the BC teacher

NOVEMBER, 1964

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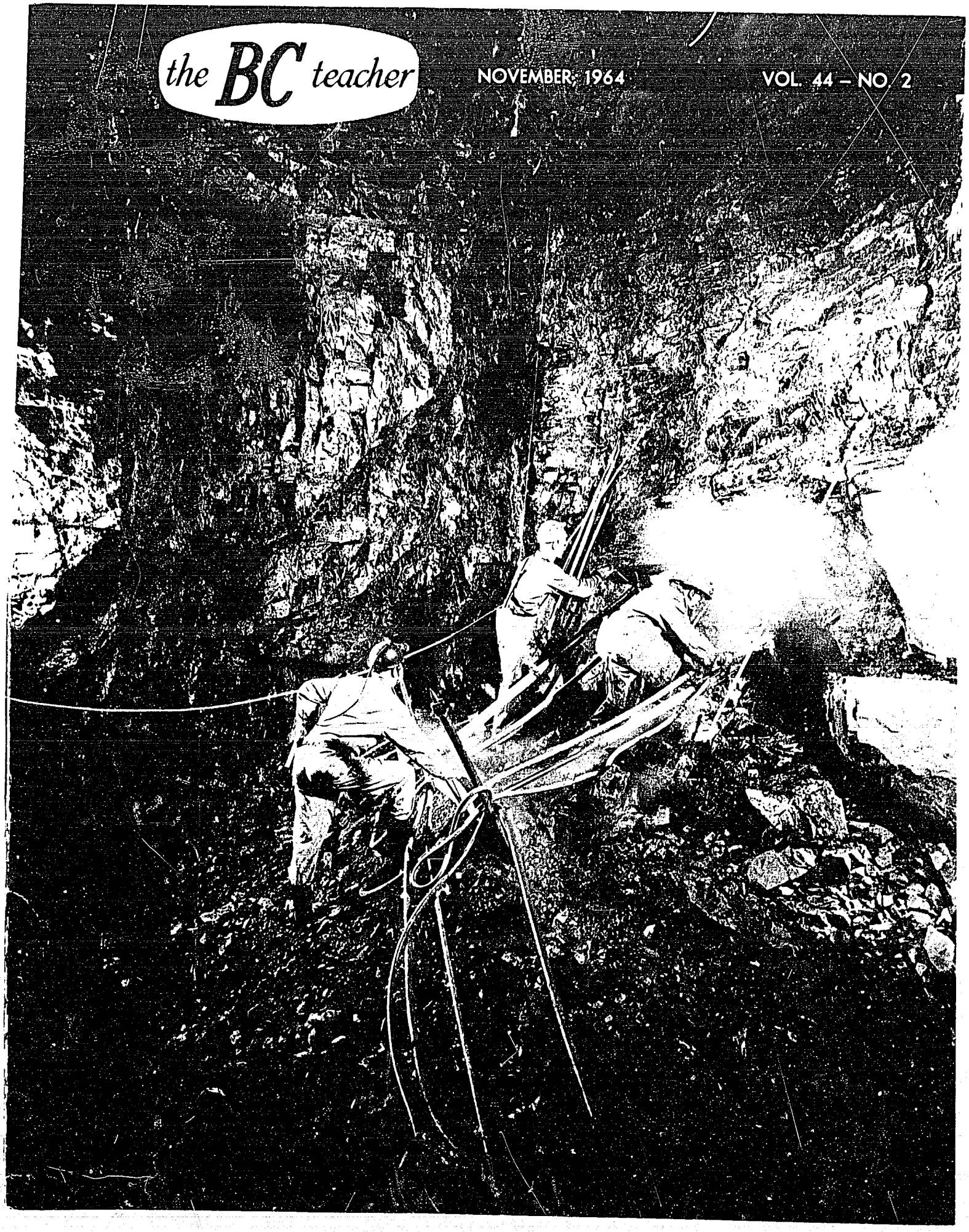

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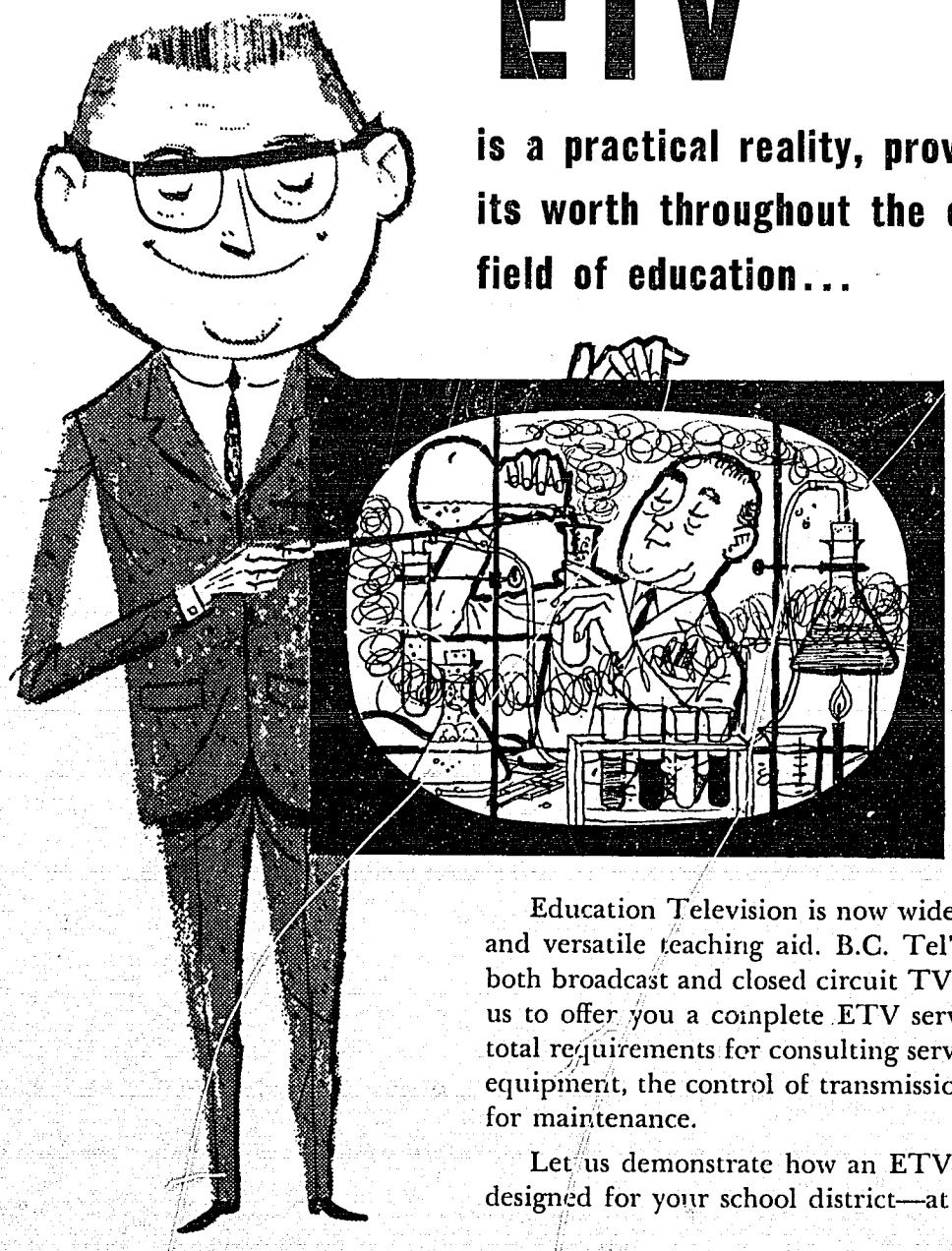

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Our Cover Picture

The picture on the cover of this issue shows a group of miners at work drilling ore underground at the Sullivan Mine at Kimberley. Known as the largest lead-zinc mine in the world, the Sullivan produces 10,000 tons of ore daily. The mine is owned by The Consolidated Mining and Smelting Company, who supplied both the picture and the cover story.

the Editor comments

The Specter of Thought Control

TWO UNRELATED EVENTS last month must cause thinking people some concern. We refer to the banning of a book in Victoria and the outcry in some quarters over the showing on television of an interview with an American nazi.

Both incidents indicated a desire for thought control, and it is this aspect of the events that disturbed us. We do not intend to argue the merits of the specific decisions to ban the book and to show the interview. Rather we're concerned that any individual or group of people should set himself or themselves up as the arbitrary deciders of what is or is not 'right' for the general public.

We are particularly disturbed when elected representatives in a free country get caught up in the let - them - think - what - we - want - them - to - think hysteria. And this is exactly what happened in both cases last month.

Some school trustees and some Members of the Canadian House of Commons identified themselves (probably without realizing it) with the very people they would be the first to abjure—those who would impose a totalitarian government on this country.

One of the most noticeable characteristics of a totalitarian state is the drastic restriction of public information. The inevitable result is control of the thought processes of that state's people. The individuals who supported the book banning or protested the television program would have restricted public information lest the thoughts of Canadians be contaminated—dare we say, lest they think for themselves? We wonder if those people realize how short the distance is between last month's incidents and the loathesome thought control of a dictatorship.

The two displays of hysteria have special significance for teachers. Society tells us to teach young people to think; critical thinking is high on the list of objectives of school systems throughout the free world. Society says it wants its youngsters to be able to weigh varying points of view and to come to their own conclusions, yet far too many people are all too ready to ban points of view they do not like. We call this hypocrisy.

As members of the profession assigned to pass on our country's heritage, we believe it is high time Canadians decided if they really do want youngsters to think for themselves. If they do, they will have to learn the lesson history has taught again and again—nobody can legislate common sense, in politics, in morality, or in any other area.

If Canadian teenagers cannot be trusted to read contemporary books and Canadian adults cannot be trusted to hear extremist political views, we have betrayed the thousands of our countrymen who gave their lives to preserve our country's freedom.□

It is thought, and thought only, that divides right from wrong; it is thought, and thought only, that elevates or degrades human deeds and desires.

—George Moore

If a nation values anything more than freedom, it will lose its freedom.

—W. Somerset Maugham, *Strictly Personal*

Another Win for Bureaucracy?

D. J. S. SMITH

EARLIER THIS YEAR our province witnessed an appalling example of how bureaucracy in government can thwart the desires of citizens.

Last spring the Campbell River School Board decided that, under existing entitlement regulations, classes were too large. So that class size could be reduced, the board decided to submit to the ratepayers a referendum for more classrooms, to house the additional classes which would result from the reduction. The entire cost of the building program would be borne locally.

As required by the Public Schools Act, the board applied to the Minister of Education for approval to submit the referendum. *Approval was refused.*

The only reason given in the Department's letter to the board was that passage of such a by-law would result in a tax rate that would be too high. *Someone sitting in Victoria decided that the citizens of Campbell River could not even be asked if they were prepared to make a financial sacrifice so that their children could be educated in smaller classes.*

By what moral right can a provincial authority, which would not be required to contribute one cent to the improved educational facilities, deny the citizens of any school district the right to decide for themselves whether or not they want a standard of education higher than that provided by the foundation program?

Prior to the Cameron Report in 1947 there were wide disparities in educational standards throughout B.C. The concept of the foundation program was Dr. Cameron's solution. By his recommendation, adopted by the government of that day, each school district was guaranteed the same standard of education, as expressed in financial terms, for the expenditure of the yield of the same tax rate—equal opportunity for equal burden.

If this had been the sole objective, the foundation program would have become both the minimum and the maximum program. But there was another principle in the mind of Dr. Cameron. The public education system, he maintained, would not be well served by centralized control. He therefore invited local authority to exceed the foundation program—at the expense of the local taxpayers. He then added that 'grants must follow practice,' showing that he anticipated that the figures used in calculating the first foundation program would have to be revised. It is interesting to note that in the seventeen years which have passed since Dr. Cameron calculated his foundation program, costs have risen by approximately four times—four times per pupil or per teacher, not four times in total expenditure.

The rise in unit costs is not, of course, due solely to higher prices. It is due, also, to a demand by the citizens of the province for higher educational standards.

One of the reasons why Dr. Cameron set his face against centralized control of education was his firm belief that local school boards would be more sensitive to the demands of citizens for higher educational standards. Therefore, he reasoned, educational expansion should be dependent on a number of independent decisions by local authorities. When these decisions resulted in a universal rise in unit costs, the foundation program would have to be adjusted. Thus, the provincial government would participate in universally accepted decisions.

Between 1946 and 1961 many attempts were made by government to restrict the free flow of expansion. Notable among these restrictions was the approving of budgets. No measures were successful in stopping the quest of the people for a higher standard of education, however, and attempts of this nature have been abandoned. But a new tactic has revealed itself.

