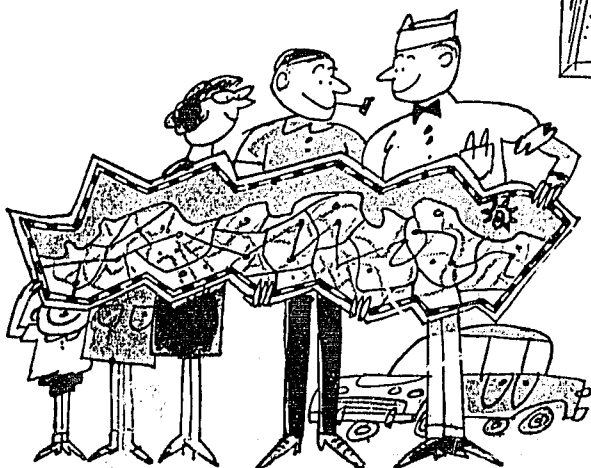
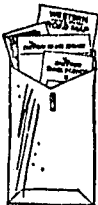


APRIL - 1964

VOL. 43 - NO. 7

*the BC teacher*

# What's in this free Chevron Travel Kit for you?



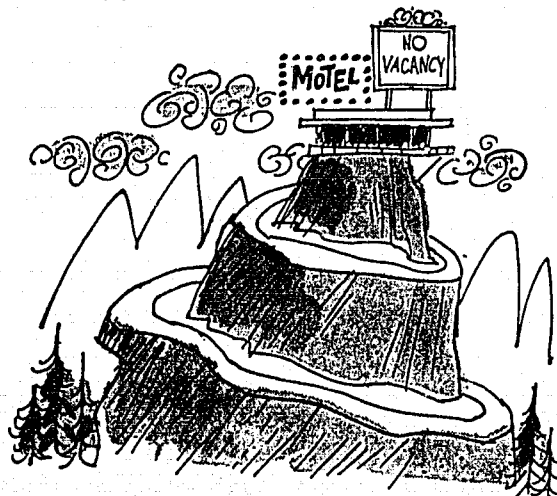
**A PERSONALIZED ROUTE MAP** prepared especially for your trip, with fastest, most scenic or alternate route if you wish.



**A HIGHWAY LOG** (not this kind), one that describes the various points of interest along your route.



**A HANDY RECORD**—check-list of things to do before you leave the house, plus mileage and travel expense records.



**A SOURCE FOR ACCOMMODATIONS** telling you where to write for hotel, motel or campsite information.

We'll be glad to help you plan your trip. Stop first at the sign of the Chevron for your Chevron Travel Kit request form. Fill it out, send it in, postage-free and we'll send your kit with our compliments.

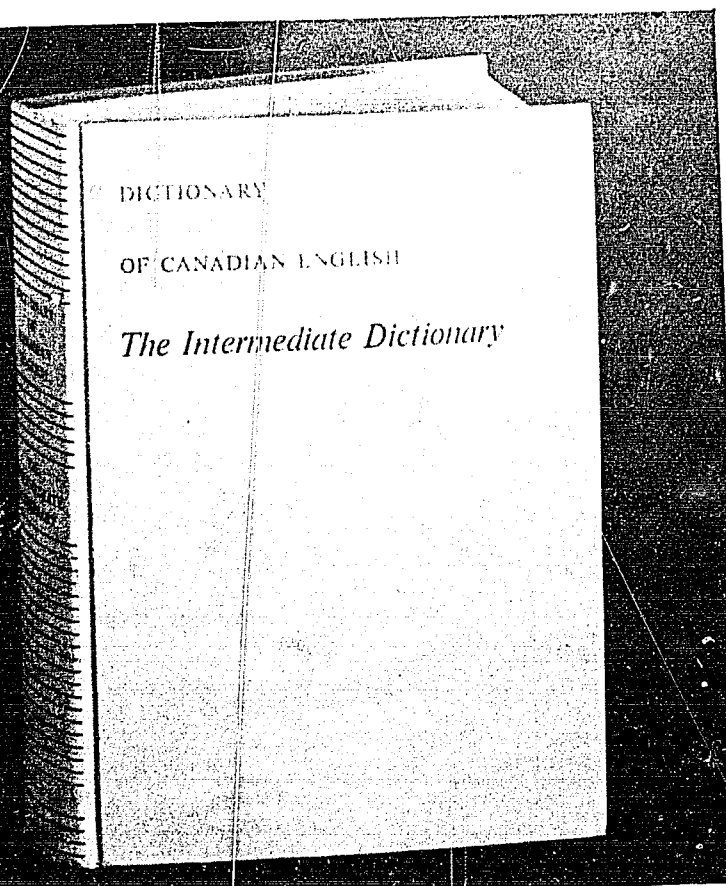


**Standard Stations • Chevron Dealers**

*Where we take better care of your car*

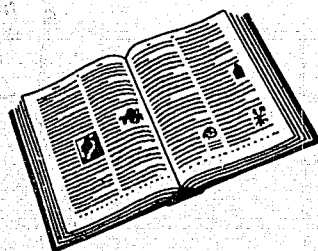
**STANDARD OIL COMPANY OF BRITISH COLUMBIA LIMITED**

W. J. Gage Limited  
is proud  
to announce  
publication of the  
second volume  
in its series of  
Canadian dictionaries



## DICTIONARY OF CANADIAN ENGLISH *The Intermediate Dictionary*

Edited by  
W. S. AVIS      R. J. GREGG      M. H. SCARGILL



Intended for Grades 6 to 9, the Intermediate Dictionary contains over 64,000 entries and nearly 90,000 meanings. It includes many common Canadian terms and meanings that were not in *The Beginning Dictionary* and have not been entered in any other dictionary.

Edited by scholars who are specialists in the study of the language that we speak and write, these dictionaries are almost unique in attempting a linguistically honest description of Canadian English in terms of vocabulary, spelling, and pronunciation.

All the entries in *The Intermediate Dictionary* are contained in one alphabetical order; there is no information hidden away in appendices. However, there is a wealth of pictures, diagrams, and specially drawn maps in the text. There is also a full, easy-to-understand introduction, containing over 100 exercises, on the use of the dictionary.

A school dictionary can prove its value only by winning and retaining the faith of the child.

1068 PAGES      NOW AVAILABLE      LIST PRICE: \$4.25

**GAGE TEXTBOOKS**  
DIVISION OF W. J. GAGE LIMITED  
1500 Birchmount Rd., Scarborough 4, Ontario



## FLY NON-STOP TO MEXICO ONLY \$237

Explore Mexico — its mysterious past, colourful present. Just 5¼ hours by Super DC-8 Jet to your place in the sun. Mexico City, Acapulco, Puerto Vallarta. Modern hotels, fashionable resorts, charming native inns. Everything's remarkably low priced. Mexico City's the perfect "jetting off" point for South America with non-stop jets to Lima, then to Santiago and Buenos Aires. See your Travel Agent or any Canadian Pacific office.

VANCOUVER-MEXICO 17-day Jet Economy round trip **\$237**

Information and reservations: 682-1411

**FLY**  
*Canadian Pacific*  
TRAINS/TRUCKS/SHIPS/PLANES/HOTELS/TELECOMMUNICATIONS  
WORLD'S MOST COMPLETE TRANSPORTATION SYSTEM

## FEDERATION NON-CREDIT COURSES

Offered by the Professional Growth through In-service Education Committee, in co-operation with the University of B.C. and the University of Victoria.

1. Biology
2. Elementary Language Arts
3. Elementary Arithmetic
4. Business Machines
5. Secondary English

See March 1964  
B.C. Teacher,  
page 259, for  
details

### 6. Physics 91 (11)

Instructors: W. Boldt of UBC and N. Glover of Burnaby South Senior Secondary School.  
and members of the Science faculties of the two universities.

Preparation for teaching the new Physics course which will be introduced in September 1964. Lectures, laboratory periods and discussions.

July 20-31 inclusive at Victoria: 9:00 a.m.-12:00 noon and 1:00-3:00 p.m. (or later). Fee \$25.

August 17-28 inclusive at UBC: 9:00 a.m.-12:00 noon and 1:00-3:00 p.m. (or later). Fee \$25.

### 7. Occupational Program

Instructor: Miss S. Prosser of Vancouver Technical School (assisted by other experienced teachers of occupational classes).

A presentation and discussion of curriculum, teaching materials, and methods found effective with occupational classes.

July 6-17 inclusive at UBC: 1:00-4:00 p.m. Fee \$15.

### 8. Secondary Mathematics

Three courses (at Victoria, at UBC and at Winfield) will be offered for teachers of Mathematics 10 (Geometry). One course (at UBC) will deal with Mathematics 9 (Algebra). These will all be two-week courses with lectures and group work for five hours a day. Final arrangements are not yet complete for these courses.

### 9. Foods Services

Consideration is being given to a course at UBC to prepare for new courses on large scale food preparation. Arrangements are not yet complete.

Registration will be limited in most of these courses.

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

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



## IN THIS ISSUE

In an article beginning on page 322 Mr. Levirs outlines curriculum changes being planned for the 1960's.

Two teachers comment on English and British Columbian education: a BC teacher on exchange writes of his impressions of the English system and an English teacher comments on BC education as he experienced it. See pages 326 and 327.

The story of Patti Palmer's success in a regular school system is inspiring, because Patti is sightless. See page 330.

W. L. Durrant does not believe that slow-learning children should be in special schools. See his article on page 332.

Why is Latin kept in the course of study? Mr. Carney examines the arguments presented for maintaining study of Latin and finds them wanting. See page 336.

Filmstrips can be a vivid teaching device if properly used, contends a specialist in the production of filmstrips. See the article on page 340.

## OUR COVER PICTURE

Kelly Lake is the subject for this month's cover picture. The negative was loaned by the Photographic Branch of the Department of Recreation and Conservation.

Articles contained herein reflect the views of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

## EDITORIAL BOARD

K. M. AITCHISON  
Editor and Business Manager.

A. BARBARA MACFARLANE  
Associate Editor.

ESTHER G. HARROP  
J. CAIRNIE  
H. S. JOHNSTON  
F. P. LIGHTBODY  
STAN EVANS

EDITORIAL OFFICE: 1815 W. 7th Avenue, Vancouver 9, B.C. Published every month except June, July, August and September. Advertiser's copy received up to the 10th of the month preceding month of publication.

Annual Subscription, \$2.75;  
Federation Members, \$2.00.

Authorized as Second Class Mail, Post Office Department, Ottawa, and for payment of postage in cash.

## Member



Printed by Evergreen Press Limited

APRIL 1964

# the BC teacher

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION  
Affiliated with the Canadian Teachers' Federation

VOLUME XLIII, No. 7

APRIL 1964

## TABLE OF CONTENTS

### FEATURES

	Page
Curriculum Planning in the 1960's - - - F. P. Levirs	322
BC's Teachers Lack Professional Freedom - - - R. N. Jackson	326
Ava Goh a Numerer? - - - E. Fred Francis	327
Patti Palmer Triumphs Over Blindness - Margery L. Ringheim	330
Why Segregate Slow Learners? - - - W. L. Durrant	332
Why Latin? - - - R. J. Carney	336
The New Look in Filmstrips - - - Hans Moller	340

### DEPARTMENTS

The Editor Comments - - - - -	320
A Matter of Opinion - - - - -	342
Across the Desk - - - - -	344
What's New? - - - - -	350
About People - - - - -	352
New Books - - - - -	356
For You: Information - - - - -	361

### MISCELLANY

Japanese Correspondence School Uses TV - - - - -	321
Peace River Chronicles - - - - - G. H. Cockburn	335
Scandinavian and Russian Schools - - - - - Don Robinson	338
Teach Science, not Science Fiction - - - - - Ralph Shaw	364
The Study Did Not Go Far Enough - - - - - Dennis Franklin	366

### BCTF OFFICERS AND STAFF

President.....	J. CAIRNIE
First Vice-President.....	Mrs. I. A. CULL
Second Vice-President.....	P. G. McLOUGHLIN
Secretary-Treasurer.....	R. G. KASER
General Secretary.....	C. D. OVANS
Assistant General Secretary.....	STAN EVANS
Administrative Assistant.....	J. A. SPRAGGE
Administrative Assistant.....	W. V. ALLESTER
Administrative Assistant.....	K. M. AITCHISON
Administrative Assistant.....	D. J. GRADY

## Is UBC Shortchanging the Citizens of BC?

DR. J. B. MACDONALD'S vision of UBC as an institution concentrating on graduate study and research has implications that alarm us. The idea is appealing at first glance, but apparently several key programs of the Department of University Extension will be among the earliest casualties of the reorganization.

Over the years this department has gone far beyond the role usually played by such departments. It has earned a national and international reputation as a result of its imaginative programming. It has made UBC a truly provincial university, making available to people of all walks of life in all areas of the province the benefits of the knowledge, personnel and facilities of the university.

A new policy of the Board of Governors has ruled that the Extension Department must become financially self-sustaining—i.e., that the entire costs of its programs must be recovered from fees charged the participants. The effect of this ruling will be to deny to the adults of our province many of the educational opportunities available to them in the past, for it is obvious that extension services will have to be limited to those that can make money.

How UBC allocates the finances available to it is its own business. However, when the university's budgetary policies deny educational opportunities to the people of our province the matter is surely of concern to those who pay taxes to support the university.

One of the most unfortunate results of limiting extension services to those that can pay their way is that adults will be discriminated against simply because they are adults. Programs for undergraduate and graduate students are not expected to be financially self-sustaining. Most people recognize that money spent on education is an investment which pays

society large dividends later. Why, then, should extension work among the citizens of the province be expected to be self-sustaining? Adult education pays dividends far sooner than does youth education. If anything, we should be expanding extension services, not curtailing them.

Unfortunately, some of the most valuable activities of an extension department cannot be money-making ventures. We are thinking of such activities as public affairs seminars, community organization and family life education, and the living-room learning discussion programs. UBC's new policy subordinates the educational values of such programs to financial considerations. We cannot think of a more inopportune time for such an attitude. We agree with Dr. Alan Thomas, Director of the Canadian Association for Adult Education, that society must become a 'learning society.' Curtailing university extension services is certainly no way to further adult learning.

We concede that the paring of extension services is entirely consistent with the president's vision of UBC as a center for continuing education in the professions. However, we wonder about the wisdom of curtailing—at a time when everyone needs more education—the educational opportunities available to the vast majority of the citizens of our province. Moreover, we do not like the idea of UBC's cutting itself off from the community, as it will surely do if it concentrates on graduate work. We suspect that a university catering primarily to the professions will find it difficult to achieve the degree of public support it will need.

The plan to restrict UBC to post-graduate education for the professions could have at least two harmful effects. First, the formal educational programs of the province's senior university would be restricted to a

relatively few people—those who already possess an undergraduate university education. Second, limiting extension services to pay-as-you-go activities would restrict educational programs to those people able to pay for them. This twofold selection process would deny education to the very people who need it most. Education would become the prerogative of an intellectual or financial elite.

Not for a moment do we question the value of or need for graduate work. Obviously many—probably most—of society's leaders of the future will be products of graduate schools. But surely the present is important, too. The resources of our universities must be brought to bear on today's problems. Making those resources available is a task for which extension departments are uniquely suited. Hence our dismay at UBC's new policy.

UBC presumably expects the University of Victoria and Simon Fraser University to fill the gaps left by its proposed withdrawal from undergraduate work and extension services. The undergraduate gap can probably be filled without too much difficulty, but we are not at all sure that extension services will be adequately handled. We suggest there should be one extension service designed to benefit the entire province. Such a service should be able to utilize staff from all the universities in the province, and could be financed independently of the universities. Certainly something will have to be done to ensure a continuation of university extension services.

Whatever role UBC chooses to play in higher education in this province, it should not withdraw from its present areas of responsibility until some other authority can provide the same services.

## Japanese Correspondence School Uses TV

**N**IPPON HOSO KYOKAIS GAKUEN, a radio, TV and correspondence school, was established in Tokyo on April 1, 1963. It is claimed to be the world's first correspondence school using radio and TV as its main instruction media.

The aim of the school is to offer secondary education to young people who completed the compulsory schooling but were unable to continue in their studies.

The courses are broadcast via the radio and TV facilities of the Japanese Broadcasting Corporation. After four years, successful students can obtain matriculation certificates.

The main center of the school is

located at Kunitachi, a western suburb of Tokyo. In addition to the broadcasts, the school has affiliated institutions throughout Japan, where on Sundays the students get instruction by teachers. These institutions also supervise the term and final examinations. To facilitate administration the school divided Japan into seven school districts.

During the first three years the curriculum covers Modern Japanese, mathematics, English, home economics and physical education. When the first students enter their fourth year in 1966, their curriculum will also include Classical

Japanese, social science, Japanese history, world history, natural science and art.

About 5,000 students were enrolled when the school opened and within four years the enrollment is expected to reach 20,000.

The fee for the courses is 1,000 yen (\$3.00) and postage amounts to about 200 yen (60c) per year. Textbooks for the four-year study cost about 17,000 yen (\$50.00). Thus it will cost each student only about \$16.00 per year to complete his matriculation program.

Translated from the Dai'sh original 'Nippon Hoso Kyokais, *Ido og Hverdag*, Vol. 1, No. 6, p. 12, by Jindra Kulich, Director of Adult Education, Alberni.

*Feelings, attitudes, and appreciations are central to rich, joyful living. They are most rewarding if they are based on much knowledge. Part of the school's task is to impart knowledge, respect for knowledge, and the skills and attitudes essential for gaining further knowledge. Appreciations are by-products. Efficient fact-learning does not preclude rich feeling based on knowledge.*

—Phi Delta Kappan

# Curriculum Planning in the 1960's

F. P. LEVIRS

THERE ARE SEVERAL WAYS of defining curriculum, varying from a very broad to a very narrow definition. Since this article is to be limited in scope, my definition of curriculum will be: 'Curriculum is what we teach in schools in order to attain the purposes which those responsible have determined for the schools.' This is a narrow definition restricted to professional activities in curriculum planning. It directs attention to subject-matter and to teaching methods, not to the general policies under which, or framework in which, the curriculum is evolved. There are those who will argue with this definition; to them I say it is a working definition for purposes of this article. Under certain other circumstances, other definitions would be more appropriate.

For many years curriculum planning in B.C. has been a co-operative matter. A program of study is more likely to be practicable if its composition has brought together both the subject-matter specialist and the practising teacher, not to mention the administrator who will have to prepare the environment for it. It is generally true that, since there are often conflicting theories and diverging points of view, it is better to bring these out in committee discussion than in schools themselves. Even if the program of studies is intrinsically the best possible, however, it will fail ignominiously if it is not accepted by the teachers who use it. For this and many other reasons B.C. has for many years evolved its curricula through revision committees consisting of subject-matter specialists and successful teachers.

*Mr. Levirs is Assistant Superintendent (Instruction).*

In 1961, however, faced with a complete reorganization that needed the combined strength of educationists at all levels, the Honorable the Minister approved of our taking a step unique in Canada. We discarded our former, inactive and unwieldy professional committee on curriculum and formed two new professional committees, one at the elementary and one at the secondary level. These were small enough to be working committees. The unique feature was that the members of these committees represented each of the major professional groups engaged in public education and were chosen by the groups themselves. On the Professional Committee on the Secondary Curriculum, for example, there is a representative of the Faculty of Arts and Science, one of the Faculty of Education, one of the Association of Inspectors and District Superintendents of Schools, one of the B.C. Teachers' Federation, one of the Principals' Association and one of the Curriculum Directors of the Federation. Representing the Department are the Chief Inspector of Schools, the Director of Curriculum and myself. The duties of the Committee are to advise the Superintendent of Education on all matters of secondary school curriculum. Originally scheduled to meet five times a year, the Committee has actually met every month (except in the summer) since its inception. It has been very active and extremely valuable in bringing to bear on the problems of curriculum the collective thinking of all those engaged in public school education.

The actual co-ordinator of all curriculum planning is Mr. J. R. Meredith, the Director of Curriculum. Since September 1962 he has had the assistance of two



consultants. These are not permanent civil servants but practising teachers, chosen from those interested who apply, and serving for a term of one year only. The school board concerned gives the appointed consultant leave of absence and pays him as usual. The Department re-imburses the board for its payments and pays the travelling expenses of the consultants while they are on duty with it.

The actual work of curriculum revision is done through various curriculum committees. Without exception, these consist largely of practising teachers who work mainly in their own time throughout the year or, in a few recent cases, through workshops conducted in the summer. Their travelling expenses are paid and they sometimes receive small honoraria, which are tokens of thanks from the Department rather than payment for services rendered.

Committees consist of varying kinds: standing committees that advise in a particular subject field or carry out some other continuing duty, appraisal committees that review the whole scope of a subject area and make recommendations thereon, and revision committees that actually produce programs for one or more courses.

Reports or accounts of curriculum change must be viewed in some perspective in order to be intelligible. It is of little significance to say that a new text, *Le Français Vivant*, has replaced a former text, *Junior French*, or that the series *Seeing Through Arithmetic* has replaced the *Study Arithmetics*. For the most part these changes are but a part of a larger change occurring in education in general and in many of the subject fields in particular. Some brief comments on these general trends in education must therefore accompany specific information on changes within the subjects of the curriculum.

Because education is a continuing progression from the cradle to some indefinite period in later life, there is no particular order in which changes should be viewed, yet we often think of subjects with reference to their particular level in the curriculum. I shall, therefore, report changes in terms of subjects of the elementary curriculum and subjects of the secondary curriculum.

#### Revisions in the Elementary School Curriculum

Interesting and significant curriculum revision is at present occurring in two of the major subject areas of the elementary school curriculum. The first of these areas is arithmetic. A new series of texts, *Seeing Through Arithmetic*, has been prescribed after an exhaustive assessment of all those published.

Among the features of this revision, the following should be noted. There is an increased emphasis on mathematical ideas—concepts in mathematics—not at the expense of computation skills but in order to reinforce the proficiency of pupils in using them with understanding. The basic idea of equations or equalities in problem solving, the emphasis on discovery

by the pupil, the stress on insight rather than mechanical solution by memorized formulae; these are examples. They are not necessarily new ideas—many good teachers have used them for generations—but the curriculum material provided has not always been such as to encourage use of them.

