils have been helped and the happy, co-operative, friendly spirit created by school dramatics seem to me to give them great value. If a hundred or so pupils and teachers can work together cheerfully and contentedly on a project which they are all trying to make as good as possible, not for their own gain but for the good of the school, then surely dramatics do make a worthwhile contribution to the mental health of all concerned.

Models and Diagrams

G. A. HARDY

THE impression created by visual aids is much more lasting, not to say interesting, if judiciously combined with the ordinary text-book and blackboard methods. Models are particularly instructive as an introduction to the study of plant life.

What is the name of this flower? is usually the first question asked by those who enjoy the floral wealth around us.

This demand touches on the basic fundamental of plant classification, the structure of the flower.

The Model

The keynote of model construction should be simplicity in both materials and design. All flowers can be demonstrated by the following method, though some will tax our creative faculties more than others, particularly where there is much departure from the typical form. However, the basic principle once learned can be amplified to any degree, depending on the enthusiasm of the individual.

Materials

In the present instance, the flower of the Trillium is used, as most suitable for a beginning. The following materials will be required: stiff cardboard, a stick or piece of piping, wire of several gauges, adhesive tape, pins, balsa wood or cork, and paints such as water colour or poster paints.

Last but most important, a specimen of the flower for modelling will be required, whether a fresh one, a pressed specimen or an illustration.

Procedure

As to size — the model should be sufficiently large to make handling easy, and also to enable anyone at the back of the classroom to follow the procedure easily. Check with illustrations for sequence.

1. **The Stem.** For this take a piece of cane or stick or even a piece of piping, about 2 feet in length. Insert one end into

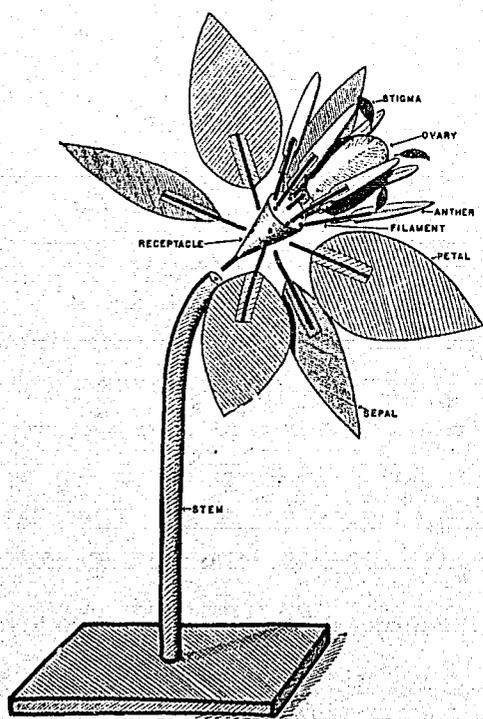


Figure 1—The Model

This article was prepared in the Provincial Museum, Victoria, and is available to us through the courtesy of Dr. Clifford Carl, Director of the Museum.

a piece of baseboard as a support. If piping is used bend the upper end in a curve so that the tip faces the class. This allows the flower to face sideways rather than at the ceiling.

2. **The Receptacle.** This is the thickened end of the stem on which the flower parts develop. It can be made of a piece of cork or balsa wood shaped like a truncated cone. The smaller end should be of the same diameter as the end of the stem. Affix this in place by means of a short piece of pointed wire which protrudes from the lower (smaller) end and is pressed into the top of the stem. The stem should have a hole previously bored into it for this purpose. The receptacle should have three lines or circles inscribed around it, one above the other, to mark the insertion of the calyx, corolla and stamens.

3. **The Calyx.** This is the lower of four rings or layers of parts, one just above the other. The calyx consists of a variable number of sepals; in the present case there are three. The sepals are made by cutting out the shape in cardboard, then fixing a length of wire along the lower central axis to protrude about an inch or so for insertion into the receptacle. The wire points are now placed into the receptacle, near the low end, equi-distance and in the same plane.

4. **The Corolla.** This consists of the petals, three in number in our model. The petals are constructed in the same way as the sepals. They are inserted alternately with the sepals but on a slightly higher plane.

5. **The Stamens.** These are made with wire to represent the filaments; the anthers are made from a piece of cardboard, shaped to represent a pair of long anther-sacs. An anther is fixed to the end of each of the wire filaments with adhesive tape. Six stamens will be required. They should be inserted on a still higher plane, just above the petals, and near the top of the receptacle.

6. **The Pistil.** This consists of ovary, style and stigma. The basal piece, the ovary, should be shaped from balsa wood or cork of the same diameter as the top of the receptacle and roughly egg-shaped. The three stigmata are affixed directly to the top of the ovary, as there is no visible style. Each stigma is made from a piece of wire around which some adhesive tape is placed for thickening, leaving a small piece of clear wire protruding for attachment to the top of the ovary, as shown in the illustration.

Care should be taken to have the parts of the flower in proportion to one another as shown by the original flower.

Shortcuts in Showing Relationships of Parts

Closely associated with the study of flowers is the use of the Floral Formula and Floral Diagram. These constitute the shorthand of botany, by providing a means of recording the relationship of the parts of a flower without recourse to words. By the use of these "tools" consultation of an adequate book will enable anyone to track down the family, and then by a process of elimination, the species of any of our wild flowers.

Floral Formula. In the floral formula the following symbols are used: K=Calyx; C=Corolla; A=Androecium; G=Gynoecium. In the case of the Trillium the floral formula would read: $K_3. C_3. A_6. \underline{G}_3$.

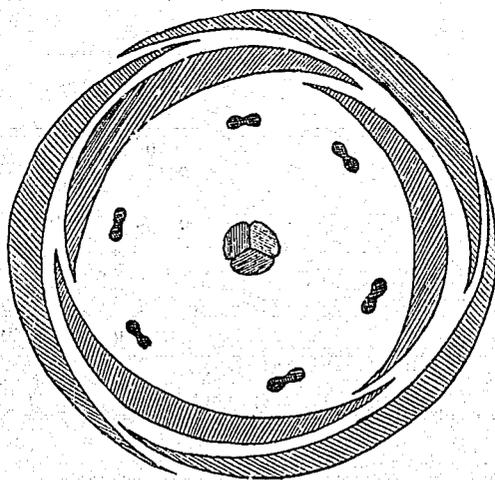


Figure 2--The Floral Diagram

THE B. C. TEACHER

This means, that the Calyx consists of three free sepals. If they were united, as in the bluebell for instance, a bracket round the number would indicate this. The Corolla likewise has three free petals. The Androecium or male element consists of six separate stamens. If they were inserted on the corolla, this would be indicated by a curved line—C3. A6.

The Gynoecium or female element, consists of three united carpels, which is expressed by the brackets round the number 3. In the Trillium the ovary is superior or above the perianth, as the combined calyx and corolla is termed. This fact is expressed by the horizontal line drawn below the number 3. If the ovary was inferior the line would have been placed over the number.

This system can be adapted to every type of flower.

The Floral Diagram. The floral diagram is another way of indicating the relationships of flower parts. Using this system a Trillium is indicated as shown in Figure 2. In effect the floral diagram is a horizontal cross-section of the flower, at a point

where it would cut through the centre of the ovary.

Here the three outer curved lines represent the three sepals. As they do not touch it means they are free. The inner circle of curved lines indicate the petals; note that they also are free, but alternate to the sepals.

The six dots point to the position of the six stamens, free and alternating both with sepals and petals. The inner circle divided into three cells, indicates the condition of the ovary which, though outwardly entire is actually composed of three fused carpels, each of which contains seeds.

Experience in the use of the three methods of flower demonstration just outlined will lead to several adaptations and additions, according to the kind of flower being studied. The basic principles once understood will allow certain modification without in any way misrepresenting these principles. Even if you go no further than following the above instructions, you will have created an interest in flowers that, for the time involved, will be more lasting than that attained in any other way.

Know Your School Radio Broadcasts

ON Thursday, February 2 at 10:15 p.m. C.B.U. will commence a series of six fifteen-minute weekly radio broadcasts. These have been planned in co-operation with a committee comprised of representatives of the B.C. Parent-Teacher Federation, the Trustees' Association, the Department of Education and the B.C.T.F. The areas of education covered in these broadcasts are:

The Community's Responsibility to Education.

Who Looks After Education?

The Present Day Curriculum.

Problems of Mass Education.

Testing in the Schools.

What Progress Has Been Made?

Among those participating in the programmes are Mr. J. F. K. English, Assistant Deputy Minister of Education; Dean S. N. F. Chant, U.B.C.; Inspectors F. M. Wallace, Vancouver, and C. J. Frederickson, Burnaby; Dr. C. B. Conway, Director of Tests and Standards, Department of Education; Mr. Ralph Kluckner, Training Supervisor, B.C. Electric; Mr. B. H. Peterson, Personnel Manager, Vancouver City Hall; Mr. B. C. Gillie, Principal, S. J. Willis Junior High School, Victoria; Mr. Ian Douglas, Principal, Senior High School, New Westminster; Mr. F. Wilson, School Trustee, Chilliwack; Mrs. E. Morrison, B.C. Parent-Teacher Federation; Mr. R. C. Thomas, Principal, Magee High School, Vancouver; Mr. S. Keate, Publisher, Victoria Times.

Tape Recordings

*An experiment in
friendly relations*



H. N. MACKENZIE

DURING the course of a recent year Point Grey Junior High School prepared and exchanged tape-recordings with a county council school in London, England. The principal, Mr. Meckiff of Child's Hill School, has frequently organized the exchange of letters, scrapbooks, and gifts between pupils of his own school and those of schools throughout the Commonwealth and Europe. As an experiment, he offered to exchange recordings with Point Grey. The idea is good but, in this instance, the experiment was not an unqualified success.

The purpose of writing this article is to publicize this means of meeting other people, and also, by stating briefly some of the difficulties encountered, to obtain some free advice. There is no doubt that this type of activity can have real value. If nothing else, it can dispel the false notions of the "English" and "American" accents! If the recording we received is any guide at all, one lesson we learned from it is that these particular children have a tendency toward activities that do not require group co-operation and acceptance.

This observation requires explanation. In the first place, it is only the writer's private opinion. Having been brought up in England, he has retained a distinct impression of being encouraged to find for himself occupations which needed no great co-operation by other people. The hobbies mentioned by the pupils on the recording tend to bear this out—model ship-building, entomology, embroidery, R.S.P.C.A. work, watching motor cycle racing and swimming. In contrast, the writer has been impressed

in Canada by the emphasis on group organization (even in activities that do not require it)—music festivals, dance festivals, hobby clubs, majorette groups, and skating carnivals.

Whatever specific information may be gained from the recording, the primary benefit must be a further lesson toward the recognition and appreciation of the fact that, if other people have different ideas, customs, and methods, they are not necessarily inferior.

The technical difficulties that made the preparation of the recording a time-consuming operation will largely solve themselves, with practice and the acquisition of more suitable equipment. One of the greatest time-consuming operations was transposing a 7.5" per second tape (the English one) to the school's 3.75" per second Revere. This entailed many borrowings of other recorders and an even greater number of "retakes." We had no transformer to couple the two machines, therefore, we had to resort to the unsatisfactory method of playing through the speaker the recording to be transposed and then re-recording it via the microphone. If any suggestions can be given as to how to avoid this awkward procedure, they will be gratefully received. Another difficulty was trying, and failing, to achieve a technique by which the volume control could be kept in one position for all the different speakers and over a period of several weeks. The "finished" product needed several adjustments of the volume control at different times during the playing of it.

