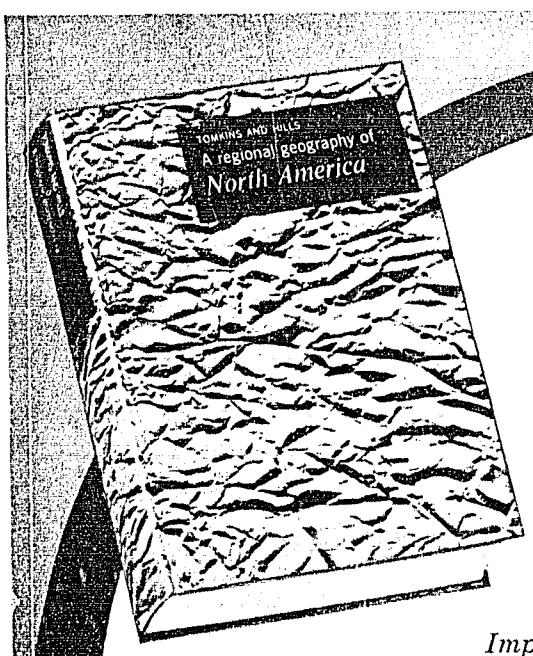
the BC teacher SEPT. - OCT. — 1963 VOL. 43 — NO. 1



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THEO L. HILLS
McGill University

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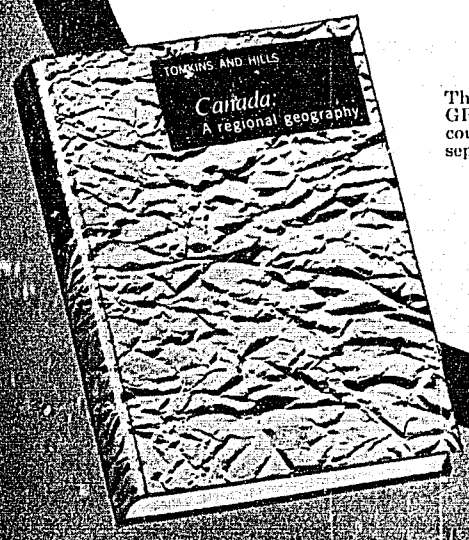

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GEORGE S. TOMKINS, *University of British Columbia*
THEO. L. HILLS, *McGill University*

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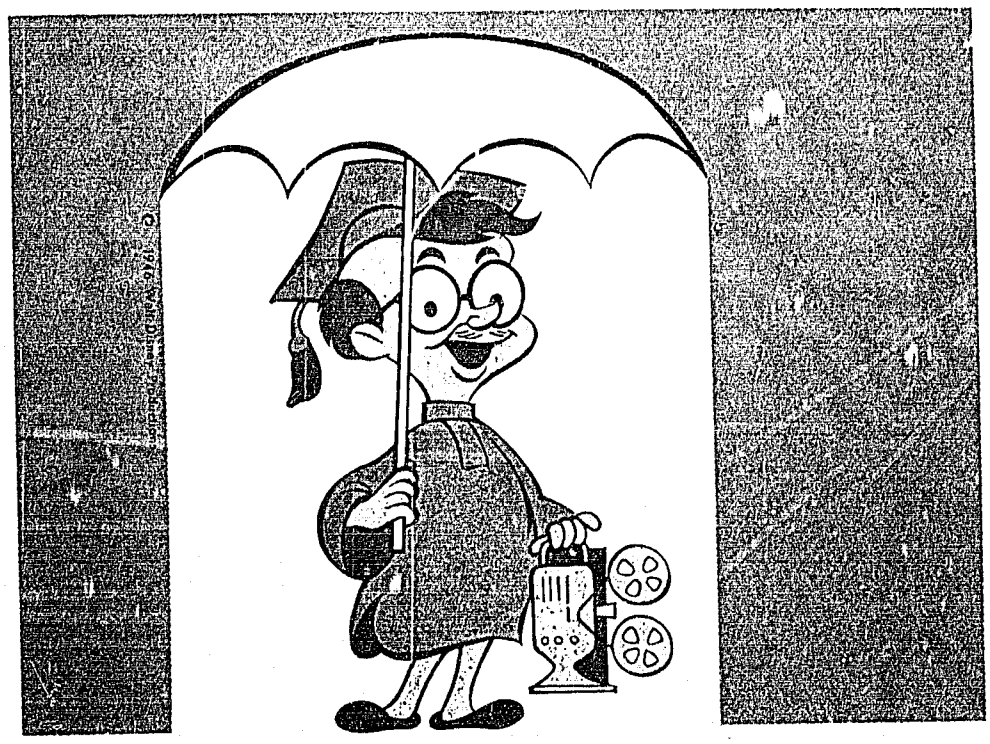

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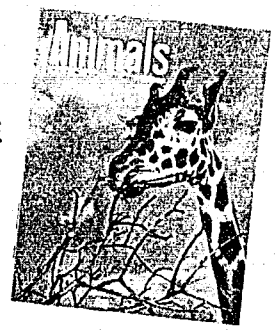

IN THIS ISSUE

In an article beginning on page 6, Dr. David Russell points out that children need to be taught how to think critically. He also gives some practical hints as to how this may be done.

On page 9 there is a statement, prepared in the BCTF office, of the arguments against merit pay and of the values of performance evaluation.

The first of two articles by Dr. S. C. T. Clarke on the internship system in Alberta begins on page 11.

A report on the CTF-sponsored summer sessions in Africa, particularly in Nyasaland, starts on page 13.

The mother of a lad commencing the intermediate grades writes an open letter to teachers of these grades. See page 18.

The Vancouver Public Aquarium has an organized program of school visits. Mrs. Bruce describes this program in an article commencing on page 20.

OUR COVER PICTURE

The Photographic Branch of the Department of Recreation and Conservation will again supply the pictures for our 1963-64 covers. This month's photograph was taken at Silver Creek, near Hope.

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the Editor comments

The Price Must Be Right

SEVERAL BASIC ECONOMIC truths are generally overlooked in considering the adequacy of teachers' salary scales.

The first of these is that a wage or salary is a price—a price not for a commodity but for a service rendered.

In economic theory, if the price is not right one or both of two consequences automatically follow: (a) a reduction in the quantity of the commodity or service for sale in the market, or (b) a lowering of the quality of the commodity or service rendered.

Another basic economic truth is that when it becomes necessary to allocate more of any resource to the production of a given commodity or service, the only way of ensuring such greater allocation is by increasing the price.

"Bad money drives away good" is a third hard economic fact that expresses a consequence which will surely follow if the price of any salary structure is not right.

At the present time society unquestionably recognizes the importance of the teaching function. It is now well recognized that young people must stay longer and longer in school. People are concerned not only that more and more youngsters stay in school to the end of Grade 12 but also that continuing educational opportunities be made available to late adolescents and adults beyond Grade 12. However, it is not so well recognized—but patently obvious—that students will stay longer in school only if the quality of teaching is such that they can truly profit from their educational experience.

More and more of the human resources available within society must, therefore, be allocated to the performance of the teaching function and, to a greater extent than ever before, human resources of very high quality must be allocated to the performance of this function. This can and will happen only if the price is right.

At the present time the price is not right. If it were, there would not be a shortage of teachers, measured either quantitatively or qualitatively.

Furthermore, if the price is not made right, if quality becomes sacrificed for the sake of quantity, the "bad money drives away good" rule will in time apply. Quality teachers now in the teaching service will forsake the profession.

Professional remuneration for teachers is not a cost to education, but an investment—an investment in quality, and one which will pay society large dividends.★

A Social Studies Issue

FOR THE PAST THREE years the February issues of our journal have been special ones, devoted to a particular subject or theme. These special issues have been very favorably received.

This year our special issue will be devoted to social studies. Its success will depend on the manuscripts we receive. *You* are invited to submit material for the issue; we want articles on any topic related to social studies—teaching techniques, new approaches, content, objectives, to list only a few.

The length of articles submitted will depend upon what the authors have to say, but, if possible, manuscripts should be approximately 1,500 words.

In social studies, as in the other subject areas, great changes are either operative or imminent. The subject should, therefore, provide much suitable material. We hope our special isue will be especially valuable to elementary and secondary social studies teachers, but of real interest to all teachers. Will you help make it so?

Please submit any material for the special issue on or before December 31.★

Adapted by the author from the text of his enthusiastically received address at the International Reading Association conference in New Westminster earlier this year.

Critical Thinking and Reading

DAVID H. RUSSELL

A CANADIAN MAGAZINE recently stated, "Canadian minds have been shaped, first by radio, now by television, until they often now accept the rounded, ringing cliché in place of the facts, and the appearance of sincerity for the genuine article."

Perhaps some of you read in an issue of *Maclean's* the article on book censorship. It concerned a city councillor, an English class in East York Collegiate, and the J. D. Salinger novel, *The Catcher in the Rye*. In the words of the *Maclean's* writer: "Councillor James McConnaghy decided that the book was, in his words, filthy and that he was the man to protect the innocent students from its influence." Now *The Catcher in the Rye* has been a source of outrage to many parents and teachers because it regards some adults, at least, as "phonies," and there is no doubt whatever that it contains some profanity and some dirty words (which most of the students already know). But there is also no doubt that *The Catcher in the Rye* is regarded by most critics as a book which is first class literature. It is exceedingly interesting to many adolescents who either identify with or violently reject the main character, Holden Caulfield.

There are only two points about this censorship controversy: 1. Mr. McConnaghy chose to make his letter of protest public rather than work quietly with the school staff for the good of East York Collegiate; 2. Do we want self-appointed censors deciding what school pupils shall read, or do we want students to develop the ability to decide for themselves? Censorship usually involves a decision by a person or group about what others should read. Ability in critical reading suggests that the individual himself makes the choice. Should the screening be done by the Lord Chamberlain in London, or the Watch and Ward Society in Boston or by the person doing the reading or the televiewing?

Dr. Russell is Professor of Education in the School of Education, University of California, Berkeley.

The primary concern of teachers is not with the banning of materials at the source, but since there are members of school boards in this audience, I should like to suggest that we need to have some established procedures whereby departments of English and school boards work together in deciding what books are good books and perhaps what few books are bad books. We need to set up some procedures which will provide regular channels so that no publicity-hunting person can come along and make a scandal out of what high school students or the elementary school pupils are reading. However, as teachers, our first concern is not with the banning of books but with the critical abilities of children and youth. We want to help young people to reject for themselves the vulgar, the meretricious, the fallacious. We want students who can decide for themselves whether there is communism in *Robin Hood*, as some good lady said recently, or whether there is pornography in *The Good Earth*.

Teachers have a special responsibility for developing abilities in critical reading and critical thinking. Critical reading does not exist in a vacuum by itself, but can be thought of best as being rather closely related to critical thinking. In advocating critical thinking, I am not suggesting that we should encourage carping criticism or backbiting. Nor am I underestimating the importance of the facts, because critical thinking must be based on knowledge of the facts. What I am saying is that knowledge alone is not enough. It is dangerously like a cliché these days to say that we are living in an age where knowledge grows by leaps and bounds. There is an old saying: "Knowledge does not keep any better than fish." We live in a frustrating world in which we who are fathers and mothers can no longer understand our children's mathematics books or their chemistry texts. There is just too much fresh information, too much theory, that is new in these books. Nobody can possibly master all the information, which is growing faster than we can read it. So our educational aims

simply cannot concentrate on having children acquire all this new knowledge. Instead, it is our job as teachers and curriculum people to set some priorities. In addition to knowledge and skill, we want children to be able to learn how to learn. We want them to know how to make decisions, how to judge the worth of this abundant knowledge around us. We want them to be able to evaluate ideas and ideologies. In other words, we want children to learn how to think, and how to think critically for themselves.

This, of course, brings us to the question of what we mean by thinking and critical thinking. When I attempted to classify the different kinds of thinking in my book, *Children's Thinking*, I called them perceptual thinking (response to the environment), associative thinking, concept formation, problem solving, critical thinking and creative thinking. I believe that these six types cover most of the thinking we do in school, and perhaps in the rest of the world. In other words, critical thinking is only one of the kinds of thinking that we want children to practise and adults to use. These six types overlap because critical thinking, for example, is sometimes a part of problem solving and of creative thinking. For example, a child can be critical of the size of his answer in a problem, in reading a map, or about the ending of a creative story that he has written—especially two or three days afterwards. At the same time, critical thinking has enough distinctive individual characteristics to be worthy of a separate label. There is a critical thinking ability (or abilities) which can be developed.

Three Factors in Critical Thinking

What then is critical thinking? I believe it can be described best as a three-factor ability. It includes, first, an attitude factor of questioning and suspended judgment. It includes, second, a cognitive or functional or operational factor which involves the use of methods of logical inquiry and problem solving. And, third, it involves a judgment factor of evaluating in terms of some norm or standard or consensus. Adults incorporate each of these three phases into their critical thinking. For example, the attitude factor may be represented from the "I'm from Missouri" or "show me" type of attitude occasionally. It means checking on the assumptions of the speaker or entertainer—a difficult task. The functional or operational factor may include selecting significant words and phrases in a statement, identifying emotion and bias in a speaker, and seeking out stereotypes and clichés. We can all have fun recognizing an emotional appeal to something sacred like home or mother, or identifying what e. e. cummings called "a duck-billed platitude." The third judgment factor may include such things as judging whether something is relevant or irrelevant, detecting an illogical inconsistency. Does this really follow from the other? Looking for evidence in the conclusion which is drawn by the speaker or writer is one way of judging.

These sound like very formidable accomplishments which we all need to practise. If they sound difficult to adults, how can they possibly be started with children? We might as well face the facts, that they are slow a'growing, but that the need to use them is all around us every day of our lives and our children's lives. May I illustrate the problem of daily need with one negative example? A first grader came home from school and reported to his mother: "We mustn't ask questions. Teacher says she will never get her work done if we keep on asking questions." Another example: Television is a fact of life in most homes. The surveys tell us that in both Canada and the United States children look at it about 20 hours a week, and we know that advertising occurs in many programs. Few people would ban advertising entirely in newspapers, magazines or television but children and youth must learn some defences against it.

Critical Thinking can be Developed

I hope this description does not suggest to you that the teaching of critical thinking is something unique, something that is accomplished in isolation from other school activities. Rather, I should like to emphasize that critical thinking abilities can be developed as a regular part of everyday school work. The opportunities are unlimited in language work, in reading, in social studies, in science and other areas. Language work in the intermediate grades, for example, gets into the structure or organization of the writer's thought. Topic sentences in a paragraph are important not only in writing, but also in critical listening. From the first grade onward, reading may involve questions not only of who and what but questions of how and why. In the observations you had this morning, did the teachers keep on asking the children "what" questions when the answer was right there on the page, or did the teachers occasionally ask a "how and why" question, which forced the children in their thinking to go beyond the facts of the printed page? In social studies there are questions of the authenticity of material, the qualifications of the writer, the propaganda devices used in the message. In composition or art, when creative ardor has cooled for two or three days, there is a question of looking at the clarity with which the idea has been communicated. Next week, a teacher in New Westminster, can go into a second grade class and, after she has given the class a warning, she can tell them a whopper such as, "We live in Montreal," and make them prove something different. This will help them to develop a habit of watching for unfounded statements.

I believe, then, that critical thinking may be part and parcel of every school day, and I believe that this is true because of certain facts or principles at least partly verified by research. Here are six statements of things that we know pretty well by research or in terms of what we believe.

1. Some children have acquired abilities in critical

thinking before they enter school. A five-year-old recently said to me, with a smile, "All the TV ads say they have the best breakfast foods."

2. Activities in critical thinking begin in the primary grades, not with the rational adult. A first grade class I saw recently distinguished between fantasy and reality after they had heard the story "The Day it Rained Cats and Dogs," which some of you primary teachers know.

3. Critical thinking depends less upon specific techniques and more upon attitude and experience. In the words of Don Marquis, "We can detect a speaker who strokes a platitude until it purrs like an epigram." But we must have the experience to be able to discern the platitude.

4. Part of the attitude factor in critical thinking is the objectivity which comes from the ability to shift perspective, to see one's own behavior and ideas as viewed by others. This may be part of the developing self concept which, in turn, may relate to critical thinking. In the words of Robbie Burns, "to see oursels as others see us." This helps when it comes to critical thinking.

5. The experience factor in critical thinking involves considerable participation in the social and linguistic community. This means the chance to talk things over and explore the effects of action in a group. Such action produces a validation by consensus which is a prerequisite of making sound judgments. One has only to read one's newspaper, where there are direct quotes by, say, Khrushchev or Castro, to realize that one must bring to bear one's experience about what they are saying. There has to be consensus about what words mean as they are used by different people. You and I, as teachers, know it is very difficult to get agreement on what words mean. Social and linguistic participation is basic in reading, and in the vocabulary building you do. Here, agreement becomes experience which must be the basis for doing some critical thinking. As you build meanings with children, you are helping them along the way in their critical thinking.

6. Although probably not so important as attitude or experience, there are hundreds of skills in the cognitive or operational phases of critical thinking. In one demonstration this morning there were, I suppose, fifty different devices by means of which children could actually practise some of these operational phases of critical thinking. They included examining a speaker's statement and detecting propaganda devices such as the glittering generality.

I hope you don't feel that I have been to abstract and too psychological in what I have been saying. It's not my intention to provide you with a supply of gadgets or specific devices for next week, but rather to talk about the concept of critical thinking and reading. Lest I be accused of being entirely impractical, may I cast my next to final remarks in concrete form. Here are half a dozen things you can do about critical thinking.

1. If you teach in the primary grades, have fun occasionally with a joker in your reading material. Your bulletin board, some morning, may read something like this, (this is on the bulletin board as the class comes in): "Today is Thursday. It is a hot day. We shall freeze today." The children will find the joker for themselves. Or the work-type exercise you do with the children may include true and false items like the following: "A cow can jump ten miles. Yes. No," or "The moon barked at the dog. Yes. No," and so on. You see from this that children get the idea that you have to look at print rather carefully. You cannot always depend on what's there. It's not right to say that the moon barked at the dog; you have to do something about it. So even in first and second grades we begin to develop some of the habits that grow up to make critical thinking abilities.

2. The second device I suggested earlier. Whether you teach in the primary or higher grades, when you work with a group in your reading class, please do ask many "how" and "why" questions, not just those "who" and "what" questions. There are two great weaknesses in reading instruction in schools. I think one of the great weaknesses is that there is still so much simply reading aloud while others follow in their books with a bland acceptance of what's in the book. I think the other great difficulty is the teacher's asking questions such as: "What is the color of Jean's new dress?" when it says right there in the book that the new dress is blue. Children are not tape recorders. The question should go beyond the printed page, "Why is it a pretty dress?" or "Is Jean the kind of girl you would like to have for a friend?" and so on. Let us stress the "why" questions that call for judgment and critical thinking.

3. Check your teachers' manuals of the reading series you are using for examples of ways of developing critical thinking. If you have a good modern series at hand, you will find literally scores of examples, perhaps in an index there is a topic called critical reading. I know that in many of these manuals, not in one series but in many, there are literally scores of suggestions for developing critical reading abilities. I think of one around the sixth grade level: have the children bring in maxims which are exactly the opposite of one another. (We usually accept a maxim as being a great truth.) This is something we accept, so we say, "Look before you leap"—take your time about it. But we have the opposite maxim, "A stitch in time saves nine"—do it as fast as you can. Have

Continued on page 32

Merit Pay — or Performance Evaluation?