Coupled with this increased emphasis on concept is a decreased emphasis on 'social arithmetic.' There has sometimes been a tendency to emphasize 'child needs' to the extent that content was based almost solely on what were considered to be the particular needs of a child at a particular stage of development. Mathematical content sometimes was subordinated to what were considered the social needs of the child, and was often presented in a framework that was hard to distinguish from the social studies. Such an approach has been subjected to searching enquiry, with the result that, while immediate needs and experiences are still used in giving meaning and purpose to the learning of arithmetic, they are no longer considered reliable as guides to the total program.

There is an emphasis on a more systematic order, which reduces unnecessary repetition. Even in the new text, there is perhaps more provision for review and re-teaching than is adequate for the brighter pupils. It is expected that teachers will use their professional judgment in selecting from the material provided.

#### Does Program Challenge Pupils?

Allied to this last feature is an experiment at present being conducted by the Department to determine whether or not the revised program moves sufficiently fast to challenge pupils, especially those who are brighter than average. Briefly, the opinion has been expressed that our pupils are capable of faster progress than was considered possible by those who planned the new series, and that we are underestimating in at least some instances the intellectual capabilities of the pupils. In order to assess the validity of what is only opinion, we are having some selected classes follow an accelerated program. We hope to obtain enough objective data to guide any adjustments that may be desirable.

A problem has arisen in Grades 1 and 2, where no comparable revision has been made, although the program there is much more recent than the *Study Arithmetics*. Several local school districts have initiated projects which may help us in deciding on future revisions. At this level there are at least three widely different, new approaches as well as that usually followed in teaching the present program. Quite recently new members have been added to the existing revision committee so that it may consider both the primary number work of Grades 1 and 2 and the problems of consolidation and transition in the Grade 7 year.

The second subject field of major significance at present receiving attention is the whole language arts

program, inclusive of reading, oral and written language, spelling and handwriting. While there is little doubt that over the years there has been improvement in teaching the skills of the language arts, there are indications that we are far from reaching a standard of efficiency in that respect. There are still too many cases of reported need for 'remedial' teaching in the schools, still too many persons whose whole academic record suffers from the inability to read effectively, still too many who have failed to learn either to listen with comprehension or to speak with clarity.

Revisions in the reading program should give greater opportunity to develop word-attack skills through a greater understanding of phonetic values. The ability to recognize new words is essential to independence in reading. Pupils require systematic instruction in word analysis and synthesis, for not all are able enough to acquire reading skills through their own intuition or efforts.

#### Interest Must Be Aroused

More attention must be paid to the material used in teaching reading. The emphasis on controlled vocabulary, pupil interest and current topics has perhaps served to improve the teaching of reading skills but has done little to arouse pupil interest in the value of reading. While it is important that the material read should be understood, it is also important that it be worth reading.

There is need also for a *sequential* continued attention to reading so that new skills are built on the old, and the old are maintained and strengthened.

The relationship between the language arts must be stressed, rather than the diversity of the skills concerned in them. Among the old arts of language is one that had gone into a decline as the printed word took over the function once reserved almost exclusively for conversation, discussion and oral instruction—listening. New advances in communication, notably radio and television, have renewed the importance of learning to listen with understanding, as well as the importance of the spoken word as a medium of communication.

In summary, we anticipate changes in texts and curricula that treat all phases of the language arts. The first change will occur in September of 1964 with the introduction at Grade 1 level of the Copp Clark series of readers.

Space does not permit a detailed dissertation on other aspects of curriculum revision at the elementary level. Nevertheless, there are some matters which should be mentioned. These include: the elementary school library, the role of kindergartens, the place of science, instruction in health.

The new organization of elementary education brings a greater need for central library facilities in each elementary school and for greater use of these facilities. It is probably at this level that ready access

to books is most important. Once the reading habit and the reference habit are established, students will seek out sources, but the habits will perish quickly if means of practising them are not at hand.

Once kindergartens are a common feature of the elementary schools, there is a need for better articulation of them with the rest of the elementary school program. At present the Grade 1 course is based on the premise of no preliminary schooling; when the premise is destroyed, obviously the content must be revised.

There is no particular complaint by our advisers concerning the *content* of elementary science courses, but they do call strenuously for a change in *methods* of teaching from description to discovery, from memorization to understanding. This means much more scientific material and apparatus in the elementary schools, with probably at least one room designed particularly for the teaching of the subject.

Over the years health instruction has produced quite effective results; there is evidence that we are now a health-conscious people and that many good health habits have become an accepted part of our life. However, this raises doubts about the need for continuing health instruction on the same basis, especially when it is often based on obsolete materials. Perhaps it would be more effective, at least at the intermediate level, to integrate health instruction with science instruction and with physical education; certainly much of the constant repetition in the field is in most cases unnecessary. We are at present exploring, in co-operation with the Department of Health Services, some of the problems of future health instruction.

#### Secondary School Curriculum

At the secondary level revisions are proceeding in most subject fields to carry out the philosophy of the school reorganization and to incorporate the findings of investigations concerned with the expansion and changes in knowledge in the specific subject fields. In general, revisions are implemented grade by grade and course by course, but in accordance with an overall plan for the complete subject field.

One of the features of many of these revised courses is that they are 'resource' courses; courses containing in organized form a range of content from which a selection can be made by the teacher to suit the particular needs of the class. The essentials of the course must be taught in each case, but it is possible to provide, out of one resource course, courses suited to as many different groups or classes as are necessary. The responsibility that rests on the teacher's judgment is heavy.

In English the main features are as follows:

1. In Grade 8, an increased emphasis on reading a range of different kinds of literature—short stories, novels, poetry, drama, longer pieces of writing. The aim is to provide a rich exploratory experience, not a

narrow intensive study of forms or techniques involving a dissection of material.

2. In Grade 9, a similar range of material but with the beginnings of a study of form—how writers have expressed their ideas.

3. In Grade 10, an emphasis on themes, especially similar ideas expressed in various literary forms.

4. At all grade levels, more attention to actual composition, a decreased emphasis on analytical grammar, and an increased emphasis on structural and functional grammar. For example, the old parlor game of analyzing sentences according to a preconceived grammatical form will give way to the building of sentences that conform to actual good usage.

5. Elimination at these levels, not of instruction in spelling, but of formal textbook lessons in spelling. The program calls for instruction in spelling for those requiring it and for special attention to words which an individual misspells.

In mathematics, the following may be noted:

1. In Grade 8, an introduction to mathematics *per se*, including its concepts, theories and organization.

2. In Grade 9, modern elementary algebra. Here alternative courses are being retained for the 20% to 30% who may already have committed themselves to a program not requiring a knowledge of mathematics. For these, the courses in practical arithmetic or business arithmetic have been retained and will be revised in due course.

3. In Grade 10, modern elementary geometry, using an approach developed experimentally by the School Mathematics Study Group. Again, the alternative, applied or occupational mathematics, will be retained for a percentage of students.

#### Language Courses Revised

French has been revised to provide for much greater emphasis in the oral-aural aspects of the language. The provision that French be compulsory in Grade 8 for all but a few students who have 'elected out' was made, not with the idea that it would be a deterrent or screening device for selecting academic pupils, nor with the idea that it might become a narrowly academic literary-grammatical type of course, but in the belief that the actual experience of communicating thought in a language other than one's maternal tongue is a valuable experience, a part of everyone's education. The natural order of learning a language—hearing, speaking, reading and writing—will be maintained throughout the revision.

Latin courses are also revised. This subject maintains its place in education, not merely for its practical values, but for its intrinsic values—its structure and its literature.

The revision of German courses was begun last fall. There is a need to modernize both teaching approach and materials.

In industrial education, a thorough revision seeks to focus attention on processes, on tools and machines,

on the whole world of technology. Although certain practical construction activities are prescribed, they are designed as a *means* of showing how tools are used and why certain processes are necessary. The intellectual aspects of the activity are given greater attention. New courses have been developed in wood-working, metalworking, electricity, power mechanics and, for a limited number of large schools, graphic arts. These will be followed at the senior level by a variety of courses constituting vocational industrial programs.

In home economics education, much the same emphasis will be given to processes, to organizing work, to up-to-date knowledge and skills valuable to homemaking but also valuable for their vocational implications. There are many openings for careers in the fields of clothing and textiles, food processing, and community services, as well as the major field of homemaking. Separate courses in foods and nutrition, clothing and textiles, child care and home nursing are now possible in Grades 9 and 10. They can be taken as single courses, or as a qualifying option, or over a one- or two-year period. At the senior secondary level courses are to be developed in the vocational service field.

#### Science Courses Pared

In science, revisions at the junior level are seeking to consolidate essentially scientific concepts and methods and to eliminate much of the descriptive type of material that properly belongs in other subject fields, if it is to be taught in schools at all. Emphasis will be on discovery and the experimental approach. Revisions will probably retain the name 'general science' but will have a more sustained study of the individual sciences within the courses. In the senior school, there will be two courses prepared in each of physics, chemistry and biology. The physics course will be based on the PSSC approach and will begin in September 1964. The chemistry will likely be based on the Chemstudy approach, and biology will also probably take its form from the work of similar study groups in the biological sciences. In all of these courses a revolution in teaching method and course organization has taken place.

In the social studies, preliminary studies are being undertaken before revision occurs. Their basic intent is to clarify and identify the essential concepts, knowledge and skills in geography and history that can and should be taught in the secondary schools. The organization—whether the courses are to be called social studies or by the names of their separate components—is probably less important than the subject matter. Nowhere is there a better illustration of the age-old question, 'What knowledge is of most worth?' Our present program is sometimes accused of evading the question by including everything, with the result that no one is satisfied.

Continued on page 365



# BC's Teachers Lack Professional Freedom

R. N. JACKSON

**I**N THE DECEMBER 1963 issue of *The B.C. Teacher* the editor presented a defense of the teacher in view of the amount of 'uninformed criticism' that has been currently levelled against him. As someone who has taught in British Columbia and maintains a close interest in the provincial educational scene, perhaps I might suggest what appear to be some of the reasons for the general state of disenchantment between school and community.

In Canada there is a conviction that the citizens of the provinces and local communities have a natural right to control the administration of education. From the beginning education has been placed in the hands of the people, and power delegated to the publicly elected or appointed school boards. From its inception, education has been regarded as the people's affair. Educational institutions have failed to develop any sense of independence and teachers have been unable to achieve any real measure of professional freedom. Unlike the doctor and lawyer, the teacher became a public servant who was hired by a school board and fired if his services did not meet with the satisfaction of the board or the community. Dismissal from a teaching post was not confined to grounds of professional incompetence or misdemeanor; too often small but vocal pressure groups in the community were responsible for effecting the removal or transfer of teachers. The failure of the Canadian teacher to achieve sufficient independence has made him a vulnerable target.

The creation of a democratic educational system in Canada was seen to be a fundamental prerequisite of a new society and a natural birthright for future generations. Also basic to the rights of the citizen was his freedom to criticize any shortcomings he saw, or thought he saw, in the education of his children. It is

*The author taught in British Columbia but returned to England to teach.*

hardly surprising that most of the criticism has been of a superficial nature, for those who frequently criticize are seldom those most qualified to do so. I do not question the democratic right to express one's disapproval, whether it be of federal or provincial policy, as long as the critics are prepared to exercise this privilege in a proper manner. As the editor has indicated, too often this privilege is abused and views are expressed which are totally unrepresentative of the community. However, so sensitive has the teaching profession become of its image that it frequently listens to criticism it should ignore. One of the disturbing features of the criticism is that it often originates with a small minority, a minority which, by virtue of existing in a democracy, is free to express its own opinions; however, this democratic license has enabled the vocal minorities to play too influential and undemocratic a role. General communal apathy has permitted such 'uninformed criticism' to assume striking proportions.

The basic premise that every Canadian has a right to criticize shortcomings in the educational system needs qualification. No Canadian in his right mind would criticize a doctor diagnosing a disease, a lawyer presenting his case in court, a surgeon operating in his theater, or an engineer working in his design shop. Why should the teacher be singled out as the one professional man who can benefit from public interference? The teacher has lost so much ground to the 'outsiders' that the task of re-establishing his professional integrity and identity will be very difficult. One of the priorities must be to break free of the stranglehold imposed by the community.

Before the teacher becomes too complacent in regarding all criticism as 'uninformed,' let us examine some of the faults that undeniably exist, and which perhaps contribute to some of the criticism.

Perusal of back copies of *The B.C. Teacher* reveals

Continued on page 347



## Ava Goh a Numerer?

E. FRED FRANCIS

**L**IVING IN YE OLDE Victoria one becomes accustomed to English accents, especially in adults. Nevertheless, hearing these sounds coming from the children of my class was at first the most noticeable aspect of teaching at the Dorchester County Modern School in Dorset, England. We started school September 12, and after a few preliminary remarks, I explained a simple arithmetic assignment and set my first class to work.

'Please sir, ava goh a numerer?' queried an earnest little lad.

'Pardon me?' I said.

'Please sir, ava goh a numerer?' he repeated in a louder voice. Not yet understanding him, but determined to do so, I walked to his desk and asked him to say it again. Once again he enunciated loudly and distinctly: 'Please sir, ava . . . goh . . . a . . . numerer?'

In desperation I asked the next girl what he wanted. She, bewildered by my ignorance, wondered if I were a little deaf and loudly explained: 'Please sir, aze goh a numerer?'

I was much embarrassed, but eventually, to the class's relief, discerned that the question was: 'Please sir, have I got to number it?'

'Yes, number your questions,' I said, and all was peaceful again. By speaking distinctly and listening carefully, the difficulties of communication between the broad Dorset of southwest England and the 'normal' of southwest Canada were soon overcome.

The children are curious about Canada; they love to ask questions.

'Please sir, do you have much snow in Canada? Are your houses different from ours? How do you punish children in Canada? What sports do children play? Don't they really play cricket? Is it true that doctors wear white smocks as Dr. Kildare does? How long are your school holidays? Do you call lorries trucks? And many others.'

Adults, too, are curious though in a more discreet manner. Whereas some Americans think of Canada as a vast uncivilized northland full of wild beasts, many English think of Canada as a luxurious country where one lives in a warm, centrally-heated house with an automatic washing machine, a clothes drier, a large refrigerator, a modern automatic electric or gas cooker, a large new car or two, and maybe even a home freezer. Certainly the material comforts common to most B.C. homes are less common in England. Schoolmasters' salaries range from £630 to £1500 (about \$1900 to \$4500).

What about education? Is the English system very different from our own? There are, indeed, many differences, but the underlying purpose of turning out well-rounded good citizens and the principle of offering free training adapted to individual abilities are the same. An average twelve-year-old in a secondary modern school would study English, mathematics, general science, geography, history, music, religious instruction, physical education and games, possibly French, woodwork, metalwork, and draughting for the boys, and cooking and sewing for the girls. The times spent on subjects are similar to those spent in our schools. As in our secondary schools other subjects are taught, including commercial subjects, art, agriculture, and programs involving more time in the wood, metal, or domestic science shops.

The country's whole organization is more varied than our own. It is the result of years of tradition modified by a modern demand for greater equality and opportunity for all. Authorities have had to expand and adapt existing schools and established procedures to the tremendous increase in school population and to a public desire for broader and more useful programs than the classical Latin-Greek core.

As a result of the Bryce Royal Commission of 1894

Parliament established a Ministry of Education for the purpose of improving conditions throughout the country as a whole. The Ministry corresponds to our Provincial Department of Education, but it exercises less direct control. About the same time England and Wales were divided into local authorities similar to our school districts. There are 146 such counties and county-boroughs today. (British Columbia has eighty-three school districts.) In general, methods of finance are similar to our own. The local authority receives grants from the Ministry and raises most of the balance through property taxes. As in British Columbia, these rates, as they are called in England, are collected by the local government. There are over 30,000 state-maintained schools in England. There are also over 330 'direct grant' or state-aided schools. These 'voluntary' schools receive varying amounts of aid and supervision from the local education authority.

These are not the only schools, however. About seven percent of the school population attends the country's 4,000 independent schools. These 'fee-paying' schools include nursery schools, religious schools, preparatory schools, the famous public schools and others. English public schools, such as Eton, Harrow and Rugby, are what we would call private schools. The name public originated years ago when ownership of the school was placed in the hands of publicly elected governors or shareholders rather than a church or private individual. The word also implies that the school's headmaster is a member of the exclusive club, 'The Headmasters' Conference.' (There are seven public schools in eastern Canada and about sixty-five in other parts of the British Commonwealth.)

#### Several Routes for Students

All independent schools are autonomous, although 1,500 of them have earned the coveted seal of approval—usually printed at the top of their stationery—'Recognized as efficient by the Ministry of Education.' A child whose parents can afford to send him to such a school might attend a preparatory ('prep.') school from the age of five to thirteen. At age thirteen he would write the 'Common Entrance' examinations and hope to gain admission to the public school of his choice. Perhaps he would have to be satisfied with another, for the applications usually exceed the places available in the better grade of independent schools. Many of these are boarding schools and usually not co-educational.

What is the route of an average boy or girl attending a state school? From age five to seven he will attend an infants' school. He must begin, by law, in the September, January, or March which follows his fifth birthday; and hence he will have from two and a third to three years at this school where he learns to read, do sums, socially adjust, etc. In the September of his seventh year he will attend a junior school

and stay there four years. There is no failure or repetition of a year. Each child remains with his age group, with rare exceptions when there has been extended absence.

In March of his eleventh year he will write the much discussed 'eleven plus' examinations to determine his future school. (It is interesting to note that some districts are now doing away with this examination.—Ed.) This is the crossroads of his educational career, if not of his life. About the top twenty percent will be selected to attend a grammar school from which it is possible to win a place at a university. The remaining children will probably attend a secondary modern school which supplies programs tailored to the needs of the slower pupil. Some local authorities offer a third path, a technical school, designed for training students (often not quite good enough for the grammar schools) intending to be technicians. There are also about 140 large comprehensive secondary schools with grammar and modern streams housed together. These are somewhat similar to our secondary schools. Probably the most important step in the history of English education after the recommendations of the Bryce Commission were adopted around 1900, was the Education Act of 1944. This legislation established the goal of more universal education designed to supply training suitable to the differing abilities and aptitudes of children. As a result of this act, within very few years, hundreds of secondary modern schools and a few technical schools sprang up across the country to supplement the existing system. In theory, a child was to be classified at age eleven and placed in the stream from which he would benefit the most—grammar, technical, or modern. In practice, however, due to the shortage of technical schools, there are usually only two streams available, and the classification exams are a straight competition, zealously fought by parent and child, for admission to the more highly regarded grammar schools.

#### System Relatively Decentralized

Attendance at school is compulsory to the age of fifteen, at which age the majority of the secondary modern children leave. Most of them obtain jobs or apprenticeships, but some will attend a technical college. Some of the grammar school children leave at fifteen, but many stay until seventeen or eighteen to write advanced examinations. Only about six percent of the qualified students actually attend a university. Those wishing to attend must compete for the limited number of available places.

A degree course is three years instead of four as in B.C. However, the standard of admission is equivalent to our senior matriculation, so the end results are similar. State education is completely free. All equipment, including writing equipment, is supplied. Students proceeding to universities from state

schools usually receive generous grants covering all expenses. School dinners at a cost of about fifteen cents per meal (free to the needy) are served in all state schools at noon, and free milk is distributed during the morning. The purchase of a school uniform is the only educational expense to many parents and even here grants are available if needed.

Another different feature of the English system is its relative decentralization. Each school is an independent unit, comparatively self-governing. It has its own Board of Governors, a group of about a dozen appointed, interested citizens, who are responsible for the well being of their school, especially regarding its staff, building, and equipment. The headmaster has a wide responsibility. He not only determines his own internal organization, but also decides what subjects will be taught in his school, the content of these subjects, and the textbooks to be used. Final responsibility is with the 'Head' but frequently a teacher must work out his own programs and choose his own textbooks as part of his job. Each county has educational officers and organizers responsible in a general way for the county's whole educational scheme. They correspond to our district superintendents and staffs. Without Canadian opposite numbers, however, are the Ministry's teams of Her Majesty's Inspectors (HMI) who make periodic inspections of schools and teachers throughout the whole country. A school can usually expect a thorough inspection by one of these teams once in ten years.

#### Examinations at Various Levels

The Canadian, becoming acquainted with this great independence, rubs his eyes in amazement and wonders what a child will do if he changes schools. The Englishman's genius for making unworkable systems work, however, shines throughout, and this scholastic patchwork quilt is recognized as efficient even by foreigners. There is, of course, a similarity between the curricula of most schools, due partly to the system of external examinations for which teachers will be preparing their students.

The most influential of the large number of external examinations used in England, is the General Certificate of Education (GCE) examination. These certificates come in two species. The Ordinary Level, (O Level) is usually attained by grammar school students at age fifteen or sixteen. One receives credits only for examinations passed and a student would have from one to ten or eleven 'O Levels' to his credit at the end of his fifth year in grammar school. The advanced level ('A Level') is written after a further two years in the 'sixth form' at age seventeen or eighteen. There is considerable specialization at this level and three A Levels would be the normal number of subjects a student would take. This is the first requirement for admission to a university. These examinations are set by the

*Mr. Francis was on exchange to England from Victoria, and was teaching in Dorset when he wrote this account.*

different universities and a school must decide which one it will use. They are quite thorough and usually consist of two papers, each two or three hours long. Their uniformly high academic standards have given them recognition beyond the British Isles, and in India, Africa and many other parts of the Commonwealth the number and level of GCE passes is used as a measure of educational achievement.

Mathematics is an easy subject in which to compare standards. A 1962 O Level paper consisted of questions in arithmetic, geometry, algebra, trigonometry, and elementary calculus, which would challenge most seventeen and eighteen-year-old Mathematics 91 students. The English Grammar school students write this at age fifteen or sixteen. With the amount of specialization during the next two years one would expect slightly higher standards. One typical A Level pure mathematics examination consisted of two three-hour papers with questions in advanced trigonometry, algebra, solid geometry, differential and integral calculus, which in B.C. would normally be studied in first or second year university.