Continued on page 199

The Teaching of Language

T. ROY HALL

LANGUAGE being for the expression of ideas, the teacher must be concerned with the thought back of all expression. Probably teachers of the past have been unduly impressed by form, by mere formal correctness, and not enough by content. Nevertheless, the externals, the correct mechanics of language are important, and at all stages call for thorough, systematic teaching. There is no royal road to correctness, no substitute for the drill process which renders automatic the correct use of accepted forms. No competent psychologist, no recognized educational leader, has ever questioned this. There has, however, been a great change during recent years in the teaching of drill elements. The following points are submitted for consideration.

1. Understanding through careful teaching should precede drill; otherwise repetition will not be effective.

2. There should be no drill in isolation, no teaching in a vacuum. To illustrate: punctuation should be taught in direct relation to the letter, story, or report written by the pupil, and drill should largely be based on deficiencies revealed. Similarly, drills on speech and usage should be closely related to oral composition lessons. The class should see the reason for the drill just as much as we see the reasons for our adult activities. If they do not, the attention which is necessary for effective drill is likely to be absent. Mere repetition may be of little more value to the child than to the horse in a treadmill.

3. Drill periods should be short, frequent and varied. Long, unbroken periods make

too great a demand on the pupil's span of attention and defeat their own purpose. Drill should receive ample attention, but it is a mistake to think that results are proportional to the time spent; experiments have shown that they are not, and that the law of diminishing returns comes into operation. It is the quality of the drill which counts; right quality grows from right motivation, and that in turn from recognition of value in actual use.

4. Children like drill when it is properly taught. They enjoy—and should be given—the sense of achievement which comes through mastery and the application of what they have mastered.

The Unit Method

The development of desirable sequence in the teaching of language and of orderly, systematic drill in mechanics may be greatly aided through unit organization. Perhaps because it has been loosely used, the term *unit* is not clearly understood by some teachers. To others, it suggests a teaching procedure complex in structure and difficult in classroom application. Nothing could be farther from the truth; basically, unit organization is simple, and its use simplifies the teaching of language essentials. *Unit*, of course, means *one*, and this

Mr. Hall is one of the authors of the *Language Journeys* textbook series published by The Macmillan Company of Canada Limited. He was formerly principal of Vancouver Normal School where he was also lecturer in the principles of teaching. He has given courses in English methods at both the Normal School and the University of British Columbia.

method lends oneness or unity to instruction. It provides a core or centre of interest, and relevant teaching grows from that core; it therefore prevents "scattered," unrealistic teaching. A well-constructed unit on the letter, for example, gives an interesting approach, presents essential techniques, and gives ample opportunity for practice. But it does much more; it introduces teaching and drills directly related to a correctly written letter, and it does so at a time which is opportune. The class thus sees meaning and purpose in the instruction which they receive in punctuation, capitalization, sentence and paragraph structure, vocabulary and usage.

Unit Method Effective

An analysis of the content and sequence of the first unit of a recently published Grade V language text may further serve to show the effectiveness of the unit method. The unit is called "Planning Together"; its purpose is to teach pupils to co-operate in language and other activities, to develop a good classroom tone, and to build related language skills. Briefly the development is as follows:

1. A Grade V class is discussing the forthcoming Parents' Day, and the preparations which they will make for their visitors. Growing out of this is a recognition of what constitutes correctness in carrying on a conversation, and a list of standards for pupil guidance.

2. Because conversation is sometimes marred by language errors, the following section is given to teaching correct usage.

3. In school and in life situations it is often necessary to make announcements. Teaching and drill on these grow out of the core of the unit.

4. In making an announcement the speaker must follow certain rules. Consequently standards dealing with posture, enunciation, planning, and other essentials are set up. Necessary provision is made for practice.

5. Clear speech is necessary in conversation and in speaking to a group. The necessary basic rules are given, and ample drills in correct pronunciation and distinct enunciation are provided.

6. Because one of the values of choral

reading lies in the opportunity which it gives for developing good enunciation, a section of this activity is included.

7. Correct expression demands good sentences; the basic idea of completeness is therefore developed next. A generous supply of exercises follows.

8. Earlier teaching of courtesy is reviewed and the work is extended. Much of the teaching is based on dramatization.

9. Since the telephone is so much a part of our lives, considerable attention is given to review and extension of this phase.

10. Contractions are often used in everyday speech; a section dealing with them therefore follows.

It will be observed that the parts of the above unit follow one another in easy and natural sequence, and that adequate, systematic drill is inherent within the situation. As unit follows unit and grade follows grade, the opportunity for recurring drill on important items gradually develops that mastery which is all-important.

The expanding content of the language programme means that in senior grades the unit cannot include so many topics as that discussed above. However, while less inclusive, it embodies similar principles and itself leads logically to succeeding units.

Creative Language

Of recent years the word *creative* has enjoyed a considerable vogue in educational circles; unfortunately it has for some the suggestion of something different and apart, a field for the gifted, the initiated. In language teaching the term is often taken to apply exclusively to poetry and drama. Although these phases are dealt with later, for the purpose of this article, *creative* has a much broader meaning. A child may be thought of as writing creatively when he departs from the path of ordinary, prosaic expression through the lightening and brightening effects of imagination. A letter may become more interesting and effective, a description more vivid, a story more exciting and an explanation more exact through this added element. Creative expression should not be confined in a special compartment, but should rather permeate all language.

The creative element should at all levels be especially encouraged in vocabulary study. The traditional phases of such study—antonyms, synonyms, prefixes, suffixes—should not be overlooked, but the work should not end there. Pupils must be taught respect for words, for their exact meanings, for nicety of expression. Aptness may often be aided by a touch of imagination, as when a *big*, or *tall*, or *green* tree becomes a *friendly*, *gnarled* or *sentinel* tree.

There is a useful application in the teaching of grammar. Grammar, we all agree, was made for language, not language for grammar; but we often forget to apply the principle. The definition of a part of speech may be useful, but often it is not enlightening. When the definition grows out of the function of the word; when it is associated with search for an appreciation of the vivid, picturing word; when imagination adds to observation grammar is lifted out of the humdrum into its proper place. Words should be seen as living, growing entities, each with its special job, each cooperating in the work of expression.

Poetry and Drama Important

Every Canadian programme of studies makes reference to the place of poetry and drama in the teaching of language, and there is a growing recognition of the importance of these aspects. However, there is no doubt that some still regard them as non-essential and allow them to be pushed into the background by more "practical" considerations.

If teaching a child to write verse had no other justification, the added enjoyment and appreciation of poetry which the process brings would warrant the teaching. It is a recognized principle that when we try to create beauty we appreciate more fully the art of the master who has portrayed it. It is not to be expected that the effort to write poetry will produce great poets any more than the teaching of music will produce great masters or virtuosi; but it is to be expected that pleasure and profit will accrue in both cases.

It is beyond the limits of this article to make any extended reference to the



Imagination adds interest to word study.

methods to be employed in teaching a class to write verse; for these the teacher is referred to books on method or to recent pupil texts which suggest procedures. However, a few points follow:

1. Avoid having the child become a mere imitator; stress the creative side.
2. Take advantage of the love of rhythm which seems natural to the child. Let him discover the rhythms around him—in marching, in turning train wheels, in the ticking clock, in the beating waves. Then show that poetry repeats such rhythms. There is here a close link with the teaching of music.
3. Even very young children love to discover and make rhymes. Use this interest in the gradual development of the ability to rhyme, starting with simple exercises and proceeding to those making greater demands.
4. Make much of the poet's ability to paint a beautiful picture in a few words. Encourage the search for such pictures, and then seek to stimulate the class in the creation of pictures of their own. There are few better incentives to the search for the exact and vivid word.
5. Apply the ideas in (4) to beauty in sounds.
6. Beginning very simply, teach the writing of different verse forms. In the early stages, exercises may require only the supplying of missing words which satisfy the demands of rhyme and rhythm.

7. Appreciative and creative elements are highly personal; do not expect the pupil to see with your eyes, hear with your ears, create as you would create. Be sympathetic in criticism; many teachers destroy the creative impulse by failing to see promise and by a negative insistence on form.

8. The value of choral reading is so widely recognized that it seems unnecessary to do more than refer to its possibilities.

For many years dramatization has been used as an aid in teaching social studies, science, literature and other subjects. The value of this form of teaching needs no urging, but the greater the activity of the pupils the greater the value. There are available to teachers volumes of plays based on various subjects; there is merit in producing such a play, but there is greater merit where the pupils write the dialogue.

Drama a Class Project

Some classrooms show pleasing evidence that pupils can write and produce their own plays. The class work together, suggesting, revising, refining. The dialogue should be written on the blackboard, and changes made as decided on. Every detail should be checked for correctness. The teacher, of course, guides but she never dominates. Especially during early stages, the play should be short, and no attempt should be made at elaborate production. Costumes and properties, if any, should be simple; even where a more ambitious project is attempted, properties, costumes and sets should as far as possible be made by the class. Everyone should have a share in presenting the play. The cast should be chosen by teacher and pupils; usually more than one cast will be chosen.

There are many values in an activity of this kind, notably the following:

1. Where a play is based on a school subject, careful study of the subject is necessary.

2. There are frequent opportunities for correlation with music, art and manual activities.

3. There is a fine opportunity to teach clear speech and to develop poise.

4. Citizenship is developed through the sharing of a worthy enterprise.

Correction of Written Language

Results in written language depend in large measure on what happens to compositions after they are written. Most teachers recognize the value of careful correction; however, experimental studies make it doubtful that results are in proportion to time and energy spent. The following suggestions are offered:

1. Correction should be diagnostic and remedial. It is diagnostic not only of the pupil's achievement but also of the teacher's methods, and may suggest that revision is necessary. Correction is remedial only when it is the basis for subsequent corrective teaching.

2. A goodly proportion of errors is due to carelessness. The pupil must be critical of his own efforts, must learn the habit of revision and of checking for errors as a final step in writing. When correcting the compositions of older pupils, the teacher will quite often indicate that an error exists but will not specify it. We have probably encouraged pupils to think that the detection and correction of errors is the responsibility of the teacher only.

3. As also suggested earlier there is too much tendency to evaluate in terms of form and to overlook the importance of content.

4. The teacher should often use the proverbial ounce of prevention by giving brief drills on mechanics before the pupil begins to write.

5. Co-operative correction of compositions written on the blackboard aids in setting standards.

6. Praise bestowed with discrimination is valuable. The weak pupil whose work has improved is as much entitled to commendation as the bright child who writes well with little effort.

7. The effort spent on writing a few constructive, stimulative comments is well repaid; for example:

(a) I liked your beginning. Your sentence structure is improving. Were you careful in using capital letters?

(b) You used a number of exact describing words and vivid verbs. I found your title interesting. You can improve your writing still more.

The Winter Executive Meeting

★ *A rewording of the Code of Ethics considered*

★ *Change in Certification Dates sought*

★ *Deadline for completion of Board of Reference cases proposed*

The Winter Executive Meeting

THE B.C.T.F. Executive held its winter meeting in the Hotel Vancouver Board Room on December 19, 20 and 21. President Joe Phillipson presided with all Officers and Geographical Representatives present. The following items were among the business transacted.

