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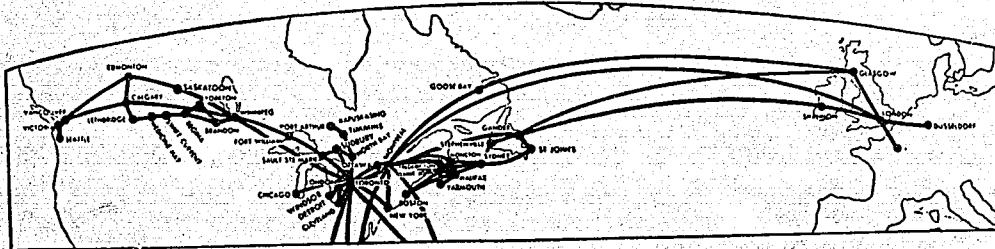
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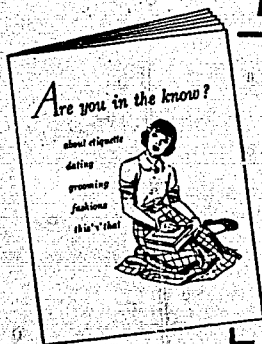
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APRIL, 1956
VOLUME XXXV
NUMBER 7

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APRIL, 1956

the BC teacher

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The Cover Picture

THE young lady in our picture points out to us Hudson Bay Mountain, a 9,000 foot mountain to the northwest of Smithers. The farms far below look quite productive.

This is another photograph from the files of the Canadian National Railways.

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5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1644 West Broadway, Vancouver 9, B. C., on or before August 15th, 1956.
6. Application forms are available from the Federation Office.

Thank You, Mr. Minister

AT the 1956 session of the British Columbia Legislature, the Municipal Act was amended by adding the following as Section 22, Subsection 8:

"No person shall be held to be disqualified from being elected a member of the Council or from serving as a member of the Council of any municipal corporation by reason of his being employed by a Board of School Trustees, but no such person shall vote in the Council on any question pertaining to school matters."

Thus, quietly and without fanfare, came the culmination of a twelve-year effort. It was in December, 1944, that one of our members was elected to the Council of the City of North Vancouver, and early in 1945 that a court ruled that his election was invalid.

Repeated endeavours since then to gain support for a proposed amendment to the Municipal Act met a discouraging series of rebuffs. It is therefore particularly gratifying that success has finally been achieved.

Appreciation in generous measure is due from the Federation to the Honourable W. D. Black, Minister of Municipal Affairs, who personally sponsored the bill. At the same time, we recognize and appreciate the support which he in turn received from his colleagues in the Government,



Hon. Wesley D. Black,
Provincial Secretary and
Minister of Municipal Affairs.

and which the Government received from the Legislature as a whole. Through the leadership of Mr. Black, the Legislature has ended a discrimination against teachers which, affecting directly only a few individuals, has nevertheless been galling to us all. A deficiency in the citizenship of teachers has been rectified.

Thank you, Mr. Minister!

REASON, of course, is weak, when measured against its never-ending task. Weak, indeed, compared with the follies and passions of mankind, which, we must admit, almost entirely control our human destinies, in great things and small. Yet the works of the understanding outlast the noisy bustling generations and spread light and warmth across the centuries.

ALBERT EINSTEIN,
in *Out of My Later Years*.

To help the classroom
teacher identify

The Gifted Child

A. C. KENDRICK

RECENTLY a number of articles exploring the waste of talent of our gifted children have appeared in several magazines. While a few schools are trying to correct this situation, many are not. It is not enough for the larger centres to hold special classes for the gifted; every teacher should do his best for every gifted child in his class. It is the purpose of this article to suggest ways in which the teacher can help to get the most out of these students. Bright students who have to contend with average or below-average work become bored, and either develop lazy habits or become discipline problems.

The gifted child does not learn from the same stimuli and methods that the average child does; therefore, in order to do an effective job of teaching him, the teaching methods must differ from those ordinarily used. The loss of the benefit from the gifted child's talent can be attributed mainly to non-recognition of his talent or incorrect teaching methods employed. It is every teacher's duty to attend to these matters.

According to Dr. M. Freehill, "gifted" roughly refers to students with an I.Q. of 140 and up (1 out of 167), and "moderately gifted," an I.Q. of 120-140 (next 10%). (It should be noted here that if a number of I.Q. scores for a child are known, his lowest possible I.Q. would be the highest known score. It is known that he is capable of doing work at that level, and possibly at a higher one.)

In *The Education of Exceptional Children—N.S.S.E. 49th Year Book* it is stated, "Equal opportunity doesn't mean identical; individual capacities must be considered." This means that each child should be given the opportunity to develop his talents

to his own capacity. The gifted child needs, and is entitled to, as much consideration as the dull one.

Intelligence

The I.Q. is fairly permanent. The lower the I.Q. the more permanent it is. A student with a rating of 80 is likely to remain at that level, but one with a high rating might be raised as much as five points with good environment and by using good teaching methods.

Intelligence is common to all areas. Ability to organize and generalize in one area indicates ability in others. However, all areas may not be used because of lack of interest or time. Correlation between intelligence and different aspects of the areas varies greatly. It is low in the case of musical, artistic and mechanical ability, but high in the case of invention in these areas.

Correlation between intelligence and school grades drops off at the high end of the I.Q. curve. The best marks are usually made by students in the 110-120 range.

Accomplishment alone is not an indication of brightness. It depends on intelligence and drive, so that marks obtained by a student of high I.Q. could be equalled by a person of lesser ability who works harder.

Characteristics

One of the main characteristics of the bright child is his organizing and planning ability. He can make better use of reference books and the library; he can organize activities for the pupils (often to a higher degree than they wish); he makes a good person to have on a student council.

Another of his great abilities is that of generalizing. He frequently uses similes and metaphors in his descriptions. "Like"

and "as" are common words in his vocabulary.

Precocity is a true indication of brightness, although lack of it is not an indication of dullness. The bright child is able to do anything at an earlier age than the dull one. (It must be noted that he has the ability, but he may not use it for one reason or another.) This involves speed of learning, fewer examples required, few practices, few illustrations and greater retentiveness.

The bright child is able to talk and read at an earlier age. Occasionally he doesn't do so. Sometimes he takes in everything without saying much. One extremely bright child was thought to be on the dull side because he didn't speak a word for the longest time. However, his first words showed that he hadn't missed much. His parents were discussing a visit to grandmother when Junior suddenly said, "Which one, Brown or Green?" The father replied, "Green." Whereupon the youngster said: "Well, why didn't you say so in the first place?"

The intelligent child reads faster and understands more of what he reads. He has a longer attention span. He recognizes relationships, and so they should be pointed out to him.

He has the ability to take, maintain and criticize a direction for the solution to a problem. He has a desire to explore and invent; originality and curiosity are valuable traits to him. It is because of these characteristics that we must do all we can to get the most out of the bright people; the world of today needs their talents.

He has a wide range of interests both in school subjects and out-of-school activities. History, geography, science, English language are popular subjects with him; while mathematical manipulation, spelling and grammar are not. He is usually a collector, and makes an exceptionally good job of organizing his collections.

Thinking is at a more abstract level, and there is a greater perception of detail. This latter fact often gives an early clue to brightness, even before formal testing can be done.

Performance in special-interest areas is

This is the first of two articles dealing with the gifted child. The second will deal with the teaching method. In these articles "gifted child" refers to one of higher intelligence, not to one gifted in special fields.

Mr. Kendrick teaches at Penticton Jr.-Sr. High School.

consistently superior. In mastery of the curriculum the bright child is accelerated about 44%.

The learning profile of the gifted child is different from that of others. Although he is superior in all departments his superiority varies. It is greatest in reading, language usage, reasoning, science, literature and arts, and least in computation, spelling, factual information and other routine matters. He has less patience with routine procedures and drill. He doesn't need as much drill as the average child and shouldn't be bored with it; otherwise he will lose interest, acquire lazy habits or become a discipline problem.

The gifted child has the ability to verbalize in varying terms. It is wise procedure to present material to him in a variety of ways.

Genius works with great energy and zeal. The aim and motivation is often just the solution to the problem. Many a genius has worked long hours just to have the satisfaction of accomplishing what he set out to do.

Gifted children do well in college, but not always as adults. Whether or not the potentialities are used to a great extent often depends on the teaching method used. It is essential that high intelligence be diagnosed early in life, and that students with high I.Q.'s be taught differently.

The bright child also likes to play games of older children. He prefers games that require thinking, and his interest in organized sports is weak. When young, he creates more imaginary playmates than the average child. He will invent games and will find more to occupy his mind. He can play by himself for a longer time without becoming bored.

Self-criticism, self-confidence and perseverance are attributes of high intelligence.

Concern about surgery, morality and death are often expressed. Even the death of animals and birds causes grief to the young child.

He has a more variable personality. He is less inclined to boast. He likes people and desires adult acceptance. This is an important fact to be kept in mind when teaching him. Social sense comes in flashes, and is not normally shown in day-by-day behaviour.

He is emotionally more stable. He has a high rating in dependability, friendliness, happiness, honesty, originality, liking of jokes, self-control, self-reliance, ambition, artistry, investigation, leadership and system. On the average he is slightly superior in height and health, although to no great extent.

Mental Hygiene

Adjustment is more difficult for the bright child. Children of his own age don't understand him, and he is bored with many of their activities. In fact, he is not understood by his peers throughout life. Many of his good ideas are not accepted because they are not understood. The most popular ideas are not necessarily the best. Social problems are greatest with those who have the highest intelligence.

Impatience is often a characteristic of the intelligent child. Solving a problem is an urgent matter with him. His reward is in the solving, and he usually needs no other motivation than the problem itself. He is likely to be restless.

He has a wide variety of likes and few dislikes. His dislikes are usually things which to him seem too juvenile. He is operating at the level of children several years older than himself.

The departmentalized world is a handicap to intelligence. While a moron could be quite happy sorting out bolts and nuts, an intelligent person must have variety and a need for problem-solving. There is a story of two people painting automobiles on an assembly line. The man painting the right sides was a genius and resigned after three days; the man on the left side was a moron and had been on the same job for fourteen years.

Mental illness is not due to high in-

telligence, but to the treatment it often receives. Geniuses are often ignored because they are not understood, and small children in particular are mean toward others they don't understand.

Testing

There are two methods of identifying the gifted child. The first is by observation. This can be started at quite an early age. Later it is complemented by interviews. Answers to selected questions can give valuable information as to the intelligence of a child. The questions are based on the characterization of the gifted child so that the answers reveal the information desired.

Bright pupils are harder to judge because of the multiple solutions to a problem they have. By observation girls are usually overrated and boys underrated. Physical, social and emotional characteristics must be continually observed.

The second method of identification is by formal testing. Some early testing can be done at the age of three, and fairly good results are obtained at the age of six. The best single item is the intelligence test, although other tests such as aptitude tests and observation should be taken into account as well. The intelligence test measures behaviour from which intelligence is surmised. The I.Q. shouldn't be determined without taking into consideration all factors—prematurity, areas of high and low scores, etc.

Problems in Testing

1. I.Q. tests originated because of problems in learning. All tests do not measure the same thing. (The California test is the best pencil-and-paper test.)
2. The Otis test measures up to 128 I.Q. only; it doesn't test brightness.
3. There is a variation among tests.
4. Creativity—a major factor in genius—is difficult to measure.
5. With whom do you compare answers when there are many choices?
6. It is difficult to establish norms.
7. Multi-dimensional answers with many aspects are hard to measure.
8. The variability in results is greater for high I.Q.'s. The rating is likely to be higher than that indicated.

Continued on page 344

To My Class

In the Spring . . .