This quick look at English education has not touched on the many excellent specialized training colleges, the fine apprenticeships for training in trades, the varied systems of part time employment combined with part time classes, the large night school and adult education program, and the many other aspects of continuous learning after completion of a secondary modern, technical, or grammar school.

Can we draw any conclusions as to the relative merits of the English and the B.C. systems? What can we learn from each other? Outstanding in the British system is the comparative courtesy and obedience of the students, and the high academic standards reached by their best scholars. It would be quite unusual for an English child to argue with a teacher over anything. Undoubtedly, the rugged individuality of the British teacher creating his own program, and the selection of only the best students to receive grammar school education has much to do with the high GCE standards.

Unfortunately, the separation of children into a grammar stream and a secondary modern stream at age eleven to twelve, seems to do as much harm as good. It strengthens a tendency to divide the population into different classes of people. The child who has not been selected for a grammar school, and whose parents cannot afford to send him to an independent school, has, for all practical purposes, had the door of opportunity for a professional career

Continued on page 349





## Patti Palmer's Triumph over Blindness

MARGERY L. RINGHEIM

THE GRADUATES OF THE 1962-63 class of Kaslo Secondary School were presented to the dinner guests at the Graduation Banquet. As had happened many times previously, one girl received more applause than any other graduate. This caused no resentment among the other twelve members of the class, for this special graduate was Patti Palmer, a blind student. Patti had attended Kaslo School for eleven years, had graduated with honors on the University Program, and had won the Curle Proficiency Cup.

In order that an authentic account of Patti's school life may be given, an explanation of the school system at Kaslo is necessary. The elementary and secondary schools are combined under one principal. The staff consists of five elementary and four secondary teachers, plus one relieving teacher. The total enrollment is approximately 250. Most elementary teachers have two grades, and sometimes double programming is necessary in the secondary school. The principal, Mr. J. V. Humphries, teaches five periods a day.

The year Patti started Grade 1 in my room, I had 44 pupils, 27 beginners and the rest in Grade 2. I had to learn Braille by sight, because my fingers were not sensitive enough for the 'touch' system. Patti's mother, who has helped in every possible way, brailled all the readers and workbooks for Grades 1 and 2

*Mrs. Ringheim is a long-time teacher in Kaslo.*

and many of the textbooks in the other grades, for we were unable to procure them elsewhere. Spelling and language were done on a Braille slate. In Grade 3 the teacher had no knowledge of Braille so Patti was taught by her mother to type on a regulation typewriter. She completed Grade 5 and 6 in one year and continued to be one of the top students until she graduated with an average of 94%.

While most examinations were brailled in advance by her mother, those set by the Department of Education for Grades 11 and 12 had to be read to her by a teacher. No assistance was given to her during any examination.

Extra help was given whenever needed but good work habits and a 'perfectionist' attitude helped to lessen this necessity. Naturally many problems arose, but these were overcome by the ingenuity of the teachers in using various devices. In the primary grades devising variety in handwork and art was a difficulty. Patti had a real sense of color, even though she has been blind almost since birth. Her mother brailled the name of each color on a piece of gummed brown paper and attached it to each crayon. We used a heavy needle and punched holes around the outline of any picture or project so she could feel the up-raised 'pricks' on the reverse side, and so color with the rest of the class. I used plasticine extensively for her to model objects she could feel and also to ex-



plain the shape of things. Later, Mr. J. C. Hembling of the CNIB was of assistance with leatherwork and other crafts.

Mathematics was the most difficult subject, particularly in the higher grades. Dimensions had to be taught in relation to known objects. In geometry, paper cut-outs, often three-dimensional, were used by the teacher. The raised outlines in Patti's brailled textbooks were most helpful. To explain illustrations and maps in biology and social studies the same 'pricks' system of the primary grades was employed. Sometimes outlines were traced on the palm of her hand or her finger was guided along the outlines. Raised outlines done with a broad stylus-type instrument were also used. However, an oral description of an illustration, giving the smallest detail, was of the most assistance.

In the lower grades Patti participated in PE and was able to join in most of the games and dancing. Several times she was in demonstration dances with other children, who were always ready and willing to give her any assistance she might need. Before starting school Patti had attended a weekly class in rhythm band conducted by Mrs. N. Halleran. Here she learned to work and play with a group of children. She also developed a perfect sense of time which later helped her music.

During her school life Patti was treated with much kindness and consideration by the boys and girls around her. The biggest difficulty was to keep her as independent as possible when surrounded by so much willing help. From the beginning the principal's wise policy was, 'Treat Patti the same as the others,' and this was carried out as far as possible. Actually, the children gained a great deal from having a blind student among them. Even the roughest learned to be kind and considerate to her, at least. Helping Patti became almost automatic and their pride in her achievements has been quite noticeable.

#### Patti Succeeds in Each Year

Mr. Hembling of the CNIB visited Patti at school several times while she was in the lower grades and was pleased with her progress. At first it seemed that it would be possible for her to attend our school only in the primary grades. However, each successful year proved that, given the co-operation of teachers, parents, and a hard-working student, the education of a sightless youngster could be undertaken in a regular secondary school.

There would have been some advantages in Patti's attending Jericho Hill School. Their superior equipment, experienced teachers, and variety of activities are excellent. By remaining in Kaslo, however, Patti has had the advantage of growing up as a real member of her own family and of having the companionship of many sighted girls and boys. Had she attended a school in Vancouver, she would have visited her home only during holiday periods and

would have missed much of the very happy home life which has been hers during these school years. She has grown up accustomed to competing with sighted children, something she will have to do in the adult world—a very definite advantage. Admittedly, it has been more difficult for her and she has had to work much harder, but this has developed her character. At present nothing short of her best will satisfy Patti in anything she undertakes. This year she is taking German 92 and French 92 by correspondence, is studying braille music, and has taken up the cello.

Patti's greatest joy in life is her music. She is extremely gifted and will undoubtedly make music her career. In Kaslo we are fortunate to have Mr. R. R. Potter, who retired eight years ago as director of music in Trail High School. An outstanding teacher and musician, Mr. Potter was granted an honorary life membership in the B.C. Music Educators' Association 'in recognition of long and outstanding service to music education in the province of British Columbia,' and a life membership in the Canadian Registered Music Teachers' Association. While discussing this article, I prevailed upon him to write about his experiences as Patti's music teacher. This is his account:

'How do you teach a blind child to play the piano?' A method of dictation had to be devised, and at first this was very slow. Patti had made a good start as a small child, under Mrs. Halleran.

'The first essential was to master the keyboard. Scales, keys, common chords, dominant and diminished seventh, and arpeggii were practised until

Patti received Curle Proficiency Trophy  
from Mrs. W. Tyers



mastery of the keyboard was accomplished, both physically and musically. Patti has perfect pitch and, so necessary for a blind pianist, perfect memory. Today, understanding our own method of dictation (I seldom play for her), I can dictate a Bach Fugue in an hour. Patti can play it, slowly but perfectly, almost at once. The next week the composition is finished, note-perfect, needing now only an explanation of interpretation.

Two years ago Patti passed with honors Toronto Conservatory Grade 8 piano. After much correspondence the Conservatory consented to give her an oral exam in Grade 2 Theory. Her mark was 94%. (Besides the piano, she plays the clarinet well and mastered a 120 bass accordion in eight to ten lessons. She has recently taken up the cello.)

'At this point Patti gave up her music entirely. I never knew why—possibly the tremendous effort of doing secondary school academic work took up all her time. But a year ago she came back to me, determined to play the violin. I didn't see how I could do it. How do you show a blind person how to hold a violin properly? Well, you hold it yourself, then her sensitive seeing fingers touch your shoulder, and follow down the violin to your hand. You give her the violin and she holds it correctly at once. This takes a normal, sighted student weeks, sometimes months, to learn. Placing the bow and using it was more difficult, but it is now accomplished. This April or

May, Patti will take Grade 9 piano and Grade 5 violin Toronto Conservatory exams in Nelson or Trail. In about twelve months she has accomplished more than a normal good student would have done in several years.

'She has finished her secondary school. What of the future? No one knows. She must leave Kaslo, and she must have a more advanced violin teacher than I. Neither Toronto Conservatory nor University of British Columbia has anything to offer a blind student unless he has studied advanced Braille Music. Brantford, Ontario has a school for blind musicians, but it is for residents of Ontario only.

'No words of mine,' concludes Mr. Potter, 'can convey the skill and musicianship of this student.'

Of necessity a blind child would have to possess above average intelligence to attend so successfully a school such as ours. It might be easier for a student in a larger school where there is superior equipment and where the teachers do not have to carry as heavy a load. I hope this article will be of assistance to any teacher who may be faced with the prospect of teaching a blind child in a class of sighted students.

Through my experience with Patti, I have learned of the great need of volunteers to braille textbooks, workbooks, etc. It is not too difficult to learn Braille by sight, and what a worth-while hobby it would be for a retired teacher! Details and instructions may be obtained from the CNIB in Vancouver.

## Why Segregate Slow Learners?

W. L. DURRANT

**R**ECENTLY A LOCAL ASSOCIATION, nearly one thousand strong, passed a resolution to the effect that a special school for slow learners should be established in the school district. The pupils affected would be those who would be leaving the special classes in the elementary schools upon reaching the age of 14-15 years. The secondary school people concerned with drafting the resolution did not believe the secondary school could offer an appropriate program for these young-

sters. Isolating such pupils and avoiding responsibility for their education would be, in the words of the resolution, 'suitable educational arrangements.' I believe a group of teachers may not be competent to formulate educational policy concerning slow learners, and I question whether or not a local association of teachers is in a position to advise a school board on such a delicate and intricate problem. I challenge the assumption that these pupils cannot be success-

fully integrated into our secondary schools.

Special education in Canada is receiving more attention today than ever before. Despite this trend Laycock<sup>1</sup> has stated that the educable retarded or slow learners are the most neglected group of all handicapped children. In 1958, for example, McPherson<sup>2</sup> could locate only 28 studies relevant to the basic learning processes of the slow learning child. An appraisal of basic research in this field indicates little of significance for educational practice.<sup>3</sup> MacKinnon<sup>4</sup> has suggested that the emphasis of research should be upon more effective instruments which would result in more rapid transfer of research findings to classroom practices. Benoit<sup>5</sup> has noted that basic research has not startled the world with its fruitfulness and that 'perhaps controlled observation in everyday life can enlighten us more than the artificial problem boxes, mazes, and other apparatus of the psychological laboratory.' However, there is at present more interest in the educable retarded pupil. A significant step forward is the formation of The President's Panel on Mental Retardation, which has recommended that an Institute of Learning be established. One of its major functions would be to act as a center for the co-ordination and stimulation of research, and the initiation of programmes to determine the conditions under which, and the content within which, laboratory findings can be applied to facilitate classroom learning.<sup>6</sup>

If little is known about the slow learner's basic learning processes, other studies concerning these children have been more revealing. Unfortunately, Goldstein's work,<sup>7</sup> first published in 1948, still exerts a massive influence on teachers and institutions of higher learning. Some of the persistently recurring assumptions propounded by Goldstein have been analyzed by Blatt.<sup>8</sup> His conclusions are given below:

1. There is little or no evidence that mental subnormality is hereditary. There is evidence that a considerable number of children acquire subnormality after birth or at an early age. Many children and adults, originally classified as mentally retarded, cannot be so classified on later evaluation.

2. Until there is evidence to the contrary, mentally retarded children who exhibit no central-nervous-system pathology should be assumed free of constitutional disturbances that in some way act to produce inferior intellectual development.

3. Many of these children do not differ significantly in physical attributes.

4. Low intelligent quotient does not play an important role in delinquent behavior unless other factors are present.

No doubt additional studies will bring to light further knowledge relevant to these children. Such studies will enable educators to base their judgments on objective information rather than on everyday observations, which may be largely unsubstantiated.

*Mr. Durrant, a Victoria teacher, is especially interested in the problems of the slow learner.*

It is interesting to note the evolution over the last 150 years of concepts for teaching the mentally handicapped.<sup>9</sup> At the beginning of the nineteenth century, Itard,<sup>10</sup> who was strongly influenced by Locke and Rousseau, emphasized sensory-motor exercises. Concrete examples were an aid to learning the fundamental academic skills. Forty years later Seguin<sup>11</sup> developed the Physiological Method, which was a refinement of Itard's ideas. The emphasis was on the development of the imperfect sense organs, supplemented by academic and vocational training. At the beginning of this century Montessori stressed sensory-motor training. The Montessori program also included a variety of activities from which the child could choose. The ideas of Froebel and Pestalozzi are discernable in the Montessori method. Dewey's concept of 'learning by doing' was used in programs developed in the 1920's. Ten years later the 'project method' correlated academic subject matter with shopwork and home economics. It was in this period that Ingram<sup>12</sup> introduced into the classroom 'units of work' based on real life experiences. During the 1940's the emphasis was on preparation for employment. Teaching was based on a series of core-curricula. The home was the central theme from which developed the role of the worker in the community.

#### Responsibility Being Accepted

The community, through its schools, is now accepting more responsibility for the education of the slow learning child. During the past decade great emphasis has been placed on secondary education programs. The secondary school offers good opportunities for integrative activities: athletic, avocational, social and other extra-curricular activities. As far as possible the slow learners or educable retarded children should be given opportunities to learn and should be encouraged to participate in activities which will be of value to them in either vocational or leisure time. Furthermore, the secondary school can provide opportunities for a wide variety of pre-vocational skills, readiness for learning about job requirements, expanded opportunity for wider social experiences, and the skill, resourcefulness, and background of a specialist staff. The main objective of any program for educable retarded pupils is adjustment — personal, social, and economic. Most educators agree that while good work habits and social attitudes are important they are not enough.<sup>1</sup> In Winnipeg, for example, pupils are trained to perform such jobs as bus boy, cook's helper, dish washer, hotel maid, laundress, moving van loader, etc.

It is generally agreed that the educational goal for these children is the same as that for all learners.<sup>13 14</sup> This fact is not surprising since the slow learner is more similar to his chronological peers than different



from them. It would appear preferable, then, that these children should maintain as many as possible of the regular contacts in the community. Isolating a handicapped child from other children by compelling him to attend a special school would be detrimental to him and would lead to feelings of rejection and inferiority. If such a child were made to feel that he was rejected by his family, school or community, his mental health would likely suffer, and his attitudes might be adversely affected. Under such circumstances teaching and learning could hardly be successful. Again, the easy availability of a special school for handicapped children oftentimes means that general educators will refer to such a school a child who in reality, with minor educational adjustments, might just as well have attended a school for non-handicapped children. This is particularly true if there is not a very careful policy of admission and selection established for the special school.<sup>15</sup> The implication is clear; people might use the special school as a means of shifting responsibility.

There have been several fine secondary programs established for the mentally handicapped. The Detroit curriculum is one.<sup>16</sup> In our own province the Department of Education has not developed a secondary program specifically for these children. However,

when the Occupational Program was first mooted by the Department, it was envisaged as broad and flexible enough to encompass as many children as possible who were unable, for one reason or another, to profit from the regular programs. Many of the aims expressed in the curriculum guide<sup>17</sup> are similar to those already stated for educable retarded pupils. Surely some of the content could be adapted to suit the needs of retarded or slow learners. I do not suggest that all these pupils should be included in the Occupational Program or that all of them could benefit from such an experience. Nevertheless, with proper selection many of these pupils could gain a worthwhile educational experience which would be of benefit not only to themselves but to the community as well.

Placing handicapped pupils in a special school would prevent them from enjoying the many advantages our secondary schools have to offer. By negating the principle of integration, we would deprive them of the opportunity to prepare for a useful community life. Any administrative action which may be undertaken for the slow learning child—as for all children—should be based on sound policy arising out of well understood principles of education. An act of expediency is not a sign of professionalism.

### Bibliography

- 1 Samuel M. Laycock, *Special Education in Canada*, (Quance Lectures), Toronto, Gage, 1965, p. 140.
- 2 Lloyd M. Dunn, 'Mentally Retarded Children,' *Encyclopaedia of Educational Research*, New York, Macmillan, 1960, pp. 835-43.
- 3 Gordon N. Cantor, 'Basic Learning Research and Mental Retardation,' *Readings on the Exceptional Child*, Ed., E. Philip Trapp and Philip Himmelstein, New York, Appleton-Century-Crofts, 1962, pp. 170-179.
- 4 A. R. Mackinnon, 'Research into Learning Processes,' *Education, A Collection of Essays on Canadian Education*, Vol. 4, Toronto, Gage, 1962, pp. 1-5.
- 5 E. Paul Benoit, 'Application of Hebb's Theory to Understanding the Learning Disability of Children with Mental Retardation,' *The Training School Bulletin*, 57:1 (May, 1960), p. 23.
- 6 Report to the President, *A Proposed Programme for National Action to Combat Mental Retardation*, The President's Panel on Mental Retardation, Oct., 1962, Washington, U.S. Government Printing Office, p. 32.
- 7 I. Goldstein, 'Implications of Mental Deficiency,' *Occupational Education*, 5 (1948), pp. 149-72.
- 8 Burton Blatt, 'Some Persistently Recurring Assumptions Concerning the Mentally Subnormal,' *The Training School Bulletin*, 57:2 (August 1960), pp. 48-59.
- 9 Jerome H. Rothstein, Ed., *Mental Retardation*, New York, Holt, Rinehart and Winston, 1961, pp. 275-76.
- 10 J. M. Itard, *The Wild Boy of Aveyron*, New York, Appleton-Century-Crofts, 1932.
- 11 Edward Seguin, *Idiocy: Its Treatment by the Physiological Method*, New York, Bureau of Publications, Teachers College, Columbia University, 1907.
- 12 Christine P. Ingram, *Education of the Slow Learning Child*, New York, Ronald, 1953.
- 13 G. Orville Johnson, 'The Education of Mentally Handicapped Children,' *Education of Exceptional Children and Youth*, Ed., William M. Cruikshank and G. Orville Johnson, Englewood-Cliffs, Prentice Hall, 1958, pp. 189-225.
- 14 Godfrey D. Stevens, 'An Analysis of the Objectives for the Education of Children with Retarded Mental Development,' *American Journal of Mental Deficiency*, 63:2 (Sept. 1958), pp. 225-35.
- 15 William M. Cruikshank, 'Current Educational Practices with Exceptional Children,' *From Education of Exceptional Children and Youth*, ed., William M. Cruikshank and G. Orville Johnson, Englewood Cliffs, Prentice Hall, 1958, p. 60.
- 16 *A Curriculum Guide for Teachers of Mentally Retarded Pupils*, Vol. 3; Advanced Level, Board of Education of the City of Detroit (Copyright 1953), 1959.
- 17 *Secondary School, Occupational Programme, First and Second Year*, (Preliminary Edition), Department of Education, Victoria, 1963, p. 7.

Youngsters study and learn when they want to. They want to if the subject is of genuine interest to them or if success in school is necessary to win the approval of parents or teachers or to obtain the desired diploma. Too often the subject is not of real interest to the student, parents and teachers appear indifferent to his school success, and he can graduate merely by maintaining a decent attendance record and behavior record. What, then, is the incentive to study?—Phi Delta Kappan



# Peace River Chronicles

G. H. COCKBURN

BY AND LARGE, brave journeyings and braver stayings are undertaken for achievement variously conceived. The book here mentioned is therefore likely to be of considerable interest to two large groups of B.C. teachers. The adventurers will find it in many kindred spirits ridden by similar hags, led by similar angels. And those who have sensibly rejected their Questing Beast and so stayed on the hither side of Safety can take a horrified peek at what might have befallen them at Lyonessel . . . Next year . . . next summer . . . ?

In *Peace River Chronicles*, Mr. Bowes has compiled a collection of 81 eye-witness accounts of that northern region between 1793 and 1962. Their scope is life in 'that part of the drainage basin of the Peace River and its tributaries lying within the present boundaries of B.C.' The editor, a Victoria scholar educated at UBC and an historian by long avocation, served in World War II and is at present Area Development Agent of the B.C. Hydro at Vancouver. He has here presented a truly liberal and catholic gathering, and improved it by a really clarifying general introduction and his many excellent prefatory notes.

The selections are arranged in four groups, in order of time. First come the fur traders (1793-1860), and by 1861 these have to share the land with the miners. World famous travellers drop in and out, together with missionaries and, soon, railway and geological surveyors (1861-1906). By 1907 Canada marks out its 3,500,000 acres of 'The Peace River Block' (an exchange for railway aid to B.C.),

Mr. Cockburn teaches in Victoria.

and soon the last great West is open to free homesteading, with the era of land surveyors and the first substantial wave of settlers (1907-1930).

The fourth period (1931-1962) is one of fulfillment. It commences with the arrival at Dawson Creek of the Northern Alberta Railway from Edmonton. Much quiet growth amid great hardship goes on throughout the 30's, which also see the amazing 'trek' from the southern prairie farms of the dust-bowl, in which many families travel overland by wagon, driving their stock, taking with them machinery and equipment, in a three-to-four month trip. With World War II the Alaska Highway reaches northward, making possible many later developments. First of these are the oil and gas operations. And now, at long last, B.C. reaches up and connects her Inland Empire to the coast by road and rail. The Portage Dam is begun.

Those of us who have enjoyed Peace River living and have seen where and how past history was made there, will ever be grateful to Mr. Bowes for these vivid sources of refreshment and further learning. Yet this book should not end merely in *our* satisfaction—it so conveys the magic of the waters of the Peace that it should, and I think will, attract many 'right' newcomers.