Fall Conventions

In 1954 a committee chaired by Miss Hilda Cryderman and representative of all areas of the province studied the efficacy of fall conventions. In the hope of providing guidance to fall convention committees, Miss Cryderman's Committee has been asked to study fall convention programming. The committee was asked to consider the preparation of a handbook.

Article 15 of the Rules and Regulations of the Manual of School Law specifies that a school may be closed for no more than two days to permit the teacher to attend a teachers' convention held with the approval of the Department of Education. In recent years the practice has been to schedule the convention for a Friday and a Saturday where the convention is to be a two-day affair. Miss Cryderman's Committee was asked to survey the whole matter of scheduling fall conventions. Meanwhile for 1956 the Executive endorsed the plan of holding two-day conventions on Fridays and Saturdays with Thursdays being used for travel as required. Any fall convention committee wishing an extension beyond this arrangement will be asked to submit a written request with reasons to be placed before the Deputy Minister.

The Code of Ethics

At its October meeting the Executive received a suggested rewording of our Code of Ethics from the special committee named for this purpose. The rewording was adopted for presentation to the 1956 Annual General Meeting. This will appear in the booklet of Committee Reports to the

A.G.M. An explanatory article by one of the committee members will appear in a pre-Easter issue of *The B.C. Teacher*.

Vacancy List Service

For the past two summers the B.C.T.F. has operated a service to teachers and to school boards by issuing weekly bulletins of teaching vacancies. The cost has been borne by the B.C.T.F. The Executive recommended that in future this service be financed by a nominal contribution by all school boards using it and a \$1 subscription from those teachers concerned.

Change in Certification Dates

Some Geographical Representatives placed before the Executive resolutions asking that the Department of Education be requested to amend the dates on which changes in certification are recognized to provide for more immediate consideration. All Representatives reported that there was widespread dissatisfaction with the new regulations. (These appeared on page 45 of the September-October issue of *The B.C. Teacher*.)

C.T.F. Affairs

Our Executive recommended to the Canadian Teachers' Federation that plans for the 1956 conference include a seminar on some phases of education. The 1955 experiment with the seminar was a success in the opinion of our representatives—Miss Cryderman, Mr. Phillipson, Mr. Boyd and Mr. Ovans.

The Executive endorsed the establishment of a Canadian College of Teachers providing for the recognition of members and fellows on invitation of the governing council. The February issue of *The B.C. Teacher* will contain an article on the proposed college.

The executives of all provincial teachers' associations were asked to express an opinion on the desirability of a Canadian

Teachers' Federation magazine. Our Executive endorsed the publication of such a magazine provided that a thorough study indicates that all the accompanying factors of financing, advertising policy not in conflict with that of the provincial teachers' journals, etc., can be met.

To The Department of Education

The Executive was advised of a Board of Reference case which began last August and which, through various postponements, had not been concluded at the time of the Executive Meeting. (It was due to resume on December 29.) The Table Officers were instructed to approach the Department of Education to request that the section of the Public Schools Act dealing with Board of Reference cases be amended at the 1956 session of the Legislature to require that all such cases be completed by August 31.

Several Executive members were critical of the fact that on occasion the Department of Education institutes major changes or embarks upon important experiments without endeavouring to acquaint the teaching body with the reasons for such. A motion was passed instructing that the Minister of Education be requested to provide the maximum amount of information with regard to major changes and/or important experiments before such projects are undertaken.

It was reported that in 1955 some college students were employed in marking some of the matriculation examinations. The Executive instructed that the Department of Education be informed that we deplore the tendency to employ unqualified persons in the marking of departmental examinations and we urge the Department in future to employ only fully qualified subject teachers.

Salary Matters

The Salary Committee informed the Executive that it will prepare a new scale for consideration of the Annual General Meeting. In one of its motions the Executive went on record as being strongly opposed to merit rating in any form. In another it recommended to local associations that they examine carefully any salary payment above scale and protest to the

school board any which had not previously been agreed upon.

Professional Education

The Chairman of the B.C.T.F. Teacher Education Committee reported that in the new teacher education programme a block of ten lecture hours has been set aside for professional education.

The Executive endorsed a recommendation of the Professional Education Committee that we recommend to the College of Education that specially chosen and outstanding members of the profession be selected to present these lectures.

In-Service Education

Three recommendations of the Committee for Professional Growth were endorsed.

1. Since the best time for the initiation of an in-service training programme is in the fall, convention planning might well be in terms of in-service training for the year ahead.

2. Since many programmes tend to increase narrow specialization, there is a place for vertical planning in group work, provided there is follow-up activity for specific needs.

3. Since most in-service training programmes and problems must be centred in the local association, Geographical Representatives are asked to encourage the setting up of local committees (where none exist) or to ask the curriculum committees to assume this function.

Nominations for Executive Offices

The whole Executive, with the Past President as chairman, sits as the nominating committee. Nominations were:

For President—Ian D. Boyd, Principal of Lord Roberts Elementary School, Vancouver.

For First Vice-President—Mollie E. Cottingham, on leave of absence from John Oliver High School, Vancouver, to the Vancouver Normal School.

—Harold N. Parrott, Belmont High School, Sooke.

For Second Vice-President—W. Manson Toynbee, Principal of Gleneagles Elementary School, West Vancouver.

—William A. Wilander, Principal of Sexsmith Elementary School, Vancouver.

For Secretary-Treasurer—Mrs. Elsie Pain, King Edward High School, Vancouver.

—Jack R. Pitman, Burnaby North High School, Burnaby.

(Further nominations may be received from the floor of the convention.)

Other Matters

It was reported that the Powell River School Board and the Powell River Teachers' Association have entered into an agreement for an employer-employee medical services plan—the first in the province.

Dr. H. L. Campbell, Deputy Minister and Superintendent of Education; Dr. Arthur F. Corey, Executive Secretary, California Teachers' Association; and the Dean of the College of Education will be invited to give addresses at the Annual Convention.

A combined public relations-writers' session will replace the writers' course at the 1956 Summer Workshop at Naramata. Mr. Chuck Bayley, Supervisor of Publications of the Vancouver School Board will be invited to serve as consultant. Workshop discussion topics will be determined following the completion of a questionnaire by local association executives.

The Public Relations Committee was authorized to adjust the expenditures within its budget to finance a one-day meeting of all Public Relations Co-ordinators. The

meeting is planned for May and it is hoped that by then there will be a co-ordinator in each district council area.

The Geographical Representative for the Peace River was asked to visit Fort Nelson next September to assist with the organization of a local organization.

The Executive has struck a committee to assess and evaluate the current experiments in acceleration. The Department of Education will be requested to provide an opportunity to have our committee meet them before any programme of acceleration is introduced into the school system at large.

The Education Finance Committee was authorized to endeavour to revive the Joint Committee comprised of the Union of B.C. Municipalities, the B.C. School Trustees' Association, the B.C. Parent-Teacher Federation and ourselves to consider further statistics. We will seek the support of the other three groups in presenting material to the Minister of Education immediately after the next session of the Legislature.

Sitting as the Code of Ethics Committee, the Executive considered the case of a teacher who absented himself from teaching duties even though his school board refused his application for leave of absence. A severe reprimand was given with a warning of suspension or cancellation of membership if such an offence were to be repeated.

"The British Columbia Teachers' Federation!"

MARGARET L. J. RUTHERFORD

WHEN I first joined the teaching staff in Prince Rupert 28 years ago, as a matter of course I also joined the British Columbia Teachers' Federation, believing that it was the only right and proper thing to do. One couldn't be a professional without becoming a member of one's professional organization I thought! Judge my amazement then, when down at summer school a year later, I heard a group of teachers talking, and saying that "they didn't think they'd join the B.C.T.F. yet, anyway."

Now, the B.C.T.F. had been organized in 1919, and in 1929, when the incident I have just related occurred, the organization was still rather like a tree planted in shallow soil, withering under the blight of indifference on the part of those very people it was seeking to benefit. Membership then was voluntary, and it took years to obtain the necessary legislation to make membership in the B.C.T.F. automatic. In the years before the Second World War, half the teachers in the province could see neither wisdom nor advantage in becoming a member. I know, of course, that in the 1930's many people lost faith in many things, but fortunately for us here tonight, there were still men and women who never lost faith in the B.C.T.F. I well remember with what pride our local geographic representative went down to the executive meetings in December of one year, with the message that Prince Rupert had at last a one hundred per cent voluntary membership. That representative was Mr. J. S. Wilson, whom we are glad to see with us here tonight.

During those years of difficulty, there

were many other devoted men and women, all workers too, to whom we owe an eternal debt of gratitude for it was under their guidance that we who are here tonight are able to enjoy so many benefits and services, which are coming to be taken more or less for granted, by some who, perhaps, do not know about the years of hard work and loyal devotion that went into the organization of these benefits.

Particularly was this true of the Pensions Scheme. I remember how, after we had been paying into it for a few years, there came to us the news that the Superannuation Fund was not "actuarially sound." What a flutter of anxiety that caused! At least half of us hadn't the least idea what the term meant, teachers being not too well educated in financial affairs! We all thought that the few meagre savings we had built up in the Fund were all gone. We didn't know where either. But we were determined to find out, so the next Special Meeting of our local association showed a one hundred per cent attendance! I am sure the same kind of thing happened all over the province wherever there was a local association. After the term had been explained, the green light was given to the central executive, more work and study went into the forming of a new and better scheme, and pensions were at last properly safeguarded.

Mrs. Rutherford's toast to the Federation was given at the banquet held in conjunction with the Fall Convention held in Prince Rupert in the latter part of November.

Another benefit of those first years of struggle was the Board of Reference, to whom teachers could appeal against unfair dismissal, which was common enough in the province during the twenties and thirties. Provision for sick pay allowance, and the power of arbitration in salary disputes were also fruits of these years of voluntary membership.

Now this reminiscent flavour is due to the fact that I was absent from teaching for a few years, and when I returned in September, 1954, I found quite a lot of changes. For one thing, the official whose name I remember more than that of any other in connection with the B.C.T.F. is no longer with us. I mean, of course, Mr. Harry Charlesworth who, as our general secretary for twenty-five years, laboured on our behalf with a rare combination of practical idealism and wisdom. He seemed to have not only a clear vision of the goal towards which we were—and are still, I believe—travelling; he also possessed a deep knowledge of human nature and the wisdom to advise and even urge, holding back on any issue, if he felt the time inopportune.

Time Brings Changes

Another change I found is that the B.C.T.F. has grown enormously—the membership must be at least three, if not four, times greater than in the years before the war; but over the years I have also learned that, in spite of the gibes that are sometimes levelled against us, we teachers do have quite a lot of common-sense, and we always manage to obtain as our leaders men and women of outstanding merit and integrity, men and women who are just as devoted and as earnest as any of our former leaders, just as worthy of our loyalty, and as capable of guiding the B.C.T.F. towards even greater accomplishment and prestige.