IN MANY MINDS, performance evaluation and merit pay are as inevitably linked as apple pie and cheddar cheese. Some of us, though, prefer our pie ungarnished; and some can see merit in performance evaluation, but no value in merit pay.

One may properly describe as performance evaluation any systematic use of formal measurement devices to determine how closely job performance corresponds with a set of established criteria. Salary determination is only one of a variety of purposes for which performance evaluation may be used. Experience seems to indicate, indeed, that formal evaluation systems are of very doubtful value in salary determination, but are potentially very useful if directed toward other purposes.

There are severe limitations on what an evaluation device can accomplish, and it is this limitation of scope which makes the device unsuitable as a basis of salary determination. The evaluative instrument cannot measure in absolute terms the effectiveness of a teacher's performance; at best it can measure the degree to which his performance meets a set of established standards. The standards themselves are inevitably incomplete, not necessarily valid, and not necessarily acceptable to the teacher himself. Some performance qualities are quite readily observed and, at least roughly, measured; others have an elusive, intangible character which defies measurement. Formal performance evaluation inevitably tends to place undue emphasis on the measurable factors, whereas the intangible qualities may well be of greater ultimate significance.

It is relatively easy, for example, to observe in a classroom an absence of pupil conversation or other commotion. It is much harder to determine whether the orderly behavior is the result of harsh discipline, intrinsic interest in the lesson, a genuine rapport between teacher and pupils, or a general school tone for which the principal rather than the teacher is primarily responsible. Again, a teacher's success in getting his pupils through external examinations is very specifically measurable, but that success may be due to a concentrated program of rote-learning of material which traditionally appears on examinations. Examination results rarely indicate either the pupil's grasp of fundamental principles or the desire for further learning which the teacher may have inspired. The teacher himself may achieve a favorable rating because his day-book is in good order and his lesson presentation adheres closely to a logically prepared lesson plan. Yet many a constructive educational experience arises through the teacher's skillful reaction to an apparent digression from his prepared plan.

In general, the teacher who achieves a favorable performance rating is likely to be a willing conformist in terms of the more superficial mechanics of his trade. Any correlation between such conformity and creative teaching would be difficult to demonstrate.

In recognition of the importance of intangible qualities, some performance raters have attempted to include an estimation of such qualities in the evaluative process. This sort of estimation, however, cannot be more than a subjective judgment by the rater. Research indicates that subjective judgments by different raters in respect of the same performer are unbelievably inconsistent. If such judgments are to be fair, therefore, each evaluation must be the consensus of a number of persons. To subject the teacher to the quantity of inspection required to obtain a reliable consensus creates a major cost to the employer and an intolerable nuisance for the teacher.

In Summit, New Jersey, for example, each evaluation is based on 500 minutes of classroom observation. The superintendent in Canton, Connecticut, describes a 1:10 ratio of supervisors to teachers as being essential to that city's merit salary program. The experiment in Provo County, Utah, was dropped when it became, in the words of the superintendent, "very evident that any program was going to be expensive."

It is not surprising, then, to find that the history of merit pay plans is a chronicle of failure. In 1938-39, among large urban school districts in the United States, some twenty percent had merit rewards in their salary schedules; twenty years later, the proportion had dropped below seven percent. Moreover, of 219 districts which had merit pay provisions in their schedules in 1958-59, 86 reported that the provisions were totally inoperative. After spending a quarter of a million dollars on research into merit pay, the State of Utah discontinued the project. In 1962, the State of North Carolina commissioned a survey with a view to making merit salary provisions mandatory in the state; the report concluded that no method of performance evaluation had been found which could be recommended as a basis of salary determination.

In view of this record, to harass the teaching staff with constant invasion of classroom privacy and countless interruptions of class routine, to direct into supervision scores of competent educators who could more usefully teach, to support the whole effort with massive appropriations of money, and in the end to come up with a set of superficial ratings of doubtful validity, appears to be sheer nonsense.

Many of the problems ascribed to performance evaluation tend, however, to disappear if the process is not related to merit pay. The necessity of obtaining multiple judgments, rendered by a small army of supervisory personnel, is related to the need for scrupulous fairness when salary differentials are involved. Questionable ventures into subjective estimation of imponderable factors can be avoided if the whole performance of the teacher is not the object of measurement. The validity of established criteria diminishes in importance if the non-conformist who rejects some of them is not penalized for his independence.

Evaluation Used for Selection

Performance evaluation is a useful tool in the selection of the most suitable persons to fill positions of special responsibility. In this case the object of the exercise is not to measure the whole performance of each teacher, and determine that A is worth a little more than B, but not quite as much as C. The object is to identify those teachers whose particular characteristics tally most closely with the special requirements of a specific assignment. In this case, also, arbitrary establishment of criteria is quite justifiable. To demand that all teachers cast themselves in a common mold is a blow at the very heart of academic freedom. To choose for positions of leadership those most likely to work together in harmony is plain common sense.

Even this limited application of performance evaluation may be overdone. In the selection of educational leaders intangible qualities are important. Too great a reliance on rating sheets may lead to overemphasis on qualities which are readily measurable but not really essential. The preservation of staff harmony, essential to good group performance, may also demand that considerations of seniority be given their place along with estimates of worth. No rating instrument is a substitute for sound judgment in personnel administration.

Performance evaluation is most constructively used for the direct purpose of improving performance. If this purpose is clearly articulated as the sole object of an evaluation system, most teachers will willingly co-operate. It is not necessary to offer the extrinsic motivation of a merit bonus; most teachers want to do the best job they can, and welcome any genuine assistance toward that end.

Apart from the few who are fundamentally unsuited to the profession, teachers who do not reach peak effectiveness fail to do so for one of three reasons. Some are inadequately trained; some are insufficiently educated; many lack only a clear analysis of their strengths and weaknesses, and some explicit direction toward improvement. The problems of inadequate training and education must be met through rigorous standards of selection, training and certification. It is toward constructive self-analysis that the resources of performance evaluation may usefully be directed.

The school systems of Cincinnati and some other Ohio centers provide a useful pattern. There, a carefully devised evaluative check-list is put first into the teacher's own hands, so that he may record his self-evaluation in terms of the listed criteria. The same list is then used by principal or supervisor to arrive at an external evaluation of the same teacher. There follows an interview, in which the two evaluations are compared. If they are markedly inconsistent, the teacher may demand an independent evaluation by the superintendent. If they show such complete divergence as to be irreconcilable, the teacher may request a transfer. More commonly, points of agreement and disagreement are thoroughly discussed, the teacher reaches certain conclusions as to indicated deficiencies, and he is offered assistance in plotting a remedial course of study, reading or practical instruction. Throughout the procedure, it is understood that the evaluation and interview lead to no immediate reward or penalty, and that acceptance or rejection of proffered advice is a matter of the teacher's own judgment.

Appraisals Kept on File

Although the primary purpose of the evaluation is therapeutic, both the self-appraisal and the external appraisal become part of the teacher's personnel record. In case of chronically unsatisfactory performance, documentation is thus available to support dismissal for cause. In the case of new appointments, several evaluations are obtained in the course of the probationary period, so that the eventual decision to grant a permanent appointment or to terminate is based on concrete evidence.

When evaluative procedures are thus directed, most of the objections to them lose their force. Is the check-list incomplete? Does it fail to measure intangible essentials? Is it based on criteria of questionable validity? Is the external evaluator biased? Is his analysis based on inadequate observation? No immediate harm results. If the teacher finds something somewhere in the process to help him polish his competence, the education system has been enhanced. If not, no one has been injured. A judgment which the teacher deems unfair may find his way into his personnel record, but his own rebuttal is also recorded, and in any case he suffers no penalty unless an accumulation of bad appraisals over a period of years,

Continued on page 33

At a BCTF-sponsored conference on internship, Dr. Clarke discussed a form of internship which has been successful in Alberta. In this first of two articles, he defines what he means by internship. Next month he will describe the Alberta program. Our Teacher Education Committee is at present investigating the feasibility of a similar program for B.C. Because B.C. teachers will want to know the details of the Alberta system, we are running Dr. Clarke's address in its entirety.

Internship

S. C. T. CLARKE

'When I use a word,' Humpty Dumpty said in rather a scornful tone, 'it means just what I choose it to mean—neither more not less.'

'The question is,' said Alice, 'whether you can *make words mean different things.'*

'The question is,' said Humpty Dumpty, 'which is to be master—that's all.'

MEANINGS CURRENTLY given to the word "internship" illustrate this *Through the Looking Glass* quality. In the United States, for example, internship in the Master of Arts in Teaching program means the substitution for practice teaching of actual teaching prior to certification. A specific example is in the Milwaukee University program with these features. Internship is restricted to holders of a degree (other than education); it replaces practice teaching; the intern is paid up to $3,000 a year; the intern is in charge of a classroom; internship earns 29 semester hours of credit during two semesters; since it gives university credit, it is marked; it is required for certification; and the co-operating teachers are jointly chosen by the university and by the school administration.

The January, 1963 issue of *The B. C. Teacher* contained an article by M. E. Cottingham bearing the title, "Is Internship the Answer?" which described a form of internship. The chief features included observing, teaching, and actively participating in a wide variety of classroom activities four hours a week, and the regular one-week, two-week, and three-week sessions of practice. In addition, seminars were provided. It is assumed that the interns were holders of a degree other than education. It is assumed that they received university credit in lieu of practice teaching, and that their internship work was graded. However, this form of internship did not completely replace practice teaching; the intern was not paid and the intern was not in charge of the classroom.

As you can see from these examples, "internship" currently has more than one meaning.

The term was borrowed from medicine. Again, practice differs, but in Alberta, during the third year of medical school, neophyte doctors have clinical practice—they observe, they interview patients (take case histories), they write charts, they perform simple activities. In the fourth year they have a clinical clerkship, which involves observation, performance of simple tasks, and practice. After the granting of the M.D. degree, the young doctor in Alberta cannot practise medicine. He is required to take a year of internship. It takes place in a hospital. He is paid. He is not responsible for his own work. He cannot, for example, sign a death certificate, or, as another example, the patient sues not the intern but the responsible doctor behind the intern. After successful internship the doctor is licensed to practise medicine.

To return to Humpty Dumpty, and the question of what I choose the word to mean, internship has these features:

Timing. Internship occurs after the institutional preparation which leads to certification as a teacher. The intern is not at the same time studying university courses.

Practice Teaching. Internship supplements but does not supplant practice teaching.

Pay. The intern is paid a small sum, sufficient to defray out-of-pocket expenses, or alternatively, to keep body and soul together.

Responsibility. The intern is not responsible for a classroom. He may temporarily be placed in charge by the responsible classroom teacher, but the latter is finally and ultimately responsible.

Credit. Internship carries no university credit, and is not a course which is marked or graded.

Dr. Clarke, formerly a member of the Faculty of Education, University of Alberta, has been General Secretary of the Alberta Teachers' Association since 1958.

Sponsorship. Internship is jointly sponsored by the Department of Education (since teacher education, like all higher education, is a fundamental responsibility of the government), by the university (since it is part of teacher education), by trustees (both school boards and the provincial organization), by superintendents (as the agents of the Department and trustees), and by teachers (both as co-operating teachers and through their provincial organization).
Duration. Internship consists of full school days, full school weeks, for whatever period of time has been decided. Ideally, as in medicine, it should eventually be a year.

These seven features of internship require some explanation and defense. Internship follows institutional preparation because the intern then has increased maturity because of increased age, and a background of knowledge which he can test in practice. It is placed after his university courses because internship is a full-time task, not to be marred by the distraction of studying other courses. It should be a genuine on-the-job experience.

Purpose Makes the Distinction

The distinction between practice teaching and internship lies in *purpose,* since the activities can be very similar. The fundamental purpose of practice teaching is to provide first-hand, real-life experiences which will illuminate and fructify the knowledge the student is acquiring. The fundamental purpose of internship is to provide graduated on-the-job experience. These purposes tend to dictate *timing.* Practice teaching is best distributed throughout the years in which institutional preparation occurs. Internship should immediately precede actual teaching. Again, practice teaching should provide a variety of experiences in many schools and settings. Internship can well be more restricted to the school district in which the intern will actually teach. Internship should occur at a time when there are no such distractions as studying for university courses or knowing that one's efforts are being graded, and should lead quickly to a full load, so that the intern can get the feel of a full teaching load. The attitude of the intern is important. It should be much less a student attitude and much more a professional attitude. In my mind, internship should never be thought of as replacing practice teaching or correcting its deficiencies.

Objectively, the matter of pay marks the change in attitude desired. The intern is no longer a student, even if he is not a full-fledged teacher. Pay also recognizes that his service, even as a learner, has some value. Practically, it is necessary to cover out-of-pocket expenses.

Responsibility is a vital matter in internship. Who is responsible if the class "gets out of hand" or if an accident occurs? Who is responsible if the children are not learning, or worse still, if they are learning wrong things, or are being frightened? I believe that the ultimate responsibility must rest with a regularly certified classroom teacher, who is not assigned also the responsibility for another classroom. In short, when interns are used to replace classroom teachers, they lose an essential requirement of internship according to my definition. Placing neophytes in charge of a classroom is *not* internship.

Giving no university credit for internship serves to emphasize the change in status from student to intern. It also serves to underline the joint sponsorship which in our province seems to be so necessary for internship. I admit that there are tremendous difficulties inherent in a system in which no one group or body is finally or ultimately responsible, yet I believe joint sponsorship is necessary, and believe it can work. The final feature of my concept of internship is a full-day-full-week experience, in order to induct the neophyte into on-the-job experience.

The vice-president of the University of Alberta (and president-elect of Mount Allison University) stated recently that all professional education is becoming more theoretical. This is true of teacher education. The obvious concomitant is that the gap between what the newly certified person can do, and what he is called on to do, is widening. People interested in education could call for a less theoretical course of preparation. Some do. In some provinces, resistance to changing the old "normal school mentality" is great indeed. The normal schools did not present overmuch theory, but concentrated on what has been described as a "bag of tricks" for the beginning teacher.

Internship Bridges a Gap

It is my belief that education will be best served by the university's concentrating on doing what it can do superbly, that is, providing a sound theoretical background. Teachers, trustees, and the Department cannot undertake this task. Let us recognize that the gap between what the beginner is called on to do and what he has been prepared to do, is very wide. Let us bridge that gap with internship, so that the neophyte can break into teaching rather than break down in teaching.

A second need for internship arises from the endemic disease of universities—ivory towerism. Left alone, any institution of higher learning gets more and more out of touch with "the world as she is." The shared sponsorship tends to get university people out into the schools (which is a good thing) and also tends to get the Department, trustees, and teachers interested in and involved in the problems of teacher education, which, I believe, is a better thing. Teacher education is a total process which has many aspects—

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Five of the six B.C. teachers who participated in CTF's successful summer project in international assistance. From left to right Mrs. Ethel Belli-Bivar, H. P. Johnsen, A. C. Young, G. E. Halkett and W. R. Long. J. B. Bolton had already left for Africa when this photograph was taken at CTF House in Ottawa.

Summer Session in Africa

MAHENG 'A MANDEBVU
(Always-Busy the Bearded One)

ON JULY 3 fourteen teachers from all parts of Canada climbed out of planes and assembled in Ottawa. Except for two married couples, all were complete strangers, but in the next six weeks they were to share some of the richest and most memorable experiences of their lives. This was the first meeting of eight Ontarians, a Nova Scotian, a prairie girl, and four British Columbians, including the writer.

Billeted in pairs at Chateau Laurier, we spent the next three days on an "orientation course" at CTF headquarters. All were impressed by the detail and amount of preliminary work already done by CTF officials. Plane reservations, passport requirements, special insurance protection and such matters as are bothersome to most travelers had all been attended to by the CTF. Now under the chairmanship of Mr. Clark MacDonald, Superintendent of Port Arthur Public Schools and Administrator for the CTF Africa Project, we assembled to gain inspiration and wisdom from the words of Mr. Gerald Nason, Secretary-Treasurer, and Mrs. G. Rutherford, Executive Assistant of CTF and of Mr. Ray Smyke, WCOTP.

Two officials from the Department of External Affairs extolled the importance of our role as ambassadors of Canada. A physician advised us about the hazards of drinking unboiled water, eating raw fruit and vegetables, sitting on a log under a tree after sunset and all that sort of thing. A charming lady from Uganda, Mrs. C. M. S. Kisosonkole, gave invaluable hints on how to meet and understand the African of today. In between times we endeavored to size up each other by striving to penetrate beneath the mask of cautious reserve which each one involuntarily wore. How we chuckled later when, after six weeks of living as members of a family we frankly compared our first impressions of each other. "Did I really seem like that?"

Five teachers, including two from British Columbia, were already on their way to Liberia; our group of thirteen was destined for Domasi Teachers' College in Nyasaland to instruct at a summer course for under-trained native teachers. Our three objectives

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Albert Charles Young, who was given the African name above, teaches in Vancouver. He was one of six B.C. teachers to take part in the African Project during the summer.

were clearly stated: (1) to do an educational job well, (2) to increase international teacher understanding, (3) to strengthen, in an incidental way, teacher organizations in other countries.

Our expenses were to be paid and our services were to be given freely. Our source of funds: $25,000 from Canadian teachers' organizations and $5,000 from the Rockerfeller Foundation.

It was emphasized that our work was not with governments but with teachers' organizations and our purpose to strengthen teacher organizations and to increase their prestige and influence.

Brimfull of this gospel we felt more like a united body when on July 7 we arrived in London. There we were received by Mr. Ernest Naisbitt, Deputy Secretary of the National Union of Teachers at NUT headquarters. In the evening we made a party to attend *My Fair Lady* at the Drury Lane Theatre.

With brief stops at Rome, Bengazi, and Entebbe, we flew to Nairobi for the next stage of orientation. Mr. Kioni, hardworking secretary of the Kenya National Union of Teachers, had arranged a full program for our three days' stay. This included visits to every type of public school and college in the Nairobi area. We also attended a teachers' meeting where we each did our best to say a few inspiring words particularly on the value of supporting the teachers' organization and what it can do for us.

Kenya Teachers Provide Tours

On the non-professional side Mr. Kioni provided for us to visit the Nairobi Wild-Life Park, the Rift Valley, the museum, the zoo, the Senate (the order of mention is merely the chronological order of the visits) and the House of Commons.

The subject under debate in parliament was Africanization. The members were nearly all dapper young men. Full of enthusiasm they registered approval by kicking their heels against the benches or by cries of "Heah! Heah!" An East Indian member drove home a good point when he objected to "Africanization based on race," preferring "Kenyanization based on citizenship."

The debate turned to criticism of the government policy or "lack of policy" regarding raids by Turkanas from Sudan and Ethiopia. A list of casualties was recited and demands were made that the government provide adequate protection or else arm the Kenya border tribesmen. After lengthy debate punctuated by heel-kicking and Oxonian cries of "Heah! Heah!" Jomo Kenyatta, with the air of elder statesman, finally rose to speak.

Among the other members Mr. Kenyatta was easily the dominating personality. Wearing his colorful Muslim-type cap, he spoke sagely and moderately. One had the feeling that he was rather pleasantly and approvingly amused at the enthusiasm and vitality of the young men around him. With good humor and patience he explained that (1) all the police protection possible was being provided and (2) the government would not arm the victimized tribesmen "because if we did, they would do exactly the same thing to their neighbors."