For them, perhaps the first attraction will be the one which these 81 narrators seem to have felt most—the joy of reasonably dangerous travel over great distances. Nowadays, that means going two or three times a year over 2,000 mile trips, and playing Freudian dice—life wish against

death wish—now and then. Perhaps, too, the old appeal of the word 'Peace' survives in a modern chancy world of rush: the offer of calming, beauty, a chance to reflect as one travels or pauses under that huge bowl of varied sky and looks at the play of light on the rolling foothills or the mountains of the great passes. With these go opposites—the strange well-being and output due to the almost constant stimulation of B.C.'s maximum sunshine, the stinging wide-awake by the real hardships of occasional adverse weather and bush holiday hazards. Last could come the excitement of quite different people, for this transmontane B.C. is largely a mixture of prairie folk and Texans, a Last Frontier of great virility and possibility, even in its growing cultural enterprises—there is much to learn, much to give, and some need for you.

It is a rewarding land. As J. M. Imrie puts it, 'There is something about the North . . . that develops strength, not in body alone, but in mind, in purpose, in initiative, in resourcefulness. These elements of character soon become inherent in those who make their homes in the Peace River country, and with that kindness, hospitality and capacity for sacrificial service that are so often found among pioneer people.' Or as he sums it up, 'Strength and tenderness.' The Bonanza dividend.

*Peace River Chronicles*, selected and edited by Gordon E. Bowes. Prescott Publishing Company, Box 3166, Vancouver 3, c1963. 557pp, including 8pp. each of bibliography and index, maps, 40pp. of photographs. \$6.50.

# Why Latin?

R. J. CARNEY

IT IS VERY DIFFICULT to unseat a discipline from the curriculum. The process of removing certain courses and introducing new ones has always been a frustrating and time-consuming endeavor. This conservative attitude was not too serious when knowledge was making a slow advance and when the models of excellence were to be found in the works of past cultures. Today, however, the rapid advance of industry and the corresponding necessity of promoting new techniques and systems makes it mandatory that each subject in the curriculum, whether compulsory or optional, be looked at carefully to determine, first, whether the course as a whole has value, and second, whether specific topics outlined within the subject area are worthwhile.

Latin, I believe, deserves such an inquiry, not because it has been part of the curriculum in the western world for two thousand years — a fact which might make it immediately suspect—but because its objectives have been continually re-stated until it has been placed in a position which gives rise to serious questions as to its worth.

The official and formal language of the middle ages was Latin. Although not classical in either vocabulary or syntax, it continued to be a living instrument of communication. With the advent of the Renaissance, classicism returned with an emphasis upon the study of Latin for its own sake. Forsaking the vernacular and rejecting the Latin of the professional man, the humanists went back to savor ancient models.

A typical school of Tudor England introduced Latin into the curriculum in the third year of the elementary school. From that time on the main purpose of the school was the teaching of Latin. Greek and Hebrew were added in the sixteenth century, but the main purpose of the course was the same:

... the acquirement, through memorizing of grammar, daily analysis of texts and incessant practice of composition, of a ready command of the reading, writing, and speaking of Latin.<sup>1</sup>

There were some advocates for vernacular instruction, but the educators could find little room for national languages or other subjects in a curriculum filled with Latin and Greek. The classics became the language of the elite, and as such, were traditionally taught and promoted in schools which catered to the interests and values of the upper classes.

In spite of Renaissance classicism and the Roman traditions of the church, Latin began to suffer serious reverses from the fifteenth century on. The vernacular became increasingly significant in the curriculum and correspondingly the value of classical languages was beginning to be questioned. Such thinkers as Bacon, Rabelais, Locke and Comenius, to name a few, began to depreciate the worth of the subject. It is interesting to note that the classical curriculum began to wane in public esteem about the same time that the public mind began to show concern for the education of the poor. Nevertheless, the classics remained as an educational device which purposefully separated the gentleman and lady of the aristocracy from the man and woman of the lower orders.

According to the Chant Commission's report, Latin ranks second to French in the percentage of student enrollment in foreign languages in British Columbia.

French .....	25%
Latin .....	3.8%
German .....	1.1%
Spanish .....	0.6% <sup>2</sup>

This pattern is somewhat typical; not only does Latin hold a high position in the United States (Spanish 36.2%, Latin 29.2%, French 27.4%, German 5.6%)<sup>3</sup>, but according to a sample taken by the editor of *Auxilium Latinum*, it is continuing to rise in the overall percentage rating.

"This fall, 286 teachers mentioned increases or decreases in their Latin enrolment . . . 211 reported an overall increase; 29 reported a decrease; 46 noted no appreciable change."<sup>4</sup>

Why is Latin maintained in the curriculum? The

answer to this question has been constantly modified. Traditionally the objectives of the Latin course were simply stated as the progressive development of the ability to read and write Latin. Gradually, however, this objective has declined because it bears little relationship to the needs of our time. The Chant Commission took note of this:

'In some instances the attempt to relate the Latin language to current English practice has created some renewed interest in the subject, but courses that are restricted to the Latin language seem to have little appeal for students in the high schools of today.'<sup>5</sup>

On the basis of Latin's relationship to English, the Commission recommended that Latin be maintained in the curriculum of the schools of British Columbia.

It seems that the British Columbia Association of Classics Teachers accede to the view expressed by the Chant Commission.<sup>6</sup> No longer is Latin to be taught for Latin's sake. Rather, its real worth is now circumscribed within certain vocabulary contexts and grammatical forms and the corresponding relationships with modern English. The old views so ardently maintained concerning the value of Latin have gradually lost support; nevertheless, many of these reasons are still brought forward to make the inclusion of this subject in the curriculum more palatable.

#### Social Studies Teaches about Rome

Some maintain that the study of Latin necessarily includes a study of one of the world's great civilizations and, as such, not only aims at the mastery of a foreign language, but also involves student appreciation and understanding of an antecedent culture. This may be so, but it would seem that the achieving of any degree of competency in a foreign language really precludes anything other than a cursory examination of the historical and political background of the language. I believe more is learned about Roman civilization in a general course such as Social Studies 7 than can be properly covered by selected groups in the introductory years of Latin. The demands of Latin vocabulary and syntax and the goals of written and oral competency in the highly inflected language leave, in reality, little time for cultural study. Perhaps it would be better to study such a civilization in English translations rather than to attempt to achieve two objectives within the present time allotments. It might also be said that if there is value in the study of classical antiquity, the opportunity for such inquiry should be allowed to a greater number of students than is now the case.

It has been pointed out that Latin is second only to French in the enrollment in foreign languages. That Canadians are not foreign language-conscious is surely a deplorable state of affairs. Most Canadians are totally unfamiliar with their second tongue, French. At the same time such vital languages as Russian, German, Chinese, and Spanish are almost totally neglected, and a dead language is promoted.

*Mr. Carney, now at the University of Alberta, taught in Richmond before going to Fort Smith, NWT, for a short time.*

In many schools Latin sections are viewed by the administrative officials as proof of the school's intellectual prowess. It would certainly be wise, I think, to select another modern language and promote instruction in such a subject by encouraging student appraisal of the worth of particular languages. Surely in a time when nations of the world are so close, so interdependent, it is necessary to encourage greater knowledge of and competency in other foreign languages. It would seem to be much wiser to offer French and one or two other modern foreign languages, than to maintain a language which has conceded most of its professed value.

At one time a great deal was made of the disciplinary value of Latin study. Because of modern psychological research, especially in the areas of transfer and learning processes, this position has been almost totally rejected. It has been generally conceded that difficulty in itself does not necessarily strengthen student perception or conceptualization. To propose the study of a subject simply because it presents serious obstacles to mastery no longer should be received with favor. Nevertheless, echoes of this argument still appear in the defense of Latin.

'... its mastery demands of the student much concentration, a degree of linguistic inventiveness and understanding, and a continual exercise of judgment seldom demanded by many other academic subjects taught today.'<sup>7</sup>

#### Words Come from Latin

There is, I believe, only one significant area of Latin remaining which might give substance to its inclusion in the present day curriculum: that is the field of word derivation. However, such a study should not be confined to an optional subject few students elect. Latin and Greek are the great sources of English vocabulary. Traditional syntax and style, classical reference, usage, and word study with particular reference to the classical languages should be, if they are of value, part of regular instruction in the English language arts.

Concerning the present methods of Latin instruction in the schools, several facts must be kept in mind. First, Latin is a difficult language; it is more difficult than most foreign languages, and an acceptable level of mastery requires greater time and effort. The new British Columbia Curriculum for Latin 10<sup>8</sup> states that the revised course is designed to meet the following objectives:

1. The ability to read Latin.
2. The ability to use and understand the rules of Latin grammar.
3. The ability to write Latin.
4. A knowledge of Roman culture and its influence



on western thought.

5. A better understanding of English language. The above objectives must be viewed in some kind of order. If the first three are paramount, there can be little room for the remaining two. The revised Latin 10 course is very demanding in regard to vocabulary competency and grammatical skill. At best only perfunctory attention can be paid to the objectives of cultural orientation or derivative study. In spite of the professed view of the Chant Commission, the essential purpose of Latin continues to be the mastery of Latin itself.

A second fact to be kept in mind is that a Latin class is no place for any student who is of below-average intelligence. Because the number of students is a vital factor in determining whether or not there will be a Latin section, many schools allow students who are weak in the core subjects to enroll in a Latin class. Under such conditions a difficult subject must be presented in such a way that the slower students in the class will have at least the possibility of profiting and passing.

The above situation leads to a third fact which must be faced. Most students in the secondary schools of British Columbia take only two years of Latin. Fewer than one hundred students apply to write the third and fourth year provincial Latin examinations. Dr. Conant in his report, *The American High School Today*<sup>9</sup>, states emphatically that two years of a foreign language is too short a time for anything like mastery. The student who has studied Latin for two years has reached the point where he should be able to profit from his study, and perhaps even begin to enjoy some of the rewards of the painstaking work of memorization and drill. Yet it is precisely at this point that most

students in British Columbia drop the study of Latin.

Like most issues, the case against Latin is not overwhelmingly convincing. In my experience as a student, I vividly remember the joy of translating the fabulous voyages of Ulysses and the chiselled lines of Vergil. On the other hand, as a teacher, I have witnessed unquestioning students who readily enroll in Latin classes and who are convinced, by their own rationalizing, by the promptings of their parents, or by my own silence, that there is substantial worth in the study of Latin.

What prompted my second thoughts on Latin was not so much Latin itself, but that subject material of any kind is too often judged as being permanent and irrevocable once it finds its place in the curriculum. Surely the curriculum must be continually assessed and examined. The fields of inquiry are so unlimited, so exhausting, and so variable, that we must constantly prune and weed out the matter that proves to be no longer significant. Unfortunately, this is a task that we too often fail to undertake.

#### References

- <sup>1</sup> Craig R. Thompson, *Schools in Tudor England*. Folger, Washington, 1958, p. 16.
- <sup>2</sup> *Report of the Royal Commission on Education*, Queen's Printer, Victoria, 1960, p. 291.
- <sup>3</sup> *The Classical Outlook*, Vol. 34, No. 7, March, 1962, p. 74.
- <sup>4</sup> A. E. Warsley, *Auxilium Latinum*, Vol. 34, No. 5, 6, February, March, 1962, p. 2.
- <sup>5</sup> *The Royal Commission on Education*, p. 292.
- <sup>6</sup> E. E. Cadman, 'The Case for Latin,' *The B.C. Teacher*, Vol. 41, No. 4, January, 1962.
- <sup>7</sup> E. W. Cadman, op. cit., p. 145.
- <sup>8</sup> *British Columbia Curriculum Bulletin*, Latin 10, Department of Education, Victoria, 1961.
- <sup>9</sup> J. B. Conant, *The American High School Today*, New York, McGraw-Hill, 1959, pp. 69-73.

## Scandinavian and Russian Schools

DON ROBINSON

SOME IMPRESSIONS gleaned from a three-week tour of schools in Scandinavia and the Soviet Union; offered with the warning that situations observed during a quick visit are not necessarily typical and should not be used as the basis for generalizations. However, these things we saw or were told by responsible school people in the countries visited.

In Leningrad when a child makes a good record at school a certificate of merit is presented to his parents for bringing up a good student.

Large factories in the Soviet Union operate their own schools. Of the 7,000 workers at the Nefsky Plant in Leningrad, 3,150 were enrolled in the factory school. Of these, 450 were high-school students undergoing their required

labor training, 700 were workers enrolled in college level scientific courses, and 2,000 were taking technical courses for job upgrading, refresher courses, or learning new processes.

In Finland students are so restrained that it was virtually impossible to elicit questions or comments from them. A student explained, 'We are very shy.' An

English teacher explained, 'Our students are trained to be passive.'

Throughout Scandinavia we found no study halls, little use of motion pictures but great reliance on still pictures, elegant teacher lounges, and well-disciplined students who invariably rose when an adult entered the room.

In Copenhagen school teachers smoked openly in the school yard and served beer in the teachers' room. Children brought their own lunches, and the school provided milk and vitamin tablets.

One Copenhagen school simply glittered with fine paintings and sculptures, because the principal had persuaded local artists that it was to everyone's advantage to have their work on display.

The standard teaching load was twenty-four classes per week in high school and thirty-two in elementary school. Because of a teacher shortage, some teachers taught additional classes for premium pay. Consequently many teachers earned more than their principals. An elementary teacher's work load is automatically reduced from thirty-two to twenty-four classes per week at age 60 without loss of pay. Retirement is optional at 67, compulsory at 70.

Throughout Scandinavia the question, 'Are Communists permitted to teach?' invariably brought the reply, 'Why not?' Danish leaders estimated that 400 Communists were teaching in their country. The intellectual tone of the Krogerup Højskole, a Folk School, is fre-

quently enlivened by dedicated leftists, we were told. The headmaster firmly believes that complete freedom of thought and action for activists, protesters, demonstrators, and beatniks contribute to stability by allowing them to blow off steam.

At the Boler Elementary School in Oslo, the principal attracted teachers to his staff by establishing in the school a private kindergarten for teachers' children. Bicycles are not permitted at this school, as no student lives farther away than four kilometers. All students walk—or ski—to school.

The principal of a Helsinki secondary school, a former member of parliament, plans to return to active political life.

In Stockholm, as elsewhere in Europe, teachers come and go as freely as university professors. Their only responsibility is to meet and teach their classes. Of ninety teachers at the Blackeberg School in Stockholm, only one was currently enrolled for university work. Teachers are not required to take additional courses, as they are presumed mature enough to study what they want or need by themselves.

In Leningrad, however, every teacher is required to take refresher work every five years. His schedule is arranged so that he is freed from teaching one day a week to study at the Pedagogical Institute.

A minor outburst of noise in the corridors of the Pedagogical Insti-

Mr. Robinson writes a regular column for the Phi Delta Kappan, from which this is reprinted, with permission.

tute was explained, 'This is intermission time for teachers, and they usually act like children. I am sorry to say this is a characteristic of Russian teachers.'

We saw little evidence of the touted Soviet academic superiority. In one Moscow school students in their fifth year of English were unable to understand instructions to write.

Some very tentative generalizations prompted by our observations on this trip:

There is more social, economic, and educational inequality in the United States than in the countries of northern Europe, despite our protestations of equality of educational opportunity.

Soviet citizens are less glum, depressed, oppressed, and suspicious than most Americans believe, and have more consumer goods and creature comforts. We tend to interpret everything in extremes, so when we are told that the Soviet citizen has less than we, we often accept the image of his being completely denied. This is no longer so. The teachers' apartments are not spacious, but the ones we saw were modern and well-furnished.

Continuous indoctrination in school into the precepts of communism is a fact—comparable to our unending indoctrination of our pupils in the ideals of capitalistic democracy.

*Education means drawing forth from the mind latent powers and developing them, so that in mature years one may apply these powers not merely to success in one's occupation, but to success in the greatest of all arts—the art of living. William Lyon Phelps*

*What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation. Cicero, 78 B.C.*

*To be a schoolmaster is next to being a king. Erasmus, 1436-1536*

*Reading maketh a full man, conference a ready man, and writing an exact man. Francis Bacon, Of Studies*



# The New Look in Filmstrips

HANS MOLLER

IT HAS BECOME a cliché among A-V people to say that filmstrips are the Cinderella in the family of audio-visual aids. It is surprising how little attention is given to the filmstrip medium in audio-visual research, in professional magazines and at educational conventions. Is it that filmstrips are taken for granted by everybody? Is it that filmstrips do not present any problems and also no startling new developments? Or is it that the filmstrip is less glamorous than its big sister, the motion picture? The fact is that filmstrips are politely ignored by most editors of professional magazines, by educational theorists and by film festivals.

Although the filmstrip is often treated like a poor step-child among film producers and communications experts, thousands of practising classroom teachers consider filmstrips their most useful visual aid. And yet, our schools have been filled up with filmstrips purchased sight unseen—because they are cheap and nobody takes time to review them.

Producing a filmstrip today should be considered *as important and demanding as producing a motion picture*. We need writers for filmstrips as talented in their field as film writers; we need the best photographers and artists available. We cannot continue to produce filmstrips from existing file material; we need as much original

and fresh material as films do. To produce a good filmstrip, we need properly prepared scripts; we need original location shooting done specifically for the filmstrip production; we need professional directing of both photography and artwork; we need first rate and complicated machinery and the best possible technicians and lab specialists. I hope that greater numbers of talented people will be attracted to the filmstrip medium. What is more important than providing exciting and beautiful visual material to our school children?

Concurrently with this new trend in production, the *users have changed their attitudes to filmstrips*. More teachers have come to realize the educational value of filmstrips. Some of this is a result of the general trend toward more visual education; some is indirectly a result of the use of motion pictures and television—many teachers are attracted by these more glamorous media but soon realize that they alone do not solve all problems. Many teachers still ask the unanswerable question: 'Which of the audio-visual aids is best?' But is it not true that more teachers are becoming aware that all these new devices are helpful, each in its own way? In any case it is heartening to see teachers explore new ways of using filmstrips either alone or in conjunction with other aids. Some teachers seem to be more creative

than the most creative filmstrip producer; in the hands of such teachers the filmstrip comes to life and an atmosphere of excitement prevails in the classroom. The flexibility of the filmstrip medium offers countless pedagogical alternatives to the imaginative teacher; this is, perhaps, the most significant advantage of filmstrips over other members of the audio-visual family.

There are many depressing examples of poor use of filmstrips. Many of us hope that more will be done in future to train teachers in interesting ways of exploiting the medium. This is badly needed at the teacher training level in both Canada and the U.S. Perhaps even more could be accomplished by letting audio-visual co-ordinators in our school systems go into the classrooms, not as inspectors evaluating teachers' performance, but as demonstrators. It is perhaps more inspiring for teachers at this stage of their development to see some superb examples of filmstrip utilization. This procedure seems to have worked very well in certain places in Canada. I would also like to see more and better reviews of filmstrips in our educational press. Such reviews should do more than report; they should evaluate the material on the basis of classroom experiments. This might prevent the schools from buying so many filmstrips just by titles.

This new teacher interest in the



filmstrip medium, together with the new trend in our entire educational system, has sparked a new development in filmstrip production which is more significant than anything I have mentioned so far. We have seen how production techniques have improved as filmstrips came of age and as the production turned into a profession. We have seen how the filmstrip has been recognized as a medium in itself rather than as a substitute. The most recent development concerns the content and treatment and is again a direct result of teacher interest. Until recently audio-visual materials were regarded as aids to the teacher. The filmstrip, for instance, could help the teacher in unique ways but he still remained in control as he created a learning environment. Although this is still valid and in many situations good, many people agree that this attitude does not fully recognize the teaching potential of the new teaching devices. We must admit that most of the filmstrips, because they were considered only supplementary aids, have concentrated on the description of factual material, and the teachers used them mostly as a way of imparting facts. The material attempted to give broad surveys and generalizations; it tried to cover the subject as completely as possible. This, of course, would encourage teachers to use filmstrips mostly as a review after actual teaching had occurred.

In contrast to this concept of supplementary aid, a new concept seems to emerge: the complementary role of the filmstrip as an audio-visual medium education. This concept is based on the realization that these new devices can, in certain cases, become an integral part of the teaching itself, and can occasionally teach the children as effectively as a teacher. In other words, instead of using the filmstrip for review at the end, teachers are now discovering ways of doing the main part of the teaching with a filmstrip. Small groups of students are themselves using filmstrips to explore special subjects.

There will be greater emphasis on individual use of filmstrips in the future and schools will build up libraries of filmstrips for reference use.

The filmstrip as a teaching medium is used by teachers in certain ways, and by students in other ways. Filmstrips, especially classroom filmstrips are, as a consequence, beginning to look different. I think the filmstrips of the future will place less emphasis on facts, and will not spoon-feed as much as they used to do. They will, of course, present facts, but as source material for exploration. For instance, geography filmstrips will not attempt to give the whole picture; they will give a study of a smaller part of the subject in depth rather than a whole survey in breadth.

New filmstrips encourage students to explore and discover the subject for themselves. They do not give all the answers, but the latter are usually implied in the material. Many questions are built into the filmstrips, but not the traditional 'recall' or 'memory' type; they must be significant and provocative questions, which stimulate thought and invite the children to make their own deductions. These questions are not just listed at the end of the filmstrip for review; they are integrated into the presentation of the subject.

Captionless filmstrips have long been shunned by North American schools and it seems a shame that we are so dogmatic about captions. We need to experiment more with the filmstrip medium; sometimes a sequence without captions can be a relief and can create interesting teaching situations; sometimes a whole filmstrip without captions but with a few text frames for guidance can lead youngsters into self-study.

In filmstrips we should try more treatments than we have tried up to now. Filmstrips are well suited to providing source material in many subjects. Why not try some filmstrips which pose problems and demand interpretation of such source

material? They should contain interesting and possibly unusual visual material with a minimum of explanation; the rest should be left for students and teachers to explore.

The new look in filmstrips will have a great impact in our schools, because it makes the filmstrip a more active tool. The direct and active approach forces itself upon teachers and students. It is interesting to observe in classrooms how such material provokes discussions and stimulates activities. The impact of even such a modest tool is startling, when these new methods are used, because they make the class active; they demand answers and call for argument. Yet the filmstrip is no less flexible; it still offers teachers and children countless alternatives in terms of use. Is it not possible that the new look of filmstrips will help solve the utilization problem? It is more difficult to use this type of filmstrip in a dull manner.