The fairest method of calculating educational burden in financial terms is through 'entitlement,' i.e., the number of teachers required to teach the pupils in the various schools of the province. It would not matter if the entitlement formula were not generous, so long as local authorities were permitted to exceed it at will. This right is surely fundamental to the principles established in 1946. The employment of more teachers than the foundation allotment is surely just another way of the boards' exercising their prerogative to spend money at taxpayers' expense. Now that budgets do not have to be scrutinized, the practice is permitted.

BUT

It is all very well to have the right to employ additional teachers at local expense, but it is not too practicable an enterprise if there is no place to put the

Continued on page 85

Mr. Smith is a former chairman of the BCTF Education Finance Committee.

THE QUEST FOR CORPORATE STATUS

J. M. PATON

PART II

THE DEFECTS OF OUR ACHIEVEMENTS

A FULL-LENGTH ARTICLE could easily be written describing and extolling the manner in which the provincial associations of teachers in Canada went from strength to strength in the years following the end of the second world war, making good use of the power and the resources which accrued from statutory membership. The first few years of this period, of course, were a severe testing time for most groups as a result of wartime inflation and a temporarily adequate supply of teachers. The right to negotiate had to be won in many places, and threats of mass resignation and similarly strong pressures had to be used in order to keep salaries in line with the rising cost of living.

As the supply of teachers dwindled in relation to increasing demand, and as the organized teachers gradually won the support of public opinion for their objectives and, in general, for the methods adopted to attain them, fewer complaints were heard about allegedly professional teachers using strong-arm trade union tactics. The teachers' associations themselves, once a reasonable security had been won, began to spend a good proportion of their fee-revenue on professional development, educational research, and on contributions to the overall good of the school system in their respective provinces.

In short, since I propose to be critical rather than laudatory concerning current activities of the organized teaching profession, I must state by way of preface that all the provincial groups about which I know anything at all have reason to be proud of their work in the past ten or twelve years in such fields as economic advancement (which directly improves the quality of the service given by the teachers in the schools), standards of certification, curriculum study and research, and in various types of direct and indirect assistance to colleagues in less privileged parts of the world. This proves, I think, that we have the means, the personnel and the will to do well whatever we deem to be important or vital.

The question now is whether we are doing enough, or doing it well enough, or leaving undone something that is professionally essential. I propose to offer a number of criticisms and to illustrate most of these from personal observation. The reader is warned at the outset not to assume that these criticisms apply with equal force in all provinces, or that there are no exceptions to some of them in particular places. I am writing in the main out of my own experience of fourteen years as General Secretary of the PAPT of Quebec, during which time I had many opportunities to notice how most of the other fifteen provincial groups were tackling their problems.

No Association Philosophy?

The first criticism is a general one, from which the others tend to follow. It is that our associations have not formulated an educational philosophy, and/or have not thought it through in sufficiently specific and realistic terms, to enable them to play the role in the educational power structure of each province that they ought to play, nor to engage fully enough in educational change and reform at both local and provincial levels. I would submit that only by so doing will we be able intelligently and effectively to exercise the powers and responsibilities which statutory membership gave us. This implies a willingness to enter into partnership with provincial and local authorities in the operation of the school system for the public good.

Before our associations can play this partnership role effectively, however, they will have to educate the membership, first to accept the philosophy which gives it meaning and justification, and second, to be mature and patient enough to realize that such a role will frequently mean relinquishing an immediate benefit for a deferred gain. Just as, since Immanuel Kant, it has been a commonplace of personal morality

to state that people should always be treated as ends and never as means, so it might be said that the maturity and soundness of a political entity, or of a collective group like a teachers' organization, increases to the degree to which the same principle informs its thinking and its acting. Just as an 'I-Thou,' or 'otherness' attitude (please note, not 'togetherness') is the measure of maturity in an individual, so a 'We-They' point of view is taken by a mature organization before it adopts a major policy or launches on an important course of action.

Acceptance of the 'We-They' principle would require our associations to conduct their deliberations within a frame of reference much larger than their own welfare. It is true that all of them now have statements of aims in their policy booklets which stress 'the advancement of the cause of education' as well as 'the promotion of the interests of the teaching profession.' But I am afraid many of the groups, possibly all, have been disposed to assume most of the time that what was good for teachers in the view of their associations was *ipso facto* good for education, and so put the collective conscience to rest instead of constantly and persistently searching it.

A Closed Shop?

For example (and this is my second criticism), the general public (referred to hereafter as Joe Doakes) simply is not aware of the teachers' association in his province as an educational agency with an important part to play in the public interest. Most people, therefore, who know anything at all about teacher-board disputes (from the newspapers, for instance) simply conclude that teachers have a closed shop with check-off privileges and a much higher annual wage than trade-union members, i.e., they are a privileged and protected lot. Consequently, when we advocate smaller classes and fewer teaching periods for what we believe to be sound educational reasons, Joe Doakes agrees with the newspaper headline: 'Teachers demand more pay for less work.'

The time has come, I think, for teacher negotiating groups to realize that many recent successes may have been due less to the validity of their objectives and the soundness of their procedures than to the continuing shortage of qualified teachers, particularly in the secondary schools. Salary policies ought to be, but seldom are, part of an association's overall policy for the advancement of education in the school system concerned. Too often we have been concerned solely with economic conditions, the cost of living, with the maximum gain the traffic at the moment will bear, and with such dubious 'principles' as one which seems to be gaining acceptance—that a teacher's salary at the end of twelve or fifteen years ought to be twice his starting salary.

It is true that qualifications have been raised by adding attractive inducements in salary scales for those earning degree status, or better; and no doubt

Dr. Paton is Professor of Education, Ontario College of Education, Toronto.

benefits have accrued to the school system from the creation of more posts of special responsibility, thereby promoting more good teachers without taking them entirely out of the classroom. But—and this is the point—have these policies been part of a study of the whole problem of staffing a school, of which the salary schedule is only one? Very little satisfactory research has yet been done on pupil-teacher ratio, the efficient utilization of staff, the varying needs in certain subject areas for preparation and marking time, the functions of department heads and whether or not they need assistants, the detection and elimination of incompetence, the possibility of using technical and semi-professional personnel to assist professional and senior teachers. Nor do I see why the automatic increment should be sacrosanct, when educational principles suggest it ought to be earned.

A Dodging of Responsibility

My third criticism is an extension of the second. We have left Joe Doakes with the further impression that we are more concerned with reforms which increase our corporate strength than with any which might add to our individual or collective responsibilities. Where leadership is lacking or is indecisive, teacher associations do not vote for direct involvement with activities that are likely to invite criticism from members as well as from laymen. I am thinking of complete or even partial responsibility for curriculum and textbook changes, for reforms in the content and procedures of external examinations, for a controversial change like provision in the school law for cancellation of certificate on grounds of professional incompetence, or for modifications in the regulations governing school hours and vacation periods. Final decisions in most of these areas we have been content to leave to that anonymous entity known as 'The Department,' except when we are advocating a specific and isolated change which commends itself immediately to teachers.

Admittedly, every provincial group of teachers has committees working on curriculum problems, out of which come recommendations that eventually go to the provincial authorities. Too often these are piecemeal efforts, because the association has no philosophy of the curriculum, no overall point of view. It is easier to conduct isolated studies and make individual recommendations, then sit back and grumble at what 'The Department' produces by way of a course of study, than it is to work out an entire program for ourselves. It may be said, of course, that this is the Department's responsibility, not that of the teachers' association. The latter could, however, advocate decentralization of responsibility for curriculum, or at least work for a system of accreditation by which good school systems would have complete

freedom to experiment with courses of study and examinations. School evaluation procedures have changed (and improved?) very little in the past thirty years. It is customary to blame this on university requirements and on the format of the matriculation examinations, but I sometimes wonder if teachers' organizations have not deliberately shied away from this controversial and difficult problem. Yet surely there is no more important project for research and study than the outcomes of teaching that we think are essential enough to be measured at each grade level, and how these can best be evaluated for school record and promotion purposes.

Any Policy on Incompetence?

The fourth point of criticism applies to the field of teacher education and certification, where all teacher groups can certainly point with pride to their persistence in prodding the authorities to raise standards and, at times of critical shortage, to issue temporary permits rather than dilute the regular certificate. It is also a matter of record that the provincial associations of teachers have asked for a larger voice in certification. But I am not aware that any association has a stated policy which makes it clear its members are willing to assume the burdens and the headaches of accepting full responsibility in this area.

For instance, I doubt if our policies on minimum standards for the *permanent* teaching certificate are much in advance of those now in force, or if any teacher group is seriously studying a change of policy in this respect. Moreover, do we know, or are we trying to know, any more about assessing competence and detecting incompetence in teaching than the oft-criticized Departmental Inspector? How many associations (the BCTF is the only one I know of) are spending adequate time and money on a serious study of the whole question of the education and training of teachers? Has research so far provided any valid answers? If not, along what lines should research and study now proceed? In short, if the teachers were to be given tomorrow the full responsibility for future training and certification, would they fall back on the status quo, or would they have a policy to implement, based on study and experience, which their members supported?

At this point it is only fair to recall that, at the present time, two (the BCTF is one) of the sixteen groups we are talking about have devised procedures for identifying incompetents in their ranks and, if they are not capable of improvement, for either persuading them to leave the profession or encouraging school boards not to engage them. And I believe one or two other associations are considering similar procedures. This, however, is not the same thing as expressing a willingness to become involved in and to accept at least partial responsibility for, admissions to the profession in the first place. And yet it is doubtful if any occupational group can attain full professional status in the eyes of Joe Doakes and his like unless it does control entry to its ranks. The first step is to prove we know more about the job than any other group of people, including the Department of Education, and this we organized teachers have not yet done.

No Articulation of Principles?

In other areas of educational planning—school law, regulations, administration problems generally—I believe our associations, in varying degree throughout the country, have failed to create in the public consciousness a corporate image of a body of professional experts in education whose views on current problems will be worth listening to because they are grounded on scholarship, research, and on socially-oriented objectives. When the layman or some specialist group becomes concerned about drop-outs, or slow learners, or handicapped children, about part-time education, or adult and continuing education, we hurriedly look into the matter and prepare a statement; but we have no larger frame of reference into which it can be fitted. I do not suggest that this concept of an overall policy is an easy thing to implement, still less that it must be phrased once for all and never amended. The trouble is that our groups seldom, if ever, get down to the job of articulating principles at all; so that specific policies are prepared and acted upon in isolation. Take, for example, the administrative problem of efficient use of the school plant and of the professional staff. We tend to select the most favorable (to the teacher) items from various school systems we have heard about (Russia's included), and propose for consideration a mélange of what most of our members would like, which no one outside the association takes seriously.

The principal remedy for the situation I have been describing amounts to a change in direction for all our provincial groups, from inward-looking to outward involvement in educational reform at the point of action. How this might be done I shall discuss in my third article. For the moment it might be said that most groups need to develop more fully than they have done their facilities for study and research, even to the point of employing one education officer in central office who would not be burdened with too many routine tasks, but would have time for reading, thinking, planning, and guiding the studies the association decided to undertake. Our associations should also spend more money in future on commissioning studies that ought to be done, simply because they are important to education, and not for any immediate or tangible gain that might accrue to the membership.

A Challenge to Our Magazines

Related to this is the sixth and last comment I wish to make by way of criticism of current activities of our provincial teacher bodies. I would like to see our association magazines become educational journals of

quality and, therefore, shed most of the house journal characteristics they still retain. I have noted a trend recently, which I hope will be continued and accelerated, to print association news, reports, addresses, AGM resolutions, etc., in special bulletins or newsletters instead of in the magazine. There is another trend which is probably inevitable, but which presents our journals with a special challenge, and that is to the formation of specialist associations of teachers, each with its own publication. All this is part of the greater trend toward specialization and the fragmentation of knowledge, which, though it cannot be prevented, can at least be modified to the good of everybody.

Our association magazines have a unique opportunity in this respect to serve their readers and the cause of education, by doing what they can to prevent the creation of too many islands in education which cease to communicate with each other—for example, elementary with secondary school teachers, kindergarten-primary with senior elementary teachers, teachers of mathematics and science with their colleagues in the humanities, shop teachers with academic in vocational schools, administrators with classroom teachers, and so on. We must at all costs maintain the educational dialog among all our members, who surely have in common that they teach children and adolescents, that they are serving society in the same essential ways for the same important ends, and that they are members of the same professional association, which happens to publish the one educational periodical they all receive.

By educational dialog I mean a professional discussion of aims and methods, of children and students, of psychological and sociological problems in education, expressed in terms that should interest and inform intelligent teachers of any school grade level. The magazine's chief aim should be to build bridges of understanding between all the groups I have mentioned and others like them. The need is so vital that magazine budgets should be increased to meet it, in order that articles, reviews of seminal books, and special commentaries may be commissioned from outstanding writers who are authorities in their fields, who have mastered the art of expressing subtleties and profundities both lucidly and interestingly, and who believe in the essential unity of education.

