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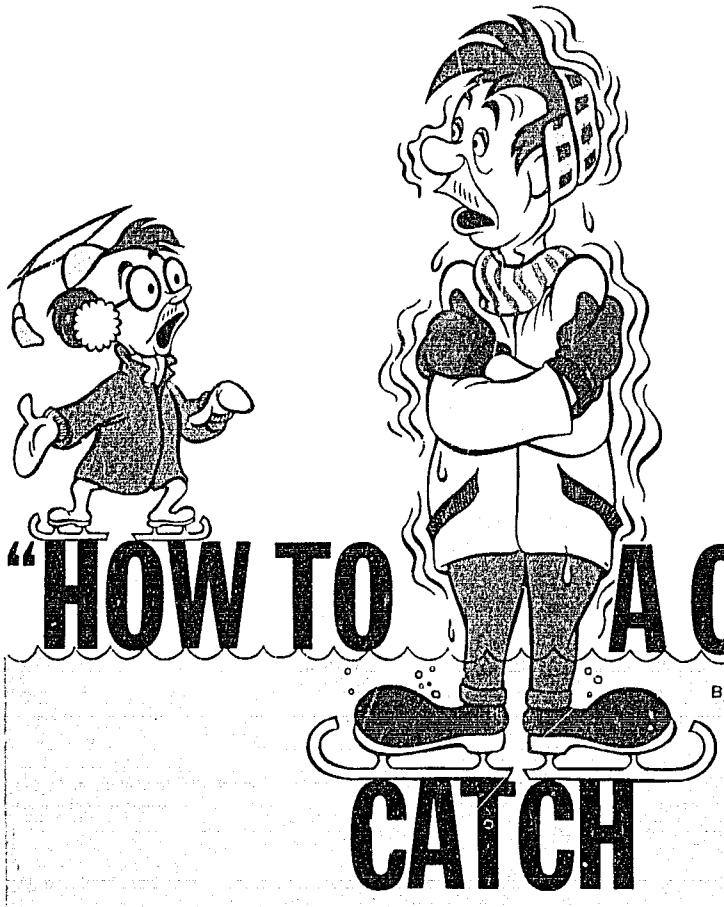

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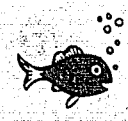

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IN THIS ISSUE

The final article of the series on Russian education by Gerald Nason commences on page 122. The Soviet teacher and his Union is the subject discussed.

The teachers of Classics think greater attention should be given to the study of Latin in the high schools. Mr. Cadman presents their point of view in an article commencing on page 124.

Much has been said about the institution of a special examination at the end of Grade VII. In an article commencing on page 126, Mr. L. H. Garstin describes the British experience with the "11-plus" examination.

The Chant Report recommended changes in the educational system which will greatly affect the teaching of Industrial Arts. An article analysing these changes commences on page 129.

In an article which commences on page 135, Stan Meadows considers the position of the principal in the present-day school system.

An effective way to teach sight reading of music is outlined by John Fearling. See page 137.

THE COVER PICTURE

An unusual picture of a portion of the Lower Fraser Valley is this photograph of the Everglades, near Mission. The picture is by courtesy of the Photographic Division of the B.C. Department of Recreation and Conservation.

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the Editor comments

Education for Adults

THE LIP SERVICE which for years has been given to education as a continuing process is gradually being translated into action. Adult education is beginning to receive the attention which it deserves, but much still remains to be done.

Today's far-reaching technological developments on one hand improve man's lot and, on the other, in many instances, make his job obsolete and his general education inadequate. There are many people with little more than elementary school education. Many of those who have completed high school have need of more formal education. The "professional" must keep up-to-date in his particular field. Learning can continue in the many ways available for individual self-improvement, but for more and more people a planned program of adult education is a necessity.

Adult education must become part of a three-phase public school system — elementary, secondary and adult. Only when it is given the stature of official recognition within the framework of the provincial education authority will it achieve its greatest potential.

The Department of Education must play a more vital role in the area of adult education than it has to date. Through an Adult Education Branch adequately staffed and financed, the Department must provide leadership. This leadership should establish the general pattern of adult education and provide encouragement to school boards to develop adult education programs. The Department must provide the required consultant services. However, it must not dictate programs with the exception, perhaps, for the very rural sections of the province. The programs should meet local needs and to achieve this end they must be locally directed. The local school boards are the logical agents to organize and administer the programs. In this they must have much more freedom than it may be desirable to grant them in administering elementary and secondary schools.

The Department of Education has indicated its growing recognition of the need for leadership in adult education by providing for the appointment of a Director of Adult Education. We sincerely trust that this official will be appointed soon and will be provided with the necessary office space, staff and budget to do the job required of him.

Adult education in British Columbia is well founded in some of its aspects. Many school boards have developed worthwhile night school programs and these are expanding both in numbers and in subjects provided for.

The Vancouver School Board is without peer in adult education in Canada. We commend the School Trustees, the Superintendent and the Adult Education Directors of Vancouver for their progressive leadership in the whole area of adult education. Their recent "firsts" are a retraining program for the unemployed and daytime academic programs for adults. Next year King Edward High School will become a full time day school for adults—the first in Canada and a commendable step indeed.

In the areas of adult education in which it operates, the Department of University Extension at U.B.C. leads all universities in Canada. Its broad and ever-expanding program has won international recognition. Director Dr. John Friesen and his capable staff have done a first class job in assisting organizations of all types with their in-service education and adult education programs. They have brought to numerous communities of B.C. the opportunity for individuals and groups to participate in self-development programs. They have provided an impetus to the development of adult education at all levels. The University of B.C. is the only university in Canada to offer a complete training program for adult educators.

Night school directors and instructors have been drawn mainly from the ranks of public school teachers. Adult education is indeed worthy of consideration and those people interested in this growing aspect of education should prepare themselves to make a contribution.

The need for full-time adult educators will continue to grow.★

Report Cards - Editorial Addenda

from the Department of Education

THE EDITORIAL appearing in the December issue of *The B.C. Teacher* offers a number of criticisms both of the report cards themselves and of the steps taken in preparing them. The official criticisms of the Federation have been expressed most effectively by the Federation's representatives and further comment would be out of order at this time. The following additional information and explanations should be considered in connection with the editorial.

Report cards must be printed annually and in this particular year changes had to be made so that the cards would conform to the changes in the Public Schools Act passed by the Legislature in the Spring. In preparation for these changes, the cards and proposals for revision were subject to study at at least four stages: at the local or district level prior to a Department of Education Conference on the Commission Report; at the Conference itself; at the June meeting of the Provincial Curriculum Advisory Board; and at the August and October meetings of the Professional Curriculum Committees. It is not to be inferred from this that these groups are to be held responsible, although the Provincial Curriculum Advisory Board, of which the President of the Federation is a member, actually did express approval of a trial use of the cards. This outline is merely to be considered in assessing the point of view that "no change should have been made without some responsible group's undertaking a careful study." The facts are that there was study by responsible groups; there were changes made as a result of such study; the study is continuing throughout this school year.

The editorial makes several references to the lack of adequate direction to teachers. The question of what constitutes "adequate direction" and at what point this becomes an interference with professional judgment is a difficult one. The attempt was made to permit the exercise of some measure of local autonomy and while there was a temporary reaction of debate and criticism this was at least in some cases replaced by local decision and a course of action presumably satisfactory to those concerned.

Apart from this question, however, certain information regarding the provision of guidance and direction should be noted. A circular was issued to all schools together with the revised cards in September, two and a half months before the cards were to be used. The circular attempted to give some explanations for the changes and some help in implementing them. In August, the Federation representatives on the two recently formed Professional Committees at their first meetings pointed out difficulties and inconsistencies and made constructive suggestions for overcoming them. The Department readily accepted these criticisms and prepared a draft of a second circular for discussion at the second meetings of these Committees in October. This was revised and issued to all schools as soon as possible following these meetings. It was agreed at the October meetings that an evaluation of these cards would be made during the year.

It is relatively easy to be wise after the event. The Department claims no infallibility in dealing with report cards. The criticisms that the cards are not compatible with the stated philosophy of some subject areas is admittedly justifiable. Interestingly enough, this same criticism could have been made of the previous card. However, the Department does not accept

several other implied criticisms in the editorial. It can be stated quite categorically that there was consultation with responsible groups and that two circulars were prepared to provide help and directions to teachers. Far from refusing to "pay attention to the considered submissions of the teachers through their professional organization," the Department has taken specific steps to ensure that these submissions will be considered. These include the annual appointment of the President of the Federation to the Provincial Curriculum Advisory Board and the establishing of two Professional Committees whose members include representatives from the Principals' Association, the Curriculum Directors and the Federation staff. Both constitute a recognition of the importance of the Federation in educational matters. The leadership and professional advice given by the persons appointed is a credit to the Federation they represent.

There is little merit in further comment on the situation referred to in the editorial. Future criticisms of changes will and no doubt should be made but it is to be hoped that they will be balanced with some editorial comment on developments favorably received. It would be unfortunate if a journal as reputable as *The B.C. Teacher* should in its editorial comment limit itself simply to the role of critic.★

Report Cards:

A Further Comment

WE ARE PLEASED to make space available to the Department of Education for the above comments on our editorial on report cards in the December issue. We in no way wish to present a biased assessment on any topic. We would have welcomed more information than is provided in the Department's statement.

The required change in the report card to recognize Grade 7 as an elementary school grade could have been a minor one, leaving any further change until a more complete study resulted in the drafting of a report card more compatible with the stated philosophy, even to the extent of re-examining that philosophy. This is the type of detailed consideration we would have advocated.

We have not been told who made the decision to use percentages. To what extent did the Curriculum Advisory Board study the merits of using percentages? Certainly the Professional Curriculum Committees were not involved at all because the revised report cards were actually printed before these committees were formed. There is considerable difference in acquainting a group with predetermined plans to get a general reaction thereto and in providing for the group to be a part of the actual decision making.

We wonder if the professional opinions of the experienced personnel of the Department of Education were the controlling influence or if the decision were made solely on the basis that the Chant Report recommended the use of percentages.

Leadership is just as much a matter of opposing change in one situation as it is in promoting it in another.

The exercise of local autonomy in educational matters is a general principle to which we subscribe. However, the efforts of the Department of Education to provide "adequate direction" through its circular in September were unsuccessful or the Professional Curriculum Committees would not have thought that further direction was required. There should have been time to have revised and distributed the circular before teachers had to complete the report cards even though, in our opinion, the Department of Education is inadequately staffed.

We have considerable respect for the abilities of the experienced, professional people who comprise the Department of Education. We have no wish to take issue with the actions of the Department of Education purely for the sake of doing so. *The B.C. Teacher* has no intention of limiting "itself to the role of critic." Neither has it any intention of remaining silent on issues of significance in education when it is appropriate that it reflect the thinking of teachers. It will endeavor to be just and accurate at all times and on occasion, when the circumstances warrant such an attitude, it will be quite forthright. We assume that the Department of Education would support such a stand for a journal of a teachers' professional organization.★

This article concludes the series on the Russian school system as observed by a delegation of three Canadian teachers.

The Soviet Teacher

GERALD NASON

TWO STRONG INFLUENCES in the lives of teachers—and, therefore, two features which cannot be ignored if one wishes to learn about them – are the education which prepares them for their careers, and the professional organization which is the focus of many of their professional activities. What did we – three Canadian teachers visiting the Soviet Union – learn in two weeks about these two powerful agents insofar as the Soviet teacher is concerned?

For one thing, teachers who graduate in 1962 in the Soviet Union will have more training than most Canadian teachers. That most of this difference is due to our generally lower qualifications for elementary teachers is small comfort indeed, for Canadian children spend the first six-to-eight years of their school life at this level.

The majority of Soviet primary school teachers (Grades I-V) study four years in a Pedagogical Institute, and secondary teachers (Grades VI-XI) take a five-year course in the same institution. Admission to this Institute – as to all others at the post-secondary level – is by competitive examination. The prerequisite is graduation from the ten- or eleven-year secondary school, which includes obtaining a certificate of proficiency in a semi-skilled trade.

The educational powers in the USSR have decided that a good elementary teacher requires just as much education (although not necessarily the same kind) as a good secondary teacher. As a matter of fact, this belief was voiced in just so many words by more than one educational official during our two-week visit, and the Union of Educational and Scientific Workers (the Soviet teachers' organization) is currently campaigning to have the four-year course for primary teachers lengthened to five years. This change, likely to be achieved in the next year or two, would mean that—with the exception of a very few highly specialized teachers of the sciences (trained in the university) – virtually all teachers would study the same length of time and at the same institutions, regardless of the grade level for which they were being prepared.

The pattern of their five-year course looks promising. In the first two years, the emphasis is on subject matter courses and others such as psychology and philosophy which are related to the theory of teaching. During the last three years, the courses gradually shift in order to place more and more emphasis on the practical aspects of teaching the subject matter to children – the "how-to's."

This five-year period also permits a gradual development of practice teaching. In their first two years, student teachers go into the school twice a week for three or four hours of classroom observation. During these sessions, the student teacher is encouraged to assist the classroom teacher by acting to some extent as a teacher's aide. These observation periods continue unchanged through the third year at the Institute and, in addition, one-and-a-half months of service as a leader in a Young Pioneer summer camp are required. In the fourth year, students are allowed for the first time to do actual teaching during eight weeks of supervised practice lessons. A total of twelve weeks of classroom practice is provided in the fifth and final year and, unless we misunderstood what we were told, the student teacher is in complete charge of the class for this period.

A clear line is drawn in the Soviet Union between in-service training and pre-service training of teachers. Perhaps "in-service training" should be defined. In Canada, of course, it usually means the kind of program organized within a local school system and designed to give teachers a chance to learn leadership and to brush up their methods, or to participate to at least some extent in local planning and decisions. It usually takes place under the auspices of the local school system and often within the walls of the schools themselves.

In the Soviet Union, the updating of methods and subject knowledge is in the hands of a network of

Mr. Nason is Acting Secretary-Treasurer of the Canadian Teachers' Federation.

Teachers' Refresher Institutes. The aims are two-fold: to update methods and knowledge; and to act as a clearinghouse for good classroom practices evolved by individual teachers at work. Courses are the main means of accomplishing the first of these aims and both part-time (one day a week) and full-time courses are offered. These are quite distinct from academic evening courses towards a degree and the diploma which rewards their successful completion carries no degree credit.

Besides teaching these courses, the Refresher Institute's staff is kept busy organizing special conferences, workshops and lectures on topics of special importance. In addition, there are always at least some staff members circulating through the schools in the area, visiting classrooms at all levels, watching for new and better ways of teaching. When an outstanding method is observed, the teacher using it is asked to write it up and the account is then placed on file in the library of the Teachers' Refresher Institute.

This orderly method of accumulating encyclopedic files on every conceivable classroom problem and situation seemed to me sensible. One can, of course, always claim that in Canada we do much the same sort of thing in a different way by having school inspectors circulating through the schools to "carry the message" from one classroom to another; but the difference lies in the fact that the Soviet method is a systematic one.

Three Bases for Status

Teachers are highly respected in the Soviet Union. This status seems to have three bases: they are better paid than a great many of their fellow citizens; they have better and freer working conditions than a great many of their fellow citizens; and they have higher educational qualifications than most of their fellow citizens. Most of these advantages they have won through their professional organization, the Union of Educational and Scientific Workers of the USSR.

It was new and interesting to us that the basic structure for unions in the USSR seemed to be vertical rather than horizontal. This meant that the UESW included not only teachers and scientists, but workers at all levels in both fields. Ministers of education, supervisors and school caretakers are members of the same union as the teaching staff.

Unions have a very special place in the ideology fundamental to the Soviet state — a place which can only be understood if one remembers that the October Revolution in 1917 was begun and led by the workers. Thus it need be no surprise that the Constitution of the USSR makes explicit and binding reference to the right of the unions to be consulted on the distribution of labor and wages.

Teachers' salaries are based on three criteria: educational qualifications, experience, and responsibility. Over and above the basic wage (calculated for secondary teachers, for instance, on an hourly basis for three 45-minute periods of classroom work six days a week) extra pay may be given for such work as marking extra books, as well as for positions of responsibility. The Union's task in this regard is the familiar one of acting as watchdog over the teacher's position in the general economic picture of the nation. It also investigates any complaints or disputes regarding salaries, pensions or other protective aspects.

