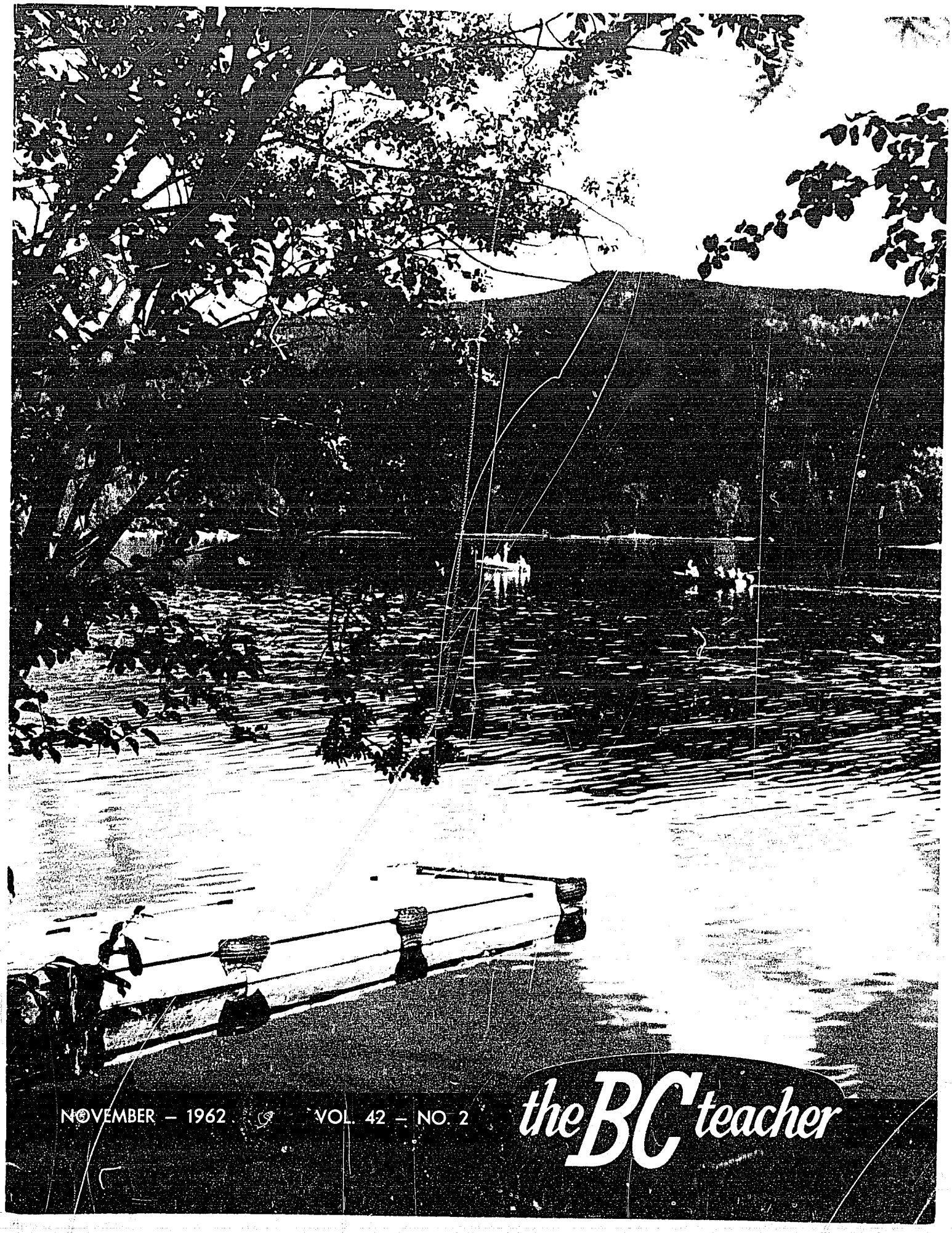

NOVEMBER — 1962 VOL. 42 — NO. 2

the BC teacher

B.C.T.F. CO-OPERATIVE ASSOCIATION

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5	3,000.00	484.00	3,484.00
6	3,600.00	711.00	4,311.00
7	4,200.00	987.00	5,187.00
8	4,800.00	1,316.00	6,116.00
9	5,400.00	1,701.00	7,101.00
10	6,000.00	2,139.00	8,139.00
11	6,600.00	2,646.00	9,246.00
12	7,200.00	3,218.00	10,418.00
13	7,800.00	3,861.00	11,661.00
14	8,400.00	4,579.00	12,979.00
15	9,000.00	5,375.00	14,375.00
16	9,600.00	6,256.00	15,856.00
17	10,200.00	7,225.00	17,425.00
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19	11,400.00	9,452.00	20,852.00
20	12,000.00	10,721.00	22,721.00

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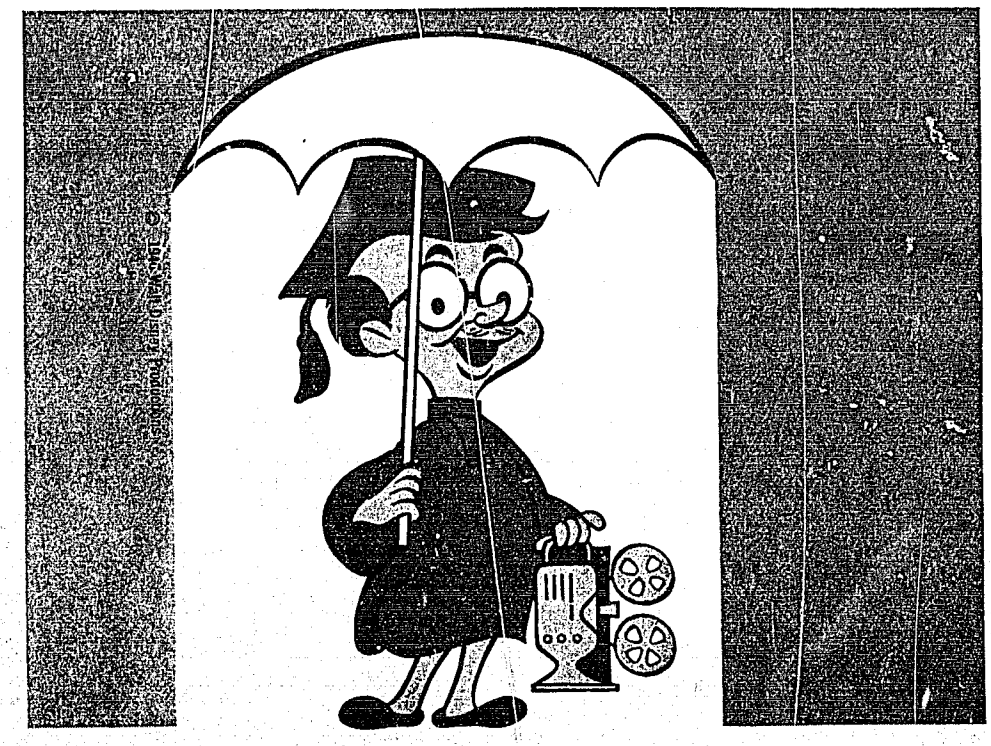

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The Code of Ethics of the British Columbia Teachers' Federation

The teacher's primary concern is for the quality of service rendered by himself and his profession.

1. The teacher shall speak and act towards pupils with respect and dignity, and shall deal judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher shall respect the confidential nature of information concerning pupils and may give it only to persons or agencies directly concerned with their welfare.
3. The teacher shall recognize that a privileged relationship exists between the teacher and his pupils, and shall refrain from exploiting this relationship.
4. The teacher shall honor his contract with the School Board, as prescribed in the Public Schools Act, until the contract has been legally terminated or has been cancelled by mutual consent.
5. The teacher shall apply for positions or promotions only through proper channels, and shall insure that any information given in support of an application is truthful.
6. The teacher shall not apply for or accept a position arising from an unjust dismissal or an unresolved dispute.
7. The teacher shall accept remuneration in accordance with the salary agreement adopted by his local association. He shall not accept offers of pay higher or lower than called for in the agreement unless in exceptional circumstances a special rate of remuneration is agreed to by the local association.
8. The teacher shall avoid derogatory criticism of an associate except when it is directed to a person or an authority who is in a position to rectify its cause, and the associate has been informed of the nature of the criticism.
9. The teacher shall examine the conduct of all Federation business, and within the Federation make such criticisms as the facts may warrant, but shall refrain from making damaging charges against a local association, the Federation, or their officers by public utterance.
10. The teacher shall acknowledge the powers and obligations of local associations and the Federation and shall refrain from making individual representations to the Board of School Trustees, District Superintendents, the Department of Education or other bodies regarding any matters that are properly to be dealt with by associations or by the Federation.

The teacher at all times shall so conduct himself that no dishonor may befall him or, through him, his profession.

IN THIS ISSUE

Dr. F. E. Ellis offers a challenge to the profession in the article "Education for Freedom," which will be found on page 56.

Some interesting information on the educational system as it affects boys and some suggestions for improving the situation described are to be found in the article by L. H. Garstin. See page 58.

The second in a series of articles on community colleges, this one by Dr. Denis Smith, commences on page 62.

B. M. Vincent reports on the seminar he attended in California on programmed instruction. See page 65.

Alan Dawe has discovered two expressions he would like to see laughed out of the English language. His article is on page 74.

One man and forty-five small children become the subject of B. J. Cox's article on page 78.

Elementary school libraries have suffered badly from lack of financial support. Irvine Dawson discusses the topic in his article on page 80.

In his article on page 82, R. M. Sanford suggests that teachers must appraise their own weaknesses in order to become a stronger voice in education.

OUR COVER PICTURE

This month our cover shows a view of Francois Lake, which is in the north central area of B.C. The photograph is by courtesy of the Photographic Division of the Department of Recreation and Conservation.

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TABLE OF CONTENTS

the Editor comments

Is Bargaining Unprofessional?

THERE ARE STILL some school trustees who take the position that teachers cannot be considered a professional group because they insist on bargaining over salaries. This attitude ignores the fact that bargaining is an inevitable process in modern society, whether it be a commodity, a right, or a service that is up for sale. Bargaining merely happens to take different forms, depending upon varying circumstances.

In the words of Dr. Eric Taylor: "All over the country, day in and day out, individuals or groups or associations are negotiating, bartering, dickering, contracting, buying and selling, lending and borrowing, renting and leasing, producing and distributing, supplying and demanding, all upon terms and under conditions *reciprocally* accepted—in short, bargaining. Out of this unending welter of bargaining come food, shelter, clothing, amusements, the cost of living, inflation, deflation, wealth, poverty, success, failure — freedom of enterprise."

Professionals are not immune from the bargaining process. They happen to be in the position, however, of being able to limit their clients' opportunity to bargain. Through their associations they establish scales of fees; they try to prevent advertising; they do their best to discourage "undercutting." Professionals, to be sure, are a proud lot; they can usually afford to be. For this reason, in dealing with professionals one could easily meet with a rebuff if he were to make bargaining obvious. A little subtlety is called for if one wants a professional to reduce his fee, but the process is still bargaining.

More open is the professional in sports. As this is written, Bert Olmstead is tending his backyard, waiting for the New York Rangers to offer him more than $24,000 for a winter's work. Both he and the hockey club know that bargaining is going on.

Point such facts out and the reply will be: "Oh, yes, but these professionals don't engage in 'collective' bargaining." This remark can be answered in two different ways. If they do not bargain collectively, it is only because circumstances do not force them so to do; or, they do in fact bargain collectively but the process is not always readily recognized as being collective.

Any professional group that sets its own fees bargains collectively within its own ranks. The members of the group arrive at a bargain among themselves. They agree to charge a set rate for their services — usually a minimum rate — then further agree that no member of the group will charge less than the collectively determined rate. Their collective will is thus forced upon their client, who must bow to the collective judgment or do without the service, for he is one and they are many. The fact that doctors, lawyers, dentists, engineers or chiropractors can indulge in this practice and teachers cannot, purely through force of circumstances, does not in itself make teachers any less professional.

Close analysis reveals that doctors can no longer set their own fee schedules completely independently. They must not only bargain collectively among themselves to establish a rate each individual doctor will maintain, but also persuade the various medical services agencies that the rates they propose to charge are fair and reasonable and hence acceptable. Increases that doctors proposed to make have in the past been modified under stress of such "collective" bargaining. The doctor is not the independent practitioner he once was. But this does not make him any less "professional."

Circumstances are changing also for the professional engineer. There was a time when an engineer either worked independently on a consulting basis or was the single such professional employed by one company. Now large companies often employ scores of engineers, at times scores of engineers working side by side in the same department. Collective units are beginning to emerge. This has led to hot debates within the professional organization over a demand from the professional employees that their organization develop collective bargaining procedures. So far the "independents" have won out in their opposition to change but the "employees" are becoming more and more numerous and will likely have their way in time. If and when employee engineers do come to bargain collectively, this fact will not in itself make them any less professional than their "independent" brothers.

Teachers are professional in terms of the kinds of work they are called upon to perform, the responsibilities imposed upon them, the professional nature of the preparation for teaching required of them, and their dedication to service to others. Neither the fact that circumstances force them to bargain collectively, nor the fact that some trustees have negative attitudes toward the value of the professional service rendered has anything whatsoever to do with the professional status of teachers.★

Your New Editor

WITH THIS ISSUE of *The B.C. Teacher,* Kenneth M. Aitchison takes over from me as editor.

This change has come as a result of the re-allocation of staff duties after Ken's recent appointment as Administrative Assistant. He assumes the editorship of our journal as part of his duties as director of communications.

Ken has had considerable experience in journalism and editing at the high school and local association levels. For several years he edited *The Works,* the daily bulletin of our B.C.T.F. Summer Workshop. With the continued able assistance of Barbara Macfarlane as associate editor, *The B.C. Teacher* is in good hands.

When I joined the Federation staff as Assistant General Secretary in 1945, editing *The B.C. Teacher* became my responsibility. With the assistance of other staff members, I have striven for an improved journal, ever mindful that any publication serves as a communication medium only if it is read. There have been physical changes in page size, general format, cover design and layout. In the eighteen years that I have been associated with the journal, the page size has undergone two changes—from a 5⅞″ by 8½″ page to a 6⅞″ by 10″ page in 1947 and to its present size last year.

We have tried in various ways to encourage more members to contribute articles and to make the journal of more value to teachers. Regular columns have been used from time to time — "Uncle John," "The Man on the Fence," "Advice to the Classwom" "What's the Answer?" Series of articles have also bee. used, some of which have been "The Adventures of Arkwright," "The Adventures of Eustace Prim," "Have You Heard?"

The cost of publishing *The B.C. Teacher* has always been a matter of concern. Since 1945, our advertising rates have increased from $40.00 a page to $270.00 a page. Various economies of printing the journal and preparing illustrations have been effected.

K. M. Aitchison

S. Evans

The B.C. Teacher has a dual role. As a house organ, it assists in keeping the membership informed on activities and developments of their professional organization. The members should use it to a greater degree than they have used it to exchange ideas on matters of professional and organizational concern to aid in shaping Federation policy.

As a professional publication, *The B.C. Teacher* serves to keep the members informed of new developments in education. Federation members can assist in this task by providing articles describing their own successful classroom techniques.

Over the years I have enjoyed excellent co-operation from the membership and record here my sincere appreciation of the assistance provided by the many members who have submitted articles.

I urge Federation members to extend their interest in the journal by contributing articles, thereby assisting the editorial staff in its efforts to bring about continued improvement in the Federation's official organ.

STAN EVANS

Dr. J. F. K. English signed the official register after the degree of Doctor of Laws, honoris causa, was conferred upon him by the University.

Educators Honored

OCTOBER 26, 1962 WAS a proud day for education. On that day the Faculty of Education at U.B.C. stepped into the limelight of university affairs. Honorary Doctor of Laws degrees were conferred upon Dr. J. F. K. English, Deputy Minister of Education, and Sir Ronald Gould, President of the World Confederation of Organizations of the Teaching Profession. Moreover, Sir Ronald delivered a hard-hitting Convocation address in which he called for more public concern for education and more freedom and responsibility for teachers as an investment in a better society.

The featuring of public school education at Convocation was a signal tribute to the Faculty and College of Education, doubly significant because the faculty is the youngest one on the campus. As Sir Ronald Gould pointed out, it is unfortunately not common practice throughout the world to extend to universities the responsibility for the professional preparation of both elementary and secondary teachers. Sir Ronald congratulated U.B.C. on its willingness to assume this responsibility.

Sir Ronald Gould delivered the Convocation address on the occasion of his receiving an Honorary Degree from the University of British Columbia.

Dr. English was honored because it was under his leadership in the Department of Education that advances were made toward the establishment of a College of Education on the U.B.C. campus, leading to the erection of the new Education Building. The citation read:

"Madam Chancellor, I have the honor to present to you for the Degree of Doctor of Laws, honoris causa, John Frederick Kerr English, Deputy Minister of Education in the Province of British Columbia. It is with gratitude that this University thanks one of its graduates, one who has become one of the province's most loyal servants. His career, in which he has risen from teacher to principal, from inspector to Deputy Minister, has been marked by two illuminating qualities: deep responsibility and quiet wisdom. For more than thirty-five years he has demonstrated in his public and private life the exacting duty of the teacher not only to master his subject and to instruct

his students, but to understand the community and to help realize its aspirations. To this comprehensive understanding of the many different communities that constitute our province, he brings a judgment which, because of wide experience and unquestioned devotion, has grown to wisdom. To all institutes of learning he is a friend and valued counsellor."

Sir Ronald was honored in terms of his international reputation in education. As President of W.C.O.T.P. he is the world spokesman for the teaching profession. In honoring Sir Ronald, the University recognized the contributions of the teaching profession to the improvement of education. The citation read:

"Madam Chancellor, I have the honor to present to you for the Degree of Doctor of Laws, honoris causa, Ronald Gould, Knight, General Secretary of the National Union of Teachers of Great Britain, President of the World Confederation of Organizations of the Teaching Profession. Such obvious competence has not gone unhonored and to the number of great distinctions already won the Senate delights to add, keenly aware that the immense problems of education in the world today will be solved only by men like him, leaders endowed with vision and ideas. Himself a teacher and an administrator, he is as conscious of the essential importance of both, as he is of the need for their organization and inspiration. And as an organizer and an inspirer, he has been brilliantly successful, bringing to a profession old and conservative new dignity, clarifying insight, challenging ideas. Here is a dynamic man, as outspoken as he is outstanding, a prophet with honor."

The B.C. Teacher adds its congratulations to Dr. English and Sir Ronald, two outstanding members of the teaching profession. We congratulate, too, Dean Neville Scarfe, whose dedication, enthusiasm and ability have done so much to establish the College of Education on a firm foundation. Dean Scarfe richly deserves the many plaudits he received on Convocation Day. The profession is grateful to him.★

Seventy-two Million Dollars at Work

ON MARCH 31 of each year, in the normal course of his administrative duties, the trustee of the Teachers' Pension Fund has occasion to prepare a list of the securities held by the fund on that date. In view of the interest often expressed by teachers in this information, the trustee has readily conceded the desirability of annual publication in *The B.C. Teacher* of a summary of his list. Accordingly, he has supplied a copy of the 1962 list to the Federation office, where the summary which follows was prepared. It is anticipated that a similar summary will appear in the November issue each year.

Investments of the fund on March 31, 1962, amounted in total to $72,495,350. Of this amount, $96,000 was invested in bonds of the Government of British Columbia, and $2,769,000 in bonds of other provincial governments. Most of these direct provincial bonds are old issues, at interest rates of three percent and less, due to reach maturity very soon. As they mature, the proceeds from their surrender will be reinvested at more attractive rates. In a similar category is a holding of $110,000 worth of Canadian National Railway bonds, guaranteed by the Government of Canada.