This article has dealt largely with criticisms of our provincial associations, suggesting that, despite many important achievements in the past decade, there is a growing discrepancy between the few stated aims (in very general terms) of our groups, and the powers (with implied responsibilities) which came with statutory membership. This discrepancy amounts to a refusal (perhaps reluctance is the better word) to become directly involved in the administration of education to the end that the school system should be constantly improved in the best interests of the pupils and the public. How this involvement might take place, and what it might entail for teacher associations in Canada, is the subject of the third and last article. □

Project Africa 1964

W. R. LONG

FROM THE BEGINNING LET IT BE CLEAR that CTF's Project Africa is a very worth-while and supremely rewarding scheme. In the countries of tropical Africa the educational task is enormous and any sincere help is much appreciated. We spent only six weeks in Uganda, of which barely four were actual teaching time, yet I feel certain that we achieved something worth-while. I have already had several letters of appreciation from African students who attended the course. One student writes, 'The knowledge that I acquired from all of you will make me long remember you and your country'; another says, 'I appreciate very much everything that the Canadian teachers did for us.' In addition I have also received a letter from the Uganda Ministry of Education indicating that plans are already under way to invite another CTF group in 1965.

What is Project Africa trying to do? As I see it, there are two main aims. First, to do all that is possible to raise the standards of education in the emerging nations of Africa by assisting in the academic improvement of teachers and by aiding in the growth of newly formed teachers' organizations.

Mr. Long, a Kitimat teacher, was leader of the Canadian teachers in Africa last summer.

The Uganda Teachers' Association held a reception in honor of the Canadian Teachers' Federation at Kampala. Shown here (l to r) are R. D. Kiwanuka, Chief Inspector of Schools; Dr. N. Zake, Minister of Education for Uganda; W. R. Long; and J. Aryada, Senior Inspector of Schools.

Second, to demonstrate in a practical way that human sympathies and contacts can bridge all divisions of race, language, creed or politics. The fact that we are a non-political, non-governmental group seems to give us special appeal. We try to work with the Africans and try to provide what they want, not what we think they should have. We try to avoid any attempt to sell the Canadian way of life, or any other ideology for that matter. I find that our ideas and personal opinions are always welcomed and heard with respect and attention, but I see no virtue in forcing our views on our African friends. If our ideas are truly sound, they will take root and thrive on their own merits. It is my considered opinion that Africa today suffers from 'a superfluity of culinary experts'—there are far too many recipes being stirred into the educational broth and not always for the best of reasons. I am afraid that a great deal of so-called 'aid' is for purely material or political ends and not at all sincere in its purposes. I believe also that much of the aid program is misdirected and results from failure to evaluate local needs or to consult local opinion.

Many groups in North America are sending old, discarded texts to Africa. How carefully are these sorted before despatch? I saw hundreds of guidance books for American teenagers which had been sent to an African college for vernacular teachers. Most of our social studies texts are of little use because they reveal sad ignorance of Africa or are very out-of-date. Even story books could be of only moderate value since the situations are often incomprehensible to African children. Carefully chosen English books and modern mathematics books are probably best, or good, practical general science books. Much of the material sent simply accumulates in stores and becomes an embarrassment to everyone except the termites.

The Chief Inspector told me of an 'enormous sum'

We were told that as a result of this experience we would find our lives changed. In many ways that is true. We have been a part, briefly but actually, of a new world differing from our own in background and in outlook. We have felt, again briefly but closely, the vibrant pulse of new nationhood. We have seen a desire for learning that we rarely see among our own young people. We have been able to pool our professional knowledge and experience with fellow teachers of a different race, and we have been accepted as colleagues by those whose race and background and opportunity are vastly different from our own. We cannot help but be changed, and for these changes I am profoundly grateful.

—W. S. Potter, Gibsons, CTF team in Kenya

of money 'given' by America for the purchase of secondary social studies and science textbooks but on the basis that only American textbooks be purchased. Apart from the complete unsuitability of American textbooks for the Uganda program, this backhanded 'aid' simply causes resentment. We saw large and costly buildings for which even the nails had come from the donor country, thus doing nothing for local economy. The upkeep of these 'white elephants' swallowed a disproportionate amount of local funds. This kind of assistance may be productive of fine photographs for the journals of the donor country but is of doubtful value at the receiving end.

Those of us posted to Uganda were very fortunate. We began with a most comfortable flight from London in the magnificent new British VC10 jet. We enjoyed a dawn take-off from Cairo and the subsequent daylight flight along the Nile from Cairo to Lake Victoria was fascinating. We spent about a week settling in and becoming acquainted with the 'Pearl of Africa'—as best we could with press conferences, paid our respects at the Ministry of Education and tried to get some grasp of educational problems in Uganda. John Kisaka of the Uganda Teachers Association, a gifted artist, was our mentor and guide.

Despite its relative wealth, in African terms, Uganda has an alarming number of educational problems. Even in Buganda, the richest kingdom, only about one-fifth of the children can be accommodated in the primary schools. Even if more classrooms were available, the teachers are not; and if the teachers were there, there would be no money to pay their salaries. In fact we were told that even up-grading a proportion of the present teachers would put a severe strain on government funds for salaries. Secondary education is for a very privileged few and secondary fees are high. Even the elementary fees, at $12 per annum, are a strain on families whose cash income rarely reaches $100. (Farm servants are paid about 15 cents a day in rural areas.) Uganda appears to have a reasonable supply of subsistence foods but

'. . . Please come back next year,' was an invitation heard by the Canadian teachers, time and again.

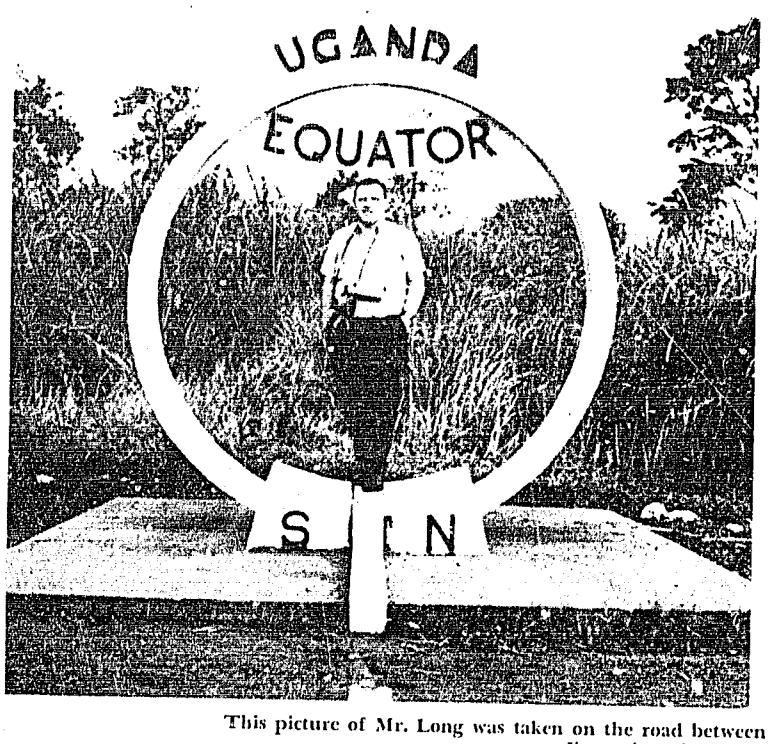
The sincerity of this plea was demonstrated in rather dramatic fashion in Malawi. Joe Mlongoti, president of the Malawi National Teachers' Association, and Gary Nigochi, the secretary, gave up summer vacations to organize trips and social functions, and to help in any way possible. These two officials stood up all night on a crowded bus from Lilongwe to Blantyre, a distance of 200 miles, so they could say 'Goodbye and thank you' when the Canadian teachers left for home.

—CTF report on Project Africa 1964

as the Uganda Tourist Board has it. We found no reason to dispute this title for Uganda is a lovely country. From the splendor of the Nile at the Owen Falls dam to the soaring majesty of the Mountains of the Moon at Kasese, our eyes feasted upon glorious scenery always decorated with a brilliant greenery and flashes of color from tropical shrubs and trees. The climate was nigh perfect—65°F to 75°F most of the time and never too humid. Most mornings we had to wear jackets or sweaters. We had one or two extremely noisy and dramatic thunderstorms, but these only served to spice our appreciation. As for the wild life in the Queen Elizabeth Park—it defies description. We greatly enjoyed the sight of two large elephants searching for discarded banana leaves among the huts behind Mweya Safari Lodge. Unfortunately we missed the lions in the trees!

But we were not merely tourists—these are not always a welcome sight. Why do so many tourists behave so badly? Would you welcome the complete stranger who walks into your yard to thrust a camera into your family privacy? We visited schools, coped there seems to be a lack of cash. The land-locked location makes the growth of export trade difficult and many of the cash industries are foreign-owned. Rural schools are usually a series of mud (sometimes local brick) classrooms with earthen floors and no lockable doors, windows or cupboards. Children may walk miles and, on the rainy days common in an equatorial climate, may arrive tired and muddy. There being no adequate 'clean-up' facilities, the rest of the day may be imagined. Yet we saw some good schools and good teaching and some of the secondary boarding schools are excellent by any standards. The Kings College at Budo, for example, has excellent accommodation—including a properly designed and equipped geography room which made me green with envy—a beautiful new chapel and very fine and spacious playing fields lined with graceful trees. The quality of education was in keeping with the surroundings. These facilities exist for only a few students and Uganda may be buying trouble by creating an elite of favored educated people.

In our course we had regular classes six hours each



This picture of Mr. Long was taken on the road between Kampala and Masaka.

day and six days each week, beginning at 8 a.m. Six Canadians on the staff were assisted by two Ugandans, three Britons, and a New Zealander. The Director of the Course was a Ugandan, Mr. Sera Lugumba, headmaster of Makerere College Secondary School and a most able administrator. From B.C. came Hazel Huckvale of Williams Lake, Hugh Herbisen of Argenta and myself. Gordon Frew and Syd Potter were with another CTF team in Kenya and Dick Hibberd was in Malawi.

In Uganda we had 200 students, all of them elementary teachers, some of them headmasters. About one-tenth were women. The students had either six or eight years of schooling plus about two years of teacher training. Obviously, with this flimsy academic background, they had frequent large gaps in their subject knowledge and many misconceptions. Also, as is usual with undereducated or miseducated people, there was definite evidence of rote learning. We very soon found, however, that such weaknesses as they had were definitely due to lack of opportunity and not to any lack of intelligence. In fact, we had an encouraging number of very bright students. We also developed a healthy respect for the ability of several of the Ugandans with whom we were associated. The students were extremely anxious to get what they could from us and our 'free' periods were spent in a series of informal tutorials. Hazel Huckvale scoured Kampala for teaching materials and produced excellent results in her classroom. Hugh Herbisen had a wonderful time with his musical evenings despite frustrations with recording. Our evening lectures covered a wide range of subjects from teachers' organizations in Canada to the operations of UNESCO.

A delightful variety was provided by the Asians in the Uganda scene. Madhu Thaker and Wilfred d'Sousa were always able to find time to look after us. Madhu, who is an M. Ed. from the University of Colorado, comes from Kathiawar and is principal of a large elementary school. He and his charming wife provided memorable hospitality, including a wonderful curry supper followed by a demonstration of Indian dancing by their daughter Pragati. Wilfred teaches English at the Makerere Institute of Education. He was a wartime Spitfire pilot in the Indian Air Force and knew some of my RAF colleagues. He is a Goan but was born in Uganda. Another excellent evening was spent in an African village as guests of Mr. Kakande-Gava, headmaster of a Muslim school. Here we were garlanded, feted and entertained in true African style and provided with a typical Baganda meal of matoke, cassava, coco-yam, eggs boiled in banana leaves, groundnut sauce and other goodies. The board literally groaned! We also, it seemed, were introduced to all of the adults and most of the children in the village. Most impressive was the absolutely sincere display of good manners by our hosts. I think we all came away with the feeling that a lot of our so-called manners are mere social hypocrisy.

New Africa Impresses Canadians

The main problem in describing Project Africa is deciding when to stop—I could go on for ages. Perhaps, though, I should re-emphasize the rewarding nature of the whole experience. By no means the least value derived from the fact that we all return with a completely revised opinion of Africa and we bring back a great deal more knowledge than we take out. I am sure we were all impressed by the vitality of the new Africa and we saw many very modern educational ideas being put into practice.

Our Western society has become disagreeably complacent. Our preoccupation with material things and with what we are pleased to call sporting and cultural activities has caused us to lose sight of reality. I feel certain that the new nations hold a great challenge for us. It is easy to find fault with them and with their many errors, especially from a comfortable distance away from their problems. Nor are we always sufficiently aware of the dubious nature of much popular 'information' about Africa. It could be that the new nations will end up by teaching us a great deal about our own shortcomings.