Prestige. It is well worth thinking about. For not only have material benefits for its own members been sought by the B.C.T.F., but the whole community has never been forgotten while seeking those rights. In this connection I wish to quote from the 1954-1955 handbook. You no doubt have read it, but it deserves this emphasis:

"While acting as guardian of teachers' rights and welfare, it (B.C.T.F.) has gained a position of dignity and respect in the community due to the unceasing efforts of its members to improve educational standards in British Columbia . . . Down through the years, the history of the Federation shows a long list of accomplishments which have made an invaluable contribution to public education in the province, both from a pedagogical and professional viewpoint . . . Many of these accomplishments could only be brought about through the Department of Education and the Legislature. Both the Department and the Legislature, however, have at all times shown a willingness to co-operate with the Federation in any practical proposals which would lead to the improvement of our educational system. The outstanding position of public education today, is in no small measure due to this close co-operation between the agencies concerned," i.e. the Legislature, the Department of Education, and the British Columbia Teachers' Federation.

So, ladies and gentlemen, it is a privilege, an honour, and an opportunity to belong to this Federation of ours and I give you the toast: To the British Columbia Teachers' Federation, keeping faith with our pioneers, and, with our present and future leaders, marching forward always.



"... And tell your father he's still pretty weak in arithmetic!"

THE B. C. TEACHER

Teacher Training Programme Revised

AN historic step in the development of teacher education in British Columbia will be taken in September, 1956, with the opening of a College of Education at the University of British Columbia.

Over the past two years the reorganization of teacher education has been under study by a joint committee of the University and the Provincial Department of Education. Legislation was passed at the 1955 session of the Provincial Legislature placing the education of all teachers, both elementary and secondary, under the authority of a College of Education of the University.

Under the new programme, all teacher training will be given under the direction of the University of British Columbia and certain parts of the programme will also be given at Victoria College. All courses in education will carry credit towards a degree in education. With the completion of the 1955-56 term, the Provincial Normal Schools will come within the University or Victoria College.

Until a new building for the College is erected on the University campus, temporary accommodation will be arranged at the University and the former Normal School building at Tenth Avenue and Cambie Street will also continue to be used during the first years of operation of the College.

The College of Education will offer the programmes outlined below leading to the degree of Bachelor of Education. Upon successful completion of any of the following programmes, candidates will be recommended to the Department of Education for the award of the appropriate certificate.

Through the Faculty of Graduate Studies, the University will continue to offer a Master of Arts degree in the field of Education and it is anticipated that a Master of Education degree will be established. Experience with the operation of the programme will probably make modifications necessary at a later date.

Revised Elementary Programme

Four alternative programmes for the education of elementary teachers will be offered by the College of Education:

(1) A minimum four-year programme in the field of teaching in the Elementary school leading to the Bachelor of Education degree.

(2) A two-year intramural programme for high school graduates with University entrance. At the conclusion of this two-year period successful candidates would have completed the course requirements for the Interim Elementary Basic Teaching Certificate and have earned two years' credit toward a degree in education.

(3) A one-year programme of teacher training for those entering with Grade 13 or first year University. Successful completion of this year will constitute the course requirements for the Interim Basic Teaching Certificate as well as the second year of credit toward a degree in education.

(4) Because of the present demand for teachers and the necessity of a transitional period in progressing to a higher standard of teacher education and certification, it is recognized as necessary for the present to retain an emergency one-year course for a group of students who have only University entrance standing. This group will be selected on the basis of their aca-

demarc record in High School. On satisfactory completion of this year of training these students would receive an Elementary Conditional Certificate valid for four years during which time they must complete by Summer Session or intra-murally the remaining courses of the two-year basic programme for elementary school teacher training.

Programmes (2), (3) and (4) as listed above plus the first two years of the four-year programme (1) will be offered at Victoria College.

New Secondary School Programme

Three programmes will be offered for the education of secondary school teachers:

(1) A five-year programme of arts and science courses combined with professional courses in education including observation and practice teaching. Successful completion will fulfill course requirements for a Secondary Basic Teaching Certificate and the Bachelor of Education degree in secondary education.

(2) An elementary teacher with two years credit toward the education degree may, intra-murally or by summer sessions, complete a further three years of training for the Secondary Basic Teaching Certificate and the Bachelor of Education degree in secondary education, provided the student has the necessary prerequisites.

(3) The graduate with a Bachelor of Arts or other degree from a faculty other than education, may, by taking a special one-year teacher training programme in the College of Education, qualify for the Secondary Basic Teaching Certificate, provided he has the proper prerequisites. Following the completion of this further work, the student may take additional courses leading to the Bachelor of Education degree or proceed to a Master's degree in education.

The first two years of the five-year Bachelor of Education degree programme will be offered at Victoria College.

—Reprinted from *U.B.C. Reports*.

The Canadian Teachers' Federation Serves You

THE national organization with which we are affiliated performs the following services:

1. It is the voice of Canadian teachers, nationally and internationally.

2. It serves as a medium for exchange of ideas relative to professional growth. Through annual conferences, directors' meetings and committee meetings, the experiences and advice of all provincial organizations affiliated with the C.T.F. are at the service of any affiliate with a professional problem.

3. It operates an information service gathering data on many aspects of the

work and welfare of its members, and disseminating such information in bulletins for general distribution, in special reports to the provincial teachers' organizations, and in answers to individual queries.

4. It operates a Research Department which alone and with other interested parties conducts educational research. In this connection great advances have been made in the first year of operations under a full-time Director. Valuable contacts have been made across Canada and in other countries. The splendid co-operation of the Dominion Bureau of Statistics, the Provincial Departments of Education and

the Provincial Teachers' Organizations, augurs well for future development.

5. It maintains a liaison between teachers and the Federal Government. In the past year the C.T.F. has had dealings on behalf of teachers with the following departments: External Affairs, Finance, National Revenue, Health and Welfare, Labour, Trade and Commerce, Citizenship and Immigration, Civil Service Commission, National Defence, National Library, Prime Minister's office and the Secretary of State Department.

6. It represents Canadian teachers on advisory bodies in connection with the National Film Board and the Canadian Broadcasting Corporation.

7. Its representatives serve on behalf of Canadian teachers on the Executive of the Dominion Fire Institute Association, the Canadian Nutrition Council, the National Film Institute, the Board of Directors of the Canadian Citizenship Council and the Joint Planning Commission of the Canadian Association for Adult Education.

8. It co-operates closely with other national organizations interested in education and, in particular, it was associated with the Canadian Education Association in the C.E.A.-Kellogg Project on Educational Leadership and with the Canadian School Trustees' Association in its School Finance Research Project.

9. It has conducted a nation-wide survey on Radio in Canadian schools and will present a comprehensive report shortly.

10. The Secretary-Treasurer and the Research Director, on request, serve as consultants and advise provincial organizations on special problems. Considerable assistance was given to the Nova Scotia Teachers' Union and to the Newfoundland Teachers' Association in the preparation of briefs to be presented to a Royal Commission and to the Provincial Government, respectively. Assistance was also rendered in connection with a Commission on Education Finance in New Brunswick.

11. It takes a stand publicly on issues of concern to teachers and, through the national press bureaus and radio newscasts,

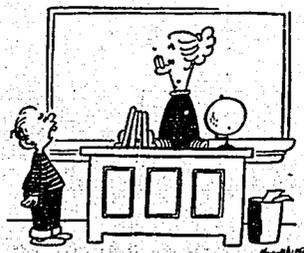
it brings before the public the attitude of teachers on matters that are deemed to have an adverse affect on education in Canada. This has been particularly true in issues related to qualifications of teachers, teachers' rights and educational finance.

12. It plays a leading part, in association with twelve other national organizations, in the planning, promotion and operation annually of Canadian Education Week.

13. It is well aware of the importance of protective aspects of teachers' organizations and through certain established procedures the national body can and does move quickly to give needed support when a provincial organization requests it. Some instances such as the Jasper Place case in the past year have had to do with salary disputes; others, in previous years, were related to citizenship rights of teachers and financial assistance for establishing a provincial organization on a sound basis.

14. The C.T.F. is ever aware of the importance of good public relations and takes advantage of every opportunity to enhance the prestige of the teaching profession.

15. Your national organization is currently examining teacher education, certification, ethical standards of teachers, education finance, audio-visual teaching aids, various aspects of teachers' salaries, salary schedules and collective bargaining, pensions, sabbatical leave, teacher retention and the responsibilities of teachers as professional people.



"Just remember, I control two votes in the P.T.A."
Reprinted from THIS WEEK
MAGAZINE

This I Believe

JOHN C. DOTSON

TEACHING is the most important profession in America today. Three months before I graduated from college I decided to be a teacher. I have never regretted it since that moment. I am proud of all of you who are now teachers or who are studying to be teachers. A million of your colleagues are in the classrooms of America today teaching children, youth, adolescents and others. You and your colleagues have great responsibility for the present and for the future of America. The full acceptance of this responsibility will bring much pleasure, some happiness and possibly sometimes smiles through tears. You will want to be as highly qualified as possible to accept this responsibility.

Teachers are people. They have the same happinesses, suffering—pleasures, desires, pains, and needs as anyone else. They want to live a normal life, be important, be accepted, love and be loved, feel secure and achieve success. But teachers, like all people are also different. Some are tall, some short, some beautiful or handsome, some not so much. Yet a charming personality, a philosophy of life that is cheerful may and can offset any lack that a teacher may have in these areas.

Teachers have some special attributes. They are scholarly. Their profession de-

mands this. A teacher dare not face a class without the information, knowledges, and skills which he needs to give each individual guidance as he learns. He knows the world in which he lives, its problems, its successes, its struggle to build a greater world of freedom and restraint. He knows the humanities, the great literature, art, music, and the languages of other people. He knows the social sciences, the history of people as they have sought a better life, their successes, their failures, their hopes and their dreams. He knows the sciences, basic and applied. He knows how man has studied nature to make it carry his burdens and provide for him a more comfortable life with more leisure to be used in cultural development.

As a scholar he loves to share what he knows with other people. He enjoys leadership with humility seeking to help all people live happier, more useful lives. He loves children and understands them. He knows the scientific facts about human growth and development and knows how to apply these facts in the education of people. In his preparation to be a teacher he spends many hours with children and adolescents because he loves them and because he wants to understand them better.

Every prospective teacher builds intellectual strength. He also builds a strong body. A great asset to intellectual energy, intellectual honesty, and intellectual enthusiasm is a healthy, well-adjusted mind and a sound body. Young in body or at least young in mind and young in heart are great assets in a suitable learning environment for children.

The author of this article is Dean of the College of Education, University of Georgia. He has used here the well-established technique of Edward R. Murrow. The article is reprinted from the March, 1955 issue of *Georgia Education Journal*.

The teacher seeks companionship that contributes to the good life. He wants to be sought after but he must also seek others, else how do people get together. He believes in the essential goodness of people. He recognizes the character strengths in others and tries to help other people and himself build on these strengths. He joins carefully selected organizations and clubs, attends the meetings, accepts leadership when such seems appropriate. Essential citizenship is a basic element in his philosophy of life. Thus he believes, thus he acts, thus he lives.

Tape Recordings

Continued from page 188

Unless one knows the recipients of the recording, it is very difficult to be certain of giving them material that will interest them. Several hours were spent in thinking up items to include and in making scripts for them; and it is galling to think that some or all of them will sound flat at the other end. Having made one recording and having heard another, we had the thought that recordings should be based on questions or demands for specific information made by the future recipients. The opinion also was formed that the less varied the programme, the easier and quicker it would be to record.