We were told that, during 1961, the government was expected to bring into effect several new proposals made by the Union. Among these were likely to be the raising of the basic salary for teachers, and the raising of primary teachers' salaries to a point where there would be a single salary schedule based only on qualifications, experience and responsibility, regardless of level taught.

Many Tasks for Union

The Soviet teacher seemed always to be a teacher, whether at work or at play. Under the auspices of his Union, cultural houses or teachers' clubs are operated for recreational and cultural activities by teachers and their friends. These club-houses have facilities for hobbies as well as for dancing and drama.

We were told that the Union operates a vast program by means of which teachers from rural and remote parts of the Soviet Union are brought to the cities each summer. The city schools were said to be transformed into teacher hostels for this purpose and, at Union expense, these non-urban teachers were thus enabled to enjoy programs of theater-going and other cultural activities.

The Soviet practice is to allot housing for all citizens on the basis of a rigid and (to foreign eyes) an extremely complicated set of priorities, and the assistance of all unions is enlisted in the administration of this system. Thus the Union of Educational and Scientific Workers actually has some responsibility for the equitable allotment of dwellings for teachers and its other members — a particularly difficult task in the cities where there are huge waiting lists for flats.

It is the Union's task also to supervise proper provision and use of benefits related to a teacher's location. Bonus pay up to 100% is given for service in the far eastern republics or other remote places, and many rural teachers receive a bonus in the form of privileges. Good teachers usually have absolutely no trouble getting fair treatment. Where teacher complaints are proven, the local authorities are punished or even dismissed by the state.

Educational research was one activity which we had an extremely difficult time tracking down in the Soviet Union. Almost invariably, when we pursued

Continued on page 151

The Case for Latin

The attendant advantages justify the continuation of this subject in the high school curriculum.

F. W. CADMAN

IN THIS AGE of tremendous scientific advancement there are those who question the inclusion of Latin in the modern curriculum. Some say it is the language of a dead race and does not deserve consideration; others hint that this tongue no longer has anything to offer in the variegated world of hydrogen bombs, rockets, and sports cars. Their concern is for the practical, the utilitarian, the functional. They pride themselves on cash-values and common sense. Latin they say, is a sentimental survival from a dark past, an anachronism as out of place as the "Model T." To retain it would be as retrograde as to return to the bad old days when mother sliced her own bread.

The classicist maintains that Latin is not the language of a dead race merely; it is a civilization rich and complete, the treasure-house of some of the world's finest literature; the repository of the mental thrift and tradition of the greatest minds in Universal Biography. He questions the efficiency of the nuclear bomb as an instrument of cultural improvement and, on a less lethal level, he has reservations about the trampoline, hula hoop, and other instruments of juvenile improvement. For him, man's final masochism, the H-bomb, is the story of Prometheus in modern dress, reiterating the theme, focal in classical literature, that human arrogance is inevitably and inexorably punished as hubris.

But, even in the furniture of the modern world, Latin is essential, not only to him whose studies are in the classics and the humanities, but also to him who would master law, literature, and the sciences.

The Department of Education in its latest language bulletin has stated the objectives the courses outlined for the study of Latin are designed to develop. These are:

1. The ability to read Latin.
2. The ability to understand and use grammatical forms and fundamental rules of syntax in Latin.
3. The ability to write simple sentences in Latin.
4. A knowledge of the life, history, and culture of Roman civilization and its influence on Western culture.
5. A better understanding of the English language and the simpler principles of language structure.[1]

If the process of education involves the quickening of the young mind in the pursuit of ancestral truth then a knowledge of Latin must necessarily sharpen the appetite for knowledge of related languages. Italian, French, Spanish, Romanian and Portuguese are known as the Romance Languages because they have developed from spoken Latin (Roman). When studied first or in conjunction with one of these languages, Latin will assist the student in developing a better and more thorough understanding of a Romance language. This mother-tongue of western civilization has given to French, Spanish, and Italian 90% of their words. The literature of these languages, which are often so full of classical references both mythical and actual, are better understood when the student is familiar with the Latin origin of such references. Latin, when taught properly, can thus whet the appetite of a student for knowledge especially of a language closely related to the mother-tongue.

Latin develops skill in verbal fluency. If one were to excise from the dictionary all Latin and Greek derivatives, only one third of the vocabulary would remain, and our English language would be a very emasculated thing indeed. About 60% of the words in English are from Latin and Greek sources. This reason alone should prompt educators to re-evaluate the worth of Latin (and that of Greek) as an integral part of the curriculum. The following table shows the distribution of English words by language origin, based on Thorndike's 18,000 words, with Latinized Greek, and Celtic words and Late and Medieval Latin words counted as Latin.[2]

	Latin	Greek	Germanic	Celtic	Misc.	Instinctive or Imitative	Doubtful	Total
No. of Words	10,221	539	5,817	73	339	186	854	18,029
%	56.69	3.00	32.26	0.40	1.88	1.03	4.74	100.00

Word study is one of the most interesting and valuable aspects of language teaching and the Latin instructor who does not spend sufficient time explaining English derivatives and word origins has deprived his students of much knowledge. For example, the word "trivial" is to the average person a word in no way remarkable. But when the student learns that the "trivium" was a place where three roads met and which was frequented only by people of minor importance, whose conversations reflected the superficialties of their daily round (trivialis—common or garden), the word with such gloss becomes a miniature history. What could be of more import for the youth of today than an explanation of the dollar sign? It is said to be derived from a representation of the pillars of Hercules on the Spanish eight piece — $.

Latin can act as a stepping stone to a better understanding of scientific terminology. In the field of physics, the following words are Latin in origin: al..ration, acceleration, amplitude, caloric, capillary, and centigrade, as well as our atomic friends the neutron, electron, proton, and nucleus. These are only a few of many words and the Latin student, when acquainted with the meaning of the root word, quickly recognizes the importance and meaning of the English scientific derivative.

Many derivations from Latin

Medicine and pharmacy are indebted to Latin for many words and abbreviations peculiar to these sciences. For example, the prescription sign "℞" from the Latin "recipe" (take); M. misce (mix); dil. dilue (dilute). Certain medical and pharmaceutical terms in weights and measures have their origin in Latin, viz.: gutta (drop); drachma (drachm — 60 grains); uncia (Troy ounce — 480 grains) to mention a few.

In the agricultural sciences names of trees, plants, and shrubs are Latin. Here the language serves as an international medium for the specialist. Regardless of the language spoken, the botanist or horticulturist will recognize quickly the type of shrub from its Latin name.

Even in the field of mathematics there are many words of Latin derivation. Such words are found in all three branches of high school mathematics, arithmetic, algebra, and geometry, e.g., add, angle, area, arithmetic, axis, circle, decimal, percent, perpendicular, quotient, triangle, unit, etc.

Further examples could be given to show how Latin has affected the phraseology of law, architecture and the physical sciences, but space does not permit. Suffice it to say that in the absence of more up-to-date authoritative precedent, English jurists still appeal for guidance to the "Corpus Juris Civilis" in quest of an ameliorative precedent. The important point to remember is the benefit in transfer of training derived from the word-study related back to the parent-Latin. If Latin had nothing else to offer, its value as a word-producing language places it high on

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the list of languages that should be studied.

If we consider the preceding as immediate goals, the more remote goals in the teaching of Latin will not of their very nature be so quickly realized. On a long range basis, Latin can offer much to the student in the creation of a sensitivity for words, especially those of Latin origin, and in the development of important linguistic and reasoning faculties. Words are best understood and hence more memorable if a person be familiar with their origin and development. Latin will provide this familiarity, not a familiarity that breeds contempt but a familiarity which engenders sensitivity. Once the exploratory technique of discovering of word-origins has been cultivated by the student, a dictionary becomes more meaningful and, as a by-product, an appreciation of tongues other than the student's own inevitably ensues.

Some scholars claim that Latin provides a disciplinary value which contributes to a better understanding of literature, art, and history. As Roman culture is one of the bases of our western civilization, it is proper to assume that the serious student of Latin benefits much from a study of such phases of Latin as classical mythology, Roman life and times, Roman architecture and Roman law. One of the most interesting of the above is classical mythology. English literature is replete with classical references and there is no better way to understand them than to read of them at their source in Latin authors. The study of classical mythology with its intrigues of gods and goddesses, its tales of creation and destruction, provides for the Latin student pleasant respite from the ardors of grammar and, at the same time, introduces him to allusions that enrich English literature.

There is no better way to learn about a people than to study their language. As our civilization has its roots in the ancient world, a study of Latin will contribute much to the understanding of these origins. Such investigation presently broadens into a study of "Res Romanae" (Roman affairs), that rich repository of ancient culture, so rewarding to the seeker after truth. With Latin teaching, as with any foreign language instruction, must be linked a study of the life and affairs of the people or much that is basic and central to the language will be lost.

A thorough knowledge of Latin will aid the student in developing a nice feeling for words, an exactness of expression, and an appreciation of Latin as a medium of communication. This feeling for words is realized after intensive study in word origins; the exactness of expression results from the mastery of intricacies of Latin grammar, while the appreciation of Latin as a language of communication develops from

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Is there a lesson here for us relative to the new Grade VII examinations?

Qualifying Examinations – the British Experience

L. H. GARSTIN

EXAMINATIONS SET UP as a selective hurdle for entry to Grammar and Technical secondary schools have a long history in Great Britain. In the early days, when most Grammar Schools were fees-paying schools, they used to determine not only who among fees-paying students should be granted entry to the schools but also who among those who could not afford to pay fees should be allowed free entry. Hence, these sets of entry tests were often referred to as "scholarship" examinations.

With the passage of time the number of "free" places for non-fees-paying students was increased so that by 1939—when some 10% of all 11 to 15 year olds were attending the maintained Grammar schools —four-fifths paid no fees. Then, in 1944, the Butler Education Act abolished fees altogether in the state-aided secondary Grammar and Technical schools and entry to them became based solely on passing the qualifying examinations and on the number of places available. The consequence was that the national average of students gaining entry to these schools rose to some 20% of all 11 to 15 year olds.

What, apart from the lack of available places, resulting in an intake rate varying from 9% in one county to 39% in another, could be fairer than this for determining who should be given a Grammar school or Technical school secondary education? Was there not at last in this plan provision for equal educational opportunity for all, based solely on ability and interests, particularly when modern secondary schools were provided for those not chosen for the other types of school?

Such indeed was the fond hope of those who supported the 1944 Act. And approval of the plan at that time was pretty well universal. Since then, however, an ever increasing degree of controversy has arisen regarding the fairness of the plan and of the premises upon which it is based. What has apparently gone wrong?

To be clear on what has taken place it is necessary to realize that the examinations are given at approximately eleven years of age (the end of the primary school period in England), with provision, in theory at least, for writing a similar set of examinations at 12+ or 13+ for those late developers who did not make the grade at 11+. Examinations normally consist of arithmetic and English papers, a general knowledge paper and often an IQ test. Papers are set by local school district authorities such as, for example, the London County Council, and are marked by the teachers in the various primary schools of the local area.

One of the most frequently voiced criticisms in England of using a set of qualifying tests to determine the type of secondary schooling a child shall be allowed to take is that they select according to the socio-economic level from which the child comes and that, as a consequence, there are still unequal opportunities for all to obtain a secondary education.

An interesting study, perhaps the first systematic one of its kind[1], has been made in England of the relationship between socio-economic environment and success on qualifying examinations. Two communities, Hertfordshire and Middlesbrough, with a non-socially homogeneous population and with sufficient Grammar school places available to enroll the number of children who might wish to attend, were investigated in the study.

The study came to the conclusion that "virtually the full quota of students with the requisite minimum I.Q. from every social class was admitted to Grammar Schools, and the distribution of opportunity stands today in closer relationship to that of ability *as measured by intelligence tests* than ever before."[2] Equality of educational opportunity would seem therefore to have been achieved.

However, the study investigated failure rates on qualifying examinations in relation to socio-economic environment, as defined by the occupations of the fathers, of the children in the two areas. The following table gives the results:[3]

FAILURE RATES ON 11+ EXAMINATIONS

Father's Occupation	Hertfordshire	Middlesbrough
Professional and managerial	41%	32%
Clerical workers	56%	64%
Foremen, small shopkeepers	70%	76%
Skilled manual workers	82%	86%
Unskilled manual workers	91%	91%

It is clear from this that the children of clerks had four or more times as good a chance as the children of unskilled manual workers, and two to three times the chance of the children of skilled workers in passing the qualifying examination and entering Grammar School. Similarly the children of professionals had more than seven times the chance of the children of unskilled workers and almost five times the chance of the children of skilled workers in doing so. Hence the qualifying tests tend to cut off from secondary Grammar or Technical schools in rather close relation to socio-economic standing.

Does this mean that there is a progressive decline in intelligence as we go down the socio-economic scale? Certainly, the study concludes, "the social distribution of successful candidates in the selection tests has been shown to be closely related to the social distribution of measured intelligence." However, there is increasing evidence that intelligence tests themselves may not be determining native intelligence so much as cultural and environmental background.[4] The study itself, after rather thorough investigation, concluded that "the success of children varies with the distribution of these (environmental) features even at the same social level—. Since measured intelligence is so closely related to the results of selection procedures, our findings are relevant to the problem of the influence of environment on intelligence test scores as well as on scores of the eleven plus tests."[5]

In short, it is argued, qualifying examinations discriminate in relation to social environment and, moreover, discriminate most heavily against those from the lower groups of the socio-economic scale. Is this, it is asked, providing equality of educational opportunity?

Be that as it may, the whole question of such tests has led to widespread controversy in Britain. As one writer puts it, the tests have "aroused one of the longest and bitterest controversies in the welfare state . . . They have set the stage for a controversy that probably bites deeper into the British home than any other social issue." The net result has been to make the whole affair a political issue likely, unfortunately, to be resolved on a political rather than on a sound educational basis.

A closely allied criticism of the tests is that they result in a significant loss of potential talent despite provision for slow developers through provision of the twelve plus and thirteen plus tests (an admission in itself that a single set of examinations does not achieve an accurate selection of ability). It is argued that too early selection of educational programs through qualifying tests (or for that matter through any other means) "may lead a child along a course which is not the most suitable for him because he has not had long enough to explore his own aptitudes and special talents"[6] or to have a correct choice made for him. Moreover, once embarked on a wrong program under circumstances of rigid examination selectivity, the child finds it increasingly difficult to make a transfer to another program. Thus, in England, the decision made at age eleven is, with relatively few exceptions, final despite the legal provisions for change at a later date.

The Central Advisory Council for Education in England in a report of a study of loss of potential talent due to the British selection system states:

"Any system of selection of pupils, however accurate a classification it may have provided at the time it was made, becomes to some extent inaccurate with the passage of time—The longer the period for which a system of selection is asked to predict, the greater the subsequent need for redistribution . . . Much careful work makes it pretty clear that a fresh classification after four years would have distributed between schools about 14 percent of the pupils. By the time they join up for national service this 14 percent has become 22 percent among army recruits and 29 percent among R.A.F. recruits. We cannot hope to avoid error by further refinements in the process of selection . . . With human beings no selection can be regarded as final."[7]

Sex Discrimination in Results

There is also some evidence that the tests discriminate between the sexes—to the considerable disadvantage of the male sex which apparently tends to include a greater number of "slow developers" and "slow learners" generally than does the female sex. The Scottish Council for Research in Education in a study in 1947[8] found there was a significant difference on Moray House Intelligence Tests in favor of girls. The study adds: "There is, in fact, little doubt that at the time at which 11 plus examinations are taken, the intelligence of girls as measured by the test has improved relative to that of boys." This favorably affects the girls' performance on an age-bound examination at this time, relative to the boys.

If qualifying tests are criticised for discrimination in relation to social groups and for resulting in the loss of potential talent, they are criticised too for their psychological effects both on pupils and on teachers.