FLORENCE McNEIL

THE bell has rung and the last one of you has disappeared . . . quickly, noisily, eagerly, as you always do. You're glad to be going . . . it's a long day for a fourteen-year-old. And besides, the afternoon sun is spilling pink all over the hills and the new smell of spring has become irresistible.

I can sit here in the quiet for a moment, now that you've gone. Spring is a stirring-up time . . . thoughts churn in my mind. I can picture you all sitting here in front of me and I wonder about so many things. This young season reminds me of you in many ways . . . Spring, growing things, restlessness and quick dreams. You are like the spring creatures . . . fawns, with big, questioning eyes; colts, long legs draped every way, shy and bold by turn.

This is rather wistful time, I think . . . our year half spent, my moment with you almost done. I wonder now what I have been able to do for you. There are so many things I wish I could say, thoughts I have not the courage to express, dreams and hopes I could not bring myself to tell you.

I've wanted you to like what I had to teach. How many times I've watched you hopefully, looking for a spark in your eyes, for the quick recognition, for the momentary gleam that tells me you understand, that I have breached your well-guarded world for just a moment. How hopeless I have felt when I knew you were doing your work neatly, painstakingly, mechanically. How I wanted you to see some of the beauty and wonder in the world . . . to feel the elusive loveliness of simple things.

There are encouraging times, of course. Sometimes when I have just read you a

poem there is a deep silence in the room. That quiet tells me better than anything you could say that you are touched. For one short instant your eyes are filled with amazing things . . . and then the spell is broken. Weeks will go by in a routine manner, then one of you will say: "I couldn't stop thinking about that story we read. Where can I find more stories like that?" . . . and again, it will all be worthwhile.

Sometimes I think I've disappointed you, even as you disappoint me. You've come to me with questions, and I have not been able to answer them. I could feel the restless bewilderment surge about you. You were puzzled, but you could not express yourselves clearly . . . and I could only generalize. You would nod and go away . . . I knew I had not helped you.

I've wanted you to know I like you. I've been tired and discouraged at times and maybe you've thought I didn't care. How often I've wished there were more time for me to talk to you. Class is formal . . . I cannot know what you think, I cannot know what problems and anxieties you have. Many of you will not come to me, but I have wished there were hours and hours for me to get to know you as you really are.

This is spring and the time is short. You are mine today, others will be mine tomorrow. Because I am the teacher and you the class, because I am surrounded by a dignified isolation, you will never know what I have been thinking. It is late . . . your last compositions are on my desk . . . I will gather them up and leave the classroom in silence, with only the bleak desks and walls and the spring sunbeams peering curiously in at the window.

The Guiding Hand for U.B.C.

- *The Senate is concerned with all aspects of the University's programme.*
- *Awards for teacher training students are greatly increased.*
- *Some details of the College of Education are revealed.*

MOLLIE E. COTTINGHAM

ON February 22, 1906, the Provincial Legislature passed a Bill creating "The McGill University College of British Columbia." Teachers have always taken a close interest in the University of B.C. This, its fiftieth year, has special significance for us for, with the opening of the fall term, all teacher education in this province will be brought under the University, in the College of Education.

The highest authority in the direction of University affairs is the Board of Governors, consisting of Chancellor, President, three members elected by Senate, and six members appointed by the Lieutenant-Governor-in-Council. The Senate is a more widely representative body. The fifty-five members include the Chancellor, the President, the Registrar, the Deans of the Faculties and the Dean of Women, sixteen representatives from the Faculties, the principals of the two Provincial Normal Schools, a representative of the high school principals and assistants, three representatives of Affiliated Colleges (i.e. Victoria College, the Union Theological College, the Anglican Theological College), fifteen members elected by Convocation, and one representative of the B.C. Teachers' Federation.

At the present time, four of the fifty-five members of Senate are teachers in the public schools. Mr. B. C. Gillie, of Victoria, represents the high school principals and assistants, Miss Marjorie Agnew and Miss Mary Fallis of Vancouver were elected by Convocation, and the writer represents the

B.C.T.F. Miss Fallis, a member of the Vancouver Secondary School Teachers' Association, was on the Senate Committee on Religious Studies, whose recommendations were approved by Senate. Briefly, these have resulted in the establishment of courses in religion covering fields such as the literature, history and philosophy of religion, to be offered in the Faculty of Arts and Science. Miss Fallis has, in the past, been a member of the Senate Committee on Women's Athletics, and was recently appointed again to be Senate Representative on the Health Centre for Children. She has received much commendation for the excellent work she has been doing. The writer is a member of Senate committees on Honorary Degrees and the Consideration of Future Enrolment.

Senate meets regularly five times a year with special meetings called as necessary. At the regular Senate meeting on October 19, the winners of twenty-one awards for students intending to enter teaching were announced. Your representative expressed to Senate the encouragement and satisfaction that the B.C.T.F. experiences in this announcement, especially since not more than one or two such awards were available at the beginning of her term on Senate in January, 1953. The awards are:

Two B.C.T.F. Scholarships for Teacher Training of \$200 each;

The Dr. Hugh N. MacCorkindale Scholarship for Teacher Training, \$100, offered by the Vancouver Secondary School Teachers' Association;

Two Vancouver Elementary School Teachers' Association Scholarships (one to be called next year the Owen J. Thomas Award) for Teacher Training, \$100 each;

The Vancouver Secondary Women Teachers' Scholarship, \$150, to a woman proceeding from third year to fourth and intending to enter Teacher Training;

Five Imperial Industries Teacher Training Bursaries, \$400 each;

The Pauline Johnson Chapter, I.O.D.E. Bursary in Teacher Training, \$100;

Three Bursaries for Teacher Training from the Triple Entente Chapter, I.O.D.E., \$100 each;

Four Crown Zellerbach Scholarships for Teacher Training, \$400 a year for five years; and finally,

The B.C.T.F. Scholarship of \$100 for proficiency, to a student completing third year by Summer Session.

At the Spring Congregation, for the first time, teacher training graduates participated in the ceremonies to receive their diplomas. Eighty-six received diplomas on that occasion; 26 with pass standing, 51 with second class standing, and 9 with first class standing. Of these nine, Frances Mary Liptrot, recipient of a B.C.T.F. scholarship in 1954, headed the class and one other, James Killeen, had received the Hugh N. MacCorkindale Scholarship in 1954. Four completed the course but had prerequisites incomplete, six were required to write supplementals. Eight failed their practice teaching, four failed the course and three failed the supplemental in practice teaching.

College of Education

At the regular Senate meeting, December 14th, approval was given to new scholarships and bursaries being accepted in total amount of some thousands of dollars for forestry, medicine, architecture, etc., but none were specifically for teacher training.

A special meeting of Senate, November 9th, was devoted entirely to consideration of matters concerning the College of Education.

Dean Walter H. Gage, Chairman of the Joint Board of the College of Education and Acting Dean of the new College, re-

Miss Cottingham, B.C.T.F. Second Vice-President is commencing her second three-year term as B.C.T.F. representative on the Senate of the University of B.C. She reports on the activities of that body. As one of her other duties, Miss Cottingham is also chairman of the B.C.T.F. Scholarship Committee.

ported recommendations from the Joint Board to Senate, which were approved and subsequently were published by the University in a brochure, copies of which have since been distributed by the Department of Education to every teacher in the province. Therein are set forth the programmes for training of elementary and secondary teachers both in the College of Education at U.B.C. and in Victoria College, as well as the recognition for degree credit of past teacher education.

New Degree Courses

At the Senate meeting, Dean Gage stated that, following full discussion in which the representatives of the Department of Education and the B.C. Teachers' Federation (Mr. C. D. Ovans and Mr. Harold Parrott) had participated, the Joint Board recommended that for both degree courses as well as for the present programme for graduates with Teacher Training, the same degree should be given; i.e. Bachelor of Education (B.Ed.). He pointed out that, although the courses in the two new programmes differ in detail, their total unit value is fairly similar; 78 units in the five-year programme and 69 in the four-year. Students in the present Bachelor of Education programme, who require approximately six years to complete the requirements for this degree, already hold another Bachelor's degree before obtaining the B.Ed. In many cases it would be possible for holders of the new B.Ed. degree to qualify for the B.A. by completing a sixth year of work.

Dean Gage stressed the proposal of the Joint Board that, following the four-year elementary course, there should be a planned fifth year of work for which the Department of Education would grant a

higher certificate in the elementary field, and that the work of this fifth year might be so planned as to assist the student to proceed towards a Master's degree in Education or to transfer to secondary teaching.

Considerable discussion ensued on the recommendation that the degree for both new programmes should be Bachelor of Education.

Length of Course Considered

The members of Senate representing the teachers of the province (Mr. Gillie and the writer) made a strong plea that the degree course for both the elementary and secondary programmes should be the same length, five years. This would not only raise professional standards, but would help to break down the cleavage between elementary and secondary teachers, where it exists. It was pointed out that a teacher now requires a total of five years to obtain a degree and either elementary or secondary teacher training. It was also important that the standard of the present Bachelor of Education degree should not be lowered. It was further pointed out that the proposed elementary degree programme includes little opportunity for work in history, physical sciences or languages other than English. In any case, a decision to award the same degree for all programmes would facilitate the extension of the elementary course to five years, if it should later be decided to do so.

The question of graduate training for teachers was still under discussion, and no recommendation had yet been made by the Joint Board.

For their work and effort, and for the excellent report which is a real step forward in the history of education in the province of British Columbia, a unanimous motion of sincere thanks was passed by Senate to Dean Gage, Dean Chant, Mr. Wood, Dean Andrew and Mr. McPhee (Honourary Bursar). Motions of appreciation and thanks were also passed to Dr. J. R. McIntosh for his activity in preparation of this programme, to the representative of the B.C.T.F., to Dr. Hickman, Principal of Victoria College, to the Department of Education for initiating the plan and for

co-operating in the negotiations. Mr. Caple (also a member of the Board of Governors) mentioned the importance of ensuring financial assistance for students entering the new programme, and was assured by Mr. McPhee that the matter is receiving serious consideration by the Deputy Minister and the Minister of Education.

In conversation with your representative, Dean Gage suggested the advisability of contacting all groups and organizations which now offer awards to students entering the Normal Schools and urging them to continue giving their valuable and encouraging support to students entering the College of Education. While many groups prefer to receive applications, conduct interviews and give awards themselves, it is well to consider also that the services of Dean Gage and his committee in this work will now be available as they are for the whole scholarship, bursary and loan service extended in the granting of awards in all University faculties. There are advantages. For instance, with the approval of representatives of the B.C.T.F. and the V.S.S. T.A., Dean Gage drafted an application form and statements for publication in the University Calendar for awards offered by these associations. After much time-consuming work has been done he calls in representatives from these groups to assist him in making the final choice. The awards are thereby well advertised and those awards of greatest value are given to students of most outstanding capabilities. Moreover, there is less likelihood of duplication of committee efforts or of making more than one award to a student when others of ability are neglected.

Scholarship Procedures Adjusted

Following this suggestion, the Scholarship Committee of the B.C.T.F. circulated letters to all B.C.T.F. local associations already giving awards and to all other local associations and to principals of high schools pointing out the need for financial assistance to teacher training students and urging them to do what they could in their communities to bring about the establishment of further awards for this purpose.

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Neville V. Scarfe,
Dean of the College of Education

The University announces

Appointments to the College of Education

EARLY in March the Board of Governors of the University of British Columbia announced the senior appointments to the College of Education, due to commence operation in September next.