A total amount of $7,842,500 is invested in bonds guaranteed by provincial governments other than that of British Columbia. The list is as follows:

Ontario Municipal Improvement Corp.	$3,666,000
University of Toronto	2,725,000
Quebec Hydro-Electric	750,000
Alberta Municipal Finance Corp.	564,000
Alberta Government Telephone	108,000
Ontario Hydro-Electric	29,500

The remaining $61,677,850 is invested in a variety of bonds guaranteed by the Government of British Columbia. The holdings may be classified as follows:

B.C. School District Serial Debentures	$39,231,600
B.C. Power Commission	8,288,500
Pacific Great Eastern Railway	4,906,000
B.C. Water, Drainage and Irrigation Districts	3,905,000
B.C. Municipalities	2,473,000
B.C. Toll Authority	1,056,000
B.C. Electric	937,750
B.C. Hospital Districts	480,000
B.C. Hydro and Power Authority	400,000

Of the B.C. Government guarantees, issues amounting to almost $10,000,000 bear interest at rates less than four percent; on the other hand, over $26,000,000 is invested at 5%, $500,000 at 5¼% and $1,800,000 at 5½%. As in the case of the direct government bonds, the low interest rates tend to be associated with older issues due for replacement as they mature.★

Freedom fares badly in a climate marked by serious assaults upon reason. In our own time the safeguards of liberty have deteriorated all over the world . . . Herein lies the challenge of education.

Education for Freedom

FREDERICK E. ELLIS

EDUCATION FOR FREEDOM is the theme of a vast literature which reflects both the urgency of the problem and its bewildering complexity. Indeed, freedom in education is the most important subject in the world today. The creation of a free society is so supremely difficult that it has never yet been achieved. In the United States slavery marred the body politic for nearly a century after the signing of the Declaration of Independence. Even today governments consider it necessary to hold men in prison for their opinions. It is noteworthy that in British Columbia a group of lawyers and educators are meeting to form a permanent group devoted to the maintenance of civil liberties. Even though the Sons of Freedom have broken the law, their treatment during recent weeks is cause for concern on the part of those who are alert to the ceaseless erosion of freedom even in those countries which profess to maintain and extend it.

In his book, *Modern Democracy,* the historian Carl Becker reminds us that if we survey the broad sweep of recorded history, a period covering roughly six thousand years, the outlook for democratic institutions is bleak and disheartening. It is significant that the occurences of free societies are marked by infrequency and brevity. The exploitation of men rather than their liberation seems to be the general rule. From time immemorial, over the habitable globe, the great majority of the human race has neither known about nor apparently cared much for our favorite institutions. Simple observation confirms the fact that few men lead, most men are being led.

Dr. Ellis is a member of the faculty of the College of Education, University of B.C.

Not until the 19th century did democratic government make its way in any considerable part of the world. The reason for this slow and halting development is that democracy and freedom are, in the words of Becker, "a delicate and precarious adventure." Both depend upon certain crucial material and intellectual conditions favorable to their growth. In addition to special economic prerequisites, notably an expanding economy, a people that would be free must be able to reconcile their divergent opinions and the conflict of their interests. A free society assumes that educated men are rational creatures at least to the degree that they can understand the opinions and interests in conflict and, further, that they will seek to effect working compromises from their differences. This is a daring assumption which is under increasing re-examination and questioning throughout the world.

It is, indeed, well nigh impossible for the democratic man of today to understand how completely the old world was ruled by authority or how pervasively the long arm of authority is penetrating every facet of his own day-to-day experience. In days gone by, the consent of the governed was the last thing thought of. Church and state both issued orders and the rank-and-file individual had only to conform. The primary obligation of men has been obedience; obedience to gods or to kings and others who assumed to derive their authority from gods; parents, teachers and employers. Crimes have not been confined to overt acts, but the laws have prescribed even the thoughts of men's minds and mercilessly punished illegal opinion. Prison, torture and the concentration camp have often been the reward of what is now—at least in some quarters—the first virtue of humanity, independent thought and action. The word "heretic" which

has an ominous ring and was once tantamount to a death sentence has in reality a noble and sublime significance. It is the Greek word for *one who chooses for himself!*

In a real sense, history has exalted obedience and conformity with the corollary of having someone else do your thinking for you. Freedom fares badly in a climate marked by serious assaults upon reason. In our own time the safeguards of liberty have deteriorated all over the world. The attitudes of some representatives of the U.S. government with respect to Cuba make a mockery of both human reason and the rights of other peoples to determine their destiny. Unwillingness on the part of many persons, especially in lofty places, to underwrite the responsibilities which make freedom possible strikes the most tragic blow of all. In the last analysis, man can be free only by virtue of using his reason—not repressing it for the sake of expediency.

Freedom is Positive in Character

The character of freedom is not negative but rather positive. In other words, the absence of undue restraint is only a preliminary condition of freedom. Even more basic to the maintenance of freedom are economic sufficiency and leisure for thought. Both these requirements imply conditions which are donative and expansive. Freedom is the abundant life, the full exercise of one's talents, the ever-expanding realization of human potentiality. But, alas, as among the Corcyreans, described by Thucydides, rulers in our own day use words as slogans without any relation to their meaning; silence on the part of people is taken for consent, and obedience is equated with freedom and the fulfillment of democracy. Freedom is belittled and degraded by torrents of words which pretend to do homage to it. For many persons, in both education and political life, the full exercise of one's talents and the realization of human potentiality have become empty clichés which conceal the proscription of talent and the stifling of potentiality. The Italian writer, Ignazio Silone, recently observed that as the state's machinery gets stronger and more efficient, it becomes more skillful in persuading the individual of the fraud that he is living under freedom and democracy. To compound the tragedy and the irony of this state of affairs, education from the kindergarten to the graduate school has habituated man to do as he has been told.

Doubtless we are all agreed in principle that education for freedom is desirable. But it is obvious from school practice that few are willing to make the necessary changes in school organization, curriculum, teaching methods or in teacher training which would make our alleged commitment to a genuinely liberal education effective.

To achieve freedom, rather than simply talk about it, is the most difficult and hazardous of tasks to which charters, constitutions and legislation are but the prelude. As of old, the secret of all liberty is courage. We indulge in the dubious luxuries of apathy and helplessness at our peril. The acute mind of the philosopher Spinoza put the matter tersely: "The final end of the State consists not in domination over men, restraining them by fears, subjecting them to the will of others. The State . . . has for its end so to act that its citizens should, in security, develop soul and body, and make free use of their reason. Hence the true end of the State is liberty."

To turn to Spinoza's assertion, how many of our people taken as a whole are restrained by fears, subjected to the will of others and unable in security to develop soul and body and to make free use of their reason? The answers to these questions is the measure of discrepancy between our protestations and our actions.

The main question is, of course, what is the way out of the dilemma? The answer is not difficult to find. Freedom must not be made less, but must be made wiser. Herein lies the challenge to education. The common man must not be deprived of his sovereignty, but he must be equipped with the intelligence and humaneness which are the only correctives to the evils and excesses which have so often marred the conduct of democracy and wrecked earlier attempts at free government.

Web of Freedom is Seamless

The ever-recurring question for both politics and education is: "How shall the love of freedom be guarded from degenerating into either license on the one hand or tyranny on the other?" First put by the Greek philosopher Plato, the question is the most difficult to which either the statesman or the educator can lay his hand. But certain guideposts are available born of the experience often harsh and bitter of those who have previously sailed these treacherous waters. If we do more than pay lip-service to freedom—and many are those who are quite content to leave the matter on the verbal level—we must desire "to see all men everywhere, free." Our own liberty is assured by the liberty of our fellow men; and by the same token our rights are eternally linked to our obligations. We cannot be free in isolation, and only at risk to ourselves dare we exclude any human being from the enjoyment of freedom. The exclusion of his freedom is at once the renunciation of our own. Indeed, the web of freedom is seamless.

John Donne makes the point with eloquence and power: "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind. And therefore never send to know for whom the bell tolls. It tolls for thee."

Continued on page 77

L. H. GARSTIN

charges that our educational system is designed for girls. It is no wonder, therefore, that "boys find themselves at odds with the system."

Boys vs the System

"THE RETARDATION RATE for boys at all grade levels in B.C. is twice what it is for girls."[1] This is but one bit of evidence that boys are much more likely than girls to find themselves at odds with the education system. G. Birkett of the Faculty of Education, University of British Columbia states, for example, that "in any primary classroom in our province, two-thirds to three-quarters of the slowest reading group is composed of boys. The same proportion holds true in studies that have been made of the number of children referred to reading clinics from the intermediate grades. Most studies show that boys make up from seventy to ninety percent of the children who have severe reading handicaps and have been referred to clinics."[2]

Dr. L. V. Grafious, Professor of English and Speech at Eastern Washington State College of Education, points out that "boys encounter more difficulty in learning to write, are less efficient listeners and constitute a majority of the cases of retarded readers. By far the larger proportion of speech defects are found among boys; approximately 70 percent of minor speech problems; and up to 95 percent of severe speech disorders."[3]

Nor do difficulties with communication skills among boys disappear with the onset of adolescence or graduation into secondary school. A 1961 Department of Education survey test in English 40 revealed difficulties still present at the Grade XII level.[4]

But it is not in reading and English alone that boys find themselves at odds with the system—though difficulties in acquiring communication skills appear to cause them the greatest amount of trouble. The very fact that the failure rate for boys is generally twice as large as the failure rate for girls is a further indication that boys find schooling as a whole not exactly to their taste. In one school where the relative achievement of boys and girls was examined, for instance, the poorer general performance of the boys became obvious.[5] In every case the girls had higher median scores than the boys. Moreover, if we examine the highest and lowest scores in the top and bottom 15% of the group we find that a greater proportion of girls achieved highest scores and a greater proportion of boys achieved lowest scores. Thus, in Grade VII, 13.2% of the girls, but only 3.2% of the boys, achieved highest scores. At the other end, 3.2% of the boys, and 1.1% of the girls, scored lowest.

In Grades VIII and IX, the pattern was repeated. In the former grade, 14.8% of the girls and 4.4% of the boys achieved top scores while 3.1% of the girls and 7.9% of the boys scored lowest. In the latter, 12.7% of the girls and 6.5% of the boys achieved top scores while 1% of the girls and 8.4% of the boys ranked lowest.

The poorer performance of boys in school is also in evidence where homogeneous grouping is practised. Invariably, more boys than girls are found in groups categorized as of a lower ability level, and slow-learner and occupational classes often have an unduly heavy proportion of boys, sometimes as many as twice the number of girls.

Research, too, bears out the phenomenon of boys achieving less well in the school situation than girls:

"The evidence from numerous studies of sex differences in school achievement is remarkably consistent in one respect: girls are assigned higher grades

by their teachers than boys. In an unpublished study, Carter of the University of California, found the mean grade-point average in a small high school to be 1.89 and 1.51 for girls and boys respectively, in Grade IX, and 1.65 and 1.40 in Grade XI . . . A larger percentage of girls than of boys is found among those who are accelerated in school; and a smaller percentage among those who are retarded. More boys than girls are not promoted at the end of their first year in school. Reading disabilities and speech handicaps occur more commonly among boys than among girls."[6]

Other countries apparently face the same problem. "Head teachers have become concerned at the lack of balance in numbers between boys and girls passing the 11 plus examination and have told the Committee (the Gloucester Education Committee) there was strong evidence that at the age of 11 girls performed on the tests better than boys. The Committee then decided that the sexes should compete against themselves and not against each other and that there should be a trial period of separate tests—11 plus for girls; 12 plus for boys."

The situation concerning boys in relation to school has not escaped the notice of the B.C. Department of Education. "Tremendous sex differences were found," the Division of Tests, Standards and Research stated in reporting on a study of kindergarten through Grade III pupils. "About 70 percent of the poorly adapted pupils were boys, and twice as many boys were poorly adapted as well adapted. In thirty-four out of thirty-six comparisons that were made, the achievement of girls was higher than that of boys of similar mental age."[7]

It is natural at this point to ask why boys should find themselves at such a disadvantage over girls in the education system, whether it is a healthy situation and what, if anything, can be done about it.

Turning to causes first. These are no doubt both numerous and complex. Biological and cultural factors must both play a part. There are, however, certain more striking factors which research has turned up and which would seem to warrant further investigation:

(1) *Differentiation in Maturation Growth Patterns.*

Recent research indicates that there are considerable differences between boys and girls in both the age and rate at which physical and mental maturation takes place, such that boys tend to be at a disadvantage vis-à-vis girls throughout much of their school career. "In general the rate of growth of any human being decreases steadily from the fourth month of foetal life onwards, but this decrease is interrupted by two spurts. The first is the mid-growth spurt between six and eight years and the second is the adolescent spurt when growth is markedly accelerated."[8]

The earlier growth spurt, research indicates, takes place in girls between 6 and 8 years while for boys it tends to take place between 7½ and 10. The second growth spurt spans the 11 to 13½ year range for girls and the 13 to 15½ year range for boys. Since there is every reason to suppose that advancement in physical development implies advancement in mental development, it is obvious that boys tend to lag approximately two years behind girls in mental maturation growth up to as late as their sixteenth year. Yet, under present circumstances, they are expected to keep pace with the girls. Is this a fair expectation?

Further research into the relative maturation growth patterns of boys and girls is, of course, still needed. Not much is known, for example, about conditions after the sixteenth year. Again, research needs to be undertaken to discover what characteristics those girls who lag behind those of their own sex have in common with boys, in so far as mental maturation and other related factors are concerned. Is there something in common leading both to have slower mental maturation growth patterns and lower performance levels?

(2) *Differentiation in Culture Roles Expected.*

As numerous anthropologists have pointed out, societies inculcate different role expectations for the sexes and children learn which roles are considered appropriate to each sex and conform to them. Observation indicates that boys in our society are naturally expected to be interested in things mechanical and manual. They are expected to be able to work with their hands, to build, construct, repair and generally be responsible for the typically male physical and manual activities involved in daily living. They are expected to be aggressive and manly, not "sissified." They are encouraged in sports and other "he-man" pursuits, and in outdoor physical activities generally; scant attention is given to what is expected of them in the way of abstract, verbal learning. Everyone is familiar with the pale, thin, myopic cartoon scholar with his nose buried in a book. Unfortunately this image, coupled with our North American materialist value system, is not conducive to encouraging boys to shine intellectually in school or out of it, and would seem to be another reason why their performance at school studies is lower than girls.

Margaret Mead has described the situation well: "Some . . . youngsters have scintillating intelligence and the bodies of children. Others are still childish in mind though mature in body. Yet all are pushed into a common mould . . . This means, among other things, that in our junior high schools the pace is set by the girls, as it has been ever since the children entered school. Little girls are more docile and more verbal than boys, more anxious to please, and because these are the qualities that our schools reward,

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the girls appear to excel the boys. If the schools would place as high a value on some other qualities — originality, creativity, stubborn individuality of style, refusal merely to conform to please—the boys, recent investigations show, would come out better. Docility, verbal compliance and the wish to please don't go very well with originality. So from the start our grade schools in effect expect girls to set standards in schoolwork, standards of orderliness, accuracy, legibility in handwriting and proper outlining with a B following an A and a H following a I. The boys, for the most part, simply remove themselves from this world. They play games, think about cars, follow the major leagues. Meanwhile the girls forge ahead."[9]

(3) *Curriculum Content.*

Even curriculum content has a bearing on boys' poorer performance in the school setting. This is particularly true of reading in the elementary grades. A glance through primary readers reveals that the subject material is not that with which boys in society's male role can identify. What boy, for example, can find a chord of sympathetic identification with "Family Fun" where Dick and Jane are perpetually stuck together like glue—or get up any enthusiasm for "Pretty, pretty Puff" or "Funny Cookies" or "Jane Wants a Doll"? Yet, read to this same boy stories of animals like *Call of the Wild, White Fang, Misty* or stories of adventure like *Robin Hood* or *King Arthur* or *The Swiss Family Robinson,* and see how his interest is held. The point is that in our readers we concentrate too much on roles which are not those which boys have been taught to play and appreciate.

And this tends to be true in other subjects besides reading.

(4) *Other Factors*

There are doubtless other factors contributing to the lagging performance of boys in the school setting. One wonders, for example, what influence parent-child relationships have upon the question. Does the relative influence of each parent upon the child have anything to do with it? Does the boy unconsciously imitate the less verbal orientation of the father while the girl similarly imitates the more verbal nature of the mother? Has this any influence on later ability to handle the school situation? There is a whole area of research here worthy of exploration.

Again, does the fact that women predominate as teachers at the elementary level have anything to do with the problem? Some seem to think so. It is sometimes argued for example that female teachers by sheer weight of numbers unconsciously orient the demands and atmosphere of the school in a direction more suited to the outlook of girls. This, they say, is inevitable since each sex, without design or conscious deliberation, tends to impose its own role values upon those with whom it is in contact. If men were in the majority, the argument runs, the reverse of this situation would be true.

The operation of the "halo" effect is also mentioned as a reason for the better performance of girls. "Girls are in the main more conscientious, industrious and amenable than boys. Most teachers find them easier to handle, more co-operative, less inclined to present disciplinary problems. They possess more linguistic skill than boys and usually offer work which is neater and more pleasing in appearance. For these reasons there may well be a tendency to consider them more deserving of praise and reward."[10] The Encyclopedia of Educational Research indicates that there is a certain substance to this view.[11]

In light of the foregoing evidence of boys' lagging performance in the school setting and of the apparent causes, what steps might be taken to remedy the situation?

(1) *Some more thoroughgoing investigation of the stage at which boys should be introduced to formal reading instruction would seem to be of value.*

We have seen that there is considerable evidence of slower mental and physical maturation among boys than among girls. Now it is known that a mental maturation age of approximately 6.5 is necessary for adequate learning of formal reading skills. If this be the case, and if boys tend to lag behind girls in growth of mental maturation, one must conclude that boys will tend to be ready for reading at a later chronological age than girls. Indeed, by insisting on teaching formal reading skills to boys too early we may be doing many of them irreparable harm, causing them to develop reading disabilities which can be remedied later only with extreme difficulty. In terms of self-confidence alone such an experience, if true, must be a shattering one, particularly when the boys are forced to face comparisons with their more verbally adept opposite numbers.

It is realized, of course, that it is heresy today to suggest any postponement theory of subject introduction. "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development," claims Bruner in one of those sweeping generalizations so dear to the heart of educators —no doubt a reaction to the equally sweeping generalization that introduction of subject matter should be postponed for all in the interest of effective economy of learning.

Perhaps so. But we need some rather concrete evidence of the proposition. One point of departure for research on the question could well be an extensive comparison by sex of the progress of those who enter the school system when they have just reached six years with those who because of their birthdate do not enter until they are almost seven.

On the other hand, in view of the Division of Tests' survey indicating that boys of the same mental age as girls still perform less adequately than girls, there is also room for experimentation with having boys

begin kindergarten type activities earlier than girls. As the survey comments: "This study emphasizes the importance of the development of readiness, particularly among boys and may lead to the rather radical suggestion that boys need to be admitted to school for about five months of additional adaptive or readiness training."[12]

(2) *Elimination of the lock-step grade system, according to which all pupils are expected to consume a more or less uniform dosage of learning in each grade year as a pre-requisite to passing to the next gradè-year and in which failure or social promotion is the penalty for failing to assimilate the dosage, would be of considerable help to boys and to all those whose maturation development growth rates are slower than others.*

A plan of continuous progress by groups would enable boys to proceed at their own pace of development without feeling that they had to keep pace with the girls and would tend, in conjunction with other steps, to eliminate invidious comparisons with the girls. Granted the public is wedded to the treadmill of the traditional grade system; nonetheless, if a continuous progress system is deemed desirable, it is our duty as professionals to inform the public of the advantages and disadvantages of each system and to make them aware that year-grade progress is neither sacrosanct nor necessarily the final word in moving pupils from one stage of learning to the next.

(3) *Reading materials used in instructing boys need to be differentiated from those used in instructing girls.*

The interests of boys are, we know from observation, rather different from those of girls all the way through school. Since interest is one of the motivating factors in creating a desire to learn, it would seem only sensible to differentiate the instructional reading materials for boys and girls. "Could not an experiment be worked out whereby one of the best primary teachers would make up her own reading materials based on boys' interests?" asks Mrs. Birkett. Why not? In place of Dick and Jane, why not primer level books dealing with the sort of things Miss Mead indicates boys find absorbing—stories revolving around sports, automobiles, science fiction and the like, in addition to samplings of the world's treasury of myths, legends and fairy tales in which both sexes at the primary age are interested?