With luck we may one day come to realize that living human beings are always more important than political slogans and ideologies and that one of the greatest values of humanity lies in its rich variety.□

A Terrible Mistake

W. R. GLEN

IN THE MARCH 1964 ISSUE Dr. Paton pointed up the need for a continuing dialog to clarify the aims of Canadian education. He noted that the federal government's recognition of our inadequacies was indicated by its readiness to pour dollars into the breach. Our provincial government has indicated its awareness of a crisis and has moved energetically to fulfil our needs. No less encouraging has been the response of private agencies and individuals. The private citizen, therefore, may feel the situation is well in hand. As a taxpayer he has been asked to give, and give generously. He has been rewarded by the sight of a multiplicity of new facilities extant and projected. By 1970 British Columbia will have four universities where there was one before; it will have an institute of technology; it will have a bevy of regional and school district colleges, and it will have a batch of vocational schools.

Alas, it may come as a distinct shock to the taxpayer that many educators, perhaps a majority, have deep misgivings about one critical aspect of this program. They consider that although this frenetic activity must represent a near-optimum outpouring of wealth and energies, it seems likely to produce something far less than optimum results—and for a reason opposite to the aimlessness mentioned by Dr. Paton. Rather, they see where this program is taking us, and they do not like the destination.

I refer specifically to the philosophy that plans the vocational schools as separate entities from the community colleges. Like the army whose boast is that it never retreats, B.C.'s vocational education program faces resolutely to the front—and marches steadily backward into the past. For there is an assumption implicit in this program that inevitably stamps it as retrograde. This is the Platonic assumption (circa 400 BC) of the duality of body and mind, out of which spins the bias that vocational studies of a certain order should be separate from the so-called academic studies—in actuality, vocational studies of a different order. This poses an obligation of continued dissent on those who are aware of the fatal implications of this rigid, restrictive, retrogressive and false philosophy.

I say fatal, because the advocates of this philosophy (whose subconscious definition of their own role appears to be that of exercising the prerogatives of Plato's philosopher-kings) define educational success largely in terms of verbalistic and highly intellectualized capacities. This, in effect, denies success to the majority of learners who, by any criteria, fall into average and below average categories. Once this philosophy is made manifest in the form of segregated, multi-million dollar vocational plants, the possibility of creating an enlightened educational system will be lost for many a decade. It is no consolation that these imposing shells, these hollow places for hollow men, will stand as monuments to the lack of insight of their creators—for they will stand equally as monuments to the inertia of those who see the better way, but fail to make their voices heard.

There are at least three ways in which this misguided policy will operate to inhibit optimum results from the educational process. First, it ignores the fundamental needs of youth for social interaction, for participation and acceptance, by segregating the young vocational prospect from his peer group. As Symonds puts it, 'Psychology would teach that the *motives for most human learning reside in the interpersonal relationship*, for it is acceptance and approval that human beings most crave. It is so easy for educators to project the focus of the educational process out there—into the activity, the subject matter—and fail to recognize that these do not of themselves have dynamic potency.'[1] Our current philosophy aims to stamp vocational pursuits of a certain order as a separate class of learning. Bruner says that '. . . intellectual activity is everywhere the same, whether at the frontier of knowledge or in a third grade classroom.'[2] If the current philosophy prevails, therefore, the result will be that its victims will interpret being directed to 'vocational studies' as a form of punishment for being unsuccessful at 'academic studies.' Thus large numbers of bright young people who should be taking honest pride in vocational studies, and who would be if they were under the aegis of a community college, will respond with the silent boycott. The result: frustration on the part of youth, loss of good artisans by society, and a harvest of anti-intellectualism by the universities.

The author teaches at John Oliver Senior Secondary School, Vancouver.

That there is a hierarchy in the levels of abstraction in learning few would deny. Should this be used to establish and justify a privileged position for those in our society with a particular kind of education? The records of history indicate the strong temptation man has to convert current social advantage into hereditary privilege. Is it reasonable to argue, on the one hand, that there is a category of learning that transcends all others in significance and worth, and on the other, to deny any association with it to the majority of the future citizens of our society? Is it just? Placing the vocational student in a segregated institution on the basis of certain philosophical assumptions is hitting him where he lives while denying him consideration of these assumptions. It thus negates the democratic principle of equality of opportunity.

Second, a crucial point made by Hook, it 'bypasses the great problem of integrating cultural and vocational (or professional) studies *on all levels* from the time the latter are introduced. Such an integration is necessary if society is to avoid the evil of producing, on one side, technicians who are blind to the larger ideals and social contexts which should control the application of science and mechanical skills, and, on the other, specialists in 'culture,' predominantly of a literal or verbal type, who regard the workaday world as alien soil in which sustaining moral values cannot take root.'[3] A society whose operant philosophy of education attaches different values to separate orders of learning—a transcendental value to book learning, and a merely incidental and relatively inconsequential value to the learnings of the artisan, has produced a working recipe for a schizophrenic culture. Surely it is ludicrous to have to make the point that the hands possess no mystic learnings independent of mental processes. The old, mechanistic, reflex-arc theory involved in the notion that the manipulative skills of the artisan involve no thinking is as fallacious as it is libelous. Actually, there *is* a certain humorous irony apparent in this bias. If the reflective thinking process is interpreted in terms of problem-solving—i.e., that man thinks only when he is confronted with a problem and ceases when the problem is resolved—then the artisan working in the technology of our day, making his continuous discriminations and judgments, and occasionally creating his own unique solution to a problem, may actually be doing more 'thinking' than a college professor who confines his mental labors to a mechanical recitation of the ideas of other men, for in the taxonomy of cognitive processes, simple recall represents the lowest order. The exponential increase in technical knowledge has become a favorite point with after-dinner speakers. They are often less quick to point out two salient implications: (1) the mechanic of today should know as much as the engineer of two decades ago in order to do justice to the job, and (2) when he is successful, society must honor him for it.

Third, under this philosophy, the educational system abrogates one of its primary functions as an instrument of a democratic society—the performance of an integrative role among all of its citizens. The educational process has but one central aim: to create a successful citizen in a working democracy. There is eloquent testimony that the work of the intellectual and of the artisan represent complementary ends of the same scale—the fact that the former takes his economic rewards in terms of the products of the latter. In other words, the intellectual prefers as a reward such things as food, clothing, housing and an automobile, rather than his own product, say, a bale of doctoral dissertations.

Sound Education Increases Differences

These comments are not made with implications of levelling. There is no claim here to equality of capacities. Algebra teaches that only likes can be equated, not unlikes, and J. P. Guilford[4] has indicated that there are at least 120 different kinds of testable ability that can be differentiated by content, product, and operation. Educators are aware not only that individual differences create diversity in the achievements of learners, but that sound education operates to increase the range of differences. It is recognized, for example, (without implying infallibility) that when leadership is involved, a Winston Churchill is worth a round dozen of the next level in the scale. What is insisted on, however, is recognition of an equality of need in our society—the equal need of the poet, painter, plumber, risk-taker and frontier thinker to achieve a meaningful and honored success. Our educational philosophy must recognize a scale in the order of achievement while repudiating a dichotomy of knowledge.

Certainly it is not too late to set ourselves on the better path. The very belief that the academicians hold regarding the paramountcy of academic education is an argument in their own terms of reference for giving vocational education within the context of the community college, in order that all young men and women may receive its benefits. As the accelerating pace of change confronts society with a continuous crisis of adjustment, it will need the best ideas of all of its creative thinkers. These ideas, however, will be of little avail in a divided society with no sense of a common identity. The golden key to a society unified in spite of its diversities is a philosophy of education that sees things whole. Neither man nor society can endure half-slave and half-free. The call is, therefore, 'Needed: a philosophy of education that unites *all* educational experience.'□

1 Percival M. Symonds, *What Education Has to Learn From Psychology*. Columbia University: Bureau of Publications, Teachers College, 1964. p. 9.

2 Jerome S. Bruner, *The Process of Education*. New York: Random House Inc., 1960. p. 14.

3 Sidney Hook, *Education For Modern Man*. New York: The Dial Press, 1946. p. 229.

4 Leona E Tyler, *Tests and Measurements*. Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1963. p. 61.

Making History Live

GORDON R. BATHO

I will tell you, Gentlemen, what has been the practical error of the last twenty years,—not to load the memory of the student with a mass of undigested knowledge, but to force upon him so much that he has rejected all . . . All things are now to be learned at once, not first one thing, then another, not one well, but many badly. Learning is to be without exertion, without attention, without toil; without grounding, without advance, without finishing. There is to be nothing individual in it; and this, forsooth, is the wonder of the age.

THESE WORDS OF Cardinal J. H. Newman were composed in 1852 to describe the state of university education in Europe at that time, but they have an ominous relevance for anyone reflecting upon the condition of the teaching of history in school in the 1960's.

The desiccated nature of so much history teaching at the present time, with its emphasis upon memorization and upon impossibly broad surveys, is a luxury we can little afford. The traditional history lesson, as its victims know only too well, does little or nothing to make the past real and alive (and therefore meaningful), to stimulate the imagination, to train the pupils to question evidence, or to inculcate that perception which Newman rightly held to be fundamental to true learning. Yet it may be said without exaggeration that the survival of democracy depends on teaching the rising generation to think critically for themselves, to appreciate what is worth-while in their heritage, and to discriminate between the genuine and the spurious. The scientific revolution of the eighteenth century in Britain was accomplished largely by the co-operation of a handful of men of genius with a few men of unusual business acumen. The scientific revolution of the twentieth century is being accomplished not by the few but by the many, by the combined efforts of large numbers of highly skilled men. The scientific revolution of the twenty-first century will have an imperative need for trained, questing minds.

History has a vital part to play in meeting this challenge to our society, for there is nothing abstruse and nothing impractical about its study. As the German historian Mommsen put it as long ago as 1874, 'Every thinking man generally is a seeker after sources and a pragmatic historian. You have to be both in order to understand any event that takes place before your eyes. Every business man who handles a complicated transaction, every lawyer who studies a case, is a seeker after sources and a pragmatic historian.' The distinguishing feature of history is not the age of the evidence to be studied but the nature of that evidence, the fact that it cannot be studied directly. The evidence, therefore, cannot speak for itself—it needs an interpreter. Every man, as Carl

Becker has reminded us, must be his own historian.

Probably few teachers of history will quarrel with these high-sounding principles or deny the truth of the implications made above. Probably, too, most readers by now are assembling some barbed comments for the ear of the author and asking themselves how the conscientious teacher, faced with overlarge classes, overcrowded curricula, and overly-objective examinations, may be expected to do more than is already being done. By himself, the answer is undoubtedly little. But with help there is no question that much could be done. The problem of overlarge classes is a widespread and persistent thorn in the flesh of the teaching profession, but the increasing recognition of the obstacle which it presents to effective education at any level gives hope of its resolution in the foreseeable future. The problems of overcrowded curricula and overly-objective examinations are matters for more frontal attacks by teachers themselves. Considerable freedom of choice already exists within the prescribed curricula, though less use is made of that freedom than one might hope. It is the prerogative of a teacher, as a professional person, to decide how he may best present material to his pupils, just as it is his clear duty to give them the best of which he is capable. As the general level of competence in the profession rises with the increased opportunities for adequate training, the confidence of teachers in their own expertise will lead to a more vigorous defence of this prerogative and equally the confidence of administrators and of parents in the teaching profession will bring about a more ready acceptance of it.

There is no panacea for the emancipation of teachers from the difficulties which at present beset them practically everywhere in the world, and there is no panacea for the effective teaching of history. Teaching must necessarily be in large measure a pragmatic craft and is essentially an individualistic vocation. However, one way of teaching history which has been found to have a wide measure of success in the hands of many teachers, and which conforms to the thinking of many professional historians, educational psychologists, and classroom practitioners alike, is the source method by which children are introduced to the raw materials of the subject.

The source method does not imply the conversion of students in school into research historians any more than practical work in the sciences implies the conversion of schoolboys into inventors or discoverers. It is based on humbler premises than this. The method should enable the student, with appropriate guidance and encouragement from his teacher, to gain the rudiments of historical thinking, to catch something of the spirit and color of a past age, and to make, at his own level and pace, his own discoveries based on his own questions and his own study. In other words, to the advocates of the source method didacticism and rote-learning are anathema, the active participation of the student is essential, and the teacher's role is to inspire rather than to instruct.

