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The B Teacher

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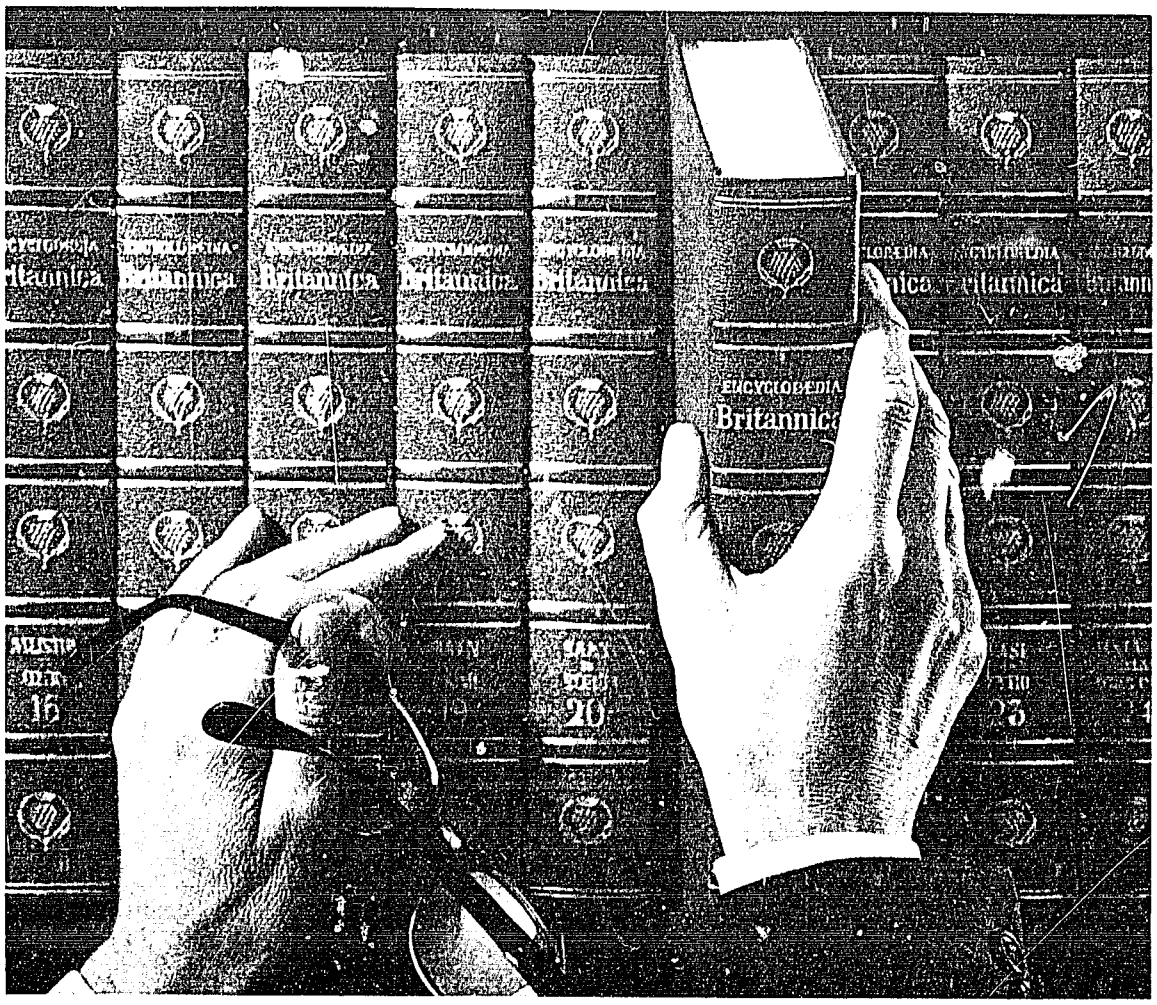

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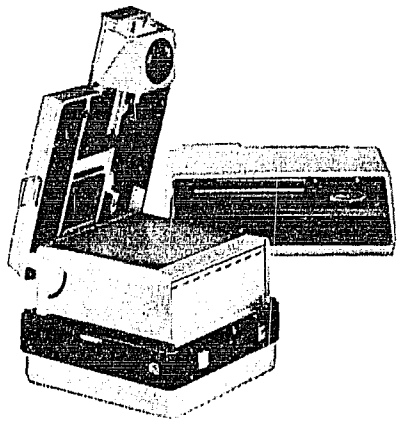

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the BC teacher

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VOLUME XLI, No. 7 — APRIL, 1963

IN THIS ISSUE

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The problems of Johnny are discussed by Agnes Stewart in an article commencing on page 306.

We have two reports on experiments undertaken in different fields on pages 309 and 324.

The use of filmtext reading material is described in an article by Enid V. Hardman. See page 311.

A high school class designed a community center as part of a social studies project. See Mr. Sage's article on page 313.

Our special articles on travel will be found on pages 316, 319, 321 and 322.

OUR COVER PICTURE

This view of Long Beach, Vancouver Island, was provided by the Photographic Branch of the Department of Recreation and Conservation.

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the Editor comments

Regulation by Mutual Agreement

A DIVERGENCE OF opinion frequently arises between a teachers' association and a school board as to the appropriate scope of the negotiated agreement between them. Appeals to arbitration boards to declare that certain matters are within or beyond their jurisdiction, or to the courts to find an arbitration award valid or invalid, are of technical interest, but do nothing to resolve the main issue. The fundamental question involves a philosophy of personnel administration.

No one, least of all school trustees, denies the right of any employed group to express, from time to time, dissatisfaction with specific aspects of the conditions and regulations governing their employment. The subject of dissatisfaction may be a salary schedule, or it may be some other matter of working conditions or regulations. It is to be expected that the employer will sometimes disagree with the expressed views of the employees, and a dispute develop.

Where the salary schedule is the specific subject of dispute, the Public Schools Act provides for negotiation, conciliation and, if necessary, final reference to an arbitration board. The Act, however, is indefinite as to the appropriate scope of a salary agreement. Teachers, generally, have sought to broaden as much as possible the list of issues which are determined by collective agreement, and concerning which disputes are consequently subject to the procedures prescribed in the Public Schools Act. Trustees, generally, have sought to limit the scope of such agreements. In so doing, we believe, the trustees are not acting in their own best interest.

A group of employees, if they have a normal degree of self-respect, are not going to be content, in every instance, merely to express dissatisfaction and then to accept as final the employer's disposition of the issue. Whenever the issue is of urgent concern to them, they will inevitably cast about for some means of compelling the employer to give their complaint more serious consideration. The broader the category of issues to which the orderly processes of negotiation, conciliation and arbitration are normally applied, the less is the likelihood that the employers will resort to less orthodox and more obvious forms of pressure. This observation is not intended as an oblique threat to school boards that teachers are currently planning the use of new and repugnant power tactics. Trustees should recognize, however, that whenever they succeed in excluding a specific issue from the negotiation arena they arouse in teachers a sense of frustration. Over a period of time, the cumulative effect of many such frustrations is, at best, a destructive atmosphere of mutual hostility, and at worst, some form of open conflict.

There is a disposition on the part of some trustees to regard certain matters of regulation as "the prerogative of management," and to feel that these matters cannot be made the subject of negotiation without loss by the employer of some of his rightful authority. We believe, on the contrary, that regulations designed by mutual agreement are likely to be more easily enforced, more readily accepted, and more scrupulously observed than those adopted by unilateral decision of management. To regulate by mutual agreement may take a little extra time, and demand a little extra flexibility, but it pays handsome dividends in terms of the co-operative attitude it fosters. Willingness to negotiate is the soundest possible foundation for successful personnel administration.★

Travel — a Part of Education

AT THIS TIME of year many teachers begin to think of summer vacation trips, for traveling is both enjoyable and educational. Indeed, there is much to substantiate the oft-heard statement that travel is the best kind of education.

In this issue you will find a section devoted to teachers' travel. In addition to an article describing the travel activities of the BCTF Co-operative, we have included short articles on vacation trips in our own province, to New York City and to Mexico. We selected these areas to include something on each of the three major countries on our continent.

We hope you will find the special section both interesting and valuable.★

A B.C. teacher in Sierra Leone reacts strenuously to the suggestion that the help of B.C. teachers is not wanted in overseas countries.

We Object!

R. D. CLEGHORN

AS I SIT PENNING these lines of enervated expostulation, perspiration wells from every gaping pore, my entire body is wet, my chair is wet, the paper is wet, my pen is slippery, my hair is dank, the atmosphere is humid, and an oven-hot zephyr sears my limp Vandyke. My wife's condition differs in only one respect: she has no beard.

But these normal Sierra Leonian aspects are not the cause of our protest.

We object to an article which appeared in the Thursday, February 7, 1963, edition of the Vancouver *Sun* entitled, "Teachers' Own Peace Corps Finds Its Help Unwanted." We object, as strenuously as the tropical dry season permits, for the following reasons.

First, we dislike the generalized accusation and condemnation of the article and its title. The first sentence, "Two British Columbia teachers sent to underdeveloped countries to help raise education standards found their services weren't wanted once they got there," is an unenviable masterpiece of loose journalism. We object to the way in which "underdeveloped countries" insidiously embraces half of the world and endows it with an ungrateful dislike of "developed-country" assistance.

We are in an underdeveloped country. We are not unwanted. We have been asked to stay for another year. And I am a British Columbia teacher.

One of the teachers mentioned in the article resented the treatment accorded his wife: "He says his wife, who is also a teacher, couldn't even get a job there." My wife is not a teacher. But, had she been, she would have been employed the very day we arrived here, at Mattru Jong. Seven of the twelve teachers of this secondary school are Africans. Not one of them is qualified, by Canadian standards at least. Each has achieved Grade XII standing.

At Kenema, about eighty shuddering miles from here, Mr. and Mrs. Skirrow of Edmonton are stationed. Both hold teaching degrees. Both have been employed from the day that they arrived. The three young Skirrows are daily cared for by an affectionate African while their mother teaches.

Throughout Sierra Leone there are, to the best of my knowledge, approximately fifty American Peace Corps members working in classrooms. The Chief Education Officer for this country would like to have more Canadians. Strangely enough, we and the Peace Corps workers get the distinct impression that we are wanted.

Second, we object to the insinuation that by doing a good job of teaching in a classroom of an underdeveloped country, one is not being satisfactorily effective. I quote: "Taylor said he returned from his Sarawak assignment because he believed that the Federation wasn't getting its money's worth out of the job he was trying to do." The question is, what was he trying to do?

Is the Federation's money more valuable than that paid to teachers working in British Columbia's classrooms? The local boards are pleased enough to receive sound, stimulating teaching in exchange for the salaries they apprehensively issue. And they should be pleased when they receive sound, stimulating teaching. Is there any cogent reason why the Federation should expect more than sound, stimulating teaching from one of its members working in the classroom of an underdeveloped country? Am I correct in believing that the British Columbia Teachers' Federation is essentially an organization of teachers? And yet, Mr. Taylor complains because, " . . . all he did was teach . . ."

And we disagree with Mr. Taylor when he states: "We cannot afford to send personnel to fill teaching posts; we must feel that our representative is making a greater contribution." We resent the implication that the panacea for all the educational ills of emerging countries can be found only in the

magic dispensed by the "organization man."

No one denies the necessity of essential administration. But good teachers are even more a necessity. People ate with their fingers—many, here in Africa, still do—before the massive and confusing complex of utensils and etiquette evolved. Now, to some, etiquette appears to be more important than eating. Does Mr. Taylor suggest that administration is more important than teaching?

We suggest that the Federation more than gets its "money's worth" when it pays the salary of a teacher who concerns himself solely with the very large task of giving sound, stimulating teaching to eager, diligent students of underdeveloped countries.

There is nothing romantic, exciting, or very ego-satisfying about this task. It is hot, sapping, frustrating, and never-ending work. The language barrier and poor plant facilities sometimes appear to be more than one can cope with. But the job is there. It is a big job. And it is educational.

One feels, as he sweats and talks himself into a state of wet weakness, that among the dark and intent faces confronting him are those of future administrators, perhaps a future Education Minister. Here, this is no idle dream. Here, education is still for the fortunate few. And they shall be the leaders.

Contemporary leaders are extremely sensitive. Compared with our humming, slick administration, theirs is still in a pre-Industrial-Revolution condition. However, theirs still has warmth and humor.

Replies are Slow

Freetown is only 180 miles from Mattru Jong. Once, when I was still naive, I wrote a letter to the Chief Education Officer. I asked for information concerning some instruction I intended giving in two weeks' time. Six weeks later, I received a reply. Frankly, when I received the answer, it took some time for me to recall what it was all about. This is quite normal.

Another time, I wrote to the Police Department in Freetown asking for a car license. I registered the letter. I wrote the letter on January 2, 1963. The time of this writing is March 18, 1963. I have not received a reply. This is also quite normal.

This state of affairs is, to say the least, maddening. But most contemporary administrators know it. And for a foreigner, no matter how right he might be, to precipitately try to alter the situation is sheer catastrophe. Everything, not to mention the climate, is against rapid change. Conditions will alter, but gradually. And perhaps, when the transition is gathering momentum, two or three owners of those dark, intent faces in my class will be of administrative age. Of age and qualified. Consequently, what we teach them now is important.

In any case, we of the developed countries sometimes forget that we did not just overnight become what we are. The early educational history of British

At present teaching in Centennial Secondary School, Mattru Jong, the author is on leave from Kamloops Senior Secondary School.

Columbia is certainly no magnificent example of coordinated and enlightened administration.

Apart from our teaching, we have another responsibility here which is inextricably part of our task. It was Mr. J. A. Young, now principal of Keremeos High School, who very effectively made us aware of it at one of our conventions. In fact, it was he who prompted my applying for an overseas teaching position. And it was he who stated that sending a Federation member to an underdeveloped country was an excellent way to establish good relations, to establish, if I may use depth-study jargon, a favorable Canadian "image." I still feel that Mr. Young is right.

And I believe that this desirable "image" can most effectively be accomplished by a teacher's doing a solid job in a classroom. There are 182 students enrolled at our school. Every week, I teach 164 of them. In other words, over ninety percent of the students receive a direct impression of Canada and of Canadians as a result of their contact with me. Multiply that by several times for when they go home on holidays and talk with parents, relatives, and friends, and I think that you will be forced to agree that one teacher can become a rather potent force.

We do not in any way question Mr. Taylor's sincerity, energy, or ability. But we do argue against his contention that the Federation cannot afford to send a good teacher overseas.

Third, in connection with the second teacher, we object to the prejudiced lack of details of the following:

"Originally selected because he once spent some time in Nigeria as an official of the British colonial office, he was refused a work permit by Nigerian officials because they said they took exception to ideas he expressed during his previous stay."

What ideas had been expressed? Were the Nigerians even a little justified? Since our arrival, we have heard Europeans expressing ideas which, were we Sierra Leonians, would not please us. Would, in fact, make us extremely angry.

This is not to say that we necessarily condone the extreme reaction of the Nigerian officials, or that we agree entirely with the abrupt way in which some outspoken Europeans have been deported from Sierra Leone. However, one must remember that these newly independent countries are unusually sensitive, have long records of European domination, and are particularly susceptible to European criticism now.

In the past, they were powerless before such criticism. Today they are not powerless. And I, for one,

Continued on page 340

An educational system in which pupils loathe school, tedium surpasses enthusiasm, the individual is sacrificed to the group, and teachers are thwarted in their efforts can hardly be called a successful one.

In Defense of Johnny

AGNES STEWART

CONSIDER THE CASE of Johnny, a fourth-grade pupil who frequently disturbs his class. His teacher describes him in these report card remarks: "Johnny has good ability, and should therefore try to get along and to improve his work. He does not seem to enjoy reading. Johnny should remember that his reader is not a coloring book to be shown off to the class."

Some questions arise: Why does Johnny dislike school? What prompts him to misbehave? Is there some fault with the school? How can he best be helped?

Assuming that Johnny is a "problem child," it seems legitimate to conclude that the problem is essentially a case of boredom. That is, the problem is not initially with Johnny, but with his having to be exposed to an inadequate system of compulsory education—a system which presupposes, symbolically, that all the apples in the box are very much alike and that each will make up into very much the same kind of apple sauce. Hence, the "problem child" should be "problem-of-the-child." This insertion suggests the fallacy of our system which is, ostensibly, a desirable method of education for all, founded on the misconception of the equality of all, so that all might become useful, worthy citizens of the community.

The schools are ". . .for the primary purposes of developing the character. . ." These and other fine-sounding objectives combine in the single aim which purports to develop children "as individual persons and as citizens." As citizens, perhaps; but as individual persons, rarely.

In this, the school may appear to have a noble design for Johnny. But, in reality, is the plan fitted to Johnny? Or is Johnny fitted to the plan? The latter seems more likely to be the case.