It didn't seem at all like the "Burning Spear Kenyatta" we so recently read about as leader of the Mau Mau cult. We all counted it an honor to be introduced to him later while having tea on the patio during recess.

Our brief stay in Nairobi ended in a blaze of inter-dominion Kenya-Canada good fellowship winding up at a party where the cup of conviviality was full to overflowing. We were all teachers together and happy to be just that.

Flying southward we circled the cone of Kilimanjaro, with cameras clicking madly, paused briefly at Dar-es-Salaam and about mid-afternoon landed at Blantyre airport. There we were met by a delegation of Malawi (new name for Nyasaland) teachers who drove us to our quarters at Domasi, some fifty miles away.

Canadians Meet Dr. Banda

During the following week we were taken to visit several places in southern Nyasaland including Domasi Plateau nearby, Mlanje Plateau in the south-east, Dedza in the west near the Portuguese Mozambique border, and Palm Beach on Lake Nyasa where we enjoyed bathing and a boat cruise around the south end of the lake.

A high point of the program was a cocktail party and reception where we met the Ngwazi of Malawi, Dr. Kazumu Banda. He received us very graciously and invited us to visit his official residence the next morning. Newspaper reports of a movement to deify the Ngwazi and references to "the Messiah," among other things, had caused us some apprehension. Assembling in the parlor we, and I think our host, too, were conscious of a strain of formality in the air. Clark MacDonald very shortly had occasion to state clearly to the Prime Minister that our work was purely on a professional and not a political plane, that "our government scarcely knows we are here."

Momentarily taken aback, Dr. Banda quickly said he was all the happier for it, a sentiment which I believe was quite sincere as he realized that we had come entirely for what good we could do and with no ulterior political motive whatever. He willingly consented to shake hands a second time with Clark MacDonald while I recorded it in moving pictures for the CTF. When, because the camera had not been set right, I had to ask him to please do it still again the ice was completely broken; we all enjoyed the humor of the situation; the Prime Minister knew he was among friends; he discarded all formality, put his arm around my shoulder and laughed heartily.

He invited us to go anywhere we wished in Malawi, to see anything and to talk to anybody. It should be added that unlike some emerging or retarded coun-

tries, here we were free to move without any evidence of police shadowing at all. In the course of the next five weeks we learned to know and to love Malawi. The people were invariably courteous and friendly.

A cause of some suspense at first was the uncertainty about what we would have to teach. Not until the day of registration did we know how many students would be in attendance or how many Nyasaland instructors would be with us. The students, a hundred fifty teachers from all parts of Nyasaland, were divided into ten classes according to ability, as indicated by tests in English and mathematics.

Then there was a feverish drawing up of a timetable and allotment of work loads. Each day consisted of a fifteen minute assembly at 7:45, and three morning periods and one afternoon period of seventy minutes each. Because the standard of English in Nyasaland is low even by African standards, the Minister of Education, Mr. Chiumi, had requested that 50% of the time be devoted to that subject. The remainder of the time was divided among science, mathematics, social studies and art. Hence the six English teachers each had seventeen teaching periods weekly, the others somewhat fewer. In addition, there were tutorial periods from 4 to 5 p.m., though the students' enthusiasm and thirst for knowledge frequently extended these to 5:45, beyond which it was too dark to continue.

Teachers Work under Difficulties

The attitude of the Malawi students was at all times and in every way commendable. They had all done at least a year, and some as much as fifteen years, of teaching in schools of all degrees of primitive equipment. A few schools were well equipped and modern in every respect, but these are exceptional. A typical one-roomed school which the writer visited consists of plain brick walls, open for ventilation and light between five and eight feet from the ground, above which rests the thatched roof. The pupils sit on ridges of hard-packed earth which serve as benches, and presumably they balance any written work on their knees. There are no blackboards and the school bell consists of an old iron shovel (without handle) which hangs at the teacher's end of the room. Trying to bring the class into focus for a picture, the writer caused great mirth by backing his head into the shovel with a resounding "GONG!" For all the lack of modern equipment in their school, the children were friendly and full of good cheer. The teacher of such a school would probably have about a Grade 7 education himself. It was our task to give him something of Grade 8 in less than six weeks.

When it is remembered that there are only about ten thousand Europeans in a population of three million in Nyasaland, it will be realized that to these teachers, apart from what might be learned in the course of formal instruction, *any* contact with Europeans would be of great significance. As Mr. Gerald Nason had said, "A lot will 'brush off' just by contact."

The ultimate questions are: "Was the Africa Project worth while?" "Who profited by all this?" "Should it be repeated another year?"

In answering these questions we must ask ourselves whether, as teachers in a fortunate country, Canada, we have any moral obligation to assist our teacher brethren in a less fortunate country. These teachers are just like us. They stand before a class and earnestly try to present clear explanations, to lead their students by questioning and logical reasoning step by step from the known to the unknown. They exhort their pupils to practise diligence and neatness in work habits. They endeavor to inculcate high standards of thinking and conduct. They are ill-equipped and poorly paid, yet they make a brave show of respectability and manage to affect the attributes of genteel professionalism. In Nyasaland these attributes are jacket, collar and tie, and often hat and walking cane, combined with a dignity of bearing and graciousness of manner which provides the average Canadian teacher with something to learn.

Independence Creates Problems

They earnestly seek to improve themselves, to elevate the status of their profession and to help in the development of their country. They realize, though it is a hard thing to have to admit, that they are dependent on the European not only to make further progress but also to maintain the stage of progress attained under colonialism. During the period of transition from Federation with Rhodesia to independence at the end of this year they have sometimes experienced bitter humiliation. The colonial servants and officials are withdrawing—and understandably so. The country is short of physicians, engineers, teachers and competent workers in almost every field of endeavor. Economically Nyasaland has no resources to provide more than a subsistence level of existence and the population has already exploded to the limit. (A subject raised with us for serious discussion by each and every class was birth control.) Beset by innumerable problems to which they can see no solution, the Malawi people and their leaders saw the helping hand of the Canadian Teachers' Federation not just as a useful aid, but as a gesture of friendship and moral support at a moment when friendship and moral support were most needed. They appreciated it because *There Were No Strings Attached.* They were not obliged to accept a humiliating gift of money and then spend it in the country of the giver buying things they do not want.

Unlike the immature, inexperienced people so often sent to Africa to do a job they cannot understand, the representatives sent by the CTF, ranging in age from early thirties to early fifties, were all widely experien-

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CTF Visits British Columbia

JAMES CAIRNIE
President, BCTF

FROM JULY 16 to 19 Vancouver played host to a delegation of teachers from all over Canada. The occasion was the 42nd Annual Meeting of the Canadian Teachers' Federation. In all some eighty people attended, including representatives from each of the provincial affiliates and a number of visitors from the United States, Great Britain and South America.

One of the interesting and, at times, amusing highlights of the meeting was the BCTF campaign to convince the delegates that Vancouver would be an ideal site for the 1967 Meeting of the World Confederation of Organizations of the Teaching Profession. This meeting would attract nearly one thousand teachers representing most of the countries of the world. Wes Janzen and Ken Aitchison headed up a group of enthusiasts who planned a "selling program" that could have been the pride of "Madison Avenue."

Included in their presentation was a brief to the Directors extolling the virtues of Vancouver, an unlimited supply of cards and memos boldly proclaiming Vancouver as "The Host with the Most," the appearance of a live Captain Vancouver and official invitations from government, city and tourist representatives. The delegates soon succumbed to the pressure and agreed to present to WCOTP, meeting in Rio de Janeiro in August, the invitation to come to Vancouver in '67. (Subsequently WCOTP accepted the invitation.)

In a series of four general sessions and a number of workshop and committee meetings much was accomplished at the convention, far more than can be outlined in this brief report.

A significant change was made in the constitution with respect to voting on fees. A number of CTF affiliates have felt in the past that annual meetings

The B.C. delegation was, from left to right, R. G. Kaser, Mrs. I. A. Cull, James Cairnie and H. M. Palsson. Immediately behind them can be seen, from left to right, Mrs. G. A. Binns, President, B.C. Parent-Teacher Federation, Miss K. N. Elliott, Ian D. Boyd and J. E. Smith, all B.C. teachers.

Photo by Campbell Studios

were not efficiently or fairly structured, in that representation did not parallel population sufficiently closely. For example, Ontario is entitled to six voting delegates, B. C. four and P.E.I. three. This imbalance has been a source of irritation, particularly to the larger affiliates, when decisions were made on national policy and fees. After the 1962 Annual Meeting a committee was struck to consider reorganization of the constitution. The committee reported this year and one of its major recommendations, adopted by the delegates, was that in voting on resolutions pertaining to fees each affiliate will have one vote for each paid-up member in the affiliate, i.e., Ontario would have roughly 54,000 votes; B.C., 13,000 and P.E.I., 1,000.

Fees for the ensuing year were set at $1.75 for each member of each affiliate.

In the office staff a few changes have taken place and further ones are proposed. Mrs. Alice McLeod retired from her position as Assistant Secretary after more than twenty years of dedicated service to CTF. It was with regret that delegates learned that Floyd Robinson had resigned as Director of Research to accept a position with Canadian Council for Research in Education. His position has been taken by Barr Greenfield, a former member of the Vancouver Elementary School Teachers' Association, who has just completed his doctoral work at the University of Alberta. Plans were approved to add to the staff an assistant to Secretary-Treasurer Gerry Nason.

Delegates heard reports from the four major study committees of CTF: Advisory Research, Audio-Visual Education, Education Finance and International Relations.

The Committee on Education Finance has spent much of its time on a study of the Gill Report on Unemployment Insurance and on the preparation of a brief to the Royal Commission on Taxation. (The latter is complete and includes many of the recommendations endorsed by B.C. teachers for improvements in teachers' tax position). The committee proposes to compile in the next year a booklet, *Tax Tips for Teachers,* containing pertinent information on succession duties and income taxes.

The major item in the report of the International Affairs Committee was a description of Project Africa. Under this program eighteen Canadian teachers gave up their summer holidays to assist in training teachers in Liberia and Nyasaland. CTF acted as the administrator and co-ordinator of the project and the provincial organizations provided most of the funds and personnel. B.C. can be proud of its role in this area, for it was the major contributor of both funds and personnel. Glowing reports on the success of the project have been received and an article by a B.C. participant, Charles Young, appears elsewhere in this issue.

Delegates were entertained and informed by a number of addresses presented by visitors. Dr. Cecil Hannan of the administrative staff of the Washington Education Association was most flattering in his praise of the achievements gained and activities sponsored by the Canadian provincial organizations.

Harry Dawson, President of the National Union of Teachers of England and Wales, gave a succinct presentation of the problems encountered by English teachers in their struggle to retain traditional salary bargaining procedures.

C. D. Ovans (left) comparing notes with Harry Dawson, President, NUT (center) and Dr. Cecil Hannan, Field Representative, Washington Education Association (right).

A brilliant paper was read by Professor George Tomkins of UBC on "The Social Revolution in Quebec." Delegates most familiar with developments in Quebec were high in their praise of Tomkins' analysis of the aims and aspirations of the Quebecois.

A highlight of the final day was the election of officers. Mrs. Inez Castleton of Alberta was chosen President; George MacIntosh of Nova Scotia, First Vice-President; our own Wes Janzen, Second Vice-President; and Wendelin Herle of Saskatchewan Third Vice-President.

Friday's final session consisted of a scenic tour of the city and a drive up Howe Sound to Paradise Valley for dinner and relaxation.

It is difficult to gauge the accomplishments of a conference, but if the comments of delegates can be taken as a measure, the meeting was indeed a success. In the formal atmosphere of the meeting room and the informal air of the late evening sessions delegates argued, exchanged views, criticized and generally roved over every educational topic imaginable. The net result, in the minds of most delegates, was that the convention was an informational, stimulating and most worthwhile experience.★

David Wilson

A continuing problem in the intermediate grades in our schools is the furtherance of communication between parent and teacher. Mrs. Renate Wilson, who has written the following letter, perhaps speaks for the hundreds of parents who have children entering this phase of their school careers. In any case, her views will be of interest and considerable value to every teacher of the nine to twelve age group.

A Letter to a Teacher

Summer, 1963

Dear Teacher:

Before our son David entered Grade 1, we were given much good advice about preparing him for this big step. We learned what it means to a six-year-old to concentrate for longer periods, and to accept classroom discipline. We were made aware of the physical and mental growth around that age, of changes in behavior and interests. We found out a little of the challenges and difficulties teachers face with Grade 1 students.

Now that David is about to enter the middle grades, we find no such careful preparation for parents. We are having to discover for ourselves what will be expected of our boy—such a different creature from the six-year-old—and how we might help him with this difficult feat of growing toward his teens.

We are sending you a boy with an enormously enquiring mind. The whole world needs exploring and he is going about this in a headlong rush. While before he was happy to take in anything he was confronted with, now it's a perpetual quest to see, to touch, to hear and above all, to do. So we have tried to satisfy this hunger. We have combed the city for exhibitions, have become familiar with the thousand-and-one objects in the museums. We have travelled on boats, trains and buses. We have tried to go along with space science which we old-fashioned people can hardly grasp, but which makes perfect sense to our offspring.

We have taken to the hills in winter and patiently borne the trials of a small boy learning to keep upright on skis. Once David had grasped the principle of the thing there was no holding him, "Back for lunch, Mum!" During summer we have gone camping in many parts of our magnificent province. Here too we could observe the unfolding of a mind which begins not only to ask "how" but also "why" and which at times ponders quite deeply on the mysteries surrounding him.

Physically, he is developing fast, eating enormous quantities of food and burning it all up in a constant whirl of activity. He is untidier than ever and his

room is full of bits and pieces, including three goldfish bowls, a hamster, and a butterfly cocoon in a jam jar. His private library is building up and there is always a pile of library books on his bedside table.

We are puzzled at occasional lapses into bashfulness and uncertainty. He is unsure of his actions and tends to throw away half-finished projects. We have to make sure David doesn't feel he can't cope, because, given a little encouragement, he *can* cope. Perhaps his age, halfway between the little boy and the teenager, needs an extra dose of self-confidence instilled from outside. We hope you will realize this need; it might be that if he is allowed to do less than his best in school now, he'll begin not to care. Don't let him get away with sloppy work, but rather show him *how* he can do better. This shouldn't be hard because he really wants to do well and is proud of his achievements, although his pride is easily pricked.

We hope that as David enters the middle grades, everything possible will be done to stimulate his spongelike ability to absorb knowledge. At home we nourish this quality in the way I have described. This is the time, we feel, when a solid basis for future learning is laid down. Mathematics, history, science—all this we cannot provide at home—but *you* can. Please don't be afraid to overload his mind with knowledge. After all, you have been trained to present this so that his age group *can* absorb it. So far we have been very pleased with the way David has come home almost every day with a breathless "I've got to find out more about the sea . . . evaporation . . . Indians!"

I would like to make a special plea. Give David as much practice in expressing his own thoughts as possible, both in writing and in speaking. His essays, poems, stories, however short and simple, will help his learning much better than dictated or prescribed paragraphs. Could he give short talks about what he has seen, with special attention to good English usage?

One other point I must mention: David is still very much dependent upon you and inclined to do exactly what you say. Perhaps the time has come when you need to loosen this dependence on you by giving him more responsibility and freedom of choice. For example, in the lower grades the teacher is inclined to say: "Do your writing with a one-inch margin; draw your picture at the top; don't make it longer than half a page." Now is the time to give the assignment and leave it up to him as to how he places it on the paper, where he puts the drawing, how long it is to be. I might add that we encourage this new sense of responsibility quite successfully at home. For instance, David has been allowed to shop for his own socks and jeans and to make occasional meals.

We are sending you, therefore, a child who is ready to step into a far wider world than hitherto, who realizes how big and interesting this world is, and who wants to find out all about it. Here is a child who needs your approval, but also your demand for good work. Please don't be afraid to nourish his *mind*. That is why we are sending him to you.

Sincerely,
Renate Wilson, David's mother

IS THIS YOU?

Do you find difficulty sometimes getting students to identify noun clauses? Why try?

Do you still believe that your time is well spent in drilling traditional grammar into average students? If so, read this:

"Hoyt, Rapeer and Strom failed to find any significant effects of knowledge of formal grammar on the abilities of literary interpretation. Boreas studied the correlations between knowledge of grammar and proficiency in various areas of the subject matter. Although all of his correlations were low, he found a higher correlation between achievement in grammar and in mathematics than between achievement in grammar and in composition or oral-language abilities. Benfer and Catherwood have substantiated his findings. Research has steadily built a body of evidence that knowledge of grammar does not materially affect a student's ability to learn a foreign language . . .

"Frogner applied a grammatical approach and a thought approach to the teaching of sentence structure. She found that on every count the thought approach secured better results, in addition to consuming only 80% as much time. She found that even students who have been taught by the grammatical approach were inclined to use the thought approach when they faced a sentence problem . . .

"Perhaps most damning of all in the studies of the teaching of grammar are those dealing with the retention of grammatical knowledge . . .

"Teachers constantly fear that students will be hampered in their college work if they do not have grammatical information . . .

"Smith demonstrated that students coming from a program rich in writing experiences with a minimum of grammatical drill succeeded better in college than did students who had had much grammar and little writing. Thus the teachers' fears are not borne out in reality."

—Details of source from BCTF Research Committee, c/o Box 445, Salmon Arm, B.C.

The Schools Visit the Aquarium

FRASER BRUCE

AT 10 A.M. ON ANY winter weekday, one may see a chartered bus draw up at the Vancouver Public Aquarium and disgorge a long queue of children. The fresh morning stillness is accentuated by the affronted squawks of a peacock roosting on the Aquarium roof. Suppressed excitement ripples the ranks of the column, but it proceeds sedately enough to the turnstile. Another Aquarium school tour has begun.

In writing of these visits, a journalist has described the Aquarium as "the biggest and strangest schoolroom in Canada, where all the subjects are alive and all the teachers are volunteers." This is substantially correct; he might have added, "where all the classes are constantly changing and constantly increasing."

Between November 1962 and April 1963, 5,060 children were conducted through the Aquarium. These classes were from Grades 4 to 7 inclusive, and represented 58 Vancouver schools, including private and Roman Catholic schools. For the 1963-64 session the program will be made available to the schools of North Vancouver, West Vancouver and Burnaby.

The Aquarium is planning a major expansion which will provide a well-equipped lecture hall for an audience of 200, together with a school laboratory. When that happens the education program will be extended to take in secondary school instruction.

There is no admission charge for this educational tour, but the schools pay for the transportation, often with the help of the Parent-Teacher Association.

The tour program is planned by the Aquarium staff, and is related to the science course of the school curriculum. There is a common aim: "to develop an intelligent interest and appreciation of the world in which we live." (Note: Grade 5 must visit the Aquarium in October in order to witness the spawning of the Coho Salmon.)

The program is administered by a group of 24 docents, largely recruited from the Natural History Society. They include former teachers, housewives, biologists, two married couples, a retired colonel and a sapient fisherman of vast experience.

We would like to extend a cordial invitation to retired teachers to join this enthusiastic corps. Docents are given the opportunity of studying marine biology under the personal direction of the curator, Dr. Murray Newman. They receive an annual pass. But their true reward comes with the awakening of wonder and delight in the child through this introduction to the strange and beautiful aquatic world.

There is no need to stimulate interest. Children have a natural affinity with the animal kingdom, and here are some 2,000 novel species, living and moving before their eyes.