There is, of course, nothing new in this. Sourcebooks containing extracts from contemporary records have been available in numbers on most aspects of history for decades, and there has been a positive proliferation of them, particularly in America, in the last twenty years. The College of Education at UBC has been most active in advocating inductive learning, as the merest glance at Professor Frank Hardwick's *The Teaching of History and Geography* (Gage, 1964) will amply demonstrate But it is one thing to see historical records behind the glass of a museum showcase, projected on a screen for an ephemeral moment, or transposed to the cold type of a printed book or a mimeographed sheet; it is another, and infinitely more rewarding, experience to handle a copy as nearly as possible like the original—the same size and bearing the same blemishes—and it is still better to be able to savor its atmosphere at leisure, to examine it in detail, and by extracting information from it to reach one's own conclusions as to the truth of the past. Many individual teachers have given their students this experience by obtaining copies of historical documents from archive repositories, a number of newspapers have made reprints of early issues available to schools, and commercially-produced folders of reproductions of contemporary paintings and records on aspects of British history have recently appeared on the market.

Classroom Sets Available

The generous co-operation of a large number of teachers, educational authorities, and commercial firms has now made possible the production of twenty sets of teaching materials of this kind on a subject of British Columbian history which is central to any consideration of the history or geography of the province and which affords an excellent illustration of the opening of the frontier in Western America—the Cariboo Wagon Road. The sets, known as 'archive teaching units,' will be distributed to teachers through the Provincial Division of Visual Education, 1722 West Broadway, Vancouver 9, and to teachers in their areas through the Vancouver and North Vancouver School Boards. Requests for purchase or loan outside the province should be addressed to Professor F. C. Hardwick, Chairman, Social Studies Department, College of Education, UBC, Vancouver 8.

Each set contains forty copies of all items which are intended for student use, to ensure that every student in the class may have a copy on his desk. The materials have been deliberately chosen to give as comprehensive a survey of the subject as possible from sources of a wide range of difficulty and type. It is the responsibility of the teacher to decide which items are appropriate to his immediate purpose and to his particular class; an archive teaching unit is not

an attempt to provide a ready-made lesson or to accelerate the learning process—this is not instant history! It is hoped, however, that the provision of first-class copies of first-hand materials will greatly facilitate the teacher's task and that the variety of sources incorporated in the unit will add to the students' interest. Two items in the unit are specifically supplied for the teacher—a bulletin sheet of acknowledgments, references, and contents, and an introductory booklet to the history of the Cariboo Road, complete with a bibliography.

The materials in the archive teaching unit for the use of the students, as the teacher's discretion may determine, include an electronic-stencilled map of the Road which is the only non-returnable item for borrowers. It is hoped that this may find its way into students' exercise-books to illustrate the all-important follow-up exercises. There are only two other items in the unit which are not strictly contemporary with the period under review—the ten years from the foundation of the province in 1858 to the burning of Barkerville in 1868. A beautiful four-color reproduction of Rex Woods' study of the Cariboo Wagon Road in the Confederation Life collection of Canadian historical paintings, included by courtesy of Confederation Life Association, should provide a good opportunity for inductive learning by a critical analysis of an outstanding teaching picture. Philip J. Thomas has contributed a tape of modern renderings of six authentic folk-songs with brief, expository links which tells the story of the Road very effectively in less than twenty minutes; an accompanying songbook gives the full text of the tape, the musical notations of the songs and, incidentally, a cover taken from a contemporary cartoon. Teachers of music as well as teachers of history will certainly find these items of value.

Materials Are Contemporary

Among the contemporary items in the unit is a black and white reproduction of C. Fulton's photograph of the Cameron and Company shaft at Camerontown in August 1863, showing the physical appearance of some of the pioneers as well as of typical workings. Two items are in manuscript—the extracts from the report of a gold commissioner to the acting Colonial Secretary, which will be found to be, in the recipient's words, 'replete with valuable information,' and the extracts from the diary and accounts of 'Captain' John Evans, one of the many less fortunate miners of the era. Two dodgers from the period provide a touch of humor—'The Frazer River Thermometer' of July 1858, by its border of caricatures of the stages of the prevailing gold fever, and the handbill giving details of a 'high-toned and elegant route to Caribool' by its pregnant sarcasm. The other three items illustrate the validity of Dominion Archivist Dr. W. Kaye Lamb's recent comment: 'Events, opinions, the temper of the times—

Mr. Batho, University of Sheffield, England, was Visiting Lecturer in the Faculty of Education, UBC, last year.

all these are reflected more completely in the pages of newspapers than in any other single source of information.' A page from the March 11, 1863 *British Columbian* contains an editorial by the fiery John Robson which provides a salutory shock for those who have thought of Judge Begbie only in terms of the conventional portrayal of the instrument of British justice in the province. The advertisements, which include one by the photographer, C. Fulton, form a revealing kaleidoscope of the social life of the period. No study of the Cariboo Road would be complete without a reference to James Anderson's *Sawney's Letters* which contain such graphic descriptions of the miners' life, and one of the two extracts from the *Cariboo Sentinel* gives, in the occasionally blurred print of the time, the full text of two of the poems.

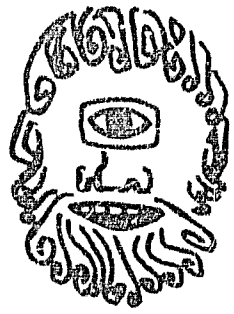
To supplement this set of materials, the Director of Visual Education, J. R. Pollock, is arranging to add to his resources a short color and sound film of the reconstruction of Barnard's Express Coach journey into the Cariboo, which formed part of the celebrations of B.C.'s centenary in 1958.

Flexibility of Use Retained

The teaching unit has been prepared to retain the greatest flexibility of use. The introductory booklet for teachers, for example, with its three-color cover of a Frey painting of an incident with Indians along the Road, may be used independently of the unit and is likely to interest the general public. This type of kit has been found valuable in adult and in teacher education in the United Kingdom and in many other parts of the world. Elementary pupils will probably be able to use the pictures with as much advantage as secondary students, but students in Grades 8 and 11 who study local history, will probably use the unit most.

As with any other teaching aid, the effectiveness of an archive teaching unit depends largely upon its proper and imaginative use by the teacher. It is hoped that, with the help of these materials, many of the issues which determined the establishment of the province will become meaningful to students and something of the interest of the subject will be conveyed. Experience in Britain has shown that it is far from true that academically-inclined children gain the greatest benefit from such first-hand study as an archive teaching unit permits; the intellectual curiosity of the less able child is often aroused (with lasting advantage to his general education) by some detail which sparks a previously unrevealed desire for knowledge and understanding. The labor inevitably involved in the production of such a project will be fully rewarded if through it even one student should find the joys of a questing mind.□

Bearding the Cyclops



PART I of a five-part series on educational television

LARRY SHORTER

OVER THE PAST 10 OR 12 years there has been a good deal of public comment on educational television. Teachers, administrators, politicians, manufacturers, and a number of people qualified only by their desire to render ignorant judgment, have attacked or defended the new medium with considerable passion.

A sampling of extreme comment includes: 'TV Will Soon Replace the Teacher'. . . 'The Greatest Threat to Education since the Invention of Comic Books' . . . 'The Greatest Boon to Education since the Printing Press'. . . '1984 is Here: Big Brother is Taking Over'. . . 'TV Will Slash School Costs'. . . 'Students Will Become Robots'. . . 'A Master Teacher in Every Classroom'. . . 'Stamp Out the Idiot Box.'

All such unqualified comment is, of course, rubbish. Fortunately, more and more people are beginning to realize that the truth about ETV, as with most things, will be found in the middle ground. This series of articles will be aimed at that ground.

Television is just a funnel. A TV set is neither sinner nor savior, in itself. It is a passive conglomeration of wires and tubes, an ingenious audio-visual tool. Why, then, is it known far and wide as 'the idiot box'? Clearly the mention of TV evokes an emotional response from many people.

Such people are not opposed to the telephone, although it, too, sometimes transmits bad news. Nor do they decree commercial radio perfect just because it carries Beethoven once a week. Why the antipathy toward TV? The television screen has done its job well—perhaps too well. The charge of 'idiot box' must be answered, not by the medium, but by its programmers.

Let's examine the funnel before we criticize what has been poured through it. Technically, what are television's applications to education?

Some confusing terminology—an occupational hazard in all things educational—must first be resolved. Educational Television (ETV) is the generic term. Any show which is even vaguely educational is ETV, whether or not it is intended to be a learning experience. Instructional Television (ITV) is the specific term. It applies only to purposeful instruction which leads to formal learning. Thus the various CBC public affairs programs are ETV, but not ITV. CBC's French language series is ITV, hence also ETV.

Television broadcasting follows two patterns, either *open circuit* or *closed circuit*. Each method has its own unique capabilities.

Open circuit telecasters use the public air in the same manner as do radio broadcasters. From an established transmitter, programs are beamed into homes within a wide signal area, and/or carried across the country by a microwave or cable network for re-broadcast.

Twelve VHF (Very High Frequency) channels are used in most areas. Should these channels become crowded 70 UHF (Ultra High Frequency) channels, which require differently-tuned receivers, are in reserve. The Board of Broadcast Governors (BBG) controls channel allocation in Canada, and all open circuit broadcasting is subject to its regulations.

If open circuit broadcasting can be compared to radio transmission, then closed circuit broadcasting is similar to standard telephone communication. Only those who are hooked up by direct wire can receive a signal. Broadcasts are received through coaxial cable rather than over the public air and are not subject to government control. Closed Circuit Television (CCTV) is widely used in education, business and industry. It also operates as an entertainment medium under such commercial names as 'Cablevision' and 'Pay-TV.'

In practice, open circuit educational programming is carried out in three ways:

(1) Over existing commercial stations.

(2) Over stations established exclusively for educational purposes. (None yet in Canada; some 60 in the U.S.A.)

(3) From airborne transmitters circling a wide

viewing area. (The Midwest Program on Airborne Television Instruction covered all, or part, of six states.)

Educational closed circuit telecasting may take place:

(1) Within a single school, as in the North Kamloops Secondary School project.

(2) Throughout a network of schools connected by coaxial cable. (UBC's closed circuit installation is connected with two Vancouver schools.)

(3) Over closed circuit microwave. Such a method, still largely experimental, will link 56 schools in Glasgow, Scotland, beginning this year.

When open and closed circuits are compared, some of the difficulties of public school adaptation to ITV become evident. Because we are teachers and concerned primarily with quality and utility, we dispense with cost comparisons after a mere cavalier nod.

In these comparisons, the economics of distance is all-important. Open circuits have a greater and more economical service range but are feasible only on a large scale. Smaller, more centralized audiences may be serviced at far less expense by means of closed circuits.

Because open circuit installations are designed as large-scale, centralized operations reaching many people at a small unit cost, they are able to afford high quality productions. They often have highly-skilled production staffs, expansive studio facilities and a wide choice of teachers, many eminent in their fields. The CBC's educational programs, for instance, have been excellent.

Although closed circuit stations can produce a better quality picture of greater definition with less signal interference, they seldom have the facilities or personnel for really professional productions. Large, polished CCTV networks, such as that in Anaheim, California, are exceptional at present.

Programming Must be Flexible

Students and teachers must be in the right place, at the right time, both academically and physically, to utilize large-scale, open circuit instruction. Open circuit broadcast is restricted to one channel at a time. If the facilities of an existing commercial station are to be used, only a limited number of time slots will be available, and even these will take second priority to commercial interests.

To be practical, ITV programming must be flexible. It must lend itself to co-ordination with many different school timetables. Elementary schools might be able to have, say, all of their Grade 7 mathematics classes meeting at 10 a.m., but in large secondary schools such scheduling is nearly impossible.

In comparing the flexibility of the two broadcast methods, closed circuit wins hands down.

In closed circuit broadcasting, as many as six different lessons may be broadcast simultaneously; the installation is available 24 hours a day; it is private, and there are no regulations governing starting time, station identification or program content, as in open circuit.

The author is directing a closed circuit TV project in North Kamloops Secondary School.

An example will underline the inflexibility of open circuit broadcast to the public school. Recently a California school district wished to have all of its secondary school pupils view a film dealing with communist propaganda. The film was broadcast over and over again all day and on into a second day. Because the film was available at a variety of times, school administrators were able to schedule it for all social studies classes. But this single film tied up the station's entire broadcast day, leaving no room for other programs. A closed circuit network could have achieved the same result by using only one of its channels, continuing normal programming over its remaining outlets.

The comparison comes down to this: while open circuit telecasting is an admirable means of adult education, it is of limited value to the public school. Administrators are unable to arrange their timetables to suit the television station. Closed circuit programming can be dovetailed with the individual school timetable; hence is far preferable.

The addition of a video tape recorder to any system multiplies its flexibility several times. Programs may be recorded for re-broadcast at more convenient times or stored in a library and used over and over again.

Development in video tape recording has been dramatic. Three years ago the cheapest video tape machine cost about $30,000. Such firms as Sony and Ampex were applauded when they began to market a good quality, portable machine for $12,000. Now, through a new British development, a further revolution is under way.