Finally, it seems that the new look in filmstrips is in step with the many new trends in education; indeed it is a result of these developments. It is perhaps a result of closer collaboration between teachers and producers. It is clear that the filmstrip producer cannot do without the active classroom teacher; a subject specialist is not enough; likewise, the teacher can no longer produce his own filmstrips without the help of a professional filmstrip producer, at least not if he wants to make full use of the potential of the medium.

The new trends discussed here have prepared the filmstrip for an important part in the schools of tomorrow; the filmstrip has opened our eyes to possibilities which nobody quite anticipated 10 or 15 years ago. We may find that it will play a very important part in the programmed instruction, team teaching and educational television of tomorrow.

*Mr. Moller is Executive Producer, Filmstrip Unit, National Film Board.*

## *a matter of Opinion*

### Teachers Cannot Ignore the Population Crisis

OLIVER STEVENS

**I**F THE WORLD'S population continues to grow at its present rate, your grandchildren may pass laws under which you will quietly be destroyed, like an unwanted animal.

Most of us don't see the complex of problems generally lumped together under the term 'population explosion' as something immediate and personal to ourselves. The population explosion is in India — China — Indonesia — and of course, as an academic problem, it's intensely interesting, but what a relief that we don't have it here in Canada!

Or do we?

Not on the same scale that these other countries do, of course. Not yet. But how many schools in B.C. do not feel the problem of too many students crowding into too few classrooms? How many local municipal councils have never sat and argued late into the night without finding solutions to rising school and welfare costs? How many hospitals are there with no backlog of elective surgery awaiting the day in the misty future when a bed for the patient can be found?

These are only a few symptoms; there are others. Drive out through the Fraser Valley some afternoon and look at the acres of Grade A farmland—land which used to feed Vancouver—which is now given to

*Mr. Stevens is a member of the staff of Shannon Junior Secondary School, North Surrey.*

housing. Or some sunny Sunday afternoon try taking your children to see the penguins in Stanley Park; and as you inch your way along, picture the situation thirty years from now, with about five times as many people looking for parking space and elbowing for a look at the penguins. The last sentence, of course, assumes that, thirty years from now, Stanley Park itself won't have fallen to the subdividers.

These examples, of course, are drawn from the Lower Mainland, the part of the world with which I happen to be most familiar. No doubt readers in the Interior can find their own cases in point. (Item: the recent front page story of a social worker trying to meet the demands of an impossible case-load.) If there is any major community which has no problems caused by the presence of more people than it can provide with adequate services, food, employment and recreation, its people are keeping their secret well—and I don't blame them.

The global population crises can be depicted in a few simple statistics. It took all of human history up to the year 1800 for the world's population to reach one billion. In 1900 it was two billion; by 1940 it had passed the three-billion mark, and sometime before 1975, at the present rate, it will reach four billion. Not only is the world's population increasing, the rate of increase itself is accelerating.

Notice that the above figures

don't represent just birth-rates, which are balanced to some extent by death-rates; they are net increases — the number of additional mouths our planet must feed, year by year.

Of course, food is not the only problem, perhaps not even the most important problem. Science is daily finding new food resources; seaweed can be made edible—they tell me. But the strain on cultural and recreational resources—parks, libraries, theaters, schools, churches, universities—the increasingly short supply of most of the things which make life worth-while will prove a more serious problem. Have you ever considered that in our North American society today, silence is about the most expensive commodity on the market?

Unless a solution can be found, any advance made in any field will only aggravate the world's misfortunes. New medicines will be found to conquer diseases, and more people will survive to beget more children. New sources of food will be found; fewer people will starve; and still more people will quickly dispose of any surplus. I understand that specialists in diseases of the aged expect a breakthrough, sometime in the next decade or so, which could increase life expectancy to about 200 years. If such a discovery materializes, it could virtually close the door of natural death for about a century. This should be a great blessing but, as things stand, it will be a curse.

The United Nations Depart-

ment of Economic and Social Affairs sums up the situation by saying, 'With the present rate of increase, the number of human beings on earth six hundred years from now will be such that there will be only one square meter for each to live on. It goes without saying that this can never take place; something will happen to prevent it.'

Exactly. Something will happen to prevent it. And what gives any thinking person the creeps is contemplating some of the things which *could* happen to prevent it.

Suppose that family-planning campaigns, such as that being waged in India, do not check the trend. Then governments everywhere will be forced to take harsher measures. Laws might well be passed restricting the number of children a man might beget. And what if such laws prove unenforceable? The next logical step—and it's difficult to see how it could be avoided—is for a government to calculate the increase it can absorb in a year and, once that many children have been born, to destroy all the rest. If populations are to be controlled by simply killing off surpluses, the candidates for extermination will be those who are either too young or too old to defend themselves. Or a government might take from ordinary people the right to decide in the matter at all, selecting a few as 'breeding stock,' and sterilizing all others.

I'm not trying to present a catalog of horrors. I'm just remembering that governments, as such, have no morals, only interests. When all is said and done, a government does what will keep it in power, not what is right. (This does not minimize the power of good citizens to see that what keeps a government in power is doing right.) If a government is faced with the prospect of either controlling the rate of population or seeing the nation perish through disease or starvation or civil war, I can't see that any of the expedi-

ents I've mentioned will be regarded as out of the question.

Two solutions sometimes advanced by the uninformed — the first, that underpopulated areas, like Canada, should accept immigration from overpopulated areas, like China, and the second, that we shall solve the problem by colonizing Venus and Mars—can both be quickly disposed of. To stabilize her population, China would have to emigrate something like twenty million people a year, and no nation or group of nations could possibly absorb immigrants at that rate. And to stabilize the earth's population, assuming—and it's a big assumption—that all the technical bars to space travel were overcome, it would be necessary to launch seven thousand people an hour into space. (Your first problem is finding seven thousand who are willing to go; don't look at me!)

The one solution which any thinking person can find palatable is also the most difficult of all; that individuals in statistically-significant numbers must come to see this problem as their own problem and responsibility. It is here, I feel, that teachers, and especially teachers of social studies, have a unique opportunity and responsibility.

I suggest that it is the obligation of every social studies teacher to be informed on these matters<sup>1</sup> and to see that no student leaves his charge without also having been informed.

When the matter is raised in a staffroom, many teachers are quick to point out that it is a touchy subject. So it is; but it seems to me that this kind of delicate squeamishness is something the human race will have to give up as the price of survival. To skirt this subject because some students may be a bit embarrassed is like seeing a house on fire late at night and not rousing the occupants because they're all in pyjamas.

Anyway, it needn't be such a problem. For one thing, I see no need to explore the mechanics and

techniques of birth control. What the teacher can do—and, I contend, must do—is to present his class with the kind of statistics I have cited here, illustrating and stressing their social implications. At some point in the lesson, he will probably point out that there are ways in which an intelligent and informed couple can limit the size of their family—ways which are acceptable to every major religious group—and then add, 'Now, I don't think it's to the point to go into details about how; if you want details, you should discuss the matter with your parents, your doctor and your church.'

The crux of the problem is that most people do not see the population explosion as their own problem. They don't care, and the only hope for a solution is to make them care, to make them see that begetting a child who will not be provided for—culturally, emotionally and spiritually, as well as materially—is the ultimate crime against all humanity, beginning with the child himself. Once they begin to feel this, they will soon enough find a way of doing something about it.

The book of our planet's history, which science has opened to us, tells the story of one species after another which has flourished on earth and become extinct. In man, we have something unique; a species which can recognize the threat of its own extinction, and which has the means to prevent it. Whether or not we shall do so remains to be seen. But every time a student leaves a class having seen this as something in which he or she has a personal stake and responsibility, humanity has moved another inch along the million-mile road to survival.

<sup>1</sup> Teachers wanting up-to-date information on population problems can get it from the following sources:

- a) The Population Reference Bureau, 1755 Massachusetts Ave., N.W., Washington 36, D.C. The five-dollar annual membership includes the subscription to an excellent Bulletin, produced 8 times per year.
- b) The Society for Population Planning, 198 W. Hastings, Vancouver 3, B.C.



# Across the desk

## A Curriculum for Sex Instruction

Richmond, B.C.

The Editor,  
Dear Sir:

According to a recent article by Dr. McCreary, it would seem that most teachers favor a program of sex instructions for B.C. schools. As a dedicated science teacher interested in the problems of youth, I seize this opportunity to make a significant and lasting contribution to education in British Columbia. I propose the following *Course of Study for a Major in Sex in the Secondary School*.

Grade	Course No.	Topic
8	Sex 8	Life Processes of the Flowers.
9	Sex 9	Birds and Bees of British Columbia.
10	Sex 10	Where Do We Come From?
11	Sex 11	History of Sex.
12	Sex 12	The Mathematics of Sex. Part A: Inequalities ( $1 + 1 = 3$ ). Part B: Infinite Series— Problems of Population Expansion.
Sex 13	Sex for Advanced Students.	

All students will, of course, be required to take Sex 8, 9 and 10. Students wishing to major in sex will take Sex 11 and 12. Sex 13 will be a course for students of exceptional ability who wish to become deeply involved in sex, and who will go on to make a serious study of sex at a higher institution such as a university.

As with other courses in the curriculum, some students will find sex more than they can handle,

and simpler, more practical courses such as Occupational Sex could be offered if the demand for such a program is sufficient.

Textbooks for the proposed program are probably not yet available, but for the time being good use could be made of the authoritative literature on the subject found conveniently on the stands of any local drugstore.

I am confident that a sex program such as that outlined above will add measurably to the stature of education in our province, and trust that this new course, when instituted, will be assigned as many hours per week on the schedule as any of the other core subjects in the curriculum.

Yours truly,  
DON T. DARE

## Agonizing Re-appraisal

West Summerland, B.C.

The Editor,  
Dear Sir:

No wonder our head office sends out Dr. Smith's report on Educational Research and the Preparation of Teachers in a special padded envelope; this document contains dynamite.

For this is the product of our \$10,000 effort to prove—after years of maintaining without any proof—that teaching is a profession, requiring years of preparation at the College of Education for successful performance.

And what does the report say? 'Nowhere have we proof that the

untrained teacher will not ultimately teach as well as the trained teacher.' Everywhere it emphasizes the uncertainty, the vagueness, the disagreements, which befuzz what Dr. Smith refers to as 'the elaborate myth' of teacher training.

In other words, no definite proof whatever that good teaching depends on 'professional training.'

On top of recent American reports damning colleges of education in the United States, this is pretty explosive stuff. Enough to blow a lot of our comfortable conventional beliefs higher than next year's Sputnik.

Yet if we face it squarely, this body blow to education can be a good thing for education and for teachers. We have gone to such extremes about the importance of 'professional training,' in recent years, that we have almost ignored the importance of effort, personality, and ability. We have emphasized the differences between certificates of 'training' so much that we have ignored the much greater

Exclusive Real Estate Agents for

**B. C. Teachers' Federation  
Co-op. Association**



Buying a House? Selling a House?

The current "changing" Real Estate Market will require expert guidance. Let our experience and reputation serve you in all your real estate transactions. Province wide service.

Call

Bert Edwards — Sales Manager  
MU 3-8411 (24-hour service)

**BELL-IRVING REALTY LIMITED**

Head Office: 930 Pender St. W.  
North Shore Office: Park Royal

Member Vancouver & New Westminster  
Real Estate Boards

## ***ATTENTION***

### ***all teacher apartment dwellers***

The NEW Tenants Package Policy gives teachers and their families the following protection in Vancouver and Victoria for a THREE YEAR premium of \$30.00 (other areas may be fractionally higher).

- \$3000.00 Fire, Burglary, Theft.**
- 1500.00 Off Premises Theft** (covers you when you are away on a trip).
- 600.00 Additional Living Expenses** (awaiting your suite being repaired in the event of a loss).
- 25000.00 Liability** (for injuries and property damage—golfing, hunting and fishing accidents for example).
- 500.00 Medical** (for people injured in your suite — excluding you and your immediate family).
- 250.00 Damage to Other People's Property** (you might drop someone's expensive vase or camera).  
3 years as above costs only \$30.00.

If increased limits are desired the increase in premium is very nominal.

BE SURE TO MAKE APPLICATION IF YOU ARE NOT ENJOYING THE SPECIAL AUTOMOBILE RATES FOR AN UNBLEMISHED LOSS RECORD DURING THE LAST THREE YEAR PERIOD.

HOMEOWNERS PACKAGED POLICIES WITH FULL COMPREHENSIVE PROTECTION ON APPLICATION.

LIFE AND MORTGAGE INSURANCE AT YOUR DISPOSAL

## **CHRISTIE AGENCIES LIMITED**

198 West Hastings Street  
Vancouver, B.C.  
MUtual 3-2188

610 Courtney Street  
Victoria, B.C.  
386-1454

differences that exist among teachers as individuals. We have let ourselves become rigid and narrow when the very nature of education demands breadth of view, tolerance, and objective consideration.

These qualities are outstanding in Dr. Smith's report, and it should make us strive to broaden our own BCET outlook.

Thus, while striving to make something more worthwhile out of our College of Education—only a Rickover would advocate abolishing such institutions because they show no provable value—perhaps now we will admit that its courses may not be the only way to qualify as a teacher.

Perhaps we can consider now the possibility that teaching really is an art; one of the communicative arts, like writing, acting, public speaking, with each of which it has much in common. All of these depend more for success upon personal gifts, and the energetic application of them, than upon formal education. May not the same be true of teaching? If we cannot prove ourselves in the same class as doctors, should we be ashamed to be even obscurely in the company of Shakespeare and Shaw, Churchill and Olivier?

If the Smith report jars us into giving a little more credit to ability, energy, and creative initiative, it will be more than worth any heart-burning it may have caused us.

Yours very truly,  
H. V. STENT

### Loffmark Explains

*Professor Loffmark has asked that we reprint the following letter to the Editor of the Vancouver Sun.*

Editor, The Sun,  
Sir:

Regarding my comments made in the Legislative Assembly concerning student-teacher ratios and letters to the editor: I am entirely in agreement with the sentiments expressed by your readers in respect of the point that the retention span of young children is very

short and that it is not possible effectively to teach a large group of these young people.

On the other hand, at the university and elsewhere, it is possible for a competent teacher to instruct a large class and also to do an effective job of teaching.

It is necessary to consider my comments in the light of the position taken by the Opposition in the Legislative Assembly. Their tactic has been to take an overall student-teacher ratio as evidence that all teachers are overworked.

My point is that such a student-teacher ratio can be highly misleading as statistical evidence. For example, the student-teacher ratio in a Grade 1 class need not be the same as for a Grade 12 class. The student-teacher ratio in an English composition class might well be different to that in a physical education course.

It follows that the student-teacher ratio must be examined against the needs of the class, and what is a good student-teacher ratio in one class may not be adequate in another. It is not good enough to say that the overall student-teacher ratio must be brought down.

We must give relief to those teachers who need relief. If we do nothing more than reduce the overall student-teacher ratio, the effect may be to give little or no relief to the teacher who should have a smaller class, and at the same time, give a very light work load to some other teacher whose needs are not pressing.

RALPH R. LOFFMARK,  
MLA (Vancouver-  
Point Grey).

### University Entrance Test

Victoria, B.C.

The Editor,  
Dear Sir:

In the *Victoria Daily Times*, Monday, March 9, Mr. Norman Cribbens reports his interview with Dr. E. S. Graham, director of studies at the Canadian Services College, Royal Roads.

Dr. Graham favors a Canadian one-day aptitude test for University Entrance.

To the advantages of such a test mentioned by Dr. Graham in the reported interview may be added the greater scope for the ablest teachers, pupils and administrators. Beginning teachers and all others with enthusiasm for their profession would be less in danger of narrowed horizons resulting from any trend toward departmental uniformity.

Difficulties? The idea bristles with them.

May we suggest that the BCET vigorously explore the matter in consultation with Dr. Graham.

Sincerely,

ERIC H. WHITTINGHAM

P.S. Congratulations to you and to your contributors upon that splendid February issue!

**FOR RENT** — Furnished 3 bedrm home, Summer Session. Rt. Eccles, 5961 Leibly Ave., Burnaby 1.

**AVAILABLE JULY, AUG.** — 3 bedrm furnished home in Dunbar, 10 mins. UBC, all-electric, \$125 a mo. plus utilities. Write D. Gerow, 3457 W. 20th Ave., Vancouver 8.

**FOR RENT** — July and/or Aug., 3-room flat in Vancouver's West End, suitable one or two people. For further information write Miss K. L. Clark, 1353 Jervis St., Vancouver 5.

**TEACHER** wants to exchange a 3 bedrm home near lake and park for home near campus during Summer School. N. L. Bartee, Skaha Lake Road, Penticton, B.C.

**TEACHER** requires 2 bedrm furnished home or apartment for UBC Summer Session. Two adults, infant. Prefer home close to the University. H. Robinson, 807 Vernon Ave., Victoria, B.C.

**KERRISDALE** — Pleasant family home, July-Aug. or Summer School term. \$40 per week, some baby-sitting, etc. included. H. Hall, 5962 Wiltshire St., Vancouver 13.

**WANTED TO EXCHANGE** — Summer School session, hilltop home between Okanagan and Skaha lakes, 4 bedrms, living room, dining room, 2 bathrooms, all electric for 2 bedrm home close to UBC. Mrs. J. Muzzillo, 2505 Craig Dr., R.R. #2, Penticton, B.C.

**QUALICUM BEACH** — Attractive retirement and revenue property. Three dwellings and some land. Well situated on the Crescent and adjoining. For sale individually or as one unit. Phone owner for information 685-5408 Vancouver or write #205-1265 Cardero St., Vancouver 5.

**OKANAGAN HOLIDAY** — Three bedroom country home at Summerland, fully furnished, excellent view, 10 min. drive to beach. Available July 20-Aug. 30. Reasonable rent in return for care of two pets and watering garden. Write A. W. Watt, P.O. Box 198, West Summerland.



## Teachers Lack Freedom

Continued from page 326

frequent criticism by teachers of the amount of paper-work that has to be done. How can the full-time teacher be expected to be an administrative assistant *and* an effective teacher? From my limited experience of teaching in the province I was constantly appalled at the amount of unnecessary paper-work that had to be completed at the expense of teaching. Many of my colleagues began to wonder whether they were dealing with administrative units or human beings, so monotonously did the forms make the children out to be mere ciphers. Can any teacher be expected to give his best when his energy is being continually sapped in this manner? To what extent does knowledge of the amount of administrative work expected to be done by a teacher deter promising young men and women from entering the profession? And to what extent does it have a deleterious effect on a teacher's efficiency?

Another source of criticism is the rigidity of the curriculum, which affords to the good teacher little initiative in presenting his subjects and little latitude in dealing with the often wide range of ability of his class. The stifling of initiative and individuality that such a system demands thwarts the good teacher and encourages the poor one. Conformity soon leads to sterile mediocrity. An educational system that tends to discourage the good teacher rightly opens itself to criticism. If a teacher is to be regarded as a professional, he must be free to follow those paths which he believes to be the most rewarding and he must be prepared to fight for this freedom. The teacher is surrounded on all sides by so many pressures to conform to the stereotype that any individuality he possesses is constantly in threat of extinction. There is a real danger that teachers within such a system will degenerate into mere automata who might do credit to IBM or General Motors, but not as members of a creative profession.

### Teachers Need Freedom

Although I would hesitate to describe the B.C. educational system in the precise terms expressed above, I believe that greater provision could be made for the wide range of abilities and aptitudes in schools.

Despite the emphasis placed on higher qualifications for those who wish to become teachers, such improvements will be of no avail if teachers are unable to exercise the fullest measure of professional freedom. In B.C. the degree of freedom exercised by the teacher depends to some extent on whether or not he is teaching in the Lower Mainland. The larger schools of the urban areas possibly afford the teacher a greater measure of freedom than do those in the rest of the province, yet the rest of the province is equally important.

The popular image of the teacher is often born in the rural districts. It is 'in the bush' that the highest

percentage of unqualified and less highly qualified teachers work; it is here that the teachers have to deal with children of wide age ranges and abilities, often under difficult local conditions. Because of the above factors, the amount of administrative work to be completed, and his lack of professional training, a teacher, through no fault of his own, cannot give adequate instruction.

The gravitation of the highly qualified teachers to the Vancouver area is notorious, despite financial inducements offered by the rural districts. So seldom is it that highly qualified teachers work outside the Lower Mainland that when anyone does so, he is treated with suspicion. Such 'educational apartheid' undermines the whole concept of an egalitarian educational system. Too often the 'hicks in the sticks' are ignored. This unawareness of the rural teachers' predicament is illustrated at the BCTF Annual Convention where the powerful Lower Mainland teachers' associations hold sway. Parents of children in rural B.C. have cause for criticism.

### P-TA a Medium for Public Relations

It is an illuminating fact that, in a province which prides itself on the strength and efficacy of its P-TA movement, the volume of 'uninformed criticism' by the public should be sufficiently great to warrant a defensive editorial in the teachers' journal, for surely the P-TA is the ideal medium for public relations! One of the principal objects of the P-TA is 'to give parents an understanding of the school and its work, and to assist in interpreting the school in all its aspects to the public.' Does this mean that the P-TA's are not fulfilling their functions?

The apparent failure of the P-TA to fulfil its interpretative role raises the question of whether the P-TA is really necessary. As they are at present constituted P-TA's are a hindrance to educational progress. There are two reasons for this. First, the P-TA is often found to degenerate into an association of those parents whom the school least needs to meet; second, P-TA's often develop into bridgeheads from which parents can interfere in the administration of schools should the principal and his staff not be on constant guard. One of the main objects of the P-TA is 'to obtain the best for each child according to his physical, mental, social and spiritual needs.' Such an aim, highly idealistic as it is, has so wide an interpretation that it could be made the excuse for any interference. P-TA's often develop into small pressure groups who represent a minority opinion and who exert an influence in school affairs out of all proportion to their numbers.