Final difficulties to be solved are: How and to whom the recording should be played?; what period is to be "sacrificed"?; how can the greatest benefit be obtained?; and how should the "scoffers" be prevented from hearing the programme? If the plan of demanding specific information be followed, a number of these difficulties do not arise. The period to be "sacrificed" would be that of the subject with which the recording dealt. The questions and answers could be guided and edited by the teacher concerned.

Such is the statement of the operation. I hope it is of interest to others and I hope people will be kind enough to comment.

JANUARY, 1956

Standard School Broadcast Schedule



Music- Voice of the Universe

SPRING PROGRAM

"The Music of Nature"

MUSIC OF THE UNIVERSE	
The Planets	Feb. 7
MELODIES OF EARTH	
Sun, Moon and Stars.....	Feb. 14
Seas, Lakes and Rivers.....	Feb. 21
Mountains, Plains and Valleys.....	Feb. 28
RHYTHMS OF TIME AND TIDE	
Day and Night	March 6
Months and Years.....	March 13
Seasons and Weather.....	March 20
HARMONIES OF LIFE	
Plant Life	March 27
Insect Life	April 10
Marine Life	April 17
Bird Life	April 24
Animal Life	May 1
VOICE OF THE UNIVERSE	
Music of the Spirit of Man.....	May 8

WELCOME TO STANDARD SCHOOL BROADCASTS

The Standard School Broadcast course in music enjoyment will be broadcast this year over CBU Vancouver from 9:30 to 10:00 a.m. on the dates shown above especially for schools and homes in B.C., and is endorsed by the B.C. Dept. of Education through its Division of School Radio Broadcasts.

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Effective Use Of Study Halls

K. F. ALEXANDER

GRADUATION from secondary schools in British Columbia requires a minimum total of 120 credits earned in the four years from Grade IX to Grade XII. Since most high schools are organized on the basis of a 35-period week, the average student may earn that total with a minimum of 30 periods a week and reserve five periods a week for "study classes."

In the modern consolidated high school where a high percentage of rural students leave home early in the morning and return home at 5:00 p.m. or later, these "study periods" serve a valuable purpose in enabling students to lessen the amount of home study time and in enabling them to do some of their home study under guidance and on a regular schedule. In this way these young people have an opportunity to do their home "chores" and perhaps have time for some recreation or for private study of such arts as playing musical instruments and dancing.

In addition, such a system should help to balance progress between students of different abilities. Those who work quickly and have the ability to grasp easily are encouraged to earn more than the minimum 30 credits per year and thus have fewer study periods, and in the final analysis they should have a better education than the slower pupil. Again, those who choose a higher percentage of skill subjects requiring less homework could, in most cases, earn more than the 30 credits.

Mr. Alexander was principal of Mission Jr.-Sr. High School until his appointment as Inspector of Schools in the summer of 1955.

It would seem logical then that study periods should be sought by students, particularly by those who have difficulty in keeping up with the class. In my experience, however, this is not what happens. Study periods are in ill-repute among students in general. Most students attempt to avoid them like the plague, and the only method of doing so is to take a full programme regardless of ability or choice of subject.

In view of these considerations, I attempted to make a study of the problem and started by investigating reasons advanced by the student himself. The chief argument appeared to be that the general atmosphere of the study hall was not conducive to good study habits. The second argument expressed was that by taking extra credits the student provides a cushion in case of failure in a subject. To me this does not make sense since if a student is likely to fail in any subject then taking an extra subject would increase the chances of that failure. It would appear that because they did not know how to study in study periods, students were choosing one more subject which they did not know how to study either. Obviously this solution does little except aggravate the problem.

It is common knowledge that study halls are in ill-repute among teachers as well as students, but the former look at the problem from the standpoint of supervision. They will tell you quite frankly that they would rather teach than supervise study halls. Now this preference may be the root of the trouble in the schools and deserves a closer scrutiny. Let us see how teachers are chosen for this job. The method used in many cases is as follows. Administrators, in

organizing their schools, attempt to give teachers a load of 30 to 32 or 33 teaching periods a week, set up their time-table accordingly, and then allot study supervisions to whatever teachers are available. In other words, study supervisors are chosen from what is left over after everything else is taken into consideration. Principals then have the practically impossible job of attempting to set up one standard for study halls when perhaps 10, 20, or 30 teachers supervise, and to make matters worse the great majority of these supervisors are not interested in this phase of their work and even dislike it intensely.

The experiment being attempted in my present school is based on an article in an issue of *The Clearing House* which described an experiment in a Spokane, Washington, school where one teacher was in charge of the study hall for the whole week. I recommend this article to any administrator who has a similar problem. However, since it was impossible in his school to allot the work to one teacher, the first step was an attempt to decrease the number of supervisors.

Counsellors Supervise

After considering the problem carefully, it was decided to use counsellors and the principal. The reasons for using counsellors are fairly obvious. Of all the teachers on a staff they are probably the ones most interested in the general welfare of students, interested in their progress in all subjects, interested in them personally, and interested in seeing that they acquire good study habits. In addition they, by their very nature, should be respected by all students. Counsellors probably have a better knowledge of the whole course structure than classroom teachers; they should have a broader outlook and have a clearer idea about the proportion of study time that should be devoted to different subjects. In the course of a year, they come in contact with more students than any other teacher; and even if they do not know all the students in the study hall, they are much more likely to be interested in becoming acquainted with them. Many of these points apply equally as well to the principal. There is a further advantage to the

principal. By teaching only one class of 35 students five times a week, a principal gets to know a very small percentage of students, whereas by supervising five study halls with 50 students in each he could in a year become well acquainted with about 250. Then to this is added the supervision value in walking about the study hall examining note-books. Here is an excellent opportunity for a principal to find out what is being taught in his school and how.

Planning the Experiment

The first step in putting this programme into effect was to hold a conference in order to decide on objectives and standards. It was decided immediately that good study habits would be the main objective. In order to aim towards this end it was felt that supervisors should have the right to talk to study classes on topics such as "how to study various subjects," "how much reading and how much written work should be done in study periods," and other similar problems. Perhaps ten minutes of each period could be used for this purpose. Conclusions arrived at were as follows:—

1. Supervisors were to *supervise*. They should be walking about the room most of the period and should not leave the room during the period.
2. Talking would be permitted provided the supervisor is satisfied no other students are being disturbed. Working in pairs would be treated in the same way.
3. Supervisors should avoid disturbing the whole class when speaking to individual students.
4. Students in the study hall are there to study and are not to be taken out for jobs about the school any more than they are taken out of other regular classes.
5. Students should have sufficient work to keep them busy the whole period and they should work on at least two subjects during the period, one of which should involve written work.
6. Supervisors should have a conference about once a month to consolidate ideas and revise standards.

Continued on page 213

Education and Child Development

W. D. WALL

International Institute studies the manner in which the educational system relates itself to the needs of the child and the community.

IN many parts of the world, governments are attempting to extend and improve their systems of compulsory education by introducing ideas, methods and types of school organization which have been successful elsewhere. Hitherto this has been carried on largely by a process of trial and error persisting through many failures and false starts until the innovation is either naturalized or abandoned.

Many of the difficulties experienced spring from an imperfect appreciation of the fact that a good educational system, in all but its most superficial aspects, reflects the culture which gave rise to it. It is embedded in a whole scheme of values, social expectations, traditions and folk ways on which it acts as an ameliorating and as a conserving force. The attempt to transplant educational ideas, techniques, or methods from one culture to another may well rupture this relationship. Sometimes the result is a partial or complete failure; sometimes, the educational system implants values and modes of behaviour alien to the new culture and which may lead to a loss of what was good without substituting anything better. The improvement of national systems of education is essentially a matter of "grass-roots"—of developing, with outside help if necessary, methods, techniques

and values which foster and preserve what is good in the culture.

A second important consideration is that educational method, more or less roughly, reflects our knowledge of the needs and development of children. Many practices accepted by educators are, however, more hallowed by tradition than sanctioned by science. This uncritical acceptance of even apparently successful practice may be unwise. The best current educational methodology is based on our increasing knowledge of the psychological development of children. But the theories of child development evolved by psychologists from their studies of children in Europe and North America may not be directly applicable in other cultures, very different in their ways of child rearing and in their entire psychological atmosphere. It follows, therefore, that not merely must educational method be adapted to the culture concerned, but side by side with this should go a systematic revalidation of our knowledge of child development as the very basis upon which sound schooling will be built.

It was with these considerations in mind and as a contribution to the solution of one of the more urgent problems in the extension and improvement of education,

that Unesco undertook to aid in the founding of an International Institute. It was intended that this Institute should undertake basic research in child development, experiment with the practical applications of psychology to the problems of developing educational systems, and undertake training at a high level of men and women who would act as consultants to their own governments.

Thailand Is Host

The Government of Thailand agreed to act as host for and largely to finance the project. In 1953 Professor William Line, Professor of Psychology, University of Toronto, Canada, was appointed as the Unesco consultant. During a survey visit in 1953 to Thailand, he determined, in association with the Ministry of Education, the authorities of the University of Chulalongkorn and the Teacher Training College of Pasarnmitre, the main practical details of the Institute, and chose the first six staff members. These six people, three men and three women, all distinguished educators from the universities, training colleges and schools of Thailand, have spent the 1953-54 University session studying in the University of Toronto and in further preparation for the opening of the Institute in 1954-55.

The main lines of the initial research programme of the Institute have been planned. Broadly it will be concerned with the needs and growth patterns of Thai children; it will examine the manner in which the educational system relates itself to these needs and thence to the needs of the community. Initially this will be done through a close study of an experimental school population by sociometric techniques, but it will involve also the determination of ways in which the educability of individual children can be measured. As far as possible these inter-related projects will attempt to determine techniques and measures that can be translated into other Asian cultures and eventually to all. A further important project is that of a long-term developmental study of personality growth in their children and adolescents.

As soon as this research programme has got beyond the pilot stage, it is proposed to bring it into relation with comparative studies in other cultures (e.g. Canada, Britain, Switzerland, India) in the hope of delineating scientific universals in the field of child development and education. This cross-cultural aspect of the Institute research programme may eventually prove to be one of its most valuable aspects.

Side by side with research, the Institute will undertake training. Beginning in 1955 with the training of a limited number of Thai nationals, it will accept fellows in 1956 from the other countries of the Asian region. The training given will be at a post-graduate level and will involve the students in active participation in the Institute's work, thus providing each year some fifteen to twenty educators and psychologists with the background and skills necessary to carry on in their own countries the delicate task of assimilating educational ideas to the culture which wishes to make use of them. It is hoped too that the Institute will provide the field base for workers who wish to undertake comparative studies of child development and educational growth.

Throughout the early critical years of what is the first centre of its kind in the world, Unesco intends to continue to provide the services of a research consultant. The policy and development of the Institute will be in the hands of the Thai Director and his staff; outside help will take the form mainly of technical advice on the development of the research and training programme, and of co-operative projects between the Bangkok and other centres in the west.

Dr. W. D. Wall, specialist in educational psychology and child development, explains the background to the International Institute of Child Study. The Institute was opened in 1954, with the help of the Government of Thailand, after studies had shown the need to stimulate fundamental research in child study and the training of specialists. Dr. Wall serves with the Department of Education, UNESCO.