To illustrate, the community might be considered a large box which is recipient of contents from another large box, the school. In the school box are produced endless numbers of Johnnys which are eventually deposited into the community box. And each Johnny, as a result of his conventional training and his acquired, uniform habits of thinking, now becomes a Jack-in-the-box who is expected to pop out into society in the socially-approved fashion. In this, he is doing his duty by the school and the community which have provided him the opportunity for organized boredom. But if Jack is still a Johnny who does not wish to conform or who is not suited to the conformity imposed upon him, then he has been ill fitted, and his popping out is apt to be out of place. It is now up to him to resurrect what he can of the ill fitting which has supposedly prepared him well for adult life.

To make a more critical examination of this ill fitting which occurs in the public school, we might proceed further with the analogy of the boxes. In considering Johnny's mind, this, too, in our system, is treated as though it were a box which has the advantage of being divided into compartments. Into each compartment is poured a heap of factual information. We must pour it in, fill it up, pound it down, beat the Russians! (Ivan must not be able to read better than Johnny, especially since Red is no longer a becoming color.) If Johnny has had the good fortune to have attended a kindergarten where the whole development of the child is sought, then he may wish he was back there. Failing that, he has likely encountered a similar program in the primary grades, where education is more consistently stimulating. But as Johnny proceeds through succeeding grades, the pressurized system of filling him up swells and gradually coerces him until he rebels or succumbs. By this time, in either case, he has probably developed a profound dislike for learning.

The reader which "our" Johnny dislikes is an insult to his intelligence and imagination. In a way, his defiance is a compliment to him (although no one will dream of telling him so) and there is possibly some hope for him yet. But the case of the Johnny who is stifled until he finally succumbs is by far the

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Mrs. Stewart teaches a special class of slow learners at the intermediate level in Surrey.

more pathetic one. Unless he is academic by nature—a rare phenomenon in this TV age—he has probably lost interest somewhere around Grade IV and will regain little, if any, of his earlier intuitive enthusiasm. And with each year, the frustration and boredom become more acute.

Even if he happens to be a slow learner, he will be intelligent enough to understand, cynically, that a certain percentage of the students must fail and that the failures must naturally come from his group. Or, if there are no failures, he knows that his promotion will in effect be the same thing. Add to this a dash of social censure and a sprinkling of parental pressure, and it is not surprising that the compartments frequently develop leaks—if they have gained anything in the first place. What, now, is the use of trying? Sensitivity is dulled and initiative, almost destroyed in him, has become merely a high-minded ideal. When the exams have been written, graded, and ranked according to merit (!), the teachers will fit each child's score onto a curve (oh, they are a tricky bunch!). Then, in compliance with departmental regulations, the bottom so-many-percent will be failed or carried along as a group promoted in theory only. These Johnnys, not having had the mental equipment, or having had it squelched in tedious lessons, will at least have learned a bitter lesson here. The teachers, on the other hand, have, by adroit mathematical calculation, passed judgment on the most elusive and incalculable of human qualities.

Material Success is Honored

But all is not entirely gloomy for the Johnny who does not have the mental equipment. What he has failed to acquire of intellectual or cultural wealth, he can, with some effort of the appropriate variety, make up for when he leaves school—which will probably be soon—by the acquisition of material wealth. Though the school may have frowned upon his academic failure, he will have redeemed himself in the eyes of the community which will now smile graciously upon his material success.

In the case, however, of the Johnny who is of average or better-than-average intelligence, but who has failed to adapt himself to the tedium of schoolwork, the results are more unfortunate. Having suffered chronic boredom, he has probably not worked to capacity and, like most adults, may never realize his full potential (shocking shame!). Furthermore, he is likely to be pleased with himself. This is what Society teaches him.

Despite what the aims of education profess, Johnnys beyond the primary level are not treated as individuals with individual abilities, interests, passions and emotions, but as a group or a class, which is usually a large one. Homogeneous grouping as we interpret it may appear to be a fine idea, but in practice it is rarely successful. It is a corollary to the fallacy of our system by which we subordinate Johnny to the group. And because he cannot be accommodated as an individual, he loses his distinction in the class. (Many Johnnys regain a great deal of this distinction by the simple and very direct approach of misbehaving.)

We would by no means consider fitting all these Johnnys with the same size of shoe, simply because they do not all have the same size of feet. The folly of such an action is too obvious. But their minds, which we allege to be of some great importance, are fitted to the same curriculum and the same mass subjection. By this reasoning, translated into action, we indicate that these minds are a less vital commodity than the feet. We profess to accommodate these children as individuals by exposing them to the same material and by expecting them, illogically, to produce what is the mean or average quality of them all. By lining them all up, counting their numbers, and selecting the middle one, we can readily establish the median performance level. Or, by putting them all together, counting them up, and dividing them by their numbers, we can easily arrive at the mean performance level—a compromise which is geared, quite naturally, to produce average performance. Johnny is not at all unaware of this. Is it any wonder that he loses incentive?

Individual is Lost

We are saying, in effect, that all men are born equal and that education, as Aristotle defined it, should be an affair of the state and one and the same for all. That it should be an affair of the state might be a fine idea provided that all politicians were, in the Platonic sense, philosophers, concerned with the love of wisdom and the good of humanity. But that education should be one and the same for all is intolerable nonsense. And by exposing our Johnnys to this oneness and sameness, we lose each as an individual—a sacred thing, really—and each, in turn, loses the better part of life. Their functions are delicate, intimate matters. We debase them by subordinating them to this mass conformity. We stifle their individualities in our frenzied attempts to encourage gregariousness, the very antithesis of self-reliance, of liberty in thought. Furthermore, we are too falsely serious in our attempts to follow the undemocratic view of Aristotle that we must produce "good" citizens who must be molded to suit the community. We have not the license to "mold" pupils.

Thus, the original high-minded purpose of education to produce individual good citizens might be more accurately interpreted in the true, literal sense in which it is finally realized, namely, that the aim and purpose of education in the schools is . . . to produce mediocrity (and preferably with as little fuss as possible).

To make the case of Johnny as marked as this is

not to exaggerate it, but to emphasize its seriousness, and to point out the wide discrepancy between precept and practice.

I grant that there are now special classes, slow-learners' classes, accelerated groups, and various other special programs, and that teachers are becoming very highly trained; still, the result is not yet effective education for the majority of Johnnys, and particularly for the average Johnnys. (One might wonder if we are not a little complacent about these average Johnnys.) I grant, also, that there are many fine, conscientious teachers, and that significant improvements have been made in teaching aids; still, the system fails to produce the most effective education as preparation for the most eligible life—the happy life. The elementary school teacher, for example, in order to do a proper job, must be some sort of superhuman being, able to teach well an amazing variety of subjects, some of which—music and art, for instance—he is often utterly incompetent to teach. Yet the teaching body as a whole seems a conservative, almost apathetic body, reluctant to consider a change which might bring greater satisfaction for both pupil and teacher. The cries for salary increases drown out those for what-is-best-for-the-pupils.

Would the Dalton System Help?

Surely a system of education, in which so many pupils loathe school; in which tedium by far surpasses enthusiasm; in which the development of the individual is sacrificed for group mediocrity; in which sincere, able teachers are constantly thwarted in their efforts to do a conscientious job, can hardly be called a successful one.

If we are agreed that Johnny must acquire certain fundamental knowledge and self-discipline, then it would seem that the Daltonized schools, or schools of this kind, are best suited to his purpose. Briefly, the Dalton System is one in which, to a great extent, children teach themselves. An elastic curriculum is outlined and organized into units of study for weeks, months, years. Each child receives a copy. There is a competent teacher and a well-equipped classroom for each subject. Every day the pupil decides for himself which subject he will choose to work on first and then goes to the appropriate room to carry on the work. In a few of the classes, such as arithmetic, there is group teaching for some of the time, but for the most part, the student will attempt to learn as much as he can on his own. He works alone or with other children. Yet he is always able to get assistance or direction from the teacher when he needs it. The teacher here is not a dispensing machine, but a *provocateur* and a helper. There is no failure and no promotion. The child proceeds at his own rate. When he has finished one year's work, he begins the next. According to some observations made by A. Huxley, Johnny has a far greater chance of becoming a resourceful, self-reliant person in a school of this kind. There is a freedom, a respect, and a kind of dignity about this system. By comparison, our system is aptly described, by a contemporary educationist, as bearing a dangerous resemblance to a "benevolent concentration camp." (The old-fashioned country schools are perhaps not so obsolete, after all.)

Let us have schools of the kind in which the individual can retain and feel his individuality; where a pupil's learning stems from a desire for knowledge; where each child is encouraged to learn as much as possible for himself; where conformity is discouraged and in its place are encouraged originality and initiative; where there is a natural, healthy balance of freedom and control; where the curriculum is flexible enough to accommodate every kind of intelligence so that each may proceed at his own rate; where the arts are not regarded merely as escapes or points of relaxation from the academic studies, but where they are vital, and recognized as the real excuse for an education at all; where creativity is stimulated; where promotion and failure are abolished so that there is no illusion of promotion and no sting of failure; where the measure of success is not a diploma and subsequent earning potential, but sound human values which give purpose and direction to life; and where school is not endured, but lived as an adventure.

What Purpose Has Teaching?

Let us have, in these schools, competent teachers who respect the worth of the individual; who will not be arbitrary judges of pupil capacity, but whose prime purpose will be to direct those capacities towards fulfillment; who recognize that if one child is academic and another prefers to work with his hands, the one is not better than the other, they are merely different; who do not exist only to impart knowledge but to encourage children to seek it as a life-time project; and whose highest goal is to encourage the maximum, whole development of Johnny.

Under such a system, we might better understand what Aristotle meant when he said that ". . .it does not become the free and exalted soul to be always seeking after the useful," and that "to live in leisure the highest kind of life possible" without undue emphasis to the practical affairs of earning a living is to realize happiness.

Above all, let children be constantly encouraged to educate and improve themselves, for, as the Roman, Quintilian, said: ". . .what other purpose has teaching than that a pupil may at last be under no necessity of being taught?"

When we have successfully instituted a system such as this one, then both pupils and teachers will derive some inspiration from the words of Goethe:

"What you can do, or dream you can—begin it;
Boldness has genius, power and magic in it.
Only engage, and then the mind grows heated;
Begin, and then the work will be completed."★

Programmed Instruction in the Classroom

A report on an action research project in the new Grade VIII mathematics course.

E. E. DUYVEWAARDT

HOW EFFECTIVE are our methods of teaching? Can we say, on a day-to-day basis, what the effect on a pupil has been of those practices which we set out as teaching? Is one method of teaching as effective as, or superior to, another method? What are the pupil reactions to clearly defined differences in teaching practice? Surely, these are fundamental questions to which we, as professionally trained and practising teachers, should be able to give direct answers. Qualifications to our answers will be necessary. Our answers should become more precise as we tend to become more self-critical of our teaching practice. There is no intention here of minimizing the "art" of the practice. The intention is to make the "art" a little better understood in terms of the effect produced by practitioners.

It has been suggested repeatedly in many professional journals, and even in popular magazines, that there is a need for classroom teachers to put various theories of learning, as these theories affect teaching techniques, to test in their classroom situations. This suggestion certainly does not have to be made to the type of person who should be, by virtue of his or her suitability, training and experience, a practising teacher. Unfortunately, one does not find much experimental work which reports the measured success of well defined teaching techniques. This article is presented as a small contribution in an area of current interest.

Nearly two years ago, R. T. Heimer[1] suggested that the implications of programmed instruction might well demand more than a passing interest on the part of mathematics teachers.

A careful survey of the published literature, available through the library facilities of the University of Washington and prior to August of 1962, did not disclose reports of studies carried out to determine the effectiveness of programmed instruction in producing learning by Grade VIII pupils in their mathematics classes.

The literature did indicate many opinions concerning the implications and possible use of programmed instruction. The following short reviews had a bearing on the topic of programmed instruction applied to a classroom situation of boys and girls in their Grade VIII mathematics classes.

Keislar[2] reported work carried out at the elementary school level which involved programmed instruction through machine presentation of the program content. The experimental subjects were found to perform significantly better on a test of understanding of areas of rectangles than the control subjects who received no planned instruction on the topic. Fourteen school pupils were involved in this study and their instruction period was from about ninety minutes to about one hundred and twenty minutes.

Eigen and Komoski[3] reported that learning took place with equal efficiency whether an automated teaching sequence was presented by programmed-textbook or mechanical write-in machine.

Cassel and Ullom[4] reported a preliminary study lasting six weeks with twenty average students in Grades IX and XII. A course in computor arithmetic was presented by an automatic tutoring machine to the experimental subjects. The findings indicated high gains made by the experimental group with an

The author teaches at Mount Prevost Junior Secondary School in Duncan.

F value on a three way analysis of variance significant at the 1 percent level of confidence. There was no change in attitude noted in the experimental subjects. The experimental subjects believed they learned better with programmed instruction.

With the permission and assistance of Grant Garnett, principal of the Mount Prevost Jr. Secondary School, School District No. 65 (Cowichan), the new Grade VIII pupils of this school were separated into two groups, boys and girls, and then randomly assigned to one of four classes. The alphabetical order of surnames and class size limits for home economics and industrial arts classes were the only ordering features of the chance assignment of any given pupil to a particular class. I was assigned to two of the four classes as their teacher for classes in Grade VIII mathematics.

Programmed-text material which had been prepared by a team of authorities and field tested to ensure its effectiveness was sought for use throughout the planned classroom experiments. The best material which had been located was *Modern Mathematics* by Eigen, Kaplan and Emerson.[5] The publishers of *Modern Mathematics* could not supply field trial data.

No Prepared Material Available

The non-availability of prepared programmed instructional material, which presented the content of Grade VIII mathematics in the same manner as the presentation in the prescribed textbook, *Introduction to Mathematics* by Brumfiel, Eicholz and Shanks,[6] made it necessary for me to prepare my own programmed-text material. I used Volumes I and II of *A Programmed Primer on Programming* by the authors Markle, Eigen and Komoski[7] as guides in the preparation of the programmed-texts used in the experiments reported here. I fully recognized that lack of program writing experience and lack of complete testing and rewriting are serious shortcomings in the conduct of classroom trials with programmed instruction.

Four experiments were conducted with each division. Each experiment involved one of the following mathematical topics: (1) Definitions of Natural, Whole and Rational Numbers, (2) Basic Principles of Addition and Multiplication, (3) Modulo 3 Number System and (4) Inequalities of Rational Numbers.

All experimental subjects took part in a given experiment on the same day. A complete experiment required a full hour regular period.

Each experiment consisted of a pretest, a learning period and a post-test. The same test was used as the pretest and the post-test. Pretests and post-tests were written as a complete class over the same timed period at the beginning and end of each experimental period.

During each experiment, half the boys and half the girls of each division were taught by either the teacher-centered instruction method or by the programmed-text-centered instruction method. The first cycle of selecting the experimental sub-groups was entirely one of chance. On each of the following three trials, the sub-groups were given the alternate form of instruction. This alternating was done to reduce the possible "halo" effect if one group were always considered to be the group receiving different treatment.

The group taught through teacher-centered instruction received their instruction in their regular classroom. The group being taught through program-centered instruction was placed in an adjoining classroom or hallway during their learning period.

The group which received instruction through the use of the programmed-text material was forced to rely solely on the sequence of statements, questions and answers presented through the programmed-text. This would not normally be the classroom situation in the use of a programmed-text. Normally a teacher would be present to assist the pupils as required.

The maximum learning time for both experimental and control group was the time required to present the specified content to the group receiving teacher instruction (the control group). The learning time was held constant for the two experimental and the two control groups throughout a given experiment.

The amount of learning which took place as a result of the particular form of instruction was measured by the difference between the pretest and the post-test.

Data Analyzed for Mean Gain

The experimental data were collected with the intention of analysis for significant difference between the mean gain of paired groups. The matched pairs were obtained by pairing an experimental subject with a control subject on the basis of their pretest scores. Scores were considered to be matched if they did not differ by more than one point.

When matching of pretest scores resulted in a considerable loss of experimental data, all data from the intended comparison were analyzed through a comparison of the mean gain of unpaired groups.