Dr. A. G. Hughes, sometime Chief Inspector of the London County Council, summarizes the psy-

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chological effects on children of having to face qualifying examinations:

"It is a sad reflection on present educational organization that so much junior school education must be carried on in an atmosphere of fear—the fear of failure—for no matter how attractive secondary modern school buildings and amenities may be made, such a school in a tripartite system will always remain, in the vivid description of a junior school boy 'the school where you go if you fail the scholarship' . . . With the shadow of external examinations removed, they (the pupils) would be free to do what they know they ought to be doing—replacing anxious competitiveness by lively creativeness."[9]

This situation has led to such things as expensive out-of-school coaching paid for by parents, the bribing of educational officials to get children into the "right" educational program in spite of qualifying tests and even to one father refusing to speak to his daughter for three months after she failed the tests, so keen was his disappointment.

Tensions Difficult to Determine

How widespread are the psychological tensions and strains created among children both by their own and by parental anxieties, consequent upon the knowledge that qualifying tests will determine future educational chances, is difficult to determine since no really adequate research has been done on the problem. Nonetheless, Vernon[10] admits that "selection for secondary schooling, under present conditions tends to become a focusing point for such anxieties." And he goes on: "Indeed the ill feeling and other emotional effects among parents constitute a more difficult problem than emotional maladjustments among 10-11 year children."

Further, English psychologists and others concerned with the emotional development of children have expressed opposition to the tests on similar grounds. Many have advocated that the members of their profession should have nothing more to do with procedures that have such results on children's educational and emotional development.

There can be no doubt that qualifying tests do have adverse psychological effects, whether widespread or not. When the tests determine future educational chances and hence ultimately future careers, income levels and so on, it is understandable that parents who quite naturally want their children to rise above their own level should display considerable nervousness and anxiety as the examination year approaches and that this should be communicated to the children.

The pressures on teachers in the elementary schools are as great. The reputation of schools becomes dependent on the number of children who successfully pass the examinations. Pressure is therefore extreme among those who are directly preparing pupils for them, and this pressure is communicated all down the line to the primary grades. This creates staff friction between those teaching the lower and higher grades within the elementary schools, narrows the elementary curriculum to suit examinations rather than broadening it to meet the needs of the children being taught, and results in demands that selection and segregation of pupils be pushed back to the primary years.

Some extraordinary practices have arisen from all this. Commercial firms have developed to produce practice test booklets which can be used to coach children for the examinations. This in turn has caused examination setters to conjure up all their ingenuity in developing test questions that will be different and more likely to discriminate among candidates taking the tests. Indeed, since the intelligence test is normally a part of the 11+ examination system, practice books of intelligence tests are also available commercially and are advertised widely in teacher magazines. For the enterprising entrepreneur here is a lucrative business which would be very tempting not to pass up in areas where qualifying examinations are part of the school system.

The net result is, in England, a movement away from qualifying tests as the basis of entry to secondary schools. "I expect you know that each local authority sets its own tests, if any," writes Mrs. E. H. Hughes, formerly lecturer in education at the city of Leeds Training College. "Many are giving up tests and relying on school records. Moreover, the papers where they are given, vary in character from one authority to another. Some do not set an essay on the English paper, for example."[11]

The general trend of thought among educationists and much of the public seems to be well summed up by W. O. Lester Smith. "Within the sphere of education," he writes, "we can help by remembering that our classifying procedures profoundly affect life chances . . . The overlying effects of emotional and social factors are so considerable that no child should be written off as of low ability in any given direction until the best conditions and most effective stimuli for that particular child's success have been provided."[12]★

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(1) *Social Class and Educational Opportunity*: Floud, J. C.; Halsey, A. H.; and Martin, F. M., London, William Heinemann, 1957.
(2) Ibid, p. 143.
(3) Ibid, p. 42.
(4) Ibid, p. 65.
(5) Ibid, p. 143.
(6) *Differentiation, Selection and Transfer*, Bennett, W. H. Ed., Unesco Institute for Education, Hamburg, 1958, p. 10-11.
(7) *15 to 18*. Report of the Central Advisory Council for Education, Ministry of Education, London, 1959, Vol. 1, p. 72.
(8) Quoted in *Primary Education*, October 27, 1961, p. 33.
(9) *Education and the Democratic Ideal*, Hughes, A. G.; Longmans, 1951, p. 108-109.
(10) *Secondary School Selection*, Vernon, P. E., Ed., Methuen, 1957, p. 66.
(11) Hughes, E. H.: in a letter to the author, December 7, 1960.
(12) *Education, an Introductory Survey*, Lester Smith, W. O., Penguin Books, 1957, p. 113.

Industrial Arts:

a Requirement for a Balanced Educational System

Some comments on the Chant Commission Report as it concerns Industrial Arts

W. R. F. SEAL

ANYONE WHO HAS examined the Report of the Royal Commission on Education will agree that the framers have made a determined attempt to design a system of education which will direct the best brains to the University in a polished condition and provide the rest of the youth of the country with the kind of education suited to its talents and the amount suited to its capacity. In attempting so formidable a task it would be surprising if they had made no mistakes. It is necessary, therefore, to study the general philosophy and the specific recommendations with great care. If there are any mistakes they should be corrected before they become built into the structure of our educational system. As one who has a particular interest in the technical side of education I would like to comment on certain aspects of the report which touch on Industrial Arts.

A large part of the energy of mankind is devoted to making things. The means of making, or manufacturing, are varied, and comprise the field of technology. *The American College Dictionary* defines technology as "the branch of knowledge which deals with the industrial arts."

The state of civilization at any historical period has been determined by the extent of its technology. Technology and culture have such an interdependence that it is difficult to separate them. One prompts the other, so that they advance together, like the two legs of a man. Because technology is an essential part of the social structure an examination of its general methods and processes is a worthy, proper and necessary educational objective.

Early technologies of primitive peoples were craft-based and transmitted through the apprentice system. Our present dominant West European civilization is rooted in a highly developed science-based technology.

A balanced educational system should include the teaching of pure science and also typical studies of the essential elements of applied technology. The field of Industrial Arts should strive to teach these elements through practical experience. Such practical experience, directed to the core of life, is a profitable part of a complete education. It should be available to all students because its experiences yield insight into the characteristics of a technological society.

Education as a whole aims to develop intellect, establish ideal moral, ethical and social responses, and equip with the means of earning a living. The first two aims are similar for all pupils within a society and are the province of general education. The means of implementing the third aim is different for different people as they elect various vocations. It is the province of specialist education.

One of the ultimate aims of Industrial Arts is to

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present a student with a problem and call upon him to develop a good technological solution. Such a problem might call upon him in his final year to design a useful piece of furniture, a small boat such as a dinghy or a simple machine. A satisfactory solution calls for detailed analysis, creative imagination, judgment of values, a background of technical knowledge and equal measures of optimism and restraint. A student who accepts the challenge of a problem of this kind must respond with the mental processes of the type which characterize technological achievement. Only students of above average intellectual capacity can make a satisfactory response to a problem of this sort.

Another aim is to develop the student's organizing ability to the point where he can transform his concept into physical reality. It has never been proved that Industrial Arts develops ideal moral, ethical and social responses. But that happy day in June when the student, that battered victim of many reverses, at last backs up his father's car to the door of the school shop, and bears off his piece in triumph—that happy day, I say, is witness, not only of instructor's fortitude, but of the sterling qualities of character that work, failure, despair and final victory have impressed into the very bone; such qualities of manhood, I repeat, mere sums, equations, anapests and parallel constructions can never give. This is, again, for the capable student. Such aims can never be fulfilled in students of small caliber.

Two Misconceptions Common

These ultimate aims of Industrial Arts which are in a degree synonymous with the ultimate aims of all education are based on a structure of lesser aims. Among these lesser aims are the acquisition of a body of technical knowledge, the mastery of a catalog of skills, the development of habits of industry and orderly work, awareness of danger and a sense of safety and a feeling for the usefulness and dignity of a good job well done. All normal students can achieve some measure of success in attaining such goals and these limited and subordinate objectives are the ones most usually ascribed to Industrial Arts. This is an unhappy state of affairs which arises from two common and unfortunate misconceptions; the first is that shop work offers no intellectual challenge and therefore capable students are ill-advised to waste their time on it, and the second is that students who cannot attain success in any other branch of learning can in some unaccountable way think with their hands. It is true that some students of limited mental endowment can spend their time more profitably in a shop than they can in a classroom, but it does not seem reasonable that a highly technical society should reserve education in the fundamentals of technology for those least able to benefit from it to the exclusion of those most able to make use of it.

The foregoing list of aims does not mention what might seem to many people the most obvious of all. Will it help the student to earn a living when he leaves school? It will help in the sense that all aspects of general education help, but due to the relatively short time devoted to the subject and to the broad and general field of study it cannot provide the lengthy, detailed and specific instruction or the repetitive practice which is necessary in trade training. It can provide a good basis for the intensive training of either a mechanic or an engineer. The mechanic requires knowledge, skill and the intuitive feeling for the possibilities of his material. The engineer requires a thorough understanding of theoretical principles. The world of modern technology requires men who combine these qualities. The time to lay the groundwork for this type of education is during the high school years.

A Perplexing Problem

The framers of the course of study in Industrial Arts are faced with a perplexing problem in having to decide what material to draw from the field of technology and what to exclude. There is the technology of construction and the technology of operation. The wood and metal trades are representative of the former and the auto, radio and appliance repair trades of the latter.

A major Industrial Arts area is the field of general woodwork. This includes cabinet making, building construction, small boat building and wood finishing. There are several reasons for the popularity of woodwork. From the point of view of the course makers there exists a tradition of woodwork inherited from craft courses which preceded Industrial Arts. Teachers of woodwork could be found easily. The initial expense of woodwork was comparatively low. From the point of view of the students woodwork offered useful and attractive projects and practice in the use of a material that they could get easily and use at home. There are also the regional traditions of a wood-producing and wood-using area. Woodworking skills have, in the past, led naturally towards some woodworking trade. From the intellectual standpoint the greatest possibilities in woodwork have been in the field of design. With some notable exceptions the achievements in this aspect of woodwork have been disappointing. There are several reasons for this. Inspirational courses in design have been lacking in the teacher training institutions. Large numbers of pupils per teacher and fragmented periods of instruction have stifled the intensive exchange between pupil and teacher which is necessary to achieve creative work of this kind.

The area of general metalwork is extremely fruitful. From the technological standpoint it is the ideal subject. Metals technology is the foundation of modern industry. Industrial Arts metalwork draws from the sheet metal, art metal, machine, fitting, welding and foundry trades. Mathematics, mechanics and metal-

lurgy find constant applications in the metal trades. The pupil works with concrete material in a practical situation but the course of his work is governed inexorably by scientific principles. He is successful in his endeavors in the same measure that he understands the principles that are operating in the particular situation and uses them to his advantage. It is a costly course to offer in terms of equipment and material and an exacting course to teach because of the complex organization needed to keep the pupils and equipment all profitably employed. Metalwork offers particular interest to the boys who are "mechanically inclined."

Drafting is the language of the technological world. It does not exist as an end in itself but as an abstract means of developing, conveying and preserving ideas about forms and processes. Pupils in both woodwork and metalwork study the aspects of this subject which relate particularly to their needs. It is a principle of teaching drafting that pupils should have plenty of shop experience so that they can understand the possibilities and limitations of the materials and processes which they will later describe in abstract form.

Two Views of Education

As physics tends to reduce all matter and energy to electrical terms so does some application of electricity tend to become the essential feature of an increasingly large number of devices in private use and public enterprise. Although there appears to be a demand for a practical course in electrical technology one is not at present offered in the regular school system. However, the possibility of such a course is at present receiving careful scrutiny.

In the previous school program all pupils in Grade VII and Grade VIII took Industrial Arts for roughly ten percent of their time. Through later high school years a pupil may elect to take a general program designed to end at Grade XII or he may decide to follow a program designed to lead to university. If he chooses the former he may decide to drop Industrial Arts or to take up to approximately forty percent of his time at it. If he chooses the latter he may drop it or spend up to about thirty percent of his time at it. In practice a substantial number of boys spend about twelve percent of their time in Industrial Arts.

The present view of general education is that it should achieve a balance between the theoretical and the practical, that all things which are important to us as human beings have their theoretical and practical aspects and that theoretical ideas are important to most people insofar as they have practical applications. Theoretical considerations determine practical applications, and the development of the concrete and actual illuminates the abstract and theoretical.

The Royal Commission Report suggests revisions of the educational systems which will approach the field of technological education from an entirely different standpoint. Let us read the recommendations of the report which touch upon education for a technological society and examine some of their implications. On page 263 the Report of the Royal Commission on Education advises:

1. "That Industrial Arts and Home Economics be discontinued in (Grade VII)" . . . and . . .

4. "That the time freed by these alterations be allotted to English, Mathematics and Social Studies."

The chief gain is to go to English which shows an increase of 100 minutes a week from 280 minutes to 380 minutes. There are two implications here. The first is that practical subjects are unnecessary in a balanced system of education and the second is that English is important and also an area of failure in the present system. Failure may be due to the pupils' lack of ability, the teachers' lack of ability or the pupils' lack of interest in the subject. Most teachers agree that pupils do well in the things that interest them and poorly in the things that do not. Again, nothing succeeds like success, and pupils tend to become more interested in something which yields some dividend of achievement. Generally speaking, lack of interest is compounded by lack of ability and students of lower mental ability tend to fail in English as in other subjects. If poorer students are failing in English then the remedy seems to lie in finding a more successful approach to it, not, so to speak, in increasing the dose. What guarantee is there, or even what hope, that eliminating interesting and worthwhile fields of study, to the detriment of a balanced education, will improve performance in a subject which already occupies a major portion of the pupils' time? Is it fair to pupils to deprive them completely of something which gives them a substantial return on their investment of time in return for a problematic gain in English?

Admission by Failure

However, it is not the intent of the Commissioners to deny shop work to all Grade VII pupils. On page 264 of the Report they advise on the setting up of Junior Vocational Schools. These schools are to receive pupils of fifteen years of age who have not advanced beyond Grade VI, pupils who have completed Grade VII but who have failed to pass into Grade VIII and pupils who have passed into Grade VIII but are now failing in that grade. The Report states that this substratum of talent will probably be about eight to ten percent of the total enrollment of pupils. The pupil's first ticket of admission to the wonderful world of making things and doing things will be a report card stamped "FAILURE." In fact, in Grade VII, it will be the only ticket of admission. No others need apply. The idea that education for average children of this age should be exclusively academic and abstract is deplorable, and, in the nature of our society, logically indefensible.

Pupils who have passed successfully into Grade VIII need not fear that they have lost entirely any chance to take part in workshop activities. In addition to the

Junior Vocational School the Report advises the establishment of a Senior Vocational School. This "would provide specialized training in some skilled occupation, and would be related wherever possible to existing apprentice and industrial training plans." There are different ways by which a pupil can enter a Senior Vocational Course.

"Pupils may progress from Junior Vocational Course to Senior Vocational Course if their achievement warrants such promotion."

"Those who do not show satisfactory progress in Grade IX are directed into Grade X of the Senior Vocational Course."

"Pupils who fail to qualify for entrance to a Collegiate Academy can continue their schooling by entering Grade XI of the Senior Vocational Course."

In every case the passport to the technological aspect of education is a report card stamped "FAILURE" in the academic aspect.

Page 276 of the report is devoted to a graphic representation of the flow of pupils through the educational system. In appearance the chart is like a fractionating column such as is used in distillation, and its purpose is much the same. All the pupils are placed in a vast retort at the bottom. The teachers apply heat to this retort and the lighter and more volatile spirits are driven upward in the system. The heavier and more turgid spirits are condensed on the cold underside of an examination paper and siphoned off into a Junior Vocational School. At suitable elevations further examinations are arranged and failures at every level are siphoned off onto the Vocational Schools. The most volatile fractions, the proven spirits, will emerge from the top of the system to be mellowed and matured for some years in the University.

A Peripheral Subject

One should not infer that all tradesmen of the future will be morons. Failure, like success, is relative, and many who enter the Senior Vocational School from Grade X and Grade XI will be, if one will pardon the term, "successful failures." It should be noted here that the Senior Vocational School does not propose to offer Industrial Arts courses as a part of any scheme of general education, but offers instead vocational courses directed to specific trades.