The new dean is Neville Vincent Scarfe, presently head of the Faculty of Education at the University of Manitoba. Dean Scarfe was born in Essex, England, and attended the King Edward VI Grammar School. He attended the University of London, majoring in Geography and minoring in History. At the age of 19 he led his class at the University in the final examinations for Bachelor of Arts degree. A year of professional training at the University of London Institute of Education was followed by an appointment as Senior Geography Teacher in a large high school for boys. Within a few years he was asked to become lecturer (Assistant Professor) in Geography at the University of Nottingham where he completed a Master's degree in Geography in 1932.

In 1935 Neville Scarfe was appointed to succeed James Fairgrieve as the head of the most famous school concerned with the

teaching of Geography in the Commonwealth. From then until 1951, with time out to serve during the war as Director of Press Censorship with the Ministry of Information, he played an important part in the educational world of Britain, particularly in research work connected with the teaching of Geography.

Because of his research work in the teaching of Geography, Unesco chose Dean Scarfe to head up their International Seminar on "The Teaching of Geography for International Understanding" held at McGill University in the summer of 1950.

In 1951 Dean Scarfe was appointed to head the Faculty of Education of the University of Manitoba, and it is from that university that he comes to British Columbia.

Also appointed to the staff of the College of Education was Dr. John Ranton McIntosh, B.A., B.Ed., M.Ed., Ph.D., who has been director of the School of Education and Summer Session. Dr. McIntosh will be Director of Secondary Teacher Education in the new college.

Dr. McIntosh, born in Manitoba, attended school and university in Saskatchewan and earned his Ph.D. from Columbia University, New York. He taught in high schools in Saskatchewan, at Teachers College, Columbia University, was Assistant Professor of Education at the Universities of Saskatchewan and Toronto, and was Professor of Education at the University of Saskatchewan for two years prior to 1948. During the war Dr. McIntosh served with the Royal Canadian Air Force and was Assistant Superintendent of Educational Training for the Department of Veteran's Affairs in 1945. Dr. McIntosh has published a number of studies in the field of reading, as well as a series of readers for Grades IV to VIII.

Professor and Director of Elementary Teacher Education will be Dr. F. Henry Johnson, formerly Co-ordinator of Teacher Training for the Department of Education. Dr. Johnson, who was born in Ontario, attended school, normal school and university in Vancouver. Later he earned both Bachelor and Doctor of Pedagogy degrees from the University of Toronto. Dr. John-

son taught in elementary schools in Burnaby and in junior high schools in Kamloops and Vancouver before being appointed, in 1948, to the faculty of Victoria Normal School. In 1951 he was appointed director of the Summer School of Education and in 1954 became Co-ordinator of Teacher Education. During the war, Dr. Johnson served in the Royal Canadian Artillery and in the Research and Information Section of the Adjutant General's Branch.

Dr. Kenneth F. Argue, an Albertan by birth and training, will be Director of the University Summer School, including the summer session for the College of Education. Dr. Argue is presently professor of Education at the University and has been director of the Summer Session for the past two years. He holds a Bachelor of Arts degree (Honours History) from the University of Alberta, both B.A. and M.A. degrees from Oxford, and a doctorate in Education from Columbia University. Dr. Argue's experience in teaching has been extensive, for he has taught in rural schools in Alberta, in town and city schools there, at Teachers College, Columbia University,

**Dr. J. Ranton McIntosh,
Director of Secondary
Teacher Education**



**Dr. F. Henry Johnson,
Director of Elementary
Teacher Education**





Dr. Kenneth F. Argue,
Director of the University
Summer School



Henry C. Gilliland,
Director of Teacher Education
at Victoria College

at the Universities of Alberta and British Columbia and the University of California at Berkeley Summer Session.

Mr. Francis C. Boyes, principal of Vancouver Normal School in recent years, has been appointed Director of Student Teaching in the College of Education. Mr. Boyes, who holds B.A. and M.A. degrees from the University of British Columbia, has been a teacher for forty-two years. He has taught in schools of all levels and at the Vancouver Normal School. He has also given a course in sociology at the University for six sessions. For four years he was on the staff of the Boys' Industrial School. Mr. Boyes served with the Canadian forces during the First World War for some two and a half years.

Mr. Henry C. Gilliland, of Victoria, will

be Professor and Director of Teacher Education at Victoria College.

Mr. Gilliland attended schools in Victoria and the University of British Columbia, from which he holds B.A. and M.A. degrees. His professional training was obtained at the Victoria Normal School and the University of British Columbia. His teaching experience was in Victoria schools and at Prince Rupert High School.

In 1944 he was appointed to the staff of the Provincial Normal School at Victoria; for eight years he was vice-principal and for the past two years has been principal of that school. In addition to his appointment as Professor and Director of Teacher Education at Victoria College, Mr. Gilliland will hold honorary rank as Professor in the College of Education.

VACANCY LIST SERVICE

Teachers interested in positions in British Columbia may subscribe for the lists of vacancies which will be published regularly during May, June and July by sending their names and addresses, together with the fee of \$1.00 to the British Columbia Teachers' Federation, 1644 West Broadway, Vancouver 9, B.C.

Education In England

H. E. CULLIS

Teachers going on exchange, as well as others, will be interested in this description of the English school system.

AS a recent arrival from England, my first impression is that the educational systems of that country and Canada differ widely and often fundamentally.

Probably 99% of the children of England are educated under the state system, which does not include the "public" or "preparatory" schools. These schools you would call "private" schools, and one of the conditions of entrance is the ability to pay the fees. For the purpose of this article, I refer only to the state system.

In some districts children can commence their education in the Nursery Schools at the age of three, but usually they start at the Infant School between the ages of four and five. Five is the compulsory starting age. The Infant Schools are usually small in numbers, the theory being that young children develop best in the more intimate smaller circle. For this same reason the Infant School is usually separated from the Junior School which the pupils enter at eight years of age. Here they remain till eleven years of age when the first stage in ability grouping commences.

This "ability and aptitude" grouping is the first great difference I have discovered between the two systems. The reasons given to support this are these. Children differ widely in their mental makeup, in their aptitudes and aspirations. Each child is entitled to an education which will best develop and bring to full fruition his or her potentialities. But, and here is the difficulty, what would help one might well retard another. When extra attention is being given to the slower child, the brighter one gets bored. To alleviate this situation ability and aptitude grouping

has been employed. In the year between ten and eleven the progress and ability of the child is carefully measured by intelligence tests and examinations. These tests and examinations are conducted by the County Educational or City Authorities and on their results the parents are advised what type of education is best suited to their children.

Three different types of school exist. The Grammar School is the road to the University. The Technical School is for the more practical-minded and the Modern School for the sixty percent who cannot obtain entrance to either. Education in the Modern and Technical Schools continues to fifteen years of age and sometimes to sixteen years; in the Grammar Schools to sixteen years of age and in many cases to eighteen and nineteen years of age. Another examination is taken from thirteen to fourteen years of age for "late developers" when further transference may take place. Education is completely free in all the schools and ability only will get a pupil into the Grammar School or Technical School. As yet the Modern Schools and, to a lesser extent, the Technical Schools are young and have not established themselves as favourably in the public mind as the Grammar Schools, notwithstanding the fact that many of the Modern and Technical Schools are ultra-modern new schools. Consequently when some parents who would previously have sent their children to a Grammar School find their children below the standard admitted, they look askance at the Modern School and, facing expense they can ill afford, send their children to a private school.

This great change in the secondary education of England was brought about by the 1944 Education Act which was conceived in the Norwood Report in 1941. Some quotations from that report will perhaps show the vision of the committee which framed it and in particular the reasons underlying the divisions in the secondary system. It states:

"English education has in practice recognized the pupil who is interested in learning for its own sake, who can grasp an argument or follow a piece of connected reasoning, who is interested in causes, whether on the level of human volition or in the material world, who cares to know how things came to be as well as how they are, who is sensitive to language as expression of thought, to a proof as a precise demonstration, to a series of experiments justifying a principle: he is interested in the relatedness of related things, in development, in structure, in a coherent body of knowledge. He can take a long view and hold his mind in suspense. This may be revealed in his work or in his attitude to his career. He will have some capacity to enjoy from the aesthetic point of view, the aptness of a phrase or the neatness of a proof." Such pupils find their way into the Grammar Schools where their special needs are catered for.

Education for the Practical

"Again, the history of technical education has demonstrated the importance of recognizing the needs of the pupil whose interests and abilities lie markedly in the field of applied science or applied art. A boy in this group often has an uncanny insight into the intricacies of mechanism whereas the subtleties of language construction are too delicate for him. To justify itself to his mind, knowledge must be capable of immediate application and the knowledge and its application which most appeal to him are concerned with the control of material things." For such pupils the Technical Schools are designed.

"Again there is still another grouping of pupils. The pupil in this group deals more easily with concrete things than ideas. He may have much ability but it will be

in the realm of facts. He is interested in things as they are; he finds little attraction in the past or in the slow disentanglement of causes or movements. His mind must turn its knowledge or its curiosity to immediate test; and his test is essentially practical. He may see clearly along one line of study or interest and outstrip his generally abler fellows in that line; but he often fails to relate his knowledge or skill to other branches of activity. Because he is interested only in the moment he may be incapable of a long series of connected steps; relevance to present concerns is the only way of awakening interest, abstractions mean little to him. Thus it follows that he must have immediate returns for his effort, and for the same reason his career is often in his mind. His horizon is near and within a limited area his movement is generally slow." For such pupils the Modern Schools are being developed.

Grouping Begins Early

There are many differences but I shall confine myself to "ability and aptitude grouping." Grouping begins in the Junior School, where the child is encouraged as far as possible to progress at his own rate. The brighter pupils will be in the "A" stream, where they will be fully extended, the average hard worker will be in the "B" stream, the less able in the "C" stream, where their special needs are catered for. Some of the less able pupils are not encouraged to take the Secondary School Entrance exam, but can elect to take it if they wish.

Entrance to the Grammar, Technical or Modern School largely depends on the result of this examination. In most areas the three secondary schools are separate but some Educational Authorities are favouring "Comprehensive Schools" in their new Development Plan. The great thing about such schools is that the

Mr. Harry E. Cullis taught for some years in England before coming to Canada. He is presently on the staff of Alberni District High School.

Secondary School Entrance Examination does not assume such importance, being used only as a guide to ability grouping inside the school. Transference is also more easily accomplished between the Grammar, Technical and Modern sections, as they are in the same building. The objection to these schools is that, in order to have satisfactory Grammar and Technical sections, a very much larger Modern section must be taken also, and this makes the schools large and impersonal. Nevertheless many have been built and their development is being watched with interest.

Another variation which has been adopted by many rural areas is the "Bilateral School" where the Grammar and Modern sections or the Grammar and Technical sections exist as one unit. All these different types of school have their place and it is the needs of the particular community which determines the type adopted. In practice ability grouping in schools is carried further. Some take the cream of the Grammar School entrants from their areas and cater almost exclusively for the more intelligent child.

Ability Grouping in Third Year

Now I wish to show how ability grouping is brought about in one particular school or section. For the first two or three years in a Grammar School the course of studies followed is usually, but not always, the same for all pupils. Little transference is carried out and the classes are usually heterogeneous. Streaming into A, B, and C classes may take place in the third year and is certainly effective in the fourth year. In the fourth year at fourteen years of age some form of specialization commences. The pupil now has to decide whether he is aiming at a University career or not. If he is hoping to go to University, he must further decide if the arts or the sciences will be his future line of study. If science is his choice he will drop Latin and Industrial Arts and take possibly the three sciences, Physics, Chemistry and Biology as separate subjects. Until then he has studied General Science. The arts student will continue with General Science but will drop Industrial Arts

and Home Economics and place more emphasis on the two languages, usually Latin and French. Those students taking the general programme will drop Latin, continue with General Science and then specialize in Home Economics or Industrial Arts.