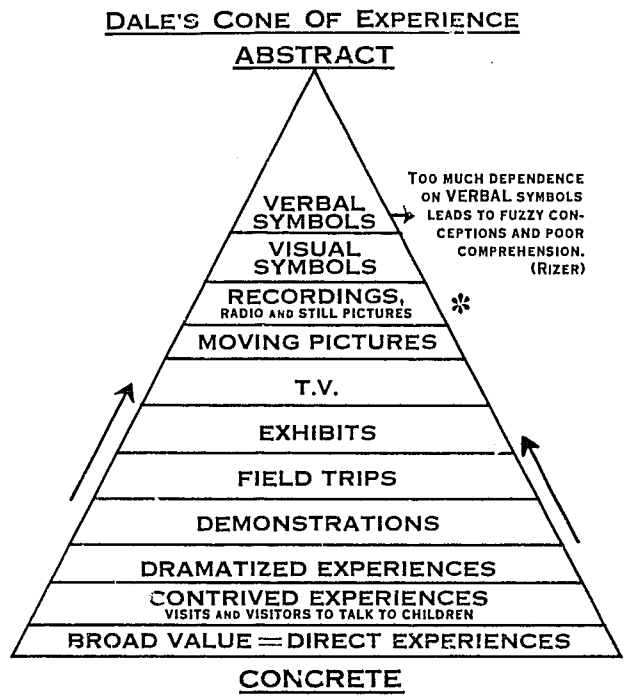
The calculations of the sixteen critical ratios, as presented in Tables I to IV, permitted the generalized statement (within the limits of these experiments) that there was no statistically significant difference between the learning which took place under programmed instruction and that which occurred under teacher instruction.

An alternative form of statistical analysis was applied to the experimental data through calculations of chi square. Table V is a summary of the chi square analysis which permitted the conclusion (within the limits of these experiments) that programmed

Continued on page 341

Filmtext Reading

ENID V. HARDMAN



READING IS THE visual use of language, and is more than the extension of the spoken word. "Reading is an elaborate arrangement of visual signs that must be organized in correct sequence, with proper experiences to be aroused when the appropriate coded input is instigated."[2] Reading is coded "input." Vision is output. The relationship between reading and vision is intimate and tenuous.

The first step in reading involves visual sensation, which is physical in nature. The second step is chiefly dependent upon the experiences and purposes of the reader, and is primarily psychological in nature. Meaning, the resultant of sensation, perception and experience, is known as mental content. It varies from individual to individual and is proportionate to the quantity and quality of one's background and purpose.

Dr. Betts[1] suggests that we may view reading in at least four ways. First, reading is a language rather than a subject. Second, in a psychological sense, reading is a thinking process. Third, in another sense, reading is a social process that relates the reader to his environment. Fourth, an adequate concept of the reading process embraces physiological factors such as seeing and hearing. Of all these, Dr. Betts rightfully emphasizes the idea of evaluation or of reconstruction behind the symbols.

What has all this to do with filmtext reading? Reading is a visual language and filmstrips offer an attractive presentation of story and colored picture, projecting a vicarious experience for many who have never built a dog house, gone for an airplane ride or visited the Three Bears! In this respect, "coded input" means output and a happy sensation of reading in a social situation takes place.

The children are anxious to discuss the pictures and recall their own experiences, before reading—the language concept. Psychologically, the pleasure of achievement, thinking out the implied meaning or putting one's self in the hero's place, dramatically reading aloud, all call for thinking. Socially, children may read as a group, in two's or three's. They compare and contrast the environment of children in the story and picture in front of them, with their own, and they learn to take suggestions for improvement as a group and individually. Physiologically, the children hear and see the story unfolding at the same time. In addition, they take turns directing and projecting the filmstrip reading. The slower ones may go to the screen and cup their hands around words and phrases, for drill purposes. The method may be varied to preview as a whole class, review in the same way or to take a group at a time. The teacher may go as slowly as she likes. Hence we satisfy Dr. Betts' criteria of good reading requirements -- and to the pleasure and satisfaction of each child!

We are fully aware that one method does not teach all children. Traditional and modern methods must go hand in hand in this demanding and changing era. The filmtexts that accompany the Laidlaw Readers (1-3), provide graded, colorful, meaningful materials to stimulate interest and improve reading ability at all levels of learning, namely, 1. Independent, 2. In-

Mrs. Hardman is on the staff of M. V. Beattie Elementary School in Enderby.

struction, 3. Frustration, 4. Capacity or Listening.[8]

The filmtext challenges the brighter child and induces the shy and slow one to participate.

This program should not stop at a Grade I level; it should be extended into Grades II and III for total effectiveness. This progression will pilot the slower child through three telling years of reading, which then should result in fewer remedial cases. Preventative, not remedial, teaching is the aim of primary work.

Research, that fourth "R," shows the need and positive benefit of introducing new words first in appealing context, for without the right concepts, the word, therefore sentence or paragraph, means nothing. Building concepts is part of the readiness program, which has been advocated by all educators from Pestalozzi to the present time. Beatrice Brownell[3] says that readiness is amenable to stimulation, direction and control to an extent far greater than is assumed by those who rely on anatomical maturation. Durrell[4] asserts that one-quarter of all children who make slow progress are of normal or superior intelligence. Both these educators suggest that a remedy for the lack of readiness is not to wait for maturation, but rather to give the child a specific background, firsthand or vicariously, as, for example, through filmtexts. These are valuable in providing for each child at his own level and enticing him to read to the full extent of his ability. Besides reading, filmtexts offer one of the best context sources for introducing science, social studies and health.

The first experiment, the seed of our interest, began in New Castle, Pennsylvania, under the direction of Principal Glenn McCracken, where he developed a reading program with the Laidlaw texts and specially prepared filmstrips. The first year's results amazed him, the teachers and the parents. Some of his classes reached third grade level the first year and all learned to read at their own rate. With our class last year, on the Gates Rd. Tests, one-third rated fourth grade level, one-third rated third grade level and one-third second grade level. Oh, yes, Gates Tests are six months overestimated, but even then the results were good. To demonstrate their oral ability, we invited the parents to hear their children reading at Book I level. These are unique experiences, for simultaneously the children, the parents, and the teacher are pleased at the enthusiasm and fluency displayed!

While we may not agree with Mr. McCracken entirely, we may well take cognizance of three points which he postulates.

(1) We spend too much time on a reading program that may be ineffective and not enough time exploring the possibilities of structuring a better one. Do we still use horse-and-buggy methods in a rocket-T.V. age?

(2) As many contemporary educators do—e.g. Mrs. Rizer and Dr. Regal of UBC—he affirms that we have overworked the artificial readiness program, for perhaps we use it to defend our inability to teach more children at their level, and delay some children too long. Rather than "readiness," the new term is "pacing," which allows time to mature physically, mentally and emotionally—for reading too is development "input." It is not a built-in brain apparatus to take off at a count down, nor is it a crash program to break over the beginner's head at the will of an over-anxious teacher!

Filmtext reading provides a controlled program which slowly develops concept as well as ability, as suggested before. All will agree that we teach reading through reading instead of drawing circles, x's and lines, which research condemns as artificial exercises, causing a child's thinking and experiences to be shallow. Take a look at Dale's Cone of Experiences to learn the importance of films in general. Are we trying to make a child over to suit us or build a program for which the child has a natural readiness? Learning to read with filmtext is more rapid because the source is vivid, and interest creates purpose.

(3) Mr. McCracken frowns on groups and the stigma of such, as well as on the teacher's tendency to label children from September to June, as one-third slow learners, whom we retard or push ahead. While we must admit that children learn at different rates, the filmtexts do help to eliminate that third group by Easter.

Because we have a permanent corner for our apparatus, small groups may go to read at their own level in the program, while other groups have related experiences in books.

We approach filmtext reading with a conservative attitude and combine it in a flexible program with our own Basic Readers and other supplementary ones, for wide reading. The Laidlaw texts and accompanying filmstrips have a high positive relation to our own Basic Readers, which precede the Laidlaw at each level. The Laidlaw books are more interesting, colorful and challenging and so serve as a stepping stone to library reading. I may add that teachers, supervisors and principals who have watched a demonstration, agree with me that filmtext reading trains the eye, ear and tongue for rhythmic phrasing pleasurably and comprehensively. Permit me to say, though, that the success of this program depends on the attitude and enthusiasm of the classroom teacher, the humble key of all learning situations.★

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Photo courtesy of Vancouver *Province*

Sue Kinsman and Mike McLintock with the model Centennial Center.

Practical Social Studies

W. D. M. SAGE

A LORD BYNG social studies class has been working hard all winter on an interesting and worthwhile project. The class is planning a Youth Confederation Center for the citizens of Vancouver and Burnaby, as a suitable project for Canada's Centennial in 1967. We do not know whether or not the project will be accepted, but the class is very enthusiastic and optimistic.

The plan began last fall when the students were given the problem, "What should be Vancouver's Centennial Project?" At first the young people were rather taken back by the question, but then they began to question each other about the problem. After a great deal of discussion, which lasted long after class, the students brought up a bewildering array of schemes. As the days passed however, there was a gradual hardening of opinion favoring a very large community center.

The youth center idea seemed all right, but where to build it? In those days last autumn there was talk that the citizens of Vancouver were going to buy what remained of the Old Shaughnessy Golf Course, and the idea of locating the center there seemed acceptable.

The young people were anxious to plan their center in greater detail. This they speedily set out to do, but it was to take three months of spare time before a model and artistic work could be finished. It must be remembered that very little of the work was actually done in the social studies class, but in after hours over "Cokes" and in the Art Room under the direction of Mr. Al Colton, head of Lord Byng's Art Department.

What is the students' real motive in working on their centennial project? They have answered truthfully that they want to see the Centennial Community Center where people of all ages can thoroughly enjoy themselves. They say that young people especially must guard against boredom. In a big center with

Mr. Sage teaches the class which undertook this interesting project.

many worthwhile activities boredom would disappear. In the beginning of the planning stage the students stressed the importance of the center's including people from little babies to very old persons. Even sick and disabled people would be most welcome.

Two members of the social studies course, Sue Kinsman and Mike McLintock, were particularly interested in the project and provided the following information about their center:

The center designed by the young people is intended for everybody who is interested in community activities. This center is different, they say, because other centers in the Lower Mainland are not specifically designed to give everybody the hobbies they want and the things they feel like doing.

The student designers say they need quite a large area so that they can spread out activities. The main building will be in the form of a St. George's Cross. There will be four outer buildings, connected by tunnels with the main center. These four structures will be a gymnasium, an ice rink, an auditorium and a field house. In the basement of the main building there will be a boat-building shop, a mechanic's shop, a weight-lifting room, a billiard room, a large room half the length of the building which can be used as a theater, dance area, archery or pistol range, and an extra room for meetings of societies.

Plans for Many Activities

The plans for the main floor are quite comprehensive, also. In the center of the building there is to be a control area with offices, staffrooms and cloak rooms; at the north end there will be washrooms and a ladies' changing room. Then there will be two hobby rooms and stairways going up and down. For people who cannot walk up stairs there will be elevators.

The south wing will be much like the north wing, except that there is to be a men's dressing room in place of the ladies'. In the east wing, the planners want a lounge for a record club—stereos. There would also be four committee rooms for group meetings, hobbies, etc. On the west side they want a well-equipped cafeteria and two private dining rooms for club suppers and wedding receptions. Choirs and people doing weaving would occupy the other two rooms.

Upstairs are to be special rooms dedicated to the ten provinces, one for the territories and a bigger "Canada Room." The young planners hope that every provincial room will be furnished with special native woods of the province concerned. They hope that the provincial governments will provide suitable furnishings. They would like the Federal Government to be responsible for furnishing the "Canada Room." Paintings would come from interested local artists of the several provinces and territories.

In the four outer buildings, the plans would include a full-sized hockey rink, a regulation basketball gymnasium, an auditorium and a field house with a retractable roof and three tennis courts or five badminton courts. Outdoors there would be space for soccer fields, baseball grounds, sheltered little places for small children to play, and an outdoor wading pool.

Membership fees, to assist in paying for maintenance of the building, would be charged. The planners suggest $2.00 a year for single members and $4.00 a year for families.

After our allotment of work was completed in social studies, the students each took small pieces of squared paper and began designing the various rooms. The teacher asked the students which room each one preferred and soon everybody was hard at work sketching his room. One of the young men was especially interested in boat-building so he sketched a basement accommodation for small boats; there was even provision for sail-making. The proposed cafeteria was a real challenge to one of the girls who particularly likes home economics. The art students liked the idea of having space around the central rotunda so that they could place their easels with proper light.

Several of the young ladies were enthralled by the various types of dancing. They thought that the Canada Room on the south end of the second floor of the main building should have a sprung dance-floor. There would be a cozy stone fireplace at the east end of the room, preferably utilizing gas, so as to eliminate the problem of ashes. This room could be used for dinners if more chairs and tables were brought in. With large view windows to the south and west, the Canada Room would be a very cheery place. Perhaps the arms of the provinces could be emblazoned on the walls.

Some of the students had younger brothers and sisters and they were concerned that these little people should have suitable places in the building to play and be cared for. It was decided that an airy, pretty kindergarten-type room could be located on the main floor, perhaps on the west or south sides. There could be a long inclined ramp from the outside to the main floor. The students wanted a ramp so there would be no danger of little people falling down stairs. (The ramp could also serve people who required wheelchairs; there would be an elevator to whisk such people to the floor they wished to visit.) Once the little children were outside they could run down the path to the swing-park to the south of the field house. There would be many chairs around so their mothers could watch them at play on the swings, teeter-totters or even splashing around in the wading pool.

On the warm sunny side of the gymnasium there would be room for outside lawn-bowling, volleyball, checkers and perhaps a miniature golf course. Should there be sufficient room in the Centennial Park, there would be playing fields. Perhaps with the passage of

years it would be possible to add covered stands for a soccer field, a rugger pitch, a softball field and a regulation baseball park.

Two very important problems troubled the social studies class. First the young people wondered where the money would come from for such a Centennial Community Center. I explained that the Federal Government had enacted certain legislation which was to help finance approved projects. Local interested groups would have to raise the remaining amounts. The young people were pleased to learn that the Reeve of Burnaby, Mr. Alan Emmott, had shown interest in the project. Perhaps it would be possible for Burnaby to join in with Vancouver in the project. I informed the class that only the Historical Council of Vancouver had yet been created to screen possible projects under public discussion. The class was very pleased when the president of the Historical Council, Mr. Dick Buchanan, invited five of the Byng students to a meeting one evening in February. The audience of delegates from some eighteen associated societies gave the young people real encouragement. Two days later the *Vancouver Sun* and the *Vancouver Province* interviewed Mike and Sue and published accounts of the centennial project.

The second question dealt with the actual administration of the Centennial Community Center after it was built. The optimistic students felt that Vancouver and Burnaby both possessed excellent community center administrations, which perhaps would guide the affairs of our center.

The students were very pleased when Mr. Len Chappell arrived from CBU and interviewed Mike and Sue for the CBC program "Countdown," to be broadcast from Toronto. The young people were also delighted to learn that CBUT was recording a TV interview for release on the "Bazaar" program.

Lord Byng school is right behind the project and we are hopeful that it will be approved. Our ambition is to make the Centennial Center a haven for young people and for those interested in working with them.

Although the project is only one of several being considered, and although the Vancouver City Council has gone on record as favoring a coliseum, the final decision has yet to be made. We are optimistic.

As the teacher involved, I have found the experience an exciting one. The students have become really interested in community planning; civics has certainly come to life for them. I am sure their social studies course this year has been one they will long remember.★

Special Summer Courses at Victoria

FIVE NON-CREDIT courses, designed to assist teachers, are planned for Victoria College Summer Session in July, 1963.

A two-week course in Art Education will be offered July 8 - 19. It will provide instruction, demonstration and practice; creative art teaching will be stressed. Students will be given the opportunity to explore materials and their use in the classroom.

A Latin Seminar will be offered to teachers who wish to enrich their academic background in this subject and who are interested in teaching the language. Opportunity will be given for improving linguistic skills, for studying Latin literature and for examining methods of presenting Latin to high school students.

The seminar will be scheduled for two hours daily, Monday to Friday, July 15 - 26.

Teachers who wish to prepare themselves for teaching the new Grade VIII and Grade IX courses in mathematics will find this course in Modern Mathematics helpful. Content will include sets, operations and numbers of arithmetic, real numbers, equations and solution sets, systems of equations and inequalities, etc. The course will run from Tuesday, July 2 to Friday, July 12.

A seminar for secondary school teachers of English will be held in the two-week period from July 15 to 26. Discussion will center on such topics as: good and bad prose composition, the appreciation of prose, the appreciation of poetry, the use of imagery in verse and prose, and the problem of examination questions.

Of special interest will be an Institute in Chemistry which will initiate a series of such institutes in science planned for this and ensuing Summer Sessions. It will consist of a series of lectures, demonstrations, and discussions with attention focussed on recent developments, current trends, and, generally, on the expanding field of knowledge in chemistry. Highly qualified instructors will deal with the material in their fields of specialization in the two-week period of intensive study.

Registration will be limited to a small group. Meetings will be held both morning and afternoon from July 15 - 26.

A number of scholarships are available through the generosity of the Consolidated Mining and Smelting Company.