Furthermore, might there not be more reading to classes from the great children's classics, particularly as a means of developing reading readiness? It is good training for children to be read to. (Many of them do not get it at home.) It trains them to listen and helps increase their vocabulary. Nor should one underestimate the ability of a six-year-old to enjoy a book such as a good edition of the *Adventures of Robin Hood* or, for girls, the story of *Heidi*.

(4) *Separate boys' and girls' classes where possible may well be a more satisfactory means of making it possible for each to develop at his or her own pace of development and of providing for differentiation of text material.*

The practice of teaching boys and girls together in the same class renders it difficult to provide for sex differences in rate of development and in subject interests. Moreover, if boys and girls are taught together, the danger of comparison is always present. One hears all too frequently Johnny being asked why he does not do like Jane up there at the top of the class.

(5) *Ideally, boys should perhaps have male teachers even in the early grades.*

Such an arrangement, it is argued, would tend to minimize the conflict between male and female role expectations with which boys are presently faced. This, however, is mere hypothesis. Actually it is a moot question whether male teachers do, in fact, approve male role expectations in relation to the learning situation. Evidence would seem to indicate they accept unconsciously the type of situation which Margaret Mead describes and operate no differently from their female colleagues. Moreover, the supply of male teachers at the elementary level is severely limited. And status considerations militate against men teaching at the primary level. Nonetheless, experimentation with all boys' classes taught by men might be of value.

(6) *Steps need to be taken to investigate the nature and extent of physiological differences between the sexes as they relate to learning to read, and if necessary to adjust materials and instructional methods to cope with these differences.*

There is evidence of differences between boys and girls in such areas as motor control and color blindness, and it may well be that these differences extend to such things as length of eye-span, ability to focus on the printed page, competence to control the movement of eye muscles and the like. Mrs. H. Rawson, Reading Consultant for the Saskatchewan Teachers' Federation states, for example, that "many boys require specific help at the Grade I and II level to prevent prolonged retardation problems – I think chiefly dealing with direction and sequence, and relating printed words to the time sequence in speech." May these difficulties not have a physiological basis? If so, what can be done to get round them? In some centers in New Zealand, for example, the opaque projector is used in the primary grades to throw reading selections on a screen, thus enlarging the type size and aiding those who are having difficulty in focussing on the printed page even of primary readers with their larger than normal type-size. This, it is claimed, has helped considerably in improving the performance of slower readers.

Continued on page 91

If an educated people be basic even to maintaining our relative position in a world of increasing complexity, our students must be given the opportunity to pursue post-high school education. This is the second of a series of four articles dealing with the topic of community colleges.

Community Colleges Are *Really* Needed

DENIS C. SMITH

A TIDAL WAVE totalling some 32,000 students due to arrive about 1970 has been plotted and charted by committees studying enrollment projections in higher education.[1] Indeed, the first wave, totalling some 20,000, will arrive in three years' time for enrollment at institutions of higher learning throughout the province. The first indication has been the sharp upswing in attendance at King Edward Adult Education Center.

These are not mere extrapolated statistics, remember, but students already enrolled in our public schools system.

The next few years will find all agencies concerned with higher education presented with a problem that well may be the most important facing government for years to come, namely, the provision of plant and facilities and the recruitment of adequate staff to meet the educational needs of literally thousands of post-high school students, plus the addition of an increasing number of adults returning to school under the pressure of either interest or the increasing demands of our ever more complex society.

The problem facing the University of British Columbia is either to more than double its present facilities, or restrict enrollments.

The problem then facing many potential students thus denied admission will be to find alternative educational opportunity or be denied such privilege, should no alternative plan of development be initiated. The large increase in student enrollment at King Edward School in Vancouver mentioned above emphasizes in part the actuality of the problem.

For a province dedicated to the philosophy of "equalization of educational opportunity," as expressed in Departmental bulletins, might not the postulate be accepted that educational opportunity must be provided by those parties responsible under the Acts, namely, the University, the Department of Education, and the school boards of British Columbia?

Indeed, if an educated people be basic even to maintaining our relative position in a world of increasing complexity, one could endorse the principle that our students must be given the opportunity to pursue post-high school education to the extent warranted by their aptitudes, motivation and consequent performance.

An alternative course for University and other authorities lies in the establishment of community-junior colleges throughout British Columbia. That the community college can make a major contribution under the foregoing conditions, the remainder of this article will endeavor to substantiate.

The following quotations are directed to those people honestly concerned with the maintenance of

standards should community colleges be implemented.

Writing in *University Affairs*, Ottawa, February, 1960, page 3, R. D. Mitchener states:

"The junior college cannot be indefinitely overlooked or bypassed. A strong network . . . would allow universities to concentrate on upper class work. It would undoubtedly increase the number of students completing their undergraduate training and would give some college training to many who would not otherwise have it.

"Undue concern over realms of high school or university jurisdiction and over the purity of our university instruction, begs the issue."

Further, John W. Gardner, President of the Carnegie Foundation, has this to say in the same article.

". . . Yet sensible men can easily conceive of excellence in a junior college . . . The society which scorns excellence in plumbing because plumbing is a (sic) humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

Again, a comprehensive review of studies on performance in upper division and graduate work by students from junior colleges as compared with those who had gone directly to a four-year college from high school resulted in the following statement by Jesse P. Bogue.[2]

"Many studies have been made as to the success of junior college students in senior institutions. In general, right across the nation, the success of junior college graduates is no longer open to question."

Students Are Capable

A more recent study by Harold Seashore on Academic Abilities of Junior College Students, as quoted by Thornton[3], states:

". . . About 24 percent of junior college men and 20 percent of junior college women are above the respective medians for freshman in four-year colleges.

". . . These distributions tell us that there are many junior college students whose scores would be considered superior in senior colleges, and many low-scoring senior college freshmen (who) would also rate low in junior colleges."

Let us attempt to define a community college in terms of both function and articulation with other educational institutions.

First, many junior colleges in the United States are at present called community-junior colleges or merely community colleges. The title is relatively unimportant although in the writer's opinion the diminutive "junior" lends little to a proper connotation of the college and its function.

It is of interest to note that since 1951 six community colleges have developed in Canada, two in Saskatchewan and one each in Alberta, Ontario, Nova Scotia, and Prince Edward Island. Dr. S. V. Martorana, from Washington State College, helped develop the Lethbridge, Alberta, college. To those people honestly concerned about the apparent adoption of an American institution, one would hope that the idea is more important than the nationality, else consideration might be given to stopping the Salk vaccine at the international border.

Presuming both an increasing population density and a plan for the decentralization of higher or continuing education, the community college fits into a pattern of functional differentiation, yet feeds the university through fluidity of transfer to that institution, while allowing the university to concentrate on upper class education and graduate research.

Community College is Flexible

Indeed, in consideration of merely the differentiation of the academic function in any one state or province, a partial analogy might be drawn between the processing of students and the "cracking" of oils.

With oil, a variety of liquids is first drawn off, at different levels, each liquid invaluable in its own way, with high grade gasoline among the last steps in the process.

Similarly, certain academically competent students may go through high school, the community college and then possibly to either a four-year liberal arts college or a university, while others may terminate at any point suited to either their needs or abilities.

The community college also possesses the essential flexibility needed to "stream" students into those types of educational programs presumed most suitable and rewarding. Merely a brief reference to such programs is made here, since much has been printed concerning specific curricular offerings. In general, the curricula are as follows:

(1) Terminal curricula (two years or less).
(2) General education for adults.
(3) Special education for adults.
(4) Academic preparation for entry to four-year institutions.
(5) Pre-professional choices.
(6) Counselling and guidance for vocational or educational purposes.

Programs conceivably would vary from one region to another throughout British Columbia, since the educational needs of a given community are manifested by the expressed needs of adults in that community. Hence, while a basic core of academic instruction might be constant, other offerings to adults would be determined by those in the community who signified their educational interests.

Thus the principle of essential flexibility is still operative, and a broad spectrum of needs considered. (As merely one example, Eastman Kodak supplied expensive materials and top grade instructors for a

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course at Everett Junior College on industrial photography. Attendance was recorded of students from the University of Washington and of industrial personnel from Vancouver, B.C.)

A dual principle of an effective varied program coupled with an effective counselling and guidance service should exist. Through counselling, a policy of "selective retention" is developed, rather than selective admissions. Applicants could be, say, eighteen years old and/or high school graduates, but only those who indicate both the ability and motivation to perform at an acceptable level are retained in the institution. This is "proof by performance."

"A broad and varied offering in a single institution which permits transfer from a vocational program to a college entrance program—or vice versa under a plan of counselling and guidance."[4]

Counselling is stressed, since a primary function is that of "cooling out" the latent terminals.[5] Most students in the community college act, in choosing programs, as though they planned to continue to University, but data show that relatively few do so. Those who aspire to transfer but who in fact terminate are the latent terminals. Thus a tremendous responsibility rests with the counsellor. (One college recorded a total of 73,000 hours of counselling in half hour interviews.)

Universities Need Relief

The fact that many students do terminate at the community college level poses no permanent relief to the already over-crowded university hoping to reduce its enrollments through supporting the junior or community college movement.

Indeed, the opposite has proven to be the case.[6] There are several reasons for this. A community college provides a model for young people. The idea of "going to college" merely in imitation of their older brothers and sisters is readily accepted psychologically. Further, many students, finding themselves able to perform academically at the junior college level, are encouraged to try the next educational phase at the university. Thus the community college acts as an educational incubator, including even many senior adults in this amazing development of educational interest.

With the community college oriented to the needs of the community, identification comes quickly. In any area there is motivation for people of all ages to pursue some kind of education tailored to local job training needs, the arts, or academic improvement.

The point should be stressed, however, that there has been made possible a shift in emphasis at the university from a concern with freshmen to a concern with graduates and research, even though the total enrollment will tend again to increase at the upper academic level.

Thus would develop a new kind of college filling a broad spectrum of both community and academic needs.

The urgency of the matter is exemplified in statements made by Frank E. Walden, Alumni Association president, on page 4 of the autumn issue of the *U.B.C. Alumni Chronicle*, as follows:

"But there is a new set of challenges and new problems for which a new solution must be found . . .

"Our provincial geography and varied regional economics cry for some decentralization in our higher education program . . .

". . . This is not a matter that can continue to wait through endless tomorrows—it must be dealt with now."

Recently Japan has built 278 community colleges. Both Stanford and California universities have received Kellogg grants amounting to hundreds of thousands of dollars to train both administrators and personnel to operate such institutions.

Space does not permit consideration of problems involving:

1. Methods of financing,
2. Co-ordination of various educational agencies now functioning throughout the province, such as adult education, extension classes, community programs, and technical-vocational classes, or
3. University professional four-year training programs now functioning on campus.

There are doubtless many others, but the above are in need of early research.

Some states (California, for one) first developed a "master plan"; others started like Topsy and just grew. In either case, educators of vision, who convey that spark of excitement common to builders, must not be subordinated to the position of being just negativists, quoters of statistics.

The late Charles Kettering, a brilliant scientist, once stated in an article in *The Saturday Evening Post*, "I would advise . . . free yourself from categories, because basic truths have so much more in common than specialists would have you believe . . .

"Why are you so afraid to fail in education? In science, we fail most of the time, but when we succeed . . .!"

Let us then be prepared to fail in small ways, to be less than perfect in our performance, yet to build a solid foundation of decentralized institutions for the masses of children now enrolled and reposing their trust in you, their teachers, and their parents.★

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1 Data from the Dominion Bureau of Statistics, 1960, "Fall Enrolment in Universities and Colleges" and the Chant Commission projections from high school enrollments.
2 Bogue, Jesse P., *The Community College*, p. 73. N.Y., McGraw-Hill Co., 1950.
3 Thornton, J. W. Jr., *The Community Junior College*, N.Y., J. Wiley & Sons, Inc. pp. 147-50. 1960.
4 Johnson, Dr. L., Director, U.C.L.A. Junior College Leadership Program, University of California Bulletin, p. 4, March, 1962.
5 Clark, Burton R., *The Open Door College*, McGraw-Hill Co. Inc., Chapter 2. N.Y. 1960.
6 California State Department of Education, *California Public Junior Colleges*, Vol. XXVII. Sacramento, California, 1958.

Teachers will either begin to take an active, constructive interest in programming or they will eventually find themselves being directed by those who seek to exploit programming for their own interests.

Programming Is Here to Stay

B. M. VINCENT

ATTENDING THE SUMMER Institute on Programmed Instruction at Berkeley was a valuable experience. The most outstanding feature, to me, was what was *not* said at any time, directly or indirectly. No one asked or referred to that question which I have heard so often during the past several months of working with programmed instruction and teaching machines—"Will it work?" or "Does it really work?" The efficacy of programmed instruction, at least in a number of significant instances, is an accomplished fact. Insofar as the people most intimately involved in developing this novel method of instruction are concerned, the rapidly increasing amount of confirmatory evidence leaves no doubt as to the effectiveness and efficiency of this new technique.

The Institute, held at the University of California, was sponsored by the Center for Programmed Instruction,[1] of New York. The purpose of the Center is to promote the use of programmed instruction in the schools of America and elsewhere in the western world. It consists of a group of teachers and former teachers who have banded together to bring a greater awareness of P.I. to educators free from the biases of vested interests. The Center has been granted funds by the Ford Foundation, the Carnegie Foundation and the United States Department of Education for special projects dealing with P.I. The Center sponsors the Summer Institute primarily for educators who are interested in the P.I. field. Many of the participants return to their respective areas and conduct training courses for universities and school districts.

The active faculty consisted of Mr. Robert Filep, Director of the Center; Dr. Edward Green, Professor of Psychology at Dartmouth University, and author of the text, *The Learning Process and Programmed Learning;* Dr. Joseph Tucker, Programming Consultant and associate of Dr. Norman Crowder; and Mrs. Renee Ford, junior college chemistry teacher and accomplished programmer. The core faculty acted in the dual capacity of discussion leaders and lecturers for the group, as well as assisting individual members in writing and criticizing programs.

The core faculty members were assisted by guest speakers who were authorities in their special fields. Each speaker was given an hour and a half in which to explain his particular theories. He was then subjected to a question and answer period of from one to two hours, during which time the members of the course were free to examine the speaker's statements and to make as searching an enquiry as they wished. Although the question and answer periods often terminated in academic discussions, the questions posed earlier in the period were frequently pointed and

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The Federation assisted Mr. Vincent, of Kamloops, to attend a seminar on Programmed Instruction at the University of California last summer. This is his report.

searching. After each speaker's presentation the participants gathered in small discussion groups to examine thoroughly the questions raised by the speaker and addressed to him by the general session.

Typically, each day began at 8:30 with an hour and a half devoted to group discussions, writing and criticizing programs, and staff consultations about members' programs. The guest speakers took up the time from 10:00 to 12 or 12:30 noon, with many of the discussions extending into the afternoon period. The remainder of the afternoon, until 4:30, was devoted to further group discussion with a different leader and in further writing and criticizing of each other's programs. A motion picture or series of film strips was presented each day from 4:30 until 5:15 or 5:30. Evenings were required for reading pertinent excerpts of speeches and experimental data. The work load was heavy, but extremely interesting, and there were few complaints. During the twenty days we were in Berkeley, most of us were able to spend no more than eight hours in San Francisco, only 30 minutes away!

Writing a program is a soul-shattering and ego-deflating experience. What, in the classroom, seems to be a relatively minor point becomes a many-headed serpent when it has to be programmed. Just when one thinks he has it safely under control a new thought occurs and the whole thing is out writhing around on the table again. I believe, as do others who have tried their hands at programming, that if nothing else of value came to me through the course at Berkeley, I learned a considerable amount about teaching I did not know before. My whole approach to many phases of teaching has been influenced by my brief contact with this new method of teaching.

Precepts Applicable to Teaching

Many of the basic precepts of programmed instruction are applicable to our everyday teaching, simply because the men who founded the movement did so on a basis of sound, proven, scientific fact. Dr. Frederick Skinner's entrance into the field of education from the field of experimental psychology may have been an accident, but what he has done for teaching and for educational theory is a result of countless, patient hours of experimentation and painstaking analysis and study. The conclusions arrived at by Dr. Skinner and his associates have been proven beyond argument. Programmed learning is just one application of this new knowledge, knowledge which is new only in the sense that it has now been scientifically corroborated. The same principles have been established in philosophy from the time of Quintilian to more recent times by such men as Drs. Thorndike, Pressey, Frank, Laubach and others. The arguments today are not about whether or not this new approach to education works, but rather in what way it works most effectively and efficiently.

Essentially there are two schools of thought as to the most effective way to write programmed instruction. The original method, the Skinnerian method, is to state first the terminal objectives or behavior which the student is to be able to demonstrate when learning has been completed. The objectives are then divided into numbers of sub-objectives, and gradually the subject matter is worked back until a complete detail of the subject matter that will lead to the desired terminal behavior is known. The subject matter is then divided into small, sequential, logical steps, in which a small amount of information is given and a question posed which causes the student to respond. One step leads to the next, until the entire unit of learning is complete. The manner in which the student is led from step to step is part of the art of programming.

Work Organized by Units

The second and more recent development is called Crowderian, after Dr. Norman Crowder who developed and pioneered the method. This form of programmed instruction is usually found in the "scrambled text" books or in sophisticated machinery for changing from one page to another. The subject matter is organized into "units" of work. Each unit contains half or two-thirds of a page of new information; a question is then proposed and a number of plausible answers supplied. The student is required to choose one of the answers, and on the basis of his choice is directed to another page. If the student chooses the correct answer, he is directed to a page which contains the next portion of new knowledge, another question and again some plausible answers. If, however, the student chooses a wrong answer, he is directed to a remedial page where his error is explained to him. He is then redirected to the original page to try again. One of the interesting features about Crowderian programming is that there are few people who endorse this method. Many of the so-called Crowderians have quietly moved over into the Skinnerian camp. Undoubtedly there are some valuable applications of the Crowderian method, but they do not seem to be in the textbook field.

Recent months have seen a third school of thought formed, first explained by Jerome P. Lysaught. Dr. Lysaught maintains that the most effective use will be a combination of the linear or Skinnerian program and the branching technique of Crowder. Because Dr. Lysaught's proposal is an attempt to make the technique fit the needs of the subject matter, it will probably gain considerable popularity in the future.

Since its inception, the field of programmed instruction has been subjected to a tremendous amount of activity. Millions of dollars have been spent to develop machines and more millions for programs to fit the machines. The gravest danger to P.I. lies in the very activity which has caused it to burgeon into a multi-million dollar industry almost overnight. Although many of the commercial companies interested in P.I. are meticulously careful in ensuring that their

materials are of the highest possible calibre consistent with the rapid rate of flux in this field, there are several companies which are out to earn a fast dollar with as little effort as possible. The fact that proving whether a program is valuable or worthless takes a considerable amount of work and knowledge makes the practice of marketing poor programs highly lucrative for the operators and very embarrassing for the purchasers of such materials.

The Department of Education of the U.S. has taken some measures to combat such practices by authorizing the Center for Programmed Instruction to survey all available commercial programs and to evaluate each. The Department has also started work on a series of standards against which programs may be evaluated. The worthwhile companies are not encouraging large-scale sales to schools or districts, but are supporting the costs of experimental situations in public and private schools and universities.

Costly Experiment Conducted

One such firm involved itself to the extent of several million dollars to provide qualified personnel in its programming department to produce valid materials. It also conducted an experiment costing several thousand dollars more to discover flaws in the program. Subsequently the program was revised and another experiment instituted, to find out whether the material was as effective as it should be. Currently, although by many standards this program is a good one, the firm is considering scrapping the work done and rewriting the text completely in order to incorporate newer and better methods discovered during the massive experiments. The reliable companies are emphasizing that this is a period in which schools and districts should do a moderate amount of exploratory experimenting with programmed media to satisfy themselves as to its efficiency and effectiveness and to assist in introducing programmed instruction to educators.