It is realized that some pupils may be good at one subject and poor at another. This is found to be especially so in the languages and mathematics. To overcome this difficulty "setting" is employed. The syllabus is so arranged that the three streams A, B, and C are taught the same subject at the same time, and the pupils go to the class best suited to their ability and progress. At sixteen years of age those students following the general programme of studies, after taking their General Certificate of Education, probably leave school. Some may remain to take a commercial, pre-nursing or science course for one year. Those students following the University programme, if their ability and progress warrant it, enter the Sixth Form.

The Sixth Form is a peculiarly English institution. It is one of the great achievements of the Grammar School. A pupil can remain in it for two or three years. To be a member of the Sixth Form is a privilege and with this privilege go responsibilities. The pupil has chosen what he wants to do and every encouragement and help is given him, but no compulsion is used. Sixth Form rooms are set aside for private study and there are a number of unsupervised study periods. The students are expected to set an example in scholarship and leadership to the rest of the school. A subtle change in pupil-teacher relationship takes place for now free, frank and critical discussion can be carried out on an equal footing. The academic studies are intensive and specialized in usually three main branches of study. For instance, the future mechanical engineer takes Physics, Pure Maths, and Applied Maths; the future doctor, Physics, Chemistry and Biology; the language specialist, English, French and History with perhaps German or Spanish as an extra language to the General Certificate level.

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Teachers In Part-time Employment

W. V. ALLESTER

FROM time to time complaints are made to the Federation Executive or Office regarding those teachers who take part-time employment in other fields. These complaints are usually made by trade unionists who find teachers competing with them for jobs. On one occasion during the past year, an objection came from a branch of the B.C. School Trustees' Association. Two quotations from the Trustees' letter may be of interest.

"The Boards realized that they had no control over the teachers after school hours, but it was felt that the salaries of the majority of teachers today was sufficient to exclude the need of working on Saturdays and after school hours . . ."

"Further, the Trustees feel that summer employment by teachers should be in keeping with the professional standards that teachers feel they should be accorded . . ."

Ideally, teachers should not take part-time or summer employment in other occupations. Part of our campaign for a better professional status, and for higher salaries, depends upon the progressive withdrawal of all teachers from such employment. It is realized, however, that for many reasons such an ideal may not be reached for some years.

All teachers need to be aware, however, of the effect that part-time employment does have on our professional status. Awareness may eventually bring a willingness by all to refrain from part-time work. There does not seem to be any *logical* or *objective* criteria for separating part-time occupations into "desirable," "less desirable," and "objectionable," except that the job should be morally and legally correct. Nevertheless, people do "look down" on some occupations or places of employment; teachers would be wise to avoid these. Moreover, working at other employment

on week-ends or in the evening is much more objectionable than working during vacations. It is probable that the person who puts his best into teaching will have neither the time nor the energy for another occupation in the evenings or on week-ends.

The Code of Ethics of the National Education Association (U.S.A.), as revised in 1952, contains these lines:

"The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, co-operative, and constructive manner.

"In fulfilling the obligations of this principle, the teacher will . . . adhere to any reasonable pattern of behaviour accepted by the community for professional persons.

"The members of the teaching profession have inescapable obligations with respect to employment. . . . In fulfilling the obligations the teacher will . . . engage in no gainful employment, outside of his contract, where the employment affects adversely his professional status or impairs his standing with students, associates, and the community."

How long will it be before the British Columbia Teachers' Federation agrees to insert such a clause as the last in our Code?

Upon instructions from the Federation Executive, a committee composed of Mr. J. Phillipson, Mr. I. D. Boyd, and the writer made a study of the problem. The observations in this article are based upon a report made to the Executive by this committee.

Let's Talk It Over

W. V. ALLESTER

Teachers, Trustees, Parent-Teacher Members and Inspectors meet in successful conferences to consider basic Educational Questions.

THERE have been several articles in this magazine concerning the CEA-Kellogg Project in Educational Leadership. Fourteen of the school inspectors from British Columbia have attended one or more of the CEA-Kellogg Short Courses at Edmonton. Another six will participate in the Short Course this May. Undoubtedly, teachers, school trustees, and parents in the areas served by these inspectors have been told something of the Project. Last fall an organized attempt was made to spread information about "Educational Leadership" to other persons interested.

Four regional conferences were held, at Vancouver, Prince George, Penticton and Abbotsford, under the auspices of the B.C. Advisory Committee to the Project. Representatives were invited from school boards, parent-teacher councils and teachers' associations in the area. Those inspectors serving in the districts concerned were also invited. A total of 63 teachers, 47 parent-teacher delegates, 35 school trustees, and 27 inspectors took part in the four meetings.

Local committees proved invaluable in the arrangement of many details. The resident inspectors, Mr. E. E. Hyndman, Mr. W. H. Grant, and Mr. G. Johnson, acted as chairmen of the committees in

three of the centres while Dr. S. A. Miller served in Vancouver. Each local committee had teacher, trustee, and parent-teacher representation. The teacher members were R. Cox (Penticton), A. B. Thompson (Abbotsford), B. G. Webber and Stan Evans (Vancouver), and Mrs. C. Carter, J. Beech, and J. Wiens (Prince George).

Each one-day conference began with a talk by one of the inspectors regarding the CEA-Kellogg Project. Mr. B. Thorsteinson and Mr. H. D. Stafford shared this responsibility. Then Mr. Stan Evans, Assistant General Secretary of the B.C.T.F., instructed the delegates in "workshop techniques." Factors which help or hinder good discussions were listed. The various roles taken by individuals in a group discussion were explained.

During the afternoon, the delegates divided into groups to study topics of their own choice. The most popular subject was "How to Further Public Understanding of and Public Support for Education." Prominent members of the B. C. Parent-Teacher Federation (Mrs. E. Evans, Mrs. B. R. Tupper, Mrs. H. Steves and Mrs. J. R. Martin) acted as consultants. The role of the Parent-Teacher Association in furthering public understanding of education was

stressed. It was felt that there should be more co-operation between trustees, parents, teachers and inspectors in publicizing educational policies and problems—particularly when new methods and new curricula were introduced.

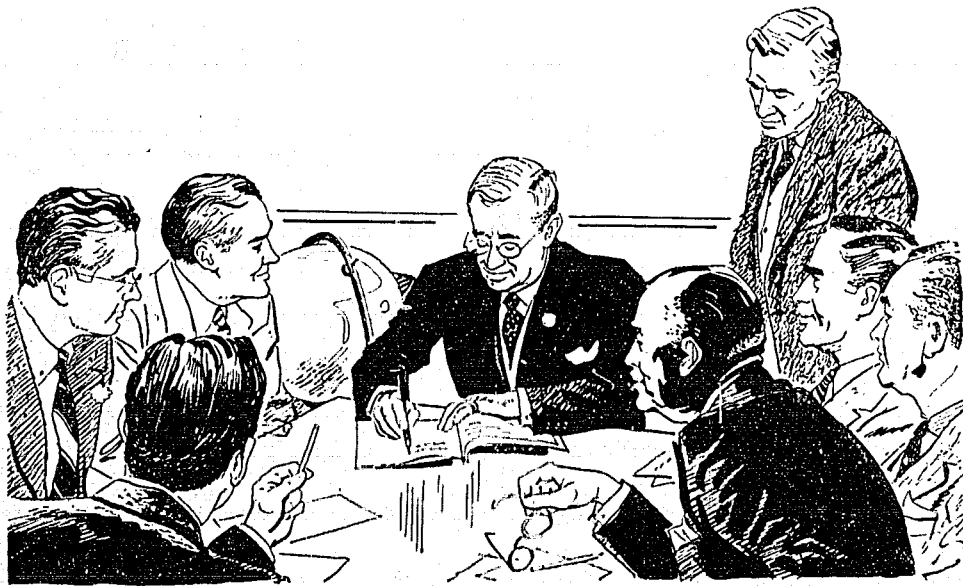
Mrs. M. Ricker, Executive member of the B. C. School Trustees' Association, was consultant at each conference to groups discussing "Local Responsibility in Education." It is recognized that the provincial government had considerable control over public education and provided a large part of the financial support. However, in British Columbia, considerable autonomy in school affairs had been given to local authorities. It was agreed that this autonomy should be strengthened and maintained. Individual school boards were empowered to raise and spend money to add desirable improvements to the basic educational programme.

"The Curriculum Needs of Modern Society" were discussed by groups at each conference with the writer and Mr. Thorsteinsson as consultants. Emphasis was placed upon the secondary school curriculum and each group tried to analyse factors in modern society which have demanded certain curriculum changes. Some of these

were technological changes, urbanization, extension of leisure time, international conflicts, and the democratic ideal of mass secondary education.

Another topic, used at Vancouver with Mr. R. Shields and Mr. C. M. Bayley as discussion leaders, was "Frictions and Efficiency in Education." At Prince George, a group chose to discuss "The Education of Teachers."

In the evening, an attempt was made to find back-home application of the methods and content of the conference. Reference was made to ideas picked up in one or other of the discussion areas which was going to help in solving a basic educational problem in the local community. Many recognized that the group discussion methods could be used in local meetings. There was considerable stress on the value of the different persons active in and responsible for education getting together. One person at Penticton expressed it this way: "This conference, bringing all four groups together, perhaps for the first time, can be the inspiration for future meetings of a similar nature on the local level. Thus many problems, and many misunderstandings, can be resolved and better relations can result."



Outstanding Lecturers at Summer Session



Dr. W. E. Blatz,
Director of the Institute
of Child Study

A HEAD start on the official September opening of the University of British Columbia's College of Education will be made this summer with courses in U.B.C.'s Summer Session being offered for credit towards the Bachelor of Education degree in both elementary and secondary school education for the first time.

The U.B.C. Summer Session will make educational history with the largest number of education courses ever offered and a long list of distinguished visiting lecturers from all parts of Canada, the United States and Great Britain.

Another educational first for this year's Summer Session is the offering for the first time of the complete programme of training leading to certification as high school counsellors.

An estimated 2,000 students, most of them elementary and secondary school teachers working for credits toward higher certification and degrees in education, are expected to be taking summer courses for credit on the Point Grey campus this year. Enrolment last year was 1,400.

An additional 500 students are expected to register for non-credit courses in U.B.C.'s Summer School of the Arts.

Included in the large staff for the Summer School education department are such people as Miss Margaret McKim of Teachers College, University of Cincinnati, a noted authority in the fields of elementary school curricula and reading instruction.

Other visiting lecturers among the 17-member staff of the education department are:

Dr. E. J. Durnall, Dean of Nasson College, Springvale, Maine, an authority in the guidance field; Miss Myrtle Boulton, senior lecturer in the department of education at The University, Leeds, England; Dr. F. L. Shoemaker, professor of education, University of Ohio; Miss Margaret Sutherland, School of Education, University of California, Davis, California; Dr. R. Davis, professor of Educational Research, George Peabody College for Teachers, Nashville, Tennessee.

Dr. Albert Morris, Chairman of the Department of Sociology and Anthropology, Boston University, Boston, Massachusetts; Dr. J. Roby Kidd, Director, Canadian Association for Adult Education and Lecturer on Adult Education, Ontario College of Education; Miss Viola Cassidy, Associate Professor of Psychology, The Ohio State

University, Columbus, Ohio; Dr. H. M. Fowler, Ontario College of Education, University of Toronto.

Lecturing in developmental psychology will be Dr. W. E. Blatz, Professor of Child Psychology and Director of the Institute of Child Study, University of Toronto.

Director for the Summer Session, U.B.C.'s 37th, will be Dr. Kenneth F. Argue, who has been Summer Session director for the past two years and who was recently appointed Director of the Summer Session for the College of Education.

The session starts July 3 and continues through to August 17.