By 1965, at least two firms will be selling video tape machines aimed at the home viewing market. The British licensee, Cinerama-Telecan, will offer its machine at less than $200, while Fairchild will sell a more sophisticated version at around $600.

Naturally, the newer machines cannot match the quality of the $30,000 model. And, like railroads in Australia, all have the further disadvantage of being incompatible. A tape recorded on a Sony cannot be played on an Ampex. But with some improvement the Fairchild and Cinerama-Telecan machines should be suitable for closed circuit installations.

As a companion piece to the Fairchild machine, a TV camera designed to sell for $150 will be available. Soon the home viewer will be recording his own favorite programs, subscribing to a video tape lending library and producing 'instant home movies.' In the school, meanwhile, low cost, 'do-it-yourself ETV' will challenge the imagination of both teacher and student.

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An authority on the subject answers

Questions About Reading

L. RUTH GODWIN

LAST SUMMER I ASKED my UBC Developmental Reading class to list queries they had about the teaching of reading in the intermediate and secondary grades. Some of the questions they asked (and rather brief answers to them) follow.

A. The Place of Oral Reading in the Instructional Program

1. *Has oral reading by the teacher a place in the modern classroom?* Most decidedly. A well-read selection can be used to teach students the requisites of a good oral presentation, to present some needed information to a class, or to develop appreciation skills for a literary work.

2. *How important is oral reading?* Recently, following a rather undue emphasis on silent reading skills, there has appeared in the more progressive language arts curricula a new concern for the development of oral reading skills. Some American senior secondary schools, for example, are now experimenting with 'oral interpretation' options.

3. *How can oral reading be made an instructional tool?* In a variety of ways, by a resourceful teacher. Students can be asked to read to a group or the class their written compositions, captions on filmstrips, key sentences and paragraphs from authorized textbooks, project reports, parts of literary selections, or selected portions of newspaper or magazine articles.

4. *Can choral reading be used to improve reading skill?* Yes, choral speech activities can benefit developmental reading programs in either the intermediate or the secondary grades.

5. *How can a child be encouraged to feel at ease with his classmates when his oral reading is weak?* By giving him material that he can read, time and privacy to practise it before he presents it to his classmates, and a sympathetic audience (e.g., a small group rather than a large one, or a group of similarly-handicapped readers).

B. Grouping in the Reading Program

1. *How can a teacher evaluate a student's reading ability; and then, how can he provide each student with the appropriate reading material?* A teacher can discover the reading strengths and weaknesses of his students by referring to the results of standardized tests, by giving and grading several simple but brief reading exercises, by classroom observation, and by making reference to the past records of his students. Once the diagnosis has been made, the teacher should make every attempt possible to plan for the individual development of reading skill for each of his students through class, group and individual instruction.

2. *If there are two or three grades in a room, can any of the reading material be integrated?* Yes, if the bright students are sufficiently challenged, and if the slow students are not asked to read that which they are incapable of reading. Whenever possible the teacher should instruct groups, saving his energy and professional skill for other types of teaching in small group or tutoring situations. The large-group type of instruction can be used for the introduction of new selections or new vocabulary, drill in alphabetizing or in the use of dictionaries, choral reading or dramatized presentations, and evaluation of a series of class or group sessions.

3. *How do you group so you can teach the various groups effectively?* When the teacher is busy with one of several groups, he must make certain that the instructional tasks assigned to the other students are self-explanatory and self-operable, and that the needs of both slow and rapid learners are met through differentiated assignments. Group instruction is possible only when the teacher has a carefully-planned time sequence of instructional procedures.

C. Teaching the Under-Achiever in the Reading Program

1. *Is there a place for subjective questions with the*

slow group? Students who learn less rapidly than their fellows deserve a varied, exciting and interesting instructional program just as much as do other students. *Any* type of question is possible, provided that its difficulty level matches that of the student.
2. *What can be done to help pupils who have reached Grade 4 level but have a reading problem which enables them to read at a Grade 2 level only?* Very little, unless they are started with Grade 2 material! Such students need to have their difficulties carefully diagnosed (perhaps with the help of a supervisor) and remedial programs designed for them as specifically and individually as possible.

Teachers should not be dismayed when differentiation occurs. Research studies indicate that the better the instruction, the greater the spread in individual differences.
3. *When I teach a slow learning group, all the children seem to require much attention and remedial assistance. Time does not permit my spending enough time with them. What should I do?* Learn to live with the situation. If you are given too many students to handle adequately, you must make the best of a bad situation—but don't feel guilty! Whenever possible, enlist the aid of pupil-tutors (tutoring is a good experience for the rapid learner), and parents (parents, if given adequate direction, can do much to encourage and aid the student who needs individual assistance to improve his reading).
4. *In a large class (39) of Grade 4's, I had two groups for reading. In the slower group there were three very slow readers, but not slow enough learners in all areas to warrant sending them to a special class. Because I lacked time and a practical knowledge of what to do for them, I just let them work with the other slow pupils, knowing that they weren't getting all they could have got. What would you have done?* Probably little more than you did! (Except that I don't think I would feel as guilty as you seem to feel.) It is high time school boards realize that such teaching situations are impossible, and that the needs of such seriously-retarded students cannot be met by the busy classroom teacher. Students who read approximately twenty months below their grade level should be removed from the regular classroom and given clinical assistance.
5. *How can a teacher administer a remedial program and do all the many things that are required of him?* Whatever he does will have to be simple in format and execution. It may not answer the needs of all the students, but he should not expect it to. Clinical assistance is probably the only solution.

D. Motivation of the Reluctant Reader

1. *How can you help a student who hates reading in any form, and can see no value in it?* Begin by checking the factors in the student's environment that militate against his appreciating the need for reading proficiency. (Do the other members of his family manage to get along quite well without reading? Are there newspapers, magazines and/or books available in the home? Has he been managing to get through his school tasks with little or no reading because of the eager ministrations of over-anxious teachers who supply 'canned' course material for students who fail to read the prescribed textbook?) Do what you can to change the environment (little though this may be). Discover some interest which the student has and attempt to find an article or book which caters to that specific interest—a book which he can read with ease. Give it to the student with the best 'build-up' you can muster, e.g., 'Bill, I was reading this magazine over the weekend, and ran across this article on pigeons. Thought you'd like to read it. Let me know if the writer knows what he's talking about.' Success breeds success. Once the student derives pleasure from the reading act, he will be willing to attempt other reading selections.
2. *How can you motivate an apathetic child?* Cater to his individuality. Let him see that you *care*! Give him a successful experience with reading, then another, and another.
3. *What can I do for my senior secondary students who are sadly deficient in reading skill? They have to use the same language textbooks as the bright students, but they cannot read them. Such students are often docile, defeated, even apologetic about their deficiencies.* Very little, if you must use traditional courses and the usual traditional materials. These students are incapable of reading and understanding most of the textbooks used in the senior secondary school, and it is highly improbable that they will be anything other than 'docile,' 'defeated,' or 'apologetic' when asked to learn their lessons from that which they cannot read. In other words, your only hope is to improve their reading skill by instruction or to give them instructional materials they can handle. Better still, do both!

E. Reading in the School Curriculum

1. *Reading might be integrated with social studies or science. How could this be best accomplished without making all reading the work-study type?* The citizen of tomorrow will have to be an able 'work-study' type of person. Education will be 'continuing,' the graduate will be a student who has learned to use the tools of scholarship rather than someone who has mastered a prescribed amount of information. In the rapidly changing world of tomorrow there will be little hope for the worker who cannot study on his own to improve his abilities.

Therefore, the more worth-while reading-study activities which can be integrated into the social studies or science courses (or any secondary school course), the better the chance that the graduate will be an effective and productive one.

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How might this integration be effected? By greater use of the textbook as a study aid (rather than mimeographed pages and dictated notes), of supplementary references, of the library. By more assignments which require independent study using printed materials.

2. *We want children to read what we consider to be good literature. How can we get them to want to read this type of book; perhaps choose a good book in place of a comic book?* Within a decade or so work will have taken on a new definition, and man may well have a large amount of his week for leisure-time activities. He will need to be able to read efficiently for his study needs, but he will also need to be able to read with pleasure and discernment.

Those of us who teach the language arts must do all we can to produce graduates who are discriminating readers. This could mean a greater emphasis on wide reading in the literature program, more emphasis on providing the student with the tools of literary criticism.

But, you say, he is reading at the comic book level! So what? Find a simple, easy-to-read book with action and plot somewhat similar to those in the comic book, give it to the student and hope he will read it. If your choice is a good one, he will—and come back for more. The second book should raise the level a little more, the next a little more, and so on. In the end, the result should be a student, weaned from comic books, slowly but surely climbing the long road to maturity in reading appreciation.

3. *Should there be tests and written assignments based upon supplementary reading assignments? How best can we be assured that the required leisure reading is done?* Does the evaluation for each book read have to be the same? Is the evaluation such that students face it with dread rather than enthusiasm? Students should be so taught in their leisure reading program that they will *want* to report on their reading activities. If they are not, the program will be less than adequate—it may even teach students to dislike reading!

F. The Reading Instruction Environment

1. *How does a teacher overcome a child's deficient home environment in preparing him for a rich reading experience?* By giving him as good and varied a school environment as possible. Students who come from disadvantaged homes should be put into classrooms and school libraries which are as attractive as they can possibly be. Such things as films, filmstrips, bulletin board displays and corridor models should be used to extend the borders of the child's experiential world.

What a youngster brings to the printed page is as important as what is on the printed page for the student in the reading class. If his world is small and deficient in experience, his reading will be substandard.

2. *How can you stimulate an interest in and an appreciation for newspapers when the only one available is a weekly of very poor quality?* Perhaps the school library should use a portion of its budget to provide for the weekly mail order services of several of the better Canadian, British and American newspapers, e.g., *The Toronto Globe and Mail, The London Observer, The New York Times.*

As a teacher you might be able to do something about improving the quality of the local weekly—perhaps a journalism class (or club) in the secondary school, to do assignments for the local editor? This co-operative venture has worked very well in some American centers. In fact, in some small towns the only local newspaper is the one produced by the secondary school journalism students!

G. Miscellaneous Questions about Methodology

1. *Is it always necessary for children to correct the mistakes they make as they read?* A difficult question to answer without knowing what is happening in the classroom. Certainly children should learn to look at mistakes without feeling that they are failures because they err. On the other hand, the enjoyment and enthusiasm of a child for reading must not be thwarted by a too-detailed approach to error. A 'middle-of-the road' approach is the preferable one.

2. *How much questioning should there be after the stories are read? How much written work?* Variety is the key word here. Some selections might be followed by a considerable amount of oral quizzing, others by little or none. Students must learn to be perceptive readers, but they must also enjoy reading. Dull, repetitive, routinized instruction should be studiously avoided.

3. *Should spelling errors be checked in reading exercises?* I prefer to think of reading as being a part of the total communication program, rather than a separate subject. In other words, instruction in reading, writing, speaking, listening, observing and demonstrating should proceed at similar rates. If spelling needs to be checked in a reading exercise, it should be; if reading skills need to be taught in the spelling lesson, they should be.

4. *Jim can read fairly well and does not show an obvious lack of comprehension when asked oral questions. However, he is unable to write answers, for he has difficulty controlling his pencil or pen. He is discouraged because he never gets answers on paper, although he knows what is asked. How should I encourage him?* Jim is obviously a boy with physical deficiencies which hamper him in doing the traditional classroom activities. Could he be encouraged to write key words rather than complete sentences (a few words which will indicate that he knows the answer)? Could students who have completed their work be used to assist Jim in writing his answers? If he is severely handicapped, he might even be allowed to record some of his answers

on tape.

5. *How would you present the new words in a story to a low Grade 4 group?* I would begin by attempting to make the words a part of the students' oral vocabulary, and I would teach the word 'in context' through a variety of illustrative forms, using, whenever possible, the experiential world of the child to build the needed new concepts. In other words, I would not put the words on the chalkboard in a long list, teach them one by one as separate entities, and then expect the children to recognize and use them in their reading assignment. Research studies in vocabulary development indicate that such methodology just does not work.

6. *Does creative writing help improve a student's reading?* It certainly does. Students need to learn how to decode (receive the message from the printed page), but they also need to encode (produce a message following the reception of a message). The writing of such things as scripts, scraps of dialog, character sketches and 'better endings,' are all highly recommended.

H. Instructional Media

1. *How much emphasis should be placed upon workbooks?* Another difficult question to answer without visiting the teacher's classroom. Students should not be asked to complete page after page of workbook exercise material without the accompaniment of enthusiastic teaching and checking procedures. On the other hand, students must learn to work on their own to improve their skill level, and well-constructed workbooks can help them develop this particular type of proficiency.