For Vancouver Teachers

A Full-Coverage Medical Plan

THE Vancouver School Teachers' Medical Services Association adopted as of May 1st, 1955, a Full-Coverage Medical Plan.

In British Columbia industry where the full-coverage plan operates, the employer pays a minimum of fifty per cent of the yearly medical fee for the employee, and the other half is paid by payroll deduction.

Vancouver teachers, while awaiting future negotiations between Vancouver School Board and the Vancouver Teachers' Associations, assumed the total cost of the increased fees necessary to operate a Full-Coverage Plan. Eight months experience indicates the plan is operating successfully.

The number of "drop-outs" from membership has been no more than normal. One hundred and fifty-four (154) teachers, not previously members, have joined since May 1st, 1955. A number of teachers (10) who had dropped membership prior to May 1st, 1955, have rejoined. The total membership is now over twelve hundred. The financial position has improved over that of one year ago and is presently such as to give reasonable assurance of a favourable report at the end of the fiscal year, April 30th, 1956.

These suggestions are offered our members:

(a) Keep fees paid in advance to avoid loss of coverage through becoming delinquent. A series of post-dated cheques is a wise precaution.

(b) Where the illness permits, make use of office visits to the doctor, rather than house visits by the doctor. House visits double the cost.

We are informed that the School Teachers' Association in Powell River has already been successful in negotiations for

School Board contribution to the cost of teachers' medical coverage. Such employer contribution and payroll deduction is scheduled to become effective February 1st, 1956.

No Vancouver teacher should consider awaiting the future successful completion of similar negotiations before joining the V.S.T.M.S.A. An unexpired working agreement may delay such employer contribution for another year and in the meantime the teacher has no assurance that disease germs will postpone their attack until the completion of negotiations with the School Board. One short illness (without operation) may cost much more than a year's membership fee. The V.S.T.M.S.A. membership is a provident investment for the protection it affords against possible worrisome medical costs. If illness does occur, this freedom from worry about doctor bills has very real therapeutic value.

No medical plan operating in British Columbia offers better or more extensive medical-costs-protection at so low a fee-scale structure.

The V.S.T.M.S.A. is owned, operated and controlled by and for Vancouver teachers. It is approved by the Canadian Medical Association, B.C. Division. Doctor payments average over five thousand dollars per month.

Illness coverage begins with the date of acceptance of application for membership.

Add to your New Year resolutions an application for (or careful maintenance of) membership in the Vancouver School Teachers' Medical Services Association.

For information or application forms call Cedar 8812 Monday through Friday, or write V.S.T.M.S.A., 1644 West Broadway, Vancouver 9, B.C.

for Your information

English Section

SIXTY-SIX teachers of English throughout the province replied to the questionnaire on memorization on the English 40 Literature examination.

Such response, widely distributed from Prince Rupert to McBride and from Natal and Waldo to Oliver, Ucluelet and Victoria, is most gratifying. The Chairman pro-tem was greatly cheered by the promptness as well as the generosity of the replies.

The tabulated results and the papers are now in the hands of the Department of Education.

The new chairman of the English Section is A. Murdo McDonald, of Lester Pearson High School, New Westminster. Mr. McDonald plans to call a section meeting early in the new year.

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Dennis Nickerson
Lesson Aids Secty.

First, there are two Mathematics Aids for Grades 7 and 8. Their numbers are 156 and 157. They make excellent seatwork as review or drill on fractions, areas, percent, electricity costs, and others. 12c and 18c.

Second, there is No. 187 which is the Dean Practice set for Commercial 34. This may be an early reminder but it is a most practical Lesson Aid for the students. Cost—only 25c and extra sheets available.

Third, there are several Lesson Aids on Canada. Routes of early explorers—No. 203 at 6c, 4 half-page routes. West Coast Indians, No. 69 and No. 85 at 12c each.

Fourth, there is a rate of discount on quantities. This discount is as much as 50 per cent on 20 or more of one number!

Fifth, extra copies of any page are available at Map rates. Map rates are: 1 cent each or 40 for 30 cents.

Sixth, a gentle admonition. Dear patrons, please include not only the order but also your name and address. By the way, Lesson Aids does not send orders C.O.D. Cheques or Money Orders should be made out to the B.C.T.F.

Write to LESSON AIDS, 1644 West Broadway, Vancouver 9, B.C.

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on Your behalf

AS is usual in any month, quite a number of committee meetings were held in December. These devoted their attention to such varied issues as property management, salaries, the Workshop, the Convention, finance, education finance, public relations and professional growth. Members of the committees come from many parts of the province and each meeting is attended by a member of the Office Staff.

November 28

Mr. Stan Evans, Assistant General Secretary, accompanied a teacher-delegation to a meeting with the School Board in Courtenay to discuss a possible ethics case.

November 30

Mr. Ian Boyd, First Vice-President, and Mr. C. D. Ovans, General Secretary, attended the sittings of the Royal Commission on Canada's Economic Prospects to present the B.C.T.F. brief.

During November, also, two members of the B.C.T.F. attended meetings in Ontario. Mr. Stan Trueman, a member of the Curriculum Committee, attended the conference of the Ontario Association for Curriculum Development in Toronto, and Mr. J. H. Sutherland, Chairman of the Education Finance Committee, was in Ottawa to attend a meeting of the C.T.F. Education Finance Committee of which he is a member.

December 1

A meeting of the Public Education Information Committee was attended by Miss Eileen Burke, Miss Kathleen Elliott and Mr. Evans.

On the same day, Mr. Ovans attended a meeting of the West Vancouver Teachers' Association.

There was a meeting of the Curriculum Advisory Board in Victoria on this day also. Miss Hilda Cryderman, Junior Past President, represents the Federation on this committee.

December 2

Mr. W. V. Allester, Chairman of the Plan-



Miss M. E. Cottingham,
Second Vice-President

ning Committee, and Mr. Ovans were in Victoria to attend a meeting of the C.E.A.-Kellogg Project Committee.

December 5

Mr. J. Phillipson, President, and Mr. J. A. Spragge, Executive Assistant, held discussions in Victoria with the Deputy Minister of Education and the Registrar of Companies concerning technical procedures related to amendments to the Constitution and By-laws of the Federation. On the same day, both Mr. Phillipson and Mr. Spragge attended sessions of the Board of Reference which is hearing an appeal.

December 6

Mr. Phillipson remained in Victoria to attend continued sessions of the Board of Reference.

Mr. Evans spoke to the student body at Victoria Normal School on Federation services.

December 7

Mr. Phillipson was in Coquitlam for a meeting of the Teachers' Association and

attended a meeting of the Public Relations Committee in the Federation Offices.

Miss Cryderman was in the chair at a meeting of the committee which is considering the development of a Canadian College of Teachers. The meeting was held in Vancouver.

Mr. Boyd attended a meeting at the University of British Columbia of the Advisory Board of the 9th High School Conference.

December 7 and 8

Further sessions of the Board of Reference called Mr. Spragge to Victoria on both these days.

December 8

The Squamish Teachers' Association meeting was attended by Mr. Evans.

December 10

Nanaimo was the location of a meeting of Vancouver Island salary committee chairmen at which Mr. Spragge was present.

December 17

Mr. Phillipson was in Vancouver to

attend a meeting of the Committee on Professional Growth through In-service Training.

December 19, 20 and 21

The Christmas meeting of the Federation Executive was held in the Board Room of the Hotel Vancouver. Table Officers, Geographical Representatives and Office staff attended the sessions. A number of committee chairmen presented reports on the work of their committees during the period since the last meeting of the Executive.

December 28

Mr. Phillipson and Mr. Ovans were in Victoria to attend a meeting at which the British Columbia School Trustees' Association presented a brief to the government.

December 29

The Table Officers of the Federation and the Table Officers of the School Trustees' Association met to discuss matters of mutual concern.

Mr. Spragge again was in Victoria to attend sessions of the Board of Reference.

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ESTHER G. HARROP, Book Review Editor

THE ARTS

The Patriots, by E. W. Cross. Drama, 3 Acts. Royalty: \$25.00.

The play describes itself, "a Canadian historical play in three acts." Historical it is but its dramatic qualities are not always so apparent, although it has some striking and memorable scenes. The action centres around the political career of Robert Baldwin, in 1841 appointed Solicitor-General of Upper Canada, and deals with the Rebellion of 1837 and the following events. Historical events and fictitious but possible occurrences are credibly blended, as are real and imaginary characters. Many types of character and classes of society are included. The scenes provide interesting variety. The entire play aims at and succeeds in bringing to life a particular era in Canadian history. Some fictitious characters are drawn realistically and humourously. In other respects the play might be improved. Many characters fail to be anything but puppets. Actually the play could have been made into two, for the action is too protracted and moves too slowly. Considered as a pageant rather than a drama, its good points could be better appreciated and its weaknesses less disappointing.—A. Rowe.

The Open Stage, by Richard Southern. British Book Service (Canada) Ltd., Toronto, 1953. \$2.75.

The idea for this book comes from four lectures which the author gave in the Department of Drama at the University of Bristol. The open stage which he discusses and describes is the platform stage of early times, and its first name was the "Booth Stage" such as was used in Elizabethan fairs. The author says that the stage is the important part in any drama—more so than the theatre building, scenery or background, and his specialty in study has been the Elizabethan stage. The text is illustrated by 14 diagrams in what appear to be pen and ink, which add considerably to the interpretation. The book is, however, not one for the casual reader. Rather it is for the serious student of drama, and to him for essay material it will be excellent.—E. G. H.

Going to a Concert, by Lionel Salter. Phoenix House Ltd., London, Eng., 1951. No price named.

The author, who is on the music staff of B.B.C., has gathered together some excellent material on what takes place in a Concert Hall—the orchestra, conductor, programme notes, voices of the singers, and the composers. Lastly there is a section on how to listen intelligently. The language is simple, and the style good. Music teachers will like this little book.—E. G. H.

EDUCATION

Restoration of Learning, by Arthur Bestor. McClelland & Stewart, Toronto, 1955. \$6.75.

Restoration of Learning, 1955, follows in part the text of the author's former book *Educational Wastelands*, 1953. Much that the author has borrowed from his first book has been recast and mingled with new matter. Since the publication of the earlier book, Mr. Bestor says he has been encouraged by the discovery that many teachers, administrators and professors of education are as disturbed as he was and still is about the inadequate training which our normal students receive in training schools, and about the seemingly steady growth of anti-intellectual tendencies of the programme known as "life-adjustment" education. Moreover he has received proof by letters that the "class-room teachers of the nation are not willing parties to the debasement of educational standards."

The book is divided into four sections: I. Purpose of education, II. Aimlessness in education, III. Roads to educational reform, and IV. Enlightenment and reform.

Part I claims that no criticism is intended of educators who believe that the school is a place of thorough and disciplined training and disapproves of schemes for cutting school appropriations so as to "limit educational opportunity or impair the quality of instruction." The author lashes out at "life-adjustment" and trivia-packed programmes; at the lack of emphasis given to the "indispensable reading, writing and arithmetic"; and at our "watered-down curricula."

Part II seeks to explain what are the basic faults in educational systems to-day. The first point made treats the question of the administrator vs. the specialist in pedagogy. In places, there is a striking resemblance to statements in *So Little For the Mind* by Dr. Hilda Neatby—the book which raised a storm of criticism and vituperation in Canada. We learn with alarm that our pupils lack incentive and therefore must have their interest aroused by the "project" methods even in high school. Browning once wrote

"Besides, incentives come from the soul's self,
The rest avail not."