Will it be possible for pupils in Grade VIII and up to take Industrial Arts if they want to do so? Theoretically it remains, with Art, Music, Drama, Commerce, Physical Education, Agriculture, Home Economics and Health and Personal Development clinging to the periphery of preferred subjects, like the paper frill on a lamb chop. The intent of the Report so patently ignores the fact that these subjects have any real value that they are almost bound to disappear in many schools. It is the stated intent that the facilities now used for Industrial Arts be used for Junior and Senior Vocational courses. Vocational courses, which demand about three or four times as much shop time per pupil as Industrial Arts courses are likely to engulf shop facilities to the point where almost none are left for Industrial Arts. The demands of academic subjects will engulf the pupil's time to the point where almost none is left for elective subjects. The ultimate result appears to be the extinction of Industrial Arts as a significant subject in the field of general education.

All appears not to be lost, however. On page 255 the Report advances the proposal that on the successful completion of Grade X pupils will advance into a Collegiate Academy. In this academy pupils can follow either a technical bent which will lead them towards an Institute of Advanced Technology or an academic bent which will lead towards the University.

"For those who planned to enter business, industrial and technical fields, the courses in Grade XI would be largely the same as those in the academic program. . . . The elective courses would be extended to include Agricultural Sciences, Business Administration, Merchandising, Practical Science, Drafting, Dietetics, Dress Designing, Economics, Secretarial Practice and so forth."

Only One Technical Course

Unfortunately the framers of the report have listed only one subject of a technical nature – drafting. As was pointed out earlier this is one technical subject that cannot be taught successfully by itself but must be taught in conjunction with shop work. Responsible firms which train draftsmen make their apprentices spend weeks of time working in various shops where they come to understand the possibilities and limitations of materials and how the machines and processes which work them influence design. To teach drafting without shop experience is to teach superficialities without essentials. Our remaining hope for any form of technological education and workshop experience for young men who are about to enter an Institute of Advanced Technology is contained in the phrase ". . . and so forth."

The Report proceeds mellifluously, "There has been a somewhat prevalent opinion that technical or business courses are intended to cater to the interests of those who lack ability in academic fields, but who can continue in high school by taking technical electives and some academically easy courses. This opinion greatly underestimates the standard of the technical or business courses proposed in this plan for Grades XI and XII."

What technical courses? Apart from an abortive drafting course not one is proposed. The young men in the Collegiate Academy who have elected a technical option are preparing themselves now for work in an Institute of Advanced Technology. Are they to enter this superior phase of education never having touched a tool or turned a machine? A good technician should have a broad background in the use of tools, machines and materials. For this to become a

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Overseas Teaching

Information from the External Aid Office, Ottawa, for teachers who may be interested in overseas service.

A NUMBER OF teachers from British Columbia are serving overseas this year, in addition to those who are teaching in schools operated by the Department of National Defence, under several assistance plans. A. D. Aldridge, of Vancouver, is an instructor in precision fitting machinery at the Government Trade Centre, Enugu, E.R. Nigeria, under the Special Commonwealth African Aid Program. J. E. Beltz, of West Vancouver, is assigned to train teachers of English at Tawau, North Borneo, under the Colombo Plan. Also assigned under the Colombo Plan is T. P. Horne, of Langley, who is teaching science subjects at the Teachers' Training College, Singapore. Rupert E. H. Papin, of Barriere, is teaching French at the Government Technical School, Takoradi, Ghana, under SCAAP and W. E. Turner, of Comox, is teaching chemistry or biology at Government College, Ibadan, W.R. Nigeria, under the Colombo Plan.

Still on assignment overseas are W. Manson Toynbee, West Vancouver, and Mr. and Mrs. C. H. Smith, Victoria, all in Sarawak; and Clarence Carroll, North Vancouver, in Singapore.

Other B.C. teachers may be interested in the following information as to recruitment policies and practices followed by the External Aid Office, Ottawa, in selecting teachers for foreign service. The information is extracted from a lengthy memorandum sent (in September, 1961) by the External Aid Office to the Canadian Teachers' Federation describing all of Canada's various external aid programs:

Recruitment of teachers during the late winter and spring of 1961 had to be conducted in greater haste than is desirable. The External Aid Office experienced considerable difficulty in securing from abroad precise information concerning the numbers and categories of teachers required. There were delays also in getting adequate information concerning the locale of teacher assignments, of living conditions, and of a great number of details which teachers quite rightly expect to have before accepting a post in countries little known to most Canadians. In spite of the co-operation which the External Aid Office received from the Canadian Teachers' Federation, the Canadian Education Association, from the French-speaking Teachers' Associations, and from Provincial Departments of Education, our publicity concerning teaching opportunities abroad was obviously inadequate and belated; as late as the month of June we received many inquiries from teachers who, for the first time, had learned something of our educational programs and service for Canadian teachers abroad. We were unable to offer firm contracts early enough to give assurance to teachers that they would, in fact, be employed by us abroad in September and in consequence, we lost a number of experienced teachers whom we would have been

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Note: Although the recruiting program for 1962-63 was undertaken during the fall months, this statement is presented for the information of teachers who may be interested in future service overseas. It is possible, even now, that an application for 1962-63 service might be given favorable consideration.

glad to have with us. We were asked and were prepared to provide ninety-three teachers. In fact, we recruited and sent abroad on August 26 thirty-five teachers, and there may be ten or twelve more for the French-speaking States of Africa.

As for the categories of teachers required for 1962-63, we can assume that the principal demand will again be for teachers of education (teacher-trainers), particularly of mathematics and the sciences, and for teachers of mathematics, the sciences, vocational and trade subjects, teachers of French and of English as a second language. During this last summer the External Aid Office, with the co-operation of the Ontario Department of Education, was able to arrange that five of the outgoing teachers take a six weeks' course in Toronto in the teaching of English as a second language. This modest experiment seems to have been successful and we are hoping to enlarge this course next year. There will likely be little demand for teachers of English who lack this somewhat rare specialty, and although there may be sporadic requests for teachers of geography or history, there will likely be no demand at all for specialists in physical culture, household science, music and art, apart, perhaps, from handicrafts. There will be no demand for teachers at the primary school level, although teacher-trainers at the primary level will certainly be required.

Two Limiting Factors

The principal limiting factor will probably be the number of Canadian teachers who can be recruited, although if Ghana, Nigeria and other countries place a priority on large capital or technical programs rather than educational assistance from Canada, there may be financial limitations to the educational content of Canadian aid. The Government of Nigeria will require from abroad at least 1000 teachers each year, at the secondary school level, for the next ten years. The shortfall in Ghana this coming year will be at least 400, and the need for vocational and trades teachers, whether French or English-speaking, in Africa could readily absorb the entire Canadian population of these specialized teachers. Particularly needed are teacher-trainers of vocational and trades subjects.

The number of Canadian teachers prepared to accept a tour of duty abroad over the next three or four years is not known. It is hoped to conduct a survey, or perhaps a sampling, of the Canadian teacher population in the desired categories during the autumn of this year. It might not be unrealistic to expect that in late August of 1962 we shall be sending 100 Canadian teachers abroad for service in Africa, Asia and elsewhere. To succeed in this project — modest enough in relation to the needs, but perhaps optimistic in view of the teacher shortage in Canada — the External Aid Office will clearly need to rely heavily upon the Provincial Departments of Education, the Canadian Education Association, the Canadian Teachers' Federation, the Canadian Association of Professors of Education, the French-speaking Associations of Teachers, the Science Teachers' Associations, the Canadian and Provincial School Trustees' Associations, the Faculties of Education of Canadian Universities and upon the entire Canadian educational system. It is our intention to establish selection boards in each of the provinces, and in some of the provinces, no doubt, two selection boards may be necessary. The External Aid Office cannot undertake on its own the very considerable task of finding and of preparing for service abroad the number of teachers required to produce an effective Canadian impact abroad.

Teacher-Trainers Will Be Needed

It is certain that for the next few years it will be necessary to send abroad a considerable number of classroom teachers to meet the immediate overwhelming needs. In some quarters it has been suggested that it would be sensible to send quite young and relatively inexperienced teachers to Africa perhaps even immediately following their graduation from Institutions or Colleges of Education. However, it would no doubt be preferable that these young teachers had the experience of a year or two of professional teaching and this would also simplify such matters as superannuation, professional standing and security of tenure on return to Canada. On this point the External Aid Office would welcome the advice of the Canadian Teachers' Federation.

The provision of Canadian teachers for classroom duties should be regarded, we think, as an interim measure; if ever the newly-developing countries are to become reasonably self-sufficient in their teaching needs. Canada, and other countries, must provide teachers of education. It would be unrealistic to expect that Canada can ever hope to supply large numbers of fully qualified and experienced teacher-trainers. It is thought, therefore, that it would be proper and sensible to send out, not as classroom teachers, but as teacher-trainers, Canadian teachers who had had, say, more than six years' experience. For these it might perhaps be feasible to arrange a six or eight weeks refresher course in pedagogy in various centres of Canada, and again on this point the External Aid Office seeks the counsel of the Canadian Teachers' Federation. As the External Aid Office grows in experience and in strength it might be possible for it to undertake the project of assisting in the construction and the equipping of teacher-training colleges, and of staffing them very largely with Canadians. It is toward this type of composite project that we are directing our planning because to send experienced and highly qualified Canadians to serve as classroom teachers is an extravagance of public funds as well as an extravagance of the limited teacher resources of this country.★

STAN MEADOWS

Whither Principal?

To a position of diminishing returns?

ONE SOMETIMES WONDERS whether Parkinson's Law is being applied to education to the extent that the law of diminishing returns may be exerting its influence.

The development of the position of principal into that of administrator, and the consequent change of name, in some places, from Principals' Association to Administrators' Association, is a thoroughly understandable sequence if one is old enough to have experienced the history of the change.

The principals' thinking was considerably influenced by the fact that the mechanics of the job were becoming far removed from those days when the principal taught the "Entrance Class" full time, except for the half-day when his class went to manual training and domestic science, to use the terms of the times. That was the half-day to be employed for teacher supervision and office business, luckily with the then minimum of paper work. Modern educational techniques have made it mandatory that the head of the school have more time and assistance in order to do his job.

Thorough discussion decided this change to be a logical step, which should in no sense adversely affect the desired rapport with staff and pupils; but indeed would place the principal in a position of greater clarity, prestige, and influence, and better able to use his experience, and those qualities the consideration of which should account for his appointment to the principalship. In no way was the new recognition to be permitted to discount the "head of the family" atmosphere. It was sincerely felt that there need be no problem as to the harmonizing of responsible authority and sympathetic understanding and leadership, even though more and more responsibility for teacher supervision and evaluation was being transferred from inspector to principal.

At the moment it is common, and perhaps, from the principal's present position, almost necessary, to find a 500 pupil elementary school organized with a teaching-free principal, partly teaching-free vice-principal, full-time secretary, part-time special counsellor, with perhaps a remedial teacher as well. The opportunity given to the principal to co-operate with his teachers in the interest of his pupils is an asset to be appreciated, but the multiplicity of paper work, and its cousins, suggests it is forgotten that the best service supervisory or administrative officialdom can render a proven teacher is to disturb classroom procedure as little as possible; and don't read into this any lack of appreciation of the values of co-operation and progress. Similarly any superintendent should be happy to have the satisfaction of knowing that a school functions so well under its principal that the best thing he can do, except for the pleasantness of co-operation, is to stay away.

Principals should welcome the added responsibility of teacher supervision and evaluation, and should appreciate that the prestige given them, by honestly reporting on their teachers, places them in the position to develop sound organizations, which function best for their pupils, and which build confidence on the part of their staffs. Their ability to delegate responsibility and authority satisfies the self-respect of the men and women who work under them, and permits more time to apply their greatest assets — successful pupil contact, understanding, and influence. These depend not only on the qualities which suggested them as principals, but also on the invaluable knowledge which can come only from years of direct pupil contact in the classroom. Anything which takes away from that opportunity is a liability.

Each season brings a series of announcements of the various changes and movements within the principals' group, as individuals make natural moves to larger and higher-salaried institutions. There is also the incentive to gain experience in other climates, obeying the maxim that one must not get into a rut. It is reasonable to expect some salary ratio based on the size of the school, but what about the fact that the new principal must sell himself to a new community, gain the confidence and friendship of a new set of pupils and their parents, and become thoroughly acquainted with social and other conditions which affect the design of the institution? A man who gets into a rut has no business being a principal, and there is a great difference between a rut and a groove, a groove which takes some time and work to become smooth and effective. Is it possible that school administration is in danger of finding itself in a rut based on paper work, reports, and standardized tests? Is it possible that school administra-

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The author, a Vancouver principal prior to his retirement, maintains a keen interest in education.

tion, as it concerns the principal, is in danger of becoming a formal occupation in its own right?

With public relations, in its modern fashionable sense, an important factor, we may be forgetting that the best advertising is through the satisfied customer, and that the most influential purveyor of confidence in education is the older, perhaps even retired, teacher or principal, whose many friends are his former pupils, now sufficiently matured to appreciate the soundness of what he did for them.

Training and ability in industrial mechanics and business management are not enough when the material is human nature. Even the I.Q., once considered by the experts as something infallible, is in process of losing some of its glamor, and is admitted to vary, not only within its own orbit, but to be strongly affected by other equally important personal qualities.

The teaching profession should welcome sufficient emphasis on certification to guarantee educational maturity, subject knowledge and professional competency, but are we inclined to measure those items in terms of paper credentials, and, even more, by promotion into positions which remove the heavily lettered educator too far and too fast from the classroom atmosphere? Does this promotion tend to make him forget where to place his feet and to gather his philosophy from a mixture of research, books, tests, and studies, a mixture which one criticizes only because of the often inexperienced and unrealistic source of production.

Should Be No Conflict

The trend away from the simple and natural and towards research and the scientific, should present no conflict, but it has tended in education to form a parallel to what happened in medicine. Just as in education, where teaching is an art and not a science, but an art with scientific aids, so in medicine there is the art of healing, coupled with the tremendous gift of the scientific accomplishments of research, for which we should all be so grateful.

For a while, however, the general practitioner was reduced to a lower stratum than the researcher and the specialist, until it was found that the patient needed so much the intimate understanding and friendship of the family doctor, as well as the co-operative skill of the specialist. In education we have allowed the belettered specialist to forget that he is but the scientific co-operator with the teacher and his art.

This is not meant to belittle the scientific, but is intended to point out that the warmth, and even affection, which motivates children, sometimes involving stern discipline, is not something between child and tester, researcher, or remote-control administrator, but depends on the feeling of friendship which endures for a lifetime, as developed by the true teacher and principal, both, in the name of growth, becoming farther and farther removed from the fullest application of their greatest professional assets.

Much is being said these days about economizing educationally by permitting speeding up on the part of the exceptional child, this not only in the interests of the child, but of finance. This is not as new a feature as some people would have us believe. Many principals who have had time to become well acquainted with their pupils' abilities, achievements, and backgrounds, have pooled this knowledge with that of the classroom teacher, have sat down at promotion time with the teachers individually, and together they have worked out the best futures for the pupils, a method much safer socially and physically, as well as mentally, than a promotion based on tests and measurements of a standardized nature, granted their supplementary value.

Testing a Valuable Tool

As Brian Cahill said in an article in the May 13, 1961, issue of *Saturday Night*, "Psychological testing can be a valuable tool when used for limited purposes. But it becomes double-edged and dangerous when used as the sole measurement of present ability and future performance." Even in the elementary schools to a considerable extent, the care of the problem pupil is delegated. Perhaps there is a significance to the modern fashion of having the customers, pupils or others, first approach the counter guarding the principal's office, and interview the secretary, before meeting the principal in his inner office.

It is hoped the principal finds time to digest the morning's list of absentees, for it seems to be old-fashioned to let the teacher take care of all but the problem cases, which of course should be referred to the principal.

The principal, too, no longer informally delivers mail or other advice to the classrooms, resulting in a casual and friendly call, which permits a bit of conversation with class or teacher, or even an opportunity to join in the lesson, thereby giving him the best opportunity for teacher evaluation. Today demands a bracket of pigeon holes in the outer office where, each morning, the teachers pick up their papers.

