

"Good evening, Mrs. Robertson. My word, I nearly bumped right into you—I was thinking, you see, and not looking where I was going."

"Well, Miss Jones, I'm glad to have met you because I'm having trouble with Roger—he won't go to school, the young monkey. I take him there and he just runs home after me, crying his eyes out. I wonder whether you could do anything about it? I think myself the work in Standard 2 is too hard for him; he's not very good at sums and his reading is a bit behind, too."

"I've to go to see his teacher about another child to-morrow morning, so I'll see what can be done, and let you know. Perhaps the Psychological Clinic attached to the Vocational Guidance Centre may be able to help us; they are dreadfully busy there all the time, but may be able to squeeze him in. I'll inquire about it anyway."

Perhaps . . .

Perhaps a change of school; perhaps admission to a remedial class; perhaps a private coach; perhaps Child Welfare could do something; perhaps Scouts or Guides or Church Club; perhaps the Y.W.C.A. or Heritage; perhaps the Crippled Children Society; perhaps—perhaps.

And so it goes on—day after day, month after month; wet or fine; the Visiting Teacher is on the job, seeking more information, seeking more help, advising, counselling, sometimes scolding, sometimes encouraging; always thinking about some case or other and what to do about it—going out of her way to help parents who find themselves in a jam over their children; helping children to sort out the tangles in their little lives; or helping teachers to understand the "problems" in their classrooms.

She has no class; she doesn't take lessons; she has one school as headquarters (sometimes); sometimes she is expected to cover all the primary schools of an Education Board district (there are only 16 visiting teachers for the whole of New Zealand, some of them appointed only this year). She is a teacher with years of successful teaching behind her, so she knows the kind of jobs she will have to do before she takes up the appointment—but above all she is a woman of understanding and sympathy, with a sense of humour to help her through the dark places.

### Teaching the Teachers

Because the visiting teachers all had problems to discuss and because they all wanted to learn more about what they were expected to do, the Education Department recently sponsored a three weeks' course of instruction for them at Canterbury University College.

Dr. R. Winterbourn, senior lecturer in Education at the College and psychologist at the Vocational Guidance Centre, was organiser and tutor-in-chief, and with the assistance of Professor H. E. Field, C. T. Ford (both of the Education Department, Canterbury College), and J. C. Caughley (psychologist at the Wellington Vocational Guidance Centre), gave a course of lectures, discussions, and demonstrations covering such important and weighty topics as the theoretical and practical aspects of behaviour problems; general and specific backwardness in schools; the compilation and use

of cumulative record cards and case histories; and the administration and interpretation of intelligence and attainment tests.

Closely linked were visits to such places as special classes for backward children, the Merivale Occupation Centre, the School for the Deaf at Sumner, the Burwood Girls' Training Centre and the Normal School Speech Clinic, where practical application of theories expounded could be studied and opportunity for discussion with teachers and others on the job given.

### Visitors and a Conference

Visiting lecturers were Dr. Helen Field and Dr. Turbott (health problems); A. J. McEldowney (school problems of the orphanage child); L. G. Anderson (the Visiting Teacher and the Child Welfare Officer); Raymond Ferner, S.M. (Children's Courts) and Miss C. E. Robinson and G. M. Keys (Vocational and leisure time problems). Spirited discussions and a flow of questions followed each of these lectures.

Just as visits to the institutions were linked to the first group of lectures, so these talks from outsiders were linked by a conference to which were invited representatives of youth organisations and other bodies interested in the welfare of children at home and in the community. The central theme of this conference was an enquiry into what facilities were available for catering for youth generally, and how co-operation between visiting teachers and such organisations may best be effected.

Each delegate outlined the aims and scope of the organisation represented—Christchurch United Youth Council; Y.M.C.A.; Y.W.C.A.; Society for the Protection of Women and Children; the Churches; Christchurch Federation of Parent-Teacher Associations; the Mayor's Social Service; W.D.F.U.; Children's Ward, Public Hospital; and Women's Institutes. The phrase "We will do all we can to help and co-operate with the visiting teachers" was on the lips of delegate after delegate. (A visiting teacher who has just been "footballed" doesn't feel so lonely and discouraged if she knows there are others round her who are willing and able to help her over difficult cases.)

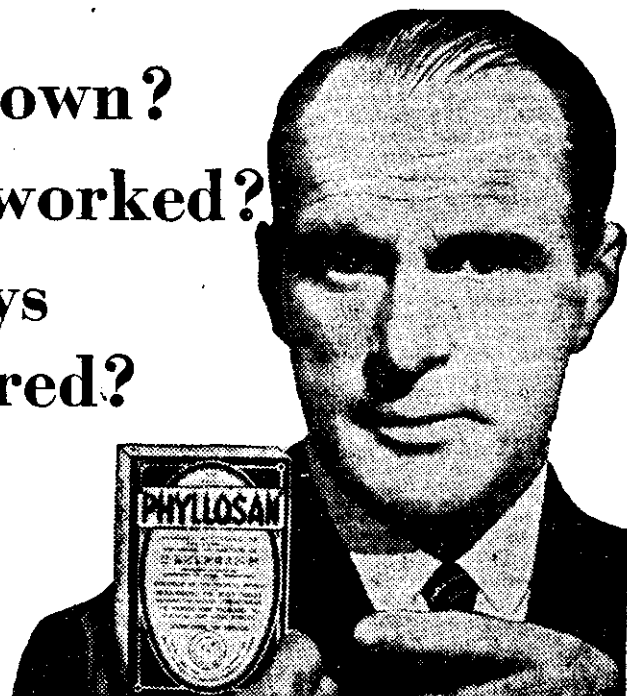
YES, the Little Woman was there too, and she returned to her district full of new vigour in her job. So, if she comes knocking at your door, give her a welcome—she won't gossip to the neighbours about the things she inquires about. And remember: she is a link and not a football.

Station 12B presents "Real Romances" on Mondays at 10.0 a.m. The feature will be heard later from southern stations at fortnightly intervals.

"Passing Parade," a half-hour show, is going the rounds also. It started at 1CB on Wednesday, March 27, and will begin at 22B on Wednesday, April 10. Then the stations in the south will hear it fortnightly.

A strong flavour of romance hangs over the 2B stations at the moment. "Reflections in Romance" is heard from all stations on Fridays at 7.30 p.m.—a session of romantic music with an appropriate commentary.

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