The author speaks candidly of the shallowness of the Social Studies courses which he says is one of the faults of the new interpretation of Progressive Education. He closes the section with some serious, even appalling reasons for the existing teacher-shortage.

Part III is the most challenging section. In it teachers, learners and examinations come under fire. The author differentiates between scholar and scientist, and clearly outlines the duty of each and his common purpose. Teachers should recognize the value of real knowledge as opposed to mere

pedagogical courses—"A teacher must have mature intellectual interests of her own if she is to guide her pupils in the direction of maturity." Teacher-training programmes must therefore be broadened and improved intellectually. What qualities must a professional man have? The threefold answer is: (a) extensive knowledge, (b) ability to apply this knowledge, and (c) qualities of character and personality that will make him respected. Certification receives a castigation—What is it? What should it be? What is real accrediting in the schools? What is to be done for the slow learner and for the gifted child? Drastic changes in present day groupings are outlined; positive suggestions are made for educational reform which involves both chronological and mental ages, with a unique division of the school into four sections based on these two ages. I doubt that Canada would ever consider these plans; in fact, I imagine they would cause an uproar in the U.S. However they are definitely worth study. As for examinations, the author favours the comprehensive essay-type instead of the popular objective test. It is, he admits, "expensive to prepare and tedious to grade" but it will "test the power to think as well as to remember."

Part IV in four chapters rounds off and concludes in general statements the arguments of the book. Although readers will find much controversial matter discussed, they will agree that there is also a great deal of food for thought.—E. G. H.

Why Johnny Can't Read, by Rudolph Flesch. Harper and Bros., New York, 1955. 222 pp., \$3.00.

This book puts forth the thought that phonics is the technique for the teaching of reading to children of any age and I.Q. The author states that if children were taught by means of phonics exclusively, all need of remedial classes would be eliminated. The last third of the text is given up to a series of exercises in phonics both pictorial and alphabetic.—D. D.

Editor's Note—I would add to the above review that the author blames all reading problems, even those of eye movements, on the use of the word-method. He overlooks the fact that the eye and its use is basic whether phonic or word method is employed, and that carelessness of observation may cause trouble even in phonics. The assumption that what he calls the "iniquitous" word-method is continued throughout all education, and his statement that there are no books published for Grade I and II readers are both incorrect. Most thoughtful teachers will discover many loopholes in the arguments set forth in the book.

FICTION

The Shy Stegosaurus of Cricket Creek, by Evelyn Sibley Lampman. Doubleday & Co., New York, 1955. 218 pp. No price given.

For the teacher of Science or Social Studies, who wishes to make the age of dinosaurs come very much alive, I would recommend this little story of a shy Stegosaurus two children and a professor who spent his summers searching the strange desert formations for fossilized bones. As Mrs. Lampman has had considerable experience in this type of work herself, there is much to be gleaned from the statements in the story regarding the

habits of these huge animals, as well as an insight into the procedures followed by those who dig into the earth for the remains of the past.—W. H. T.

Secret on the Congo, by Charlie May Simon. Ginn & Company, Toronto, 1955. \$1.80. Illustrated by Armstrong Sperry.

A book in Ginn & Company's enrichment programme for Grades IV, V, and VI; particularly for Grade IV. The author has travelled to the Belgian Congo where she made an intensive study of the people and their way of life.

Daily activities of the native tribes are well described and illustrated—such as the manioc plantations, gathering nut palms and fishing.

The story dwells mainly on the activities of Makola, who one day will be chief, and his lame friend Keke. The two boys have many exciting adventures. They learn drum talk, take part in an elephant hunt, and witness the march of the terrible driver ants. Natural curiosity leads them to wonder about the many changes "white man" has brought into the Congo and to disbelieve in their witch doctor Enkanga.—E. BRETT.

The Missing Mitt, by Edna Walker Chandler. Ginn & Company, Toronto, 1955. \$1.80. Illustrated by Joel King.

Another book from Ginn & Company's enrichment programme for middle grades.

An excellent book showing sportsmanship, thoughtfulness and honesty for both boys and girls. The book also deals with "those who are less fortunate than other."

Mystery and keen competition between rival baseball teams and a girls' team (which had almost beaten the boys) show how children can solve their own problems with guidance from parents. Read to your class about Scram, who isn't much as a ball player but is a good sport, and find out who stole Ted's mitt. They'll want to reread the book once you've placed it on the library shelf.—E. BRETT.

H.M.S. Ulysses, by Alistair Maclean. Collins, Toronto, 1955. \$3.00.

A gripping account of seven days aboard a convoy ship in the Arctic theatre of war during World War II, along the route between Scapa Flow and Murmansk. Loyalty, understanding, courage, endurance in Captain Vallery and his crew, and a total failure on the part of Whitehall officialdom to appreciate human nature are combined in the plot.—E. G. H.

HOME ECONOMICS

Clothing Construction and Wardrobe Planning, by Lewis, Bawers and Kettunen. Macmillan, New York, 1955.

Here is a book that is read easily, which contains much valuable information. It would make an excellent reference book for any course in Home Economics or Health and Personal Development. The sections on construction are well illustrated, and can be easily followed. The book could be used as a supplementary text for senior work. Sections on cleanliness, mending, colour theory, fabric construction and budgeting are included. The

book is a worth-while investment for any who are teaching these subjects.—W. M. S.

Textiles, by Holden and Sadler. Macmillan, Toronto, 1955. \$4.75.

Format is large pages with easily read print in newspaper column set-up, and clear plentiful illustration on glossy paper. The content is organized into three sections—fibres, fabrics and finishes. There is up-to-date information on the new developments in textiles. Especially welcome is the information on new fibres and new finishes. This would be an excellent reference book for clothing teachers and for senior Home Economics students.—M. N. K. REID.

LITERATURE

My Poetry Book, by Grace Thompson Huffard and Laura Mac Carlisle. Winston, 1954. 528 pp., illustrated, \$3.95.

This anthology of poems for boys and girls of all ages, although not very new, is a delightful collection with an apt introduction by Booth Tarkington. Related titles are grouped under headings. The arrangement of index by author, title and first lines is very useful as also is the glossary of difficult terms. Many poems well-known and loved by children are included. A good purchase for the school library.—E. G. H.

Words Are Important, by H. C. Hardwick. Book Society of Canada, Agincourt, Ontario. 35c each or class sets of 35 will cost less than \$10.00.

A series of work-books, 64 pages printed on good paper that will carry ink, and bound in Ruskin paper. There are seven in the series covering word-study from Grade VII to Grade XIII. Good for vocabulary improvement or supplementary to any text in English composition.—E. G. H.

Poems for Boys and Girls. Edited by Grace Morgan. Copp, Clark, Toronto, 1955. Bk. I, Grades 1-3, \$1.75; Bk. II, Grades 4-6, \$2.00.

Two delightful collections—the favourites of your childhood. Read aloud will give pleasure to new generations. Attractive format, good print, fairly good binding. More than 150 poems in each book. An index of first lines and one of authors, as well as a classified table of contents, make for easy reference.—D. McC.

The Cruel Sea, (School Edition) by Nicholas Monsarrat. Cassell, 1955. 230 pp., 90c.

The best sea story ever written retains in this shortened version by Andrew Scotland the forceful style, the vivid realism, the interest and the pathos of the longer form. In little over half the length of the original, and with much of the rugged idiom softened down, the editor manages most successfully to give the flavour and the spirit of the longer edition. Boys and girls will read with pleasure and benefit a gripping account of sea life and adventure in the Battle of the Atlantic.—R. B. CRUMMY.

MATHEMATICS

Beginning High School Mathematics, by G. J. Buck and T. H. Cowburn. School Aids and Text-Book Publishing Co., Regina. \$2.75.

A well-written comprehensive text on the beginnings of Algebra and Geometry and the transfer from Arithmetic to Algebraic thought. Contains many drill questions.—P. B. P.

Making Arithmetic Meaningful, by Leo J. Brueckner and Foster E. Grossnickle. Winston, 1953. 570 pp., \$4.85 (Teachers' reference).

This estimable book written by the well-known team of Brueckner and Grossnickle offers the elementary teacher a ready reference for dealing with basic arithmetic problems. The authors not only consider processes taught in Grades I-VI, but provide a background for the number system as a whole. The number system is given meaning by the use of manipulative, visual, and symbolic materials. Corrective and remedial instruction have received special consideration.—D. G. N.

SCIENCE

Operation Moon, by K. W. Burnett. Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10, Ill. 48 pp. No price named.

This is one of the better descriptions of the possibilities of space travel. It does not require more background than that of a Grade VIII student, yet is very clear in its analysis, so that most readers will have a clear picture of the problems and probable methods of inter-planetary travel.—C. B.

Airplanes of the World from Pusher to Jet, 1490-1954, by D. Rolfe and Dawydoff. Simon & Schuster (Can. Agt. Musson), 1954. 320 pp., \$3.75.

Essentially a pen and ink pictorial encyclopedia of the airplane. There is an easily read brief account of air progress in its various stages. There are over a thousand sketches of planes with short note on each. This is not the sort of thing one reads in a piece. Boys will browse in this book during wet noon hours or will come in to look at certain interesting types.—C. B.

Alaska's Animals and Fishes, by Frank Dufresne. Binsford & Mort, Portland, 1946. \$3.50. Illustrated by Bob Hines.

The book falls into two parts: Chapters 1-9 and Chapters 10-11. The first section deals with animals, those living on land and those living in water. The second section deals with fish. Each chapter contains illustrations, and each is headed by a list of the range of both animals and fish. The information given is not particularly extensive, but will be useful to those who do not need more. The title is somewhat of a misnomer for the animals and fish listed inhabit the Yukon and British Columbia as well.—E. G. H.

Mark Trail's Book of North American Mammals, by Ed. Dodd. McClelland and Stewart. Toronto, 1955. 242 pp., \$2.35.

For anyone who knows the Mark Trail comic strip, this book by Ed Dodd will be a pleasure to see. The illustrations are in the Mark Trail style and show the 84 animals just as they are seen in field and forest. All the major families are covered—the hoofed animals, the flesh-eating animals, the gnawing animals, the pouched animals and the toothless animals.

This is an excellent book for boys, and their fathers, who are interested in an outdoor life.—A. B. M.

A Field Guide to Animal Tracks, by Olaus J. Murie. (Peterson Field Guide Series). Houghton, Mifflin Co., 1954. Illustrated. (Vancouver Agent Harry Smith Co.) 367 pp., \$4.00

This book is the answer to all the questions that the avid outdoor-life lover can ask. The dust-jacket says of it: "This is a field guide to the animals you didn't see." It contains a key to tracks; a life list; an introductory question "What happened here?" There are 1000 illustrations, a splendid bibliography, and a detailed index. It is a must for the school library or private ownership.—E. G. H.

Here is an extra note to be read with the review of *Earth Science* which appeared in the October issue.

At the end of each chapter there is an excellent set of "topic" and "general" questions which would make it useful in Science courses. As a teacher of Social Studies Grade IX, I note that the following topics receive excellent treatment: Minerals in the rocks; Bedrock of the continents; Reading topographic maps; Underground water; Wind and land forms; Running water and land forms; Earthquakes and volcanoes; Plains, plateaus and mountains; Conservation of water; Soil conservation; Earth, its motions and seasons; Earth and its atmosphere.