Organized playground supervision is of course a necessity, but there is still an intimate influence in seeing the principal out in the yard on fairly frequent occasions, perhaps even swinging a bat, or getting into a game of marbles.

One cannot help wondering how it can be possible, under the frequent change system, the remote control technique, the prestige of the statistic, and the standardized test method of pupil evaluation, to expect the warmth that should develop when the principal is a human institution, thoroughly acquainted, not with just one member, but with the whole family, perhaps even with more than one generation.★

An Effective Teaching Instrument

JOHN FEARING

The place of the recorder in great music as an instrument in its own right is sufficient reason for justifying its inclusion in the school music class.

THE VALUE of a simple melody instrument in the classroom when teaching sight reading in music cannot be over-estimated. The old European fipple flute, known in England as a recorder and in Germany as a blockflote, has more advantages than any of the other and possibly cheaper substitutes.

The first real point in its favor is that a recorder is a real musical instrument. Although there is an argument for encouraging children to read music by any means from a Toffee Whistle to a Jaws Harp, it is obvious that to start off with an instrument capable of such beauty of tone as a recorder is a better beginning than mastering some plastic toy which will be discarded later because of its limited capabilities. It is true to say that every musical experience a child can have is of great value, whether it be playing a washboard or a "tea chest" bass with other jive-minded friends, or accompanying the school at the singing of the National Anthem in assembly. Music in school must be a variety of experiences and *all* kinds of instrumental experiences can be included in the curriculum. Too often the music lesson becomes a mere repetition of the same old "Empire type" folk songs (and very doubtful folk songs some of them are!) punctuated by occasional "chunks" of theory and infrequent use of the record player to anaesthetise the class against open revolt. However, in introducing a variety of musical experiences — by playing the glockenspiel, flutophone, auto harp, harmonica and the like — care should be taken not merely to play the fool with music. Recorder playing in the classroom can provide an interesting means of really *teaching* the fundamentals of sight reading, theory, etc., while also stimulating the student to "do it himself" instead of listening to others.

Recorders follow the pattern of a quartet of human voices but they sound eight notes higher. The Soprano recorder plays in the scale of C major and is the most useful recorder for school. There is also the Alto recorder in F major, the Tenor recorder in C major and Bass recorder in F major, but these are not of any use in the initial stages. The Soprano in C is also the cheapest—it is possible to buy a good quality instrument for around three dollars though a concert instrument can cost much more. There are, however, many poor quality cheap instruments on the market and these invariably produce shrill, squeaky tone, so care must be taken to avoid buying one! In school, an ideal arrangement is for each student to purchase an instrument. This allows practice at home which is essential to progress and usually eagerly pursued by the children. The initial cost of three dollars is not much to ask and could be regarded as being as important a part of school equipment as P.E. kit.

Of course the recorder really comes into its own in the music of the 16th, 17th and 18th centuries. In those days, the recorder was in general use with the orchestra, in spite of its quiet tone. When orchestras became more boisterous after the days of Bach and Handel, the recorder was not strong enough and was replaced by the modern "cross blown" flute. In Bach's Brandenburg Concerto No. 4 in G major for two flutes, violin and continuo, the flutes referred to are

Mr. Fearing teaches music at Lord Roberts School, Vancouver.

the "flute a bec," which was another name for the Treble recorder in F. There is a wealth of music available from Elizabethan composers, some of which is simple enough for classroom use, and the popular modern guitar combined with recorder sounds almost as effective as did its counterpart of Tudor days, the lute.

At this point it only seems fair to say that the recorder, historical though its origins may be, is not entirely the folksy instrument that some would like to believe. It is equally at home playing a western ballad like the "Streets of Laredo" or a French-Canadian song such as "Vive la Canadienne," as it is rubbing shoulders with the contemporaries of Shakespeare. It can produce an idyllic flute effect when playing "Greensleeves" and in the next moment be in place with cymbals and drum playing a brisk German march. So in case anyone should be tempted to stigmatize the recorder as "old-fashioned" let him first look into its numerous capabilities.

Drudgery is Eliminated

The place of the recorder in great music as an instrument in its own right is sufficient reason for justifying inclusion in the school music class, but this is only part of the picture. Anyone who has attempted to learn to read music from staff notation by mere "hit and miss" singing methods will know how frustrating this can become. Often the "sight reading" class becomes a "follow my leader" with the piano and the art of reading becomes the art of copying the note a fraction of a second behind the piano or leader of the singing. While being excellent aural training, this is hardly sight reading, and if the musical prop is removed the singing becomes a shambles. By following a systematic course of recorder playing, every child can learn easily to read most folk songs in the first year of study, and there is no reason why this standard cannot be reached by the end of Grade IV. Furthermore, by this method of teaching sight reading, most of the drudgery of theory is eliminated and learning rudiments becomes an incidental stepping stone towards learning the next tune in the book. By playing a song over, then singing it too, the recorder playing can be correlated with the singing program, and it is surprising how confident the school choir will become when it can actually read the music at the first rehearsal.

In its first stages the recorder is such a simple instrument to learn that anyone who has the will, can make a great deal of progress in one week. Thus a teacher who has been pushed into taking music because no one else on the staff wants to do so, or the rural teacher in a school with little or no musical facilities, can easily become a recorder player before school begins. This is so even if he or she doesn't start to learn the instrument until after the Summer School session is over!

There are, however, one or two pitfalls of which it is advisable to beware. Spectacular results can be obtained by taking musical short cuts and the uninitiated listener can be completely fooled by them. In learning the various finger positions for notes, it is possible to teach tunes by the letters of the alphabet. In this way B BBB BBB EGB becomes "What shall we do with the drunken sailor"! — of course the whole object of learning to READ MUSIC is lost. Beware of the large class playing from letters on a blackboard!

Another danger is to try to demand perfection in the first stages and to play the same tune over and over again until the teacher in the next classroom goes mad and the local residents complain! The first object of all music lessons is enjoyment, and over-repetition is a sure way of producing a hatred of music in later life. Variety is the answer and several tunes should be attempted even if the result sounds like a band of amateur snake charmers rehearsing a new cobra!

Having reached the stage where a student can play a variety of folk songs and extracts from Classics and has become familiar with simple part playing by performing rounds and canons, what then? Some of the most capable students can now change over to the Treble recorder in F. This presents difficulties as its natural scale is F major which contains B flat. These difficulties are not insurmountable and any reasonably intelligent child, having mastered the Soprano recorder in C can certainly learn the Alto recorder at home. The lowest recorder for school use is usually the Tenor recorder in C. This calls for bigger hands but the fingerings are exactly the same as those learned for the Soprano recorder in C, though they sound an octave (eight notes) lower.

Develop Part Playing

Now it is time to really develop part playing. There are many simple trios and quartets by classical composers such as Bach, Handel, James Hook, Telemann and even Mozart, while quite a few modern composers are writing and arranging for school recorder consort. It is possible, at the age of eleven years, for children to be playing quite intricate contrapuntal music. The author has guided a group of boys and girls aged between ten and twelve years to the stage of performing movements from Handel's Concerti Grossi, Fireworks Music and Water Music in three and four part trio. (One or two Soprano recorders, one Alto recorder and one Tenor recorder.) This stage is where real chamber music begins and, once part reading is mastered, it is only a short step to learning a new instrument—clarinet, oboe, trumpet, horn, saxophone or whatever the student fancies. The main obstacle—learning to read musical notation —has been overcome, and experience often shows that most people who gave up music lessons in their youth did so because the reading of music was too difficult to master.★

on Your behalf

MORE COMMITTEES than ever seem to have been meeting during the period since the middle of November. Among them have been the following: Code of Ethics Revision, Consultative, Curriculum Directors, Convention, Finance, In-service Education, Junior Colleges, Pensions, Property Management, Supervision Practices, Teacher Education, Television, a joint meeting of the Philosophy of Education Committee and the presidents of P.S.A.'s, a joint meeting of the P.S.A. Publications Committee and the editors of P.S.A. journals. A new committee on Off-campus courses also met during this period, as did the B.C. Education Week Committee. The Workload Committee, which is made up of teachers from the area around Victoria, also met on November 15.

November 15

Assistant General Secretary Stan Evans was in Prince George to meet with a committee which is planning a regional Conference on Education in the North Central area. The conference will be held on February 24. Chairman of the Committee is D. N. Weicker, Geographical Representative.

November 16

K. M. Aitchison, President, attended part of the B.C. Catholic Teachers' Association convention as an official guest.

November 17

Mr. Aitchison was in Victoria to attend the Greater Victoria Teachers' Association Induction Ceremony and to present the special address. J. W. Stewart, Second Vice-President, represented the Federation at the B.C. Safety Council dinner.

November 20

W. V. Allester, Executive Assistant, was in Victoria to meet with a committee of principals concerning changes in curriculum.

November 21

Mr. Aitchison visited the Courtenay Teachers' Association meeting in Comox.

November 21-23

A. L. Cartier, Langley, and H. J. A. Goodman, Vancouver, attended the C.T.F. Seminar on Programmed Learning in Ottawa as representatives of the Federation.

November 22

Nanaimo District Teachers' Association had a visit from Mr. Aitchison. C. D. Ovans, General Secretary, officially opened the Annie B. Jamieson Elementary School in Vancouver.

November 23

Mr. Aitchison, Mr. Ovans and Mr. Allester attended the 25th Anniversary celebrations of the Department of Extension at the University of B.C. J. A. Spragge, Executive Assistant, attended a meeting of the Richmond Teachers' Association to discuss their salary problems.

November 24

In Victoria Mr. Aitchison, F. J. Cairnie, Secretary-Treasurer, and Mr. Evans were hosts to the Faculty of the College of Education, Victoria College, at dinner. Other teacher representatives present were J. S. Clark, Geographical Representative for Southern Vancouver Island, J. E. Smith, President of the G.V.T.A., D McKinnon, Vice-President, and Wm. Cross, P.R.O. for G.V.T.A.

November 25

Mr. Aitchison, H. M. Palsson, First Vice-President, and Mr. Evans attended a meeting of the Southern Vancouver Island District Council which was held at Maple Bay. Mr. Evans also met with P.R.O.'s from local associations in the Southern Vancouver Island area.

November 27-29

Mr. Aitchison, Mr. Ovans and Mr. Allester were in Edmonton to attend the Western Conference of Presidents and Secretaries.

November 28

Mr. Spragge conferred with Dean Scarfe concerning plans for the 1962 Annual General Meeting. He also attended a meeting of the Vancouver Secondary School Teachers' Association to present a Life Membership in the Federation to Mr. J. H. Sutherland.

December 1

Mr. Aitchison attended a meeting of the Provincial Curriculum Advisory Board which was held in Vancouver. In the morning Mr. Evans attended a meeting at the University of the UNESCO Committee of the United Nations Association in Canada. This committee is chaired by Mr. Gordon Selman, Associate Director of the Extension Department, and is comprised solely of B.C. people. In the afternoon, Mr. Evans attended a meeting of the B.C. directors of the Canadian Association for Adult Education.

December 1, 2

The B.C. Conference on Education opened on the evening of December 1 and continued on December 2. Representing the Federation were Messrs. Aitchison, Stewart, Janzen, Ovans, Evans and W. E. Topping, chairman of the B.C. Education Week Committee.

December 3

A tenure problem took Mr. Ovans to Quesnel for consultations.

December 4

At a meeting of the B.C. Educational Research Council Mr. Ovans was elected the Council's president.

December 5

Mr. Evans represented the Federation at a reception given at the Hotel Vancouver by Imperial Oil Company in honor of their new Regional Manager.

December 7, 8

As Honorary President, Mr. Aitchison attended the meeting of the Parent-Teacher Federation's Board of Directors.

December 8

Mr. Aitchison took part in the Induction Ceremony of the Richmond Teachers' Association, held in Vancouver.

Mr. L. G. Grulke, General Secretary of the Queensland Teachers' Association, was in Vancouver on a study tour for his association. Mr. Ovans and other staff members received him on behalf of the Federation, and discussed topics of mutual interest.

December 9

Mr. Evans was in Nelson for the regional Conference on Education which was attended by 80 delegates from all school districts in West Kootenay adjacent to Nelson. The teacher-representative on the planning committee was Mr. J. Martin, vice-president of the Nelson Teachers' Association.

December 12

At the Kettle Valley Teachers' Association Induction Ceremony Mr. Aitchison presented the address which has a special place in the program.

December 14

Messrs. Aitchison, Ovans and Evans attended a meeting on adult education. The sponsoring bodies were the B.C. Council on Education and the B.C. Directors of the Canadian Association for Adult Education.

Up the P(S)B's!

BY ONE OF THEM

WHY THIS GROWING denigration of the P(S)B? Why the evident belief, among both trustees and superintendents, that earning a P(S)A is the only evidence of professional growth worth the higher financial rewards?

No doubt it is difficult to assess other methods of professional improvement (credits are easy to count), but when people who should know better imply that the P(S)B teacher, after a few years, is merely stagnating and therefore ceasing to be well qualified, then they are sadly out of touch with the classroom teacher.

Many fine doctors in every community take no more formal courses at medical school. Does this mean that, after a few years, they are no longer very good doctors, that they are doing nothing to keep abreast of new developments in medicine and surgery? What utter nonsense!

Up to now, the courses for SA qualifications have been invaluable for counsellors and administrators. Other teachers, openly cynical, have taken these courses for the avowed purpose of qualifying for the concomitant salary gains. But countless others, because of the subjects they teach, have chosen to use means of professional growth that are of much greater value to them and, therefore, to their students.

There is, for example, the art teacher who goes on summer sketching expeditions, often to distant places, visiting the art centers there and constantly "cribbing" new ideas for oils and ceramics.

There is the modern language teacher who travels in the summer among the people that speak the language, improving his fluency and gathering invaluable realia material. During the year he reads widely in their contemporary literature.

Then there are those noisy huddles of enthusiastic mathematics and science teachers, found in every staffroom, who never stop discussing new ideas and developments in their fields.

There are also those teachers who even take a year's leave of absence to improve their background of knowledge. Since blinkered authority has not yet provided sabbatical leave, these teachers suffer a considerable financial loss, with no hope of financial gain unless the work they do also happens to lead to a P(S)A.

Isolated examples? No, typical instances from a corps of professionally responsible, dedicated people. They are, after all, fully qualified teachers, university graduates who have long since acquired the skills of independent reading, research, and self-improvement.

Anglo-Saxon modesty and reticence about one's accomplishments are, unfortunately, an anachronism in this age of promotional advertising and self-aggrandisement.

Up, the P(S)B's — and blow your trumpets!★

Across the desk

About our New Look

We have received many complimentary letters and verbal remarks about the new format of *The B.C. Teacher*. We thank all those readers who took the trouble to give us their reactions. The letters printed here are a random sampling of those we have received.

We have one New Year's wish with reference to *The B.C. Teacher*. We wish more of our readers would assist us in making the contents of the journal measure up to the physical appearance by providing us with articles. Won't you help to make this New Year's wish come true and more important, of course, assist us in making *The B.C. Teacher* more helpful to our members.

School Arts,
Worcester, Mass.,
November 28, 1961

The Editor,
Dear Sir:

What a pleasant surprise it was to me to pick up *The B.C. Teacher* in its new size. I am tickled to death to find such a nice size which gives you an opportunity to make your layouts along the lines of most of the popular magazines of today.

I was intrigued by your first article "Your opinions, please" which certainly should produce many answers and cause, I hope, a lot of teachers to think about these answers even though they may not write in to you. To my mind, much of the work we do in the educational press is to stimulate thinking as well as to lift the horizons of our teachers to thinking on a little broader and higher elevation.

Just keep up the good work. It is very interesting to watch the issues as they come in.

PAUL GOWARD

Chicago, Illinois
November 20, 1961

The Editor,
Dear Sir:

Your new look of *The B.C. Teacher* is excellent!! The beautiful B.C. ranch color picture on the front cover is a master-shot, with the masthead design neatly fitted into the correct position . . . and the right color! The inside format: typography, layout, spacing and grouping, presswork and binding, everything shows careful planning and the highest type of good craftsmanship!! Our sincere congratulations to you and the British Columbia Teachers' Federation. With our best wishes,

Cordially yours,
O. M. FORKERT,
President.
Forkert Biome & Associates Inc.,
Graphic Arts Consultants.