Although there are grounds for criticism of the present educational system, measures are being taken to improve some of these deficiencies. The basic failure, however, remains. Should the community play such a direct role within the educational system? To challenge this principle is to challenge one of the main

Continued on page 349

# **B.C.T.F. Co-operative Association**

1815 West 7th Avenue, Vancouver 9, B.C.

Office Hours

Monday to Friday—9:00 a.m. to 5:00 p.m. Saturday—9:00 a.m. to 12:00 noon  
REgent 1-8121

## ***Do You Wish To***

- **BUILD A NEW HOME**
- **BUY THE HOME YOU HAVE BEEN WANTING**
- or
- **CONSOLIDATE OUTSTANDING DEBTS**

## ***If So We Suggest You***

# **Borrow Wisely**

## **THROUGH THE "TEACHERS' CO-OP."**

If you are planning on BUILDING or BUYING a home—and funds are a little scarce — don't go into high cost secondary financing — simply apply for one large loan from the B.C.T.F. Co-operative Association at a very advantageous interest rate. The Co-op lends up to **90%** of the appraised value of the land and dwelling you may wish to buy or **90%** of the appraised value of the land and final plans of the dwelling you wish to build.

## **AND**

To ease the burden of numerous monthly payments you may be able to consolidate these debts into one account and probably greatly reduce your monthly payment, by applying for a consolidation loan from the Co-op. Security for these loans must be on real property or by chattels. Why not inquire now about this very advantageous service?

### ***Attention Teacher Travellers***

A few seats are still available on our Charter Flights to London—if you plan on spending the summer months in Europe, apply now for space on one of the DC8 jets being used this year. This could be one of the last years of charter flights and the advantageous reduced fare—the airline industry is pressing to do away with charters. If you have European travel plans this may be the year to go.

## Teachers Lack Freedom

Continued from page 347

tenets of the Canadian philosophy of education. Should not the community play a complementary and not directly participatory role in the educational system? For purposes of clarification a complementary role implies on the part of the parent and community a recognition of the right of the teacher to act as he sees fit within the school context. Too often the teacher is made to answer for actions which are not the concern of those who put the questions.

It is time for teachers to assume the offensive and hurl back some of the criticism that has been so consistently thrown at them. Should not the parent and community assume greater responsibility for the education of the child in the home? The too permissive approach in the parental treatment of children that has characterized the past few decades has not made the task of the teacher any easier.

The continual 'cri de coeur' of the teacher for professional recognition will remain a voice in the wilderness until such time as the teacher achieves the following improvements in the educational system:

1. Removal of educational control from local boards and the establishment of regional administrative centers staffed by professional and experienced men and women (thus eliminating narrow sectional bias in the administration of local education).
2. Greater discretionary powers for teachers and principals to exercise individual initiative.
3. The liberalization of curriculum requirements to meet more nearly the needs of individual children.
4. The reduction of paper-work that is required of teachers at the expense of teaching time.
5. A more realistic appraisal of the role of the P-T-A.
6. Greater emphasis on education in the home by the parent.

Until such improvements are achieved, the teacher will remain a slave of the system, not its master.

## Ava Goh a Numerer?

Continued from page 329

closed upon him at age eleven. The secondary modern school loses the spark and leadership which the more able student can supply. The grammar school student loses the experience of and lessons in tolerance gained from rubbing shoulders with his less academic counterpart. Grammar schools seem to breed a feeling of superiority in many. There is much dissatisfaction in England with the eleven plus division; however, the tradition and success of the grammar school is strong and no change appears imminent.

Our grade system is more flexible than the English one of keeping a child with his age group. The annual levels of achievement give definite goals. Especially in secondary school, the opportunity to try again to master a difficult subject, rather than having to proceed ill-prepared, or to take an easier course, is one of its benefits. Equality of opportunity surely demands that the slower learner have the

chance of reaching high goals, even if it takes him longer.

The B.C. programs of studies, devised and modified by committees of experienced teachers, need improving and modernizing in many fields. A poor quality prescribed textbook or an unimaginative program of studies lowers the standards of not just one class, but of the whole province. Nevertheless, centrally chosen programs and textbooks tend to be richer, more interesting and more thorough, over a period of years, than programs and texts chosen by individuals.

I recommend exchange teaching to any Canadian teacher able to manage it. It is an innovation of the British which is typical of their adventurous spirit and willingness to share what they have. To observe the uniform courtesy, and diligence in games and studies of the better class of English students gives one an example of what can be achieved. At the same time, a look from afar at one's own system is very beneficial, and gives one a new appreciation of its many merits.

*Education is a very personal thing. No system can reach all students. Change is advocated by those who identify with the students not being reached by the current system. If your child does badly with look-say, you advocate phonics. If he does badly in a pupil-centered school, you will urge a return to traditional methods. It would be interesting to know how many of the vituperative critics are parents of fouled-up children.—Phi Delta Kappan*

# What's New?

## Inexpensive Black and White Transparencies

**H**AVE YOU EVER watched Earl Cameron on 'CBC TV News' and wished you could have pictures come on automatically to illustrate your lessons? You can have! All you need is an automatic projector and the 'know-how' to make your own transparencies cheaply.

Your slide projector is a valuable A-V teaching instrument. There are many thousands of slides in black and white and in color which cover a tremendous range of subjects from science to English to social studies. Cost, however, is a major factor. The prices for slides range from 30c for black and white to as high as \$2.00 a slide for color.

The price of slides can be reduced to 5c for black and white and 35c for color if you have a 35 mm camera. Black and white offers you greatest scope because of the cheapness and the quality of the film. If, however, you don't like 'messing around' (as some people put it) with film and chemicals, this item isn't for you!

Film may be purchased in bulk. Obtain a 100-foot roll of 'Direct Positive Film' from your local photography shop (cost approximately \$13.00). One hundred feet of bulk film will give you 20 to 22 rolls of 36 exposures each. Ask also for a couple of dozen used 35 mm. spools and cassettes. If the shop

proprietor charges you for these spools, try a different camera shop; you are probably being overcharged on other items as well!

The next step is somewhat unorthodox. A roll of approximately 36 exposures is about 60" long. But you *can't* measure the film in *any* light at all. Of course you can get a stick 5 feet long and go into a darkroom to measure and roll the film. Most of us don't have darkrooms, though. In that event, hang a blanket over the bathroom window so as to exclude every tiny chink of light. Then hang another blanket over the bathroom door and put a towel or mat along the crack at the bottom of the door. You are now ensconced in your own darkroom. Test your darkroom by sitting in it for 30 to 45 minutes. If you can't see a trace of light around window or door it is satisfactory.

One more major problem remains—how to measure 60" in all that blackness! Any recessed bathtub is 61" long. Hold the loose end of your film against the wall at one end of the tub and unwind film until your other hand hits the wall at the other end of the tub. Cut the film as squarely as possible with scissors. Fingers should be counted before and after each operation.

Remember never to use light in

a darkroom. Turning on the light will spoil all the film.

Film curls towards the emulsion, and the emulsion is wound facing the drum of the spool. The end of the film is fastened to the drum with a short piece of scotch, masking or adhesive tape, as shown in diagram 1.

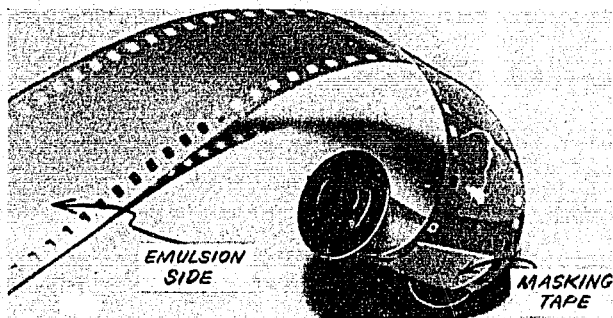
Wind up the film fairly snugly but not tightly. When only 3" remain unwound, fit the film back into the outer casing. A 3" tongue must be left outside the casing. Practise putting spools back into casings in the light. The film must come out of the casing in the same direction as the casing lip. (Diagram 2)

Developing may be done either by a local company or in your own darkroom. If you have the work done by a local craftsman take in at least two exposed rolls at a time or, better still, take in 8 rolls at a time. The cost of your slides will be at least double if a local tradesman does your developing and mounting.

A kit may be obtained for approximately \$5.50. One kit will develop 8 rolls of 36 exposure film. Complete, simple instructions are included in each kit. The instructions must be followed for success. The kit is called, 'Kodak Direct Positive Film Developing Outfit.' A chemical called 'fixer' is needed in addition to the kit and may be purchased for less than a dollar.

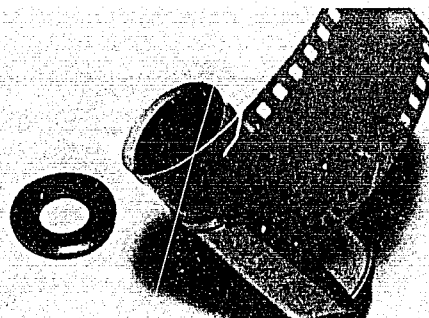
Two problems will arise when you do your own developing. The first problem is to provide enough containers. You will need seven of them. Buy *one only* Kodak Miniature Roll Film tank for about

Diagram 1



350

Diagram 2



THE B. C. TEACHER



\$3.90. Make the other six containers by cutting the tops off plastic bleach bottles.

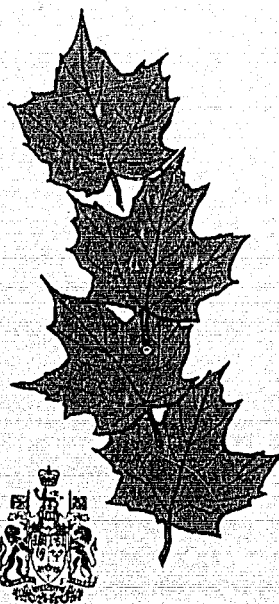
The second problem involves keeping the solutions at the correct temperature. Run the bath part full of water at exactly the right temperature or a degree or two hotter. Set the solutions in the bath until they reach correct temperature. The developing process takes about 32 minutes of darkroom time—have someone time your actions from outside the darkroom. Time and

temperature are most important. Once your pictures are developed you need only clip and mount them. Total cost should be less than 5c per slide.

Does it all sound a little complicated and messy? Well, perhaps the first time it will be—but think of producing and developing your own slides of exactly the material you want when you want it. Get interested, follow instructions and you've got a fascinating hobby which will pay real dividends in

class usage. Just think of having slides to illustrate your lessons in the same way that pictures illustrate the news on tv!

You may wonder how long a time all this picture taking will use. I have rolled film, taken 72 pictures and developed the rolls in just over two hours, with time out for coffee! Books, magazines, movie scenes, life, microscope images—just about anything imaginable — can be photographed with a 35 mm camera and a little ingenuity.



For Schools only

## SPECIAL 36" x 27" WALL POSTER SHOWING CANADIAN FLORAL EMBLEMS & COATS OF ARMS

This attractive, full-colour wall poster bears the floral emblems and coats of arms of each province and territory, with interesting descriptions of each. It's suitable for framing and permanent display in classroom or office. For a copy without charge, just write to:

**THE TORONTO-DOMINION BANK**  
Public Relations Dept., Head Office, Toronto 1, Ont.

### University of Alberta BANFF SCHOOL OF FINE ARTS

32nd Summer—June 22 to September 12  
Main Sessions July 6 to August 15

Courses in: Music, Painting, Theatre Arts and Musical Theatre, Handicrafts, Ballet, Figure Skating, Writing, Photography, Modern Languages.

For Calendar and further Particulars, write:  
**Banff School of Fine Arts, Banff, Alberta.**

## ROCKGAS PROPANE LTD.

A Complete Gas Service for All School Needs  
BRANCHES THROUGHOUT B.C.  
1272 Granville St. VANCOUVER, B.C. MU 4-7321

## TEACHERS WANTED

### Calgary Public School Board

Applications are invited for positions at all elementary grade levels, Grades 1 to VI.

Many openings are available, especially for teachers with primary experience or training.

Submit Applications to:

**O. S. GEIGER,**  
Superintendent of Elementary Education  
Calgary Public School Board  
512 - 7 Street, S.W., CALGARY, Alberta

## DO YOU WANT A HANDBOOK NEXT YEAR?

This is the tenth year in which the BCTF Handbook will be published for BCTF members. The 1964-65 edition will again be distributed free of charge but only to those members who specifically request a copy.

If you want a copy of the Handbook next year, complete the coupon and mail it to British Columbia Teachers' Federation office by June 1, 1964.

Requests received by June 1, 1964, will determine the number of copies to be printed. Only those requests received by that date will be honored.

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

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

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

Please send me a copy of the 1964-65 edition of the BCTF Handbook.

Mr. \_\_\_\_\_  
Name Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_

Address \_\_\_\_\_

School District \_\_\_\_\_

## about People

### In Memoriam

#### William Roy Atkinson

William Roy Atkinson, Supervisor of Music in Langley, died February 23. He was born at Marengo, Saskatchewan in 1914, the son of a school teacher. He graduated from Normal School in Saskatoon in 1933 and obtained a Bachelor of Music degree from the University of Toronto, a Bachelor of Arts degree from the University of Washington and completed studies in piano and voice, earning both ATCM and ATCL degrees.

During his professional career, Mr. Atkinson worked with both band and choral groups and was an adjudicator of choral and instrumental entries in the Macmillan Club Festivals. He was active in the B.C. Music Educators' Association, which he helped to organize, and in the Provincial Association of Supervisors of Instruction.

After a brief teaching stint in Saskatchewan, Mr. Atkinson came to Vancouver in 1936 and, at Langara School, entered what was to be a varied and highly successful career as a music educator. From Langara he went to Lord Kitchener School where he taught from 1939 to 1945. He then took a year's leave of absence to attend university, and returned to teach a year at Tecumseh. He then moved to Templeton where he spent the next four years. Once again he took time out to attend university and upon his return was assigned to the Vancouver Technical School where he stayed from 1954-1958.

Langley School District was Mr. Atkinson's next appointment where, in September 1958, he was engaged as District Supervisor of Music. His wide background of training and experience together

with his extraordinary energy and selfless dedication have given Langley what is unquestionably one of the best music programs in the province.

Roy Atkinson served as organist and choirmaster at Holy Trinity Church for one year and at Capilano United for two years.

Perhaps the thoughts of Mr. Atkinson's many friends and colleagues can best be summed up in the words of the tribute which was printed in the Langley Teachers' Association Bulletin:

'What can one say. Roy Atkinson has gone. His tragic and untimely passing will leave pupils and teachers alike stunned for many months. We will never fully recover from his loss.

'If you knew him as a personal friend, you knew something of the intensity of his spirit, of the warmth of his humor and of the depth of his understanding of people.

'If you knew him as a colleague, you knew of his dedication to his role of bringing music into our lives.

'We shall not presume either to question or to reason God's purpose in taking Roy so early. We can only confess to being the richer for having known him.

'To his wife Kitty and the three children, Paul, Sheryle and Grant, we offer our deepest heartfelt sympathy.'—J.M.

#### Lacey Julian Fisher

A distinguished teaching and theatrical career came to a close on Saturday, February 8, 1964, with the death of Lacey Fisher, head of the English department at Salmon Arm High School.

Mr. Fisher was a native son of

New Westminster and his parents were pioneer residents of the Fraser Valley.

He was an arts graduate of the University of British Columbia and won the Governor-General's medal for leading the province in high school entrance examinations.

During 30 years of teaching at the Coast, Mr. Fisher was for many years head of the English department at John Oliver High School.

In 1948 he moved to Summerland and taught high school there until coming to Salmon Arm seven years later.

Mr. Fisher was co-founder of Everyman Theatre, a professional repertory company, and toured B.C. for one season with the troupe as a director and actor.

Through the years he regularly directed award winning high school plays. Besides continuing that tradition here, Mr. Fisher found time to work with the adult Shuswap Players group. He was also in demand as an adjudicator.

His voice was familiar to Okanagan radio listeners as that of 'The Storyteller.'

Athletics brought Mr. Fisher a measure of fame in his student years, when he was an outstanding forward with UBC Thunderbirds basketball team. He also played tennis with considerable skill.

It is with sadness that we bid adieu to a teacher who through the years has left a legacy with the people of British Columbia. May we as teachers take his outstanding accomplishments as our goal and seek always to reach his high standards. In this way our memorial to Lacey Fisher shall go on into eternity.—J.E.C. in the *Salmon Arm Observer*

#### John C. Kirk

The educational system of British Columbia suffered a loss with the recent passing of John C. Kirk, District Superintendent of Schools for Chilliwack. Mr. Kirk was first appointed to the inspectorial staff in 1954 when he served in Trail. He moved to the Kimberley, Win-

# B.C.T.F. CREDIT UNION

**OFFICE HOURS:**

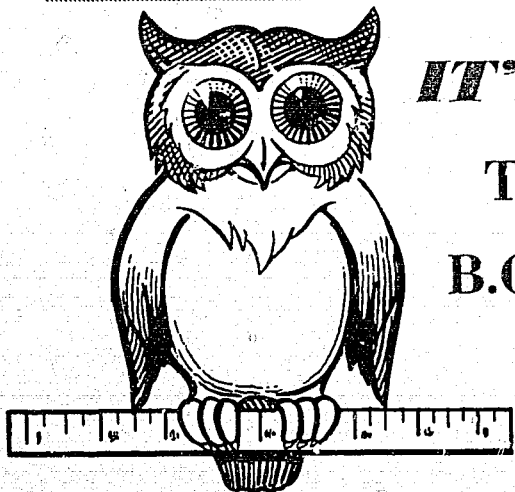
9:00 - 5:00  
Tuesday - Friday  
9:00 - 1:00  
Saturday

Vancouver 9, B.C.  
(at Burrard)  
1815 West 7th Avenue

TELEPHONE:  
RE gent 1-8121

Also At

904 Gordon Street  
Victoria, B.C.



***IT'S A GOOD RULE***

**To Consult Your Own  
B.C.T.F. CREDIT UNION  
First**

***NEW CAR FINANCING — USED CAR FINANCING  
B.C.T.F. CREDIT UNION WILL SAVE YOU MONEY***

B.C.T.F. CREDIT UNION makes the same low cost of financing (\$4.14 per \$100.00 per 10 months) on NEW CAR, USED CAR, FURNITURE, VACATION or any type of loan — FOR ANY NEED.

**PLUS . . .**

- ★ Free Loan Protection Insurance
- ★ Fast, Friendly, Confidential Service
- ★ Payments Are Excused During the Summer Months
- ★ Payments To Suit Your Budget

**REMEMBER: THE B.C.T.F. CREDIT UNION IS OWNED BY YOU AND YOUR COLLEAGUES — NOT FOR PROFIT, NOT FOR CHARITY, BUT TO SERVE YOU!**



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

## *"The Story of Menstruation"*

by Walt Disney Productions

10 minutes, 16mm.  
Animated. In sound and colour.

Preferred by church and school groups throughout the world.

Available *free* on short-term loan from the makers of Kotex napkins ...

plus coordinated teaching aids listed below.

Kimberly-Clark Canada Limited, Educational Dept. BCT-644, 2 Carlton Street, Toronto 2, Ontario

Please send me free (except for return postage) your 16mm. sound and colour film "The Story of Menstruation."

Day wanted (within 3 weeks) \_\_\_\_\_

2nd choice (within 4 weeks) \_\_\_\_\_

**Also send:**

\_\_\_\_\_ Booklets, "Very Personally Yours"

\_\_\_\_\_ Teaching Guide

\_\_\_\_\_ Menstrual Physiology Chart

Name and Title \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ Prov. \_\_\_\_\_

**Note:** Material will be sent to teachers and authorized personnel only.

KOTEX is a trademark of Kimberly-Clark Canada Limited



dermere and Golden inspectorate in 1955 and to Chilliwack in 1957. Prior to his appointment as inspector, his teaching career had been a varied one. From 1933 to 1937 he was principal of a rural elementary school. His next administrative post was as vice-principal of a large junior high school from 1949 to 1951. From 1951 to 1953 he was on the staff of the School of Education at UBC as lecturer and supervisor. He returned to the public school system in 1953 as principal of a senior high school and spent one year in the position before becoming an inspector of schools. Mr. Kirk held a B.A. degree from the University of B.C. and an M.A. from the University of Washington.

Mr. Kirk's interests and hobbies were extensive for he was interested in reading, playing bridge and golf, and in hunting and fishing. He was also interested in many community activities. He will be remembered by his colleagues for his keen interest in people and his ability to make and keep friends. He was a tireless worker and gave freely of himself to his work and to the community in which he lived.

To his wife Shirley is extended the sympathy of his friends in the teaching profession.

#### **Ann M. Paterson**

After a brief illness, Miss Ann Mortimer Paterson, a pioneer teacher of Victoria, died in Mission Memorial Hospital on February 14, 1964.

Miss Paterson was born in Losiemouth, Morayshire, Scotland, and came with her parents at an early age to Victoria where she received her elementary and high school education. She later graduated from the Vancouver Normal School. She spent her entire teaching career as principal of the Bank Street School in the Greater Victoria School District. She elected early retirement to nurse her mother and ten years ago, after her mother's death, she came to make her home with her brother-in-law and sister,

Mr. and Mrs. Harry Beach at Mission City.

Miss Paterson was a teacher of the highest professional character. As a classroom teacher her work was marked over a long period of years by consistent success. Perhaps of greater importance was her fine character and kindly personality which made her loved by all who knew her.

She also took an active part in church, community and civic affairs, for she believed in doing her share for the betterment of society and the world at large.

Her tolerance of attitude, her kindness of spirit, her devotion to service, her true genuine friendliness, her high sense of professionalism made her a personality never to be forgotten.

Miss Paterson was a friend who has passed from our midst leaving a thousand bright memories to hold her fast to the places she blest with her presence and love. From this generation has passed a noble character and a fine citizen.

All who knew her extend to her sister, her brother-in-law and her nephew their deepest sympathy.  
—C.A.M.