And let's face it—the classroom teacher cannot be expected to provide all of the instructional material. When carefully-planned, classroom-tested commercial materials appear on the market, the teacher should be encouraged to use them to improve his own efficiency in teaching.

2. *How effective is the controlled reader in the teaching of speed reading? How can one use reading machines of various types in the classroom? Are they really useful?* What research evidence we have on reading machines makes us approach their use with caution. The long-term results are not nearly as spectacular as the quick first results appear to be.

Most reading specialists believe that reading machines serve only one purpose—incentive. The machines can be useful for teaching a student who is defeated, who believes that he cannot learn how to read, is so distressed by his failure to read that he will seldom learn to read through the methods of traditional presentation. Such a student, often found in the upper elementary or lower secondary school, benefits from reading machine instruction because he believes the machine will teach him to read, and, psychological difficulties overcome, he learns to read. A forceful remedial teacher might be able to effect a similar recovery through the careful use of guidance techniques.

3. *How can programmed instruction be used in the teaching of reading?* Almost the same answer as the previous one appears to be applicable here. Programming is a rather young fledgling; few programs of an effective nature have yet been produced, tested and published. Someday reading will probably be taught by programmed instruction, but it takes a long time to produce good programs. Such programs are not yet on the market.

Like most such commentaries, the above leaves much unsaid. Perhaps you will 'take off' from where I began, and find answers that are infinitely better than those I have suggested. Why not try?□

The foundations of character are laid in the home; the basis of all training must take place there; *it is* that *training which will influence a boy all his life, for good or for ill. On the sure foundations for good laid in the home the schoolmaster will build. If those foundations have not been laid, the schoolmaster can do little.*

—Field Marshal Viscount Montgomery

Remember that of all the creatures on this earth, only man has an intellect, which gives him an immeasurable potential, and yet only to man has God given the gift of laughter. I believe that the latter was meant to compensate for the awesome responsibilities of the former.

—Alfred Hitchcock

This kindergarten class in a Minsk school was supervised by both a teacher and a nurse.

A Look at Rus

N. V. SCARFE a

The authors visited Russia of their impressions of the

IT IS WELL KNOWN that impressions are fallible and subject to personal prejudice and bias. All of us tend to see only those things we want to see. We also look for those conditions which confirm preconceived notions. It is difficult to adopt an open mind, but no one can visit the Soviet Union without changing some previous views. More important still, many vague notions will be clarified and many ignorant assumptions removed.

Russian life cannot be judged from the background of the political and social assumptions characteristic of the West. Theories of life, social aims, and political methods are very different from ours and Russian education is consistent with their philosophy of life and not with ours. In the triangle of tenets called liberty, equality and fraternity, Russians emphasize equality while we emphasize liberty. They are, therefore, more concerned with similarities between human beings than with individual differences. They are much more interested in the co-operation among children than with competition. Education leading to competence in socially useful occupations is extolled to the highest. Investment in youth is their clarion call. Their social philosophy and their school philosophy are identical and there is no conflict between the morals of the school, the street, the home and the factory. It is a planned society and they are able to concentrate on what is needed exactly when it is needed.

Because their educational system and their social philosophies are so different from ours, visitors at first ask the wrong questions and seek answers to problems which do not exist or are unimportant in Russia. It takes some time to readjust previous thinking to see Soviet problems with their eyes.

In that highly dedicated society, they are rebuilding a new country. Motivation for work and study is built right into the very fabric of life. It is a progressive, creative society where education serves real needs. School work is not about abstract remote ideas; it is practical and related to the immediate problems of the developing Soviet Union. Education is strictly useful and immediately valuable. All society seems fervently and religiously dedicated to building a better world and Russians correlate the building of a better world very closely with the achievement of education, especially technical and vocational education.

Let us give an example of the way in which one can be mistaken in earlier judgments. We were naturally interested in the countryside as well as the cities of the Soviet Union. In winter, our first view of Moscow and its countryside was a grey, drab, depressing sight. The endless array of tall square apartment blocks with their tiny tenements, the wearisomely wide streets and the expressionless faces of the people presented the same featureless, characterless, undistinguished melancholy as the open countryside with its unpicturesque, unkempt, straggling villages dumped untidily over an undulating, unpatterned plateau. The place seemed crude, dark, and lacking in elegance—so much is makeshift and incomplete. The grim, gray pall that hangs over everything adds to this depression.

This was our first impression, but it was wrong. We were looking at the wrong things and judging from the wrong vantage point. What we saw, in fact, was magnificent compared with what could have been seen, twenty, fifteen, ten, or even five years ago. What we saw was utilitarian, but there hasn't been time to beautify anything—unless you go inside the Ballet or the Underground. Of course everything is makeshift—it has to be—but they have done wonders.

Russia cannot be judged from buildings. The amazing thing is its industrial growth and the myriad trucks hurrying hither and thither with merchandise. The tremendous thing is the absence of poverty in a land where poverty was the rule. Of course, there

sian Education

nd C. E. SMITH

The authors visited this high school class in Moscow where English was being taught.

last spring. Here are some Soviet educational system.

are some magnificent buildings—a new theater, a new university, and an old historic monument, but these are not the important things in Russia.

Another thing that puts a Westerner off and falsifies his judgment is the alphabet and the Cyrillic script. It is impossible to read anything. It is even impossible to make a guess at anything. In all other European countries which we have visited, much that is familiar can be read or guessed at, but in Moscow, it is impossible to read what is printed. Advertising doesn't help either. There isn't any! Buildings, too, are not obviously shops or offices or factories or schools. They are characterless.

It is only inside that one gets to know what is Russian; and what is Russian is not things or buildings but people. The Russian people are good natured, hospitable, generous, friendly, courteous, natural and patient with an inborn community feeling which is traditional. Indoors, their faces light up. People matter, not things. The inevitable cloakrooms are welcoming spots where your coat will be mended gratuitously and from sheer good feeling. It is a land where tips are unknown, where menial work is important, and where effort and good fellowship are respected.

In a welfare state where everything is institutionalized, you can expect some irritating inefficiency and slowness by Western standards, but compared with past standards in Russia, tremendous progress has been made, immense changes effected and superhuman accomplishment performed in an amazingly short time. This is a land where socialism (not communism) is a religion, where people are dedicated with fanatic fervor to a course of action with clear purposes and clear goals. It is a land where people are desperately anxious for peace. They have built so much and have invested so much in recent years in their land and buildings (and life has improved so much) that they wish to preserve it at all costs against what they fear may be a hostile world. They want to be liked and respected. They're not diabolically clever, scheming, or revolutionary. They are naive, emergent, anxious, and dedicated.

This is the land of technological growth, where great emphasis is put on science and on trade training but not to the neglect of culture. Geography and history are given their share of study in school. Music, art, ballet, and drama are promoted, particularly the serious, classical side. Museums, art galleries, and libraries are well patronized. Russia represents the success story of grit, determination and hard work.

This is the land where young children matter, where ethical behavior and social morality are essential to character training. It is impossible to overemphasize the importance that Russians give to nursery and kindergarten education. This is where attitudes, morality and social behavior are taught. Training in morality is also particularly effective in boarding schools, which are growing apace. Children are educated in an atmosphere of kindly but very clear and very emphatic social pressure. This is a land where they are not afraid to specialize or to do it early.

Buildings and equipment are quite often inadequate. Sometimes methods of instruction are very formal. The Russians have decided to spend their money on people rather than on things; on teacher training and on research with people rather than on facilities or good buildings. They believe in reducing the size of classes, in providing teacher aids, in providing proper medical services for children. Priority is, therefore, given to the human needs and to personal relationships.

The Russians have beaten the problem of literacy in a very short time and are now busy attacking the problem of general education for all from cradle to the grave. For this they have provided a tremendous program of adult education. Furthermore, they have

Dean Scarfe and Dr. Smith, of the Faculty of Education, UBC, were members of a group of Canadian educators who visited Russia recently.

massive research programs in operation in education. For each of the major problems that beset them in educating their populace, they have teams of trained research workers attempting to provide answers.

In the U.S.S.R. it is difficult to separate theories of psychology from theories of education. The Academy of Educational Sciences is a highly significant and influential body and a most important center of psychological and educational research. It is manned by serious and enthusiastic workers with immense resources, devoted to the systematic study and improvement of education at all levels (including pre-school and adult learning), and there is constant interaction between research, practice, and policy making.

Research Relates to Education

The Academy of Educational Sciences (or the APN as it is known because of the Russian initials) is composed of nine major institutions:

Institute of Psychology
Institute of General and Polytechnical Education
Institute of Pre-School Education
Institute of Teaching Methods
Institute of Defectology
Institute of National Schools
Institute of Vocational Education
Institute of Shift School Education
Institute of Theory and History of Education

Perhaps the most significant of the institutes (certainly the largest) is the Institute of Psychology, which has over 100 trained experimental workers with an appropriate number of staff assistants. (The number of fully-trained staff in each of these institutes varies from about 30 to 100. Altogether there are over 500 research workers engaged in full-time educational research). The Institute of Psychology has three departments: Department of General Psychology; Department of Child Psychology; Department of Educational Psychology. That the Institute of Psychology is a constituent part of the Academy of Educational Sciences rather than the Academy of Sciences of the U.S.S.R. reflects the fact that education is seen as the main field for the application of psychology, and also is an indication of the high degree of respect which is accorded to the pedagogical sciences.

The Academy is linked, through its Praesidium, with the Ministry of Education, The Soviet Academy of Science, and the universities, all of which also undertake research of relevence to education. It follows that research is closely linked to policy-making.

The Academy also includes a new type of research institute known as 'school laboratories' which are a type of research center, each with a staff of 10 to 12 research workers. One of these is an 11-year school experimenting with various kinds of curriculum for the final years, another is a boarding school, and a third is a rural school. Several institutes have their own experimental schools and there are 150 'base' schools attached to the APN which experiment with the use of new teaching materials and programs under the supervision of research workers from the institute. In the Republics there are similar institutes. There are flourishing institutes of psychology at Kiev in the Ukrainian Republic and at Tiflis in the Georgian Republic. In Armenia, Turkestan and other smaller republics, institutes or departments of psychology and education form part of the Ministry of Education.

A considerable amount of research is carried on at the teacher training colleges (pedagogical institutes). At the Herzen Institute in Leningrad there are 5,000 day students, 7,000 correspondence students and 2,000 night students, with a staff of 500. There are two pro-rectors; one of these is responsible for the research work which is being carried on in the various departments of the college. There are 17 research workers now engaged in projects relating to the psychology of personality.

All the five-year training colleges have departments of psychology of a similar kind.

All the research undertaken in different institutions in the U.S.S.R. is co-ordinated by the Academy of Educational Sciences. Usually a program is worked out on the basis of a seven-year plan, with more detailed plans to cover a one-year period. Co-ordination of research and interchange of experience takes place at frequently arranged conferences.

Emphasis is on Psychology

Educational developments in the Soviet Union in the post-war years have been concerned with a massive extension of provision of many forms of educational institution, and much emphasis has been put on psychology as the basic science which will inform these developments.

No rigid doctrinal patterns have been established which every psychologist and educator must accept. Certain principles summarized by Ananiev in 1948 represent a concensus of psychologists, based upon the results of research to that time, together with a belief in dialectical materialism, but the essence of the dialectic approach is that principles shall not be considered immutable laws binding all future activity. They are nothing more than the best hypotheses that can be made at the time. In fact, among Soviet educators and psychologists there is to be found a considerable diversity of individual opinions upon a great many essential questions.

For example, in a discussion with a psychologist at the Institute for Shift Schools in Leningrad we learned that there were different opinions among psychologists concerning the exact role played by inheritance in the development of children. This seemed to be in direct

contradiction to what we had been given to believe in regard to the 'official line' which ascribed to 'conditions of life' an all-important role and virtually denied as unimportant for the great majority any outcome of differential heredity.

We were also told by the same psychologist that in regard to theories of adult learning 'our institute occupies one position, other specialists another.'

At another level we encountered evidence of freedom to adopt disparate points of view. At Kindergarten No. 36 in Minsk, the headmistress showed us a class of three-year-olds who were being introduced to the English language. She said, 'The Ministry rules that we should not teach English until the age of five but I am doing it at the age of three.'

In conclusion, let us offer four general impressions gained from visiting some schools and educational institutions in three Soviet cities.

1. We were struck, as are most visitors to the U.S.S.R., by the important place children are given in the life of the Soviet Union. Each child is afforded every opportunity to experience a good education. In the schools nearly all the children look happy and contented and seem to enjoy their work there. Teacher-pupil relations show no sign of being oppressive or strained. Classes are small, so that teachers can get to know their pupils well and there is a great deal of individual attention. Children were not under any inordinate pressure to excel but they were certainly under pressure to do their best. It was assumed that if the child did not excel in arithmetic, he would probably do well in some other school subject or in his activities at the Pioneer Palace, or he might even be good at 'deportment.' Children receive the best of medical care.