Vancouver, B.C.
December 4, 1961

The Editor,
Dear Sir:

This month's issue (November) was one of your very best. The cover was attractive, the new format makes reading easier.

Mr. Sanford's article has a great deal of merit but I hope he goes further in his promised future article.

Again, thanking you and commending you for all your hard work in a thankless world.

Yours truly,
MARION LUSK.

Vancouver, B.C.
December 11, 1961

The Editor,
Dear Sir:

I must congratulate you and members of your Editorial staff on the enlarged page and improved appearance of our magazine. It now looks like a professional publication.

The color covers in the two Fall issues are really superb. I hope you will be able to maintain this high standard.

I have only one adverse comment. I don't like the use of the lower-case "t" in the "Teacher". I needn't go into detail, but any teacher of English will tell you it should be capitalized — especially in a magazine devoted to education. The omission of the periods after B.C. might be condoned, although they should be there for educational reasons. Teachers, by reason of their profession, are obligated to lead!

Wishing you continued progress in the New Year.

I am, yours sincerely,
A. FRASER REID.

Thank you for your letter. You are, of course, grammatically correct in your opinion about the use of the lower-case "t". Perhaps we shouldn't sacrifice proper English form for design in the title of an educational publication but this is what we have done.

Goals Not Yet Attained

Comox, B.C.
Nov. 26, 1961

The Editor,
Dear Sir:

I would like to express complete agreement with the views expressed by R. M. Sanford in "'The Meaning of 'Professionalism'" (November, 1961).

In view of the fact that many teachers tend to think our goals have been attained, it is pleasing to be exposed to realistic thinking.

The Chant Report, as well as the attitude of the Government itself, indicates we have not impressed the powers that be of our determination to be heard on matters of vital concern to us.

I think that now is the time for teachers once again to stand up and be counted.

Yours sincerely,
P. L. SANFORD

One of the functions of The B.C. Teacher is to provide a medium through which B.C.T.F. members may express their opinions on educational matters. This can be the initial step of the process by which teacher opinion becomes Federation policy, to be submitted to the Department of Education by official delegations.

It's Not Geography

University of B.C.,
December 11, 1961

The Editor,
Dear Sir:

I read with interest a number of the articles in the November issue of *The B.C. Teacher* including that by Professor Jakubek which is called a "Geographical Investigation of a Social Problem." While I realize that this article is designed to illustrate how scientific method may be applied to a social problem. I am disturbed that he calls the article a "geographical investigation" when it is quite plainly a "sociological investigation" and has nothing geographical about it other than that accidents are distributed in space.

Geography is defined by the author as a kind of omniology and seems to have a special emphasis on human behavior. Since every human and even physical event happens both in time and space, this does not mean to say that everything is, in fact, history and geography. The fact that people live in urban centers, or the fact that older people live there, or that more liquor is consumed there, is surely a sociological fact and a sociologist's concern. The incidence of accidents becomes geographical only when it is related to such things as relief, climate, soil, concentration of specialized farming or specialized industry resulting from local natural resources.

This wholesale usurping of the field of the psychologist, anthropologist, sociologist, economist and demographer is what makes geography a suspect discipline in the eyes of those who are prepared to define their subject a little more carefully. The fact that phenomena are spacially distributed does not make them geography. The botanist who studies the distribution of different types of plant over the world, or the zoologist who does the same and the sociologist who imitates them, do not become geographers just because they happen to study distribution.

Geography is essentially the relationship between the physical environment and typical human activity carried on over considerable areas and for a considerable time. This may seem a narrow concept of the subject, but it is essentially its core. The moment we move into the influence of one physical factor on another physical factor, we are in the realm of physical sciences. When we are studying the effect of one human event on another human characteristic, we are in the realm of social sciences. The function of geography is essentially the interacting influence of human activity and the physical environment.

This criticism does not detract from the main purpose of the article which is to illustrate the study in a scientific method. It is, however, important to avoid confusing geography with sociology.

Yours sincerely,
N. V. SCARFE,
Dean.

Thank you. Your comments add to the value accruing from consideration of Professor Jakubek's article.

Industrial Arts

Continued from page 132

part of him he should start to use tools as soon as he is old enough to hold them. That is about Grade VII. If he has not a good background by the time he reaches the Institute of Advanced Technology he will not be able to profit to the greatest extent from the rigorous training he should be receiving at that point.

I should like now to propose that those who have the final responsibility for organizing the educational system for this province reject the notion that education is composed of isolated subjects, and that among these subjects there exists an order of intellectual preference. Instead I should like to advance two ideas stated by Alfred North Whitehead in *Aims of Education*:

"There is only one subject-matter for education, and that is Life in all its manifestations."

"Theoretical ideas should always find important applications within the pupil's curriculum."

I should also like to put forward an idea stated by Arnold Toynbee in the concluding chapter of *Education in the Perspective of History*:

"One lesson is that we must try to keep the several essential subjects of education in balance with each other."

Following these general propositions I should like to make the following specific proposals:

1. That the technologically-oriented courses of Industrial Arts and Home Economics be recognized as an essential part of general education in our present society.

2. That the curriculum for the proposed High School be so organized that any pupil, regardless of his eventual educational objective, shall be able to elect these courses to his satisfaction and credit.

3. That the curriculum for the proposed Collegiate Academy be organized to include Industrial Arts electives in Wood Technology, Metals Technology and Electronics, with appropriate drafting in each course.

4. That some more appropriate, dignified and honorable means than academic failure be devised to select students for vocational training. ★

new Books

ESTHER G. HARROP, Book Review Editor

ECONOMICS

Economics for Canadians, by Helen Buckley and Kenneth Buckley. Macmillan Company of Canada, Toronto, 1960. 224pp. $4.00

This book is well organized and written in a candid and fascinating fashion. It is adequately illustrated but a few colored plates would have added to the general format. The apparent lack of bias displayed by the authors is stimulating and this reviewer found it difficult to lay the book aside until he had read it.—W.D.M.S.

GERMAN

A Second German Book by A. and L. J. Russon. Longmans, Green, Toronto, c1961. $1.45

A German text suitable for advanced classes, up to date in every sense. Each lesson has a conversational apéritif and the reading extracts are refreshingly topical. Attention is paid to word-formation and idioms, with copious and comprehensive exercises in the grammar; anecdotes and verses for dessert.—M.S.P.

MISCELLANEOUS

Crime Detector: August Vollmer, by Alfred E. Parker. Macmillan, New York, 1961. (Can. Agt. Brett-Macmillan, Galt.) $3.00

A biography, somewhat fictionalized, but one that boys will enjoy reading. The chief character is a 20th century American youth who became, when he grew to manhood, an expert in police administration.—E.G.H.

Flight to Glory, by Kenneth S. Davis. Garden City Books, Garden City, N.Y., 1960. $3.50

The format and style of this story of Lindberg and the Spirit of St. Louis are particularly appealing to the young reader. The volume is large, the print is clear and the illustrations are very graphic. The vocabulary is Grade VII and, except for the account of the hero's father and grandfather, the style is simple and straightforward with just enough difficult words to make the young reader reach for the dictionary occasionally. This book would make a welcome addition to the junior high school library.—W.C.E.

Prayers Written at Vailima, by Robert Louis Stevenson. Decorations and calligraphy by Hilda Scott. Brett-Macmillan, Galt, 1960. 42pp. $2.50

Stevenson used these prayers at the evening devotions in which his Samoan servants joined with the family. His wife's very human introduction, together with the lovely italic script of Miss Scott and the child-like colored decorations, make this an excellent book for a private library. The prayers combine dignity with beauty and brevity, and, being essentially sincere theistic expression of common need and gratitude, fit in well to most sympathies.—G.H.C.

On the Edge of the Primeval Forest, by Albert Schweitzer. Macmillan, Toronto, 1953. 127pp. Cloth. $1.25

Most of us know how one who by age 30 was leading Europe in at least three fields—theology, organ-playing and musical criticism—turned to study medicine and joined a little mission hospital in Equatorial Africa, where he has worked for some 50 years. Yet do we know the man? If not, this simplest of his writings will tell us of his work there, his very shrewd observations on changing Africa, and how increasingly his theological thinking simplified yet strengthened as his philosophy deepened.—G.H.C.

PRIMARY MATERIALS

Sounds and Words, by Vera Southgate and J. Havenhand. (Can. Agt. Clarke, Irwin, Toronto.) Illus. Bks. 1-6 45c ea. Teacher's Bk. 50c

These inexpensive phonic books contain good word lists and suggestions for seatwork. As they are written and published in England, there are some pages we could not use in B.C., particularly those involving the "r" sound. Also some exercises deal with the final rather than the initial blend. Keeping these matters in mind, experienced teachers would still find many helpful ideas.—D.S.L.

Mud-Pies and Other Recipes, by Marjorie Winslow. Brett-Macmillan, Galt, 1961. Illus. $3.00

An amusing and interesting book for small people because of the pictures. Adults can also get a laugh out of it.—E.G.H.

Rhymes for Fingers and Flannel-Boards, by Louise Scott and J. J. Thompson. Webster Publishing Co., St. Louis, 1960. (Can. Agt. Longmans, Green, Toronto.) Illus. $4.65

Primary and kindergarten teachers will be delighted when they find this publication. Its pages of material entitled "For those who use this book" are extremely useful, especially the section "Values of Finger Plays." Interesting illustrations and directions for games easily understood by little people add greatly to the book's good points.—E.G.H.

Animal Babies, by Tony Palazzo. Doubleday, Toronto, 1960. Illus. $3.00

The colorful and beautiful end-papers of this attractive book make an interesting introduction to the story, and adult readers as well as children will be fascinated. The text is divided into four sections: animals of the farm, the forest, the zoo and the home, and all the animals illustrated are familiar to the majority of young readers. Here is a book that children will like to own and study.—F.C.B.

SCIENCE

The Coil of Life, by Ruth Moore. Alfred A. Knopf, New York, 1961. Illus. (Can. Agt. McClelland & Stewart, Toronto.) $6.50

"After more than two hundred years of searching and questioning the base of life has been found. It is a tiny coil of matter, in structure a spiral staircase. In it lies the master plan for all that we are and the thread of continuity from the beginning of life." So writes Ruth Moore, one of the best-known popular science writers, whose earlier publications, especially *The Earth We Live On: The Story of Geological Discovery* (1956), have won wide acclaim.

For the layman interested in science, and certainly for the teacher and student of science, Miss Moore has produced a most exciting story. In a way, it is a collection of stories bearing relentlessly toward one goal, the basis of life. These stories relate the discoveries of scientists the world over from Lavoisier, who, in 1790, proposed that combustion and respiration were "acts of the same order," to Szent-Gyoryi, who, in 1943, achieved muscle-like contraction "in vitro" with two proteins, actin and myosin, energized by the powerful A.T.P.

Without attempting to illustrate the claim that research moves only as fast as technology permits, the author enables one to realize how widely the tools of research have been used in tracking down the mental model of D.N.A. which has aptly been called "a spiral staircase."

For the reader who enjoys historical anecdotes, *The Coil of Life* offers much. The teacher of science will find the origin of many classical experiments by reading of Lavoisier, Liebig, Schleiden, Schwann, Pasteur, Fischer, Driesch, DeVries, Men-

del and Morgan. One can predict too, that the work of Muller, Beadle, Tatum, Crick, Watson, Pauling, Sanger, Palade, Krebs and others will, in time, also rank with experiments of the investigators of the eighteenth and nineteenth centuries.

It would be difficult in the space available to praise sufficiently the quality of this book; and it cannot be too highly recommended as a reference for the science classroom, for the school library, or for just plain enjoyable reading.—V.L.C.

Experiments and Exercises in Physics, by J. W. Renner and H. Packard. Longmans, Green, Toronto, 1961. Diagrams. Paperbound. $2.35

This workbook is to accompany the text *Physics for the Space Age* by R. W. Schulz and R. T. Lagemann. Its organization and interesting material cover heat, force and motion, work and energy, forces in fluids, wave motion, electricity and magnetism, as well as atomic physics. This relates it to B.C.'s physics course. An appendix containing projects and tables plus a fully adequate number of experiments, exercises, tables, and objective tests in fundamentals add to the book's usefulness and practicality.—G.H.C.

Rock Oil to Rockets, by Dirk Gringhuis. Brett-Macmillan, Galt. Illus. by author. $3.00

An interesting approach to the subject combining fiction and fact to inform the reader of the original uses and methods of obtaining oil.

Illustrations and vocabulary pertaining to the subject could serve as an excellent guide when teaching about petroleum, its by-products and the people involved in starting and developing this industry.—E.B.

Matter, Energy and Change: Explorations in Chemistry for Elementary School Children, by Harry Milgrom. Educational Services of Manufacturing Chemists' Association, Incorp., Washington. Illus. No price given.

This paper-bound teacher-manual is intended to give the teacher of elementary science the most recent information in the field. It is arranged in two parts. Part I deals with Kindergarten to Grade III and Part II with Grade IV to Grade VI.

Experiments are described in complete detail and a good attempt is made to show how the work should be presented to the class. While the book is well laid out and clearly illustrated it is the reviewer's opinion that this material is too advanced for our present Program of Studies for Elementary Schools. Most of the topics outlined are presently being taught at the Grade VIII level. Examples are: (a) Nature of matter — elements, atoms, molecules, compounds and mixtures; (b) Chemical reactions; (c) Chemical tests. However the book would serve a worthwhile purpose in the enriched program for elementary schools.—G.R.P.

Life Before Man, the Story of Fossils, by D. Forbes. A. & C. Black, London, 1959. (Can. Agt. Macmillan Company of Canada.) 64pp. $2.00

This stimulating little book gives the high school reader a clear and well-written account of British fossils. If more exact references had been made to the sensational Red Deer Valley fossil finds, an even more fascinating treatment would have been achieved. The book suffers from a lack of colored illustrations. Under the Meanings of the Names of Periods in the Earth's History clarity might have become more apparent if the periods had been identified by their years. It is a good book but needs some clarifications.—W.D.M.S.

Man Alive in Outer Space, by Henry B. Lent. Brett-Macmillan, Galt, 1961. Illus. $3.00

An absorbing account of the work done in recent years by "space surgeons," and the tests, experiments, and training undertaken by astronauts in preparation for their flights. A fascinating story.—E.G.H.

SOCIAL STUDIES

Canada — Our Country, by Aileen Garland. Macmillan Company of Canada, Toronto, 1960. Illus. $2.50

This history of Canada from its beginnings to 1800, clear and simple in style, and well illustrated with maps and sketches, should be very useful in junior high and elementary schools. The more romantic and colorful rather than the strictly constitutional aspects of Canada's story are stressed and the historical characters successfully personalized. Not the best book of its type but a worthwhile addition to school or classroom library.—N.R.S.

The Map that Grew, by Selwyn Dewdney. Oxford University Press, Toronto, 1960. Illus. $2.75

An excellent way to introduce map-making and map-reading to youngsters between eight and eleven years of age is this fictional account of a cross-country trip.—A.B.M.

Orimha of the Mohawks, by Charles Norman. Brett-Macmillan, Galt, 1961. Illus. $2.75

An intensely interesting story based on the life of Pierre Esprit Radisson, who later worked with Groseilliers to explore the Hudson's Bay territory and found the Hudson's Bay Company.—E.G.H.

This is Venice, by Miroslav Sasek. Brett-Macmillan, Galt, 1961. Illus. $4.25

Another of the interesting and fascinating Sasek travel books. The illustrations in color of Venetian structures, people and occupations create a delight in the life of this ancient but beautiful city. Readers and picture-lovers will enjoy turning the pages.—E.G.H.

Ancient Egypt, by E. J. Sheppard. Longmans, Green, Toronto, 1960. Then and Now Series. Illus. 55c

This delightful little book is written for the junior high school level. The style is clear and the word-pictures portrayed are dynamic and realistic. Mr. Sheppard makes Ancient Egypt come alive again to the startled reader. The Temple at Luxor with its tremendous pillars has life and meaning. Dudley Jarrett has illustrated the booklet from contemporary sources.—W.D.M.S.