A wide range of academic courses for credit, the largest course offering in Summer Session since the peak of post-war veteran enrolment, will be available in all subjects from anthropology to zoology. Many of these courses in departments other than education may be taken by teachers for credit towards either the new four-year Bachelor of Education degree in elementary school education or the new five-year Bachelor of Education degree in

secondary school education.

One of the highlights of the Summer Session will be the Education Conference to be held August 9 to 11 inclusive. Theme of the conference is "Charting a Course for a College of Education."

Dean N. V. Scarfe, recently appointed Dean of the College of Education, will be at U.B.C. during Summer Session (his appointment dates from July 1), but is expected to be busy making preparations for the start of the College of Education in the fall.

The Summer School of the Arts will offer one of the most outstanding programmes in the fine arts to be found anywhere on the continent. The staff will include such well-known lecturers and artists from Canada, the United States and Europe as Sir Herbert Read, Alexander Archipenko, Aksel Schiotz, Donal Wilson, Hans Busch, Joe Plaskett and Konrad Sadowski.

A summer festival featuring student and staff work in music, theatre and arts and crafts will highlight the programme.

Guiding Hand

Continued from page 328

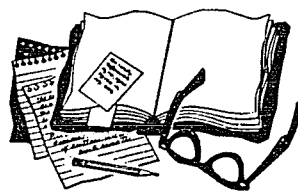
Moreover, we wished to know just what part local associations of the B.C.T.F. were already playing in this very practical aid to teacher recruitment. Thus at the Senate meeting February 8, 1956, Dean Gage announced the receipt of a number of awards from local associations throughout the province which wished to have their bursaries and scholarships handled by his committee, at least in part, and advertised in the University Calendar. The writer was able to tell Senate that besides the \$1,200 in scholarships now being given by the Federation, B.C.T.F. local associations are giving awards totalling more than \$3,000. This information received most sincere commendation from Senate as an

indication of the concern felt by teachers for the future of good teaching in this province and their willingness to show by their example that suitable awards must be offered if teaching is to compete with the other professions in recruiting the best high school graduates.

It was at this Senate meeting also that announcement was made of the appointment of five Directors of the new College of Education, Dr. Ranton McIntosh, Director of Secondary Teacher Education; Dr. F. Henry Johnson, Director of Elementary Teacher Education; Mr. F. C. Boyes, Director of Student Teaching; Dr. Kenneth Argue, Director of Summer School of Education; Mr. Henry C. Gilliland, Director of Teacher Training, Victoria College.

(Subsequently Dean Neville Scarfe, Dean of Education at the University of Manitoba, was named Dean of the College.)

The Teacher's Handbook



HARRY S. JOHNSTON

THE Teacher's Handbook is receiving more attention than formerly in the larger secondary schools and so after experimenting for three years, I have ventured to set down some thoughts on the subject. The staff of my school has found that the material not only contributes to the in-service training programme but also enables members to maintain a more uniform policy in connection with routine procedures. The newcomers have easy access to the compiled bulletins and therefore are able gradually to absorb the methods current in the school. The principal in his first interviews with a new recruit, knowing pertinent information is available, can devote more time to getting to know the teacher as a person. Veteran teachers find the handbook a reference to help recall half-forgotten details and to use for emphasis on special occasions. Further, the fact the principal takes trouble to write down policy helps him to clarify for himself the desired procedures.

Mr. H. S. Johnston is principal of Vancouver's Point Grey Junior High School. For the past three years Mr. Johnston has prepared a mimeographed "Teacher's Handbook"—a ready reference for his staff on much of the routine within the school. The veteran members and newcomers to the staff alike find it of great help. Its use reduces the number of staff meetings and provides much information which would be otherwise obtained by the teacher's personal enquiry of the principal or vice-principal.

The administrator should give attention to the make-up of his booklet. The format can well be letter-size mimeograph paper because it is generally at hand. The copy can be improved by having the subject of each paragraph in capital letters, thus making reference easier. Stiff covers that are fastened with rings facilitate additions or subtractions. This school has used loose-leaf binders for filing the material.

The section of the handbook which bulks largest is that dealing with routine and this occurs despite the fact the school office has made a definite effort to avoid duplicating information published elsewhere. Of subjects in this area, attendance merits first attention. Details are set down under the following sub-headings: absence, tardiness, notes, nurse, medical and dental appointments, and checking and recording attendance. A further page specifies the manner in which the permanent register should be organized. The Metropolitan Health Bulletin entitled "Policy Regarding Readmission of Pupils Following Absence" is filed with the above information.

Under headings which may be classified as "In-service Training" the handbook deals with seating charts, log books and departmental previews of material to be taught. This year I have included a "Teacher's Check List" which suggests for attention such areas as follows: classroom conditions, qualities of the good teacher, and the preparation and presentation of the actual subject unit.

Guiding bulletins concerning the expected relationships between the teacher and pupils are three in number in the

current handbook. One sets down the school policy on "Discipline." This statement begins: "Pupil behaviour is at all times the responsibility of the teacher to whom the group has been assigned." The second paragraph suggests procedure for children who deviate from the normal pattern of conduct. The next states policy concerning corporal punishment and it may be of interest to know this school sets a maximum of six strokes. In connection with this topic the April issue of *The Clearing House* for 1955 included 24 items for securing "Good Discipline." I believed these were worth making available to the teachers.

Finally in this section, the bulletin "Pupil Supervision" features policy where detentions and pupil service are given consideration. Statements establish the priority of the subject teacher in the matter of detaining children and of granting permission for service in school time. Procedures for situations arising when the teacher banishes a pupil from his classroom are suggested as well as supervising requirements during intermissions.

Matters affecting the relationship between the teacher and the officials of the

local school board have been collected. Explanations are given concerning promotion cards, changes in certification, income tax deductions, pensions, and group life insurance.

Faculty relations with the custodial staff merit separate treatment. Heating and repairs are the major subjects in this field.

Added to these topics is a miscellany as follows: pupil promotion policy, the textbook rental plan and its operation in the school, school finance, a statement concerning the use of copyright material, assemblies, and so forth. Finally the office staff prepares and files the Administrative Bulletin of the Department of Education in the binder.

The effective use of this material depends on the individual teacher. For a few, the booklet is just another one to dust. For others, I am convinced it has proved most helpful because it can and does supply immediate answers when the administrator is not available. Further, regulations being what they are, the principal who has prepared such material as above should find his agenda for the opening day programme more than half completed.

Citizenship Department Publications

THE numerous enquiries received from teachers by Dr. W. G. Black, Regional Liaison Officer, Citizenship Branch of the Department of Citizenship and Immigration, concerning the publications of the Citizenship Branch, and the many testimonials as to their usefulness, have been most gratifying. Information regarding their titles and purposes and their availability should prove helpful to the members of the Federation. The following are the chief publications:

1. "*The Citizen*": A periodical which is published four or five times a year, containing interesting and helpful views on

various matters of civic concern. You may put yourself on the mailing list, at no expense, by writing to the Canadian Citizenship Branch, West Block, Parliament Buildings, Ottawa.

2. "*Handbook for Newcomers*": A booklet containing much information of use to newcomers after their arrival in Canada. Free to newcomers or their teachers. Available in five languages, English, French, German, Dutch and Italian, from Citizenship Office, Immigration Building, Vancouver, from County Court registrars, or from Dr. Lucas, Director of High School Correspondence Instruction, Victoria. May be

purchased from Queen's Printers, Ottawa, at 10c per copy.

3. "*Information for Newcomers*": A folder giving information to newcomers to British Columbia on many practical questions, such as availability of various social services, and names of helpful organizations. Obtainable from the Citizenship Office, Immigration Building, Vancouver.

4. "*English Through Pictures*" with Workbooks I and II: free to newcomers; may be obtained by teachers of night school classes through Dr. Edith Lucas, who in turn requisitions them from the Citizenship Branch, Ottawa. Dr. Lucas' own booklets in English and citizenship are the ones generally used in British Columbia in night school classes for newcomers, and have proven to be very successful. *English Through Pictures* is most helpful when used by teachers of individual immigrants or small groups, especially for those immigrants who possess little or no English.

5. "*The Canadian Scene*" (new revision ready in early summer): an attractive illustrated booklet giving general information about Canada, and written in basic English. Recommended for use by newcomers who are preparing for their Court House citizenship examination. Free for newcomers. Available at Citizenship Office, Immigration Building, Vancouver, or for teachers of newcomers' classes through Dr. Lucas. Others may purchase it from Queen's Printer, Ottawa, at 10c per copy.

6. A series of more specialized booklets on Canada, all of them free for newcomers, and available to the latter on order through Dr. Lucas, or through the Citizenship Office, Immigration Building, Vancouver, or available to the general public at 10c per copy from the Queen's Printer, Ottawa. These are the booklets which have been in greatest demand by high school teachers. The titles are as follows.

"*Our Land*" (available now).

"*Our Resources*" (available now).

"*Our Transportation Services*" (available now).

"*Our History*" and "*Our Government*" (these two booklets have been in exceptionally heavy demand. Present stocks are

exhausted but revised new issues will probably be available in the late autumn.)

7. "*Steps to Citizenship*": a booklet which explains the steps to be taken by a person desiring Canadian Citizenship. Available at no cost from Citizenship Office, Immigration Building, foot of Burrard St., Vancouver.

8. "*The Family Tree*": a mimeographed booklet containing a series of brief but most informative accounts of the history of the various ethnic groups (German, Italian, etc.) making up the population of Canada. Very limited supply! Citizenship Office, Immigration Building, Vancouver.

9. "*The Citizen as an Individual, a Family Member, a Parent, a Community Member, a Member of the Nation, a Member of the World Community*": a series of six simple little booklets containing a number of thought-provoking questions concerning the rights, duties and problems of a citizen in various life situations. These booklets have been found very useful for discussion purposes. Available to teachers at no cost from Citizenship Office, Immigration Building, Vancouver.

10. *A series of circulars on various aspects of citizenship:*

"How to Help Newcomers"

"Improving your Community"

"Education for World Understanding"

"Preparation for Citizenship Examination"

"Suggestions for Citizenship Day Programs"

"Suggestions for Talks on Citizenship"

"Steps to Citizenship"

Available on request from Citizenship Office, Immigration Building, Vancouver. No charge.

11. "*Annual Report of the Department of Citizenship and Immigration*": Queen's Printer, Ottawa. 50c. Supplies much detailed information on the Immigration Branch, the Citizenship Branch, the Registration Branch and Indian Affairs Branch.

12. *List of Films and Film Strips*. The National Film Board, or your local Film Council, can supply you with a list and description of those films and film strips on various aspects of citizenship which have been prepared by N.F.B. and the Citizenship Branch.

Cold-proof Your Classroom

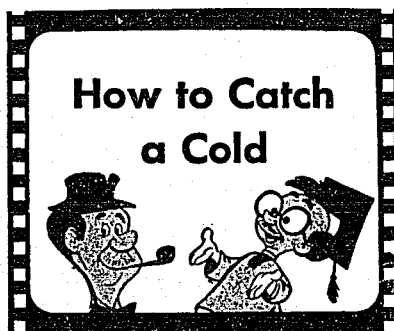
A GAIN this spring, if things are left to take their natural course, you will be lecturing to the inevitable number of empty seats. In a great majority of the "Please excuse . . ." notes you will find too frequently occurring that well-known phrase "had a cold"! And until medical research develops the "sure cure" for the common cold, the most effective way of keeping this nuisance within bounds lies in the ancient adage "An ounce of prevention is worth a pound of cure."

One sure way of using that "ounce of prevention" to reduce the susceptibility of your students to the common cold is to pass your knowledge of cold prevention on to them. And to aid you in presenting the subject of cold prevention to your students, Canadian Cellucotton Products Co. Limited has made available, on a free loan basis, a wonderfully effective motion picture entitled "How to Catch a Cold."