Paramount among the impressions one receives after doing a moderate amount of research in this newest approach to teaching is the infancy of research to date. Although many psychologists and so-called programmers contend that they alone are qualified to develop programs, it is becoming increasingly evident that the one who will have the final say as to how a subject is programmed will be the well-trained teacher in the classroom. The Center contends that the well-trained and experienced teacher, thoroughly conversant with the arts and skills of programming, will eventually be the one who produces the most effective and efficient programs. The Center believes that the teaching profession must become familiar with the scientific basis of, and the skills involved in, programming. The problem can be more simply stated. Teachers will either begin to take an active, constructive interest in programming and the use of the latter in classrooms, or they will eventually find themselves being directed by those who seek to exploit programming for their own interests, not necessarily the best interests of education.

Almost every field of human endeavor except teaching has progressed during the past 100 years. The methods of teaching today, when stripped of the audio-visual aids which are not used very much, are essentially the same as the methods used a hundred years ago. While the home, industry, commerce, and the other professions have moved steadily toward improved methods using mechanization, teaching methods have stood still. Now the necessary techniques are known and nothing but cultural inertia stands in the way of education's joining the 20th century. Whether we like it or not, the electronic age has entered the classroom. I believe the methods proposed by the psychologists and so-called programmers are not the best and most useful forms or methods of employing programmed instruction. The teacher in the classroom must examine his or her techniques and requirements and make the program fit into the dynamic teaching situation. The promoters are all too willing to force the classroom to adjust to their programs; I believe the programs must be adjusted to fit the classroom. Only well-trained, experienced and progressive teachers can perform this function.

Is Teacher Secondary?

Although the vested interests have made much of the catchphrase, "The teacher will be freed from the tedium of teaching and do those more meaningful tasks for which she hasn't had time," the fact emerges, when one studies experiments which have been completed, that the teacher is placed in a position secondary to that of the machine. The teacher is relegated to the position of disciplinarian and machine-oiler. Although lip service is paid to the supposedly enhanced position of the teacher, there is little actual definition of the superior role.

Essentially, the main objective of the Institute at Berkeley was to expose the participants to as many different aspects of programmed instruction as possible in the limited time available, yet to permit the members to think for themselves and to formulate their own ideas for using this teaching device. The central theme and philosophy of the Center for Programmed Instruction is that the teacher is primary in the classroom, and any device or mechanism must necessarily be secondary. The programming industry has stated repeatedly that it is more than willing to incorporate any modifications which serve to make programs more effective and efficient in the classroom.

The Institute was interesting, informative and invaluable to me. I appreciate very much the assistance given me by the B.C.T.F.★

1 The Center for Programmed Instruction, 365 West End Avenue, New York 24, N.Y.

Curriculum Development — a Major Responsibility

THE PUBLIC SCHOOLS ACT for British Columbia provides that the Council of Public Instruction (i.e., the Executive Council) may " . . . prescribe courses of study, and adopt and prescribe textbooks, and authorize supplementary readers and other instructional material for use in public schools . . . " In practice, therefore, changes in curriculum and textbooks are ratified by the Council of Public Instruction. The Minister of Education is responsible, in the Council, in the Legislative Assembly, and in the eyes of the citizens of the province, for the courses and textbooks used. Recommendations are made, from time to time, for changes in courses and textbooks. These recommendations proceed through the channels shown in the accompanying diagram.

The bulk of the work of curriculum appraisal and revision and of textbook selection is done by committees working with members of the Division of Curriculum. Most of the members of these committees are teachers. In addition some members of the University of British Columbia and Victoria College faculties serve on appropriate committees, as do some District Superintendents of Schools.

The Director of the Curriculum Division, Mr. J. R. Meredith, is assisted this year by two full-time Curriculum Consultants—Mr. A. J. Longmore of Summerland and Mr. R. B. Knowles of Kelowna. These consultants are on leave of absence for the year from their positions as principals of schools. During the past few years Mr. F. P. Levirs, Assistant Superintendent (Instruction), has carried a heavy load in the curriculum field. Moreover, Mr. B. A. Barr, Research Officer for the Department, assists by obtaining information for the committees and by meeting himself with a Library Committee. Stenographers in the Curriculum Division are kept busy mimeographing materials from and for committees. There are usually several successive drafts of a proposed course revision before recommendations are ready for the consideration of the Deputy Minister, the Minister, and finally the Council of Public Instruction.

The Curriculum Advisory Board was established several years ago to give an opportunity for the Department to get views on curriculum matters from leaders of lay and educational organizations and institutions of the province. The Federation's president traditionally serves on this Board. No meetings have been held as yet during this school year.

Last year two Professional Curriculum Committees were established, one Secondary and the other Elementary, and both of these meet for a full day approximately once each school month. There are nine members on each committee, three from the Department of Education, one from the District Superintendents in the field, two from the University and/or Victoria College, and three from the Federation. The Professional Committees advise the Department on proposed terms of reference for revision committees, on specific proposals or plans for curriculum change, and on any curriculum problems raised by the committee members or referred by the Department. The Federation representatives are expected to confer with teachers on matters under discussion by the Professional Committees in order to represent their point of view as accurately as possible. A Federation Curriculum Newsletter is issued, from time to time, to give officers of local and provincial specialist associations information and to seek guidance.

It will be noted from the above that the Department of Education maintains an elaborate organization for study and consultation in the curriculum field. Changes in courses and in textbooks are made after consideration of the opinions of many professional people. In the final analysis, however, the authority for changes rests with the Minister and with the Council of Public Instruction. All committees are thus advisory in function.

Federation Organization

As a professional organization, the Federation has for many years maintained a great interest in cur-

riculum matters. The teachers in the schools are in the best position to know whether course outlines and textbooks are adequate. They are the ones whose understanding and co-operation is necessary before any curriculum change will be truly effective. In recent years the organizational structure shown in the diagram has been developed in order to make the curriculum work of the Federation more effective.

The Curriculum Directors are appointed by and report to the Federation Executive Committee. There are three directors from the elementary level, three from the secondary level, and a chairman and a past-chairman. The Directors meet approximately once each month and consider resolutions received from local or provincial specialist associations and from district councils. Before acting upon such resolutions, the Directors seek the advice of interested specialist associations and inform local associations of the action that is proposed. The Directors also give serious consideration to reports from Federation members of the Professional Curriculum Committees and frequently instruct the representatives as to the position they are to take on current issues. The Directors have received authority, from the Annual General Meeting, to meet with officials of the Department of Education on resolutions which have proceeded through the channels described above. Meetings for this purpose (and to receive reports from him on curriculum developments generally) are held with Mr. Meredith two or three times each year.

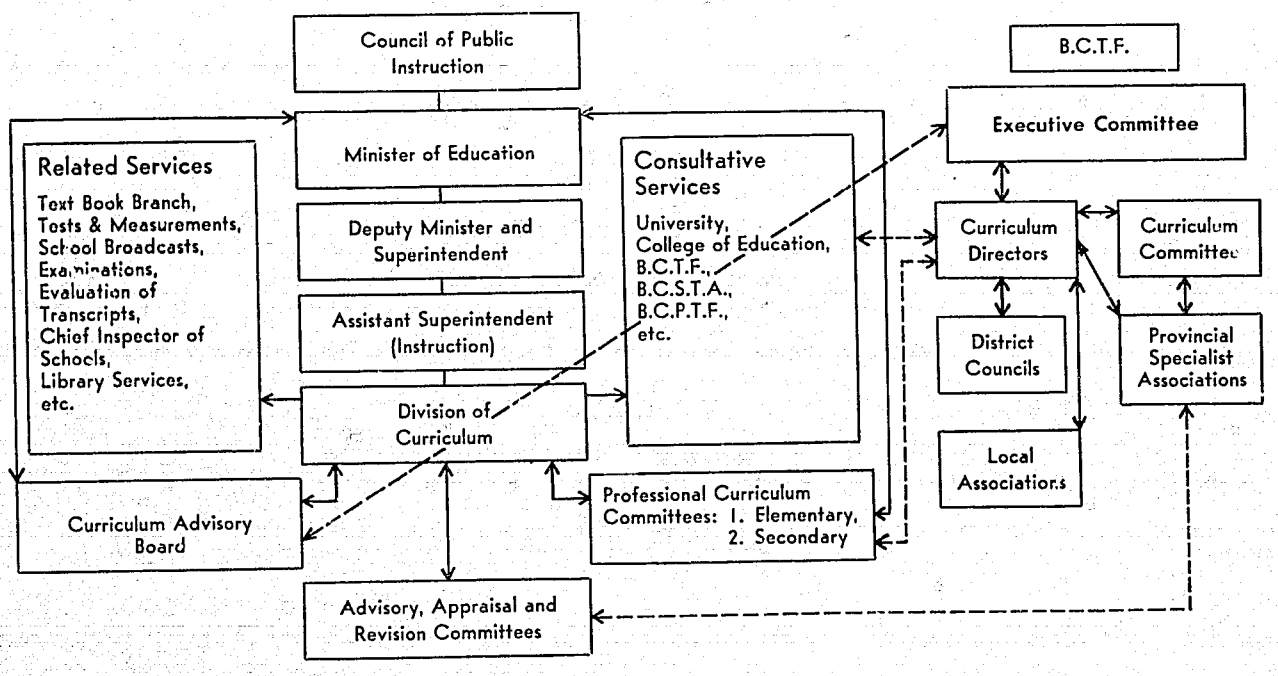
The Federation Curriculum Committee is made up of representatives of specialist associations and the Directors. This committee typically meets two or three times during the year.

The amount of curriculum work done by local associations varies a great deal. A few local associations have active curriculum committees which prepare recommendations for submission to the Federation Directors and which give careful study to matters referred by the Directors. Many of the provincial specialist associations have curriculum committees to consider developments, or the need for changes, in their own spheres of interest. In some P.S.A.'s the executive committee itself serves as the curriculum committee. Where revision committees of the Department have been established, every effort is made to maintain close liaison with the P.S.A. concerned. P.S.A. newsletters often report curriculum matters and seek teacher opinions on proposals.

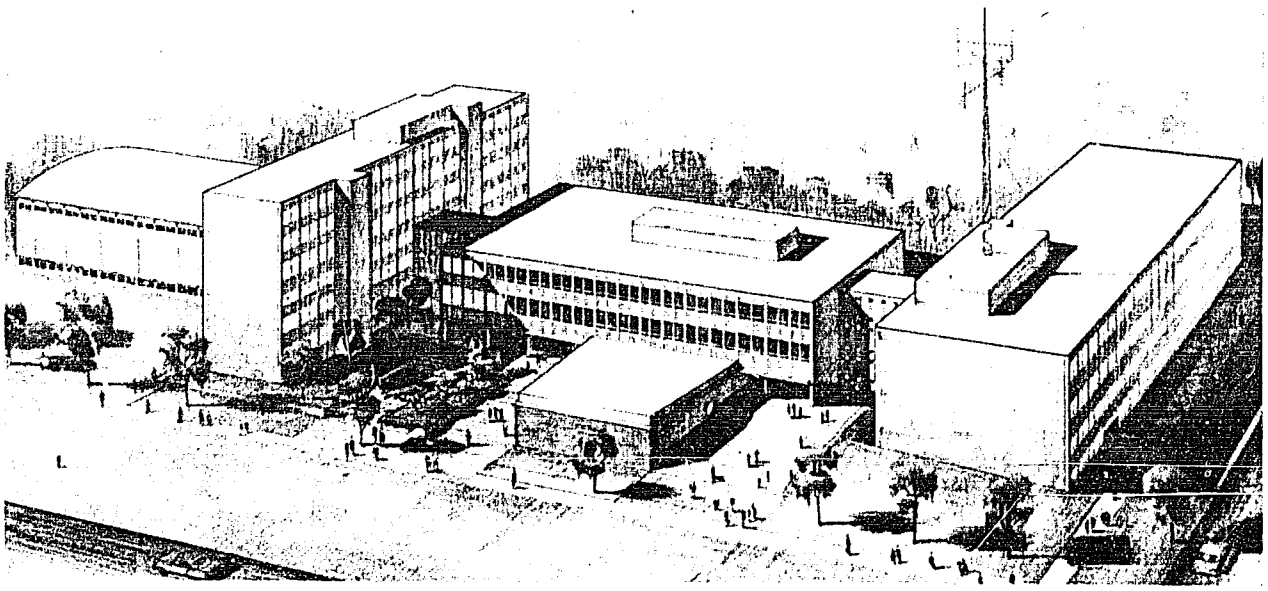
The Federation organization which is described above is intended to enable every teacher to know about and to have an influence on curriculum change. Like any human device, it works less than perfectly. In a time of accelerated curriculum change, it behooves us all to make this organization function as well as possible in order to ensure maximum involvement of interested teachers in the important decisions being made.

It is well for us to remember, however, that the whole structure, whether that of the Department or that of the Federation, depends for its eventual success upon what happens in the individual classroom. Each teacher is encouraged to adapt the course outlines and to use the textbooks in such a way as to produce the optimum educational benefit to his or her pupils.★

ORGANIZATION FOR CURRICULUM DEVELOPMENT IN BRITISH COLUMBIA



NOTE: The solid lines denote responsibility and communication; the dotted lines represent communication.



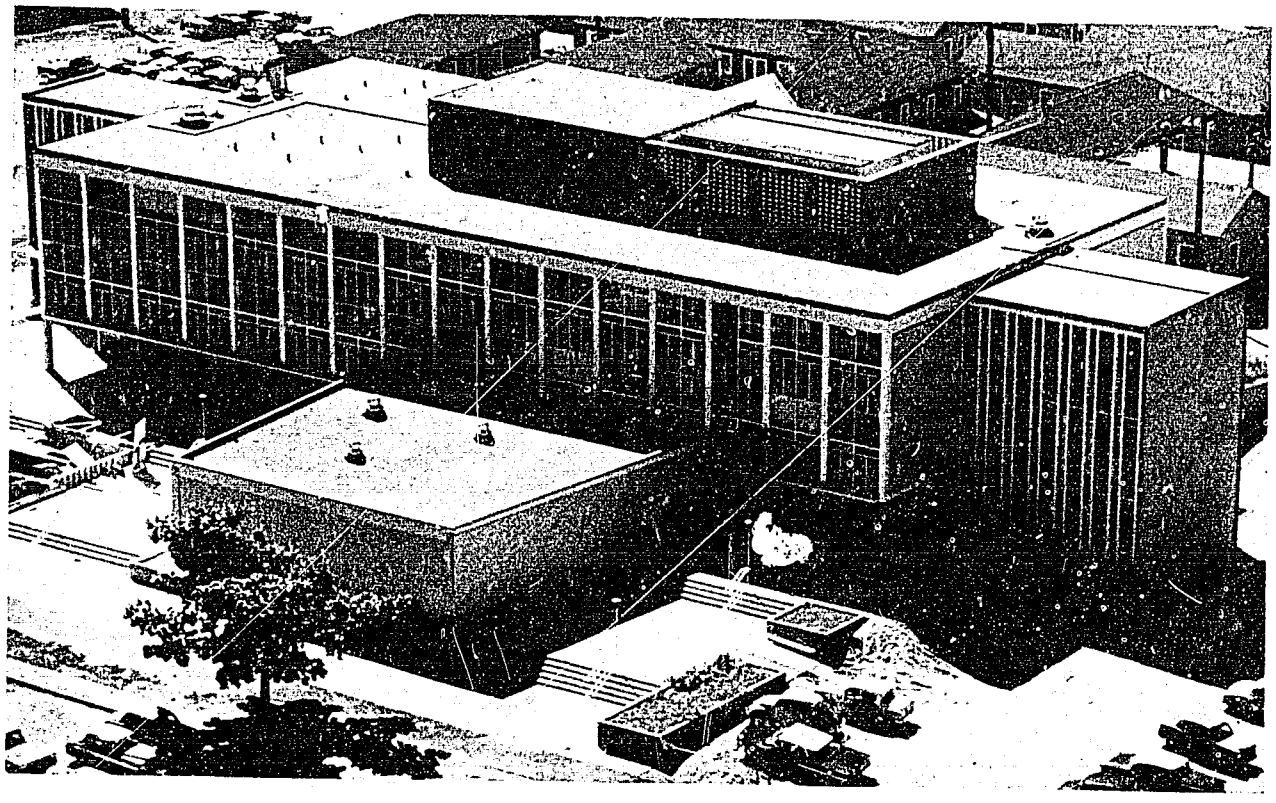
At Last — an Education Building

Above is an architect's sketch of the complex of four buildings that will constitute the College of Education. The total cost is estimated to be $3,000,000, and the buildings are expected to be completed within 15 to 18 months.

The Honorable L. R. Peterson, Minister of Education, turned the first sod on Tuesday, November 17, 1960. Present on that occasion were former President N. A. M. MacKenzie, the late Dr. A. E. Grauer, Chancellor, and Dean N. V. Scarfe.

The first unit of the College of Education was officially opened on October 4, 1962, by the Honorable the Minister of Education, Dr. J. B. Macdonald, President of UBC, is shown with Mr. Peterson. This unit cost $1,104,000 to build.

A bird's-eye view of the first unit. This is the "Lab" block. A student lounge on the main floor provides "casual" seating accommodation for 250 students and is suitable for dances and other social functions. The auditorium seats 258 people. A cafeteria in the basement accommodates 120 people at a time. One-tenth of the seats in all classrooms and the auditorium are for left-handed persons.



British Columbia Teachers' Federation

To The Members,
British Columbia Teachers' Federation,
1815 West 7th, Vancouver, B.C.

We have examined the Balance Sheet of the British Columbia Teachers' Federation as at June 30, 1962, and the statements of revenue and expense for the year ended on that date. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion the accompanying Balance Sheet and Statement of Revenue and Expense present fairly the financial position of the Federation as at June 30, 1962, and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceeding year.

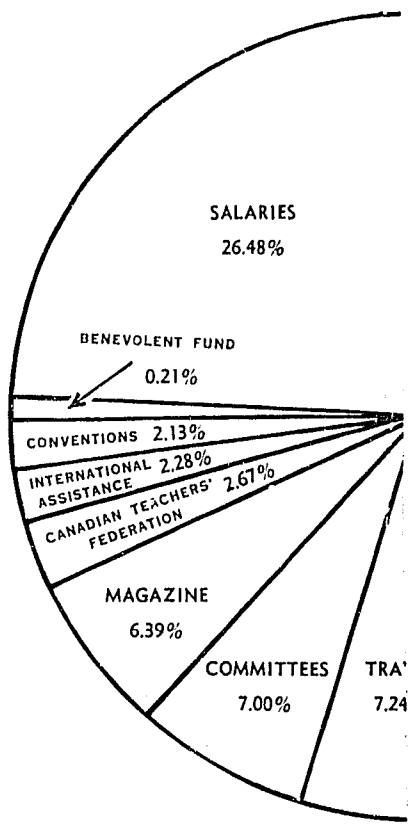
MARTIN, BROWNING & CO.
Chartered Accountants

September 10th, 1962.

BALANCE SHEET AS AT JUNE 30, 1962

ASSETS

CURRENT			
Cash—On Hand		$ 502.36	
—On Deposit—B.C.T.F. Credit Union		8.55	
Short Term Investments		50,000.00	
Accounts Receivable		3,860.10	
Inventory—Lesson Aids and Printing Supplies		3,258.04	$ 57,629.05
INVESTMENTS (at cost)			84,871.80
BENEVOLENT FUND			
Accounts Receivable			9,541.77
DEPOSITS			700.00
FIXED			
Office Furniture and Fixtures	$ 78,046.85		
Less—Accumulated Depreciation	46,895.13	$ 31,151.72	
Building	$358,942.17		
Less—Accumulated Depreciation	41,428.55	317,513.62	
Land		53,836.60	
Real Estate	$ 80,609.00		
Less—Accumulated Depreciation	2,511.40	78,097.60	480,599.54
DEFERRED			
Expense			5,283.33
			$638,625.49



Magazine Revenue and Expense

The subscriptions total of $24,928.75 is made up mainly of the $2.25 allocation from each member's B.C.T.F. fee. This is an increase of $7,173.71 over last year's subscriptions and reflects both a larger B.C.T.F. membership and an increase of 25¢ in each subscription. The advertising revenue is up $4,795.24, mostly as a result of increased advertising rates. The printing, mailing and sundry cost of $37,132.24 is up only $465.18 over last year's cost of $36,667.06.