First claim for attention belongs to certain stellar performers: the 600-volt electric eel, the baby seals from Labrador, the Humuhumu Nakunuku Apua'a from Tahiti, and the deadly piranha. This harmless-looking fish is an inevitable disappointment, but the aquarist has thoughtfully provided a large bone as a stage prop.

The author, Mrs. Donald Bruce, is chairman of the Education Committee of the Vancouver Public Aquarium Association.

Scale does not affect the children's interest. The brilliant glow of the tiny tetra in his miniature seascape is just as fascinating as the immense bulk of the lingcod, gaping his huge jaws from the 35-foot tank.

Questions come thick and fast; they are earnest and reasonable: How does the giant sea turtle breathe? Does a fish see with both eyes at once? Why doesn't the crocodile get water up his nose? And there is always the alert boy whose empiric knowledge of tide-water sculpins and blennies confounds the docent.

Misconceptions must be erased. No, the octopus does not use his suction discs for sucking blood, nor does he propel himself by rotating his eight arms like the spokes of a wheel.

More important is the correction of negative attitudes. Little girls learn that the Aquarium is not a place of delicious horrors, designed to make them "sea-sick." The small boy, banging belligerently on the glass at the monitor lizard, finds out that the reptile is not putting out that nine-inch tongue at him; the gentle animal is merely probing hopefully for an egg or a square of cheese.

The children respond very quickly to the objective exposition of their guides. In no time they find themselves embryo scientists, pursuing the how and the why, linking cause and effect. They count the five gill-slits of the dogfish, noting his tip-tilted tail, and from these same characteristics are delighted to recognize the leopard shark as his near relation. Unknown to themselves they are fulfilling the aim of their science course by learning "the skills of seeing accurately, listening intelligently, and evaluating effectively."

Follow-up Exercise Fixes Facts

When the tour is over the children complete an exercise which helps fix the newly acquired facts and provides the satisfaction of follow-up performance. After the skilled briefing of the docents they have no trouble answering such questions as these:

How do fish breathe?

What are the main differences between plants and animals?

What do we call animals without back-bones?

The questions are not difficult, because the object has been to arouse and direct interest rather than to impart information. Moreover, this is a novel procedure: the children work independently and at their own pace, making their observations and drawings directly from the exhibits. Small groups may be heard earnestly discussing the headless mouth of the sea anemone, and the best method of depicting the fins on the *other* side of the rockfish. Their sketches may be a trifle on the wobbly side, but they can proudly claim to be "drawn from life."

When the children have completed their assignment, they assemble for a talk by Dr. Newman, in which the exercise is reviewed and the whole period summarized.

The co-operation of teachers is essential to the success of the program. Before the visit the Aquarium sends the teachers a comprehensive and lucid preparatory outline. Section A can be used as subject-matter for a lesson prior to the trip. For the teacher's benefit, the important phyla of invertebrates and vertebrates in the Aquarium are listed, arranged from the most simple to the most complex; the four water systems and their uses are explained; and salient points of interest are noted. The questions in Section B constitute the basis for a review lesson after the visit, when, incidentally, the precious exercises can be properly corrected.

The docents immediately recognize the class that is motivated by even a modicum of preparation, from the children's rapt attention and quick response. So—for optimum results when the queue marches in on a wintry morning, may the introductory material be consulted . . . oh yes! please don't forget those pencils!★

Children on tour watch baby crocodiles being fed.
Photo by Bill Cunningham

Department of Education Replies to 1963 Resolutions

Re Personnel of the Division of Curriculum
Recommendation No. 13
That the Federation express appreciation to the Department of Education for recognizing the urgent need to expand the personnel of the Division of Curriculum by the appointment of two temporary Curriculum Consultants, and that the Federation express its opinion that there should be further expansion in personnel.

Reply:
A plan by which two teachers, one at the secondary level and the other at the elementary, are seconded to the Department annually to engage in curriculum work has so far been very successful and has made it possible for the Department to speed up the work of curriculum revision. This plan which was commenced on a trial basis for one year, will be continued.

Re Prescribed Textbooks
Recommendation No. 11
That the Federation request the Department of Education to provide a financial grant to the local authority (district or school) in lieu of the prescribed textbook for those pupils for whom it is not educationally desirable to provide the prescribed textbook.

Reply:
It is questionable if a grant in lieu of a prescribed textbook would accomplish the intent of this proposal which, if implemented, would require some basic changes not only in the administration of the system of free and rental plan textbooks but also in the provisions of the Public Schools Act under which textbooks are prescribed. The proposal requires further study.

Re Curriculum Revision and Development
Resolution No. 10
That the Federation endorse a system of leave of absence with full pay, plus allowances for expenses, for teachers selected to participate in curriculum revision and development.
Reply:
The Department appreciates the endorsation of the B. C. Teachers' Federation for curriculum development plans involving payment of expenses and provision of leave of absence with pay. It may be of interest to note that over the past year the Department made 70 payments totalling nearly $1,400.00 for substitutes for teachers engaged in curriculum revision; that all travelling and living expenses of Committee members were paid; and that two curriculum consultants were engaged at a total cost of $25,037.26.

Re Consultation by the University of B.C.
Recommendation No 12
That the Federation request the University and any of its schools to consult with and to notify the Federation and the Department of Education well in advance of any proposed changes in any entrance regulations.
Reply:
This matter can be taken up with the College of Education and other departments of the University in September.

Re Term-End Dismissal of Pupils
Resolution No. 11
That the Federation request the Department of Education to authorize district superintendents to permit the dismissal of elementary school pupils, according to local needs, earlier than the present

date in June.
Reply:
This resolution appears to stem from the larger school units which should have sufficient administrative and stenographic staff to meet this situation. As with many jobs there is bound to be an extra pressure of work at a specific period of the year and it is doubtful if it can be removed by regulation.
The closing of school earlier would reduce the time the child has at school.
The Department considers the present policy for dismissing elementary schools should be retained.

Re Marking Periods
Recommendation No. 25
That the Federation establish a firm policy that teachers should be entitled to a minimum of five full marking periods per thirty-five period cycle as basic working conditions.
Reply:
This resolution is not at all clear. What is a "marking period" and what is a "thirty-five period cycle"? Neither is defined.
Perhaps the assumption is that teachers are expected to have five "free" periods every thirty-five; i.e., shall be scheduled for classes only thirty periods out of thirty-five. No teacher can be asked to "instruct" for more than 5 hours and 15 minutes per day, even if the school day is 5 hours and 30 minutes or 6 hours long.
In fact, secondary teachers now get a minimum of two periods "free" in every thirty-five, unless they are counsellors or administrators. Many get more. To increase this number of "free" periods to five would mean an increase in the number of teachers by three teachers for every thirty-five now employed, or, alternatively, increasing the size of secondary school classes by an average of 8-9%, about 3 pupils.
This recommendation is not asking a return to a previous condition; it is asking for an actual reduction in the working-week of the secondary school teacher. Whether this is justified or not should be supported by some evidence.

Re Pupil Report Cards
Recommendation No. 8
That the Federation express appreciation to the Department of Education for recognizing the desirability of granting autonomy to local districts to draft and to use pupil report cards designed to serve the particular needs of local districts.
Reply:
The Department acknowledges and appreciates the statement of the Federation in this regard.

Resolution No. 7
That the Council of Public Instruction be requested to amend Rule 6:07 so that the present "a report four times during the school year" would be worded "a report a minimum of three times during the school year."
Reply:
The Department feels that it is not in the best interests of the pupil or parent to change this ruling. It is not expected that the November report will be based on anything but class exercises and tests, nor that it will be more than a tentative rating.
However, the teacher should regard the report from the position of the parent rather than from his own. As a parent, it is too long for me to wait until the end of January or early in February to find out how well or how poorly my child is doing. When a child brings a "poor" report home in January, the parent can do little to help the school or the child to improve conditions. The November report is an opportunity for the school to inform the parent and for remedial action to be instituted with some reasonable prospect of success.

Re Grade 12 Supplemental Examinations
Resolution No. 8
That the Federation request that Grade 12 supplemental examinations continue to be made available as they have been in the past.
Reply:
This matter will again be reviewed by the Provincial Board of Examiners after the results of the 1963 June examinations have been considered. The procedures in use this year by the Adjudication Committee will be taken into account in determining future policy.

Re Department of Education Examinations
Recommendation No. 10
That the Federation request the Department of Education to restrict its examinations to the areas of survey examinations—which must be occasional in any one grade or course—and of achievement examinations for Grades 11 and 12 University Program pupils.
Reply:
The Superintendent of Education has certain responsibilities under Section 7 (1) (g) of the Public Schools Act *for "examination and investigation of the progress of the pupils in learning." Although he is very happy to receive and consider recommendations from the B. C. Teachers' Federation in this respect, he cannot limit his freedom of action to the extent requested in this recommendation and still discharge his duties properly.*
The B. C. Teachers' Federation might do well to study pages 256 to 259 inclusive of the Report of the Royal Commission on Education. Although the Department has not put the stress on examinations suggested in that Report, it is satisfied that the Commission's conclusions in this respect are more valid than the BCTF suggests in its recommendation.
The Department must retain its right and duty to

examine at any grade level that it determines it to be necessary.

Re Reporting of Attendance
Resolution No. 22
That the Federation ask the Department of Education to secure the services of a business management consultant, or failing this, to co-operate in forming a committee for the purpose of eliminating superfluous and repetitious detail in the reporting of attendance through such media as registers and monthly and annual reports.
Reply:
Some action has already been taken; the monthly report has been simplified and it has to be completed only three times each year rather than 10 times as previously.
However, consideration will be given to making further changes.

Re Class Size
Resolution No. 23
That the Federation commend the Department of Education for establishing a program of reduction of the pupil-teacher ratio, express regret that the program of reduction has been interrupted, and encouraged the Department of Education and boards of school trustees to continue the reduction until *actual* class size in every classroom in the province reaches a reasonable pupil-teacher ratio.
Reply:
A program for the reduction of the pupil-teacher ratio is in effect, but certain factors have to be considered annually, such as the current supply of teachers. The goal of a maximum of 35 pupils to one teacher at the elementary level still stands. Just how long it will take to attain this objective cannot be forecast at the present time.

Re Certification
Resolution No. 19
That the Federation approach the Department of Education and request the establishment of a separate certification category for the B.Ed. (Elementary) Degree, to be known as the Elementary Professional Certificate.
Reply:
The Department of Education does not consider such a change necessary or desirable and it would be in conflict with basic principles of current certification and classification regulations. The teacher's professional card shows if such a degree is held.

Re Educational Leave
Resolution No. 12
That the Executive Committee of the BCTF be instructed to carry to the B.C. School Trustees Association and to the Department of Education a request for educational leave incorporating the following provisions:
(1) Ten days' leave per year to be available to BCTF members in good standing who have a minimum of two years' teaching experience in B.C. and hold a permanent B.C. teaching certificate.
(2) Leave to be granted for the purpose of enabling teachers:
(a) to attend college or university courses which do not coincide with their vacation periods, but which have been accepted by the Department of Education toward improved certification, or
(b) to attend seminars or conferences in the subject fields in which they teach or in which they hold a university degree.
(3) Leave not to be cumulative.
(4) Leave to be granted in portions, as requested, to a maximum of four portions per school year.
(5) Requests for leave to be submitted at least one month in advance for the first day of leave required.
(6) The granting of leave to result in no loss of pay to the applicant.
(7) The provision of leave not to impose an unreasonable handicap upon the school district.

Reply:
Educational leave may be provided by Boards of School Trustees under Section 129 (k) of the Public Schools Act. *Under this Section, however, the Board of School Trustees may grant leave of absence on similar grounds to this resolution but it is without pay.*
Since this resolution involves the relationships between trustees and teachers the Department will be interested in the results of the discussions between the Trustees Association and the Teachers' Federation.

Re Mid-Term Holiday
Resolution No. 4
That a holiday at mid-winter-term be granted to consist of a Friday and the following Monday, the mid-term holiday to be fixed somewhere between the middle and the end of February, depending upon whether Easter be early or late in any year.
Reply:
Certain holidays, such as Thanksgiving and Remembrance Day, have been established by Statute. There is no convincing evidence to indicate that additional holidays are needed. If further holidays must be established, consideration should be given to reducing Easter vacation time and redistributing these days without actually reducing the length of the school term.

Re Twelve Monthly Salary Instalments
Resolution No. 3
That the Federation request that Section 136, Subsections 3 and 4 of the *Public Schools Act* be amended to read "shall" instead of "may."

Reply:
Originally teachers were paid on a monthly basis. This was not convenient because of teacher transfers over the summer. The annual salary was then paid on a 10 payment basis with sub-section 3 and 4 being introduced to allow for a deferred payment in December and June at the request of the teacher.
In our opinion it should be left on a permissive basis between Boards and their employees to be dealt with as a part of salary matters.

Re Institutions of Higher Learning
Recommendation No. 27
That the BCTF give support to the general principles upon which the Macdonald Report is based and to the proposition contained in the Report that there is a need in British Columbia for two basic kinds of institutions of higher learning; namely;
(a) universities and four-year colleges offering degree programs and advanced training; and
(b) two-year colleges offering a variety of programs beyond Grade 12,
and that the BCTF give vigorous support to the recommendation of Dr. Macdonald that there be established an independent Grants Commission.
Reply:
The subject matter of this recommendation has been largely implemented by legislation passed at the last session of the Legislature.

Recommendation No. 28
That the BCTF support the immediate establishment of autonomous public four-year colleges in British Columbia as part of a total program for post high school education.
Reply:
The first four-year college as recommended by Dr. John B. Macdonald in his report, has in effect been established as Simon Fraser University.

Recommendation No. 29
That the BCTF press for the immediate development of a unified program of post high school education in technical, vocational, academic and other disciplines to be offered in comprehensive-type two-year colleges in communities which can draw on a student population sufficiently large to make the establishment of such an institution feasible.
Reply:
This has been made possible by amendments to the Public Schools Act *last year. From here on, the development is a matter of local responsibility as circumstances require.*

Recommendation No. 30
That the BCTF endorse the principle of flexibility in recognizing that colleges may be developed in certain local communities to offer limited or unique programs, especially in the introductory stage when, because of limited resources or potential enrollment, a community might not be able to support a full scale college.
Reply:
The Department of Education recognizes that while junior colleges may provide two-year academic programs, it should be possible also to have other types of programs in an advanced technical or vocational field. Also, some communities may have special adult education programs to meet local situations.

Recommendation No. 38
That the BCTF support the position already taken by the Joint Board of the College of Education that two-year junior or community colleges as provided for in the Macdonald Report be not permitted to prepare students for direct entry into teaching.
Reply:
The question of a two-year district or regional college offering teacher-training has not yet been considered by the College of Education or the Department of Education. There is a feeling, nevertheless, that two-year colleges should not engage in teacher-training, but only those universities or colleges that can provide a complete four-year continuous program.

Resolution No. 1
That the BCTF request the Government of British Columbia to supply funds in sufficient amount to award scholarships or bursaries to suitable graduates to enable them to take Masters' or Doctors' degrees with the proviso that such graduates shall on completing their higher degree or degrees offer to teach in a college or university in British Columbia for a period of at least two years.
Reply:
Although the Government of British Columbia does not provide scholarships for post-graduate students, it does provide limited assistance in the amount of $5,000 as an annual scholarship award to teachers engaged in post-graduate work. It is felt that a greater need for assistance exists at the undergraduate level.

Re District or Regional Conventions
Resolution No 13
That the Executive Committee be instructed that it is Federation policy to support, upon request, proposals to hold on a school day a one-day district or regional convention.
Reply:
There are occasions when a one-day in-service conference may justify the closing of schools or classrooms. All such conferences which draw teachers, administrators or supervisors from their classrooms on a school day, require the written approval of the Superintendent of Education.

Resolution passed by the BCTF Consultative Com-

mittee at a meeting on May 11, 1963:
That the Federation protest to the Honorable the Minister of Finance the action of placing temporary restrictions on the building of activity rooms because of the state of the bond market.
Reply:
The addition of activity rooms is given consideration on a priority basis. This facility increases the cost of 4-roomed schools by 50% and 5-roomed schools by 40%. There are occasions when it is considered better to divert funds to provide for other increasing demands made for capital expenditures in schools.

Resolutions Passed by the BCTF Executive Committee for Reference to the Department of Education

1. That the Federation endorse request No. 1 in the brief of the Metropolitan Branch, B. C. School Trustees, to the Honorable the Minister of Education; namely,
"It be made permissive by legislation for the larger school districts to appoint their own superintendents of schools as is done in the case of the City of Vancouver."
Reply:
The possibility of making the appointment of the District Superintendent permissive in the larger school districts of the province will be considered.

2. That the Federation urge the Department of Education to grant permanent vocational certificates to teachers employed after September 1, 1963 in vocational schools operated by public school districts who:
(a) complete senior matriculation standing, and
(b) complete the 18-unit teacher training program operated by the Faculty of Education, UBC, for the Department of Education, and
(c) give satisfactory service for a period of three years.
3. That the Federation urge the Department of Education to permit those teachers now employed in vocational schools operated by public school boards to earn permanent vocational certificates if and when they complete junior matriculation standing and the teacher training program.
Reply: 2 and 3
At Senior Secondary School Level
General Vocational Courses may be taught by Industrial Education teachers with B.Ed. degree or *by those Industrial Arts teachers holding SB and/or SA Certificates—these are permanent certificates.*
Specific Vocational Courses, such as automotive, machine shop, etc., can only be taught by qualified journeymen holding B.Ed. degree or SB and/or SA qualifications (50% of our Industrial Education Teachers are journeymen)—these are permanent certificates.
At Adult School Level, i.e., B. C. Vocational Schools and Vancouver Vocational Institute
It is not essential that instructors in these schools achieve senior matriculation standing. It is much more desirable that these instructors devote their time to keeping "up-to-date" in their particular and specialized field of instruction.
The view is held that the Department of Education should retain the right to renew the Vocational Instructor's certificate every 5 years, for the following reasons:
(a) The renewal of a certificate is based on the instructor's record relative to keeping "up-to-date." The instructor's record of "courses taken" and/or the "Industrial Liaison Reports" received in the Technical and Vocational Education Office, are reviewed and adjudicated by a Certificate Renewal Committee consisting of the Registrar and the Director of Technical and Vocational Education.
(b) It is most desirable that the instructor accept the responsibility of keeping "up-to-date," and therefore the onus falls upon the individual to arrange for plant visitations, write a brief report to the Department on each, and apply to the Registrar for renewal of certificate—no charge for renewal.
(c) There is no hardship on the instructor with the manner in which the renewal is now being handled. As a matter of fact, the present method has enabled the Department to bring pressure to bear on those who were not concerned with getting out and seeing some of the latest developments in industry, and how such developments might change their course of instruction.
(d) Vancouver Vocational Institute is the only case where an adult school is operated by a school district. Teachers here are under the same regulations re certification as the teachers in the B. C. Vocational Schools.

4. That the Federation recommend to the Department of Education that the fee for supervising Departmental supplemental examinations be raised from eight dollars to twenty-five dollars per day.
Reply:
The Department of Education does not consider that such an increase is necessary or justified, particularly with the discontinuation of University Entrance August examinations. The matter of amount will be further considered.

5. That the Federation recommend to the Department of Education that any B. C. trained teacher who goes to teach in a Federal School in the Yukon be permitted to earn a permanent B. C. certificate after one further year of service in B. C. (Presuming any summer school requirement will have been met and that service in B. C. will have been evaluated as satisfactory.)
Reply:
The matter of certification for the Yukon (or other

Northern Territories) has been under review and negotiation for some time. At present the Department is not prepared to distinguish in this fashion between such areas and other provinces of Canada. Individuals who wish to return to teaching in this province may have their interim certificates extended, providing teaching record is satisfactory, until the usual two-year service requirement is fulfilled.