"How to Catch a Cold" is a ten-minute long Technicolour-sound film produced by Walt Disney Productions. It takes common sense to fight the common cold, that's the theme of this health film and Common Sense is its star. He is a kindly intellectual little character with horn-rimmed glasses. He's wise; so helpful. His charge—and problem—is sneeze-and-sniffle-ridden Common Man who sets you laughing at his foolish mistakes. Until you realize that he could be you. As simply as that, the animated cartoon gets important pointers across.

The film was developed under the careful guidance of leading medical and educational authorities. Yet it never preaches. The Walt Disney brand of fun and imagination are used to bring home scientific do's and don'ts—painlessly, memorably.

The film is universal in its appeal. Its teachings and reminders are needed by people of all ages—by youngsters in grade school, by teen-agers and also by adults. "How to Catch a Cold" is a motion picture for everybody.



This picture champions no remedies. It does emphasize, however, the benefit of rest for hastening recovery and the importance of isolation as a protection to others, points on which the medical profession agrees.

From the first, "How to Catch a Cold" has been received with great enthusiasm by leading Canadian educators, and every provincial department of education in Canada now retains at least one print on a permanent-loan basis.

A brochure (complete with order forms) describing the film as well as other free educational material may be obtained by writing to: Educational Department 61, Canadian Cellucotton Products Co. Limited, 50 King Street West, Toronto, Ontario.

The Gifted Child

Continued from page 324

9. Factors of environment are taken for granted in composing tests.

10. I.Q.'s measured are minimums.

11. Peculiarities of brightness are hard to test.

12. The average person doesn't understand all the ideas of genius.

Conclusion

The ideas in this article should enable the teacher to identify the gifted child. However, little is gained if the teacher does nothing about varying his teaching method accordingly. The next, and concluding article, will set forth ways in which teaching method for the gifted child

should differ from that used with average or dull children.

BIBLIOGRAPHY

1. The American Association for Gifted Children, edited by Paul Witty, *The Gifted Child*, Boston: D. C. Heath and Co., 1951.

2. Leta S. Hollingsworth, *Children Above 180 I.Q.*

3. H. O. Rugg, *The Curriculum for Gifted Children*.

4. Lewis M Terman, *Genetic Study of Genius*.

5. Elise H. Martens, *Teachers' Problems With Exceptional Children*.

6. Margaret Mead, *The Gifted Child in the American Culture of To-day*.

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Perhaps the lower grades are studying B.C. Indians. If so, we have two Lesson Aids on Indians, No. 69 and 85 at 12c each.

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Write to: Lesson Aids, 1644 West 9th Ave., Vancouver 9, B.C.

Normal School Home-coming

A GROUP of Normal School graduates is planning a home-coming of all classes from 1900-1956 to honour the closing of the Vancouver Normal School.

The home-coming will be held at the Normal School on Saturday, June 9, from 2:30 to 5:00 p.m.

All graduates are invited to return to the school to meet former classmates and staff.

Watch for further details.

Rooms for Summer School—30 single rooms available for University Summer School—men only. Ideal location on Campus. Room and full board for period (seven weeks) \$100. Make reservations early to Bursar, Anglican Theological College, Vancouver 8, B.C.

Wanted to Rent—Furnished house or suite in Victoria for married man and two school-age daughters during the Summer School session. Good references. C. O. Tuck, Box 706, Quesnel, B.C.

For Rent—July and August, furnished five-room house. References requested. Apply owner, 3205 West 37th Ave., Vancouver 13, B.C. KE. 2634M.

Principal Wanted

Applications are invited for the position of principal of MacDonald Elementary School, West Summerland, (14 divisions), effective for the September term. Previous administrative experience desired. Full particulars and Inspectors' reports with application please.

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Miss Barbara Macfarlane,
Executive Office Assistant

MARCH is yet another busy month for some committees, particularly the Convention Committee. Committees holding regular meetings dealt with such topics as membership for related groups, curriculum, public relations, property management, in-service education, teacher education, and finance.

March 3

Mr. I. D. Boyd, First Vice-President, represented the Federation at the 9th Annual High School Conference held at the University of British Columbia.

March 5

Education Week in Courtenay featured a public meeting at which Mr. J. A. Spragge, Executive Assistant, was a special speaker.

March 6

While in Courtenay, Mr. Spragge was invited to address the Rotary Club there at its regular luncheon.

March 7 - 10

The General Secretary, Mr. C. D. Ovans, was on the Island for several days. On March 7 he met with teachers at Ladysmith to discuss salary matters with them. He

addressed the Courtenay Kiwanis Club on March 8, and was in Campbell River on March 9 for an Education Week symposium. On March 10, at Nanaimo, Mr. Ovans met the Vancouver Island Principals' Association.

March 8

Mr. Stan Evans, Assistant General Secretary, participated in the Education Week programme in Richmond as a member of a panel.

March 9

The President, Mr. J. Phillipson, attended a meeting of the Property Management Committee in Vancouver.

March 10 - 11

Mr. Phillipson travelled to Quesnel and Williams Lake to meet members of the local associations in these two areas.

March 14 - 16

Mr. Ovans travelled to Kitimat for general discussions with the teachers in the local association there.

March 15 - 16

Mr. Spragge was in Duncan for a meeting of the Cowichan Teachers' Association to discuss salary business and some items for the 1956 A.G.M.

March 16

The Public Relations Committee sponsored a workshop for the members of the Teacher Training class at the university. A number of Table Officers, members of the committee and members of the office staff acted as consultants.

March 17

Southern Vancouver Island District Council held a workshop in Duncan. Mr. Phillipson attended this meeting.

March 19

Mr. Boyd attended the monthly dinner meeting of the Burnaby Administrators' Association.

March 24 - 25

Mr. Boyd travelled to Port Hardy to attend the meeting of local associations from Alert Bay, Port Alice and Port Hardy.



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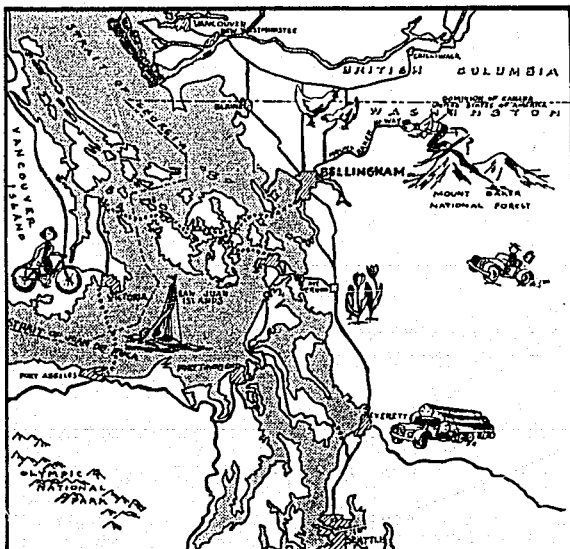
My wife and I recently finished paying off a loan which we made from the B.C.T.F. Co-operative Association some time ago. It was through the Co-op that we were able to build a house and furnish it. At this

time we would like to use this means of thanking Mr. R. R. Smith and his staff at the Co-op office for the friendly way we were treated and the minimum of "red tape" we were subjected to.

We would strongly advise any teacher who contemplates building to look into the facilities the Co-op has to offer.

Yours sincerely,
J. H. Allen.

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ESTHER G. HARROP, Book Review Editor

EDITOR'S NOTE—In future will all members of the reviewing committee be most careful to furnish the following information for the books which they review. It is necessary, since our pages are primarily to assist teachers who wish to purchase the books.

1. Author's name in full (unless initials are the only facts given).
2. Name of publisher.
3. Address of publisher.
4. Date of copyright.
5. Price.

EDUCATION

The Gifted Child. Edited by Paul Witty. American Association for Gifted Children. D. C. Heath & Co., Boston, (Can. Agt. Copp, Clark Company, Toronto) 1951. \$4.00.

The gifted child and the study of his problem is coming into prominence today. Since the opening of the 19th Century the question has been receiving more attention, and a concerted effort at the dissemination of knowledge about gifted children and adequate educational opportunities for them is concerning educators everywhere.

In *The Gifted Child* the essential points made cover the child, the programme, the home, the school and the teacher. Contributors named in the various chapters include men and women prominent as educationalists and clinical psychologists. Experiments that have been carried out and research that has been done are exhaustively treated. Studies on this subject made by Lewis Terman on the Pacific Coast, and by Leta Stetter Hollingworth on the Atlantic Coast differ somewhat in content and method, but both agree that an enriched programme is essential, and also that the discovery of the gifted child must be made in early youth.

Certain recommendations are made throughout the book. These stress the qualities of teachers assigned to such children; the size of classes (25 pupils per class is advised); the responsibility of the community to gifted children; the importance of the guidance counsellor; the necessity of constant stimulation and adequate opportunity; efforts made by parents to develop an understanding of the social and emotional growth of such children. Two points are essential—enrichment of programme and the realization that a belief about gifted students getting along by themselves is faulty.

One criticism of the book is that all suggestions seem to point to the likelihood that gifted children will be found in localities where there are opportunities for cultural development, such as libraries,

museums, concert halls. The fact that there may be individual children in rural or small schools where there are no such advantages seems to have been overlooked and this seems to me to be very important.

The last chapter contains an excellent annotated bibliography of material on the gifted child, and in spite of the one criticism submitted, the whole book is interestingly and informatively written.—E. G. H.

The Gifted Child in the Regular Classroom, by Marian Scheifele. Bureau of Publications, Teachers' College, Columbia University, 1953. 84 pp., 95c.

Here is a highly practical monograph dealing with one of today's most important educational problems. It is divided into five chapters as follows: I Identifying the gifted child. II Special problems of the gifted child. III Current school practices. IV Suggested enrichment activities. V The teacher's role. Chapters I & II discuss much of the theory which can be read in any good text on education, but Chapters III-V are extremely useful and really "down to earth" for they give the earnest teacher practical suggestions for her work with the gifted child. It is often easy to speak in general psychological terms, but it is not so easy to provide solutions for everyday problems in the classroom. The last sentence in the Foreword states about the monograph "Its purpose is twofold: to serve as a practical aid to teachers, and to stimulate in their classrooms the experimentation which will lead to greater enrichment of experience." And these two purposes are definitely revealed in the eighty-four pages of the text.

It is rather interesting to note in what ways and places this dissertation resembles *The Gifted Child* by Paul Witty, but on the whole, the monograph would be the more helpful of the two, since the enterprising teacher can take it and adjust its material or add to it from her own experience, so that it best meets her needs. It is important that we have to confess that even good teachers may be better followers than they are inventors.—E. G. H.

FICTION

Kim of Korea, by Faith Norris and Peter Lumn. Copp, Clark, 1955. \$2.75.

Mrs. Norris is Faith Grigsby, U.B.C. Arts '39, whose father was associated with Vancouver Art Gallery. She and Peter Lumn are teaching at Oregon State College. Here they use her early knowledge of the Orient to give children a real understanding of war-torn Korea, in a realistic yet sweet tale of a Korean orphan in the post-war period. Kim seeks his new American "father" (adopted) in an epic journey through the lovely yet often desolated land, where he meets quaint and courageous common people. The sympathetic illustrations of Kurt Wiese reflect his own early

hard experiences in the East when he was no older than Kim. Recommended for elementary and junior high school libraries.—G. H. C.

Doctor at Large, by Richard Gordon. Michael Joseph, London, 1955. (Canadian Agts. Collings & Sons, Toronto) \$3.00.