Property

The Federation holds two properties: the Teachers' Building at 1815 West 7th Avenue and the property at 1601 West Broadway, leased to Smitty's Pancake House. The house at 1837 West 7th Avenue was demolished to permit expansion of parking facilities for the Teachers' Building.

Revenue from the properties was $13,725.54.

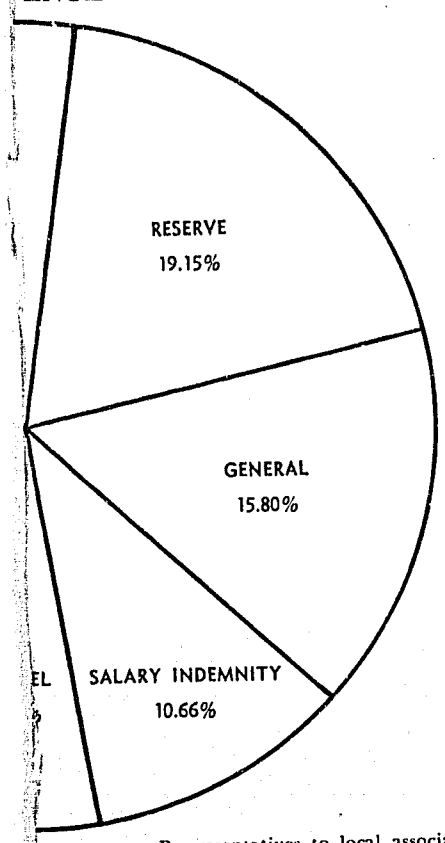
Salaries

As of June 30, 1962, the Federation staff comprised 24 full-time and 2 part-time employees. Included in the salary expense amount are contributions on behalf of staff members to the pension account, Unemployment Insurance, Workmen's Compensation and Medical Services totalling $8,128.38. Also included is the salary of the president and pension contributions on his behalf.

Travelling

The Travelling Expense item covers the travelling costs of the administrative staff and officers and of the Geographical

VENUE WAS EXPENDED



Representatives to local association meetings and the costs of meetings of the Executive and Consultative committees and of the district councils.

Departments and Committees

This item covers the cost of meetings of the various committees. It covers an expenditure of $12,255.33 for public relations and Education Week activities and the student-teacher workshops formerly sponsored by the Professional Education Committee, a cost of $5,869.61 for the Agreements Seminar and regular meetings of the committee, $3,459.41 for In-service Education projects and $9,117.36 for the Mathematics Project sponsored by the In-service Education Committee, $3,853.09 for the Curriculum Committee, and $1,169.62 for the Community Colleges Committee.

General

The largest amounts in this item are $27,960.00 as our rental of the space used by our general office, $19,286.82 for stationery, supplies and printing, $18,170.95 in grants (mostly scholarships and grants to local associations), $7,804.69 depreciation on furniture and equipment, $7,686.81 for postage and express, and $4,411.64 telephone and telegraph charges.

This year the excess of revenue over expense was up from $20,894.43 to $111,285.69. In this connection, two points should be noted. First, the year in question was the first year following the increase from $35.00 to $44.00 in the annual fee. Second, the greater part of the year's surplus was used to retire completely the mortgage on the Federation building.

Financial Statement—June 30, 1962

LIABILITIES

CURRENT		
Bank Overdraft	$ 2,585.92	
Deferred Credits	6,387.90	$ 8,973.82
RESERVES		
Benevolent	$ 12,277.84	
Charlesworth Memorial	3,407.83	
General	466,491.34	
Salary Indemnity	36,188.97	518,365.98
SURPLUS		
Excess of Revenue over Expenditure for the year to June 30, 1962		111,285.69
		$638,625.49

Subject to our report of September 10, 1962.

MARTIN, BROWNING & CO.
Chartered Accountants

STATEMENT OF REVENUE AND EXPENSE FOR THE YEAR TO JUNE 30, 1962

REVENUE			
Fees		$521,199.73	
Magazine—Subscriptions	$ 24,928.75		
—Advertising	16,435.94	41,364.69	
Interest and Other Revenue		4,758.21	
Property		13,725.54	
Lesson Aids		189.22	$581,237.39
EXPENSE			
Salaries		$153,915.74	
Travelling		42,060.55	
Departments and Committees		40,683.07	
General		91,815.32	
Magazine—Printing	$ 33,440.03		
—Mailing	1,908.07		
—Sundry	1,784.14	37,132.24	
Convention and Annual Meeting		12,380.68	
Canadian Teachers' Federation		15,495.00	
Salary Indemnity		61,980 00	
Benevolent Fund		1,239.60	
International Assistance		13,249.50	469,951.70
EXCESS OF REVENUE OVER EXPENSE			$111,285.69

ALAN DAWE

calls for all teachers to join him in hee-hawing certain expressions into oblivion.

Two for the Hee-Haw

NOTHING IS SO DEAR to the ear of the amateur usage expert than the possibility that he has isolated one of those errors and terrors our composition texts call a localism. Recently I was hopeful that I had isolated not one, but two locutions peculiar to my part of the British Columbia farmscape. But I have had to abandon my hope, for colleagues in other parts of the province have told me that "I forgot my book in my locker," and "If I would have been here," are well-established as *wrong* idioms along the Kettle Valley Line, up and down the P.G.E., and on both sides of the Esquimalt-Nanaimo right of way. These two fractured locutions are not, therefore, localisms, but mere provincialisms, and although the fact that they are common counterfeit coinage throughout the province does take away the pleasure I would have had in identifying them as home-grown linguistic sports, their general use does set me up in hope that the editor will publish here my observations on this brace of barbarisms. It is my further hope that teachers at all grade levels will join me in trying to hee-haw these expressions into oblivion.

Serious English teachers—along with serious writers and serious lexicographers—do have a responsibility about English usage, and must be prepared to take a stand on some standard of usage. If that hoarse old chestnut about all teachers being teachers of English is true, the conclusion inevitably follows that all teachers should have some kind of a stance about how our home and native language should be used. I have no desire to stencil my particular standard of particular usage on to anyone who might be reading this, but I do feel that I should make my own position on usage clear, so that the notes that follow will have a context. In terms of usage, I stand in that firm, safe place: the middle, surrounded on one side by those whose usage stance is permissive ("If enough people say it, the expression must be accepted as standard"), and on the other by those whose usage gods plant a terrible fixed foot ("If it wasn't standard for my grandmother, it isn't standard for me"). I am as aware as the most permissive authority on usage that language does indeed change. But I am concerned that the changes take place slowly, since too rapid change results in a loss of a language's precision and a lowering of its character. So although I do not intend to swim fully clothed in all my linguistic prejudices against the necessary flow of gradual change, I do intend to stand here in mid-stream mopping away at

the careless, hasty flow—or at least at what I consider to be the careless, hasty flow. This brings us back to "I forgot my book in my locker," and "If I would have been here."

I can't recall ever hearing the idiom "I forgot my book in my locker" before I migrated from my native Vancouver to teach in the Fraser Valley, although I am certain that those of us who attended Lord Byng High School twenty years ago must, on occasion, have forgotten our books, or left them in our lockers. When I first encountered the mixed version of these idioms, I thought it would be an easy matter to get them separated. But this hasn't been easy at all. The students with whom I have shared my convictions in this regard have remained—for the most part—unconvinced that their mixing of the idioms is either substandard or illogical. I don't think that my lack of success in this direction comes as a result of their not believing *anything* I say about usage. They do, for example, accept my dictum that "Him and me done it" does lack a certain degree of polish. But on the matter of "I forgot my book in my locker," (or the equally popular "I forgot my book at home") they refuse to be reconstructed. The simple fact is, of course, that they don't think their idiom is really wrong. They've been hearing the wrong idiom so regularly from their peers that they have come to assume it must be right.

No Guide Available

The thing that makes the battle against "I forgot my book in my locker" so difficult is that no usage guide (at least none that I have been able to find) prescribes against it, as a good usage guide should. Thus a teacher militating against the idiom has no published champion to call forth at the crucial point in the battle. (It is only fair to observe here that students are basically reasonable: if you can show them something written down, there is a two to one chance that they might believe you.) In any case, without the help of an external authority, I have continued to be unvictorious in my campaign against anyone who reports that he has "forgotten his book in his locker." And yet I don't intend to call off the attack, for I find the locution strangely offensive, perhaps because it conjures up in my mind the picture of some youth or maiden scrunchled into his or her locker *purposely* forgetting his or her text. During the time that must elapse between now and when someone treats this expression to a mortal dose of pejorative print, I urge all teachers of English (and remember that this includes every teacher) to join me in nagging the mixed idiom into non-existence. As a sort of a footnote, I should add that I am not so sanguine as to think that my plea is going to be universally responded to. There may even be members in my small, select audience who feel that "I forgot my book in my locker" is just fine usage. But for those of us who have stationed ourselves in the middle ground, it isn't.

As I previously indicated, the expression "If I would have been here" is another jangle that wrings rather than rinses my particular middle ear. During that blissful interval when I thought that I had cornered a genuine localism, I worked up what seemed at the time an erudite explanation of how 'If I would have been here" had slipped into casual English. Making appropriate adjustments of word order and other incidentals, I theorized that "If I would have been here" was a wrong translation of a right German idiom, "Wenn ich würde hier gewesen sein." The "würde" seems to have been gratuitously added to the usual English idiom, "If I had been here," as an entirely superfluous "would." Of course I have no way of proving this theory, even if I wanted to, and I concede that it's probably mere mummery. Besides I now realize that established experts were alert to this expression long before I tripped over it. In their admirable old rhetoric, *Writing and Thinking*, Messrs. Forster and Steadman have a short but firm note on the locution:

> **Would have.** Misused for "had" in conditional clauses: "If he had come, we could now settle the question." (Not "If he would have come . . .")

A notation such as this is a sure-fire means of convincing a reluctant scholar that his idiom is a shot beyond the standard pail. Not that convincing him of this will automatically end the problem, for as one of my scholars put it to me after I had shown him the Forster and Steadman note: "Okay, I'm convinced. But if you *wouldn't have* shown it to me in a book, I wouldn't have believed you."

Attack Must be Early

Persistent attack from an early age is prescribed.

Cranky concern such as I have been displaying here over these apparently minor points of usage is not just a matter of pedantry or snobbishness. Part of having identity as a person or as a people comes from using language in a certain way. The identity of this certain way is preserved—at least in part—by the development and preservation of some standard of usage. And this standard is preserved by the careful observation of dozens of such nice distinctions as are involved in the difference between "I forgot my book in my locker," and "I left my book in my locker," or between "If I would have been here," and "If I had been here." As I have already said without the crutch of a metaphor, English teachers have a specific responsibility in trying to keep wolfish expressions from creeping into the fold. It is true that from time to time we shall have to let a wolf sneak in to be converted to a lamb, but this is something that must take place slowly. And it seems to me that the two idioms I have been contending against in the above paragraphs are far from being ripe for conversion.★

Mr. Dawe, of Abbotsford, has written previously for the magazine on other aspects of teaching English.

Impressions of English Education

HOWARD JOHNSTON

IT WOULD TAKE considerably longer than a single term at London's Institute of Education for one to qualify as an expert on English education. In fact, after a few months' exposure to this many-sided, multi-programmed, diverified, system of education, one hesitates to say anything at all about it, knowing that any comment can, at best, give but a partial and incomplete picture. However, by combining some of my observations at the secondary level with those of my wife, who has been observing the primary — pardon me, "infants" — end of the spectrum, perhaps we can say something that will illuminate without too much distortion.

To begin at the infants school — that apparent contradiction in terms appears less so when the early entry age — five — is considered, and when it is realized that children come here directly from nursery school (or home) without an intervening kindergarten. Thus the school, which encompasses children from 5 to 7 years, takes on many aspects of the kindergarten. Visits to these schools are always lively experiences for the "activity" method is much in vogue and is being currently pushed in infants' educational circles. Any discussion of these schools soon involves the name of Piaget whose theories on "readiness" are exerting an increasing influence. The importance of readiness is accentuated by the twice-yearly reception of beginners (just this year legislation eliminated a third entry at Easter). Owing to the double entry, the concept of a "term" has more meaning here than in B.C. Parents expect that by the time a child has been at school for two full terms, he will have something to show for it.

This poses a dilemma for the teacher concerned with readiness. Research here, as well as in North America, emphasizes the difficulties in teaching reading to five-year-olds and yet many English children will have completed three terms of school before they are six and will not leave the infants school until they are seven. As might be expected, much research is being done on methods of teaching reading, including the trial of a revolutionary alphabet. Ideally, through the "play-approach" no child begins to read until he is genuinely ready to do so. How closely that ideal is approached in any classroom will depend on the training of the teacher and the philosophy of that school's headmistress.

In both infants and junior school (B.C.'s elementary without Grade VII) the bright child is at an advantage here, for with no restrictions on curriculum and textbooks and with a much more flexible grade arrangement he can move through school more at his own rate. For the slower child, the picture is less bright. An almost completely automatic promotion system will propel him willy-nilly toward the "eleven-plus" selection, the passing or failing of which will largely determine his secondary education.

To a British Columbian, accustomed to comprehensive schools, English secondary education is bewildering. One sorts one's way through the grammar, the secondary modern, the technical grammar, the multi-lateral, separate, co-educational, public, and private schools and recalls with nostalgia the elementary-senior high school which provided for all of the students in one B.C. town. In spite of interesting attempts to bridge the gap, the basic division is still that between the "Grammar" and the "Secondary Modern" school.

In the grammar school, which gets the brighter students, some advantages of selection are apparent, especially in the upper-form work. In one English lesson, sixth-formers tackled with articulateness and understanding work which we would postpone until second-year university. It should be remembered, of course, that they were specializing in the Humanities. In sharp contrast was another English lesson (in a different school) in which students who had elected the "science bias" endured with ill-concealed boredom one of their twice-weekly periods of English. The first group were anticipating their General Certificate of Education examination; the second group were under no obligation to "pass" their course. The problems of early specialization and external examinations are both currently controversial here. On the one hand the "rat-race" of the external examination is roundly condemned; on the other, even the secondary modern schools have turned increasingly to the external examination to provide status for their courses and incentive for their students.

The secondary modern schools continue to confront the problem they have faced since their inception. How to give prestige and status to the school that receives the "failures" from a selection process. If accommodation could pro-

Mr. Johnston spent the academic year 1961-62 at the University of London's Institute of Education, as a recipient of one of the BCTF post-graduate scholarships.

vide prestige, some at least of these schools would have it, for being a new development they frequently have the benefits of modernity in their buildings, but in a land where the ancient and traditional is revered, it will take more than walls of glass and landscaped patios to provide the necessary regard. Some of the local architects seem to have shared Shakespeare's enthusiasm for this "demi-paradise" and have whimsically designed structures appropriate to Florida or Hawaii. Area separation has been carried to the extreme and both students and staff face the chill blasts of the North Atlantic winds as they change classes throughout the winter. Aesthetically pleasing, but a huge contributor to the national disease, bronchitis.

If the secondary modern school succeeds in winning its struggle for acceptance as an integral and worthwhile part of the school system, as seems likely to happen, it will be largely through the dedication of its staff members. Faced by this challenge and with freedom to experiment, they have prepared curriculums that are imaginative and purposeful. In one secondary modern school geography students were working on a program of much more interest, worth and geographical content than we offer our Geography 91 majors in B.C. — and at an earlier age, too.

To one familiar with the work of the B.C.T.F. in our province, perhaps the most surprising aspects of English education are the splits in the ranks of the teachers. Not only do several organizations compete for membership but many teachers are in no organization at all. Our compulsory Federation membership, which we see as a major step to professionalism, is seen here as a "closed shop" beneath the dignity and high calling. Eventually the extreme shortage of teachers in Britain may force a closing of the ranks but not yet.★

Education for Freedom

Continued from page 57

The perennial question of freedom of teaching is reciprocally related to the teaching of freedom. Teaching must be free because freedom must be taught. An excessively limited view of freedom regards it primarily as the right of the individual to utter his thoughts, to express his ideas without fear of reprisal. It is, of course, true that freedom of thought is an indispensable necessity of human life, and that free public utterance is the flower of freedom of thought. But perhaps the most telling aspect of the problem lies on the obverse side of the coin. The question really at issue is not primarily freedom of speech but rather freedom of hearing! Similarly, not freedom of the press but freedom of reading; not freedom of teaching but freedom of learning.

However important it is whether or not a particular newspaper or journal is permitted to continue publishing without censorship or the threat of extinction, it is of far greater significance for the people of a democracy to be denied the right of reading fully and freely on any subject of importance to them. When one man or a committee, official or unofficial, religious or secular, can censor the reading of the people, it is idle verbiage to call that people free. By the same token, it is probably not as important whether or not a particular teacher is permitted to teach freely what he is competent to teach, but it is of the most critical concern whether or not the youth of a democracy shall be permitted to learn freely and to investigate without let or hindrance any subject which affects their welfare as human beings and as citizens.

The neglected business of education is to criticize, to appraise, to assay the customs, beliefs, institutions and social policies of society with reference to the common good. The almost exclusive preoccupation of the schools with transmitting, uncritically, the funded inheritance of the culture leads inexorably to stagnation, decay and exploitation. Like philosophy, education has been most creative when it has challenged traditional belief and practice with new knowledge, new concepts and new ways of thinking. The commitment to reason is based on the premise that out of the conflict of partial truths will arise a wider and more conclusive truth.

Clearly there is no thinking, debate or useful controversy without data and the only safeguard for fruitful public discussion lies in opening wide the channels of information—spoken, written and printed. But as William James once observed: facts are not born free and equal. Once we inhibit freedom, we inhibit criticism of social institutions; excessive protectionism is given to old traditions and the emergence of the new is looked upon with fear and suspicion and made difficult if not impossible. The tragic element in education today is that we lack established institutions of criticism which would tell us not what we wish to hear but rather what we must hear in order to survive.

The schools, public and private, elementary, secondary and collegiate seem to be charged with one over-riding responsibility: to fit youth into their environment as in a complex jig-saw puzzle. The concept of a university as a center of intrepid, independent social criticism has given way to that of an institution which nurtures youth into a flaccid acceptance of things as they are. Because there is so little respect for reason even in educational institutions there is also little respect for freedom. Small wonder that Carl Becker, in speaking of the prospects for democracy, used the words "bleak and disheartening."★

No Man's Land

BRIAN J. COX

Research studies on the learning process of primary children led one man into a situation where few men ever dare to intrude--a primary classroom.

I HAD ASKED for it and here it was! Literally a sea of faces greeted me that first morning in the Grade II classroom. Faces, like waves, seemed so much alike. True, there were a few distinctive ones with freckles or red hair or a button nose, but how would I ever attach 45 names to the proper faces. And these little people seemed so very little, so close to the ground. They appeared so awkward, so limited; how could I hope to teach them.

All these were but a few of the thoughts that preoccupied me as I stood watching the class in action with its regular teacher. When I asked for this assignment, I was confident that my understanding of child psychology equipped me better than most men. Now I was very much aware of the tremendous gap between myself and the children. The three foot difference in height represented minds and concepts that were miles apart. For a moment I felt most inadequate. If I had known then that the school authorities also had some initial misgivings about me in a Grade II class, I would have grabbed my coat and ducked out the door. As luck had it my feet suffered temporary paralysis and I stayed to enjoy one of the greatest experiences of my life.

The time had come for me to take over the teaching reins and I plunged in without further thought.

I don't honestly remember much detail about that first day. Things seemed to move at a terrific pace, shifting from one subject to another, never dwelling long on one thing, in order to maintain the children's interest. I felt like a quick change artist in a short-handed cast. I recall mopping the perspiration off my brow and looking at my watch several times, thinking it had stopped. When 2:30 came I was physically and mentally exhausted. My legs were stiff and my feet were killing me. I must have walked miles in that room. In case you don't know, the most non-essential thing in a primary classroom is a chair for the teacher. So much for the first day . . .