6. That the Federation request the Honorable the Minister of Education to have deleted from the *Public Schools Act* Section 129 (f) (1).

Reply:

This section was a result of a recommendation of the Royal Commission specifically in regard to principals "that if a principal should prove in any sense to be incompetent, he be removed from the position forthwith."

"The position of a principal is much too important to permit of any reluctance to remove a principal whose services are not wholly satisfactory, no matter how long he may have occupied the position. The Commission observed that the level of leadership appeared to have diminished among some but not all principals who have had their posts over long periods of time. There should be no implication of permanency to the position of school principal."

Accordingly, this section was written with an additional safeguard: namely, the provision for review by the Superintendent of Education designed to prevent injustice while at the same time making action within a reasonable time possible.

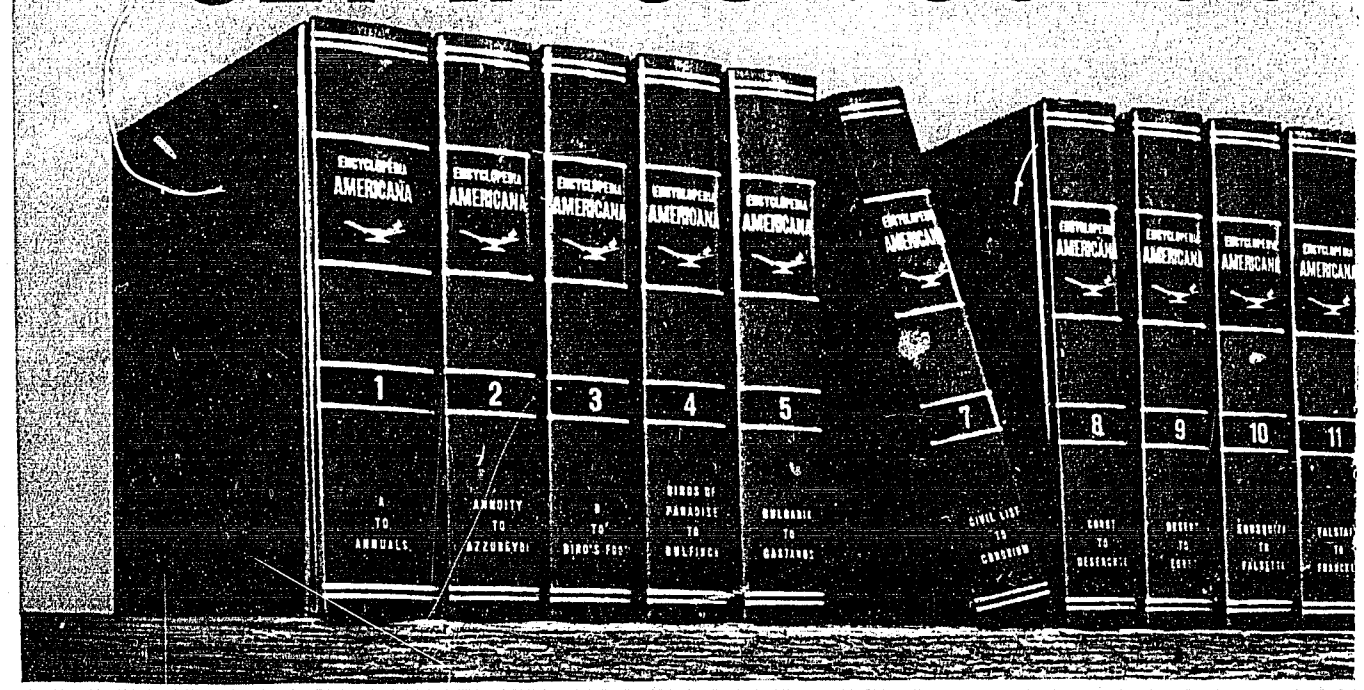
If a person with supervisory authority is regarded as incompetent by both the Board of Trustees who employ him and by the professional administrators who supervise his work, it is obvious that he no longer has their confidence. If this is so, it is difficult to see how he can possibly be effective in his position. His competence as a teacher *is not in question; it is his competence as a supervisor and administrator in a particular situation. His livelihood as a teacher is protected; surely, there should be some measure of protection for the teachers and children under his charge.*

7. That the Federation request the Department of Education to put school supervisors on the mailing list to receive departmental circulars.

Reply:

The Department has considered this request. In view of the differences among districts in the organization of their supervisory staff and the fact that not all circulars are of primary concern to all supervisors, it is considered that the most efficient procedure is for the district to arrange for circulation of pertinent information among its own staff as required. It is suggested that those concerned with this problem should take it up with the local authorities.

"THIS IS THE MOST I
SET IN OUR SCHOOL



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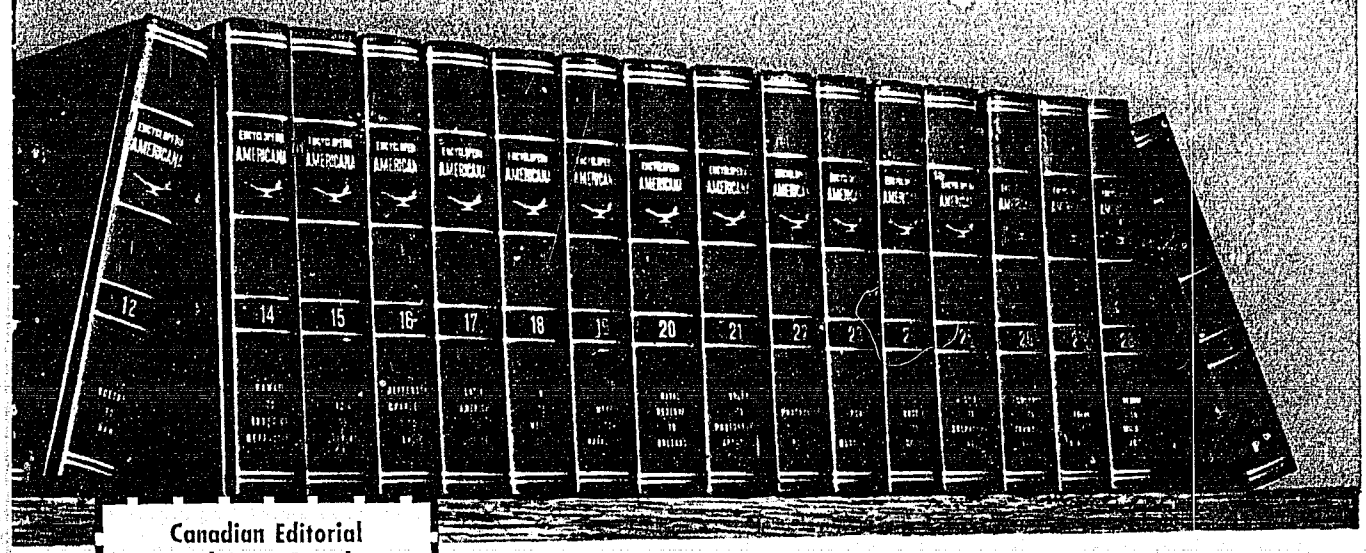

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St. Lawrence High School, Cornwall

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Father E. Hanus, O.M.I., Librarian
St. Charles Scholasticate, Saskatchewan

We are very pleased with the new Encyclopedia Americana. It is a much-used set in our library. The members of the staff are happy to see the new edition.

G. E. Lamont, Librarian
Burlington Central High School, Ont.

In my own classes it has been beneficial in science for units on astronomy, Other Worlds Around Us and Electricity. We found the article on Asteroids and Meteorites very valuable. The maps are well done and the illustrations add to the quality of the works.

Angus Addlay, Vice-Principal
Loon Lake Central School, Saskatchewan

The Encyclopedia Americana in our library is in constant use; students and teachers are continually consulting it for information on a variety of subjects. For example, just recently one class made very extensive use of the set for material on architecture. I could continue indefinitely citing instances of the values of Encyclopedia Americana in our library.

Sister St. Francesca, Librarian
Mount Saint Bernard College, Antigonish

We do have other sets of encyclopedia but the Americana has become the chief source of reference in our school. The students find the wording of all subject-matter within their understanding.

E. E. Yates, Librarian
Parksville Junior High School, B.C.

THE 1963 CANADIAN EDITION

ENCYCLOPEDIA AMERICANA

Prepared in co-operation with Canadian educational authorities

Internship

Continued from page 12

recruitment, selection, admission, institutional preparation, certification, internship, placement, and in-service education. An examination of these reveals that, except for institutional preparation, all of them are matters which should be of interest to each of the four groups: university, Department, trustees, and teachers.

Historically, traditionally, constitutionally, and legally, if any one group is responsible for internship it is the Department of Education. This conclusion follows from the premise that internship is an integral part of teacher education. The Department can provide the money to pay interns. It can, through regulation, require school boards to accept them. It can provide the manpower to organize internship, and to supervise interns. It can require that internship be a condition of initial certification. In short, as is always true of an arm of government, it has in this case, the power to conduct an internship program. Legally, constitutionally, and traditionally education, and therefore higher education, is a responsibility of the provincial government.

Who Should be Responsible?

In British Columbia, as in Alberta, the provincial government has chosen to delegate this power with respect to teacher education to the university. Thus it could be argued that internship is a responsibility of the university. Certainly, if it completes and rounds out institutional preparation, it should be integrated with the latter. Already the university has an organization and staff for dealing with practice teaching, which is essentially the same set of activities as are involved in internship. Again, the co-operating teachers should know what the intern has been taught to date, and his supervision should not conflict with university precepts. All in all, a good case can be made for internship's being a responsibility of the university.

Similarly, a case can be made for internship's being a responsibility of trustees or teachers. Both are concerned that the neophyte be given a gradual transition into full-time teaching. Both are concerned that the initial "on-the-job" habits are sound and well-based in good theory. Both are concerned with fitting the neophyte into the working team of a school staff. Both are concerned with staffing the schools with a sufficient number of high quality people so that our children are educated. Particularly, trustees have emphasized over and over that they sincerely desire to improve the quality of teaching in our schools. I believe that internship is an excellent way of doing this.

On the basis of the above considerations, it is my belief that internship should be a co-operative venture of all four groups.★

Summer Session in Africa

Continued from page 15

ced, with much to offer, and also sufficiently mature to be willing to receive. The learning was a two-way process.

At the close of the course a choral group sang farewell songs which they had composed for the occasion of our departure. They are conscious of our kinship as fellow members of the Commonwealth, and in a closing speech Mr. Shadrack Khonje, the native science teacher on our staff, eloquently voiced the opinion that henceforth Canada will be the Malawi of North America and Malawi will be the Canada of Africa. In ambassadorship for Canada the project was immeasurably successful.

Having considerable personal contact with colonial officials and mission school teachers, we also learned to know their point of view. "Giving Canada back to the Indians" is still a jest with us, but the equivalent in Africa means literal dispossession after a lifetime of labor. There is something to be said for both sides. The Canadians may have accomplished something toward reconciling the conflicting views of native African and white settler.

Whenever the CTF sends teachers on a project of this sort, as it has to Nigeria, Liberia and Nyasaland, the fame and prestige of the Canadian teachers grows. In the present age of internationalism and a shrinking world this is all to the good for us.

Perhaps the one who profits most of all is the Canadian teacher himself. He serves without pay; he may go a little into the red. But what he gains in fellowship with his colleagues, and through sympathetic contact with people of other lands, and through enjoyment of their open-hearted friendship and cheerfulness—apart from the variety of experience in travel—all this is of worth which cannot be measured in money. Who else wants to apply for next year?

The project was marred by a motor accident when a car overturned on a winding hilly road. Two of our party suffered superficial lacerations and one a fractured arm. The car was a complete loss. We were deeply impressed by the efficiency, good sense and discretion of the British Colonial Police who came to the scene, and we were grateful for the hospitality shown us at the home of the local colonial officer.

Most striking was the reaction of our colleagues, the five Malawi instructors. Cool-headed and stoical, they moved methodically to aid the injured and to avert further danger. In their view the total loss of a car belonging to one of them was a small matter, but that an accident should befall guests in their country was mortifying. For us it was a lesson in human relations. We had shared work, we had shared play, and this mishap served to bind us still more closely together—David Ribadiri, Shadrack Khonje, Dick Malenje, Augustin Chavura, Nelson Chulinda and thirteen teachers from Canada.★

Critical Thinking and Reading

Continued from page 8

fun some day with your fifth or sixth graders getting as many maxims as they can that are exactly the opposite of one another.

4. Illustrate in your own activities that you, as a teacher, as an adult, do some critical thinking. In the heat of battle politicians sometimes suggest that anyone who disagrees with them is disloyal to Canada or is a Communist, or some other arrant nonsense. Children learn by imitation, so show how you object to something in the newspaper; how you question something that occurred on the popular TV program the evening before; how you have doubts about the writer's assumption. Stephen Vincent Bénét illustrated this attitude very nicely in one of his poems when he wrote these few lines: "The professional dispensers of snake bite and poison ivy in syndicated columns. The air-conditioned boys from the big slicks wrapped up in their latest serializations. Yes, you can frequently tell them from the canned soup advertisements, which are illustrated differently." This gives an idea of an attitude which we as teachers can have occasionally.

5. Emphasize critical listening as part of your total program of critical thinking. In critical listening we are more likely to be led astray by a status figure who speaks eloquently but has nothing to say, than by a book or a magazine or a newspaper writer whom we cannot see. The stimulus of the audience and speaker situation and the dramatic gestures may mean that we are more easily led away from critical thinking in the listening situation. But in both listening and reading, we must ask about the credentials of the speaker or author—what his experience is, whether he is an individual or whether he is representing a group. We need to ask ourselves the purposes of the speaker, what is he trying to sell? Most of all, we must watch his logic. This ability is slow growing for boys and girls, but with practice we can recognize the non sequitur or the fallacious syllogism. One of the favorite political ones in the United States these days is: "John Smith belongs to the X association; some members of the X association are Communists; therefore, John Smith is a Communist." In listening as well as in reading, help your students to become aware of the violations of logical thought.

6. Finally, help your pupils to become aware of propoganda devices in advertising, in public speaking, and in printed materials. Around the fifth and sixth grades children can have fun and learn much about modern communications by finding examples of the glittering generalities I mentioned such as the appeals to all true British Columbia citizens or to home and to motherhood. They can detect the bandwagon device in "Everybody is doing that kind of thing," or

"We all use this cereal or this textbook or whatever it is." They can recognize name-calling or drawing a red-herring across the trail. I think your best material is not in readers or literature books, but in the printed stuff of everyday life. Pupils can bring clippings from newspapers, magazines, and examples from radio and television. It seems important to me that children and adolescents learn to cope with such material.

These six examples of what you can do about critical thinking could be multiplied many times. You should deliberately try for some in your classroom every week, whether you teach second grade or tenth grade.

In conclusion, I think we all recognize and admit that the education of our youth still lags behind the requirements of our time. Some speakers and writers today say that the way to overcome the lag is to speed up the process of education, to teach more science and maths in the second grade or more history in the fourth grade, or more reading in the kindergarten or whatever. But instead of more, earlier—instead of a speed-up in teaching—I have been concerned today with the quality of what we do. More than ever, teachers must help children to do some of the things that they don't get in homes or on television screens. We must move, in reading and language, from mere literacy to what I like to call the higher literacy, the ability to do critical and creative thinking about what we read and hear.★

Merit Pay—or Performance Evaluation

Continued from page 10

corroborated by the superintendent, provide grounds for his dismissal. Constant efforts to refine the evaluative instrument and develop skill in its use will, of course, increase the effectiveness of the whole analytic process. It is worthy of note that the first stage in initiation of the Cincinnati plan was evaluation of the supervisory procedures of the administrative staff itself. Nevertheless, conscientious use even of an imperfect instrument may do some good, and is unlikely to do harm.

Those who subscribe to the mule-driver concept of supervision—that teachers need to be alternately whipped and bribed—will find the Cincinnati plan unattractive in its lack of enforcement provisions. To those who would foster professional responsibility, this is its basic strength. To attach monetary value to various levels of competence improves the performance of no one. In view of the unreliability of available measures of competence, it is more likely to embarrass the favored group, offend the rest, and damage the basis of mutual respect on which a sound personnel structure rests. Far better to offer the teacher evaluation and guidance, and leave the rest to his own professional pride.★

a matter of Opinion

A Dichotomy in Teachers

ALWYNE BUCKLEY

WHAT THE WORLD needs today is not so much regimentation and certification as qualification and inspiration, for we cannot know what the world will be like tomorrow or what processes of our brains will not be made obsolete by the discoveries of science. We do know that initiative, resource, sagacity, empathy and inspiration will be the greatest factors in evolving a new world or preserving the few lone survivors on this earth. The old standards are rapidly disappearing.

The alternative between an evolved world and the lone survivors depends upon the leadership or lack of leadership that may be offered to the new generation of citizens.

For the purposes of this article we depict two types of teacher who will support two kinds of pupil though it is readily conceded that such extremes exist only as blends together with other qualities that constitute character.

One extreme of the dichotomy is known as personality and consists of race consciousness plus the memories, conscious and subconscious, of sense impressions laid upon him from conception, his reactions to these internal and external stimuli, together with an ability to assemble, reassemble and discard them. On the basis of these personal qualities, without another kind of inflow, man is a comparative automaton in whom "reasoning" is limited to the limited concepts that he possesses. As such, most of his qualities may be and are being replaced by dictionaries, encyclopedias, televisions, radios, duplicators, IBM machines, etc. Often such an individual is "contained" by the nature of his profession and dare not reason outside of the fields his economics dictate.

On the other extreme of the dichotomy we have the individual. He has tapped his inner resources and manifests wisdom and insight, empathy and inspiration. His actions and ideals are often a shock to the orthodox mind, for whereas theirs are crystallized and tidily enformed, his are fluid and universal and not so capable of definition.

This subject was brought poignantly to the writer's attention during a recent change in the fortunes of retarded children when it was found that the qualified educator of retarded children lacked the requirements of certifi-

Mr. Buckley is a school trustee in Langley. His work has appeared previously in The B.C. Teacher.

cation as a regular school teacher and, on the other hand, a certificated teacher of normal scholastics was rarely of the type to have, or the interest to develop, the requirements for helping a retarded child in its progress for self fulfillment. There is an abnormal amount of patience and perseverance, of nervous stability required as well as an undiminishable radiance, adaptability, fluidity, resourcefulness and imaginative insight. On the other hand many of the skills of the certified teacher are not only superfluous in this field but conducive to a sense of frustration.

To stop, look and listen deeply to the nature and manifestations of the child are of paramount importance.

Many of these qualities would also prove invaluable in saving drop-outs and discovering the child who is gifted in less obvious directions, and whose abilities may well be suffocated by sheer weight of regimented pattern.

They would often prove invaluable to the devisers of curricula.

How then shall we climb out of this impasse of mechanization in which our viewpoints have largely been dictated by our ancestors of the Victorian age, and see the life of today with a fresh vision of its possibilities? It can best come to us by learning to mobilize the buried freedom of consciousness which will come to us through intuitions, insights and free perceptions which we are willing to allow to enter and take the place of our preconceptions, prides, prejudices and lack of an enlightened attitude of mind.