The book therefore provides good background material also for Grade IX Social Studies courses. W. ROPER.

SOCIAL STUDIES

Canada Yearbook, 1955. Queen's Printer, Ottawa. \$3.00.

The *Canada Yearbook* published by the Dominion Bureau of Statistics is a recognized help by all Social Studies and Economics teachers. University students and many other people also find it valuable. It covers the events of the year previous to the date on the cover, and this year contains many features which are very up-to-date such as Post-War Immigration, Developments in Canada's Mineral Industry, the History of the Canadian National Railways, the St. Lawrence Seaway. For school students who want information about the Canadian Government, the chart inserted at p. 92 will be exceedingly helpful; the section which gives information about the Research work being done in Canada will be valuable; and the section dealing with Canada's Northland is

especially interesting in view of the recent opening of that part of the Dominion. These are only three of the very important sections included. A limited number of paper-bound copies are available from the Dominion Statistician, Dominion Bureau of Statistics, Ottawa at the reasonable price of \$1.50.—E. G. H.

The World Was Wide, by George E. Tait. Ryerson Press, Toronto. 260 pp., \$1.85.

Here is a book of exploration and discovery written especially for Grades V and VI. Beginning with a brief chapter on the work of the Phoenicians, Greeks, Romans and Barbarians it carries the reader along the uncharted Viking seas, the fierce raids of the Mongols and the adventures of Marco Polo before launching into the already familiar voyages of Columbus and the long line of adventurers who came seeking a passage to the fabulous East. There is a chapter on the Northwest Passage, another on African Trails, and finally one on exploration around the two poles. The conquest of Mount Everest brings the history of discovery up to date. Highly recommended as a supplementary reading text in any intermediate or junior high library.—W. H. T.

Seven Kings of England, by Geoffrey Trease. Copp, Clark, 1955. \$3.50.

In this companion book to *Seven Queens of England* by the same author, the monarchs selected are Alfred the Great, William the Conqueror, Richard Coeur de Lion, Charles I, Charles II, William III, and George VI. Probably these rulers were chosen because each represents a definite period in England for which his reign was significant. Where great changes have occurred, Mr. Trease separates his chapters by a section entitled "The Years Between" and in these sections he portrays the growth of England in social, political and religious life.

Of Alfred we read of his work with the laws of the land, and the foundation of the Anglo-Saxon Chronicle; of William I, the Domesday Book; of Richard Coeur de Lion, the Crusades; of Charles I, the Civil War; of Charles II, the progress of science and architecture; of William III, the establishment of the Protestant religion and the foreign wars involving England, France, Spain and Holland. The most moving chapter is the last one in which the Duke of Windsor and King George VI are described: "Those little boys . . . link the Victorian world of the dashing Life Guard and the gay hussar with that of the atom bomb." George VI is named the "reluctant king," but his whole reign shows that he never hesitated to answer duty's call.

The style is interesting, informal and yet factual, and the book makes excellent reading for any age.—E. G. H.

Saskatchewan Harvest. Edited by Carlyle King. McClelland and Stewart, 1955. No price given.

From the hard-etched violence of the blizzard to the soft, water-colour of the Chinook arch; from the Indians' legend of their origin to the Second World War—these writings about Saskatchewan prepared for the Golden Jubilee of that province are a nostalgic "must" for all present or ex-Saskatchewanites, and they furnish a mine of rich literary gold for those who love powerful and accurate expression of feeling.—W. E. D.

Study Halls

Continued from page 201

When the experiment started we found we were in for a surprise. It was obvious after the first day that the ten-minute talk by the supervisor was superfluous. The students knew how to study; all they needed was the right atmosphere. At the end of the second week, one supervisor passed slips of paper about asking for anonymous comments. The result was amazing. In practically all cases the students showed gratitude. One comment comes to mind in its exact words:—"Congratulations—at last we can get some work done in studies." There were a few exceptions. One or two complained about the fact that supervisors were too strict in not permitting talking. In this connection studying in pairs has been practically eliminated and the only talking permitted is strictly on subject matter where one student wants one point clarified by another. If this becomes too protracted it is stopped.

Advantages Show Up

Some unanticipated advantages of the method appeared after the inception of the plan. If a student has not sufficient work, the counsellor interviews that student to advise him to increase his load or speaks to his classroom teachers about giving him more work to do. The use of counsellors, too, made the scheme more flexible than it would be otherwise. Counsellors trade periods freely and the standards are not affected. This trading helps them to meet emergency counselling situations or conferences with parents.

Some of the physical factors as they exist in this school may be of interest. We are permitted two full-time counsellors but are organized with four half-time counsellors. During a week each of the counsellors teaches about two subjects of five periods each, giving about eight periods for study hall supervision and the remainder of the time, half of the total, for counselling. This makes a total of 30 supervisions by the counsellors, and the principal makes up the remainder.

The room is large—24 by 40, and seats 55 students in five rows of eleven seats each. Seating plans are used for each period so that attendance can be checked rapidly. In spite of the fact that it is on the north side of the building, it is a bright room. In artificial lighting it has eight 500-watt bulbs. The only accessories up to now are three dictionaries and five atlases.

In conclusion, I would like to say that I have written this because we are pleased with the results up to the time of writing, and the experiment may be of interest to other administrators. We believe the standard of the school should be favourably affected in time because of this attempted solution to a knotty problem. If any principal wishes further information I would be only too pleased to supply it if at all possible.

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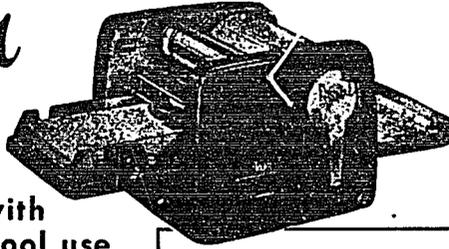
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High School Conference

WITH the aim of encouraging more high school graduates to attend University, and of promoting a better understanding of the University by its future students, the High School Conference Committee will hold its Ninth Annual Conference on March 2 and 3, 1956. Each of the widely scattered high schools of B.C. and the Yukon is invited to send two delegates. These students, usually a boy and a girl from each of the schools represented, return to their schools and communities with a broader concept of the word "university." It is hoped that the forthcoming conference will be even more successful than the last, which saw 192 high school delegates from as far as Whitehorse visit the campus.

Chairman of the Conference Committee is former delegate Dave Manson (second year Pre-Med), aided by Advisory Chairman Dave Hemphill. Mr. Manson has picked several able students to help organize the conference, and to plan for years ahead. A new sub-committee this year, organized in co-operation with the conference sponsors, is organizing a travel pool, so transportation expenses of delegates will be lowered beyond the reductions already in effect.

It is important that the delegates realize not only the academic facilities and opportunities, but also the extra-curricular and social aspects of University life. With this in mind, Programme Chairman John Helliwell has planned a varied and full two-day schedule. Delegates will see the university on a typical working day, hear sample lectures, addresses and panel discussions from faculty members and student leaders, and tour the library and campus. An added feature tentatively proposed is an opportunity for delegates to see the

1956 Olympic basketball trials. The conference will be climaxed by a banquet and dance on the final evening.

The Conference Committee sincerely appreciates the support of the teachers and the British Columbia Teachers' Federation. It is largely through the encouragement of their teachers that students become interested in advanced education, and it is the hope of the committee that this conference will intensify that interest and enthusiasm.

National Health Week

THIS year, Canada's 12th National Health Week, sponsored by the Health League of Canada in co-operation with Departments of Health and Education from coast to coast, will take place from January 29th to February 4th, 1956.

Health Week has been held for the past 12 years, and with the unfailing help and co-operation of men and women in service clubs, home and school groups, schools, churches, advertising, newspapers, radio and television stations, industrial companies, retail stores, the restaurant industry, motion picture exhibitors, and public health workers, the message that health is the greatest asset that any country can have, was brought to the eyes, ears, and minds of all Canadians.

How many of us realize the millions of dollars that are poured out on medical care—medical care for diseases that could be prevented each year in Canada?

A regular paved two-lane highway, complete with underpasses and sidewalks, could be built from Halifax to Vancouver and back for what Canadians pay out in medical and dental bills in one year. The yearly bill for dental care alone runs over the seventy-million dollar mark.

Time lost at work through illness mounts to a staggering figure—143,150 years of

working hours, or a period many times longer than all recorded time, are lost in one year by Canadian workers.

Eight thousand Canadians lose their lives through accidents. Of this figure, 1,500 are children, under the age of 15. Death comes from traffic accidents, drowning, fires, suffocation by ingested objects, accidental poisoning, falls and crushings, firearms, and accidental electrocution.

Much illness and disease can be prevented. The enormous dental bills can be reduced by fluoridation of communal water supplies, which measure has already reduced the incidence of tooth decay by as much as 69 per cent in some areas.

Health Week will focus the public eye upon two particular phases of health this year—that of accidents, which could be prevented, and of fluoridation of communal water supplies, which has been called one of the greatest discoveries in the field of public health in the past century.

Health Week brings to the attention of every Canadian the fact that health is of great national importance to everyone in the country—the message that prevention is better than cure, and pointing out once again, that the greatest wealth is Health.

Films On Transport

THE British Transport Commission has sent a copy of its catalogue of films and film strips which are available for free loan. All films are in 16 mm. size and most of them are also in 35 mm. Films are in colour or black and white; some are sound films and some are silent.

One film, *Journey into History*, shows the England of Hogarth, Gainsborough, Robert Adam and Captain Cook through outstanding examples of their work and relics of their achievements. Members of the Old Vic Company speak appropriate passages from the literature of the mid-eighteenth century and the musical score was specially composed by the late Sir Adrian Bax.

In Canada the films and filmstrips may be obtained from British and Irish Railways Inc., 69 Yonge Street, Toronto, Ont.

Appointment to Ceylon

A SIX-MONTH stay in Ceylon is ahead of Philip J. Kitley, Director of School Radio Broadcasts for the Department of Education. Mr. Kitley was selected by Unesco and Ceylon to advise that country on all phases of school radio broadcasting, techniques as well as production.

Mr. Kitley has been in school broadcasting for about nine years and the success of his work is indicated by the fact that his department has won nine awards from Ohio University. These awards are the highest in broadcasting.

Mr. and Mrs. Kitley were accompanied by their youngest daughter, Lynette, when they travelled by air to Paris, for a short briefing session, and then on to Colombo.

School radio broadcasts will be under the direction of Miss Margaret Musselman while Mr. Kitley is away.

Summer School In Britain

IF you are planning to travel to Britain in the summer of 1956, the British University Summer Schools at Edinburgh, London, Oxford, and Stratford-on-Avon may have courses which appeal to you. Descriptive brochures and application forms may be obtained from the Honourary Secretary of the National Conference of Canadian Universities, University of Saskatchewan, Saskatoon, Sask.

Summer Touring

THE Overseas Education League has piled up an amazing record since 1910 when it was organized in Winnipeg for the purpose of taking abroad teachers desiring to further their education or enjoy a summer vacation. The tours have been planned continuously since the date of organization (except for the two war periods) and 12,000 Canadian teachers have been taken abroad. Since 1924 several thousand students have also travelled under the auspices of the League.

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