The following day I attempted to concentrate a little more on teaching technique. Modern primary teaching, recognizing basic ability differences, uses intra-class groups. The number of groups varies with the class and with the subjects taught. Frequently the class is divided into three groups. For several days I presided over a three-ring circus: rush to this corner because you forgot to give one group writing paper; rush to the back of the room to help Janet find her reader; rush to the front of the room to settle an argument between two children working on a model farm; call time out from phonics lesson to remove a pencil stuck in the sharpener; on the way back trip over David's crayons, dropped in the aisle; and keep smiling, boy, it's all in the game.

This teaching business is a tough game. At the end of the day you blow the chalk dust out of your nose, rub a little liniment on your legs, scrape the crayons off the soles of your shoes, sharpen up your red pencil

and take home 45 reading lessons, 45 phonics lessons, 45 arithmetic lessons, 45 spelling lessons, 45 language lessons and 45 social studies lessons. By this time I was beginning to appreciate the statement that a teacher is the only person who works from 9 to 3, Monday to Friday — and puts in 70 hours a week.

At the end of the first week I had become conditioned to this new "presto" tempo of life, or as nearly so as I shall ever be. I was able to relax a little and enjoy some of the humor and drama of my peculiar situation. In a short time one feels less awkward stooping over to talk to little people, less silly printing (instead of writing) and singing nursery rhymes. I had come to enjoy the stories the children read and to take for granted the number of times my mustache was represented in the class art work.

Change is Disturbing

One morning, feeling somewhat gay, I exchanged the suit I regularly wore for slacks and sports jacket. The combination was a bit jazzy, but I had no idea that it would upset one little girl to the extent that it did. The little lady's distress was unknown to me until another teacher related the following conversation:

Little girl: "Miss Black, has Mr. Cox lost his pants?"

Miss Black: "I beg your pardon!"

Little girl: "Doesn't Mr. Cox have some pants to match his jacket?"

Whereupon the teacher explained the mysteries of the "mix 'em and match 'em" trend in men's attire. The little girl was far from convinced and muttered as she walked away, "My daddy doesn't wear clothes like that."

The next day the episode of the frog began, significantly, with a little girl asking if she could bring her pet frog for her classmates to see. For a moment I hesitated; then, considering how modern teaching was supposed to be kept meaningful and realistic, I consented. The frog came in a cardboard carton and I immediately had the problem of transferring it to a bowl for proper display. I peeked into a crack in the box and was alarmed at the size of the creature. However, remembering the spirit of good teaching, I plunged my hand in and pulled out a giant specimen with back legs nearly six inches long. I had previously dispatched one of the children to get some water in the bowl. My water boy had been gone a long time and I was becoming impatient holding this clammy, squirming, squeaking thing; so I sent out scouts to investigate. The scouts reported a minor accident, a small flood running down the hall stairs, a scraped knee and a triumphant child still holding an empty but intact bowl. We finally got organized and had a very good lesson on frogs and their value to farmers and gardeners. If matters had stopped there I would have been well satisfied. However, two would-be scientists went out hunting and presented me with eight more frogs. The following day two turtles were added to our family. I finally had to call a halt when someone offered to bring a snake. Throughout this affair I was impressed by the children's interest and lack of fear. Even among the girls there was not one who was apprehensive about getting close to and handling these animals.

I also tried to apply the concept of meaningful reality to the art classes. On a day soon after the May Day celebrations, I asked the children to make drawings of the part they liked best. To the children's delight and my embarrassment they found themselves nearly all depicting the same thing. It was a float, in the parade, which carried a bathtub in which a man was bathing. The tub was decorated with a clothesline hung with a variety of ladies' underclothing. The reproductions were remarkable. However, I managed to avoid a bulletin board exhibit.

Amid all the fun and excitement I was learning a great deal about these children. The sea of juvenile humanity had become 45 individuals with distinctive facial expressions, voices and mannerisms. I could now attach correct names even to the twins in the class — just by differences in personality. Each child was a complete little person living in his own limited but complete little world of private interests and values. To outsiders his world may seem silly and immature, but for him it is real and serious. I was much impressed with the eagerness of the children to show their abilities in every field of learning. Even the slower responding ones, given the stimulus of some success, took courage and expressed their thoughts on a problem or a question.

Differences Make Job Hard

It is individual differences that make the primary teacher's job so difficult. When resourcefulness and independence in study are still very much in the making, the teacher's personal attention to wide variation in needs is absolutely essential. She (or he!) cannot divide her efforts for 45 (or even 30) pupils and still give useful individual attention. For one thing, so much time is consumed in just maintaining order in such a large group. It is about time someone told the taxpayer that the law of diminishing returns also applies to the size of class groups as it affects net gain in learning per dollar spent.

I shall not soon forget my experience in "No Man's Land," and I shall have eternal respect for this toughest job in education and for the women (or men — if they dare) who spend their lives doing it.

I recovered soon and regained the six pounds I lost in the four week adventure. But whenever I meet a teacher, I shall probably glance at her legs to see if she is in condition for primary teaching.★

Dr. Cox taught special and remedial classes in New Westminster and Langley. He is Vision Consultant for Langley now. He holds a B.Ed. from UBC and a D.O.S. from Ontario College of Optometry.

It is doubtful if any other facet of educational practice has been accorded such haphazard attention as has the school library.

A Literary Desert Surrounds Elementary Pupils

IRVINE DAWSON

WHILE LIBRARIES were to be found in some Ontario schools before Confederation and have been encouraged by the education departments of all other provinces since that time, their emergence as an integral part of the Canadian education picture spans only the past thirty or forty years. Even so, it was not until 1946 that Saskatchewan became the first to have a provincial supervisor for library service, to be followed since 1957 by Ontario and Quebec. The other provinces pay lip service but have no comprehensive policies to elevate the school library to its rightful place. It is doubtful if any other facet of educational practice has been accorded such haphazard attention as has the school library.

It is unfortunate that statistics are not presently available for the whole country. Currently a survey of school libraries is being made by the Canadian Library Association under the chairmanship of Miss Catharine Mackenzie. We can, however, quote figures for British Columbia since that province was included in a survey made by the Pacific Northwest Library Association Development Project. This was a two year inquiry into library facilities in British Columbia, Montana, Oregon, Idaho and Washington. It was directed by Morton Kroll and was financed by a grant of $76,000 from the Ford Foundation. This commission found that most secondary schools in British Columbia have central libraries, but of the 357 elementary schools reporting, only 99 had central libraries, and of these, 48 were in the city of Vancouver where library service is far superior to that of the province as a whole.

If one were required to designate a single object to symbolize the school, what would he choose? A blackboard? A piece of chalk? A pen? A book? Surely the book is the cornerstone of education, the foundation upon which the school builds, the symbol of learning. As Walter Savage Landor said, "The writings of the wise are the only riches our posterity cannot squander." But with their heritage of parsimony, school authorities on this continent have successfully denied children the privilege of unrestricted access to the "writings of the wise" and to the current books which represent man's attempt to solve his problems and perpetuate his society.

Many an enterprising principal of an elementary school in our province has established a school library with the limited resources available, only to find that the demand for space occasioned by increasing enrolment has robbed him of the modest beginning of a central library. We hear much talk of frills in education. The public in general and school administrators in particular, have not yet condescended to elevate the elementary school library to the frill category. In British Columbia (Vancouver City excepted) provision for space for a library in the building of an elementary school is given no consideration whatsoever. The Department of Education school planning authorities consider the elementary school library a non-essential. The Department itself provides no grant for the employment of an elementary school librarian. How, then, can we reconcile such indifference with these words of Frances Henne,[1] a leading authority on school library practice?

" . . . the statement that a school is as good as its library is not an idle one . . . Imaginative, stimulating and effective teaching has always motivated students to use a wide range of library resources and has depended for best results on an abundance of books and other materials being easily accessible in the school . . . The great increase in the student population has meant an ever-widening demand to provide for the many individual differences that exist among students in reading, learning and personal development. To meet these rightful claims of children and young people requires a wide range of books and other materials."

The American Association of School Librarians states emphatically that the mere stocking of schools with materials is not enough. They advocate that

Mr. Dawson is a member of the faculty of the College of Education, Victoria College branch.

there must be arrangements that will make these readily available to the students and teachers. But of greatest interest to those who try to operate schools without libraries they say categorically,[2]

". . . all schools having two hundred or more students need well-organized school libraries with functional programs of service directed by qualified personnel."

To give some indication of how far out of line the typical British Columbia school is in library resources, a summary will be given of what the American Association of School Librarians[3] considers as minimum standards for schools of 200 pupils. First, there would be a library area capable of seating at least 45 pupils. There would be a separate room to house the professional materials for the school faculty. At least $1,000 would be available annually for the purchase of library books for the students. Additional funds would be required for encyclopedias, unabridged dictionaries, magazines, newspapers, pamphlets, rebinding, supplies and equipment. The minimum size of the book collection for student use should be 6000 volumes! There would be a collection of books in each classroom on either short or long term loan from the school's central library. If the school enrols pupils from kindergarten to Grade VI, it should subscribe to 25 magazines; if kindergarten to Grade VIII, this should be increased to 50. In addition there should be five magazines in the areas of librarianship and instructional materials, from three to six newspapers and an extensive collection of pamphlets. The staff should have at least 200 volumes for their exclusive use and at least 25 professional magazine titles. There should be a budget of upwards of $200 annually to add to the faculty collection. The foregoing does not include collections of supplementary texts, classroom reference material or audio-visual materials. And it is almost superfluous to add that a full time librarian is envisaged for each 200-pupil school.

Manual and List Supplied

In contrast to the above, the Department of Education of British Columbia supplies each school with a *Library Manual* and a *List of Library Books Authorized for Use in the Public Schools.* The former volume is prefaced with a statement that British Columbia school library standards have been endorsed by the American Library Association. But according to the survey by Kroll and associates,[4] "A close examination reveals that they resemble the American Library Association standards only in that they cover the same general categories. Real library service is urged for only the larger schools, since a librarian and a central library are not required in the smaller ones."

The British Columbia Department of Education recommends that the allocation for library books (exclusive of supplemental readers and texts) be from $1.00 to $1.50 for each elementary pupil. It is gratifying to note that some school boards are becoming increasingly aware of the lack of library facilities and are taking steps to enlarge the amounts of money set aside in their budgets for this purpose. As an example, in 1960-61 the Greater Victoria School Board spent $19,500 for elementary libraries but much of this was used to purchase supplementary readers and to repair books. In the 1961-62 budget, this amount was increased to $32,620, of which only $9,700 was used for supplementary books and less than 10% for book repair, cataloging and setting up a filing system. While no Victoria elementary school has the services of a trained librarian and the books are almost exclusively placed in classroom collections, the trend towards increased awareness of the need is a healthy beginning.

To find that a library system, encompassing a central library, with a librarian, performing excellent service, is not beyond possibility even in a relatively small area, one is referred to the elementary school library in Creston. Here, with a school population of about 1,000, the library contains over 7,000 books exclusive of sets of supplementary science, social studies, health books and readers. During the past year 28,757 fiction and 7,339 non-fiction books were checked out for a daily circulation of 203. Here is a library in action. It is a great credit to the district and particularly to Mr. Earl Marriott who laid the ground work for it many years ago.

The Future Offers Little

What does the future hold for the elementary school library? One might safely assume that, unless a vigorous campaign is undertaken, the future will offer nothing better than the ineffectual mediocrity of the present. Public criticism of our school system was intensified when Sputnik caught the Western world napping. Our democratic society is predicated upon the ability of its members to think for themselves. There are many who believe that we are failing to inculcate this ability since our schools have set inadequate standards and do not expect enough of their students. It is undeniable that our elementary schools have failed to provide library facilities commensurate with the ability of even the average students. Who can say how many pupils fail to compensate in high school for the effects of the literary desert which surrounds them for seven years in the elementary school?

To guide the thinking of those who would seek a remedy for the current inadequacy of the elementary school library it would be appropriate to summarize the objectives of school library service as formulated by the American Library Association:[5]

The purposes of the school library are to

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
2. Provide pupils with the library materials and services most appropriate and meaningful at each stage of their growth and development.
3. Stimulate and guide pupils in all phases of their reading.

4. Help boys and girls develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes.

5. Help children become discriminating users of the library.

6. Effect the introduction of children to the community library.

7. Work with teachers in the selection of all types of library materials which contribute to the teaching program.

8. Participate in programs for continuing professional and cultural growth of the school staff.

Rosoff[6] lists three factors which contribute to the success of a school library program. These are the services of a competent librarian, an enlightened administration which frees the librarian for full time library work while procuring the necessary financial support, and finally, the most essential partner, the classroom teacher. Then, let each of us who is conscious of the library needs of his school, determine to proselytize every classroom teacher into a library-supporting cult whose clamor will eventually be heard. Who knows, the enlightened agitation from within the school might direct and focus the dissatisfaction from without the school so that the next generation may yet reap the benefits of adequate library facilities in the elementary schools of tomorrow. ★

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[1]Frances Henne. *Toward Excellence in School-Library Programs*, in *The Library Quarterly*. The Graduate Library School of the University of Chicago, Chicago. Vol. XXX. No. 1. Jan. 1960.

[2]American Association of School Librarians. *Standards for the School Library*. American Library Association, Chicago, 1960. p.4.

[3]Ibid., pp. 24, 25.

[4]Morton Kroll and others. *Pacific Northwest Library Association Development Project Reports, Vol. II Elementary and Secondary School Libraries of the Pacific Northwest*. University of Washington Press, Seattle, 1960.

[5]American Library Association. Committee on Post-War Planning. *School Libraries for Today and Tomorrow*. American Library Association, Chicago, 1945. pp. 9-10.

[6]Martin Rosoff. *The Library in High School Teaching*. Wilson, New York, 1955. p.9.

Just a Teacher

R. M. SANFORD

IT IS MY CONTENTION that teachers, in order to become a stronger voice in education, must first realistically appraise their own weaknesses. This article seeks to throw some light on some attitudes which undermine teachers' confidence in themselves and prevent them from exerting the influence they ought to be exerting.

"As the teacher goes, so goes education." How often at convention dinners and Education Week addresses do we hear tribute paid to the classroom teacher as the backbone of education? When this acknowledgment comes from a person who has himself stayed in the ranks no longer than he had to, we are tempted to discount it as lip service to an educational truism. Nevertheless, however trite or insincerely intended, the statement is true, and it is largely because he knows this that the career teacher is happy to remain in the classroom. He has no desire to become an administrator; for him, teaching offers all the challenge and satisfaction he needs.

There are times, however, when he is troubled by his choice of vocation. At times he is beset by pressures that disturb him and seriously undermine his morale. I should like to examine two of these, in the hope that they can be minimized by bringing them into the open.

The first has to do with the nature of our educational system. As it becomes vaster and more complex, as it is bound to do in a state-controlled system such as ours, with its ever increasing centralization and proliferation of hierarchy, there grows a wider and wider divergence between the teacher's view of the educational picture and the administrator's. The teacher knows that his superiors' views are more likely to prevail than his own, but he also believes that, because he himself is working at the center of the educational process, his own are often closer to the truth. When, on occasion, he must stand impotently by and watch steps being taken which he knows will make his job in the classroom unnecessarily more difficult, he becomes profoundly troubled.

He knows, however, that education has become big business, and that big business presents a complex job of administration. It therefore needs competent administrators, whose major responsibilities are to get hold of as good teachers as possible and enable these teachers to work as effectively as possible. To do these jobs well school administrators must be skilled in the art of administration and wise in the ways of teaching. It seems reasonable, then, that they be former teachers—former *good* teachers. At once difficulties arise.

Continued on page 92

The author teaches in North Vancouver. He has previously contributed challenging and provocative articles to the magazine.

Your Executive Members

Your Executive Committee is made up of twenty-nine members — five Table Officers elected by the Annual General Meeting and twenty-four Geographical Representatives elected by the sixteen district councils. Fifteen of the Executive members are pictured in this issue; those remaining will appear in the December issue.

F. J. Cairnie,
First Vice-President;
Teacher, Victoria

D. J. S. Smith,
Second Vice-President;
Teacher, Alberni

Mrs. I. A. Cull,
Secretary-Treasurer;
Teacher, Vancouver

P. G. McLoughlin,
Southern Vancouver Island;
Vice-Principal, Nanaimo

W. H. Janzen,
Past President;
Teacher, Surrey

R. G. Kaser,
Vancouver Secondary;
Teacher, Vancouver

N. L. Ornes,
Vancouver Elementary;
Vice-Principal, Vancouver

W. B. Johnston,
East Kootenay;
Principal, Jaffray

A. M. Rempel,
Vancouver Secondary;
Teacher, Vancouver

D. N. Weicker,
North Central;
Principal, Prince George

Miss M. E. Pedley,
Burnaby;
Teacher, Burnaby

C. M. Blois,
Fraser Valley East;
Vice-Principal, Haney

J. H. Robertson,
Northern B.C.;
Principal, Kitimat

A. Relkoff,
Central Lower Mainland;
Teacher, New Westminster

J. E. Smith,
Victoria;
Teacher, Victoria

If I Were Teaching English—

E. A. BRYAN

I BELIEVE THAT it is not without reason that faculty members at U.B.C. castigate the B.C. school system for its failure to send up freshmen adequately provided with the tool of literacy, and I have therefore taken my courage in my hands, stuck my neck out, and decided to offer some constructive criticism.

You probably will want to know my authority because today we are conditioned to accept authority, not to evaluate ideas themselves for their own validity. Here I must disappoint you, for I am one of those people who sit on the sidelines, one ex profano vulgo who gazes in awe at the ritual of the priests before the high altar while he himself dares aspire to an office no higher than ministrant to a shrine, the shrine of a saint who has been relegated to a fringe position, and who appears threatened with decanonization. In short, I am a shop teacher. Nevertheless, it is my conviction that a person standing without the stress and turmoil of a given activity can very often give a truer assessment of its value and effectiveness than those who are emotionally involved with hope, fear, ambition, or torpor. I believe that my interest is dispassionate, and assure you that this little swallow-flight into an unfamiliar medium is undertaken in a spirit of humility.

This humility arises from the fact that I just could not possibly teach English in B.C. In my shop teaching I keep to a course of studies, but this is couched in general terms, so that I am able to exercise a wide choice in detail. This I do, and my courses vary from year to year. In this way my interest is sustained. Had I to work on projects designed by someone else, projects which remained the same from year to year, I should quickly become a Zombie. I feel humble because I know I am not made of the same stuff as teachers of English in our schools, who manage to keep alive their interest after the deadening repetition year by year of the same texts. Had I to work through *Romeo and Juliet* year after monotonous year, I should begin to hate Shakespeare. Custom could so stale his infinite variety. Hating the highest, I should become powerless to infuse young people with a love of any literature.

However, I should like to teach English on my own terms. My first condition would be that I might select from a large representative group the texts to be studied. In novelty and diversity I should preserve my sanity and love of literature.

A second barrier to the proper teaching of English—one which would negate any efforts of mine to do an efficient job—is the insistence of the curriculum on grammar. Students hate it, and with good reason. Unlike physics or chemistry, it is not a science depending on the laws of nature. Language existed first and grammar is merely the opinion of this person or that person, of a semblance of order to be found in the living language. Our curriculum makes a fetish of it and teaches a grammatical terminology that is taken to the extreme of absurdity. At the same time, essay writing is rarely done. I can best express the present situation by means of an analogy: A student has read books on how to swim. He has had hours of land-drill, with the result that he can analyze every body movement, down to the pull of the tiniest ligament. He knows more technical terms than a medical student. He can stand by the water's edge and learnedly criticize the movements of swimmers there, but, unfortunately, he cannot swim. Just as swimming can be learned only by trust and trial and error in the water, so the only sure way to literacy is to write. Only a little elemental English grammar is necessary. For my part, I feel confident that if a student had one year of Latin, or two of French, anything beyond an elementary school level in formal English grammar would be superfluous.