This entails, first of all, the quality of humility (which is another word for receptivity), the sincerity of being true to one's inner self, trust in that part of life which is incomparably wiser, stronger and more loving than our outer selves, and a glad acceptance of new and better ideas.

Such open-mindedness is essential to educators in any field, but more so than ever for those whose natures do not correspond with the everyday acceptance of everyday standards.

It has been the writer's privilege in recent years to move among people in Mexico City, at Stanford University, San Jose State College, University of Washington at Seattle, at San Francisco Menlo Park, Palo Alto, Ben Lomond, as well as Vancouver and New Westminster, people who are doctors, professors and teachers, seeking and finding this new liberation of the spirit and to observe the effects in their family life, in their lecture halls and classrooms and methods of teaching. It has also been his privilege to study the processing of children in permissive schools and classes in California, and study the uses and effects of this new-found freedom.

The study of this type of education merits further attention.★

ARTICLES WANTED

A Special Issue of The B.C. Teacher is planned for February, 1964.

TOPIC

SOCIAL STUDIES

★ **Feature Articles** ★ **Descriptions of classroom techniques** ★ **Reports of experiments**

Articles should be submitted no later than December 31, 1963

TWO DEADLINES

Resolutions intended for the 1964 Annual General Meeting are due in the BCTF Office by November 30, 1963

Nominations by local associations of candidates for Table Office positions must be submitted by December 31, 1963

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Across the desk

Reply to Mrs. Adam

Vancouver, B.C.

The Editor,
Dear Sir:

Under the title, "The Case for an Enlightened Maternity Leave Policy," Mrs. Mildred Adam parades, in your May-June issue, an attempt statistically and scientifically to justify the professional acceptance of the working mother who does not need to work.

It is possible to give some credit to her thesis that, "Teachers who are mothers have an understanding that is reflected in their approach to their class," although the reverse could be the case. It is more difficult to appraise her, "But, in any case, the seeds of the child's delinquency were sown before the mother went to work."

Her concentrating on mother's success as a teacher, and not on teacher's success as a mother, completely disregards the adverse effect on her pupils because of the change to, and uncertainty of, the available substitute.

The serious factor in Mrs. Adam's argument is her seeming failure to realize it is a child's right fully to benefit from the presence, influence and affection of those parents who chose to bring him into the world, and not from, "A suitable housekeeper who takes charge in the parents' absence."

Children of successful parents, and even more so after they achieve maturity, do not picture their mothers as, "Members of a large section of an adult society condemned to the mop-and-bucket brigade." Nor does the good mother so consider herself. Rather she finds plenty of opportunity in voluntary service within the community to round out the richness of her chosen career.

I had thought society had long discarded any adverse comparison of the perhaps different, but equally valuable, assets of fathers and mothers, men and women. Perhaps the double demand on the energy required by two careers suggests that emotions, rather than valuations, are displayed by Mrs. Adam in, "Apparently women just cannot win, no matter what their marital status is."

She should, however, find some comfort in the fact that a lack of courageous educational leadership has produced an inclination to ride the trend, and provide facilities within the school which invite the transfer of responsibilities from the home to the institution.

Respectfully,
STAN MEADOWS.

Teaching in Rural Schools

Crescent Spur, B.C.

The Editor,
Dear Sir:

I believe that Mr. M. Seymour ("Teachers Should Begin in One-room Schools") hoped to assist in recruiting for rural classrooms. If so, good for him.

However, I should like to use every one of his arguments to point out that this is a difficult assignment, calling for both teaching experience and administrative skill.

First, the writer states that the enrollment is usually small. Mercifully this is true, but the "Act" allows twenty-five, and I have taught twenty-eight. The most precious asset of the one-room teacher is time. There is very little opportunity for experimenting with timetables. Before he faces his class in September, the teacher should know exactly how many minutes per day he can devote to each child and each subject. If he wavers, some little "hand-waver" will early dominate the scene, to the detriment of all the other grades. Only with experience can a teacher safely gauge the elasticity of a timetable.

Second, most of us have experiments we would like to try. Most of us have conceived ideas which later had to be scrapped. For the sake of the child, these experiments are better carried on under the co-operative supervision of a principal. During the eight to ten years he attends elementary school, the rural student may be exposed to as many or more teachers, each wanting to try out experiments. It is an imposition to use these children as "guinea pigs."

Third, a rural teacher gains administrative experience. He will find this experience of no value in a subordinate urban position. On the other hand, it will make him much more valuable in his next rural school.

The fourth point mentions the intangible rewards — community recognition, hunting, fishing, and the slower tempo of rural life. The beginning teacher has to spend so many late hours on the preparation and marking of seatwork that he has very little time for recreation. These are, rather, the rewards that should come with maturity.

The fifth point, of course, ends all argument. For there is no reward implied in a job without sanitary facilities, electricity, and the rest. But this is 1963. Hardships are, in most cases, unnecessary. They are not funny or quaint; simply out-of-date, and too long tolerated. Remote military and scientific stations command modern facilities for their personnel. Yet many rural schools, fewer than fifty miles from their urban center, are equipped for the last century. A teacher who is moving anyway will not press very hard for im-

provements for his school. So the "funny" little outhouses remain, the gas lamps smell and hiss, and our city brothers think we have somehow missed the boat.

At the AGM, someone said that the whole question of rural schools needed to be studied. It does. Someone else said that no rural teacher would mind teaching the extra two or three Grade 8 pupils. We don't, any more than any other teacher would mind two or three extra pupils in the classroom, on a different curriculum.

Rural schools are becoming fewer. The teachers who are suited to them are also few. The abilities of a good rural teacher are wasted in a traditional classroom. The notion that any job in the city is better than a country school is not true for everyone. For those of us who choose to live the year round amid scenic grandeur, who need the occasional quiet of solitude, the delight of unsophisticated children, and the daily satisfaction of planning our own day, this is our kind of job.

Yours very truly,
(MRS.) DOROTHY IVES

On Social Responsibility

Richmond, B.C.

The Editor,
Dear Sir

At the 1963 AGM teachers decided to study further their stand on whether or not they should contribute to unemployment insurance. In the course of this study, two or three more points, not reported by the press, should be borne in mind.

First is the idea that teachers are shirking their social responsibilities if they go on record as opposing the payment of unemployment insurance. It must not be forgotten that many teachers in B.C., and across Canada, started teaching at salaries of from $300 to $500 a year, that they did this for a number of years, and that the job of teaching then was largely the same as it is today, without, perhaps, the extreme pressure which tends now to handicap and restrict the teacher in his work. It must also be remembered that the salary change from $300 to what it is today took place over a period of twenty years; and that these same teachers have worked faithfully to improve their qualifications, and their standards, throughout this period. One needs only to look around to see that these people have now passed middle age, that they are still hard working and persistent teachers, and that their full accumulation as a result of their teaching nets only a comfortable home for themselves and families at most, with a fair-sized mortgage for each still to be paid. One can hardly say these people have failed in their responsibilities to society, for a good percentage of them are ex-servicemen as well. Blame cannot be attached to these teachers for being reluctant to pay insurance premiums that are not likely to give them any real gain.

Are we sure we want to contribute toward a social ailment that can be removed with a few fundamental social adjustments beneficial to all mankind? To us as teachers, at the focal point for transmitting social responsibility from the older generation to the younger, it seems more reasonable to approach the problem of unemployment with the idea of eliminating it from our society forever. It is much more important for us, as teachers, to teach people for employment, and not for unemployment. Therefore, we must do our part to help assure younger people of constant and full employment, and thereby improve their attitude toward our instruction. No one is in a better position than teachers to lead society toward such objectives.

Furthermore, we cannot be assured, under present social conditions, that our salaries will remain at the present level. There may be another recession, when salaries will come tumbling down again, and teachers will find themselves in just as much demand as they were in the thirties, receiving who knows how much less pay, and contributing to unemployment insurance as well! This can be risky business.

If we as teachers want to accept our full responsibility toward society, then we should strive to give leadership—in the field of education, the most important of social guides—toward eliminating unemployment from our lives, and toward a study of economics that will help young people to establish security in jobs and living standards when they do assume their responsibilities. This is the challenge. We cannot allow ourselves to fall into the pattern that has existed for the last several decades without a basic solution coming to light. Surely teachers will not admit they are not up to facing the challenge that is before us. It's much too easy for us to say we'll pay into the Insurance Fund, and let it go at that. Our approach should be far more penetrating, with determination to find a solution to the problem. As teachers, let us do just that!

Yours truly,
IVOR J. MILLS

Age Limits for Exchange

Vancouver, B.C.

The Editor,
Dear Sir:

It has been brought to our attention that some upper age applicants for exchange teaching have been discouraged from applying.

To clarify the matter we wish to draw attention to the CEA regulations which state, "The upper age limit is 45 years but consideration may be given to an applicant over that age who is specially recommended by his inspector or superintendent."

Yours truly,
NORAH P. MONTGOMERY
Secretary,
Vancouver Teachers' Exchange Club.

new Books

ESTHER G. HARROP, Book Review Editor.

ENGLISH

Poetry: a Closer Look, by James H. Reid, John Ciardi and Laurence Perrine. Longmans, Green, Toronto, 1963. $1.95

Here is a very useful and practical book for a student who is trying not only to interpret a poem, but to use the suggestions for study that will make a poet's work very much clearer in meaning. The titles assigned to the sections of the book, such as Part I Poetry: a first approach; Part II Rhythm and Metre; Part III Metaphor in Poetry; Part IV Poems for further reading, are extremely useful to the pupil and to the teachers of English poetry. There is one criticism to be made. A subtitle for the book is "Programed Instruction with Selected Poems." The spelling of the word in the title should be "programmed." However, the book is one that should belong to all senior high school and to all college students in English.—E.G.H.

Word Mastery, by Florence Akin. The Riverside Press, Cambridge, Mass. $1.88

Although first published in 1913 and re-issued in 1941, this is still a very useful manual for the teacher's use. It contains lists of over 3,500 words which are well-graded for the teaching of phonics in Grades 1 and 2, and could also find a place in some Grade 3 classrooms. Because the book was written at the time it was, the stress is on the final blend rather than on the initial blend; but this does not detract from the usefulness of the lists. There is an excellent index and an equally valuable section of "Suggestions to Teachers."—G.M.E.

Punctuation for Schools, by G. F. Lamb. Clarke Irwin, Toronto, 1962. Part I, 70 pp., $1.10; Part II, 80 pp., $1.10; Work Book I, 44 pp., 75c; Work Book II, 44 pp., 75c

Although the two texts may prove useful to the teacher, the punctuation usage is that of the English school. The local nature of the examples would prove confusing to Canadian students, e.g., lb.s.d.; hundredweight; l.b.w.; L.C.C.; place names, etc. The lack of an index for either text is a definite disadvantage. One wonders, too, what advantage there can be in providing separate hard-cover bindings for a total of 150 pages of text and example, granted that these are graded. The foregoing applies equally to the two workbooks.—T.B.B.

Three for the Stage, by James McMhon. Longmans, Toronto, 1963. $1.00

These three plays, by an English headmaster, have been tried and found true. Admittedly didactic, the plays are not blatantly so. In a delightful way they accomplish their stated aim of bringing pages of history to life on the stage. Casts are large enough and flexible enough to invoive most of the pupils of an average class. Ample and well-pointed introductory notes to each play are a real asset, while the sound experience of the veteran school dramatist speaks through the production notes at the end of each play. This book would be an asset to any school library, drama teacher, teacher of English, or teacher of social studies.—T.B.B.

MATHEMATICS

Modern Mathematics: Introductory Concepts and Their Implications, by A. B. Evenson. W. J. Gage, Toronto, 1962. 206 pp. $3.00

A clearly written, lucid and extremely well illustrated book on modern secondary school math. Topics covered are sets, number and numeration, variables, relations, functions, logic and proof, and mathematical systems. Much of this is directly applicable to the present Grade 8 math and even more will be applicable to the new Grade 9 course. The author assumes the reader to be getting a first exposure and hence the entire book can be readily understood. This book should be on every math teacher's bookshelf.—A.J.D.

MISCELLANEOUS

The Legal Status of the Canadian School Board, by Frederick Enns. Macmillan, Toronto, 1962. $4.50

This is the third book in a series written to deal with Canadian educational matters. The first of the series discussed the pupil, the second discussed the teacher and the third, the school board, or, as one might say, means of local school government. The phrase "legal status" might perhaps be applied to all three. In the preface, the author writes that during the research carried on, he was a doctoral candidate in the Division of Educational Administration of the Faculty of Education in the University of Alberta. That statement will give his readers considerable insight into his ability to discuss his subject.

The first chapter, which is introductory, describes briefly various terms related to the content of the book. At the conclusion of each chapter there is a careful but brief summary of the material discussed. This is very helpful to the reader.

The book is both readable and very informative. Members of school boards would be wise to own individual copies.—E.G.H.

Horsemen of the World, by Jack Coggins. Doubleday, Garden City, N.Y., 1963. Illus. in b. & w. 61 pp. $3.25

The text opens with line drawings of the horse and saddlery. This saddlery is representative of that used in various countries and occupations. Arabia, Canada, Argentina, Australia, England (troopers of the Life Guards), Ethiopia, southern France, Hungary, India, Japan, Mongolia, and Mexico—all are shown in picture. Racing, herding cattle, hunting, riding illustrations are included. The book is intensely interesting for all ages.—E.G.H.

Vancouver: Sights and Insights, by George Kuthan and Donald Stainsby. Macmillan of Canada, Toronto, 1962. $5.00

Here is the ideal answer to the problem of what to give any former Vancouverite. This delightful book is guaranteed to induce a severe case of homesickness in anyone who has left B.C.'s "big city."

Unlike most illustrated works, the book's 144 pages are a series of Kuthan's pen-and-ink sketches of the city, interspersed with Stainsby's sensitive and discerning text. Although the two worked independently, the combination of their efforts captured Vancouver's many faces in a most appealing manner. This is not to say, however, that the city's shortcomings are overlooked. Particularly effective, for example, is Stainsby's section, "Rain as a Way of Life," which begins: "Rain dominates Vancouver. To understand the city you must study rain and its variants, wet snow and fog. Rain affects the life of the whole city. Even the absence of rain is notable."

The essence of Vancouver is tured in the book's first two senten "Vancouver is first the smell of the sea, the stink of the saltchuck. It's the slap of waves on sand, the tide butting mussel-cased pilings and barnacled boulders; it's the sharp cry of the seagull."

The book is a must for school libraries, for it will reveal Vancouver to students in a way no other medium could do. Readers of all ages will enjoy the text and studying the dozens of drawings, both of which bring Vancouver to life.—K.M.A.

READING and LITERATURE

The Halibut Hunters, by W. A. Hageland. Ryerson, Toronto, 1963. Illus. $3.75

This story of the northern Pacific coast in the halibut fishing area is an excellent one for boys who are not afraid of adventure. The principal characters are Alan Murray, a sixteen-year-old, and Captain Hansen, master of the "Stalvard II." Alan has joined the crew because he must work and because he is not afraid

of any adventure. Those that he has do a great deal to develop his character. The descriptions of the coastline in the far north are well written, and the book draws authentic pictures of the fishing industry there.—E.G.H.

Ronnie and the Chief's Son, by Elizabeth Coatsworth. Brett-Macmillan, Galt, 1962. Illus. $3.40

This is an exciting adventure story with its events set in an Africa of imagination which Grade 3 to 5 readers will enjoy. It is beautifully illustrated with woodcuts, and should make a good addition to the school library shelves.—E.G.H.

Susan Sometimes, by Phyllis Krasilovsky. Macmillan, New York, 1962. Illus. $2.25

A delightful book for Grade 1 readers; kindergartners will enjoy the pictures. A childish little story that could almost be called a family story.—E.G.H.

Nunnybag — Stories for Young Canada. Gage, Toronto. Illus. $4.00

An anthology of stories, plays and poems for intermediate grades. Over-simplified black and white illustrations.—D.S.L.

The Seventh Swan, by Nicholas Stuart Gray. Dennis Dobson, London, Eng., 1962. Illus. $3.75

This tale, one of Scotland in the 16th century, involves a fairy tale and a love story. The scene is set in Scotland among the hills and lochs. In part, it resembles a story by Hans Andersen entitled "The Wild Swans." It is a story for adult readers who enjoy the historical episodes in the tales of Scotland.—E.G.H.

Get off the Desk and *The Big Puppet Mix-up*, by Henry Wenkart, 4 Shady Hill Square, Cambridge 38, Mass., 1962. Illus. 85c ea.

These two books are useful in the teaching of phonics and are designed to encourage independent word blending by Grades 2 and 3, or to be used as review reading after preparation by the teacher. Gay and well illustrated.—G.M.E.

Beckoning Trails and the *Teacher's Guidebook* and *Life and Adventure*. Both books by P. W. Dievel and Reginald McBurney, Editor-in-Chief. Macmillan and Ryerson Press, Toronto, 1962. Illus. $2.75 ea.

These books are for students and teachers in Grades 7, 8 and 9. The comments by the Editor-in-Chief, especially those entitled "The Teaching of Poetry," and "Suggestions for Teaching the Selection," are excellent. *Beckoning Trails* is intended for Grade 7 use and *Life and Adventure* for Grade 8. Teachers will find the guidebook invaluable. In fact, both of these books are useful, not only from a work point of view, but also from an artistic point of view. There are also splendid collections of poems included. It would be interesting to know whether there is a *Teacher's Guidebook* to accompany *Life and Adventure*.—E.G.H.

SCIENCE

A Book of Canadian Animals, by Charles Paul May. Macmillan, Toronto, 1962. $2.75

An interesting and descriptive book for children telling about twenty-eight Canadian animals. Black and white illustrations. A good book for the school library. —W.G.S.

Radio Astronomy, by Frank W. Hyde. Weidenfeld and Nicolson (Educational) Ltd., London, 1962. Illus. by Michael Newton. $2.00

This book traces the development of radio astronomy from Jansky's discovery, 1928, that electromagnetic waves from fixed points in space enter the earth's atmosphere, to the present day. Radio astronomy has made possible more accurate mapping of space, fruitful investigation of extra-galactic nebulae, and more detailed study of the sun. Design and use of radio telescopes are described. The work of Lovell, Ryle and other leading investigators is discussed. The book makes fascinating reading for senior high school students.—C.V.A.

Science for the Space Age, by Victor C. Smith and B. B. Vance. Lippincott, c1962. (Can. Agt. McClelland and Stewart, Toronto)

This book is designed for Grade 9 students. It is a beautifully illustrated textbook which follows much the same pattern as *Exploring Science for the Space Age*.

In the foreword the authors claim "that in the study of science words have the same absolute qualities as mathematical measurements and they should be treated with the same respect as other important tools of science."

How refreshing it would be to find a general science text that adhered to the sentiment of the above quotation. However, when the authors discuss the molecule of sodium chloride and diagram it without suggesting either ions or electrovalence, one is indeed disappointed.

In one demonstration the instructions state, "slowly add, drop by drop, dilute hydrochloric acid to the oxide. (Magnesium Oxide) When all the power has disappeared, evaporate the water." One is at a loss to see any "absolute quality" to such words as "power."

In connection with the Kinetic Molecular Theory the book states, "actually basketballs bounce because the molecules of air inside the ball are bouncing." This sentence is never explained. The elasticity of gases is not explained although the kinetic behavior of molecules is discussed quite fully.