More amusing experiences of Doctor Gordon, the newly-qualified young English doctor who is determined to be a great surgeon. The episodes which mark his upward climb include an unfortunate term as junior assistant in the Casualty Office of St. Swithin's where promotion goes to his rival, the fawning Dr. Bingham; a brief sojourn in the practice of a Midland doctor whose wife, a Cockney blonde, is the source of the trouble; an interlude in the fashionable practice of an amorous London practitioner. When Gordon is again admitted to St. Swithin's, this time as Resident House Surgeon, the rivalry with Bingham begins afresh. As in his former book *Doctor in the House*, Mr. Gordon proves himself a skilled writer of diverting, comic invention.—P. E. H.

Clippers to China, by Captain Frank Knight. Macmillan, 1955. \$2.00.

Here is a remarkably fascinating sea story that will hold readers spell-bound. Superstition, jealousy, accident and crime all play a part; but like all really good stories, everything comes out right at last. The author leaves us in no doubt that he understands ships and shipping, officers and men, and life at sea. An excellent tale for school libraries.—E. G. H.

Secret of Sleeping River, by Archie Binns. Winston, Toronto, 1952. \$2.85.

A "family" story which will be very popular with the Grades VII and VIII. The plot revolves around a mystery and a queer television set.

—E. G. H.

Prince of the Plains, by Anne MacMillan. School Aids and Text Book Publishing Co., Ltd., Regina, 1952. \$1.75.

A very interesting combination of historical and family story. Pupils who know the history of the prairies only from a text-book will learn of the 1880's in Saskatchewan in a delightful way.—E. G. H.

Wonder Tales of Dogs and Cats, by Frances Carpenter. Doubleday, Toronto, 1955. \$4.00. Illustrated by Jack Keats.

In this collection there are 26 tales told of dogs and cats which come from 16 nations of Europe, Asia and Africa. Interesting, amusing, and sometimes a little sad, these myths belong properly to the land of "Once upon a time." All animal lovers will be delighted with them.—E. G. H.

Charcoal Wagon Boy, by Theresa Truchot. Binfords & Mort, Portland, Ore. \$2.00.

A story of a young boy on an Oregon farm in pioneer days. It revolves around his efforts to catch a gang of smugglers, get the reward, and thus assure his sister of the education she so keenly desires. The plot is good, the story well developed, and the illustrations interestingly done. Boys and girls of Grades IV, V and VI will find this book intensely interesting and very enjoyable reading.—M. R. L.

FRENCH

Cours de moyen de Français, Part I, by E. B. Travis & J. E. Travis. Revised Edition based on the text by E. B. Travis and J. E. Travis. Clarke, Irwin & Co., 1955. 386 pp., \$2.50.

This new edition of *Cours moyen* is quite similar to the text now prescribed for French 91 and 92. However, a few reading lessons have been added, chosen with the special needs and experiences of Canadian students in mind: *Le Canada français vu par une jeune Canadienne anglaise*. *Un jeune Français visite le Canada*; *Michel écrit d'Ottawa*.

The French scene is presented in *Le vrai Paris*; *La Normandie*; and *Au Collège de Montélimar*. "Lectures" deleted from the preceding edition are those presently contained in Chapters 7, 8, 9, 10, 20, 23, 24.

The revised edition maintains the excellent standard already set by *Cours moyen* with respect to choice of vocabulary, intrinsic interest of reading passages, clearly presented rules of grammar, and carefully prepared exercises.

The illustrations (photographs) are remarkably good.—D. H.

Allons Jouer, by C. S. Elston. Clarke, Irwin, 1952. 48 pp., 45c.

"On s'apprend qu'en s'amusant," said Anatole France. If this be true, your pupils will learn much (and thoroughly enjoy themselves in the process) from the forty-one little games in this highly recommended book. Even the beginners will be able to participate.—J. D. H.

L'Année Française, by F. A. Hedgcock and R. Hughes. Clarke, Irwin, 1954. 180 pp., 90c.

This little book contains twenty-six informative articles about every-day life in France. There is an abundance of conveniently placed notes. Perhaps its usefulness would be best indicated by a mere cataloguing of some of its chapter headings: *La rentrée des classes*, *La soirée en famille*, *Au théâtre*, *Au lycée*, *La Toussaint*, *Les vacances de Noël*, *Sports d'hiver*, *Le jour de l'an*, *Pâques*, *Les examens*. Many of the chapters include material especially relevant to the courses in French 20, 91 and 92.—J. D. H.

HEALTH AND PERSONAL DEVELOPMENT

Psychologists in Action Pamphlet No. 229. Public Affairs Pamphlets, 22 E. 38th Street, New York 16, N.Y. 25c.

Written by Elizabeth Ogg, this pamphlet outlines the contribution of the psychologist's profession to modern life. The material contained can be very useful as a job study, or as study matter for a staff and Future Teachers "little libraries."

Growing Up Gracefully. Edited by Noel Streatfeild. Arthur Barker, London, England (Canadian Agent: McClelland and Stewart, Toronto), 1955. \$3.00.

The arrangement of the text of this book on manners is quite unique. Following the subject

matter closely, Noel Streatfeild has considered the contributor in each chapter as a guest or member of a social group. The reader is not told that the chapter has been written by Miss ———; instead the author makes a few general remarks about the subject of each chapter and at the close of these remarks says "May I introduce Miss ———." In this way the correct method of bringing a newcomer to a group is cleverly demonstrated. There are very quaint sketches interspersed in the text, and unlike many books on etiquette, problems discussed are those that may occur in any social rank. Teachers in H.P.D. classes could make very good use of this book.—E. G. H.

Public Affairs Pamphlets

A new pamphlet *New Medicines for the Mind: Their Meaning and Promise* has appeared. It is written by Gilbert Cant and sells for 25 cents by the Public Affairs Pamphlets, 22 East 38th Street, New York 16, N.Y.

HOME ECONOMICS

Introductory Foods (3rd Edition), by Osee Hughes. Macmillan, Toronto, 1955. \$4.75.

The revised edition of this book gives up-to-date information in condensed and simple form. Chemical additives to food, seasoning of food, new tables of vitamin values in fruits and starch cookery have been given special attention. The basic principles of food preparation and preservation are illustrated with basic recipes and their use. There is a good timetable on vegetable cookery. The section on meat is especially good and very well illustrated. Food service and meal planning are included. It is a book any Home Economics teacher would find useful on account of the up-to-date information.

—C. H.

MATHEMATICS

Mathematics for Canadians, Books 9 & 10, by Bowers, Miller, Rourke and Wallace. Dent & Macmillan, \$2.20 each.

These two books on the Grade IX and X levels seem to meet very satisfactorily the aims as set out by the authors in the preface. One is "that of maintaining a high standard of mathematical content" and the other, "that of arousing the interest and appealing to the imagination of the pupil."—P. B. P.

PHYSICAL EDUCATION

Skilful Soccer. An official publication of the Football Association. Educational Productions Ltd., London, Eng., \$1.00.

The reviewer does not know anything about the mechanics of the game of soccer, but from the chapter headings, this book would appear to be quite useful to both coach and player. There are many practical illustrations attached to each chapter. Locally, the book can be found in Woodward's sporting goods department.—E. G. H.

Play by Play, by Stanley T. Spicer. Ryerson Press, 1955. \$3.75.

On the title-page appear these words: "Here is practical help for the recreation leader, the physical education teacher, the coach or anyone who works with youth groups." That sentence pretty well

covers the subject matter included. Chapters 1-3 contain much basic material, such as teaching the game, care of equipment, organization. Chapters 4-7 deal with Group Games, Team Games, Individual Activities and Gymnastic Activities. The last chapter is entitled Special Events. Any physical education teacher will thoroughly approve this book.—E. G. H.

Modern Fly Craft, by James H. Hyndman. Binfords & Mort, Portland, Ore., 1938. \$1.50.

This is a little book of 76 pages whose purpose is "to teach fishermen a simple, practical method of tying their own flies." Each topic has illustrations attached, and the last 30 pages of the text list descriptively very many patterns of flies. The binding will not stand a great deal of rough handling, and the paper is not of very good quality. Boys interested in fishing will find the book useful.—E. G. H.

SCIENCE

The Mighty Atom, by John Lewellen. Alfred Knopf, Inc., 1955. (Canadian Agt., McClelland & Stewart) 60 pp. No price given. Illustrated by Ida Schieb.

An excellent little volume suitable for elementary or junior high school libraries. The reader is introduced to the concept of atoms and of their structure. While maintaining scientific correctness, the subjects of chemical combination, atomic fission and fusion are also treated in an interesting way. Despite the fact that the language used in the book might seem a little over-simplified to older readers, they will find a great deal of information presented in a compact form. This has been achieved in a great measure by the use of effective illustrations.—G. H. L.

Investigating Why, by Thomas I. Dowling et al. Winston, 1955. 375 pp., \$2.60.

Another in the understanding of science series. There are 375 profusely illustrated pages, which will give supplementary reading for the bright Grade VIII student who is interested in science and needs something to occupy his mind. The volume includes ten main chapters, a glossary, a list of experiments carried out, page references, a list of generalizations together with a good index. Recommended.—D. D. R.

Answering Why, by Thomas I. Dowling et al. Winston, 1955. 375 pp., \$2.60.

The authors introduce the student to the science laboratory and its methods. Next comes the contributions of the great scientists, vocations in scientific fields. These are followed by literally hundreds of explanations of inventions and the world around us. The book concludes with a science vocabulary, a list of experiments with page references and a summary of principles. Recommended for the superior Grade VIII. In places it is too advanced for this level, but could profitably be used in Grade IX or even in some Grade X classes.—D. D. R.

Physics, by R. W. McKay and D. G. Ivey. Ryerson Press, Toronto. 339 pp., \$2.95.

Teachers of Physics 91 (and to some extent, those who deal with Science 10 and 20) will



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appreciate the directness with which this text approaches the fundamentals of a physics course. Definitions and explanations are given in clear and concise language; problem-solving has been handled in a logical way with straight-forward applications of theories being developed in early parts of a section and the more difficult problems towards the end. The brief introduction which shows how physics "fits" into our complex modern world is a noteworthy feature of the book. No photographs are used but the clean diagrams and tiny "stick men" point out their messages in an interesting manner. However, the teachers who use this book will probably find that they will derive the greatest value from the wealth of solved problems and review exercises which are found in each chapter.—G. M. P.

A Boy and a Battery, by Raymond Yates.
Musson, 1942. \$2.00.

This book is not a new book, but it is reported to be quite acceptable in the electrical course or hobbies. Its projects are good, inexpensive and well-presented. Because of its age, certain features such as direction of current will have to be relearned when work in electronics is undertaken.

—R. C. H.

SOCIAL STUDIES

These Are the Prairies, by Zachary M. Hamilton and Marie A. Hamilton.
School Aids and Text Book Co., Regina. 277 pp., \$2.75.

A friendly informal talk about the events and people of the half century prior to 1905 and Saskatchewan's entrance into the Dominion as a province. Mrs. Hamilton maintains a chatty conversational tone, but includes a steady flow of informative and often witty detail that well supplements more serious reading in this field.—W. E. D.

Seeing Our World, by L. H. Adair & J. T. Sanderson. Ryerson, 1955. 152 pp., \$1.85.

This book gives an intermediate social studies class a glimpse into the lives of children in an equatorial region (Amazon Basin), a mountainous country (Peru), a far northern region (the Eskimos), a hot dry land (Egypt), a temperate region (Holland), and the Far East (Japan).

Interest is added by Hugh Weatherby's black and white illustrations on every page, by questions and by "Things To Do" after each of the thirty-one chapters.—J. C. S.

New World Social Studies, by W. Gordon Chatterton, M. W. Holmes and Alexander Kuska. Winston, 1955. \$2.20.