Further information on the Institute in Chemistry and on the other non-credit courses may be had by writing the Director of Summer Session, Victoria College, Victoria, B.C.★

British Columbia Government photograph

Jervis Inlet is well known to many sail and power boat skippers

Holiday at Home

BRITISH COLUMBIA teachers must travel far to find scenic beauty equal to that of their homeland. The covers of *The B.C. Teacher* offer convincing proof of that contention. Exploration of "beautiful B. C." is an enjoyable and rewarding experience. Moreover, a tour of the province is among the least expensive vacations.

Geographers estimate that if the western part of British Columbia's shores, including the Queen Charlottes, Vancouver Island and the many smaller islands, were stretched out to a straight line, the distance would be some 7,000 miles. This area, indented by the ages-long movement of the Pacific, is made up of innumerable inlets, harbors and coves. It is much-loved by commercial fishermen whose vessels ply the seas for the rich harvests that have made the name of British Columbia's canned sea products known in many parts of the world. The area also provides year-round enjoyment for thousands of boating and yachting enthusiasts to whom the swell of the Pacific has a particular appeal.

Vancouver Island, 282 miles long and averaging 50

miles wide, has a modern highway from Victoria to Campbell River. From this artery secondary roads cut west through large stands of Douglas fir to lakes and mountain scenery that appeal to visitors from all over the world. On the west coast of the island, sandy beaches stretch for miles (e.g., Long Beach, featured on our cover), inhabited largely by water fowl, people who live in small villages and settlements, and those holiday-makers who deliberately seek a different kind of vacation.

More or less in the geographical center of Vancouver Island, Strathcona Park is an example of the scenic loveliness that characterizes British Columbia. Strathcona is the haunt of animals and birds, many of them legal targets for hunters in season.

Following the birds to Victoria is a delightful experience. Our capital city offers a unique mixture of the Old English and the newer cosmopolitan influences. Exceptional gardens, one of them world famous, greet the visitor at every turn. A wonderful climate and excellent boating and fishing are among the other attractions that bring thousands to the capital city each summer.

A cruise among the incomparable Gulf Islands (September-October cover) is a never-to-be-forgotten experience.

The Lower Mainland offers the attractions of Canada's third largest city. Vancouver is fortunate in having a beautiful natural setting and sunny summers (usually). Visitors make the most of both.

Some of Canada's finest residential homes are to be found in Vancouver and vicinity. Many of them, built on the scenic mountain slopes surrounding the city, provide a view that would be hard to match anywhere.

Fine Agricultural Areas

The Fraser Valley is, perhaps, unique in all the province. Prosperous farms dot the territory on either side of the historic Fraser River—examples of agriculture at its best. Slicing it is the Trans-Canada Highway stretching nearly 5,000 miles to the east. In summer, lakes such as Cultus make for the epitome of outdoor recreation, complemented by provincial campsites.

Some 6,864,560 acres of the Okanagan make this part of British Columbia an area unto itself. This is a land of sagebrush and rolling hills, brilliant and tawny under the sun by day, and blue, purple and indigo when clothed in evening shadow. This is the cornucopia of British Columbia, producing apples, prunes, pears, peaches, grapes, apricots, crabapples, plums, tomatoes, potatoes, onions, and zucca melons. Common also are deposits of copper, gold, silver, coal, zinc, lead, structural materials, and the exquisite and eternal music of bee and bird in the colored loveliness of blossom everywhere.

Lakes like Okanagan, Kamloops and Shuswap resound to the laughter of children playing in summer, the high pitched song of speed boats riding the waters and the almost hysterical whine of fishing reels, as men match their wits with the well-known Kamloops trout that inhabit the lakes.

Some of the Okanagan cities stage festivals during the summer and these attract thousands of spectators.

East of the Okanagan, 18,768, 280 acres of the province heave and dive in a series of mountain ranges toward the Rockies. This is the Kootenay region—spectacular British Columbia—where the architecture of provincial and national parks is piled upon itself in rampart and outcropping, until hidden by clouds at 12,000 feet and more. The area is a sanctuary for a large variety of big game animals. It is the home of the eagle, magnificent and supreme in his cloud-piercing vigils, of field mouse and squirrel, whose only intent is to garner food and stay alive.

The Kootenays offer incomparable mountain scenery (February cover picture) combined with fascinating relics of the early mining days.

Besides ranching and manufacturing, the Kootenays contribute to the provincial economy by wood and mineral production. At Trail is the giant lead-zinc producing plant of the Consolidated Mining and Smelting Company, largest of its kind in the British Commonwealth. At Kimberley is the Sullivan mine, biggest of its kind in the world.

The Cariboo—Historic and Hospitable

The historic Cariboo spreads for some 35,000 square miles. It is unlike every other part of British Columbia, for many of its inhabitants live in a world that could be 50 years ago. This is a beautiful land of rolling hills, where Herefords graze and migratory water fowl gather in the marshes to discuss the long flights ahead.

In the Cariboo are some of Canada's largest ranches. These stretch as far as the eye can see. Some ranchers admit they have never been to the perimeters of their lands. No one enters the Cariboo territory without being welcomed regally by its people, who are renowned for their hospitality.

Big game animals make the Cariboo and adjoining Chilcotin country their homes. The area is noted for black and grizzly bears, mule and white-tailed deer, moose and other species. One is the California bighorn sheep, not long ago almost extinct in the United States, but brought back to a sizeable number by importations from the Cariboo.

Winds in the Cariboo are eternal and forever fascinating, carrying with them the scent of pine and cold places far to the north. They talk to the cottonwood trees and the jackpines, stirring them to burnished silver and many shades of green.

West on the gravel road from Williams Lake to Bella Coola on the coast are settlements like Kleena Kleene, Nimpo Lake and Anahim Lake. Fishing and hunting are excellent at them all, with guides available to make

Based on information from R. L. Colby.

sure a big game trophy is more than probable. At Bella Coola, where the world's second largest grizzly was shot some years ago, there is a river that yields fine catches of steelhead trout, considered by many to be the greatest of all fighting fish.

To the north is Prince George, the geographical center of British Columbia. Some 500 miles west on Highway 16 is Prince Rupert, British Columbia's most northerly port.

Highway 16 offers magnificent scenery (see cover of our January issue), mineral hotsprings, fishing, and quaint Indian villages complete with totem poles and hand-made articles.

Between Prince George and Dawson Creek (Mile 0 on the Alaska Highway) the Hart Highway traverses some 250 miles of lonely country where timber and lake clothe the land. The road is good and can be travelled comfortably. That it has been cut between mountains, leading from one valley to another, makes it all the more attractive. Photographers and artists find much to influence their thinking here.

Beyond Dawson Creek is the gravelled Alaska Highway, dusty in summer, and not without such hazards as having headlights and radiators damaged by stones thrown by oncoming cars. If a person wishes to complete the 1,523-mile journey from Dawson Creek to Fairbanks, he should carry spare tires and a complete change of motor oil, just in case. Another precaution is to take along drinking water and, if there are children, chocolate and tidbits to keep them happy between meals.

Undertaking the journey in summer should be regarded with a degree of concern. It is a definite challenge, but one well worth accepting—an outing long to be remembered.

West of the Alaska Highway, south of the Yukon border and the eastern boundary of Alaska, is a vast, sparsely-populated region of wildlife, rivers and mountains. Travel in this part is by trail and plane, for there are not roads as such.

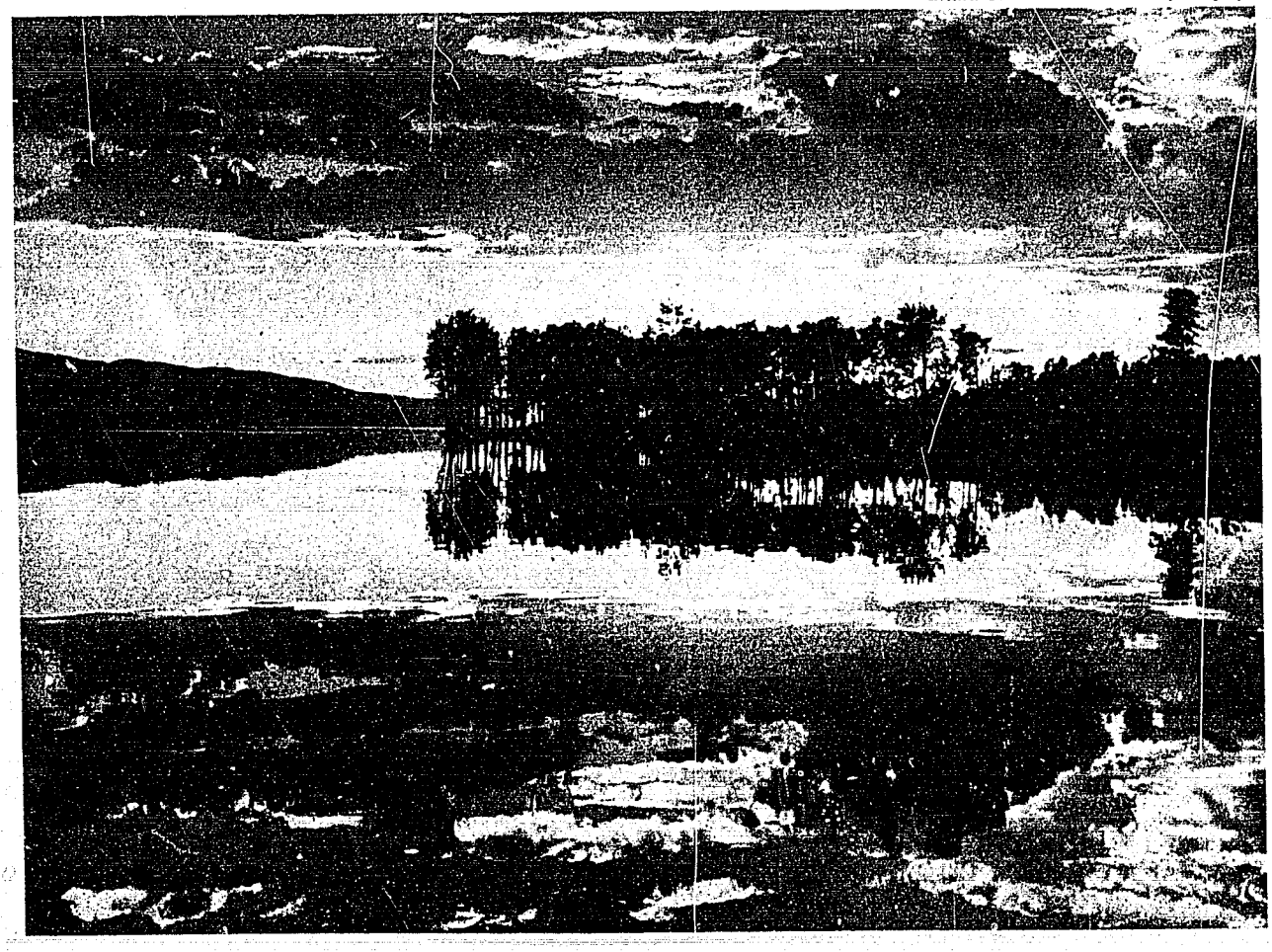
This is the Cassiar region. Stone sheep and caribou make this region their home, together with numerous lesser species of wildlife. Snow and ice leave the lakes around June and July, and by September winter has started to set in again. A typical summer day consists of some 21 hours of light.

The Cassiar district is not without its natural loveliness, but it could hardly be regarded as a family vacation spot. It is, though, part of the vast mosaic of British Columbia, populated and commercially successful in the south and central parts, hardly touched in the northern climes, except for the tremendous finds of natural gas and oil man is coaxing from beneath the muskeg in the Peace River and around Fort St. John.

No matter where one goes in British Columbia, he can have an enjoyable trip. A tour of all the areas in B.C. makes an unforgettable vacation.★

Uncha Lake is south of Highway 16 near Francois Lake

British Columbia Government photograph



Friendly Mexico for a Different Vacation

ONE OF THE MOST fascinating, enjoyable and educational holidays one can take is a trip to Mexico. The land of the Aztecs offers just about anything anyone could want. The country is a teacher's dream, for at every turn the traveler encounters history. Indeed, one could spend an entire vacation in the National Museum of Anthropology in Mexico City. This museum contains what is probably the most important collection of pre-Columbian art and crafts in the world. Certainly it is a "must" for visitors to Mexico City.

To those who have visited the country, Mexico is remembered as a land of friendship, where the visitor is welcomed with traditional warmth and cordiality. This friendliness is a delightful thing to experience; the Mexican people just cannot do enough to help make one's stay in their country enjoyable.

The people are friendly and alert, with self-knowledge and confidence born of the heritage of ancient Indian and colonial civilizations, and of painful experiences to present-day independence and democracy.

Mexico has long been considered a land of contrast among its three great legacies: the Ancient, the Colonial, and the Modern. It is, moreover, considered by many to be, with the possible exception of the Far East, the most exotic land on earth.

But Mexico is more than contrast and tantalizing foreignness. It is a place of vibrance and color, portrayed in strange and stunning ceremonies and country festivals which seem to have fused all the ages of man and all the customs and ideals to which he is heir. It is a place of solemn devotion, where many trades and principles have blended their aims to produce a sternly loving regard for man.

Mexico is architecture, indicating a multitude of influences, ranging from the many pre-Hispanic civilizations, through the Colonial Spanish and French periods, down to the present steel and glass age. Mexico's architecture has always been daring and dramatic, through all these epochs, and even those who have seen many times the ruins of Chichen Itza, the University City, the Latin American tower, and other examples of marvelous ideas in construction, are still excited by the spectacle.

Mexico is a joy, therefore, for those who love to wander the hallowed halls of monastries, or the dank interior chambers of cities left rotted in the jungles till as recently as the past few decades, or the cool onyx and stone monuments of today.

Mexico is archaeology. There are countless hundreds of archaeological zones throughout the Mexican Republic, and in each of them there lies a different clue to the grandeur of ancient man.

Mexico is history. Around each corner, down each cobbled village lane, under each paving stone, lies another chapter of a turbulent struggle for peace, beauty, freedom, and honor among the nations of the world.

Mexico is progress. Out of the studies of ancient man, and the yearning and conflict of colonial man, there have emerged industry and modern agriculture, the latter based on what some scholars believe to be nine thousand years of cultivation. Manufacturing is one of the fastest growing sectors of the Mexican economy, together with petroleum, electric power and construction. The development during the last few years has been nothing short of phenomenal. Visitors are often surprised, for example, to see European automobiles being assembled just outside Mexico City. Over a thousand manufactured articles are now offered by Mexican industry for export.

Mexico is education. The country offers the world's newest and most lauded medical center, the hemisphere's oldest (and at the same time newest) university. The University of Mexico was the first in the Americas (1551), but was installed in the breathtaking new University City just a few years ago. The home of nearly seventy thousand students, it has to be seen to be believed. Its campus, one of the

most beautiful in the world, has cost, so far, more than twenty-five million dollars.

Mexico's public schools range all the way from primitive adobe huts to modern buildings second to none in the hemisphere.

Above all, Mexico is people. People and their customs constitute the heart of the country. They range from the erratic Yaquis of the north to the wistful Lacandones of the south, and in between there are peoples of incredible variety of facial types, costumes, customs and character. Their villages, towns, and cities are a boundless kaleidoscope of interest for the visitor.

Besides the fascinating small villages and country life, there are great cities pulsating with life and liveliness. Mexico is dining, everything from local delicacies to international dishes, served in the continental style for which gourmet nations are noted. Mexico is night life. The glamor and beat of the after-dark circuit are known around the world, for this mountain top metropolis, for all its ingenuous charm, is also a land of chic and elegance, luring the cream of the world's society.

Shopping is the visitor's first consideration. Mexico is famous, of course, for such things as silver, leather, glass and onyx products. But shopping goes beyond the creative category to include such design areas as furniture, fashion, textiles, antiques, and shoes. And for the experience of a lifetime, no visitor should miss going to a native Indian market.

Mexico offers many sports—bull-fighting, cock-fighting, soccer, baseball, rodeos, polo, horse-racing, and the lightning-fast game brought from the mountains of the Basque country, jai - alai. Amazingly, general admission in Mexico City to this fastest game in the world is only forty cents.

Transportation in Mexico is unbelievably inexpensive. Taxi-cabs in Mexico City, for example, are the cheapest in the world. A five-mile ride costs about fifty cents. Public transit, in the form of what we would call school buses, is practically free—about three-quarters of a cent in many places.

Mexico is a country blessed with various climates, ranging from tropical to cool temperate. Average temperature in the central plateau is sixty to seventy degrees; in the coastal plains, eighty to ninety degrees.