Some teachers will find useful demonstrations, accompanied by excellent diagrams. Perhaps by editing the statement of the problem, it may be brought more in line with the interest of the authors

to hew close to the meanings of words.—V.L.C.

SOCIAL STUDIES

Finding out about the Ancient World, by Donald McLean. Macmillan, London, 1961. Illus. No price mentioned

This is a Student's Guide to accompany any history dealing with the ancient world and its people--ancient man, Egypt, Babylonia, Greece and Rome. It is set up in the form of a workbook, with groups of questions based on the text of the preceding chapter. These questions, with answers to be written out, form an excellent type of review. Any teacher of the history of the periods covered will be delighted with the book and the review questions.—E.G.H.

Bath in the 18th Century, by E. J. Sheppard. Longmans, Green, London, 1962. (Published in Canada by Longmans, Canada Ltd., Toronto) Illus. 80c

An interesting description of Bath, England, which will fascinate anyone who has visited this delightful English city. The author contrives to show 18th century Bath at its best.—E.G.H.

How People Live in East Pakistan, by B. L. C. Johnson. The Educational Supply Association Limited, London, 1961. Illus. Index. 100 pp. $1.80

This is an excellent work which covers the subject well. Dr. Johnson writes in a dynamic style and has chosen good photographs, charts, and diagrams to illustrate his work. The reader is rewarded by feeling that he actually projects himself into the real living conditions in East Pakistan.—W.D.M.S.

Bold Ventures, by S. J. Rogers; and D. F. Harris. Clark, Irwin, Toronto, 1962. 267 pp., index. $2.95

Bold Ventures is the worthy first volume of The Background of Our Times series. There is a very good Source Book for Teachers which accompanies this book. It costs 95c more. *Bold Ventures* covers the period 1400-1783 and it would appeal to young people about the Grade 7 level.—W.D.M.S.

Canadian Oxford School Atlas. (Second Edition 1963.) Same format as first edition. Oxford University Press, Toronto. 155 pp. $2.25

The new edition of this very popular atlas has 16 pages more than the 1957 original. These additional pages, coupled with some rearrangement of existing material, have made possible a number of new half page, one page and double page maps. Half page: 16 World Economic Distribution Maps (dot maps). Single page: The Arctic (Canada and Eurasia), Carribean, England, Scotland, Ireland and Wales, Europe (Climatic Regions), Germany and the Alps, Middle East, China, World (Climatic Regions). Double page: Eastern U.S.A., Western U.S.A., Western Europe, Eastern Europe, World (Population). Our changing world is all too frequently neglected in geography texts. The publishers of this atlas are to be commended on their treatment of China, Middle East, Germany and other places of current interest. Of particular interest are: the extension of the Western Provinces Map to include B.C., the extension of the Territories Map to include some more Arctic islands, and the provision of the additional maps on the U.S.A. There are some disappointing features. The revised Minerals and Industry Map of Canada carries a shade of red which is much less distinct than formerly. Many of the maps carry a new shading method which heightens the effect but darkens the page. This may create problems of legibility for younger students. It is perhaps too much to expect from a world atlas that attention be given to recent highway and railway extensions in B.C. This new edition of the *Atlas* will make the book more than ever an essential part of the SS10 and Geo. 91 courses.—A.M.G.

We Shall Miss Them

At the close of the school year in June, one hundred one teachers said farewell to their classes for the last time. To all these colleagues the Federation extends its good wishes for the future.

Miss Dora Albhouse, Victoria
James Ray Atkinson, Vancouver
Miss Eunice E. Baillie, Maple Ridge
Miss Vera Winnifred Baker, Abbotsford
Mrs. Geraldine Thelma Batt, Vancouver
Miss Muriel Lillian Baxter, Cranbrook
Miss Ada Clara Bloomer, Castlegar
Miss Anita Mary Bossi, Victoria
John Calvin P. Boyes, Vancouver
Mrs. Cathrine M. E. Bradshaw, Vancouver
Mrs. Winnie Evelyn Brolin, Prince George
Hugh A. Brown, Burnaby
Hubert Leslie Buckley, Windermere
Mrs. Elizabeth Caldwell, Burnaby
Miss Lila Catherine Campbell, Vancouver
George Beattie Cant, Vancouver
Mrs. Mary Cant, Vancouver
Oscar Hedman Carlson, Vancouver
Miss Ethel Blanche Colwell, Vancouver
Stanley Albert Cox, Vancouver
Miss Gladys Cunliffe, North Vancouver
Howard Walter Daniel, New Westminster
Miss Lucille Marie Davis, North Vancouver
Mrs. Olive Jennie Deasty, Agassiz
Mrs. Ruth E. Dickson, Ladysmith
Miss Helen M. Douglas, New Westminster
Miss Mary Henrietta Dunmore, Vancouver
Mrs. Ruth A. Erickson, Agassiz
Miss Marjorie Eliza Fletcher, Vancouver
Albert David Flowers, Courtenay
Miss Florence T. Garrison, Vancouver
Peter Carl Gerrie, Birch Island
Charles Alexander Gibbard, Victoria
Miss Marion Evelyn Gibbon, Vancouver
Miss Christine Goodman, Burnaby
Mrs. Agatha Graham, Barriere
David Peter Gray, Burnaby
Miss Florence Raymond Gray, Vancouver
Mrs. Doris A. Green, Nelson
Harold William Gwyther, Powell River
John Alexander C. Harkness, Burnaby
Miss Rachel Catherine Henderson, Vancouver
Mrs. Almera S. Hindmarch, North Vancouver
Robert Fraser Hine, New Westminster
Mrs. Hazel Erma Hodson, Victoria
Mrs. Lois Ruth Humphrey, West Vancouver
Miss Vera Irene Hunt, Abbotsford
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William Lawrance Irvine, Cranbrook
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Miss Margaret C. Kay, Vancouver
Mrs. Edna Irene Keenan, Vancouver
Miss Bessie Helen Killip, Vancouver
Miss Grace Winnifred Killip, Vancouver
Mrs. Mary E. Korsch, Vancouver
Miss Mary Eleanor Laurence, Courtenay
Miss Margaret Louise Lewis, Vancouver
Mrs. Rosemary Cecelia Lowry, Courtenay
Ronald Adlai Lyons, Burnaby
Mrs. Edith M. McDermott, Maple Ridge
Mrs. Mary B. F. McGlashan, Vancouver
Miss Marjorie Helen McGregor, Vancouver
Roderick Wallace McInnes, Terrace
Miss M. Lillian McIntyre, Saanich
Miss M. Helen MacKay, Vancouver
Mrs. Pearl Letitia McKay, Richmond
Mrs. Lillian Hazel McLennan, Vancouver
Mrs. Margaret Helen McLeod, Vancouver
Chesley Ernest Milley, Vancouver
Miss Myrtle Ellen Milley, Vancouver
Arthur Hilton Mitchell, Vancouver
George Ray Montgomery, Vancouver
Mrs. Nita Ellafred Murphy, Chilliwack
Miss M. Elodie Pamela Noel, Fernie
Ralph Overton Norman, Vancouver
Miss Eleanor Olive Ormrod, Alberni
Mrs. Gladys Esther Partridge, Grand Forks
Mrs. Marian Hay Pearse, Vancouver
Miss Annetta Emma Pye, Vancouver
Mrs. Frances A. Quance, Castlegar
Robert Rutherford Rae, Alert Bay
Miss Margaret E. Ruth Rannie, Vancouver
Ifor Roberts, Vancouver
Mrs. Una G. E. Robertson, Enderby
John Donald Siddons, North Vancouver
Mrs. Anna B. Skeet, Chilliwack
Miss Kate A. Smith, Sechelt
Robert Lea Smith, Vancouver
Miss Matilda A. Standish, Burnaby
Miss Louise Stirk, Vancouver
George William Stubbs, Courtenay
Miss Kathleen E. Sullivan, Surrey
Miss Laura Mary Swencisky, Burnaby
Miss Isabelle McM. Thomson, Vancouver
Miss Phyllis West Turner, Vancouver
Arnold Alexander Webster, Vancouver
Miss Isobel Rose Whelan, Vancouver
Frederick J. Willway, Saanich
Mrs. Isabella J. Wilson, Oliver
Mrs. Hilda Marjorie Yates, Nanaimo

about People

Winners of BCTF Scholarships Announced

Winners of the 1963 BCTF Scholarships for Teacher Training have been named. Once again seven of these will attend UBC and one will attend the University of Victoria.

Carol Joan Irwin, Burnaby, and Gerry Patrick Schroh, Nanaimo, have been awarded scholarships for students entering Fifth Year, the final year of the Secondary course. Esther Claire Clemo, Mission City, and Vallerie Ann Dearden, Vancouver, won the awards for students entering Fourth Year. One scholarship for students entering Third Year has been awarded to Rosalynn Reiko Izumi, Greenwood; the other has been awarded to Sylvia Mobey, Victoria, who attends the University of Victoria. The Second Year awards have been made to Carol Lynne Alexander, North Surrey, and David James M. Young, Sardis.

Maxwell A. Cameron Award

The Maxwell A Cameron Memorial Medals and Prizes, presented by the BCTF, are awarded each year to the outstanding students in the graduating class, Faculty of Education, in the secondary and elementary fields.

The 1963 winners were Milton McClaren, B.Ed., Vancouver, for work in the secondary field, and Miss Wilma Anne Lancaster, B.Ed., Matsqui, for work in the elementary field.

New Superintendents

Three more active members of the Federation have accepted appointments as District Superintendents.

Charles A. Bruce, a former Geographical Representative for Okanagan Valley Teachers' Association, has left his position as principal of Kelowna Senior Secondary School to become District Superintendent for School Districts No. 18 (Gold-

Exploring Finger Paint

by **Victoria Bedford Betts**
Foreword by **Rosemary Beymer,**
Director, Department of Art Education,
Kansas City, Missouri

Here is a book with both ideas and practical help for using finger paint as the basic ingredient to explore, discover and invent with art materials.

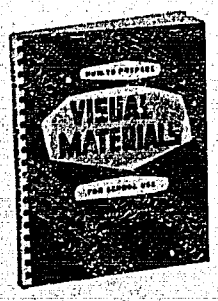
You see in this book the vivid reflection of a gifted and experienced artist-teacher, with the ability to pass on to others the techniques of graphic expression that give form and meaning to your thoughts and ideas. As you read this book and use the fresh new activities in your classes, you'll find new satisfaction and challenge in your teaching.

NEW BOOKS

SPECIAL FEATURES

- Essential and optional materials and equipment given at the beginning of chapters.
- Basic processes carefully explained—in concise, direct language.
- Suggestions given for experimenting and exploring new ways of using materials—including mixed media and color.
- Many hints and tips on motivation—most helpful in organizing activities in the classroom.
- Photographs (over 200 of them) illustrate processes, enliven the text, show examples of work by children—and adult artists, too.

FULLY ILLUSTRATED WITH WORK BY CHILDREN, 132 pages | **PRICE $7.50**



How to Prepare Visual Materials for School Use

by **George F. Horn,** Art Teacher and Supervisor, Baltimore Public Schools
Introduction by **George B. Brain,** Superintendent of Public Instruction, Baltimore Public Schools

A here's-how book for teachers to use in making visual aids for classroom use. Personalized aids that capture the imaginations of your pupils, encourage faster learning, make teaching easier.

Here are a few of the areas where you'll find this book especially helpful:

- To demonstrate a fresh new approach
- To emphasize major points
- To give visual meaning to words
- To evaluate student work
- To clarify a lesson
- To arouse interest
- To spark new life in the ordinary
- To publicize events, places, people

You'll find the material presented in a way most helpful to teachers:

- Guides given for organizing and using visual material
- Short, concise text
- Imaginative cartoon character demonstrates making and using devices
- Drawings and text show how to make and use 12 different items

In addition, you'll find tips on using color in visual aids, suggestions for lettering titles and captions, hints on applying the basic principles of design in arrangement and display, and a list of materials and tools you'll need — inexpensive, readily available items.

FULLY ILLUSTRATED WITH DRAWINGS BY THE AUTHOR | **PRICE $4.25**

MORE GOOD BOOKS FOR ART TEACHING IDEAS AND METHODS

ART ACTIVITIES FOR THE VERY YOUNG, by Hoover.
78 pages. Size 7¾x10¾. Fully illustrated. Price **$5.60**

LETTERING: A Guide for Teachers, by John W. Cataldo.
80 pages. Fully illustrated, color throughout. Price **$6.75**

EXPLORING PAPIER-MACHE, by Victoria Bedford Betts.
134 pages. Revised 1962. Fully illustrated. Price **$6.75**

MASK MAKING, Creative Methods and Techniques, by Matthew Baranski.
112 pages. Revised 1962. Fully illustrated. Price **$6.25**

PAINTING IN THE CLASSROOM: A key to child growth, by Randall and Halvorsen. Fully illustrated with photos and drawings. 102 pages. Price **$6.75**

ART FROM SCRAP, by Reed and Orze.
100 pages. Size 8½x11. Fully illustrated. Price **$4.50**

PAPER SCULPTURE, by M. Grace Johnston.
52 pages. Size 8½x11. Price **$4.25**

COLLAGE AND CONSTRUCTION in Elementary and Junior High Schools, by Lois Lord.
112 pages. Size 7¾x10. Fully illustrated. Price **$6.75**

CREATIVE EXPRESSION WITH CRAYONS, by Boylston.
100 pages. Size 7x10. Fully illus. (6 in color). Price **$4.50**

MURALS FOR SCHOOLS, by Arne W. Randall.
112 pages. Size 7½x10¾. Fully illustrated. Price **$6.75**

BULLETIN BOARDS AND DISPLAY, by Randall & Haines.
72 pages. Fully illustrated with photos and drawings. Price **$4.25**

PAPER SHAPES AND SCULPTURE, by M. Grace Johnston. 70 pages. Size 8½x11. Price **$5.50**

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en) and No. 19 (Revelstoke).

Alexander John (Jake) Longmore, who has been principal of Summerland Secondary School and was, during 1962-63, on loan to the Department of Education as a secondary curriculum consultant, will serve in School Districts No. 55 (Burns Lake) and No. 56 (Vanderhoof) as District Superintendent.

Douglas Norman Weicker will be stationed at Fort St. John, from which base he will serve as District Superintendent for School Districts No. 81 (Fort Nelson), No. 83 (Portage Mountain) and unattached schools in the north. Mr. Weicker served as Geographical Representative for North Central District Council for three years and on the BCTF Consultative Committee for two years. He was elected Second Vice-President of the BCTF at the 1963 Annual General Meeting.

In Memoriam

R. Eric G. Langton

Friends and associates were shocked to hear of the sudden death of Mr. Eric Langton on Sunday, September 8, at Haney, B.C.

Mr Langton was well-known in educational circles. At the time of his death he was principal of Garibaldi Senior Secondary School in Maple Ridge and had formerly been vice-principal of Maple Ridge Senior Secondary School.

During his long service in Maple Ridge he had served the local teachers' association in many capacities and made an outstanding contribution to the BCTF Supervision Practices Committee.

His work in the field of rhododendron culture was well known by his fellow members of the Vancouver Branch of the American Rhododendron Society and the Royal Horticultural Society of England. In his garden in Maple Ridge is probably one of the best collections of rhododendrons on the continent.

Apart from the war years when Mr. Langton lectured in physics at the University of B.C., he devoted himself to his teaching career in Maple Ridge district, evincing a sincere interest in the welfare of his students.

Badminton was one of his particular enthusiasms and many a B.C. champion came of his coaching.

In the memory of all who knew him he will remain a man courageous and forthright, scholarly and warm-hearted.

To mourn his loss are left his wife Geraldine, daughter Kathleen and son David, his mother and his sister, Mrs. Moryson, all of Haney. —L.E.P.

Laura A. Bosman

Her many friends were saddened to learn of the death of Mrs. Laura A. Bosman last June.

Mrs. Bosman was born in Souris, Manitoba. She came to Vancouver at an early age.

She received her education in Vancouver Elementary Schools, Chilliwack and King Edward High Schools, and graduated from Vancouver Normal School.

Before her marriage she taught at Smithers and at Van Horne School in Vancouver. After the tragic death of her husband, she returned to teaching at David Lloyd George and David Lloyd George No. 2. For the past five years she was a member of the Dr. R. E. McKechnie School staff.

Life, for Mrs. Bosman, was a rich gift to spend, not a treasure to hoard. Her devotion to the children in her care, her fine relationship with parents and her fellow-teachers endeared her to all. Never during her long illness did she fail to stimulate and cheer, with her sense of humor and her bravery in adversity, those who visited her.

We extend sincere sympathy to her sister and two brothers.

William Jones

In May of this year, a teacher well known to many passed away—William Jones of Victoria, B.C.

Mr. Jones will be remembered by many friends and ex-students, who will recall his kind outlook on life and philosophy of "learn and learn some more."

Mr. Jones came to this country in 1904, after having been born and educated in Wales. He taught in Ponoka, near Edmonton, for some time, then at Sidney after World War I, at Creston and at Port Essington on the Skeena. He was 88 on the 27th of March this year.

William Jones was always a keen student and spent much time during his 25 years of retirement taking courses in law, mathematics, bookbinding at night school or at Victoria College.

Many of his students will remember particularly "Mr. Jones and his 'cock-eyed' arithmetic." He always liked to explore the world of numbers and encouraged his students to do so too.—H.R.M.

Marguerite M. Casselman

A much loved former teacher of the Mission area, Miss Marguerite McKay Casselman, passed away on Sunday, August 4. Miss Casselman taught for thirty years at Mission prior to her retirement in 1954. She was a teacher of the "old school" and was "beloved of her pupils both in the years of attending her classes and in those which followed." Miss Casselman joined the Mission staff in 1922 and taught in the high school until June 1929. From January 1930 until June 1932 she was principal of Matsqui Superior School, and returned to the staff of the high school in September 1932. Miss Casselman was noted for her memory of the children she had taught, and never failed to inquire, directly if she should meet them or indirectly through classmates or parents, regarding their progress. Miss Casselman is survived by a brother and a sister, to whom sincere sympathy is extended.

for Your information

Overseas Teaching Positions

The External Aid Office is now receiving applications for overseas teaching positions in the developing countries for the 1964-65 academic year. Candidates who have experience in teaching mathematics, science, technical trades, industrial arts, engineering, domestic science, and English as a second language, as well as teacher trainers in these subjects, will be recruited during November and December to serve abroad beginning in September 1964.

During the current year 160 teachers from all parts of Canada are serving in 18 different countries in Africa, South-East Asia, and the Caribbean area. For the mature, experienced teacher, these assignments offer opportunities for making a valuable contribution to the development of these countries.

Teachers who are interested in being considered for one of these positions should write immediately for application forms to the External Aid Office, 75 Albert Street, Ottawa. Applications must be submitted before November 15, 1963.

Continuing Education for Teachers

The Faculty of Education and the Department of University Extension jointly announce the establishment of a new service in Extension. It is called Education-Extension and it will co-ordinate various kinds of university-sponsored non-credit courses, conferences and seminars in Education. Program policy and content will be determined by the recently formed Continuing Education Committee, chaired by Dr. Coolie Verner and composed of seven members from the Faculty and three from University Extension. The secretary of the committee and the administrator and organizer of the courses is Mr. Jack Blaney who is a program supervisor in the Extension Department.

This commitee will work in close liaison with the BCTF's Committee on Professional Growth through In-service Education and discussions to this end have already taken place.