#### **J. Donald Siddons**

John Donald Siddons, who retired from his position as principal of Delbrook Senior Secondary School in June 1963, died on March 2. Mr. Siddons was educated in the schools of Vancouver and graduated from the University of British Columbia with a B.A. degree. He also attended Normal School. His teaching career began in January 1921 at Rosedale, where he was principal of the school. In September 1922 he moved to Creston, where he remained for two years. From 1924 to 1927 he was vice-principal in Chilliwack and in 1927 he moved to North Vancouver Senior High School as teacher of English, history and geography. In 1939 he became vice-principal of the school. From 1955 to 1957 he was principal of Hamilton Junior High School and from 1957 to

1963 of Delbrook Senior Secondary School.

The sincere sympathy of his colleagues and friends is extended to his wife Alice and his son Roy.

#### **Grace Helen Swencisky**

Grace Helen Swencisky, B.A., B.Ed., of New Westminster, known to her friends as Gay, died suddenly of a heart attack in Madrid on February 25. She and her sister Laura had been touring Malaysia, India and South Africa since September and were on route to Morocco from the Canary Islands. Miss Swencisky was born in Coquitlam, but attended school in New Westminster, where she graduated from Duke of Connaught High School. She graduated from the University of British Columbia with a B.A. degree, having majored in mathematics. During her high school and college years she was an outstanding player of basketball. Only the fact that she had recently graduated kept her from travelling to Prague in 1927 for the World Championship Games.

Miss Swencisky taught at Ioco High School, where she was principal until that school was amalgamated with Port Moody High School. She taught mathematics and art for many years at Port Moody and coached girls' sports. Even after giving up active coaching, Miss Swencisky maintained a lively interest in all games. She was on a year's leave of absence when her death occurred.

Miss Swencisky was a kind and friendly person. She made friends easily, but never neglected old friends for new ones. Her teaching was a challenge to the best students, yet she gave extra attention to the backward pupils. She encouraged her students to go further with their education.

To her brother, Judge A. H. J. Swencisky, and to her three sisters, Mrs. J. N. King, Mrs. J. C. Walsh and Laura Swencisky, her colleagues and friends extend their sympathy.

# new Books

ESTHER G. HARROP, Book Review Editor.

## ART

*My World of Art, Textbook for Scholars, Book Three and Manual for Teachers*, by Blanche Jefferson. Allyn and Bacon, 1963 (Can. Agt. Macmillan of Canada, Toronto). Textbook \$2.15, Manual 86c

This series of art books for Grades 1-6 pupils, together with accompanying manuals for teachers, is intended to bridge the gap between the principles of modern art teaching and classroom practice. The series provides lessons, ways of teaching, suggestions for materials which may be used by the whole class or smaller groups. Used properly this series will meet the needs of teachers who are anxious to present all kinds of art activities to enrich their pupils' knowledge, understanding and enjoyment of art. In each grade as many as twenty different techniques are discussed and ideas suggested. The textbook, which is in the form of an art workbook, is beautifully put together, lavishly illustrated with examples in color. It has pages of variously textured paper for the children to use. This series will do much to help the classroom teacher in his presentation of imaginative and extremely interesting art lessons.—A.B.

*Clay in the Classroom, a Means to Creative Expression*, by George Barford. Davis Publications, Worcester, Mass., 1963. (Can. Agt. Vilas Industries Ltd., 20 Densley Ave., Toronto 15, or local Moyer Division offices) \$7.00

Quality is the keynote of this excellent reference book. It is general enough to be useful at both the elementary and the secondary level and, while it is specific in such matters as glaze and slip recipes, it is not overburdened with technical data. Perhaps the most commendable aspect of this book is the fact that it is so well suited to school ceramics without being oversimplified. The excellent photographs are directly related to the text and are not just decorations. A book such as this has been needed for a long time.—J.G.

## INDUSTRIAL EDUCATION

*Introduction to Technical Drawing*, by Norman Stirling. Macmillan of Canada, Toronto, 1963. 256 pp. \$2.85

Drafting teachers should find this book worthwhile as an addition to their technical libraries or as a classroom set from which teaching is done or assignments made. It is an introductory text in drafting in which material is carefully arranged in order of difficulty from a chapter on basic drawing instruments to a chapter on architectural drawing. The eighteen chapters are well illustrated. At the end of each chapter there is a summary, 'Points to Remember,' followed by a list of assignment questions. I recommend that drafting teachers find an opportunity to look through this text.—B.G.F.

*Design Textbook*, by J. R. Linbeck. McKnight and McKnight, and General Publishing Co., Toronto, 1963. 163 pp. Illus. \$5.95

This is an excellent treatise on the subject of design as applied to industrial education. It is in three parts: methods of teaching design, with the emphasis on practical activity; historical factors which influence the design process; constructive design in the areas of drafting, metalwork, woodwork and graphic arts. For those who wish to expand their knowledge of design in all its aspects the author gives an extensive list of resource materials. Evaluation of projects designed and manufactured by students is another subject which the author deals with in an enlightening way. The book itself is well bound and printed on good quality paper that lends itself to clear illustrations, of which there are many.—W.J.P.L.

## PRIMARY

*Basic Reading*, by Glenn McCracken and Charles Walcutt. Lippincott, Philadelphia. Preprimer, Primer, Grade 1-Level 1, Grade 1-Level 2, and four accompanying workbooks.

These readers present a highly controversial approach to reading and complete acceptance for classroom use would have to depend upon research results and philosophic agreement with the authors. They claim that if the program is followed for a 'few years,' the child will be reading and understanding 'hundreds and hundreds of words which he may never use or hear until he is attending lectures in college.' But such an extensive vocabulary for an elementary student seems rather a questionable goal.

The readers contain lists of similar sounding words, stories and poems. The level of difficulty is stated as Grade 1, but appears to be much higher because of the two thousand words presented. The authors assert that word-unlocking must come before meaning, with the result that

many of the beginning stories seem to be stilted tongue-twisters. The illustrations are humorous, thought-provoking, and colored. The workbooks stress word sounds, auditory discrimination, vocabulary, and language skills. The manuals present complete lesson plans, as well as enrichment activities.

The primary uses of this series appear to be for supplementing the regular phonetic program, for supplementing the regular reading program and for use with particular children having an auditory approach to reading.—K.C.

*A Lot of Things in the Toy-Cupboard, A Lot of Things in the Garden, A Lot of Things in the Hand-Bag, and A Lot of Things in the Kitchen*, by Jenny Taylor and Terry Ingleby. Clarke, Irwin, Toronto, 1963. Illus. 40c each

This is a delightful, brightly colored little series of picture books with just enough vocabulary to challenge the primary child. Things pictured in the toy-cupboard include a teddy bear, a drum, an engine, a ball, a trumpet, a cart and a rocking-horse—all familiar to any preschool or first grade child. Things in the garden, named as Father's, are a spade, packet of seeds, fork, lawn mower, pruning shears, wheelbarrow and a watering can. Grandma's handbag is emptied out to show a purse, key, comb, glasses, handkerchief, 'sweets,' and a ticket. Things in the kitchen begin with a brush for sweeping, then names a 'cooker' (stove), scales, rolling-pin, washing machine, iron, and a kettle.

The print is clear and easily read, words are repeated often enough to be learned but the text is not monotonous. Only in the two last named books does the English vocabulary present a possibility of confusion to Canadian children—'sweets' instead of candy, and 'cooker' instead of stove. Since the books are so well illustrated, a word of explanation from teacher or parent should be sufficient to present these new words. These books would be a good addition to a kindergarten library.—O.J.

## READING and LITERATURE

*Steps to Better Reading, Book 1* by W. Schramm, H. Potell, G. Sprache. Harcourt, Brace and World. \$2.20

Three highly qualified authors present a very attractive programmed text which aims at the improvement of reading skills with emphasis on understanding. It instructs the student in the best methods of gaining meaning from words, sentences,

THE B. C. TEACHER

**BUSINESS REPLY**

No Postage Stamp Necessary if Mailed in Canada



**POSTAGE WILL BE PAID BY**

**TEACHER PROGRAMME**

**DEPT. JJJ-19**

**BRITANNICA HOUSE**

**151 BLOOR STREET WEST,**

**TORONTO 5, ONTARIO.**





MAIL THIS CARD

**TEACHER PROGRAMME**  
**BRITANNICA HOUSE**  
**151 BLOOR STREET WEST, TORONTO 5, ONTARIO**

Please send me *without obligation* my *free* copy of "Meeting the Challenge of Tomorrow" which pictures and describes the famous Encyclopaedia Britannica and also information about the unique special offer *for teachers only* on Britannica and Temac Programmed Learning.

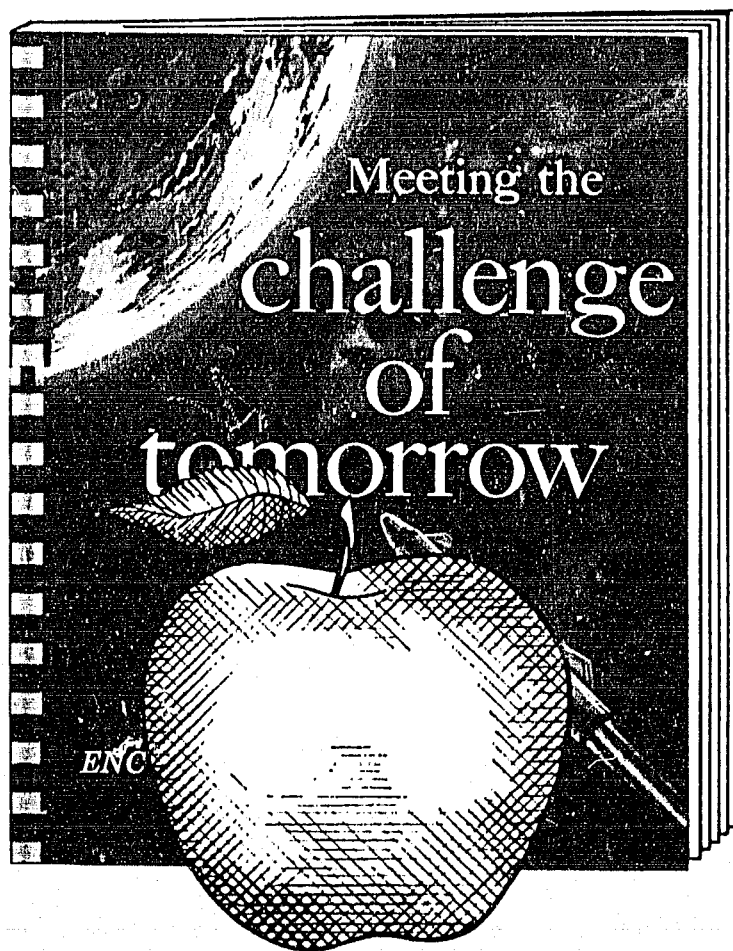
Name \_\_\_\_\_

Home Address \_\_\_\_\_

City & Zone \_\_\_\_\_ County \_\_\_\_\_ Prov. \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

School Address \_\_\_\_\_



*opportunity*  
An ~~Apple~~ for the Teacher!

**FREE! Encyclopaedia Britannica's  
"Meeting the Challenge of Tomorrow"!**

The publishers of Encyclopaedia Britannica are offering, free and without obligation, an exciting new 40-page Preview Booklet. "Meeting the Challenge of Tomorrow" is just off the press. It brings you, in glorious full colour illustrations and lively text, a tantalizing glimpse of the latest revised edition of Britannica—the greatest treasure of knowledge ever published. Teachers will find this booklet a reliable, first-hand source of information about the range and scope of Britannica, and how it can play a vitally important role in a family's everyday life. You'll

also find authoritative documentation of the many benefits and special services available only to owners of the Encyclopaedia Britannica.

This free booklet is to introduce you to Encyclopaedia Britannica's offer for teachers only: almost 50% discount on Encyclopaedia Britannica and Temac Programmed Learning.

To obtain your copy of "Meeting the Challenge of Tomorrow", absolutely free and without obligation—together with information about this special offer—just mail the attached postage-paid reply card; or write to:

**TEACHER PROGRAMME**

BRITANNICA HOUSE, 151 Bloor Street West, Toronto 5.

paragraphs, and finally stories and poems. Although the text is meant to be used with a literature book, *Adventures for Readers*, it could be most useful in any course at the junior secondary level where special work on reading skills is judged advisable. It has a particular advantage in that it can be used with a minimum of help from the teacher.—G.B.

#### Tests for Steps to Better Reading, Book 1.

The tests use the objective-testing techniques of fill-in-the-blank and multiple

choice. They cover the units of the text and test getting meaning of words from structure and context, getting meaning from sentences and paragraphs, and getting meaning from stories and poems. The tests appear adequate and would give both teacher and student a clear indication of progress made.—G.B.

*The Bounty's Boy*, by I. G. Edmonds, McClelland and Stewart, Toronto, 1963. Illus. b & w, \$4.25

Here is a splendid story to read as one follows the movie "Mutiny on the

Bounty." Richard Tinkler was the "boy" in the story, which relates all his experiences with Captain Bligh and his final success serving as a midshipman on the "Isis" during the Napoleonic wars. It is a good story, full of excitement for both old and young readers.—E.G.H.

*Golden Caravan*, by C. L. Bennet and J. F. Swayze, Ryerson and Macmillan Company of Canada, Toronto, 1962. Illus. \$2.90

This is one of the titles of the books known as *Canada Books of Prose and Verse*. There are twelve groups of titles, each containing a mixture of prose and verse selections. The book was first published in 1935 and revised in 1948 and 1962. Many of the poems and verse selections will be familiar to teachers. Each selection is followed by good points for discussion. There is no indication of the age-grade level, but it seems this book should be suitable for Grades 9-10. A good English text for supplementary reading.—E.G.H.

#### SOCIAL STUDIES

*Chance and Challenge, a Concept and Plan for the Development of the Lower Mainland Region*. Lower Mainland Regional Planning Board, New Westminster. 25 pp. Published by Evergreen Press, Vancouver, 1963.

This well-written and well-illustrated booklet certainly stimulates the mind of the reader. It is wonderful to see that so many people have been thinking about the planning of the new cities of the Lower Mainland. Let us hope their dreams will become concrete realities. Chairman W. R. Jack has brought together many good ideas but the reader wonders how these plans may come to pass, considering the complexities of competing projects for the Lower Mainland. In the field of practical politics how can the politicians on all levels be persuaded to support such a grand overall plan? This booklet will be useful for students of Social Studies 32 mainly, but there are sections of the Social Studies 30 and Economics 92 courses where parts of this publication will stimulate interest.—W.D.M.S.

*A New Geography of Canada*, by G. Tomkins, D. Tomkins and N. V. Scarfe. Gage, Toronto, 1963. \$3.25

In recent months we have heard a great deal about the 'new' mathematics with its 'different conceptual approach' to an old subject. In this book we are introduced to a new approach to geography with its emphasis on geographic relationships rather than facts for the sake of facts. This well-illustrated volume shows clearly just why our geographer acquaintances are so enthusiastic about their subject. For students of the junior secondary grades, for whom this book was written, geography can become a much more fascinating subject. For what it is worth, this old history teacher gives this 'new geography' a hearty recommendation.—N.R.S.

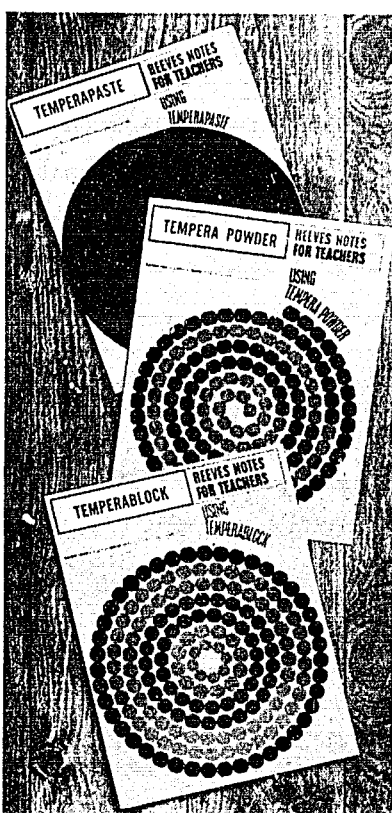
## REEVES colour for creative expression in art education

#### TEMPERABLOCK SETS & TRAYS

Temperablocks (opaque tempera colour in cake form) are always ready for immediate use. Will not deteriorate, always respond readily to wet brush. 27 colours available. Trays stack easily, may be locked together. Suitable for No. 0/No. 1 and No. 2 size blocks.

#### FREE TEACHER'S NOTES

—outline versatility of tempera blocks, paste or powder and suggest approaches to picture making which give children the maximum experience of colour, tone and texture. Write for your free copies to Reeves & Sons (Canada) Ltd., 16 Apex Rd., Toronto 19, or use the coupon below.



To: Reeves & Sons (Canada) Ltd., 16 Apex Road, Toronto 19.  
Please send me REEVES NOTES FOR TEACHERS on using tempera medium.

Name \_\_\_\_\_ School \_\_\_\_\_

Address (Home or School) \_\_\_\_\_



## for Your information

### Exchange to Holland

After discussions between the Canadian Education Association and CTF, it has been decided to make a beginning on extending the teacher exchange program beyond the British Commonwealth and the United States. The first extension will be the exchange of two teachers with the Netherlands for the school year 1965-66.

It is considered important that in the initial trial exchange the two Canadian teachers involved should have a fluent command of the Dutch language. (Should the project prove successful, this will probably not be so essential in the future since it is planned to use Canadian teachers primarily to teach English to Dutch students.) It seems possible that two native-born Dutch teachers serving in Canada could be found, but there are great advantages in using Canadian-born

teachers if at all possible. CTF would like to have the names of any such teachers who might be interested in this exchange.

Teachers wishing to submit their names should write the General Secretary, 1815 West 7th Avenue, Vancouver 9.

### Opportunity in India

The American International School in New Delhi, India, is in need of teachers for the 1964-65 term. The school caters to all grades and is run on the same lines as an American school (which it is). Many of the children of technicians, diplomats, etc., attend the school and they come from all over the world. There are also Indian pupils in attendance. The school has recently moved into modern buildings, of which there are three, well-planned and well-constructed.

Any teacher interested in this teaching situation may obtain fur-

ther information from Mr. Arthur R. Lucas, Food Conservation Division, United Nations Children's Fund, 11 Jor Bagh, New Delhi, India (or at D379 Defence Colony, New Delhi). Mr. Lucas, a UBC graduate, is a member of the Board of Governors for the school.

### WCOTP Publications Available

*Your Friends in France*, the English version of *Vos Amis de France*, is one of a series of children's booklets published by WCOTP as a contribution to improving understanding between children in the East and the West.

The 16-page booklet was prepared in collaboration with the Syndicat National des Institutrices et Instituteurs, a WCOTP member in France, with the technical and financial assistance of Unesco.

A previous volume in this series, *Your Friends in Japan*, is pub-

A THIRD OF A CENTURY OF ACHIEVEMENT

CLARKE, IRWIN  
& COMPANY LIMITED

*Publishers of fine school texts and library books for 33 years*

TORONTO, VANCOUVER

*Suite 505, 1200 West Pender Street, Vancouver 1, B.C.*

## Transfer Opportunities

### INDIAN DAY AND RESIDENTIAL SCHOOLS

Teachers presently employed in the British Columbian School system are invited to investigate the possibility of teaching on transfer with the Indian Affairs Branch while remaining on staff with their present board.

#### For Further Information:

Consult your local Superintendent of Schools or write to the nearest District Superintendent of Indian Schools:

1. Mr. A. W. Ratcliffe, Room 2, 326 Howe Street, Vancouver, B.C.
2. Mr. J. C. Lawrance, Federal Building, 60 Front Street, Nanaimo, B.C.
3. Mr. J. D. MacDonald, Indian Agency, 207 Victoria Street, West, Kamloops, B.C.
4. Mr. J. E. Ingot, Box 912, Prince George, B.C.
5. Mr. V. Jansen, Federal Building, Prince Rupert, B.C.

## INDIAN AFFAIRS BRANCH

Dept. of Citizenship and Immigration

lished in English and French. A third volume, *Your Friends in Scotland*, will soon be available.

Copies of both English and French editions of *Your Friends in France* are available from wcorr, 1227 - 16th Street N.W., Washington, D.C., for 75c each (10 or more copies 50c each). *Your Friends in Japan* is priced at 25c a copy.

### Okanagan Branch of CCT Meets

Miss M. E. Cottingham, vice-president of the Canadian College of Teachers, was guest speaker at a recent meeting of the Okanagan Branch of the Canadian College of Teachers in Kelowna. Her topic was 'Individual Differences—Pupils and Teachers,' based on the couplet from the writings of Lao-Tzu: 'It is wisdom to know others; It is enlightenment to know one's self.' Miss Cottingham also reported on the September meeting of the CCT Council. Mrs. Ruby Lidstone of Enderby is president of the Okanagan Chapter.

### Scholarships and Bursaries

The Canadian Scholarship Trust Foundation, through its National Student Aid Information Service, has published two major indices which list all bursaries and scholarships available to students. The data, not available elsewhere, cover 6,500 student aid programs and 35,000 undergraduate awards covered by these programs.

Information is arranged so that senior students can easily locate their own information. The whole area of student aid is kept under constant review and the material is revised periodically. The cost of compiling the initial data has been paid by industry and the CSR Foundation. The subscription rate of \$10 a year includes 6,500 descriptions, two indices and one three-ring binder. Extra binders are \$2.50 each.

This service should be of value to counsellors in their work with senior students. For information write CSR Foundation, National

Student Aid Information Service, 15 Welland Avenue, St. Catharines, Ont.

### Teaching Materials Available

A guide to *Free and Inexpensive Materials on World Affairs* has been published by the Bureau of Publications, Teachers College, Columbia University, New York, for the large number of librarians, club leaders, teachers, adult study group leaders and others interested in world affairs who want free and inexpensive materials for their work.

The 83-page book, compiled by Leonard S. Kenworthy, includes source material on every region of the world and many individual countries, as well as publications dealing with world affairs from the UN and its specialized agencies and commissions. Copies may be obtained for \$1.10 each in U.S. currency by writing the Teachers College Bureau of Publications.

A handbook on handmade visual materials of value to teachers, the *Multiplier Handbook*, is being made available to wcorr members by the Committee on Audio-Visual Instruction.