Mexico offers the tourist a unique vacation. From the moment he arrives until the time he reluctantly leaves, the visitor is captivated by completely new sights and experiences. To cite just one example, Taxco (pronounced Tahsco), a world famous silver town in a fairy tale setting, exists today just as it did two hundred years ago, for the whole town has been declared a national monument and cannot be modernized. To explore the narrow, winding cobblestone streets is to enter another world.

For something completely different in holidays, visit Mexico; you'll be glad you did.★

Canadian Teacher to Lead Holy Lands Tour Group

The National Education Association of the United States has announced the appointment of a Canadian teacher as leader of their 1963 Mediterranean and Holy Lands tour. Mr. John Pepper, Toronto teacher, lecturer, and travel columnist, will lead a group that is being organized and operated by the National Education Association.

Mr. Pepper teaches speech and drama at Osler Senior School. His personal knowledge and experience in the travel field is extensive, encompassing trips to Europe, North Africa, the Carribean and Central America. As leader of the sponsored tour, he will be responsible for interpreting the Mediterranean and Holy Lands area for the Canadian-American teaching group.

The Mediterranean and Holy Lands group will leave New York on July 7 by air. During the course of their six-week trip, they will visit France, Italy, Greece, Turkey Lebanon, Syria, Cyprus, Israel, Jordan, Egypt, Libya, Tunisia, Morocco, and Spain. Participants in the group will pay a fee of $1,700 for the travel accommodations which include first-class hotel accommodations and most of the meals during the trip.

Canadian teachers who are interested in joining one of the National Education Association-sponsored groups may obtain a descriptive brochure, *Windows on the World,* by writing to the Division of Educational Travel, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

Globetrotting, Co-op Style

A. K. MacKENZIE

THERE IS NO DOUBT about the fact that more and more teachers are exploring this world of ours. The BCTF Co-operative has done much to make it possible for teachers to travel economically and enjoyably. Traditionally the spring is a time when many of us start planning trips to far-away places. Exciting as the thought of a vacation abroad may be, the real reason for the increased activity at the Co-op at this time of the year is the fact that more and more teachers are becoming aware of the many advantages of group travel.

Some years ago the Co-operative initiated the method of large group movements of teachers by means of charter flights. Hundreds of teachers in the province of British Columbia can vouch for their success. For a number of years special charters have been arranged to Britain at greatly reduced fares. These flights have meant that many teachers traveled and studied in Europe who otherwise could have found difficulty in meeting the expense of a regular fare.

Early in July of this year, four CPA 110-passenger Jet-Prop Britannias will carry teachers to London, England and will return near the end of August. The fare of $395 is approximately half the normal cost. Of the four charters already contracted, three are sponsored by the Co-operative and the fourth by the B.C. Teachers' Federation. If you are interested and have been a member of the teaching profession for at least six months prior to the July departure you are eligible to participate. A few seats are still available. Application forms may be obtained from the Co-op office.

An innovation in group teacher travel took place last Christmas. The Co-op arranged a special plane to Hawaii, departing from Vancouver and returning at convenient times after school closing and before school re-opening respectively. While this flight was not a charter, it had the decided advantage of making the best possible use of a limited vacation period. It is planned to arrange a similar flight next Christmas. Reservations may be made at the Co-op office.

Perhaps the most exciting travel news for teachers is the new "Round The World" group jet fares recently announced by the International Air Transport Association, the governing body of the major scheduled airlines of the world. Teachers, in groups of fifteen or larger, can travel around the world for approximately $1,000 in Canadian funds. The eligibility rules are similar to charter regulations. A tour sponsored by the Co-operative is now being organized. The suggested itinerary includes visits to Japan, Hong Kong, Thailand, India, Jerusalem, Greece, Italy, France and Great Britain. Additional information is available to interested parties.

Yet another service for teachers is the "blocking off" of limited space on certain airlines well in advance, for travel during peak seasons and times when seats are at a premium.

Of special interest to teachers who are attending Summer School this year and who wish a holiday before school opens in September, is a 17-day excursion to Mexico City. Thirty-two seats have been reserved on a flight leaving on August 16, the last day of examinations.

For numerous reasons the F Co-operative Association believes that group travel is very worthwhile. The extent to which teachers support the various travel proposals will determine the number and variety made available in the future. The response so far has been very encouraging. ★

Mr. MacKenzie is a Director of the BCTF Co-operative Association.

New Y

A VISIT TO New York City is an education in itself. New York is a city of superlatives—the world's tallest skyscraper, most famous statue, longest bridge, biggest private office building complex, largest indoor theater and many others. Visitors during the coming "New York is a Summer Festival" season will also find that it's the greatest vacation bargain anywhere.

Few other cities offer so much to see at little or no cost. Its many museums, its interesting foreign neighborhoods, its five-mile ferry ride for a nickel are all world-famous. From June to September, however, Gotham blooms with flags, flowers, and fireworks—and a host of special entertainment events for summertime visitors.

This year marks the tenth anniversary of the "New York is a Summer Festival" season. Many of the events are held outdoors in parks and stadiums where, for little or nothing, you can attend some of the world's finest music and drama. There will be chamber music in Washington Square, symphony and ballet at Lewisohn Stadium, Shakespeare in Central Park. Many traditional nationality and neighborhood celebrations are also held in summertime, such as the Italian Festa di San Antonio the Japanese Feast of O-Bon, and the famous Washington Square Outdoor Art Show.

Summer is also the best time to take in New York's many fascinating sightseeing attractions. It's a good idea to start out by taking a sightseeing bus tour or the famous boat ride around Manhattan Island. They provide a pleasant introduction to the city and point up the places that you will want to go back and visit

Material and picture by courtesy of New York Convention and Visitors Bureau.

ork is a Summer Festival

when your busy schedule permits.

The "Big Five" among Gotham's perennial visitor favorites are the Empire State Building, Rockefeller Center, the Statue of Liberty, Times Square and the United Nations.

Most people know that the Empire State Building is the tallest building in the world—but did you also know that it's the world's highest-priced building? On August 22, 1961, it was bought for $65,000,000—a record for the sale of any single building.

A visit to the 1,472-foot-high Empire State Building is a "must" while you're in New York City. You can take one of 65 elevators to the public observatory on the 102nd floor; or if you prefer to walk, you can climb the 1,860 steps. Should you choose the latter, allow yourself plenty of time—even though five members of the Polish Olympic skiing team negotiated the stairs in just 21 minutes in 1932.

New York City is the home of the largest privately owned business and entertainment center in the world —Rockefeller Center, a complex of 16 buildings located in central Manhattan between 48th and 51st Streets, west of Fifth Avenue.

The Center is operated by Rockefeller Center, Inc. which holds a lease on the land from Columbia University until the year 2069; if the lease is not renewed at that time, any improvements on the land will become the property of the University. Grouped around a large sunken plaza, the buildings incorporate many works of painting and sculpture by famous artists. Rockefeller Center has a daily population of 200,000 including 160,000 daily visitors and 40,000 employees of tenant firms. In addition to the overall Rockefeller Center guided tour, visitors may take a special tour of the famous NBC studios located in the 70-story RCA Building.

Since its dedication in 1886, a 152-foot copper statue has been the most cherished symbol of liberty in the world. Presented to the United States by France in commemoration of the two countries' alliance of 1778, the Statue of Liberty weighs 225 tons, even though hollow. It is located on Liberty Island in New York Harbor, and is reached by special boats which run from Battery Park at Manhattan's southern tip.

Broadway, besides being the most famous thoroughfare, is the longest street in the world. It extends from Bowling Green near the foot of Manhattan Island, to Albany 150 miles north. At Times Square (42nd Street) Broadway becomes the "Great White Way," illuminated at night by a profusion of many-hued electric signs. This is the "home" of the American theater. Here you'll find the musicals, the comedies, the dramas—and the stars who make them "hits."

Your summer vacation in New York wouldn't be complete without a jaunt to the largest indoor theater in the world—Radio City Music Hall, in Rockefeller Center. It seats more than 6,200 persons and the average annual attendance is more than 8,000,000. The stage is 144 feet wide and 66½ feet deep, and is equipped with a revolving turntable 43 feet in diameter and three 70-foot long elevator sections. The world's most famous group of precision dancers works here—the Rockettes.

Continued on page 346

B. C. GILLIE and
R. J. GRUNDISON

Visual Skills Training

A report on an experiment to determine the effect of visual skills training on reading ability.

DURING THE PAST fifteen years educators and optometrists in various parts of North America have been examining the possibility that there is an important link between success in school and efficiency in what are generally referred to as visual skills. This examination has resulted in the development of considerable evidence that at least some of the deficiency in school achievement by a significant percentage of students is related to a marked deficiency in the *skills* of vision. These skills in vision are not directly related to physiological defects of the human eye, commonly referred to as "poor eyesight," and they are not measured by currently used screening tests. Instead, as the term "skill" implies, it is the use of the organs of vision which is being considered.

Vision—the ability to see and comprehend—is a skill which is developed by the maturing human organism just as the abilities to walk, to run, and to speak are developed. It is partly the result of normal maturation and partly the result of learning through constant practice. It seems reasonable to argue that the degree of efficiency in vision which individuals develop will vary from one person to another, just as degrees of efficiency in walking and speaking will vary. Similarly it is argued, if people can be trained to improve their skills in such functions as walking and speaking, then surely proper training in the skills of vision will improve vision.

From this thesis it is only a short "step" to the concept that deficiency in vision—the skill of seeing and comprehending—would likely have a markedly adverse effect on the individual's ability to learn, since so much learning is the direct result of seeing and comprehending. It may well be, the reasoning goes, that poor school achievement, especially in reading, is the result in many cases of poor visual skills. The individuals in question have never developed the ability to use their organs of sight well enough to enable them to master their school work. If this is the case, and if these skills can be improved by training, then there would seem to be a good chance that improved academic performance would result.

A great deal of the pioneer work in this field has been carried out by optometrists Dr. A. M. Skeffington of Oklahoma and Dr. G. N. Getman of Minnesota, and famous educator Dr. D. B. Harmon of Texas. In their work these men have frequently pointed out that the problems involved and fields being examined are both optometric and educational, with the greatest emphasis on education, as it is in that area that the chief benefits would seem to be. During the past ten years these men have concentrated a major portion of their efforts on developing in teachers an interest in, and understanding of this field. Many experimental programs have been set up with a view to adding to what is already known. In Florida one of the most extensive applications of Visual Skills Training has been underway for some years in the public schools, largely with children of the pre-school and primary levels. A program which has attracted wide attention in Western Canada has been carried out by Dr. Brian Cox and Mr. Colin Stewart in the schools of Langley, B.C. During the past five years these men have been conducting a program of training among elementary school students and have been able to show supporting evidence for the theory that these procedures have a beneficial effect on students' school work.

The purpose of the program at S. J. Willis Junior High School was to determine the effect of visual skills training on reading ability*. Dr. R. Grundison, local optometrist and former teacher, along with Drs. Goodridge, Darimont and Scholefield, offered to provide the time and professional skill to select

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Mr. Gillie was principal of S. J. Willis Junior Secondary School when this study was made. Dr. Grundison is Chairman, Children's Vision Committee, B.C. Optometric Association.

and train a group of students. Working in co-operation with the school authorities, the following program and timetable was arranged:

From the results of Standardized Reading and Intelligence Tests given in May, 1961 to approximately 330 Grade VII students, 53 who had verbal I.Q.'s considerably above their reading scores were selected. In most cases the reading scores were C— or D, although in 8 cases the reading scores were C or C+ and I.Q.'s A or B.

The goal of all these various types of training was to improve bilateral or binocular control of the eyes and to develop more adequate form perception skills.

The period of training extended from December to the end of March—approximately four months. Some home training assignments were given to supplement the program at school.

About a month after the completion of the training program, the group was tested again with the same Standardized Reading Test used the year before (S.T.C.F. Form 3A), and also with the Lorge-Thorndike Intelligence Tests (Verbal and Non-Verbal Batteries) Level 4, Form A. The results of both tests for 1961 follow:

	Intelligence Test		Reading Test 1961			
	Verbal	NonVerbal				
Pupil Number	1961	1961	Raw Scores	Letter Grades	Raw Scores	Letter Grades
1	B	B	17	D	84	B
2	C	B	12	D	24	D
3	C	B	34	C—	63	C+
4	C	D	24	D	30	C—
5	C	C+	34	C—	88	B
6	C	C	37	C—	21	D
7	B	C+	10	D	84	B
8	C	B	7	D	48	C
9	C	C—	30	C—	74	C+
10	E	D	9	D	30	C—
11	C	B	37	C—	34	C—
12	C	C	21	D	34	C—
13	C	C—	34	C—	27	C—
14	C	C	37	C—	56	C
15	C	C+	21	D	63	C+
16	A	A	56	C	82	B
17	C	C—	30	C—	30	C—
18	C	C	30	C—	48	C

Summary:

In Reading: 2 cases gained 4 letter grade placements
2 cases gained 3 letter grade placements
4 cases gained 2 letter grade placements
5 cases gained 1 letter grade placements
4 cases gained 0 letter grade placements
1 case gained -1 letter grade placements.

If we were to assume that the Verbal I.Q. sets the upper limit of the potential reading score, it could be said that the theoretical total letter grade placements which could have been gained by the group was 29. The actual gains made, according to the test results, totalled 26.

There would seem to be much merit in re-testing these students about a year after the completion of the training period, as a means of establishing the degree to which gains registered appear to be lasting.

Conclusions:

1. Visual Skills Training shows promise as one method of helping selected students of low reading ability who apparently are underachievers.
2. It is quite possible to apply these training techniques to group or classroom situations.
3. Improved techniques would enable teachers to handle much of the training work in their own classrooms.
4. Further work along similar lines should be attempted, preferably at much lower grade levels, as a means of providing further information in this important aspect of the learning.

Recommendations:

1. Some attempt should be made to acquaint teachers generally with this relatively new field in order to focus attention on possible loss of "learning potential" among a large number of students.
2. Some attempt should be undertaken to develop much closer liaison between all professions dealing with various aspects of child development and the learning process.
3. In view of the large percentage of students who proved to have visual problems, it might be well to examine the effectiveness of the Snellen Test as a means of identifying visual difficulties among school students.

Special Notes

During the progress of the training outlined in the report, very considerable interest developed in the use of the trampoline as one of the training devices.

So far as the work in Visual Skills Training is concerned, the trampoline exercises were designed to aid in the development of Gross Motor Skills. These skills have a direct bearing on the development of the more refined skills such as those embodied in visual development, the theory being that the gross skills must reach a certain level of perfection if the refined skills are to develop normally.

Scientific work of recent years has shown that the trampoline is peculiarly well suited to assist young people in improving their general muscular co-ordination because it enables the body to be manipulated in the air without control by, or contact with, any solid substance. Exercises designed specifically for this purpose by Dr. Getman were used by Mr. McKee, the school's physical education instructor, during the training period. It was interesting to note that the students in the group improved their bodily co-ordination to a very marked degree as the work continued.★

*According to Skeffington, Harmon and Getman, vision has four components:
(1) Antigravity Skills (answer for a person "where am I in space?")
(2) Centering Skills (answer for a person "where is it in space?")
(3) Identification Skills (answer for a person "what is it?")
(4) Speech-auditory Skills (allow a person to communicate his visual impressions).
These were the skills which the training program was designed to improve.

a matter of Opinion

Emotion Deprives Words of their Meaning

E. A. BRYAN

"BY THEIR FRUITS shall ye know them." This criterion has been proved valid over a period of nearly two thousand years. We do not harvest figs from thorns, but we do expect the sparsely cultivated deserts which represent the minds of average citizens, to blossom and bear the fruits of an idealized democracy. We expect a miracle because the education of the past has not brought the water of fertility to the thirsty soil of the intellect. Without a Moses to bring the water gushing from its hidden sources, all the milk and honey we expect from a democratic system will be lacking. I believe that as teachers, our vocation is to provide, Moses-like, the living water of mental stimulus for young minds, and that until we do, social conditions can only deteriorate.

On all hands we see the failure of educational systems. Where rulers are flagrant liars, where they are allowed to behave like malevolent children of low mentality, there we can assert that the educational system is faulty in the extreme. Where the social evils are less serious, we can assume that education is less inadequate. Since we cannot point to any one place and say that there social justice reigns, it is obvious that no system of education is ideal. In this province, in this country, we have some say in the modification and development of our educational system, and I would like fellow teachers to support reform that is so basic as to be non-political and non-sectarian.