Could I dispose of the textual and grammatical problems, I should still feel unable to do a good job of leading students into habits of lucid, diverse, individualized, and facile communication. I should be physically incapable of marking my students' work unless the size of classes was severely cut down. A class of te students is about the right size to allow individual attention and adequate marking. Twenty-five periods teaching in a thirty-five period week would allow reasonable time for preparing lesson-aids and for doing a small portion of the marking at school. This kind of timetable would allow leisure to be used in keeping with the code accepted at our Easter Convention, part of which code says that a Professional Teacher is obligated "to value scholarship in his pupils and in himself, and, as a matter of professional pride, seek to achieve and retain mastery of his special subject fields."

In writing about the teaching of English in our schools, I have not been singling out a group of my colleagues for attack; rather, I have been attempting to draw attention to a vital deficiency which teachers of all subjects should be concerned with rectifying. The teacher of English deals primarily with communication, and it is only when communication is established that education can begin, only when it is refined that society can be refined. When it breaks down, society will break down. "How shall learning perish? Men will cease to read, and books will kindle fires and be turned into cartridges!"★

on Your behalf

THE FEDERATION'S committees are made up of many members who contribute their time and effort on behalf of all members. During the month since we last reported, the following committees have met in the Teachers' Building: Community Colleges, Curriculum, Curriculum Directors, Executive, Philosophy of Education, Property Management, and the Television Advisory Committee (which has since become an association with a broad representation from the field of education).

There was a Leadership Conference on September 15 for the Fraser Valley East District Council at Abbotsford. F. J. Cairnie, First Vice-President represented the Federation on this occasion. J. C. Morris, chairman of the In-service Education Committee, and J. S. Young, past-chairman of the Curriculum Committee, served as consultants. J. A. Spragge, Administrative Assistant, was in Nelson on the same day, for a negotiating school for agreements committee chairmen from the West Kootenays.

W. V. Allester, Administrative Assistant, was in Terrace and Prince George on September 17 and 18 to attend Mathematics in-service education meetings conducted by Mr. R. E. Eicholz, one of the authors of the new Grade VIII mathematics textbook. While in Terrace, Mr. Allester met with the local In-service Education committee.

The Canadian Education Association met in Edmonton from September 19 to 21. H. M. Palsson, B.C.T.F. president, and General Secretary C. D. Ovans attended. Mr. Palsson returned a day early so that he could make connections to attend a Leadership Conference in Prince Rupert on September 22. On September 19 Mr. Spragge was in Abbotsford for a negotiating school for agreements committee chairmen. On the same day Stan Evans, Assistant General Secretary, was in Victoria to select pictures for the cover of this journal and in Chemainus later to meet with Mr. D. H. McKay, teacher spokesman for the Vancouver Island zonal negotiations.

On September 20 and 21, there were meetings in Victoria of the Professional Committees on Curriculum. B. G. Webber, J. S. Church and Mr. Allester attended the Secondary Committee meeting on one day and Mrs. L. A. Hanney, Mr. J. S. Young and Mr. Allester attended the Elementary Committee meeting on the second day. Also on September 21 Mr. Spragge participated in Central Mainland zonal negotiations in Kamloops.

Mrs. I. A. Cull, Secretary-Treasurer, participated in a Leadership Conference at Nanaimo on September 22 and Second Vice-President D. J. S. Smith participated in the North Shore Leadership Conference held at Harrison Lake. Mr. Evans was in Prince George on September 22 and 23 to meet with teachers and trustees in zonal negotiations for North Central area. Mr. V. A. Montaldi, Burns Lake, was teacher spokesman. Mr. Spragge met with the Vancouver Secondary agreements committee on September 24 and again on October 9.

Mr. Palsson and Mr. Ovans attended the Burnaby New Teachers' Conference. Mr. Ovans and Mr. A. M. Rempel, chairman of the Community Colleges Committee, attended a meeting at the University concerning community colleges. Dr. Seay, of the Kellogg Foundation, was also present for the discussions. Mr. Evans was in Nanaimo to meet with teacher representatives of Vancouver Island local associations in preparation for zonal negotiations. On September 26, Mr. Allester was in Haney to attend a Mathematics in-service education meeting conducted by Dr. C. F. Brumfiel, another of the authors of the Mathematics 8 textbook.

On September 27, Mr. Palsson and Mr. Ovans met with Dr. J. B. Macdonald, the new president of the University. Mr. Spragge was again in Abbotsford, for zonal negotiations. Zonal negotiations on Vancouver Island also took Mr. Evans to Qualicum on September 28 and 29. On these same days, Mr. Spragge attended a negotiation school for agreements committee chairmen of the East Kootenays in Cranbrook.

There was a meeting on October 1 of the Planning Committee for C.T.F.'s 1963 annual meeting, which will be held in Vancouver. Mr. Palsson and Mr. Ovans are members of the committee. Miss A. B. Macfarlane, Office Assistant, attended as an observer. The meeting was held in the Teachers' Building.

On October 3 K. M. Aitchison, Administrative Assistant, and D. W. Brown attended a Vancouver meeting of the executive of B.C. Educational Television Association. Mr. Allester met with officers of the B.C. Social Studies Teachers' Association and with Gordon Selman, Associate Director of the University's Extension Department, concerning plans for four workshops on teaching about the United Nations.

The College of Education building was opened on October 4. Mr. Palsson and Mr. Ovans represented the Federation on this occasion. Mr. Ovans attended a meeting of the Board of Directors of the Junior Red Cross on October 5.

Mr. Spragge was in Victoria on October 10 for a meeting of the Teachers' Pension Board. On October 10 and 11 Mr. Ovans was guest speaker and consultant at the Red Deer, Alberta, fall convention. On October 11 Mr. Allester attended a meeting of the B.C. division of the Canadian Association for Adult Education, held in the Teachers'

Building, to hear Roy H. McCuish, Assistant Director of Training, Technical and Vocational Branch, Department of Labor, Ottawa, speak on Patterns of Further Education of Adults in Canada in the Technical and Vocational Fields.

There were two fall conventions on the weekend of October 12 and 13. Mr. Palsson and Mr. Spragge were in Invermere for the East Kootenay convention and Mr. Cairnie and Mr. Evans were in Penticton for the Okanagan Valley convention.

It's All in the Job

As any member of the administrative staff will tell you, there is considerable pleasure in working with the Federation, but there is also a fair share of frustration, such as Stan Evans recently experienced.

Stan had met with the trustees and teachers of the North Central area in their zonal negotiation and had made plans to attend the second meeting in October. Well in advance, he made a plane reservation from Vancouver to Prince George and picked up his ticket.

About 4:00 p.m. on October 20, Stan phoned the C.P.A. office to enquire if the plane would be leaving promptly at the scheduled hour of 5:00 p.m., only to be told that the plane had departed at 2:00 p.m. The C.P.A. ticket clerk had marked Stan's ticket for a 5:00 p.m. departure, evidently forgetting that flight schedule changes effective October 1 would change the time to 2:00 p.m.

There were only two alternatives —stay home and miss the meeting or make the 520-mile trip by car. True to Federation staff devotion, Stan chose the second. After an eleven-hour trip, he arrived in Prince George about 4:00 a.m., in time for a short nap before meeting the teachers at 9:00 a.m., prior to the joint session with the trustees an hour later.

Across the desk

Langley, B.C.

The Editor,
Dear Sir:

Visions of the future of teaching drew into sharper focus on Channel 2's S ven O'Clock Show of October 16, when leading representatives of teachers and trustees expressed varying views on the question of higher pay for greater skills.

Several points stood out sharply:

First, that where teachers are concerned, union emphasis of equality of treatment rather than quality of service is a temporary makeshift, and should not be accepted as a principle.

Second, that neither trustees nor teachers have established a firm basis upon which to move toward a mutual solution.

Third, that the present shortage of teachers suggests the need for upliftment in general, and individual excellence in particular, rather than any attempt to weed out less accomplished teachers in present staffs.

Fourth, the study of efforts to evaluate excellence from the standpoint of classroom performance leads to the conviction that we need to move to the surer ground of individual character whence such performance springs.

The establishment of such a standard requires both a deeper insight as to the nature of character itself, and a self-evaluating mirror for the use of all, in relation to which they may compare, from time to time, their own characters in dispassionate review. Such a matter, handled constructively, would eliminate the discouragements of criticism or the fear of it from others, and lead to rapid advance in satisfactory individuality.

The climate of acceptance for such procedures will gain ground as the facets of human and divine nature become a more familiar subject in this context.

Some material for self-evaluation is already available from the files of the Teachers' Federation, and more material is in preparation; without such study and clarification of central groundwork it is hardly reasonable to expect to arrive at satisfactory classifications of excellence. In any case, progress is an individual problem, not only for the teacher in training, while leisure is available for the study of a suitable self-image, but also for all practising teachers who interest themselves in the satisfaction of self-enrichment while the acid test of performance is available.

It is to be hoped that, in the not too distant future, there may thus evolve really suitable encouragement for excellence, without removing our top educators from the classroom, where their experience is most important, into the field of administration where this is comparatively lost.

Yours very truly,
ALWYNE BUCKLEY.

new Books

ESTHER G. HARROP, Book Review Editor

SPECIAL REVIEW

Painting in the Classroom, by A. W. Randall and R. E. Halvorsen. Davis Publications, Worcester, Massachusetts, 1962. (Can. dist. Moyer Vico Ltd., 20 Densley Ave., Toronto 15, Ontario.) 102 pp. Canadian price, $6.75

Right at the beginning of the book the authors make their point of view plain: "This book seeks to help teachers and parents to explore the world of painting so that through this endlessly rich art medium children can be helped to develop their natural creativity."

Amazingly free from technical jargon, educational or aesthetic, this small but well illustrated book presents excellent suggestions and examples. The suggestions and samples for each grade level are followed by a comprehensive section on materials. There is, for example, a brush chart illustrating and explaining types of brushes and their uses. In addition there is a chart giving characteristics and uses of paper.

Photographs give much information about techniques and are also suggestive of the many ways in which paint can be handled, stored, and dispensed. Sketches and drawings exemplify good display and matting procedures and ideas.

Two outstanding aspects of this book are the samples of brush techniques and the comparisons between student work and photographs of similar natural phenomena.

Because this book is explanatory and descriptive it could be valuable for any teacher from kindergarten to Grade XII if that teacher is responsible for any painting activities. More to the credit of the authors is the fact that any person, teacher or parent, would find this book useful and informative. It is a complement to many existing texts which are either too theoretical or too general.—J.U.G.

ENGLISH

A Midsummer Night's Dream, by William Shakespeare. Longmans, Toronto, 1962. 85c

Prepared especially for use in secondary schools, this admirable edition presents material on the author and his time, critics' comments and character sketches, the story of the play in simple terms, commentary and notes, and a series of review questions, in addition to the play itself. Photographs of scenes from North American productions of the play add a visual touch which is usually lacking. Serious students of Shakespeare will find much here to enrich their appreciation of the play.—W.C.E.

Shakespeare's Tragic Justice, by C. J. Sisson. Gage, 1961. No price given.

The paradoxical title indicates the twist and newness of the ideas presented in four essays dealing with four aspects of "tragic justice" in Shakespeare plays. To illustrate each, the author uses a different tragedy; public justice, *Macbeth;* private justice, *Othello;* the dilemma, *Hamlet;* the quandary, *King Lear.* In these related essays, Shakespearian characters in tragic situations are given a unique interpretation which would interest the casual as well as the informed reader. This is an interesting exposition, too advanced for the average high school student, but stimulating reading for university students and instructors of English.—E.J.P.

The Tempest, by Shakespeare. Swan Edition. Edited by W. J. Langford. Longmans, Green, Toronto, 1961. Illus. 90c

With the text are 72 pages of introductory material and 30 pages of commentary notes and review questions. An excellent arrangement for students of Shakespeare.—E.G.H.

Harrap Book of Humorous Prose, edited by Michael Davis. George G. Harrap & Co., Toronto, 1962. 7s

Disappointing for consideration in our schools. English humor is likely to leave us cold, even when the selections are exceptionally well chosen (which does not appear to be the case with this volume).—W.C.E.

FICTION and STORIES

Back to Anchorage, by Tom E. Clarke. Lothrop, Lee & Shepard, New York, 1961. $3.00

Mr. Clarke has produced his third story of the Northland, setting his episodes in and around Anchorage, Alaska. Jeff Matthews's experiences after leaving the State Reformatory at Monroe, Wash., his development from an undesirable youth into a reputable citizen, and wild animal hunting build up a remarkable tale. The author knows and appreciates life in the Northland and the dangers which must be faced and overcome. Teen-age boys will experience and enjoy all the episodes in the book.—E.G.H.

Time for Stories, by Nesta Nuttall. Oliver and Boyd, Edinburgh, c1961. (Can. Agt. Clarke, Irwin, Toronto). $1.15

An excellent collection of stories to be read aloud in kindergarten or Grade I. The tales are simple and young listeners will enjoy hearing them.—E.G.H.

The Cadghill Manor Mystery, by Wallace Nichols. Dobson, London, c1961. (Can. Agt. McClelland and Stewart, Toronto). Illus. $2.50

An ideal mystery story set in Cornwall near Penzance. Events include inexplicable noises at night, witch tales, a kidnapping, a treasure hunt and a denouement. Junior high school readers will particularly enjoy this book.—E.G.H.

Off to Bed, by Maud and Miska Petersham. Brett-Macmillan, Galt, c1954. Illus. $3.50

Here are seven little stories calculated to make wide-awake children sleepier when they listen to Mom read about animals. Attractive colored illustrations.—G.H.C.

Trolling with Susie Bennett, by Jane Quigg. Brett-Macmillan, Galt, c1961. Illus. $2.75

Six-year-old Susie takes old Mr. Pendleton fishing, has sundry adventures and catches a record bass. Simple but likely to hold the interest of Grades I-III. Lively black and white drawings by Peggy Bacon.—G.H.C.

FRENCH

Le français en images, by Kirk and St. John. McGraw-Hill. 188 pp. $3.75

The object of this text is to "enable you eventually to speak French well enough to unlock some of the treasures to which it is the key." The method is that of showing a sketch of an object, asking what it is and then giving the answer. Careful drills are given for pronunciation and phonetics are used to indicate every new word or expression. French is the only language of the text and a fine feature is the very complete vocabulary with many examples illustrating the use of the verb entries. The later lessons are in the form of conversations. The book has been delightfully and liberally illustrated by George Kirk, many of whose sketches have a true Parisian atmo-

sphere. It concludes with a section of songs and games. The text would serve for classes in the elementary school or as a supplementary text in Grade VIII.—W.H.M.

Chansons de France, selected by W. J. Perry. Longman's, Green, Toronto. 40 pp. 90c

This selection consists of fifteen favorite folk-songs from all parts of France and four Christmas carols. The melody line only of the songs is given. The illustrations by Elizabeth Corsellis add to the attractiveness of this well-printed book.—W.H.M.

Vingt Questions, by P. A. Wayne. British Book Service, Toronto, c1960. 40c

Here is a useful little work which can help a class or French Club to gain both fluency and vocabulary. Mr. Wayne gives teachers and players suggestions which will help keep the game running smoothly. Vocabularies grouped about common subjects serve as a useful reference.—W.H.MacK.

MATHEMATICS and ARITHMETIC

Mathematics Enrichment Program A, by George Spooner. Harcourt, Brace and World, Inc. (Can. Agt. Longman's Canada Ltd., Toronto) $3.60

Dr. Spooner has brought together some of the ideas of modern mathematics suitable for both teachers and pupils at the Grade IV level. The book is also an excellent example of the art of "programmed instruction" and will serve as an interesting and valuable introduction to this new development. The book will be of value to teachers who wish to crystallize their ideas on how to approach concepts on sets, geometry and number theory at the elementary level. Highly recommended for libraries.—J.F.C.

Modern Mathematics: Introductory Concepts and Their Implications, by A. B. Evenson. Gage, Toronto, 1962. 201 pp. $3.00

This book offers a first exposure to many of the ideas of modern mathematics as they affect our B.C. school system. The basic material is derived from such sources as the C.E.E.B. and N.C.T.M. reports on mathematics. Definite orientation is provided in a philosophic sense and stress is placed on the continuity which must prevail from kindergarten through Grade XII.

Topics are covered in sufficient detail and with adequate emphasis on fundamental ideas. These include: Sets, Numbers and Numeration, Conditions in One Variable, Relations, Functions, Logic, and Mathematical Systems. No attempt is made to include such topics as Complex Numbers, Linear Programming, Calculus, or Probability and Statistics. In brief, the kind of mathematics envisioned for Grades I-XII in British Columbia is given an interesting and readable survey.—J.C.

Number Patterns, Books 1 and 2, by Roberta Chivers, etc. Holt, Rinehart & Winston. $1.40

Well graded work books with a modern approach. Ample meaningful repetition following a logical sequence will make these useful for remedial teaching.—D.S.L.

MISCELLANEOUS

Anything Could Happen, by Phyllis Brett Young. Longmans, Toronto, c1961. 236 pp., illus. $4.50

A now famous Canadian novelist recalls her thirteen-year-old days by an Ontario lake, when "there was, as far as I could see, very little profit in growing up." And, what with the fun funnily recalled, the sharply remembered brilliant family of Professor Brett and their interesting friends, one could agree, except that growing up brought us such a style, wit and tenderness!—G.H.C.

Christmas is a Time of Giving, by Joan Walsh Anglund. Longmans, Green, Toronto, c1961. Illus. $1.75

A delightful book which will make a most acceptable gift. It is full of the essence of Christmas giving and thinking, and it can be read over and over again. Its illustrations bring into prominence the whole background of the Christmas season.—E.G.H.

Fringe of the Clouds, by Air Marshal Sir Philip Livingston. Ryerson, Toronto, 1962. Illustrated, no index, 254 pp. $5.00

This is a most interesting book, filled with some personal history, service experiences and technical discussions concerning the human eye, its functions and diseases. It is a compelling work and should be read through at a few sittings. Ex-members of the R.C.A.F. among B.C. teachers will find many experiences which return them to World War II. This book is highly recommended for enjoyable reading.—W.D.M.S.

I Learn to Swim, by Ellie Fleuridas. Brett Macmillan, c1962. (Can. Agt. Collier Macmillan, Galt) Cloth. Illus. by author. $3.75

This is the story of an experience many children have had during the summer. The illustrations are in solid bold colors. The text describes the steps that a child is shown in learning to swim. A good book to read to kindergarter and Grade I children, especially just before or just after a beginner's swimming course.—M.B.M.

Story Telling New and Old, by Padraic Colum. Brett-Macmillan, Galt, c1961. 23 p. (6½" x 4¼"), decorations. 75c

This essay, from author's *The Fountain of Youth* (1927) is re-issued on occasion of an award from the Catholic Library Association: it is beautiful in itself and has much shrewd advice — excellent gift for teachers or librarians.—G.H.C.

A Yankee in Canada, by Henry D. Thoreau. Harvest House. 126pp. Paper $1.65, Cloth $3.50

A tour of English French-Canada in 1805 which brings out Thoreau's gentle philosophy, penetrating metaphors and quiet humor. A sort of diary which gives interesting detail, and an insight to the living conditions of the people dwelling north of Walden.—C.B.

America Travels, by Alice Dalgleish. Brett-Macmillan, Galt, 1961. Illus. $3.00

A delightfully descriptive book about ways of travel in North America in the 19th century. The first half of the story is made up of eight accounts, each of which describes travel of a different mode. The last half of the book describes ways of travel also but does so in greater detail. It includes the account of the modern airplane and submarine. It is both excellent and informative.—E.G.H.

MUSIC

Treasure Tunes, by Lola MacQuarrie and Beth Douglas. Clarke Irwin, Toronto. c1961. A pupils' edition. $1.75

This is the second book in the series of Music Pathways. Book I was entitled *Melody Makers* and was directed to Grade II. The second is directed to Grade III music. It is an interesting book containing gay, attractive songs, together with simple lessons in musical theory. Information about some of the great composers is included, and some practical information on a few of the better known musical instruments.—E.G.H.