The Wonderful World of Transportation, by Laurie Lee and David Lambert. Doubleday Publishers, Toronto, 1960. $3.49

Ninety large pages of text and many illustrations make this a splendid addition to the *Wonderful World* series for any young people's library, whether at home or school. With type large and easy to read, illustrations graphic and clear, the treatment of the subject is exhaustive for the junior level, from dugout canoe to projected space vehicle. Its only fault is that its large dimensions will make storage on the ordinary library shelf inconvenient.—W.C.E.

The Dawn of History Series, How Life Began (1955), The Early Days of Man (1955), Ancient Egypt (1959), Ancient Sumer (1959). Chatto and Windus, London. (Can. Agt. Clarke, Irwin, Toronto.) 70c each.

An inexpensive series in a field where there are all too few suitable reference books for the student. Simple straightforward language is adequately supplemented by black-and-white illustrations. Recommended for supplementary reading in Social Studies 7.—W.C.E.

And Fun Besides, by Alexander B. Morrison. Copp, Clark, Toronto, No date named. Illus. $1.85

This book may be used to accompany the Grade I Social Studies course. Illustrations, material, activities and size of print are all suitable for Grade I pupils who will readily understand the stories. The children's interest will be held by the title since it is an expression familiar to them. The author who is a member of the Lakeshore Teachers' College in Toronto gathered his material from observation of an actual Grade I class with the assistance of teachers who worked with the class.—E.G.H.

Canada Year Book 1960, The Queen's Printer, Ottawa, 1961. $5.00

This 1960 coverage gives a great deal of new information—The St. Lawrence Seaway in operation; Canadian libraries; the revolution in Canadian agriculture; hospital services and hospital insurance in Canada. There are many other topics which will be very useful to students of Canadian affairs.—E.G.H.

The Case for Latin

Continued from page 125

the knowledge that one language, Latin, has had so pronounced an effect on the structure of many others. The study of Latin, if properly directed, can develop within the student an eagerness for knowledge of other languages. The mother-tongue, when studied early, assists greatly in the mastery of the other tongues of the Latin family.

The intellectually superior student will benefit more than the average from a study of Latin but even the average student under the proper tutelage will experience profitable return in a better understanding of English vocabulary. The training-transfer value of Latin is shown by an increase in the size of English vocabulary mainly in words derived from Latin. The amount of increase will, of course, depend largely upon the method of instruction used. Latin can be taught as a language of scholarship and a common medium of intellectual exchange, but today it is stressed more for its intrinsic worth — a background of knowledge for English and the Romance languages. Proper Latin instruction by a teacher whose personality and ideals produce a lively and imaginative presentation of the subject will develop in most Latin students a preciseness in the use of English words and a widening of knowledge in the field of English literature.

The report of the Chant Royal Commission on Education in its section on course enrolments makes the following statement:

"In some instances the attempt to relate the Latin language to current English practice has created some renewed interest in the subject, but courses that are restricted to the Latin language seem to have little appeal for students in the high schools of today."[3]

If the latter part of this statement be true, the responsibility for change rests mainly on the instructor, and only time and much perseverance on the part of Latin teachers can remedy this situation. The sincere teacher of Latin feels that the subject has much to offer in many fields and particularly in the study of English. Nothing would be gained by dropping Latin from the course of studies; on the contrary, much would be lost. It is encouraging to note that the Chant Commission has recommended that Latin be retained in the curriculum of B.C. schools.

"Recognizing the relationship which the Latin language bears to the structure of the English language, THE COMMISSION RECOMMENDS THAT COURSES IN LATIN BE RETAINED IN THE CURRICULUM OF THE BRITISH COLUMBIA SCHOOLS."[4]

In summary, the study of Latin enriches the mind both directly and indirectly; it refines the student's sense of style, developing his vocabulary and providing him with much needed cultural information. As an aid in learning to read and spell, it is invaluable. Even more than the study of a modern language, its mastery demands of the student much concentration, a degree of linguistic inventiveness and understanding, and a continual exercise of judgment seldom demanded by many other academic subjects taught today. ★

1 Secondary School Languages, 1961, Latin 10.
2 American Classical League Service Bureau.
3 Report of the Royal Commission on Education, 1960. pp. 291-292.
4 *Ibid.*, p. 318.

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about People

Two Executive Members

Miss Pedley

Marie E. Pedley is the senior representative from Burnaby on the Executive. She was born at Francois Lake and attended school in many communities in B.C., finally taking Senior Matriculation by correspondence. She holds a B.A. degree and an S.A. Certificate in Art. She is also nearing the end of a four-summer program of study at Teachers' College, Columbia, from which she will gain a Master of Arts degree in Guidance and Student Personnel Administration. After teaching on Vancouver Island and in Surrey, she went to Burnaby in 1945, and is on staff at Cariboo Hill Junior High School. Miss Pedley has been active in many local association and district council committees, and has been president of both the Burnaby Teachers' Association and the District Council. She is a member of the B.C.-T.F. Consultative Committee. In what time she has available from her committee work, Miss Pedley likes to travel and has photography as a hobby.

Serving her first term on the Executive as a representative from Fraser Valley East is Evelyn M. Davis, who is also a native of British Columbia. Mrs. Davis attended school at Willow Point and Nelson High School, where she won the Governor General's Medal at the end of her Senior Matriculation year. Mrs. Davis is a graduate of Victoria Normal School and holds a Primary Specialist Certificate. At present she is working toward a Bachelor of Education degree. Her teaching experience has taken her to widely separated parts of the province but for the past fifteen years she has served in the Abbotsford school district.

Mrs. Davis

Mrs. Davis interrupted her teaching career to marry and, later, to serve with the R.C.A.F. in a civilian capacity. Mrs. Davis has been a member of the Federation since her first year of teaching and has served her local association in Abbotsford on committees and as president. She is at present vice-president of the District Council. In her leisure time, Mrs. Davis enjoys gardening, camping and reading. Mr. and Mrs. Davis have a son, a daughter and two grandchildren.

John H. Wilde

Teachers throughout B.C., and in Abbotsford School District in particular, have been profoundly saddened by the tragic death of John H. Wilde. After eighteen years as Industrial Arts teacher in Abbotsford, Mr. Wilde in September moved to Grand Forks to teach. On October 29, he and his teen-aged son, Michael, were burned to death in an early morning fire that destroyed their home.

Throughout his teaching career, Mr. Wilde was one of the B.C.-T.F.'s most active workers. He was a faithful member of the local association, serving his fellow teachers well in innumerable capacities, not the least of which included chairmanship of the Salary Committee for several years and secretary of the Fraser Valley District Council. At least twice he served as president of the local association. He served the provincial organization in manifold ways. He spent countless hours in an endeavor to have suitable teacherages constructed throughout B.C. Probably his most significant contribution to the teachers of the province was made by means of the directorship he long held in the B.C.T.F. Co-operative Association.

Those of us who knew John Wilde well will remember him as the personification of the helpful hand. He was a generous man—generous, perhaps, to a fault. No one ever suggested a need without receiving whatever help it was within Mr. Wilde's power to give. The story of John Wilde's life would be, to borrow a title from Defoe, "An Essay on Projects." He initiated many things, he envisioned many things. That he did not live to complete many of the things he initiated and envisioned, makes more poignant the tragedy of his death at forty-eight.

Sadly missed will be John

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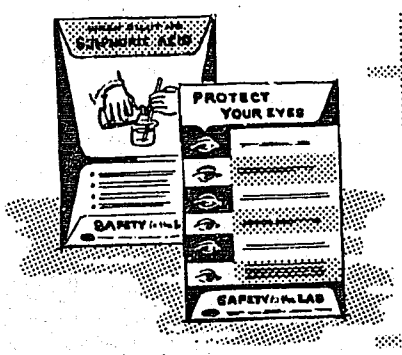
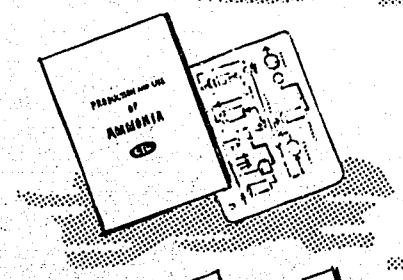


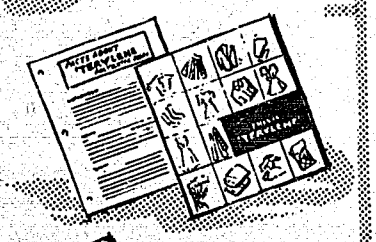
LAB SAFETY POSTERS

Series of posters, 12″ x 18″, for high school and university freshman chemistry labs. To assist in preventing accidents from common lab operations such as heating liquids in test tubes and using Bunsen burners.



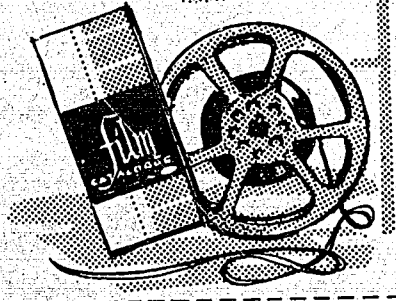
CHEMISTRY PORTFOLIOS

Notes on industrial production and use of ammonia and sulphuric acid, with flow sheets, plant locations, percentage of production going into various applications. Class quantities of flow sheets for students.



'TERYLENE' LITERATURE

The teacher's swatch folder, "This is 'Terylene'," shows eight typical fabrics. Companion student leaflet, "Facts about 'Terylene'," available in class quantities. Both describe uses, properties, and care of fabrics.



FILMS

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Wilde's imagination, his energy, his enthusiasm, and withal the good humor with which he accepted life's hard knocks. Perhaps John Wilde deserves no finer epitaph than to say—Here was a man "who did what he could."—T.L.

Irene M. Reynolds

Irene Muriel Reynolds, a scion of two pioneer families in Delta Municipality, was born in Ladner in 1937. She attended Ladner Elementary School and graduated from Delta Junior-Senior High School. She attended Lester Pearson Senior High School in New Westminster for her senior matriculation year, and while there was awarded the Ladner Memorial Scholarship for the Delta pupil obtaining the highest standing in the senior matriculation examinations.

Subsequent to attending Teacher Training at the University of British Columbia she taught for one year in the Courtenay district, and returned then to the Delta district, where she spent two years as a primary teacher in the Delta Manor Elementary School. She began her duties as District Librarian, primarily concerned with the elementary schools in the Delta district, in September, 1960. Her work as District Librarian consumed much of her time and she continued her training in the field of librarianship both by extramural and summer courses at the University of British Columbia. Miss Reynolds' dedication and devotion to duty were admired and respected by all who worked with her.

Miss Reynolds' untimely and sudden demise came while she was driving a group of young people to a social engagement in New Westminster from their homes in Delta, on Saturday evening, November 25.

Miss Reynolds will be long and fondly remembered by her former pupils and by her associates both in the church and in the schools in the Delta District. Her death caused a loss not only to the community, but also to the school district which she served so well.—W.D.R.

Sara W. Canty

Sara Wilhelmina Canty, who taught in Vancouver from 1921 to 1945, passed away on November 28, 1961, in the Vancouver General Hospital. Miss Canty trained in Dublin, Ireland, where she graduated from the Marlborough Teachers' College after studying Household Science at Rothfarm College. Her training also included First Aid and Home Nursing at the Hame Street Hospital in Dublin. Miss Canty continued her studies during the years by taking such courses as Hand and Eye Training, Montessori System, as well as Art, Dress Design and Millinery.

During her twenty-five years teaching in Vancouver, Miss Canty was assigned to elementary schools —Hastings, Aberdeen (the present Dawson Annex), Lord Roberts, Simon Fraser and Queen Alexandra. Pupils whom she taught and teachers and principals with whom she worked will remember her for her interesting personality, her keen sense of humor and her ready wit—sometimes a bit barbed. She was an excellent teacher and the personal touch which she put into her teaching won for her the admiration of many. Indeed this quality must have greatly helped to improve the standards in the homes which she reached through her pupils.

All who knew her will definitely remember her; teachers will recall meetings held in her classroom at Aberdeen School. There was always a willing hand for young teachers entering the profession and many of us are the better for having known her and worked with her. Her love of good music, good books, and good conversation made her an interesting companion and endeared her to her many friends. —I.E.

Harold K. Manuel has been appointed Director of Elementary Education in School District #33 (Chilliwack).

The December elections have seen a number of teachers returned to office. **A. E. Emmott** has been re-elected Reeve of Burnaby and **S. A. Murphy** as Reeve of Saanich. Councillors re-elected were **J. T. Smith**, Surrey, **Mrs. Jessie Lee**, White Rock, and **G. C. Cook**, Saanich.

Vancouver teacher **Ian B. Kelsey** has been awarded a $2,000 graduate school fellowship from the University of Washington to study for his doctorate in education. Mr. Kelsey's fellowship became effective this month.

George Elliott, formerly of Ladysmith, has accepted the appointment of Staff Specialist in Education and Assistant to Dean H. E. Wilson, of the School of Education, University of California, Los Angeles. He is also editor of the *UCLA Educator*. Mr. Elliott is at present in the doctoral program at UCLA, majoring in comparative education.

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Teachers seeking employment or wishing further information may arrange interviews in the Vancouver area in February, March or April of each year. These interview sessions will be advertised in the Lower Mainland papers as to time and place. Teachers or College of Education students may arrange for an interview by writing to:

The District Superintendent of Schools,
School District No. 57 (Prince George),
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B.C.T.F. Scholarship Deadlines

Applications for B.C.T.F. Scholarships for Teachers for summer and winter sessions should be in the hands of Dean Walter Gage, Dean of Administrative and Inter-Faculty Affairs, University of B.C., Vancouver 8, by March 15, 1962.

The various scholarships available are described in detail on page 59 of the 1961-62 edition of the B.C.T.F. Handbook.

University of Alberta Fellowships

The University of Alberta has announced a number of research and teaching fellowships, each valued at $2,500, for graduate study in Educational Psychology for the year 1962-63. These will be awarded on the basis of academic and professional achievement, and will be used to finance graduate study leading to the M.Ed., Ed.D., and Ph.D. degrees. Information concerning these fellowships and the programs leading to graduate degrees may be obtained from the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton. Applications accompanied by transcripts of academic record and the names of four suitable references should be sent to the Chairman before February 15, 1962.

The W. J. Gage Limited Research Fellowship of $3,000, tenable for one 12-month period, is offered for competition for 1962-63. This award is for a suitably qualified student in a Ph.D. program for research in concept formation in and through language, preferably in children, and may be held either in the Department of Psychology or the Division of Educational Psychology. Application forms should be obtained from The Administrator of Student Awards, University of Alberta, Edmonton, in time to be completed and returned by March 1, 1962.

Summer Schools in Britain

Once again four universities in Britain have arranged a program of international Summer Schools which will be held in London, Oxford, Stratford-upon-Avon and Edinburgh during July and August.

The University of Birmingham will offer a course on Shakespeare and Elizabethan Drama at Stratford from July 9 to August 18. At the University of London, from July 9 to August 17 the course offered will be Literature, Art and Music in Twentieth-Century England. From July 2 to August 10 the University of Oxford will offer History, Literature and the Arts of Seventeenth-Century England. The Scottish Universities will offer at Edinburgh from July 2 to August 10 British History, Philosophy and Literature 1688-1832.

Fees for all courses will be £90 for resident students. This amount covers boar' residence and tuition. The fees non-resident students vary for the first three courses; the course at Edinburgh will be for resident students.

A brochure containing detailed information, application forms and other information may be obtained from Dr. H. W. Jamieson, Executive Director, Canadian Universities Foundation, 77 Metcalfe St., Ottawa 4.

Ontario Scholarships in Education

A number of fellowships and other forms of financial assistance are available for students in full-time attendance during the regular session 1962-63 and enrolled in courses leading to graduate degrees in Education.

The F.W.T.A.O. Fellowship of $3,000 is ordinarily for members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Several graduate and research assistantships, of values up to $2,000, are available for students proceeding to advanced degrees. These involve varying amounts of part-time professional work, some directly in Graduate Studies, others in the Department of Educational Research or in the Guidance Center at the Ontario College of Education.