The book, which is well-illustrated and contains easy-to-follow instructions for persons with limited resource materials, includes sections on lettering, chalk boards, bulletin boards, charts, posters, silk screen, hand duplicating, models, puppets and exhibits.

Copies of the *Multiplier Handbook* may be obtained by writing Dr. Anna Hyer, Secretary, wcorr Committee on Audio-Visual Instruction, 1227 - 16th Street N.W., Washington, D.C., U.S.A.

### NOTICE TO TEACHERS

Any members of the BCTF who have applied or are interested in applying for teaching positions with the County of Mountain View, Alberta, are asked to contact the Alberta Teachers' Association, 11010-142nd Street, Edmonton.

## YOURS FOR THE ASKING...

*valuable teaching material for your classes*

Use this page as your order form. Mail it (or bring it) to your nearest Commerce branch — or mail to: **The Secretary, Canadian Imperial Bank of Commerce, Head Office, Toronto.** Be sure to enclose your name and address.

- |   |                     |
|---|---------------------|
| 1. Natural Resources Map of Canada (English only) Printed in black and white, 12¼" x 17½", A-36.....  | Quantity Required   |
| 2. Historical Pictures (English only) Size 12" x 14"  |                     |
| (a) "An Early Maritime Fishing Station", A-37   |                     |
| (b) "Early Pioneer Fur Trading Settlement, A-38   |                     |
| (c) "A Mining Camp of the 'Nineties'", A-39   |                     |
| 3. Booklets on agricultural subjects designed for farmers. Found useful for teaching agriculture to Grades 7 and 8, and in Secondary Schools. Illustrated. To obtain our latest Farm Booklet and a Requisition Form listing other titles, check here..... | English      French |
| 4. Banking Forms for Schools. To obtain a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available.....  |                     |

**CANADIAN IMPERIAL  
BANK OF COMMERCE**



## THE KEY TO CIVILIZATION'S PROGRESS. . .

### **TEACHING and PRINTING**

**I**F all knowledge were handed down through generations by means of the spoken word, how far would civilization have progressed? Books, the fount of knowledge for students and teachers alike, would be non-existent.

The part played by the printing crafts to provide this ever-growing store of knowledge, combined with progressive teaching methods, assures the continuing progress of civilization.

*When thinking of books remember— the name "Evergreen" is synonymous with quality printing*



**EVERGREEN PRESS LIMITED**

1070 S.E. MARINE DRIVE • VANCOUVER, B.C. • PHONE FA 5-2231

COMMERCIAL PRINTERS • LITHOGRAPHERS • BOOK MANUFACTURERS

# Teach Science, not Science Fiction

RALPH SHAW

IN A WORLD THAT is rapidly being changed and controlled by scientific and technical advances, few subjects are as erroneously taught and confused with fact and fiction as conservation and the balance of nature. In spite of all that has been done and said about conservation, much of the teaching done in this field has its origin in nursery rhymes and fables, and as such has no place in the science program of the elementary school.

Teachers must accept much of the blame for many of the misconceptions being taught every day in the schools of this province. I have listed in point form a few of the more prevalent misconceptions that are being perpetuated by teachers from Grade 1 up.

1. *Mother Nature.* Who and what is 'Mother Nature'? This one probably arises from the popular series, of animal fables by T. W. Burgess. Regardless of where it comes from, it has no place in conservation or science. To instill in the mind of a child that there is some motherly god-being that looks after all the little birds and animals is a gross violation of the trust given to all professional teachers.

2. *Birds fly south in the winter.* In a broad general way this statement is true for most birds, if we restrict it to a southerly movement. In British Columbia, however some birds fly east and west, and some even migrate north. The blue grouse of the interior does most of

his migrating up and down mountains; however, when he migrates up the mountain in the fall and winter he walks a good portion of the distance.

3. *Squirrels store nuts for the winter.* For this statement to be true for much of the coniferous belt of North America, we must rename the cones of the trees nuts, because there is nothing else that will fit the description of nut. It is also interesting to note that much of a squirrel's diet consists of animal protein in the form of carrion, birds' eggs and young birds at the appropriate season of the year. In some localities hazel nuts are important in a squirrel's diet for a small part of the year, but the hazel nut is not found over much of the range of the red squirrel.

4. *Rabbits turn white in the winter.* This is particularly erroneous; there is no place on this continent or anywhere else where rabbits turn white in winter. The animal that changes color is the snowshoe or varying hare. Hares moult twice a year. The color of each new coat may vary. In many areas only those hares which have alternate white and brown coats have survived. But the hare is not a rabbit; it's a hare! To call a hare a rabbit is analogous to calling a sheep a goat.

5. *Beautiful mother-father-family relationships* that are supposed to exist between deer, bears, cougars, mallards, etc. Because we are human beings we seem to find it necessary to put our emotions into the behavior of animals. This is childlike and foolish.

(a) *Deer*—The buck of the mule-deer assumes no family res-

ponsibilities. The fawn is the first to die in bad winters when food is scarce simply because he is unable to browse and the doe is unable to feed him.

(b) *Bears*—Male bears have been observed killing and eating the young of their own species.

(c) *Mallard Drake*—This beautiful bird of our ponds and lakes is often pictured in the family setting of drake, duck and duckling. In real life this is erroneous because as soon as the duck is well advanced with her incubation of the eggs the drake leaves her to join other drakes, where they form a sort of bachelor group that stays together for the post-nuptial moult. Thus the ducklings never associate with their male parent.

6. *Conservation means complete preservation.* This concept springs from the drastic short term methods that were necessary to save many animals from extinction in the days of Teddy Roosevelt and the great National Parks Movement that swept this continent at that time. It also stems from our own lack of knowledge of basic ecological principles.

It has been amply demonstrated that where such herbivorous animals as elk, deer and moose are given complete protection they quickly eat themselves out of their available food supply and perish by disease and starvation. They will also destroy their habitat beyond its ability to produce food for many years to come. Many of the seriously overbrowsed ranges in Banff National Park are classic examples of this type of misuse. Complete protection is justified to save a species, but this effort must

Mr. Shaw is principal of Beattie School in Kamloops. He has written on conservation and outdoor life in previous issues.



soon be brought into the ecological balance or the species will perish in spite of all efforts.

7. *Some animals are bad*—e.g. wolves, cougars, coyotes, grizzly bears, foxes, etc. This is a combination of the transfer of human emotions to animals and short sighted conflict between grazing interests and natural predators. There is no such thing as a good or bad animal. Some animals may be harmful to man's economic interests, but they are not bad. Indeed, a very good case can be built for the above mentioned animals and the valuable part they play in keeping herbivorous animals within the limits of their food supply. The odd individual is at times harmful out of all proportion, but beyond destroying the individual animal we should not condemn all animals of that species.

8. *Destroy all hawks, owls and eagles* because they kill chickens and birds. As a result of the efforts of enlightened fish and game branches and conservation agencies, these birds are now protected throughout B.C. This information has not yet been completely sold to the public, and the schools are partially to blame. It is high time we realized that all predators, be they insect, bird, or animal, are very valuable members of our natural world.

9. *Bears hibernate.* This is a false

concept. In reality bears sleep, and can be awakened on any cold winter day. This is not true of a hibernating animal, which has a very slow pulse and a greatly decreased body temperature. Few mammals survive hibernation.

10. *Animals can consciously adapt to a change of habitat.* This is entirely false and many a species of animal has become extinct, not because it was shot or killed, but because somebody changed its habitat. Draining of swamps, burning of scrub forests, etc., can have changes so far-reaching that before the effect is realized the damage has already been done. Fish and power dams are another example of this problem. Destroy an animal's habitat and you usually destroy the animal, for he is an intricate part of that habitat and is within the ecological balance of its soil, water and forests.

In closing this article, I would like to quote a definition of conservation from Roderick Haig-Brown's *Living Land*. It is three-fold and I believe the last part is the most important for teachers.

1. Conservation—is faith in the future so that the needs of future peoples are respected.

2. Conservation—is moral and practical restraint to limit immediate self interest.

3. Conservation—is the wisdom and understanding of natural things

that few people take the trouble to learn today.

Some of the things that teachers might do to correct widespread misunderstandings.

1. Less integration with literature and science.

2. Less dependence on encyclopedias for source of information because material in encyclopedias may be in error as a result of recent findings in science.

3. Less dependence on prescribed texts in elementary schools.

4. Emphasis on local situation where first hand knowledge can be gained, e.g., game biologists, fishery biologists.

5. Use of some current and local publications.

(a) Museum — handbooks from Victoria; e.g., Dr. Cowan's *Mammals of B.C.*

(b) *Wildlife Review* by B.C. Government (Department of Recreation and Conservation).

(c) Use of *Animals Magazine*, edited by Armand Denis (weekly publication).

6. Enrollment in Education 309 by extra sessional, summer session or regular winter session at the University of B.C.

Grateful acknowledgement is given to Assistant Professor Fred Gornall of the Faculty of Education, Science Department, UBC for reading this article and suggesting changes where necessary.

## Curriculum Planning

Continued from page 325

Brief mention should be made of the planning in senior programs other than those mentioned. The successful workshop of last summer on vocational education will be reconvened in July. In the fields of vocational commerce, vocational industrial education and vocational service, attention will be paid to the sequence and content of courses at the senior level. In addition, one committee will work in drafting suggestions for the new senior program in fine arts.

This review has touched only the fringe of the matter and does little justice to all the actual work done and in progress. Nor will the finished result, as

it appears in schools, satisfy teachers who like to open a recipe book and follow the directions. Curriculum change involves re-thinking and planning by those in the classroom as well as by those who are responsible for producing the programs of study. There is no easy and simple method of telling teachers how to carry out a change, even if telling them were desirable. With the co-operation of the BCRR and the trustees of the various school districts, we have in recent years done more in-service education than ever before in history, but probably less than is needed. Certainly much still remains to be done.

After all, in the final analysis the curriculum falls or survives on its interpretation by the individual teacher in the classroom.

# The Study Did Not Go Far Enough

DENNIS FRANKLIN

FROM THE SUMMARY in the January issue of the recent study by Mr. Cunningham, it is difficult to know how much detail was investigated and used for this study. But certain limitations of the treatment seem rather obvious. Why, for example, did he limit the study of latecomers to those of thirty years or older in their first teaching appointments? Would not the study have been more informative if it had included all those who, for whatever reason, had not gone directly (i.e. in the next academic year) from university to teaching?

Another limitation is that the study appears to have been concerned only with the teacher-training careers of these people over 30. Is it not as important, if not more so, to evaluate the latecomers in terms of their degrees of success or otherwise in teaching? Necessary evaluations could be obtained from principals and administrators who have had a sufficiently broad experience. Such evaluations might even throw light on the question of whether latecomers have an advantage because of their additional extra-academic experience.

One of the purposes of Mr. Cunningham's study is said to be to ascertain whether there is a potential source of teachers over

the normal entry age, but surely the effort to establish this was quite superfluous. What is needed is a study to show how those who have entered as latecomers compare, in terms of performance, with their younger counterparts. If there is an appreciable advantage (immeasurable statistically but nonetheless recognizable), it is unreasonable to expect to attract such people in the numbers desired if they must all start at the bottom of the salary scale. Late entrants to teaching are not necessarily 'failures' in their original profession. Indeed, many have been very successful but have chosen a career in teaching. I use the word 'chosen' advisedly.

The general principle involved is whether or not experience outside teaching should be recognized as contributing anything substantial to a teacher's ability to teach. Without necessarily advocating any form of 'merit pay' may I suggest that the principle of recognition for 'industrial experience' for latecomers (which is observed in some cases of industrial education teachers) should be explored. Other subjects, if not all, benefit from on-the-job experience, whatever the level. Employers, for instance, are increasingly recogniz-

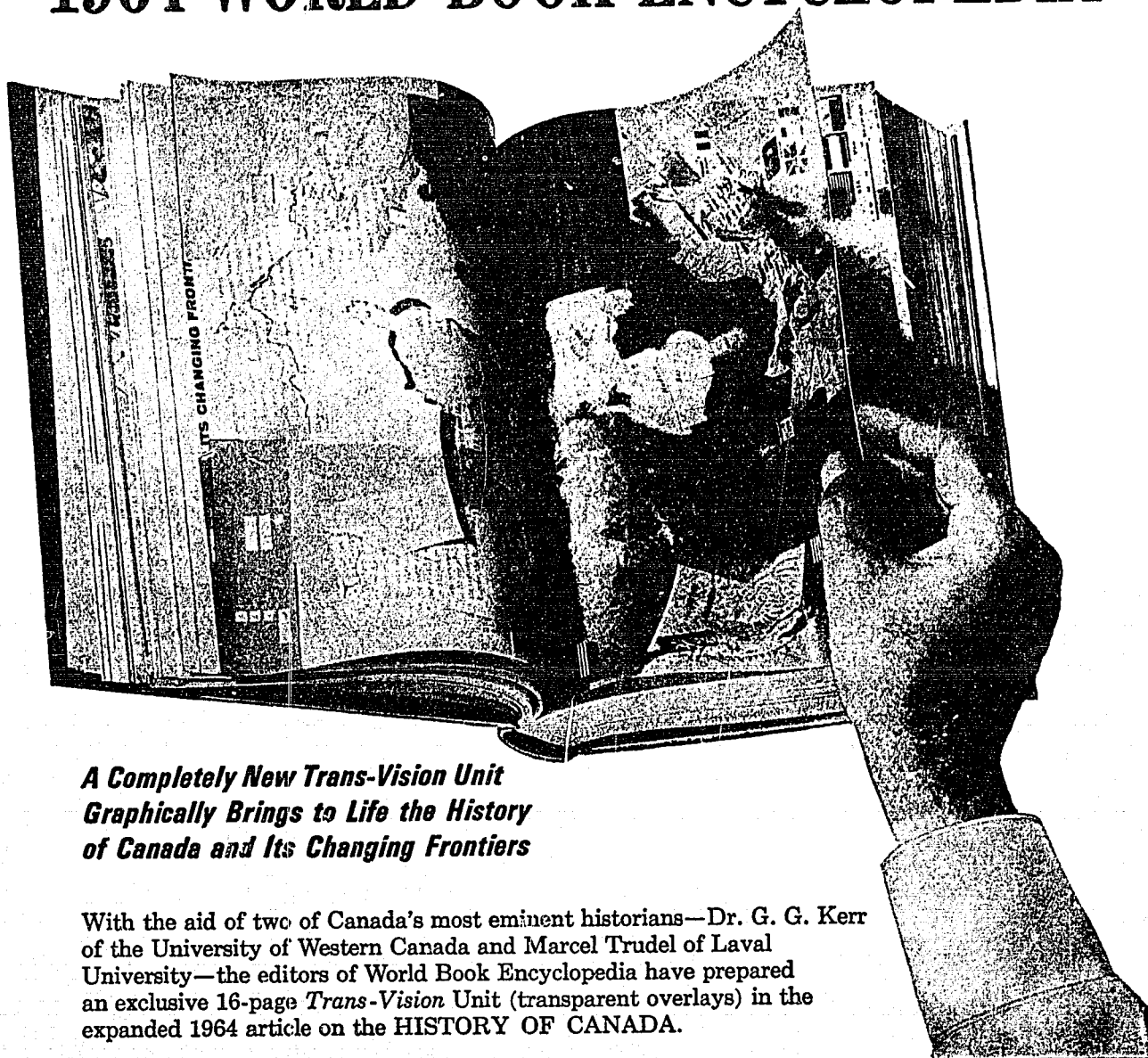
ing that it is desirable for counsellors to have work experience outside schools. While some school boards encourage counsellors to do this, it is usually with the loss of increments for the period away from teaching.

The study in question seems to establish some relationships between the selected group and normal entrants, but there is much more that could and should be investigated. While tapping such a source of teachers is a means of reducing the teacher shortage, it would be valuable to know the caliber of teachers obtainable from this source, compared with those from the normal recruiting centers. Such work would need a different kind of research skill, since it would be concerned with much more subjective and evaluative material. Nevertheless, the results might provide the basis for revising some existing practices for such teachers (financial, teacher-training and others) and it might suggest some worthwhile improvements for their better integration into the teaching profession. After all, the source remains largely untapped.

Mr. Franklin is a teacher in the Burnaby school system.

*Some critics assume that change in teaching is the norm and that retention of any curriculum or teaching procedure more than five years must be justified. Others assume that stability is the norm and any change must be justified. Both views are absolutely correct.—Phi Delta Kappan*

Expanded Coverage of CANADA  
Its History, Its Leaders, and Its Life in the Expanded  
**1964 WORLD BOOK ENCYCLOPEDIA**



***A Completely New Trans-Vision Unit  
Graphically Brings to Life the History  
of Canada and Its Changing Frontiers***

With the aid of two of Canada's most eminent historians—Dr. G. G. Kerr of the University of Western Canada and Marcel Trudel of Laval University—the editors of World Book Encyclopedia have prepared an exclusive 16-page *Trans-Vision Unit* (transparent overlays) in the expanded 1964 article on the HISTORY OF CANADA.

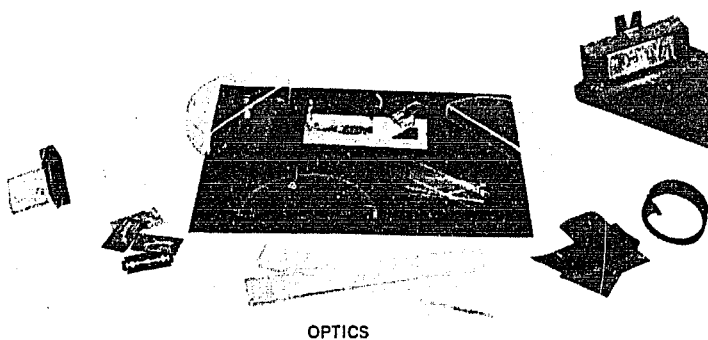
**Enlarged Biographies of Outstanding Prime Ministers Tell the Stories of Canada's Great Leaders**

From Sir John A. MacDonald to Lester B. Pearson, the Expanded 1964 World Book Encyclopedia depicts the dynamic growth of Canada through the lives of its great political leaders.

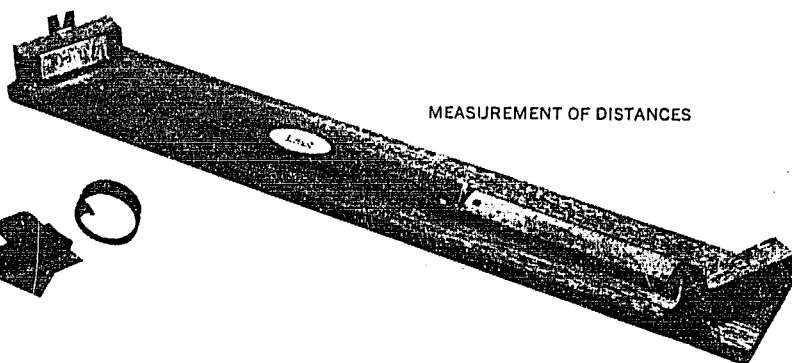
**Hundreds of Other Pages Vividly Present the Life and the Culture of Canada and Its People**

Throughout the 1964 World Book Encyclopedia richly illustrated articles detail Canada's schools, natural resources, industries, economy, geography, and culture.

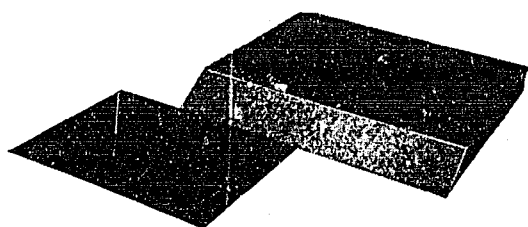
Mr. Kenneth Gibb  
**WORLD BOOK-CHILDCRAFT OF CANADA, LTD.**  
4345 Lougheed Highway at Douglas Road, Burnaby, British Columbia  
CHICAGO • LONDON • ROME • SYDNEY • TORONTO



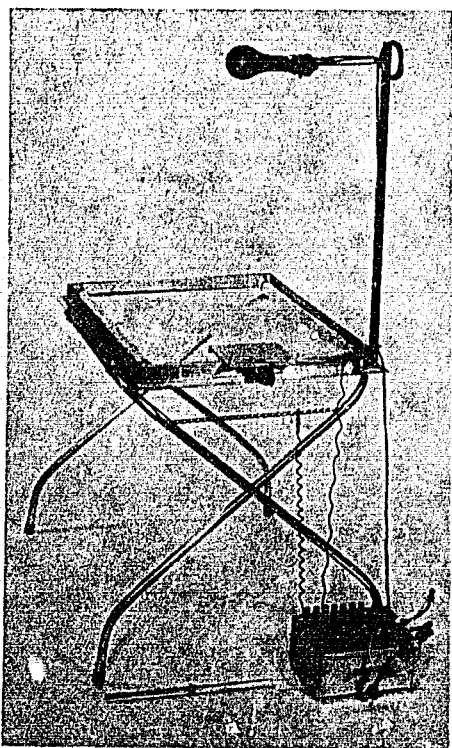
OPTICS



MEASUREMENT OF DISTANCES



REFRACTION OF PARTICLES



RIPPLE TANK

# Physics for B.C.

**COMMENCING 1964**—The B. C. Department of Education is introducing a new Physics Course, designed specifically for B. C. High Schools. (See *Curriculum Circular 4.11.63*).

Stark Electronic Instruments, after extensive discussions with the B.C. Department as to the type of equipment needed, have produced new equipment designed for this course.

Stark is a manufacturer of Educational Aids, made by Canadians—for Canadians.

A complete set of this equipment is now available—4 of the 32 units are illustrated above.

*For complete details, mail the coupon today.*

Please send me complete details about your equipment designed for use with the new B.C. Physics Course.

NAME.....

SCHOOL.....

ADDRESS.....

CITY..... PROV.....

*Better teaching through modern technology*



**STARK ELECTRONIC INSTRUMENTS LTD.  
AJAX, ONTARIO**

*British Columbia Representative, Canadian Electronics Ltd., 971 Richards St., Vancouver 2, B.C.*