SCIENCE

Basic General Science, by F. M. Speed and H. M. Lang. Macmillan, Toronto, 1961. 488pp. $3.15

It is refreshing to find a Grade IX General Science textbook that is not overburdened with facts of technology, industry and engineering.

In tune with modern thinking on instruction in science, this book presents the basic laws and facts of the pure sciences in a most direct manner. Any good course in science provides opportunities for the student to make discoveries from individual experiments. By using this text, discoveries can be made from actual laboratory experiments, as the experiments are grouped at the end of each chapter and reference is made in the text to the experiments related to the topic at hand. In all there are 66 experiments with adequate instructions and ample diagrams.

Of interest to those who believe that science courses should be upgraded, is the emphasis placed on measurement, including orders of magnitude, significant digits and percentage error.

If this book is typical of the Grade IX General Science course in effect in Ontario, it should be of interest to the curriculum planners in the other provinces of Canada.—V.L.C.

about People

In Memoriam

His many friends and former colleagues will learn with regret of the sudden passing on September 11, of **Andrew Young Faris**, who retired from the staff of Vancouver Technical School in June, 1960.

Mr. Faris, born in Ireland, came to Vancouver as a young man and entered the business world. In 1930 he joined the staff of Vancouver Technical as physical education instructor. He came into the teaching profession well equipped for the task, not only because of his liking for young people, but also because of his ability to impart his knowledge and wisdom to them. He was long associated with the Boy Scout movement and was Commissioner for the Vancouver District for many years. He had also a long association with the Vancouver Rugby Union and was very active in the Inter-High School Athletic Association. The score board used at the annual Inter-High Track Meet was his invention.

Mr. Faris is survived by his wife Kathleen, a son and two grandchildren, to whom sincere sympathy is extended.

Martin Hamm, formerly of Chilliwack, has been appointed Supervisor of Elementary Instruction for School District #27 (Williams Lake). He replaced **Abram G. Konrad**, who is taking post-graduate courses at Forth Worth, Texas.

Dr. Robert F. Sharp, Vancouver Superintendent of Schools, has been elected president of the Canadian Education Association. This organization is made up of top educators in Canada and serves as a liaison between the provincial and federal governments in educational matters. Dr. Sharp is the third school superintendent to serve as president since the C.E.A. was founded in 1891. The president normally comes from the ranks of deputy ministers of education. **Dr. J. F. K. English**, was elected a director.

Boys vs the System

Continued from page 61

(7) *A continuing survey and critical analysis of research being done in the field of reading, and communication of the more promising results to teaching practitioners is vital if the problem is to be overcome.*

Dr. Floyd G. Robinson, Research Director for the Canadian Teachers' Federation, points out that experiments conducted in the United States "indicate that many of the reading skills now being taught to Grade I students could be learned by three-year-old children of normal intelligence." What are the methods used? Are they equally effective with boys and girls? Could they be used effectively in the average Grade I classroom? If the conclusions are valid surely they would be of great help in overcoming boys' reading problems (as well as those of girls) and perhaps would obviate the suggestion that reading for many boys be postponed until later than at present. And equally surely we ought to know about them.

London University's Institute of Education has been experimenting with an "augmented Roman Alphabet" with what is claimed to be amazing success.

"After six months," it is reported, "five-year-olds were reading as fluently as seven-year-olds under the old system and previously backward pupils were learning to read more quickly than their 'normal' classmates using the standard alphabet." Do we know the details of this experiment? Might the technique be applicable in B.C. schools? How valid are the results? Do they help overcome boys' difficulties in mastering the reading skills? We should not only be aware of the experiments but also know the answers to the myriad questions concerning them.★

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2 Birkett, Geraldine: *Trends and Problems in British Columbia's Present Reading Programme* in Ibid., p. 21.

3 Grafious, L. V.: "The Principal Communicates" in *The Canadian School Principal*, McCleliand and Stewart, 1962, pp. 161-162.

4 *Ninetieth Annual Report of Public Schools for the Province of British Columbia*, 1960-61, p. 47.

5 *Statistical Summaries, McKim Junior High School, June, 1962.* In Grade VII single numerical scores were derived from a combination of Otis IQ scores and final letter grade scores. In Grades VIII and IX the single numerical scores were derived from a combination of Otis IQ, Stanford Achievement and final June letter grade scores.

6 *Encyclopedia of Educational Research*, 3rd Edition, Macmillan and Company, p. 681.

7 *Annual Report of Public Schools of B.C. 1958-59*, p. 77.

8 "Growth and Intelligence at Adolescence" in *Teacher's World*, London, October 27, 1961.

9 Mead, Margaret: "Are We Squeezing Out Adolescence" in *Saturday Review of Literature*, 1960.

10 Op. cit.

11 *Encyclopedia of Educational Research*, p. 681.

12 *Annual Report of Public Schools, 1958-59*, p. 77.

NOTE "Is Learning Sexless?" by W. B. Waetjen, in the May, 1962 issue of the *NEA Journal*, discusses the problem further. A higher metabolic rate on the part of boys and a tendency to react more to internal cues than to external are suggested as causes of poorer achievement in the school situation.

Also of interest is a research paper entitled "Sex Role and Community Variance in Test Performance" by C. McGuire of the University of Texas. This paper lists significant sex differences among junior high pupils in language achievement, perceptual closure, psychometer speed, verbal comprehension and discrimination reaction time. It shows the girls resembling one another and in each case excelling the boys. Differences in perceptual closure, psychometer speed and discrimination reaction time are of particular interest in relation to the thesis of physiological differences.

Just *a Teacher*

Continued from page 83

First, the good teacher is likely to be the career teacher whose ambition is not to leave the classroom, but to perfect his own art. This person should be left in the classroom. Yet the other kind, the person who is more interested in personal advancement than in teaching, and thinks of teaching only as a step on a ladder, is not the one who ought to be advanced, if education is to be best served.

Second, though teaching success is the main criterion in selecting teachers for administrative posts, administrative skill and teaching skill are quite distinct from one another. It is unusual to find both skills highly developed in the same person. It is obvious that the ambitious person—in the sense of worldly ambition—is not necessarily the good administrator, but it is equally clear that the successful teacher will not always make a good administrator. The two jobs require quite different interests and personalities. In fact, some of the qualities which contribute toward the one can detract from the other. A school principal's job, for example, lies largely in dealing with adult subordinates—often a ticklish task because these people are, or like to think they are, professionals. Success in dealing with children, even high school children, does not ensure success in dealing with adults.

Difficulties Still Arise

Even if these problems of obtaining suitable administrative personnel are solved by careful and efficient selection, designed to ferret out those rare individuals in whom the qualities of administrative ability, ambition, skill in dealing with adults as well as children, professional integrity, and educational wisdom, happen to coincide, a further difficulty arises. Even these people, once they leave the classroom, begin to "con another part." They gradually acquire, if they are not careful, the administrator's mentality. Seen from a more distant perspective, classroom problems which once loomed large and complex become easily solvable by competent teachers. The subtleties involved in dealing with individuals give place to the satisfying simplicity of statistics. Efficiency becomes equated with centralization, and things measurable take on added importance. It is extremely difficult for school administrators, unless they have unusual breadth of vision, to resist these tendencies, especially if their own superiors have followed them.

Seeing these things, then, the career teacher is at times troubled. It is not enough to tell him that his bitterness proceeds from his own (perhaps unconscious) desire to become an administrator, or to advise him to put in for promotion if he isn't satisfied, because his real desire is to teach. He knows that his chosen place is in the classroom. Moreover, and most important, we need him there.

A second source of unhappiness on the part of the career teacher is our current social values. We need people in teaching who are ambitious, who want to be successful in whatever they turn to. To the career teacher, this means success in his own classroom work, as well, perhaps, as doing his share, through study and research, toward improving education as a whole. These ambitions satisfy him, because their bounds are limitless and their rewards enduring. In our present society, however, success means more money, more prestige, more influence. It means ascending the ladder—rising in the chain of command. According to this standard, the unsuccessful contestant remains a teacher, while the successful one becomes an administrator, sights set on Headquarters. Thus we hear, "Whatever became of So-and-so?" "Oh, he's still just teaching at ——." *Just* teaching.

Classroom Teacher Holds Solution

This identification of failure to ascend the administrative ladder with lack of personal success is clearly a pernicious thing if teachers believe in it. And it is difficult, perhaps impossible, to live in a society and not be affected by its values. The solution, it seems to me, lies not in equating teachers' and administrators' pay, though the differential could perhaps be decreased; not in merit rating schemes, whereby the superior teacher would be covered with glory and money, because this is not the way to get better teaching; not in creating semi-administrative posts, such as department headships, which, though they may contribute to the efficient running of a school, detract from teaching itself.

If the classroom teacher has the idea that he is a second-class citizen in the educational world, as opposed, say, to principals and superintendents and professors in teachers' colleges, and if he has this idea because he has caught it from current social values, the only effective answer is for him to realize that he knows better. If he acquires the integrity and confidence which come from the knowledge of doing a most important job and doing it well, he will be in a position to exert the leadership he must if we are ever to build a true profession. Of all voices raised in educational matters, his should be the most powerful, drowning out those of political interests and pressure groups. His main duty, to be sure, is to keep his own house in order, but he has another duty, which teachers in the past have all too often neglected: to shout loud and long when he sees educational wrongs either existing or being committed, and to work toward replacing them with something better. From where he stands he is in a better position than anyone else to guide the course of education. If, out of complacency, he ignores what he sees, or maintains a saintly silence, or limits himself to staffroom beefing, he is derelict in his duty to his profession and to the community he is supposed to be serving.★

Geography Needs a Special Room

ANGUS M. GUNN

FOR MANY YEARS the need for a special room for the teaching of modern geography has been widely accepted. Almost every manual on the teaching of the subject includes suggestions for designing and equipping the geography room. Why then is there not one school in British Columbia with a properly equipped room of this kind? The usual answers are, "Money" and "Departmental policy." I think these are oversimplifications. In many instances the need for such a room has not been fully recognized. As a result, ways and means of securing the material have not been really sought.

The accompanying drawing shows what can be done on a small budget. It is not a fully equipped room, but it makes provision for most of the important activities in a geography lesson. It was developed by the principal and staff of West Vancouver Senior Secondary School over a period of five years in co-operation with the School District's maintenance department. It makes possible the following teaching techniques and class activities:

Film strip, film slide and film projection

The location of the daylight screen as far away from the window as possible and the mounting of projectors to one side of the classroom make possible the use of pictures as an integral part of the lesson. Students' desks do not have to be moved. Blackouts are not necessary for the showing of black and white pictures, and even when they are used during the showing of color pictures, they allow in enough light to permit blackboard work to continue in conjunction with the visual materials. The library of filmstrips, housed in the specially-made cabinet above the map cabinet, is the main source of visual aids.

Class study of weather maps, topographic maps, photographs, and other material too large for the desks

The folding benches around the room can be raised into position in less than a minute. Students' desks can then be moved outwards to the side of these benches. Topographic maps have proved to be the most useful tool for stimulating direct student study of a given area. Two dozen of these maps can be purchased for $3.60. The map cabinet, a simple 30″ cube with twelve fixed shelves, provides safe storage for the maps.

Rear tackboard

This is used as an area for the display of material on a particular country or region or topic. Study of this material is part of the class activity.

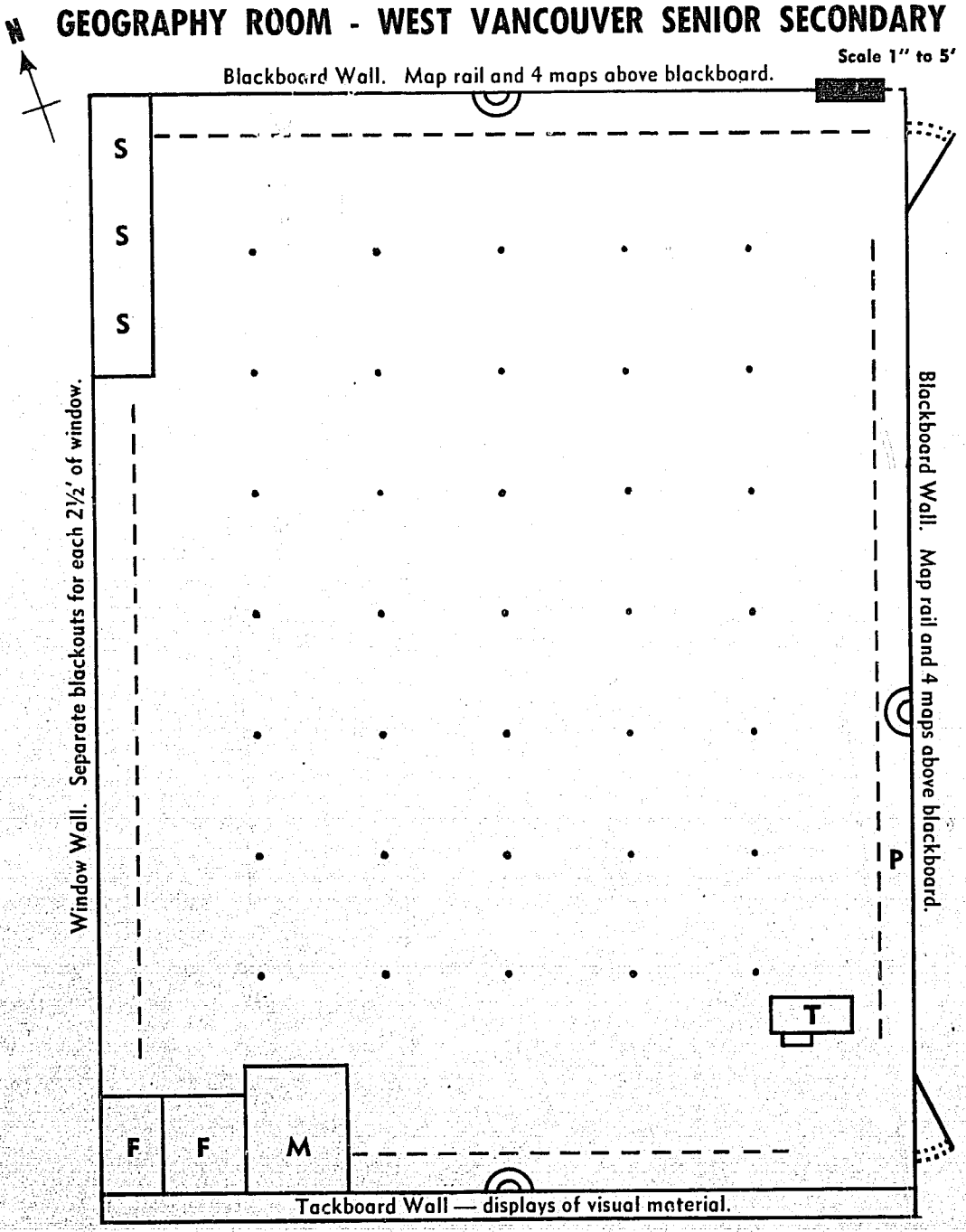
Wall maps

These are deliberately mentioned last because of their value as a teaching tool is so limited with classes having atlases. They have been mounted above the blackboard on spring holders so that they can be introduced and removed quickly in the course of a lesson.

We hope to develop the geography room still more in the years to come. There is much to be done. The achievements to date, however, have made geography a more pleasant subject to teach and, I hope, a more interesting and rewarding discipline for the students.★

Mr. Gunn teaches geography at West Vancouver Senior Secondary School. He is representative for B.C. Division of the Canadian Association of Geographers.

GEOGRAPHY ROOM - WEST VANCOUVER SENIOR SECONDARY



- Power Point
- Daylight Screen
- — — Folding Wall Benches for Topographic Map Work
- • • Students' Desks
- **T** Teacher's Desk
- **P** Projection Area
- **F** Filing Cabinets (surmounted by blackboard and map globes)
- **M** Topographic Map Storage Cabinet (surmounted by filmstrip cabinet)
- **S** Storage Accommodation for Texts & Students' Books.

The Way Ahead for CTF

IT COULD BE SAID that the 1962 AGM of CTF was one of the quietest for many years.

Yet in its own way, it was one of the most significant.

Periodically, every organization needs to take a sharp, inward look at itself. This is what happened at Charlottetown. By the end of the conference, the way ahead for CTF had been more clearly defined.

Undoubtedly the sharpest issue centered around a recommendation of the Board of Directors that CTF fees be increased from $1.25 per teacher to $1.75. It was passed by 8 votes to 2. Two affiliates opposing the motion were Ontario and Newfoundland. The Provincial Association of Protestant Teachers of Quebec abstained. Newfoundland and PAPT delegates said they had authority to agree to a fee of $1.50 only, but saw no difficulty to agreeing to a higher figure if it were the wish of the majority.

Ontario delegates took the decision to the annual meeting of the OTF Board of Governors in August. There, delegates agreed to pay the $1.75 fee "for one year" and also proposed a national conference to help define more clearly the role of CTF and its relations with provincial affiliates.

The decision to increase the annual fee was not taken without a long look at CTF's future programs, and the "costing" of those programs. The budget this year, presented by Finance Committee Chairman Kenneth Aitchison of Burnaby, B.C., was set at $190,000. To have kept the fee at $1.25 would have meant receipts of only $149,000 this year.

The question of present and future representation of affiliates was raised first by S. H. McCurdy of St. John's, Nfld., in his presidential speech, and later by F. J. Cairnie of Victoria and Wesley Janzen of New Westminster.

Mr. McCurdy said: "The Ontario affiliate in particular is concerned lest CTF invade the preserve of the provincial organization in its activities. It is concerned about fee increases that are made from time to time. Having regard to the proportion of the total fee which the Ontario affiliate pays in comparison with the voice which its representation gives it in the AGM, I see this concern to be quite justified. I have long felt that the disparity between representation and fee payment is unsatisfactory . . ."

Speaking, he assured delegates, as an individual, he urged a change in representation and a "substantial" enlargement of Ontario's delegation.

Mr. Cairnie later pointed out that Ontario has "50 percent of the members and only 10 percent of the say." Mr. Janzen moved that, when it is formed, the new CTF Committee on Constitution and By-Laws give priority to studying what he called "rep by pop."

In other matters the AGM agreed that:

—CTF staff prepare a brochure outlining the aims and activities of the national organization.

—Research Director Dr. Floyd G. Robinson co-operate with the Nova Scotia Teachers' Union in its evaluation of the new CBC science and math school telecasts.

—CTF offer affiliates assistance and act as a clearing-house for resource people for regional or provincial seminars and workshops, especially those which may follow-up CTF national seminars.

—CTF will hold a national seminar on teaching a second language on November 21, 22, 23 at the Chateau Laurier, Ottawa.

—CTF will hold two workshops, one on portability of pensions and one on audio-visual education.

—before stating its policy to the External Aid Office on what salaries teachers on loan to underdeveloped countries should receive, CTF will ask for a statement from all its affiliates.

—the appointment of an assistant secretary-treasurer be deferred to next year's AGM.

Main highlights from committee reports are:

1. *Audio-visual*

Continued and increased co-operation with the National Advisory Council on School Broadcasting and the Canadian Education Association—National Film Board Advisory Committee. The aim is to provide more effective school broadcasts and more and better films and filmstrips for schools.

2. *Advisory Research*

The Research Division was granted $3,000 to pay for part-time help (probably by university students). The committee also recommended that the division give priority to national, as opposed to regional, studies. It asked the AGM next year to give priority to a seminar in 1963-4 on the role that classroom teachers can play in educational research.

3. *Educational Finance*

This committee was given authority to plan a national campaign to bring to the attention of Canadians the vast inequalities existing in education.

4. *International Relations*

Members agreed CTF should be well-informed as to the kinds of educational aid that teachers' organizations can give to other countries. CTF was therefore authorized to establish continuing contacts with such agencies as the Department of External Affairs, UNESCO, WCOTP, NEA and national teachers' groups in the countries for which aid is contemplated.★

CTF *News Letter*, Oct., 1962

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