In matters politic, the tools of understanding have not merely been dulled, they have been broken into fragments. The main purpose of words is to convey thoughts, and as long as the words used have strict definitions, then the thoughts they convey may be precise. In scientific research, it is an axiom that only like things should be included in the definition of a given term. It is also axiomatic that once a term has been defined and its limits set, no change in meaning should be permitted in subsequent use. It is my contention that we have allowed so much flexibility with words that many vitally important ideas can no longer be expressed to the public in popular language. We have infected our prose with the poetic device pioneered by Mallarmé. We no longer can state clearly; we can only suggest. Intellect has been subordinated to sensuousness. Vital words used in speaking of matters of social importance have lost any precise meaning they once may have had, and are now charged with emotion. As a result any attempt at political discussion is almost certain to end in vituperation and hatred.

I would like to take as an example of the trend away from the precise and toward the voluptuous, the word "capital." Being derived from "caput-itis," originally it denoted the number of head that the owner of a herd could refrain from consuming, in order to breed fresh stock for the future. This idea has been retained in one modern definition "produced means of production." This dispassionate statement seems sound since it categorizes economic entities according to their origin and purpose. Unfortunately, a certain opprobrium began to surround the word when certain groups of people imagined themselves as combatants in a class struggle. In their minds, the ideas of oppression and hate predominated over that of purpose, to such effect that one group of theorists defined "capital" as "that which exploits labor." Within this definition can be included land titles, money, and even ignorance, all of which are poles removed from the original idea.

Today every rhetorical tyro uses "capital" and "capitalist," and, I fear, in a sensuous way only. To one person "capitalist" will convey the sense of self-denial, prudence, foresight, patriotism, and freedom, while to another it will mean injustice serfdom, poverty, and perhaps a blind hatred. What may begin as a rational argument is bound to degenerate into snarls of hatred, neither side glimpsing what modicum of sense the other's ideas may hold. Until each participant in the argument will use terms of unequivocal definition, no progress will be made in social understanding.

In the scholastic arena, the weapons are little sounder. The once trenchant terms, tacitly defined by history and etymology are now dulled and made ineffective by a

mawkish sentimentality. "Education" was a good word with the Latin connotation of "leading forth." The child was looked upon as a repository of latent qualities which should first be detected and then led forth by encouragement to their ultimate point of fruition. A sensibility for music, an appreciation of form, an ability to control several fluid and interacting ideas as in mathematics or chess playing; these were some of the qualities that were to be cultivated. Memorization was only one of these faculties, and probably that of the lowest order since it is abundantly possessed by lower animals, among which the elephant is proverbial.

Unfortunately, there has been a gradual confirmation of the idea that education should begin and end at the learning of facts. It required little imagination to extend this idea and to visualize education being complete when sufficient fact to qualify a person for some employment has been assimilated. This attitude appears to have gained currency in Europe at about the time when the maintenance of public schools became a public responsibility. This was the stuff to give the poor, anything better would give the hoi polloi ideas above their station.

The next stage in the transition of meaning of "education," I ascribe to a penchant for euphuism, of which you will judge me abundantly guilty. This predilection caused teachers to cavil at the description of their preparation for teaching as "training." "What!" said we, "are we performing dogs that we are to be trained?" So we looked around for a nicer term and seized "education." Alas, this was not the end, for when lovely woman stoops to folly, her descent continues unchecked. Now we have "Driver education," "In-Service education," and a firm of manufacturing druggists boasting that it sends out material to "educate" doctors.

We argue with each other, we argue with authority, always on the subject of "education." What is the use when we are all arguing about different things? Some people think of education as it first was understood, some think of it as rote learning of facts, still others think of it as job training. We will make as much progress with this ethereal edifice as did the builders of the Tower of Babel who suddenly spoke different languages.

We are now on the slippery slope—*facilis est descensus Averno* —for having emphasized training for jobs when we should have lauded true education, we have an electorate unable to think clearly. They will not be able to do so until they are given valid tools, precise words, words that mean the same as they did ten years ago, a hundred years ago. We must stop the trend to fluidity and sensuousness. The water that spouts from the rock of the desert must be pure.

Teachers of all subjects should value and encourage competence in speech and writing and I think the majority of us do so whenever the opportunity offers itself. We could do even more for the cause of literacy by encouraging language study whenever and wherever possible. Too often we hear slighting reference to the disciplines of

Mr. Bryan teaches in Langley.

French or Latin by people who do not understand that the best way to appreciate our own language is to learn another which may act as an outside standard of comparison. It is particularly valuable to learn Latin because this language is the source of more than half of our words. Knowing the genesis of words, we consciously use them in the sense dictated by their origin, and being able to identify the sources of unusual words we meet, we instantly grasp their sense, probably more truly to context than by culling a definition from some dictionary. Latin has the distinct advantage of being a dead language. It provides a yardstick of constant quantity and quality against which a living tongue may be validly compared.

Too often it has been assumed that in a democracy everyone's opinion is as good as that of the next person: but this hypothesis leads the boldest to express themselves, and we know that the more information a person gains, the more humbly reticent he becomes. To resolve this paradox we must learn to make a cult of excellence, to honor learning and intellectual achievement for its own sake, to appraise and savor the neatly turned phrase, to experience a thrill of pleasure when we encounter the pellucid expression of complicated ideas. Perhaps, in this way, we may divert the worshippers of sensation from their golden calf, in the shadow of whose image the seeker for truth may, like Swinburne, "Ask a man what he thinks, and get from a man what he feels."★

The professional teacher should be free to make the same decisions in the classroom as the doctor makes in the operating room and the lawyer makes in court. You are not a professional until you can accept personal responsibility for judgments made in the practice of your profession.

John England, President, National Union of Teachers of England and Wales, in an address to the Greater Edmonton Teachers' Convention, February 14, 1963.

UNESCO Publishes *Vacations Abroad*

The Documents and Publications Service of UNESCO has recently published the fifteenth edition of *Vacations Abroad,* a 200-page handbook costing about $1.25. It is produced in English, French and Spanish.

The book contains information on educational and cultural vacation activities open to young people, students, teachers and workers wishing to combine their holidays abroad with educational travel.

The handbook describes a wide variety of activities, ranging from vacation courses and study tours to international voluntary work camps, and includes information on holiday camps and centers, student and youth hostels, and financial assistance available for vacation study or training.

The Documents and Publications Service is at Place de Fontenoy, Paris 7e, France.

Teacher Training in Czechoslovakia

HOWARD JOHNSTON

TEACHER TRAINING in Czechoslovakia is done in two parts. Secondary teachers are produced by the traditional universities, for example, Prague. Elementary teachers are trained at Institutes of Education which have been established in smaller centers and are among a number of educational institutions that the Czechs denote as having "university status." Our tour took us to the Pedagogical Institute at Olomouc, an interesting old city near the Polish frontier.

The building that housed the Institute had been constructed as a Jesuit seminary and, while architecturally interesting, had too many long vaulted corridors and too few large classrooms to serve its new purpose well. Some 650 students were enrolled for three- or four-year courses. The three-year course was for those who wished to teach children aged 6 to 11; for those teaching children from 11 to 15, a fourth year was necessary.

The curriculum for the first two years was quite comprehensive, consisting of Marxist philosophy, pedagogy, natural sciences, mathematics, history, geography, music, art, physical training, biology of the child, "Pioneer" training, Czech and Russian. In the final two years students specialize in any three of these, in addition to philosophy and physical training. Practice teaching begins in the first year with two lessons per week in the "Pioneer" institutions. By the final year this has increased to four months of practice.

Here, as in all the institutions we visited, we were given the greatest co-operation by the staff and were able to watch classes at work. That part of the curriculum described as "biology of the child" entailed a quite thorough study of the physiology of the child. Students were learning to use such apparatus as spirometers and stethoscopes and were prepared to embark on diagnostic and remedial work that would be left to the medical profession in British Columbia. The instructor in the course had done considerable individual work in preparing genetic tables to be used in tracing heredity. While the certitude with which he identified doubtful paternity may have held considerable interest for some Hollywood lawyers, it seemed a bit irrelevant to a pedagogical institute. Possibly the recent elevation of the institution to "university status" had prompted somewhat esoteric research projects.

Great emphasis was placed on practical arts, and for this subject the year was divided into five cycles consisting of textiles, paper, wood, iron and glass. Each student moves through all of the cycles so it was not surprising to see a girls' metalwork class. Bookbinding and repair was particularly stressed. The boys engaged in this were also manufacturing a variety of boxes for holding books and pamphlets and were binding serial copies of magazines into volumes. Whether, in a country as technologically developed as Czechoslovakia is, this amount of handwork is essential, is debatable, but the Czechs go to great lengths to season intellectual development with work experience. Students in the first year continue the one-day-a-week factory stint that is introduced at the beginning of senior high school. All students at the Institute are trade union members from the beginning of their training course.

When the students graduate, the school is given a list of vacancies and students are directed to schools. We were assured that their wishes are considered. Training does not end here, for every teacher is required to do post-graduate study. As well as its regular enrollment, the Institute had 800 students doing part-time, evening, or remote study.

A very pleasant part of this visit was the concert given by a brass band and the girls' choir. The choir especially was of the highest quality, with voices of great strength and clarity typical of Czech folk music.

The final selections were given by a group of violinists, led by a gypsy who played a marimba-like instrument. As the tour was leaving he continued an impromptu concert in the hall, impelled by the sheer joy of having an audience. Pleasant as they were, the impact of his extravagant rhythms was heightened by the fact that this presentation was totally unplanned. ★

The author toured Czechoslovakia as part of his work in Comparative Education undertaken in England during the academic year 1961-62.

FEDFRATION NON-CREDIT COURSES

Offered by the Professional Growth through In-service Education Committee, in co-operation with the University of B.C., at the UBC Summer Session.

1. **Elementary Arithmetic**
   Director: Mr. G. R. Gravlin, principal of Marlborough Elementary School, Burnaby, and member of the Elementary Arithmetic Revision Committee.
   Mrs. Irene Richmond, Arithmetic Consultant for W. J. Gage Limited, will assist with this course.
   July 8-12 inclusive: 9:00 a.m.-12:00 noon and 1:00-3:00 p.m. Fee $15.

2. **Primary Arithmetic (Cuisenaire)**
   Director: Miss Edith Owens, Vancouver Consultant.
   July 2-5 inclusive; 9:00 a.m.-12:00 noon and 1:00-4:00 p.m. Fee $15.

3. **Secondary Mathematics**
   Director: Mr. J. M. Lydiard, head of Mathematics Department of John Oliver Secondary School and member of the Secondary Mathematics Revision Committee.
   July 15-26 inclusive; 9:00 a.m. - 12:00 noon and 1:00-3:00 p.m. Fee $25.

4. **Workshop for Beginning Principals**
   Director: Dr. Max Abbott, University of Rochester.
   July 15-26 inclusive; 9:00 a.m.-12:00 noon and 1:30-3:30 p.m. Fee $25.

Other Courses

Tentative plans have been made for short courses in Primary Language Arts and in Secondary English. However, at press time, definite information concerning these was not available.

Teachers interested in more information about any of the above courses, or in registering for them, should write to the

B.C. Teachers' Federation,
1815 West 7th Avenue,
Vancouver 9, B.C.

Across the desk

Some Random Thoughts

Victoria, B.C.

The Editor,
Dear Sir:

With fog dominating airports last night, a public lecture on "Play as Education" was postponed. What follows, then, are no more than thoughts aroused by an announced lecture title.

It may be that the brevity of this item lures a fellow-adventurer to read. Such reader will give three cheers for the brevity, readily forgive obvious over-simplification, and go to work with more conviction and enthusiasm than ever.

Specifically, what conviction? That while the play of childhood has high creative potentiality, our educational processing waters down that creative potentiality to a level producing frustration in the individual and loss to society.

This dangerous process begins at the primary level where large classes play havoc with the best-laid plans of teachers. Conditioning to the process goes on apace as the pupil proceeds through the grades. Speed of mastery of fundamentals is lowered as creative interests are smothered by routine.

Routine can be liberating, depending upon kind and duration; but there is too much routine that is dangerously close to making expendables of pupils and teachers. Pupils, for all their dreams and ideals, develop an eye for the main chance; we teachers, for all our buoyant enthusiasm for the dynamic character of concepts, are tempted to settle for facts and expediencies.

It is true that education inevitably increases individual differences. We should prefer that these be in the balanced progress of pupils in knowledge and character—a progres. less in terms of processed product and more in terms of creative performance.

Yours very truly,
E. H. WHITTINGHAM

Lesson Aids Appreciated

Lake Louise, Alberta

Lesson Aids,
Dear Sir:

I have enclosed two sets of materials which I have devised over a period of time and found very useful. I have taken the liberty of sending these to you thinking that perhaps you would make them available to other teachers through the Lesson Aids Service. I should like to contribute something to other teachers in return for their valuable suggestions and ideas.

May I take this opportunity to express my sincere gratitude to you for allowing me to make use of your service, which I think is marvellous. The BCTF is to be highly commended for this service. I personally find the Aids indispensable here in a one-room school with eight grades.

Trusting this is in order, I remain
Yours respectfully,
RICHARD LONG
Lake Louise School.

Teach Firearm Safety

Kamloops, B.C.

The Editor.
Dear Sir:

Blood slowly oozing from a small black hole in the body of a child, or blood spurting from the jagged remains of leg. Shocking? Yes! But innocent boys and girls are injured or killed every year by the misuse and careless handling of firearms.

Children must be taught that twenty-two gauge rifles and shotguns are two of the most dangerous. The teacher counters the suggestion that she teach about firearms with the fact that she doesn't know anything about handling them, doesn't own a gun and is afraid of them, so how can she teach a child safety in handling

firearms. It is indeed, a fact that many teachers lack the knowledge and training to handle firearms.

There is a group of dedicated sportsmen and outdoorsmen who are willing to assist in this valuable firearms training. The B.C. Federation of Fish and Game Clubs, in co-operation with the Department of Recreation and Conservation, has a well planned course in firearms safety and through its local Fish and Game Club is willing to help any school or community in B.C. carry out a Junior Firearm Safety program. Complete information may be obtained from Mr. Ed. Meade, Secretary-Manager, B.C. Federation of Fish and Game Clubs, 470 Granville Street, Vancouver 2, B.C.

It has been amply demonstrated that most firearms accidents involving young people can be prevented if we accept the concept that with education comes respect and care in the handling of firearms. It is not too late to prevent many accidents this year and it is no mere fiction that the life you save may be your own.

Sincerely,
RALPH SHAW
Principal, Beattie School.

Two Items of Interest

West Vancouver, B.C.

The Editor,
Dear Sir:

In view of the present pressure to introduce merit rating and incentive pay for teachers, the following opinion quoted in *Free Labour World* for January, 1963 is of interest.

"Contrary to popular belief, I am convinced that instead of optimizing production and individual satisfaction in work, (wage incentive systems) are hindering both.

"This, then, is one of the main conclusions of my own experience with wage systems; that each individual has his own norm pace of work and application to work, and that, given a reasonable physical environment, a level of work reasonably consistent with his capacity and a regular level of pay consistent with such work, he will produce, on average, that quantity of work which is his own optimum contribution. He can spurt for quite short periods in emergency, but he cannot keep it up.

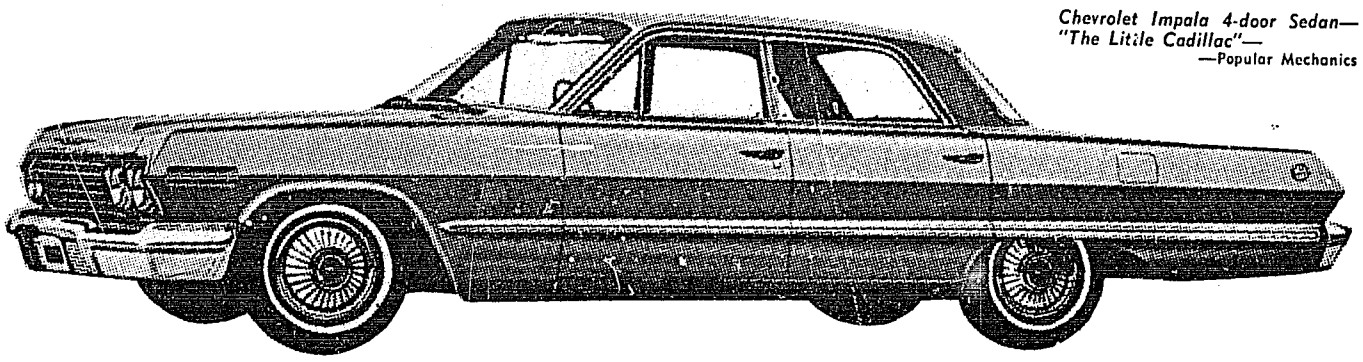
"In brief, given a congenial physical environment and a situation where the level of capacity of the individual, the level of work he is doing and the level of pay are in reasonable equilibrium, then those are the optimum conditions not only for maximum effort but also for individual satisfaction."