Enquiries and requests about non-credit programs related to education should be sent to the committee through Mr. Jack Blaney, UBC Extension Department.

Book Reviewers Wanted

Teachers in all parts of British Columbia are offered an opportunity to build up their personal libraries in return for their services as reviewers for the "New Books" department of *The B.C. Teacher.*

Miss Esther Harrop, Book Review Editor, wishes to compile a list of volunteers to do book reviews for this journal. Interested teachers are asked to write her at 1540 West 15th Avenue, Vancouver 9, indicating the subjects in which they have special interest. The rewards for such service are the satisfactions gained from analyzing new books for one's colleagues, and the books themselves!

Young Canada's Book Week

Young Canada's Book Week 1963 will be from November 15 to 22.

Mme Claire Kirkland-Casgrain, the first woman cabinet member in the province of Quebec, is patroness of this year's celebration, whose theme is "Our French-Canadian Heritage." In her message, Mme Kirkland-Casgrain points out that "young English - speaking Canadians especially will discover that besides names like those of Robert W. Service, Stephen Leacock, Mazo de la Roche or Hugh MacLennan, it is possible to quote names quite as distinguished of persons who have contributed to make our country known far and wide through works written in the French language."

"No doubt also, numerous young French-Canadians will find also, at the same time, that French-Canadian literature is much richer and more distinctive than they may have believed until now," Mme Kirkland-Casgrain continues. Her message goes on to point out that this literature is still on a modest scale, but it has carried the fame of Canada abroad.

"This year we are given the opportunity to discover literary French Canada. Let us not miss this chance. It will prove enriching to all Canadians."

Further information on Young Canada's Book Week may be obtained from Miss M. J. Peel, 63 Sparks Street, Ottawa 4, Ontario.

Music Workshop at Oliver

An invitation to all teachers and administrators who have an interest in any aspect of music teaching in the schools is extended by the B.C. Music Educators' Association to attend their annual fall workshop on November 2 at Southern Okanagan Secondary School, Oliver. The program has been designed to provide for teachers of specialized interests and for teachers of varied interests.

Clinics will discuss such topics as: Basic Sounds in Singing; High School Choral Techniques; The Technique of the Baton; Playing Double-reed Instruments; What the Music Program Should Be in the Elementary Grades; Improving the Quality of Singing in the Elementary Grades; New Band Music Reading; New Choral Music Reading.

Guest speakers and clinicians

will be Dr. Wayn Hertz, chairman, Department of Music, Central Washington State College; Lieut. Leonard Camplin, Bandmaster, Royal Canadian Engineers Band; Dr. R. Ross, prominent Clinician and Workshop leader on music in the elementary grades in the northwestern United States; Dr. W. G. Marquis, head of the Department of Music, UBC; Dr. A. E. Clingman, Department of Music, UBC, and a clinician on Double-reed from the Royal Canadian Engineers Band.

An evening concert featuring the South Okanagan Secondary School choir, directed by Dr. Hertz, and the Royal Canadian Engineers Band, under Lieut. Camplin, will close the workshop.

Registration begins at 8:30 a.m., Saturday, November 2, at the school and sessions commence at 9:00 a.m. The registration fee of $2.00 will cover all activities, including lunch and supper banquet.

Research Seminar on Foreign Language Instruction

The B.C. Educational Research Council is sponsoring an Invitational Seminar on research in foreign language instruction to be held in Vancouver October 23. Eighty teachers and officials from school districts of the Lower Mainland will participate. The Seminar is intended to provide information about current research in the teaching of foreign languages, to review appropriate procedures for assessing the relative effectiveness of teaching methods, to recognize research contributions of B.C. teachers, and to encourage others to undertake similar investigations.

Mr. Tom J. Brighouse, Vice-Principal of the J. L. Jackson Junior Secondary School, Salmon Arm, will summarize research findings in this field.

Mr. John Meredith, Director or Curriculum, Department of Education, will report on the Departmental Experiment in Conversational French.

Other leaders in the field who will participate in the Seminar include: Professor Sadie Boyles, Faculty of Education, UBC; Dr. Ruth White and Mrs. Elsie Pain, Instructors of Modern Languages, King Edward Continuing Education Centre; Dr. Robin Smith, Faculty of Education, UBC; Mr. C. D. Ovans, General Secretary, B. C. Teachers' Federation; Mr. George Snowdon, Mount Elizabeth Senior Secondary School, Kitimat; Mr. Douglas Parker, Victoria High School; Mr. Alex A. Snowdon, Lester Pearson Secondary School, New Westminster, and Mr. Harvey Barnes, Sir Charles Tupper Secondary School, Vancouver.

Judging by the program and its enthusiastic reception, this promises to be a worthwhile seminar.

The Council hopes to sponsor research conferences patterned on this Seminar in other areas of the province, not only in foreign language instruction but also in other subjects.

UBC Science Symposium

The Fourth Annual Science Symposium sponsored by the Faculty of Education of the University of British Columbia will be held on Friday, November 22 from 7:00 to 10:30 p.m. and on Saturday, November 23, 9:00 a.m. to 1:00 p.m. in the New Education Building.

The program this year will focus attention upon "Science in the Elementary School." Recent trends in teaching of elementary science will be discussed by an outstanding scientist and educator in the field of contemporary elementary science. Dr. David Hawkins is the Director of Elementary Science Study for Educational Services Incorporated. He is noted as an excellent speaker. In addition, the program will include a panel discussion, audience participation, contributions from B.C. science educators, a demonstration lesson and displays of equipment.

The Symposium has been planned with the hope that it will be of particular interest to principals, District Superintendents, trustees, consultants, and those teachers with a special interest in teaching elementary science.

Further information about the Symposium will be sent to schools shortly.

Puppets for Safety

The British Columbia Safety Council's newest safety program is "Puppets for Safety," a kit of material prepared with the teachers of kindergarten and elementary grades particularly in mind. The Safety Council had the materials prepared as a result of constant requests from teachers for safety training aids.

Included in the materials provided for a total cost of $1.00 (95c plus 5% tax) are stories, songs and jingles, separate programs for fire, falls, poison and water safety, patterns for the puppets, a puppet playlet, and other ideas for inculcating the fundamentals of safety.

Further information and supplies may be obtained from local safety councils or the B.C. Safety Council, 1186 Nicola Street, Vancouver 5.

Geographic School Bulletin

The National Geographic Society will, for the second year, make available to students and teachers its classroom publication, the *Geographic School Bulletin.*

Simple writing set in readable type will reveal the wonders of nature, explain scientific developments, and describe the lands where today's headlines are being made.

Beginning October 7, each of the 30 weekly issues will allow student and teacher subscribers to discover the fascinating world around them. The subscription price in Canada is $2.25 a school year. When ten or more members of a class subscribe, the National Geographic Society will provide the teacher sending the order with a free class copy. The *Geographic School Bulletin* is available only from the School Service Division, National Geographic Society, Washington 6, D.C.

Film on Explosives Hazard

Every year some 25 Canadian children are injured, many seriously, playing with mislaid blasting caps or dynamite they have found when exploring construction sites and quarries. Blasting caps, because of their small, shiny, pencil-like apearance, have a particular attraction for children.

To assist school authorities and others in informing children of the hazard, a new motion picture entitled "Danger – Explosives" has been produced by Du Pont of Canada Limited.

The 5½ minute, 16 mm. film presents the facts about blasting caps, what they look like, how dangerous they can be in the wrong hands, and what a child should do if he finds one.

The film (in English or French) and an informative leaflet for distribution to children are available from the Motion Picture Library, Du Pont of Canada, P.O. Box 660, Montreal 3, Que.

Reading List Revision

The Lower Mainland Chapter of the Secondary Association of Teachers of English has undertaken to revise the extensive reading lists for Grades 9 to 12. Teachers of English are requested to assist in the project by submitting suggestions—either book lists or individual titles—to Mr. G. E. Stubbs, Winston Churchill Secondary School, 7055 Heather Street, Vancouver 14.

Programmed Instruction List

The most comprehensive listing of programs available in the United States is *Programs:63,* published by the U.S. Government Printing Office. Compiled by the Center for Programmed Instruction, this 814-page volume gives information on all teaching machine material prepared by September 1963. A sample page from each program is included. Unfortunately there is no attempt to indicate the degree to which these programs have been used in classroom situations.

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Mr. Hamm replies to Mr. Duyvewaardt's article in the April issue.

Was the Experiment Valid?

CORNEL M. HAMM

MY INTEREST WAS aroused by Mr. Duyvewaardt's report on his action research project in the new Grade 8 mathematics course. It is encouraging to find that the scientific method continues to be applied to the solution of educational problems whenever possible. It is further a sign of professional maturity when a member of our profession is equipped and prepared to utilize existing opportunities to solve teaching problems and simultaneously to make a significant contribution to the corpus of experimental data so much needed in the field of education. Mr. Duyvewaardt is to be complimented for his labor and skill.

The report, however, calls for discussion and criticism. Certain implications could have been, but were not, suggested.

First, I would caution Mr. Duyvewaardt's readers against overgeneralizing from the findings of the experiment. Mr. Duyvewaardt reached the general conclusion "that there was no statistically significant difference between the learning which took place under programmed instruction and that which occurred under teacher instruction." This conclusion is not representative of experimental findings in research comparing programmed with conventional learning.

While research on this question is inconclusive, the available evidence tends to indicate the superior effectiveness of programmed instruction over more traditional methods. This is particularly true of mathematics. I refer the reader to research studies made by E. R. Keisler[1], E. A. Smith and J. Quackenbush[2], and R. E. Schutz[3], who, working with a variety of methods, age levels, and abilities, all conclude that programming is a more effective instructional method.

It is furthermore doubtful that Mr. Duyvewaardt's conclusions are entirely justified. The statistical analyses are impressive and, to my knowledge, above criticism; but there is reason to suspect the adequacy of the control factors.

Mr. Duyvewaardt reports that the programmed material used by the experimental group was of his own creation. The report also implies that he himself taught the control group by the teacher-centered method. Under these conditions, is it not conceivable that both groups received "programmed" instruction; that Mr. Duyvewaardt performed substantially as a programming device; that, as a result of this, there was no control group?

Light can be shed on this question by a recent experiment which tested automated teaching methods using linear programs conducted by Arnold Roe at the University of California, Los Angeles.[4] In this experiment a large number of Freshmen engineering students studied elementary probability by different teaching methods. The following methods were compared: (1) multiple choice teaching machines, (2) free-response teaching machines, (3) programmed textbooks requiring overt responses. (4) programmed textbooks requiring no overt responses, (5) "programmed" lecturers, and (6) standard lecturers. No significant differences were observed between performance of the students learning by any of the programmed methods, but all of the programmed methods were significantly better than the standard lecturer. Thus Roe concluded that programmed instruction was more effective than "regular" lecturing. That is to say, not the hardware of automated learning, but the program itself is the significant beneficial factor.

Another aspect of Roe's experiment relates to this discussion. A pilot study, carried out prior to the experiment itself, yielded the result that students who had received normal instruction performed as well as students who had received programmed instruction. The lectures given the control group, however, had been recorded on tape. A review of the recordings indicated that the lecturers were performing in anything but a normal manner. They were performing like "programmed" lecturers because of their familiarity with the closely ordered sequence of items developed for the automatic devices. It was also found that they were actually preserving the same order of presentation. In other words, they were merely translating the written statements of the programmed material into oral form. Therefore in the actual experiment the lecturer for the control group was given only a topic outline, an example to the examination the students would take, and several reference books which covered the selected topics in detail. Under these conditions significant differences were found.

How this relates to Mr. Duyvewaardt's experiment should now be obvious. The contention is simply that Mr. Duyvewaardt, unknown to himself, very likely instructed both groups identically (or nearly so) by programming for both. The difference between overt and covert responses to questions, as revealed by the Roe experiment, is of no statistical significance. That is to say, the teacher-centered method of instruction can be, and perhaps should be, at the same time a programmed method. Is it not entirely possible that the principles of good programming for automation — careful organization of material, step-by-step progression in the development of ideas, proper pacing and sequence, immediate detailed feed-back to student and teacher of information as to the accuracy of responses to questions—have always been the methods upon which good teachers have relied?

But now, not unlike Socrates in Plato's *Protagoras*, I have argued myself out of my position. The circle is complete. For if the good teacher is to be defined in terms of his ability to program subject matter, and if as a rule the regular classroom teacher is a good teacher, then the conclusion reached by Mr. Duyvewaardt that there is no significant difference between learning which takes place under the compared conditions of programmed instruction versus teacher instruction may be acceptable.

But the assumption that automated and teacher-centered instruction are equally effective does not spell disaster for proponents of automation. On the contrary, it suggests extended utilization of automation. In the Smith and Quackenbush experiment, cited above, it was found that one of the reasons for the superior effectiveness of the learning condition when teaching machines were used was the fact that the classroom teacher was freed to give personal assistance to students encountering obstacles. It should be noted that in the experiment, which stretched over a whole academic year, the subjects were classed as "slow learners." The implications were twofold: (1) machines free the teacher for more creative classroom functions, (2) with the properly designed programs, the slow student, moving at his own rate, may rise to undreamed-of levels of competence.

There are other possibilities for advantageous use of automated instruction. A teaching machine, I should think, would greatly aid the convalescing, the isolated, and, in some instances, the handicapped. One smitten with St. Vitus's Dance might try a finger dance on the push buttons of a teaching machine to prevent frustration and failure.

In summary, a caution regarding over-generalization from Mr. Duyvewaardt's conclusions is warranted. If the conclusions are justified then perhaps it is because regular teachers can in fact program their instruction with great benefit to the learner. Further, the assumption that automated instruction and teacher-centered instruction are equally effective suggests extended use of automated learning devices.★

Mr. Hamm was on leave from Vancouver, studying at Columbia University, when he wrote this comment on Mr. Duyvewaardt's report.

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1 E. R. Keisler, "Development of Understanding in Arithmetic by a Teaching Machine," *Journal of Educational Psychology*, 50:247-253, December, 1959.

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The New Approach to Physics

WILLIAM UNGER

DURING THE SUMMER Sessions of 1961, 1962 and 1963, the University of British Columbia has offered instruction to teachers who will find themselves teaching some form of the PSSC (Physical Science Study Committee) physics program to students enrolled in Grade 11 physics in September 1964, and to those enrolled for the second part in Grade 12 in September 1965.

The PSSC approach to the teaching of physics is so radical that any teacher, especially the conventional teacher, would be rather naive to contemplate teaching this course without thorough preparation and orientation. For this reason workshops and Summer Session courses have been organized to help teachers get started.

The course this summer (Education 565 Physics) was unable to present the whole of the PSSC course. Its purpose was, rather, to give teachers the right attitude toward the program. To teach the course successfully teachers will have to rely upon their own experience and resourcefulness, which they will gain in time. They should, however, receive the moral support of the administrators and fellow teachers. The course will require considerable publicity, both in get-

ting it started and in getting other teachers to attend future sessions. As it is anticipated that this new two-year physics course will replace the existing Physics 91 course in September 1964, it seems urgent that the teachers involved acquaint themselves with the details as early as possible.

It was suggested that attempts be made to arrange short workshops to assist interested teachers. Perhaps the B.C. Science Teachers' Association could help to organize such workshops.

A teacher who had taught the course in Vancouver reported that pupils accepted the course without any serious misgivings and were not in any way averse to the new approach to the subject. This program seems much more flexible than the former one, and enables the teacher to adapt the course to meet the needs of his class, even the needs of individual pupils.

It was the opinion of the group that a good deal of mathematics would have to be taught during the physics course but provision has been made within the course for such instruction. The new mathematics courses should also help.

The average pupil will probably find the textbook difficult to read, and simple monographs would be a great asset. The text would then serve to amplify and clarify the topics under consideration.

The group expressed the hope that as many students as are interested will be permitted to enroll in the first year course, but that only those who prove able and interested will be allowed to continue the second year.

Testing at the Grade 11 level should be left entirely in the hands of the teacher, who should base his tests on an understanding of the subject rather than on an accumulation of facts. The testing program should include the PSSC tests, teacher-made problems and an evaluation of laboratory work. Teachers could gain considerable help by exchanging ideas among small local groups of teachers, but this exchange would be difficult to carry out by any formally organized group.

The group expressed the hope that the Department of Education would circulate copies of a prototype examination to all teachers involved in the teaching of physics before the program is put into operation. Perhaps the Physics Curriculum Revision Committee will supply such an examination for circulation.

The films associated with the course are an essential part of the program, and as such must be included in any successful teaching situation. It is therefore essential that school boards make the necessary arrangements to have the films available at the proper time in the course. These films are not generally available on a rental basis.

The Evaluation Assortment of Kits offered by various supply houses contains much material required by the teacher of physics, but it is not to be confused with the basic equipment required by the pupils. It is imperative that *all* of the basic equipment (as well as the films) that is recommended by the Department of Education be available in sufficient quantities in each classroom if the course is to be taught at all. To this end, schools would be well advised to make their purchases early as a tremendous demand for equipment is anticipated. Additional equipment to satisfy the needs of the more capable and ambitious students should be added from time to time to increase the facilities of the laboratory. Perhaps, after examining the Evaluation Assortment, the teacher may find that he already has some of the necessary equipment on hand.

Because this is a laboratory-oriented program, teaching will begin in the laboratory where students carry out their own investigations. Consequently, students must have frequent access to the laboratory. In schools where a laboratory is not available, tabletops with levelling devices could be made to fit over the sloping desk tops.

It is hoped that principals will be found sympathetic to the time required both by the teachers in preparing for the necessary laboratory work, and by the students in carrying it out during the school day.

This program is intended to give the student opportunity to investigate problems in the manner in which science research is carried out. It should make him think through his problem and draw conclusions from experimental data. Teachers can ruin this program by using stereotyped lessons and by failing to encourage the natural initiative of the student.★

Mr. Unger teaches in Chilliwack and is Past President of the B.C. Science Teachers' Association.

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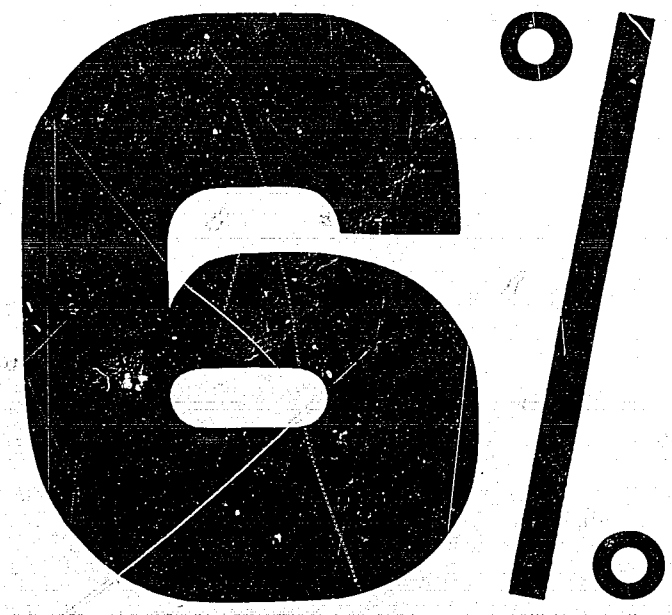

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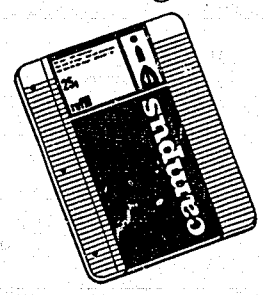

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