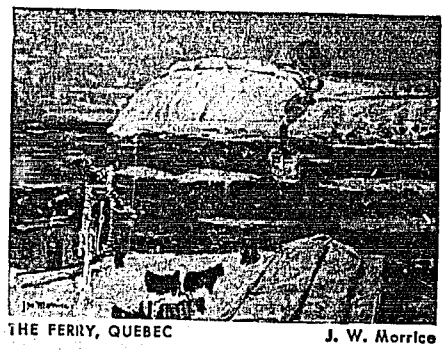
Further information on the fellowship and the assistantships may be obtained from the Director of Graduate Studies, Ontario College of Education, 371 Bloor Street W., Toronto 5. Completed applications should be submitted by March 1, 1962.

The O.S.S.T.F. Scholarship for Educational Research, which is for $2,500, is open to practising teachers in Canada undertaking full-time advanced graduate study at a university of their choice in a field related to the work of the schools. Details are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 5.

Your Opinions Please

Mrs. Ruth Greene Bailey reports she is pleased with the replies received to date to the questions appearing in the November, 1961 issue of our journal. However, she wants to hear from many more teachers. You may answer as many questions as you wish.

Please write to Mrs. Bailey at her home address — 2651 Mathers Avenue, West Vancouver, B.C.



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The Soviet Teacher

Continued from page 123

the details of projects that were said to be underway at the hands of teachers or administrators, it turned out that the "research" was an essay or article consisting of subjective opinion. This was interesting and useful in its own way, of course, but not educational research as we understand the term. We finally found that the Academy of Pedagogical Sciences seemed to be the sole authority and producer in this field. Certainly, the Union has no such activity in its program and our hosts seemed more than just politely interested in the vigorous research program conducted, for instance, by our Canadian Teachers' Federation.

Looking back at what we saw and were told of Soviet teachers, it would be quite wrong to assume that we know much at all about them. We had almost no chance to enter into private conversations with classroom teachers; our contacts were almost exclusively with officials of the host-Union, administrators and some principals. On the organizational side, we visited only the national office of the Union.

For what it is worth, I think the greatest points of difference between Soviet and Canadian teachers would be found to an equal degree between any citizens of the two countries. Anyone who thinks that there is no real and important difference between our two cultures owes it to himself to visit the Soviet Union, but he should be prepared for a rude awakening. The ideals of Soviet Communism are quite explicit, are applied rigidly and uncompromisingly, and (most important of all) are the only ideals acceptable in that society. It is surely not necessary to depict in detail our far-from-unanimous definition and acceptance of many of our own ideals in order to illustrate these gross differences further.

There are, of course, less fundamental differences — though they may be quite basic in the more limited field of education. Soviet teachers did seem less original and creative, but show signs of becoming more so. Under plans now in effect in both countries, Soviet teachers generally have more schooling than Canadian teachers. Soviet teachers encounter their Union in more facets of their lives than do Canadian teachers and, as one would expect in view of their ideology, their Union is far more closely related to their government.

When we flew out of Moscow at the end of our two weeks, I was happy and grateful to be going home, but I was just as happy and grateful to have had the chance to see and learn about a small part of the USSR and its educational provisions. I am convinced that — even with the basic differences which undeniably exist between us — there is nothing to be gained on either side by hiding our heads in the sand.★

Are You A Three "I'd" Teacher?

L. W. FRASER

MANY SHORT-SIGHTED teachers have trouble with their "I's," and puzzling as it might seem, the remedy for improvement is not a pair of spectacles. Periodic "I" examinations are recommended. Three special "I's" demand particular attention.

"I" for Interest heads the group! It is a simple matter for us teachers to diagnose a pupil's difficulty. Why, lack of interest is the keynote to his mediocrity! Get him interested and the battle is won! But — is it possible to foster pupil interest in school work if we, ourselves, lack that same stimulating ingredient? Does it not take an interesting person to generate interest from the group? If we are really willing to be honest with ourselves, shouldn't we readily admit that a great percentage of our teaching time tends to be an uninteresting experience for ourselves and for our pupils? True, during the lesson, we do not omit purposely that pertinent anecdote, that parallel reference, that pointed illustration, that visual aid—for we realize how important such interest-catching techniques are. We do, nevertheless, tend to by-pass these teaching devices because we inadvertently allow ourselves to develop a passive attitude towards our responsibility. The successful salesman in front of his audience is "in there selling" for his full allotted time. Otherwise his sales suffer from the lack of proper promotion. Likewise the teacher in front of his class must be actively concerned with the business of selling knowledge. This cannot be done successfully if an unstimulating teacher-salesman sing-songs his yawning clients into a state of mental apathy. Interest begets interest! Let's be interesting people!

Industry is the second "I" that blinks for attention. This is the contagious element in the classroom. An industrious teacher commands an industrious class! If experienced teachers examine their consciences thoughtfully, can they honestly state that they are every bit as enthusiastic and ambitious now as they were during those first two or three fledgling years? Smugness develops with ease. That permanent certificate is so often a passport to complacency. When this condition begins to appear the alert teacher can quickly and effectively block its approach if he is determined to use effective means. A positive and fresh teaching approach to daily lessons is one such means. A new method of presenting a reading lesson, a novel approach to today's spelling vocabulary, a different drill game in arithmetic tomorrow — all provide the variety which relieves daily deadliness and invigorates industry. Let's use our originality to transform our classrooms from educational strait jackets to industrious hives of activity. Industry is the essence of learning!

A third and very necessary "I" for the successful teacher is the "I" for Inspiration. It is probably the most challenging of any of our optical metaphors. Webster equates the infinitive "to inspire" with "the ability to infuse into the mind as by supernatural power or energy" — hence, to motivate effectively. An efficient teacher is himself an inspired person who in turn inspires his pupils to learn. The degree of enthusiasm that we teachers display in front of the class during the teaching day is mirrored proportionately in the amount of zeal put forth by our pupils. Enthusiasm is contagious! It rubs off on those with whom we are associated — thus is the keynote to successful inspiration. The teacher who stands before his class exhibiting a facial expression

Mr. Fraser teaches Grade VI at John Norquay School, Vancouver.

closely akin to that of a sea-sick British bulldog, and who, at the same time flaunts an indifferent attitude toward lesson presentation, is definitely not the symbol of inspirational efficiency. Let's put life and originality into our teaching! These produce rich dividends for both teacher and pupil.

Cursory examination shows that these three "I's," Interest, Industry, and Inspiration, overlap and have one common purpose — to assist the pupil climb the learning ladder. The teacher either aids his pupil in this ascent or impedes his progress! Much depends on how these three "I's" are focussed. Samuel Levenson, ex-teacher, addressing a recent teachers' convention in New York explained:[1]

". . . When you stand in class and look at them (pupils) they may look very ordinary. You don't teach them for what they are, but for what they might be—because you have a vision for them that is greater than they can envision for themselves. This is the role of the teacher . . ."

Now is the hour for each of us, who stands daily before his class, to take a closer look at his teaching techniques, and to try for improvement. Are they the products of determined effort expended by a professional person consciously aware of his duty to humanity? The task of moulding the minds and characters of the next generation of Canadian citizens is indeed a most profound one. Let us pursue our objective with determination and diligence. Let us direct our teaching energy in such a way that the end results will produce warranted self-satisfaction plus outstanding merit for our pupils. As Levenson concludes:

". . . it is our duty to cater to the gifts, the talents, the potential that is in them, for something greater than they are."

Our three "I's" *are* important! Let's use them!★

1. *The Vancouver Sun*, Jack Scott, August 22, 1961.

Teaching Children to See

The story of the Langley Project in remedial reading, which used new techniques to develop perceptual skills

B. J. COX

"PRESENT KNOWN facts about vision clear up many misconceptions of the past, and the expression, 'having eyes, neither do they see', takes on real meaning. Vision is not an inheritance and not a natural resource, but a product of growth and development. We acquire vision through experience in using our eyes—we learn to see. Consequently, seeing becomes a problem of education."[1]

This quotation from the writings of one of North America's educational leaders, Dr. Peter L. Spencer, of Claremont College, is representative of a whole new realm of thinking regarding the human ability to see. This idea of actually teaching people, particularly underfunctioning school children, to see, had its first test in Canadian schools in the Junior-Senior High School of Langley, B.C. A report published in the December, 1957, issue of the *Canadian Journal of Optometry* indicates that junior high students, retarded in reading ability, were able to accelerate their growth in certain specific reading skills through perceptual skills training.[2] The term "perceptual skills training" simply means training in the more efficient use of the eyes.

Here's how it happened: The Langley School Board had planned to start a remedial reading center in its Junior-Senior High School in September, 1956. The B.C. Optometric Association offered to supplement it with a trial project involving new techniques which had never before been used on classroom groups but which did show promise of helping poor achievers in school. Through the close co-operation of the School Board, the District Superintendent, the school staff and B.C.O.A., a workable experimental design was developed.

Using the control group principle, a group of the underachieving students, selected at random, was taken out of its regular classes three hours a week for seven weeks, in September and October. During these times the group attended perceptual skills training sessions held in the school. These training sessions were conducted by optometrists under the direction of the B.C.O.A. research department, and were aimed at improving basic perceptual skills

Dr. Cox is Research Director of the B.C. Optometric Association.

of judging directions, distance, sizes and shapes of fixed and moving objects, involving composite skills in the co-ordination of one or both eyes with one or both hands.

Following this seven-week period of training, the specially trained group and a control group continued through the same remedial reading center until the end of the school term in June. It was in their response to remedial teaching that the specially trained group showed its superiority in improved reading. In fact the special group showed a 60% greater gain, relative to the normal, than the control group in reading speed and scanning skills.

But what has ability to judge direction, distance, size and shape to do with reading? How can practising of hand-eye co-ordination skills improve reading speed? Moreover, how did the B.C.O.A. come to experiment with such a unique and unorthodox approach to the seeing problems of students? What happened to the classical methods of testing eyes and correcting defects with glasses? The answer to these questions lie in the attempts to answer one of education's most pressing current problems: that of the poor reader. It should be emphasized that poor reading ability is not on the increase. Rather, public and professional concern for the poor reader is on the increase because our society demands that every child who grows up to be a responsible citizen must be an effective reader.

To help solve this problem, many experts thought that the time-worn lettered wall chart used in school eye tests should be replaced with some more adequate screening device. They reasoned that the Snellen chart screened out only gross eye defects and that many lesser defects which could hinder a child's reading performance were being missed. Scientists in many research institutions of Education, Optometry, Psychology and Medicine set to work to test many screening instruments and batteries, such as the Massachusetts Test, Keystone Telebinocular, the B. L. Ortborater and many others. What a rude awakening they had!

The more elaborate methods found many lesser eye defects, correctable with glasses, but these defects appeared to have no clear cut or consistent hindering effect on reading ability. In fact, some, notably short sightedness, appeared to be a help to reading ability! So the problem of the relation between vision and reading remained unsolved.

For the first hint of a solution to the problem we must go back to the studies of Dr. Arnold Gesell. His 26 years of research, carried on at Yale University Institute of Child Development and culminated in 1950, showed that children developed perceptual skills of sight and touch according to definite pattern, slowly over a period of years. However, the rate and extent of this development depended on favorable conditions for learning these skills. Dr. Gesell was also able to show that many children at the age of 6 had not learned seeing skills adequate for the demands of school learning tasks. These children often did not develop adequate seeing skills until age 8, 10 or even 12. Some children literally never learned adequate seeing skills. How could they apply what they didn't have and yet must have for success in school? Moreover, what sense was there in correcting lesser eye defects for these children who didn't know how to use what sight they had?

Researchers began to apply Dr. Gesell's discoveries to further tests. Soon the evidence began to pile up. In 1952 Dr. Robinson of University of Chicago found certain skills of binocular co-ordination positively related to reading ability. In 1953 Professor Gilbert, University of California, reported new facts about skill in control of eye movements. In 1956 Professor Kelly of University of North Carolina produced statistical evidence that certain visual skills were related to scholastic achievement.

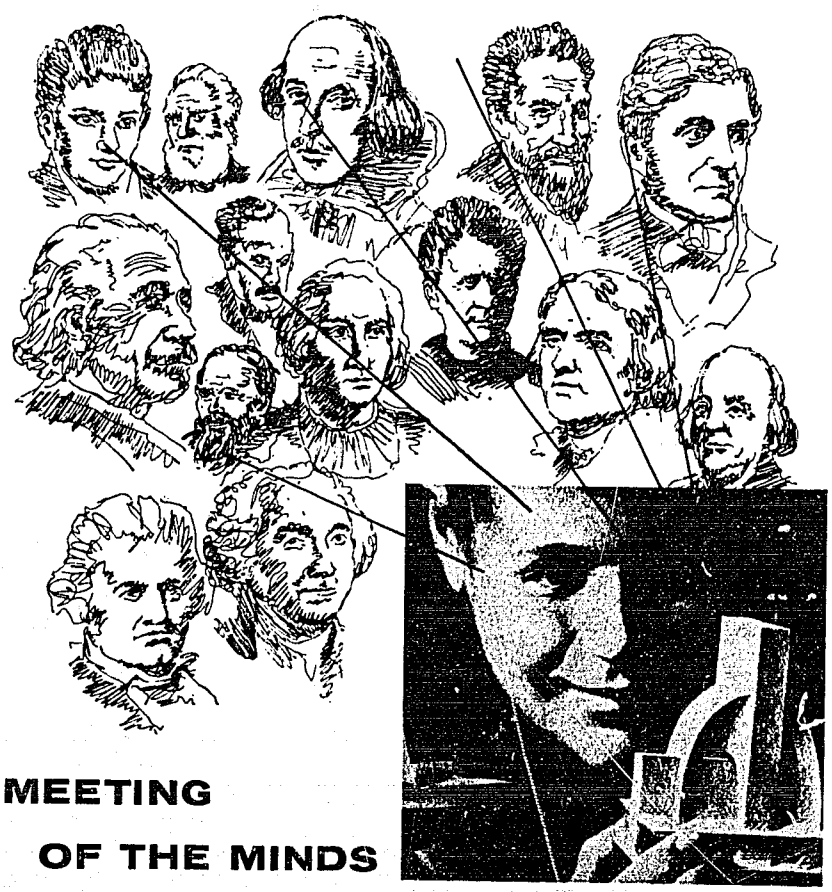
It was one thing to show that poor perceptual skills were related to poor reading and another to demonstrate that trained improvement of such skills could improve reading ability. This is exactly what the B.C.O.A. attempted in Langley. Its success opens up a whole new area of investigation. Education must give serious consideration to perceptual skills training in any program to prevent or correct reading disabilities.

It is now possible to offer the school system a visual performance testing program which can be incorporated into its standardized testing program and which has real significance in terms of scholastic achievement. It is true that a small percentage of reading disability cases will require glasses or medical treatment for eye defects but the great majority can be helped by special educative techniques — namely perceptual skills training.

After 30 years of confusion and frustration, we are at last on the right track. However, before a practical visual performance development program can find general use in the schools, much work is still to be done. Many old outdated concepts must be put aside. Funds must be provided for research much more extensive than the Langley Project in order to refine and develop this new, very new, visual performance testing and training program. For the "proof of the pudding," schools must put the concept of the Langley Project to repeated tests by using it.

If we learn to see, it is the educators' responsibility to make sure we do it the best way possible.★

1. Burton W. H. Baker, C.B., Kemp, G.K., *Reading in Child Development* Bobbs Merrill, Indianapolis, 1956. p. 414.
2. Cox, B. J. and Colin Stewart, "The Effect of Certain Specific Factors in Optometric Care upon the Scholastic Performance of Underfunctioning Students in Junior High School in their Response to Remedial Teaching," *Can. Journal of Optometry*, Vol. 20 #2, Dec. 1957.



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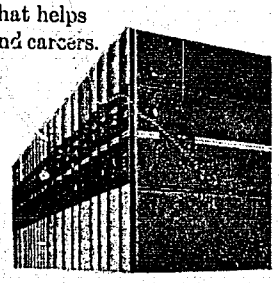

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