This opinion is that of W. B. D. Brown, chairman of the Glacier Metal Company, of the United Kingdom. This company reverted to hourly rate systems after many years of experience with incentive systems.

A general discussion on "What price wage incentives" is being conducted by the *Free Labour World* starting in this January issue, with articles on "Trends in Great Britain." Forthcoming articles will describe the position in other countries.

Free Labour World is the official journal of the International Confederation of Free Trade Unions. It is published monthly from 37-47 rue Montagne aux Herbes Potageres, Brussels 1, Belgium. Subscription is $2.00 a year. Articles come from representatives of Labor all over the world outside of the Communist-dominated countries. I have found this magazine a valuable source material for senior world history classes: History 91, 101, and for advanced students in Social Studies 20 and 30. With the January issue a complete index of the magazine for the preceding year is published. This increases the value of the magazine as a school library reference. The 1962 index lists thirteen articles on Africa, six on Algeria, fifteen on Asia, eleven on Canada. These articles are written by specialists in the field.

Yours truly,
FRANK SNOWSELL



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new Books

ESTHER G. HARROP, Book Review Editor.

ENGLISH and LITERATURE

Stratford Papers on Shakespeare 1961. Ed. W. B. Jackson. Gage, Toronto, 1962.

This collection of twelve lectures by eight scholars of Shakespeare, given during the Stratford Festival Seminar in 1961, is a stimulating fund of new and interesting ideas on Shakespeare's life, times and work. It gives sparkling, often humorous, sidelights on the interpretations and details of the plays themselves and is a wonderful record of modern research on the Elizabethan bard and his work.—E.J.P.

Twentieth Century Prose, 1940-1960. The Heritage of Literature Series. Selected with Introduction and Notes by A. C. Ward. Longmans, 1962.

Although this book was compiled primarily for British students, the inclusion of a few selections which illustrate the Canadian scene would make this an excellent text for Canadian Grade X to XII students as well. The selections are well chosen for their varied, interesting subject matter and style and, to the reviewer, admirably aid the publisher of this series in his desire "to widen horizons by awakening the love of good books, and to provide [young students with] a key to the treasures of the world's best thought."—E.J.P.

Round the World Poetry Books. Clarke, Irwin. *Away We Go*—Book One—$.65; *Shining Tracks*—Book Two—$.75; *Words and Wings*—Book Three—$1.10

These anthologies (for Grades IV to VIII) contain poems from many countries and include old familiar favorites. Attractive illustrations, well-listed contents and clear type make them a valuable addition to the poetry section of a library—D.S.L.

How to Help a Child Appreciate Poetry, by Mildred A. Dawson and Mary Alberta Choate. A Fearon Teacher - Aid Book. Clarke, Irwin. $1.10

A most helpful book for teachers of primary and intermediate grades, as it contains a variety of selections on many subjects, with suggestions for choral reading and speaking. A well planned list of contents as well as an index.—D.S.L.

FRENCH

Aventures en Afrique, by Gillespie & Parsons. The Book Society of Canada, Agincourt. 106 pp. $1.45

This true story, based on the life of the author, who lived for many years in the Cameroons in Equatorial Africa, is centered mainly around jungle animals, tame and wild.

A fine feature of the book is that vocabulary notes are given in French wherever possible. Although the use of the past definite is a limiting factor, the book should prove suitable as a supplementary reader for the better students at the end of French 20 and for succeeding courses.—P.M.H.

LIBRARY BOOKS

The Mystery of the Muffled Man, by Max Braithwaite

The Clue of the Dead Duck, by Scott Young

The Riddle of the Haunted River, by Lawrence Earl

The Legend of the Devil's Lode, by Robert Collins

The Mystery of Monster Lake, by David Gammon

The Secret Tunnel Treasure, by Arthur Hammond.

These six books were published in 1962 by Little, Brown and Company (Canada) Limited, Toronto and the price of each is $1.49. Each story is a clean well-told tale containing considerable excitement based on a Canadian background. There are black and white illustrations. Recommended for Grade VI.—E.G.H.

Long Knife, Overland Stage, Dog Soldiers, by Glen Dines. Brett-Macmillan, Galt, 1961. Illus.

Here are three informative, descriptive and interesting accounts of life in the early 19th century in what is now the middle Western United States. Each book has a glossary, clear illustrations and a bibliography. They are good elementary library books.—E.G.H.

Mokihana Lives in Hawaii, by Anna Riwkin-Brick. Brett-Macmillan, Galt, 1961. Photos.

An interesting story of child life and play in the Hawaiian Islands. The intermingling of races shows clearly in the pictures. The photos which are in black and white illustrate many of the customs and much of the plant life of the Islands.—E.G.H.

The Lost Stage-Coach, by Austin F. Frith. Gage, Toronto, no copyright mentioned. Illus.

The story of this stage-coach is one to delight junior high school readers, especially whenever their social studies course deals with early British Columbia history or events in the Cariboo. There is much activity in the incidents which occurred and the possessions found by David and Margaret as they searched for their straying cow. The author is to be complimented on the readability of his first book.—E.G.H.

MISCELLANEOUS

Folding Paper Puppets, by Shari Lewis and Lillian Oppenheimer. Stein and Day, New York, 1962. (Dist. Lippincott, Philadelphia.) Illus. $5.00

Shari Lewis, well-known to TV audiences for her entertainment with puppets, and Lillian Oppenheimer, a specialist in the Japanese art of paper folding, Origami, have combined their talents to produce this informative, interesting book. The instructions and the step-by-step diagrams lead the student from the first fold to the last in simple stages and end with a large illustration of the animated puppet—whether it be a whale, a hungry crow, or a fox. The explanatory chapters are well-written, and give the many possible uses of the puppets, as well as a complete transcript of one lesson. This would be a valuable book for any teacher, group leader, counsellor, or family interested in developing manual dexterity leading towards stimulating fun for either children or adults.—G.M.E.

SCIENCE

Exploring Science for the Space Age by Victor C. Smith. Lippincott, New York, 1962. Illus. $4.50

This book is designed for the busy—and also for the inexperienced—teacher. No outside sources are needed as the book serves for a textbook, a manual for experiments, a dictionary, a source of scientific principles and a source of objective test items.

The volume is well-bound, easily read, and no effort has been spared to make it attractive with first-rate color photographs. The diagrams are well done.

There are some interesting experiments described, which involve only simple equipment that can be fashioned by either teacher or pupil. One such experiment involves measurement of shock waves with a homemade seismograph, consisting of a wooden box, a heavy weight, a pencil, thread and piece of paper.

It is disappointing that such an eye-appealing book is lacking in precise expression. Some titles of experiments are:

"Is measurement more accurate than comparison?" It should be noted that measurement is a comparison with a predetermined standard.

"How does gas burn best?" While there is a testing of various gas-air mixtures, there is no provision made to test gas-oxygen mixtures.

"How are bacteria spread?" One would presume, according to the experiment, that bacteria are spread by sticking dirty needles into apples.

Each chapter is summarized with a list of principles, some of which appear to be only a statement of fact and definitely not a generalization. A principle is defined as "a general comprehensive statement of truth accepted as the basis for deducing the behavior of related phenomena."

Exploring Science for the Space Age is descriptive and colorful, but lacks rigorous expression. It is just another text in general science.—V.L.C.

SOCIAL STUDIES

Geography Rooms, by E. O. Giffard. George Philip & Son Ltd., London, 1961. 48 pp. No price mentioned.

The author is Educational Advisor to the Publisher and this lends an inevitable bias to what he has to say. The main value of the book, however, lies in the many practical suggestions it has to offer on constructing and equipping geography rooms. In his introduction, after quoting several manuals which deal with the ideal geography room, Mr. Giffard says: "Many schools will have to make do with something which falls short of the ideal . . . and it is for that reason that suggestions are offered in this booklet regarding the selection of essential equipment as distinct from desirable aids." The first part of the book outlines the essential things that should be included in the architect's plan—size, lighting, ventilation, heating, structural provision for fittings, storeroom. There follows a list of essential portable equipment—tables, tracing-table, map chest, maps and globes, projection apparatus, surveying and meteorological instruments. Nine pages are given to adaptation of existing classrooms, and there is a useful three-page check list of required equipment at the end of the book. *Geography Rooms* is a book which every secondary school and every school district superintendent should possess.—A.M.G.

The Doubleday Pictorial Library of World History. Ed. Alan Bullock with Sir Gerald Barry, Dr. J. Bronowski, James Fisher, Sir Julian Huxley. Doubleday, Toronto, 1962. Illustrated and designed by Hans Erni. $11.50

This book is the fourth of a series of encyclopedic works. Previously published were volumes on science, nature, and geography. Written in a style that is both vivid and lucid, this account systematically undertakes to tell the story of civilized man. In so doing, the authors have struck a balance between the necessity of writing to satisfy the historian and, at the same time, to appeal to the student.

Its brilliant and lavish illustrations, maps, diagrams, and time-charts attract the eye and display a deep knowledge of history, economics, geography and politics. The text is packed with good things from the fascinating curiosities of history to an index "that highlights the many-sidedness of man's progress."

As a reference it serves to place historical events in their proper setting. The student will find something of interest on every page. Hundreds of striking pictures portray the development of history and life while the text provides a lucid survey of man's progress and background.

Teachers of history will find it a readily available source of visual material which is colorful, pertinent, and stimulating to classroom discussions. In particular, it lends itself extremely well to the SS 20 course and can provide a useful informative addition to the existing prescribed text. As a reference book no school library should be without it.—R.L.T.

Adolescence... the process of growing up. A time of complex changes in a girl. An important time to review her knowledge of menstruation, and give her helpful suggestions about diet and grooming. Schedule a repeat showing of the finest film of its kind—

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for Your information

Charter Flight to Rio Cancelled

The proposed charter flight from Montreal to Rio de Janiero during July and August has been cancelled. The Canadian Teachers' Federation reports that the number of teachers who indicated interest in participating in such a charter flight was not sufficiently large to make the flight possible.

WCOTP Plans for Rio

A tentative schedule of the sessions for the 1963 Assembly of Delegates of WCOTP has been issued. The theme is Conditions of Work for Quality Teaching. The opening ceremony will be at 5:00 p.m. Wednesday, August 7, in the Hotel Gloria. Plenary sessions, discussion groups and committee meetings will continue until August 13. Several seminars and conferences will be held following the WCOTP Assembly: Health Education Seminar, August 14; Seminar on Agricultural Education, August 14-17; Conference of International Council on Education for Teaching, August 14, 15; Congress of International Council on Health, Physical Education and Recreation, August 14-17.

Summer in the Rockies

The Banff School of Fine Arts offers its 31st annual Summer Session from June 17 to September 7, 1963. The main session will be from July 1 to August 10.

A fully illustrated fifty-two page calendar describes the many courses to be offered this summer, some of which carry University of Alberta credit. Copies of the calendar may be obtained from The Banff School of Fine Arts, Banff, Alberta.

Programmed Learning Bibliography

A comprehensive bibliography of programmed learning materials has been published recently. Teachers interested in the topic may wish to order a copy of *Programmed Learning: A Bibliography of Programs and Presentation Devices* from Dr. C. H. Hendershot, Coordinator of Improvement, Delta College, University Center, Michigan. The cost is $2.

Reading Conference in Chicago

The Twenty-sixth Annual Reading Conference will be held at the University of Chicago from June 25 to 28, 1963. The central theme is "Reading and the Language Arts."

The program for the first day will feature a general session concerned with language as a prerequisite to meaningful reading and the growth and sequence of language. That afternoon will be devoted to exploring the relationship of reading and the language arts. Subsequent days will be divided into morning and afternoon general sessions followed by sectional meetings, which will be concerned with practical technique at particular levels, on the topics: reading and listening; reading, language arts, and the content areas; linguistics and reading (an evening meeting with the International Reading Association); influences of oral language on reading; interrelationships of reading and writing; and vocabulary development. The Conference will conclude on Friday afternoon with a discussion of literature in the language arts program and an address aimed at predicting relationships between reading and the language arts in the future.

The advance program may be secured about May from Mr. H. Alan Robinson, Conference Director, 5835 Kimbark Avenue, Chicago 37, Illinois.

Workshop In Reading

The Department of Education of the University of Chicago has announced the Eleventh Annual Workshop in Reading to be held from July 1 to 26, 1963.

The Workshop is open to classroom teachers, reading consultants, supervisors, administrators, librarians, and remedial teachers of reading.

Registration in the Workshop is for one and one-half course credits (5 semester hours). An additional half-course credit may be earned by attending the Reading Conference and remaining through August 2 to complete a paper. Application blanks should be secured early from Mr. H. Alan Robinson, Director of the Workshop, 5835 Kimbark Avenue, Chicago 37, Illinois.

Youth Foundation Helps Many Students

The B. C. Youth Foundation, established in 1946 by the late J. A. McKercher, was set up to assist young British Columbians who need financial assistance to complete their education. The loans do not bear interest until the recipient has started work on completion of his education and the interest rate remains at the 3% directed by Mr. McKercher.

Loans are not restricted to students who have the highest scholarship. However, the student should have a good chance of success in his chosen field.

Further information on the Foundation may be obtained from the Chairman of the Application Committee, S. E. Walmsley, c/o Adult Education Department, Vancouver School Board, 1595 West 10th Avenue, Vancouver 9, B.C.

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of $200.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to the College of Education, to any other faculty of the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B.C., on or before August 15, 1963.
6. Application forms are available from the Federation Office.

DO YOU WANT A HANDBOOK NEXT YEAR?

This is the ninth year in which the BCTF Handbook will be published for BCTF members. The 1963-64 edition will again be distributed free of charge but only to those members who specifically request a copy.

If you want a copy of the Handbook next year, complete the coupon and mail it to British Columbia Teachers' Federation office by June 1, 1963.

Requests received by June 1, 1963, will determine the number of copies to be printed. Only those requests received by that date will be honored.

Staff Representatives may order for all members of a staff by sending in a list of names and summer addresses.

Notify the BCTF office immediately of any change of address. Mail this coupon to:

HANDBOOK, B.C. TEACHERS' FEDERATION
1815 West 7th Avenue Vancouver 9, B.C.

Please send me a copy of the 1963-64 edition of the BCTF Handbook.

Name Mr. / Mrs. / Miss .....

Address .....

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School District .....

We Object!

Continued from page 305

can quite appreciate the extreme pleasure they must derive from being able to say, peremptorily, "Col" It trenchantly reminds me of the almost sadistic pleasure we long-suffering privates experienced during World War Two when some officious corporal or sergeant was demoted to our level. Our reaction was not necessarily mature, but it was extremely gratifying.

We feel that Mr. Smith was mistreated. But we also feel that he could have been spared the treatment. Before any teacher is employed by the External Aid Office for overseas work, his name is submitted to the responsible authorities of the country to which he is to be assigned. Not until the External Aid Office has received acceptance of the teacher by the country, is the teacher employed. This seems a very ordinary courtesy, and if the External Aid Office of our country deems it an essential gesture, surely our Federation could do the same.

Apart from this, these same apparently fractious Nigerian officials have accepted over forty Canadian teachers through the Canadian External Aid Office. There are more Canadian teachers working in Nigeria today than in any other single underdeveloped country. All are being courteously treated. And Nigeria has asked External Aid for more.

In conclusion, we state our conviction that Mr. Young's idea is a sound one. There is a very great need for teachers in these countries, and there will be for many years yet. But, as the admirable Mr. Young states: "I can't help thinking that the Federation's project went sour simply because we do not have enough experience in this sort of thing." Let us acknowledge this circumstance. We are a big organization.

The External Aid Office is at our disposal. It has had a great deal of experience with this type of project. They are convinced of the value of the teacher overseas. Let us contact them. Let us not give up this very positive and worthwhile project.

Ah! my solicitous wife stands before me proffering the contents of a tray: a salt pill, a vitamin pill, and a glass of boiled-for-twenty-minutes and filtered water. What a repast! Pills and water consumed, I shall amble my gasping way to my daily steam-bath, my sun-blasted and tin-roofed classroom. And to my group of dark, intent faces.★

Continued from page 310

instruction and teacher instruction were equally effective in producing learning on the part of both boys and girls.

Table VI is a summary of the chi square analysis which permitted the conclusion (within the limits of these experiments) that boys and girls learned with equal effectiveness under either programmed instruction or teacher instruction.

The boys involved in these experiments were asked to indicate the method of instruction they preferred. The preference survey indicated fifteen boys preferred programmed instruction; and fifteen boys preferred teacher instruction. The preference survey among the girls indicated that eighteen preferred programmed instruction while thirteen preferred teacher instruction.