Three Ontario school inspectors have combined their talents to write this text book suitable for the Grade VI level. It is a good general survey of the history and geography of North America. However, it is a little advanced for the Grade V level and too simple for Grade VII's so that it can have only a limited use in British Columbia.—G.F.S.

The Map-Maker: The Story of David Thompson, by Kerry Wood. Macmillan, 1955. 185 pp., \$2.00. (Great Stories of Canada Series)

Perhaps we adults know too much of David

Thompson, and so have never realized that a much greater than the more famous Davy Crockett lay ready to hand. This is a well-written biography for junior high level which stresses his adventures without belittling his permanent accomplishments in exploration and science. Mr. Wood sees the salient points very clearly and is a master of that new convention—fictional conversation.—G. H. C.

UNESCO Chronicle, published monthly by Unesco House, 19 Kleber Avenue, Paris, France. Subscription rates: \$1.75 (12 issues). Distributed by Unesco national distributors. University of Toronto Press, Toronto.

The number which reached the reviewer is October, 1955, No. 4. It contains two special items. There is a sort of pre-view of what the programme and budget of the Secretariat for 1957-58 will be; and an article entitled "Training of Research Staff for the Peaceful Uses of Atomic Energy." The Headquarters Services of the Secretariat are reported, and a very full review of a volume "Music in Education." It would appear that the *Chronicle* would be a help to students who are interested in the work of UNESCO.—E. G. H.

Pamphlets Obtainable

UNESCO House has published 12 pamphlets, priced 25c each in a group named UNESCO and its Programme. All are obtainable in Canada from University of Toronto Press, Toronto. The latest one entitled *The Social Sciences* would be valuable to students of sociology, but one or two of the earlier numbers, i.e. *Better History Textbooks*, *Geography Teaching for International Understanding*, *Right to Education*, and *The Race Question* would seem to be good material for Social Studies 30 classes.—E.G.H.

UNESCO Chronicle, Nov., 1955 has a good article entitled *The Problem of the New African Elites* which is very interesting reading.

Canadian Industries Limited, Beloeil, Que. has printed a fine booklet on the company's work in research. It includes a list of the Canadian universities which take advantage of the CIL offer of Fellowships.

Queen's Printer, Ottawa, publishes the following material which is extremely useful for Social Studies teachers

1. Current Affairs Pamphlets including discussion topic sheets, published bi-monthly. Subscription \$2.00 per year.

2. Current Affairs Map—a large coloured map to accompany the pamphlets. Subscription \$2.00 per year.

3. *External Affairs*. A booklet published monthly. \$1.00 per year.

Circulars on material and topics relevant to Canadian citizenship are obtainable from the Committee on Community Influences, Citizenship and World Understanding. Write the Chairman, Dr. W. G. Black, 1775 Allison Road, Vancouver 8, B.C.

Canadian Citizenship Branch, Dept. of Citizenship and Immigration, Ottawa publishes the following pamphlets:

1. *Our Land* 2. *Our History* 3. *Our Government* 4. *Our Resources* 5. *Our Transportation Services*. —E.G.H.



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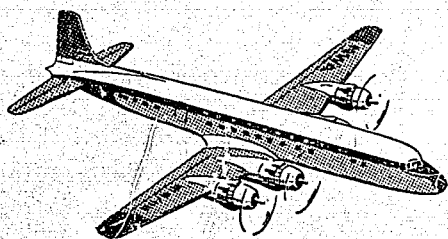
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Canada's Heritage, by Alex A. Cameron.
Dent, 1955. 400 pp., \$2.75.

This is based on the "Spotlight on Canada" series from which much of its material is adapted. Canada's British background is given with special emphasis on the development of Parliament and Law. A brief outline of France is followed by an outline of American growth. The treatment of Canada's development is very brief. The best part of the book is the really excellent pictograms and maps which appear on nearly every page. Excellent teaching aids are provided for each chapter. The vocabulary is at the Grade VIII level. A good addition to Social Studies 8.—P. C. L.

Canadian Yesterdays, by Edgar A. Collard.
Longmans, Green & Co., 1955. \$4.50.
Illustrated.

Written in extremely good style, this unusual book is a collection of anecdotes concerned mainly with people and places outstanding in Canadian history in the 18th and 19th centuries—leaders, politicians, adventurers, heroes, doctors, clergymen, educators, poets, actresses. Not only is it unique in personalities, but also in its set-up. It contains no table of contents, and there is no grouping of the topics. It is rather as if some raconteur were entertaining friends with tales of his own experience.

The author, editor of *The Gazette* in Montreal, is intensely interested in Canadian history and for years has been engaged in research in his favourite subject. (He has two degrees in history from McGill University.) The result has been, not a dull recitation, but a highly personalized account of Canada and Canadian life.—E. G. H.

Of Interest to Our Readers: In the *Toronto Globe and Mail* under date January 28th, 1956, the Macmillan Company of Canada, Toronto, announces that they will no longer sell books published by the Macmillan Company of New York. It will be well to remember this when placing orders.

Education in England

Continued from page 334

Some common basic subjects are maintained but these are not taken as examination subjects in the Advanced Certificate of Education at the end of the two-year course. The standards achieved are high, some people consider them too advanced for the child at that age level. From my eight years' experience in this field, I realize danger of overspecialization does exist, but with skilful teaching this can be avoided and the very real advantages of serious scholarship can be reaped by the able student whose services the country does and will continue to need.

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For the Improvement of Science Teaching

A PROGRAMME of financial aid to help improve the teaching of science in Canadian secondary schools was announced by Herbert H. Lank, president, Du Pont Company of Canada Limited.

The company will provide annually fifteen grants of \$1,700 each to ten Canadian universities to be used for scholarships for prospective science teachers and for secondary school science teachers who would benefit from post-graduate work.

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

"As have many others, we have become increasingly aware of the critical needs in science and engineering education and of the basic necessity for better science teaching in Canada's secondary schools," said Mr. Lank. "We recognize that the general shortage of qualified science teachers is a serious national problem. It is hoped that this modest new programme may contribute to a partial solution.

"Our programme, to start in 1956, is designed to help attract competent science students into the teaching profession at secondary school level and to encourage currently practising science teachers to improve their competency in this field. The programme follows a plan developed during a period of more than a year with the assistance of three outstanding Canadian educationists."

Each of the 15 grants may be used at the option of the university's department

or faculty of teacher training in one of three ways:

1. As a \$1,500 scholarship to a man or woman who has graduated or is about to graduate from an honours course in science or from a course in which science has been a major subject, and who agrees to enroll for the following academic year for training as a secondary school science teacher; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the student is a married man.

2. For three summer scholarships of \$500 each to secondary school science teachers for additional training in science at any college or university conducting appropriate summer science programmes; for each three scholarships a total of \$200 is awarded to the department or faculty for administration costs.

3. As a \$1,500 scholarship to a science specialist already teaching in secondary school and whose ability to teach science would be improved by a year's post-graduate work in this field; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the teacher is a married man.

Selection of candidates is to be left entirely to the universities through the department or faculty of teacher training, Mr. Lank emphasized.

Mental Health Week

FOR the past few years the Canadian Mental Health Association has sponsored the public observance of Mental Health Week throughout Canada during the first week in May. Mental Health Week is also observed at the same time throughout the United States, sponsored by the American National Association for Mental Health.

The purpose of Mental Health Week,

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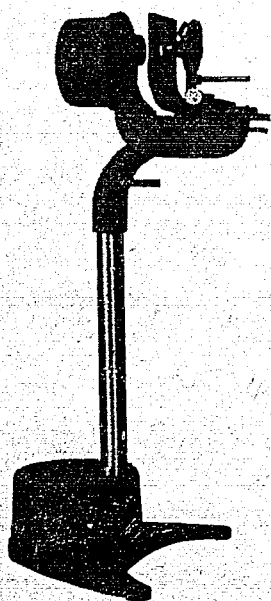
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occurring this year April 29 to May 5, is to focus public attention on the problem of mental health in Canada and to gain support for the work and programme of the Canadian Mental Health Association.

The British Columbia Division of the Canadian Mental Health Association is this year planning an extensive programme of public education in British Columbia, which will center around a lecture tour by Dr. S. R. Laycock, one of Canada's foremost mental health educators. Dr. Laycock is well known nationally and will be speaking on mental health to teaching staffs and the public in a number of prominent centers throughout the province. These centers include Trail, Cranbrook, Penticton, New Westminster, Vancouver, Victoria, Alberni, Nanaimo and Courtenay.

A large public meeting is being planned for John Oliver High School in Vancouver, at which Dr. Laycock will speak on adolescent problems and be interviewed by a panel of prominent newspaper columnists.

Special publicity and educational programmes are also planned through the media of the newspapers, radio and television. Special displays in libraries and at all public meetings are being planned.

The British Columbia Division of the Canadian Mental Health Association is anxious to enlist during the week a large body of active members and will be contacting many community leaders through the mail with this purpose in mind.

International Reading Association

THE International Reading Association began to function on January 1, 1956, through the merger of the International Council for the Improvement of Reading Instruction and the National Association for Remedial Teaching. It is a professional organization for those who are genuinely concerned with the improvement of reading programmes and teaching procedures, both developmental and remedial, for children and adults, and with providing adequate guidance in all situations in

which reading serves as a vital aid to learning.

Membership in the Association is open to all persons engaged in the teaching or supervision of reading at any school level, to parents, and to all others interested in the purposes of the Association. To become a member, write Dr. Donald L. Cleland, Executive Secretary-Treasurer, International Reading Association, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

Summer School at Syracuse

SYRACUSE University School of Education offers two sessions during the summer of 1956 for educators. The first session runs from July 2 to August 10 and the second from August 13 to September 14, 1956.

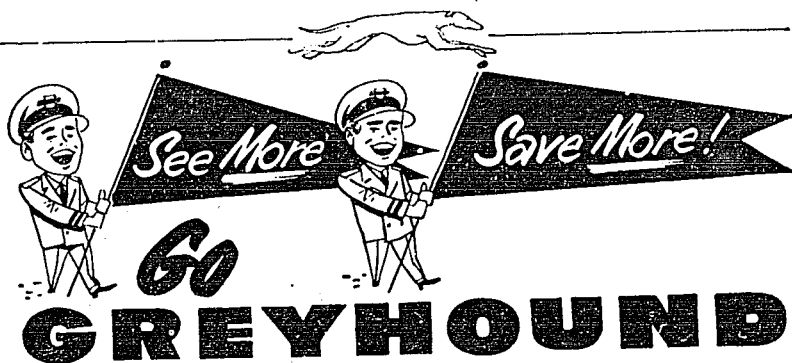
Courses in Educational Administration, Supervision, Curriculum, Elementary Education, Reading Education, Audio-Visual Education, Guidance, and many others will be available. Full information can be obtained from the Director, University Division of the Summer Sessions, Syracuse University, 805 South Crouse Avenue, Syracuse 10, New York.

Workshop In Reading

THE Department of Education of the University of Chicago announces the Fourth Annual Workshop in Reading to be held July 2-27, 1956.

The Workshop is open to classroom teachers, supervisors, administrators, librarians, and remedial teachers. Experienced persons will serve as leaders for sections at the elementary, high school, and college levels. Special sections are planned for remedial-reading teachers and for the study of problems in teaching reading at an advanced level.

Registration in the Workshop is for one and one-half course credits which is equivalent to five semester hours. Additional information and application blanks may be obtained by writing to Mrs. Helen M. Robinson, 5835 Kimbark Avenue, Chicago 37, Illinois.



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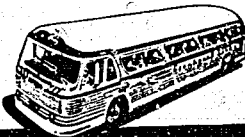
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