TABLE I

Experiment 1—Mathematical Topic: Definitions of Natural, Whole and Rational Numbers

Group	Division 5		Division 8	
	Boys	Girls	Boys	Girls
No. of Subjects	4 pairs	8 pairs	9 pairs	4 pairs
Mean Gain Program Instruction	2.25	1.0	1.32	0
Mean Gain Teacher Instruction	0.75	1.2	2.44	1.25
Standard Error of Difference	0.7635	0.3834	0.7906	1.649
Critical Ratio (t)	1.965	0.5216	1.415	0.7563
Degrees of Freedom	3	7	8	3
Critical Ratio at .05 Level of Probability	3.182	2.365	2.306	3.182
Null Hypothesis Accepted	yes	yes	yes	yes

Conclusion: Under conditions of this experiment, there was no statistically significant difference between the learning which took place under the compared conditions of programmed instruction versus teacher instruction.

TABLE II

Experiment 2—Mathematical Topic: Basis Principles of Addition and Multiplication

Group	Division 5		Division 8	
	Boys	Girls	Boys	Girls
No. of Subjects	6 pairs	6 pairs	7 pairs	11 unpaired
Mean Gain Program Instruction	−0.83	1.66	1.57	−2.00
Mean Gain Teacher Instruction	1.00	2.16	−0.28	−0.60
Standard Error of Difference	1.300	0.3406	0.9859	0.9280
Critical Ratio (t)	1.408	1.468	1.875	1.508
Degrees of Freedom	5	5	6	9
Critical Ratio at .05 Level of Probability	2.015	2.571	2.447	2.2620
Null Hypothesis Accepted	yes	yes	yes	yes

Conclusion: Under conditions of this experiment, there was no statistically significant difference between the learning which took place under the compared conditions of programmed instruction versus teacher instruction.

TABLE III

Experiment 3—Mathematical Topic: Modulo 8 Number System

Group	Division 5		Division 8	
No. of Subjects	Boys 5 pairs	Girls 11 pairs	Boys 7 pairs	Girls 10 unpaired
Mean Gain Program Instruction	3.2	3.18	1.28	4.75
Mean Gain Teacher Instruction	3.0	4.09	4.71	4.16
Standard Error of Difference	2.131	1.292	1.477	2.431
Critical Ratio (t)	0.0093	0.7043	2.321	0.2483
Degrees of Freedom	4	10	6	8
Critical Ratio at .05 Level of Probability	2.776	2.228	2.447	2.306
Null Hypothesis Accepted	yes	yes	yes	yes

Conclusion: Under conditions of this experiment, there was no statistically significant difference between the learning which took place under the compared conditions of programmed instruction versus teacher instruction.

TABLE IV

Experiment 4—Mathematical Topic: Inequalities of Rational Numbers

Group	Division 5		Division 8	
No. of Subjects	Boys 13 unpaired	Girls 19 unpaired	Boys 18 unpaired	Girls 10 unpaired
Mean Gain Program Instruction	0.428	0.222	0.444	0.00
Mean Gain Teacher Instruction	0.166	0.400	0.777	1.00
Standard Error of Difference	0.8408	0.3550	0.7791	0.44
Critical Ratio (t)	0.3116	0.4930	0.4236	2.237
Degrees of Freedom	11	17	16	8
Critical Ratio at .05 Level of Probability	2.201	2.110	2.120	2.306
Null Hypothesis Accepted	yes	yes	yes	yes

Conclusion: Under conditions of this experiment, there was no statistically significant difference between the learning which took place under the compared conditions of programmed instruction versus teacher instruction.

TABLE V

Chi square analysis with all data from four experiments.

Boys:	Made Gain	No Gain
Programmed Instruction Method of Learning	31	23
Teacher Instruction Method of Learning	33	20

Chi square calculated: 0.2624

Chi square for 1 degree of freedom at .05 level of probability: 3.841

Conclusion: Under conditions of these experiments, programmed instruction and teacher instruction were equally effective in producing gains in learning by boys.

Girls:	Made Gain	No Gain
Programmed Instruction Method of Learning	27	26
Teacher Instruction Method of Learning	37	18

Chi square calculated: 2.343

Chi square for 1 degree of freedom at .05 level of probability: 3.841

Conclusion: Under conditions of these experiments, programmed instruction and teacher instruction were equally effective in producing gains in learning by girls.

TABLE VI

Chi square analysis with all data from four experiments.

Received Programmed Instruction:

	Made Gain	No Gain
Boys	31	23
Girls	27	26

Chi square calculated: 0.4502

Chi square for 1 degree of freedom at .05 level of probability: 3.841

Conclusion: Under conditions of these experiments, boys and girls learned with equal effectiveness when learning took place as a result of programmed instruction.

Received Teacher Instruction:

	Made Gain	No Gain
Boys	33	20
Girls	37	18

Chi square calculated: 0.1179

Chi square for 1 degree of freedom at .05 level of probability: 3.841

Conclusion: Under conditions of these experiments, boys and girls learned with equal effectiveness when learning took place under conditions of teacher instruction.

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No Fuss, No Muss

COLIN BROWN

PEREGRINUS, IN THE FEBRUARY, 1963 *B.C. Teacher*, oversimplified the new program for secondary schools. It is easy to simplify, then criticize in detail.

The new program of general education for Grades VIII to X broadens the basis upon which counsellors and administrators place students in the right courses. Students can be shifted from one of five streams to another with no fuss, no muss.

There are five streams here, Peregrinus, not three, as you suggest—even six in some districts (if you include acceleration).

One is for those who would go on to the occupational program. Any school can set this up easily, providing there is a teacher (or two) ready, willing and able to do it and providing this teacher is given plenty of freedom, plenty of equipment, and plenty of cold, hard cash to spend as the need arises. It will take ingenuity on the part of this teacher, for the occupational program is intended to hold those who are almost entirely uneducable except in the simplest of skills. These are the lost souls who heretofore never finished Grade IX. Classes should be small (about 15) and the lessons must be interesting to the students.

Two is for those next on the scale who cannot possibly cope with general English, general mathematics, nor any more than the Grade VIII French or Latin. Two is for those who will leave school before graduating to go on to the labor market or into vocational schools in the lower echelons, if room is available. Only the most practical English and mathematics and plenty of shops and commerce with specially devised courses in those subjects, will suit these students, who will be on a practical skill-developing program in the ideal situation.

Three is for those who will finish Grade X general education and go on to the higher echelons of vocational schools or to apprenticeships for skilled jobs. To compare these with the old program, it would be fairly safe to say that these are the students who were previously successful on the "general program," but their program will now be steadfastly practical, since it is obvious that none of them will get to the Institute of Technology (one in the province), and most certainly none to university. Three is the tough one, for some of its students will be marginal in achievement. However, since the final decision regarding what will next happen to these people is not made until the results of the Grade X examinations are in, we can carry them in homogeneous groupings through Grade VIII, IX, and X with no problem. We must, however, recognize them for their potential and teach them according to that potential.

Four is for those who can finish Grade XII on either the university or institute of technology certificates, but who will probably not do more than look around for a job in keeping with their skills and interests. Call them low-echelon academics if you wish, but teach to their level if you want them to feel the satisfactions of learning something.

Five is for those we know will graduate from university or from the Institute of Technology. There must be a hard core of the abstract subjects, with plenty of freedom for taking courses suited to their special interests (art, shops, music, commerce) to balance or round out their lives.

There are, Peregrinus, far more programs than you envisage. There is now less pressure from parents who feel that their offspring will grow as they progress through junior secondary. Let them grow until Grade X, then lay it on the line.

Parents have no say in the matter if you group their child in with others of similar ability in order to "raise their standards in the fundamentals" or to "give them a chance to have an enriched program." Parents never have selected the classes in which their children have been placed. Now there is no program to make a decision upon (except occupational program) until the end of Grade X. Now the junior secondary section can operate more realistically. Under the new setup, parents have been removed from the scene. The school decides whether or not a student can take a regular mathematics course, or needs a special practical course (old Ma 11); whether a student needs a special English of communications rather than a technical knowledge of the language

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and all those literary devices.

Parent and child may now choose between languages offered as an elective. Those who cannot take a "foreign" language cannot possibly go on in Grades XI and XII of the academic program. That is all there is to it.

There are enough electives and room for electives to keep students out of the shop courses designed previously for those who could use a ruler, and could saw a board. Now they can try all kinds of other courses, unless, of course, the shop teacher is willing to set up a special course for those who are helpless. And why can't boys take cooking and girls woodwork all over the province? We are in for a fascinating school life both as students and as teachers in this province with all the freedom we are being given.

And think what it means to be able to offer the equivalent of seven periods of practical English to those who are weak, and cut down to five the number of periods for those who are skilled in academic English. Now we may be delivered from forcing all children into the same mold; now secondary school will be a joy, not a drudgery. If only the elementary schools could attain some measure of this freedom! But that will come when parents become aroused to fighting for smaller classes so that children can get that individual attention we were all screaming about a few years ago.

And now, best of all, we teachers can be truly professional—experimenting in method. All teachers have had to become much of a muchness under our previous training schemes, and under our previous courses of study. Some of the rebels broke away long ago but always had to return to that horror, the term and terminal examination. The lock-step method of teaching, wherein on that certain day of the year each class at the same grade level will have reached the end of the thirteenth chapter of the text, must be a thing of the past.

No, Peregrinus, it is not a simple thing, this new program. The only disturbing thought we need have is that there are not enough vocational schools, and only one institute of technology to handle the 80% of our students who might want specialized education when they reach the end of their general academic education in secondary schools, and who cannot graduate from university. The beauty of the new program is the freedom to place students that administrators now will have. And counsellors, too, will have at least two more grades of marks on report cards to help them convince students of the correctness of program choice. The onus is once more on the shoulders of the teachers who will have to devise lesson material to suit their classes' abilities. But we are used to this, for we have been doing it, despite the course of studies, for many a long year. Now we can do it with no fuss, no muss.★

Okanagan Summer School of the Arts

D. N. DONOVAN

TO TEACHERS, Summer School has become synonymous with "grind," but not so is the Okanagan Summer School of the Arts, held during July in the city of Penticton. In an area of lush, laden orchards, incomparably bright skies and sparkling Okanagan water, students attend these sessions in a holiday mood. They soak up knowledge and culture along with a suntan.

In February, 1960 some 250 interested people who had long felt the need for a School of the Arts in the Okanagan Valley were brought together in Penticton. The main speaker was Dr. John Friesen, Director of the Department of Extension, University of British Columbia. Other well-known University personnel present were Miss Dorothy Somerset of the Drama Department, Professor Ian McNairn of the Fine Arts Department and Professor Hans Karl Piltz of the Music Department.

The meeting decided that a Summer School of the Arts would be practical for the Okanagan and should be started in Penticton. The University representatives suggested that at least a year would be necessary to organize such an undertaking, but little had they considered the enthusiasm and determination of the meeting. That night the necessary committees were appointed and the opening date for the first Okanagan Summer School of the Arts was set for July—only five months later.

The University of British Columbia, although the School was not affiliated with it, gave invaluable suggestions and assistance to the harried committees. After several weeks ten instructors were obtained and when the syllabus came from the press it read like "Who's Who"—and told why.

To make the school a success a minimum of one hundred students was necessary. Came July - and

the School was happy but almost inundated with 325 registrations!

The immediate and continuing success of the Summer School has depended to a large degree upon the caliber of the instructors, the enthusiasm of the students and the careful planning for a variety of courses.

Instruction from such men as Lister Sinclair, Jan Rubes, Arthur Loesser, Toni Onley, W. O. Mitchell, Willem Bertsch, Kenneth Wells and other well known personalities has had a far-reaching effect on the cultural growth of the students. The animated discussions and exchanges of ideas that take place at coffee parties, private homes, seminars and get-togethers at the beach are as stimulating as the classes themselves.

In 1963 Okanagan Summer School of the Arts looks forward to what will be the most ambitious and valuable season to date.

The internationally known basso, Jan Rubes, graduate of Prague Conservatory, opera singer and television artist, will conduct advanced master classes and private lessons, besides producing a children's operetta, a highlight of the school. His wife, Suzanne Douglass, will direct the adult and children's drama classes.

The Senior National Script Editor for CBC radio and television in Toronto, George Jonas, will be at the School to conduct the creative writing course. Mr. Jonas was born in Budapest and had an extensive background of writing, teaching and theater craft in his own country before joining the CBC.

The School is delighted to have Willem Bertsch return this summer to instruct classes in stringed instruments. Mr. Bertsch has a wide musical background in Europe and North America and is very effective with orchestral groups. His return is eagerly anticipated by Valley musicians.

A course in Basic Design is offered in four sessions to be held on weekends, beginning July 6. This course will be given by Robert Borsos, sculptor, artist and art teacher at Penticton Senior Secondary School. Mr. Borsos studied in Budapest and at the University of Innsbruck, Austria. He knows his subject and speaks with authority.

Last summer Pentictonites heard Allan Fisher's Barrie Collegiate Band perform on their way to the Seattle World's Fair. This summer Mr. Fisher will lead a Band Camp at the Summer School. (Plans to arrange board and room for the young people are under way.)

Pottery classes will be available again this summer. The picturesque clay banks of the area are a source of material which many local potters already use.

Artists and aspiring artists alike will enjoy working under the direction of Peter Aspell, a sympathetic and encouraging teacher from the Vancouver School of Art.

During July, four Summer Seminars are held. These are evenings when instructors entertain and pupils are invited to participate—a sort of showcase for the School, open to the public.

As it has done in the past, the Okanagan office of the National Film Board will present a Film Showcase. Film showing techniques, resource materials and films of high caliber will be shown.

Visitors will find accommodation ranging from plush motels to beach tenting areas.

When the sun goes down and the water skiis are put up, lights come on in the romantic S.S. *Sicamous,* where visitors can enjoy an evening of dining and dancing, and along the beach bonfires glow.

Summer School in Penticton really means summer.★

New York

Continued from page 323

The permanent headquarters of the United Nations, designed by an international team of leading architects, occupies an 18-acre site on Manhattan's East River shore. The slim glass and marble Secretariat Building is the nerve center of the world organization, housing an administrative and technical staff of 4,000 persons from 110 member nations. Adjoining it is the domed General Assembly Building, a Conference building, and the new Dag Hammarskjold library. Visitors may take a one-hour guided tour of the UN Headquarters. Groups depart at frequent intervals from the lobby of the General Assembly Building.

Sports activities rank high among the attractions for Gotham's summertime visitors. America's winningest baseball team, the New York Yankees, makes its home at Yankee Stadium. The New York Mets, which played its first season at the historic Polo Grounds last year, will move this summer to the new Municipal Stadium in Queens.

Thoroughbred horse racing is another major highlight of the New York sports scene, with meets extending through the summer at Belmont and Aqueduct. A Summer Festival Handicap will be among the many exciting feature races that bring well-known mounts and jockeys — and fans — from all over the world.

A comprehensive 16-page *Summer Festival Calendar of Events* in sports, theater, art, music, children's activities and other summer goings-on in Gotham is available free from the New York Convention and Visitors Bureau at 90 East 42nd Street, New York 17, New York. Other free bureau publications for prospective visitors include a *Visitors Guide and Map, Hotel Guide, Shopping Guide* and *Restaurant Guide.*

By the way, although New York City is famed for its many sights which are the "biggest" or "tallest" of their kind, the Island of Manhattan itself is the smallest county in the U.S.A.★

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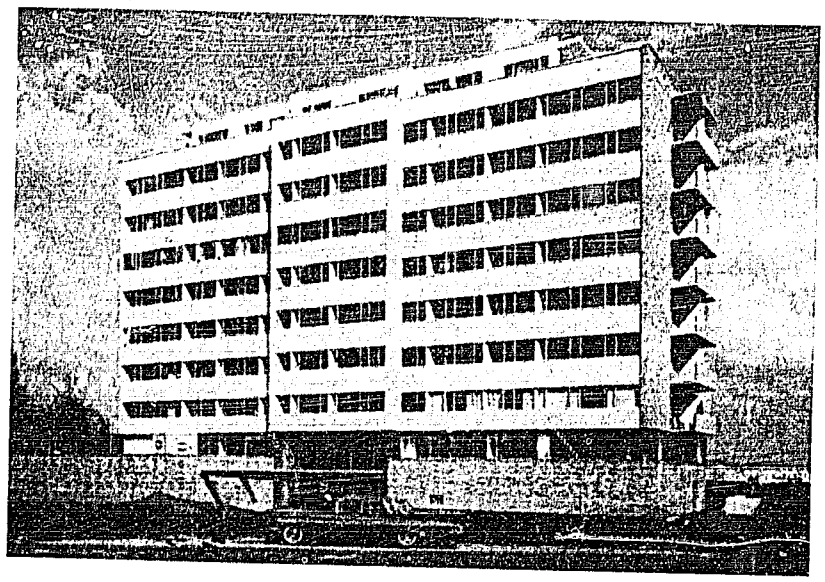

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