2. From his earliest years, the Soviet child is encouraged to feel himself a part of a group. Groups compete against each other in the classroom. Classrooms, schools, districts compete against each other. This group experience is considered to be an important aspect of education. One outcome of this is that there are few discipline problems in schools, because to be lazy or delinquent would not worry the teacher so much as it would worry the group. Whenever a student seems to be flagging in his work his group will soon gather around to ask how they may help. Groups seem to set a high standard for themselves.

3. There seems to be no essential distinction in the U.S.S.R. between education and vocational training. The belief of psychologists that 'conditions of life' play an important part in mental development is used as an argument to support the belief of educators that school conditions of life should not be far removed from work conditions of life. The difficulties involved in bringing together these two facets of education are a very lively concern of Soviet educators today. Each child in the secondary school is required to devote a portion of his time to 'labor' in some local factory or workshop. He is given a mark for this labor on his final examination. Whenever possible, school and labor are brought together; we attended one school party to which representatives of local labor unions were invited and seemed to be enjoying themselves.

4. Soviet educators believe that education has a decisive influence upon mental development. When a child seems to be having difficulty with a school subject he is not pressed to memorize the new learning but is taken back by the teacher to simpler forms of learning that he can understand, and the educational experience is reconstructed with him. Teachers are given small classes and are expected to do a great deal of this kind of remedial work. It is believed that any normal child will respond to it and any child that does not is judged to be physiologically abnormal in some way and is removed from the educational system and placed in charge of the medical authorities. Occasionally, children may be judged lacking in 'moral' development and renewed attempts may be made to integrate the child into the 'collective' group. It was only after a great deal of persistent questioning that we finally discovered that Soviet education did make some provision for children who were slow learners. They were permitted to take the eight-year course in 11 years. The only examination they were required to pass at the end of that time was 'labor.' If they were satisfactory in this, they were found a job in industry.

These are some scattered observations derived both from what we saw in Russia and from reading since returning. Such observations can only be ephemeral. Soviet education is in a state of rapid change; the observer of five years ago saw a very different picture from the one we saw, and the next five years will see further vast changes. In this expansion and development the Russians have adopted a psychological frame of thinking which under-pins the whole system of education, and they are pursuing an intensive program of educational research into the processes of learning and the nature of intellectual development which takes place within the common school classroom. There are already many things to admire. There will be more.□

A Special Issue on Science

Our fifth special issue, planned for April 1965, will be devoted to science.

Teachers are invited to submit articles on any topis related to science — teaching techniques, new approaches, content, objectives. Manuscripts should be approximately 1,500 words.

Material should be submitted on or before February 1, 1965.

Our Cover Story

The Mining Industry

THE HISTORY OF MINING and production of metals in Canada is synonymous with the country's economic development, and in British Columbia the search for mineral wealth was the prime mover in opening up and settling the province.

It began with the gold rush in 1859, up the Fraser River and into the Cariboo country. Later, the search extended into the West and East Kootenays—first for gold and silver, then for other metals.

It was during this period that the world's largest lead-zinc mine was discovered—the Sullivan mine, near Kimberley, found in 1892. The Consolidated Mining and Smelting Company, already operating a smelter at Trail and a number of small mines, acquired the Sullivan in 1910.

Since then, the Sullivan has yielded more than 90,000,000 tons of ore and has generated more than two billion dollars for the economy of B.C. and Canada.

The highly complex ore of the Sullivan contains many minerals which include, besides lead and zinc, iron, silver, cadmium, bismuth, antimony, indium and tin. A method of separating the intimately mixed metals was developed by Cominco metallurgists in 1920, after 10 years of research, and from then on the Sullivan has been a key factor in Cominco's growth and development.

Extracting the ore from such a huge deposit as the Sullivan also has led to the development of special engineering design and mining techniques.

Most of the Sullivan ore is mined by blast-hole diamond drilling methods and the remainder by long-hole percussion drilling and non-sectional percussion drilling. Open stopes have produced most of the ore to date. In this method, pillars are left standing in the ore zone to support the huge caverns left by stoping. Later, the caverns are backfilled with rock and the pillars themselves—containing up to one million tons of ore each—are extracted.

Because the Sullivan is mined at the total rate of 10,000 tons of ore a day, the extraction of one pillar may take up to several years.

The mine portal is at the 3,900-foot level and the service tunnel into the mine reaches the fringe of the ore body about 5,000 feet from the entrance. The workings reach as far as 12,000 feet from the portal.

To illustrate the size of these underground workings, more than 200 miles of development tunnels have been driven between the levels of 700 feet above and 1,500 feet below the service tunnel.

About 40 miles of mine track have been laid underground.

All the ore extracted is crushed underground to 1½" in size in three crushing chambers at levels of 2,500 feet, 2,850 feet and 3,800 feet. After crushing, the ore is hauled by ore trains through a haulageway at the 3,700-foot level to the concentrator, three miles from the mine.

At the concentrator, the country rock is separated from the ore which is then ground into a fine powder and separated into lead, zinc, iron and tin concentrates by the differential flotation method.

The lead and zinc concentrates are shipped to Trail where they are processed to obtain the prime metals as well as silver, cadmium, bismuth, antimonial lead, and indium.

The tin concentrate is marketed to a custom smelter.

Some of the iron concentrate is roasted to obtain sulphuric acid for Cominco's fertilizer operation at Kimberley and as feed for the company's pig iron plant. The remainder goes into storage where an accumulation now contains more than 15,000,000 tons of iron.

The Sullivan mine employs more than 700 people; the concentrator, about 300.

Occupations in the mining industry may be divided roughly into two groups: professional and technical jobs, and manual jobs.

Professional and technical jobs are relatively limited in number compared with manual jobs and usually require either university or mining school training.

The basic job of the mining engineer, for example, may reach from the initial appraisal of mineral deposits through the design of equipment needed to produce the material and the extraction of ore.

Versatility in training and subsequent experience is vital for the successful mining engineer. He must have basic training in civil, electrical and mechanical engineering and specialized knowledge of such subjects as mining, metallurgy and geology.

Usual requirements call for general studies of mathematics, physics, chemistry and other basic sciences during the first year of university, followed by more specialized study of geology, mechanical and civil engineering, and mining engineering in its broader aspects, including some metallurgy.

In addition to mining engineers, there is an increasing demand in the mining industry for electrical and mechanical engineers, and engineers with specialized

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The Mining Industry

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training in such areas as ventilation and rock mechanics.

Of extreme importance to the success of a professional mining man is the ability to work with men who, although technically unqualified, are experienced and proud of their knowledge of conditions and working.

Mining occupations may be either on the surface or underground. Certain geological features and also the size, shape and depth of an ore deposit and the value of the mineral it contains will determine what type of mine is to be developed.

Work on the surface may be in open-pit mines, in strip mining, or in development drilling. Work underground may be in metal, industrial mineral or coal mines.

'Miner' is the general title used to designate the men who carry out the duties required to extract the ore and transport it to the surface. Miners are usually known by the machines or equipment they operate (drillers, mucking machine operators) or the work they do (blasters, muckers).

Drillers, for example, use pneumatic drills to bore a pattern of holes into the ore body. These holes are loaded with explosives by the blaster, and wired or fused together so as to detonate in a pre-determined sequence.

Ore that has been broken by drilling and blasting is moved out by a mucker into mine cars or onto conveyors by way of ore chutes or passes. Muckers may operate a mechanical scraper known as a slusher, or a mucking machine which loads directly into mine cars behind it.

In Cominco operations, 'miner' is also a specific title—the designation for a highly qualified person capable of sizing up ground conditions, drilling and blasting without supervision. Most of the drifting and stoping in Cominco mines is handled by miners, working individually or in pairs.

There are numerous other occupations in mining. There is no specified standard of education for employment in the industry, although the person with a good formal education usually has better opportunities for promotion.

Technical training can be obtained at several institutes in Canada with courses available for those with secondary school graduation or the equivalent. These institutes offer two-year courses which include the teaching of prospecting, mineralogy, geology, geological mapping, metallurgy, surveying, milling, mine ventilation and other mining technology.

Miners, however, are trained on the job, with special training classes conducted underground. Such periods of practical training enable the beginning miner to become familiar with the nature of the work, the tools and equipment, mining methods, and safety regulations.

Competent and ambitious persons will find few positions closed to them in the mining industry, and as they acquire the necessary knowledge and ability, they can advance to supervisory levels.

Working conditions in Canadian mines have improved substantially since past days when miners often encountered discomforts and hazards.

Technological advances in equipment, ventilating systems, drainage and special clothing have eliminated most of the discomforts and reduced the manual effort. Hazards, too, are at a minimum for mines employ trained safety engineers and safety regulations are strictly enforced.

The employment outlook in the Canadian mining industry is favorable. There are about 70,000 miners in the industry at present, but as the mining companies continue to diversify their production and new uses for different minerals are employed, an increasing emphasis is being placed on the discovery and development of new ore bodies.

The industry may be characterized by sudden bursts of activity and periods of lesser activity as metal markets tend to fluctuate, but most segments of mining in Canada should continue to offer good employment opportunities in both the trades and the professional fields.□

a matter of Opinion

Why Should Everyone Take French?

H. W. KIRKPATRICK

THE INTRODUCTION OF compulsory French into our junior secondary schools has not met with great success. Before this was done, those who chose French did so of their own volition; French was a necessary subject to attain the goal they had set themselves or they had a good scholastic record and were interested enough to want to study the elements of the French language.

I remember a case, some years ago, where the boy's father was a professional man and insisted that his son take French. In the third attempt at French 10, at the age of eighteen, the boy got 5% on his final June examination. This was a tragedy because his marks in all other subjects were better than average. He just hated French.

To achieve in any subject a student usually must see that it is going to be of some use to him. How many adults in British Columbia ever have an opportunity to converse in French? How many have lived in France or in a French-speaking part of Canada? How many read French language newspapers or French books?

Everyone in Europe is close to France, in comparison with the great distance a resident of B.C. has to travel to be in a French-speaking area. Students by the thousand travel from England every summer to study French in France. The distance they travel is much less, in most cases, than from Vancouver to Hope. There are many summer scholarships at the undergraduate level in most of the universities in England. For example, the University of Bristol supports students in Paris for six weeks each summer.

Our students feel kindly toward the French before they have to take compulsory French. Who has not been stirred by stories of Napoleon I and his Grande Armée? Before that we learned about the Gauls, the Franks, Joan of Arc and later La Gloire. Students in art appreciated the great French artists and we read translations of Dumas, Molière and de Maupassant.

If a student is on the University Program, he should be of better than average ability. This means he has a fair mastery of English grammar. How can French be learned by a student who can never differentiate between a verb and an adverb? Yet many students now studying French, despite instruction from Grade 5 onward, have no mastery of the parts of speech, or sentence structure, and many of them never read a book outside school.

Because of the demand for qualified teachers of French, the supply is never sufficient. In certain parts of B.C. the amenities are much better than in other parts. Qualified French teachers appear to prefer the bigger centers. Often, therefore, a teacher in the outlying districts, who is not a French specialist, finds himself teaching French in addition to his other teaching program. He works mightily to put across this subject, but if the students are indifferent or definitely antagonistic to the subject, he has an impossible task. And he realizes that many of the students have not the ability or memory to learn French.

All teachers know that there are some students who cannot learn ten lines of a fairly simple English poem. Others can learn ten, but not twenty. Memory and recall are essential parts of learning a foreign language.

Labels on nearly every can, box or container of Canadian goods, especially food, are printed in French. How many people in

The author is a teacher in Nelson.

English Canada ever read the French, or even notice it, for that matter? Even in homes where the mother and father have taken university French, how much conversational French is there? We read English; we speak English; we think in English.

There are exceptions. Some families turn on the meager French radio programs on the English networks; some watch the French-language television. I personally can catch about one word in three and I am at the second year university French level. No, I am not a French teacher; I have just watched the difficulties encountered by those who teach French and those who study it.

McGill University and others have special French teaching machines. How many of these are in use among the higher grades in B.C.?

French novelists are frank and salacious. Anyone who has taken French 120 knows this. There is enough trouble when we submit to our students English literature which is down-to-earth. We could not expose them to French stories unless the latter had been carefully edited. Most of the French students even skip the very good comic strip *Canadiens* which appears in our newspapers. This is in French, so they read about Jughead and Archie—and so, in many cases, do you and I.

By all means teach French to those university-bound students who need it. Teach it to those who want to learn. But don't try to force students to learn it if they are not interested.

I am making no reference to French taught at the elementary level. No doubt some teachers have success. But unless money is poured into the program, I doubt whether it will carry over to Grades 8 and 9.

I have known some fine French-Canadians. I have known some exceptional people of French birth. But we did not force each other to learn the other's language. □

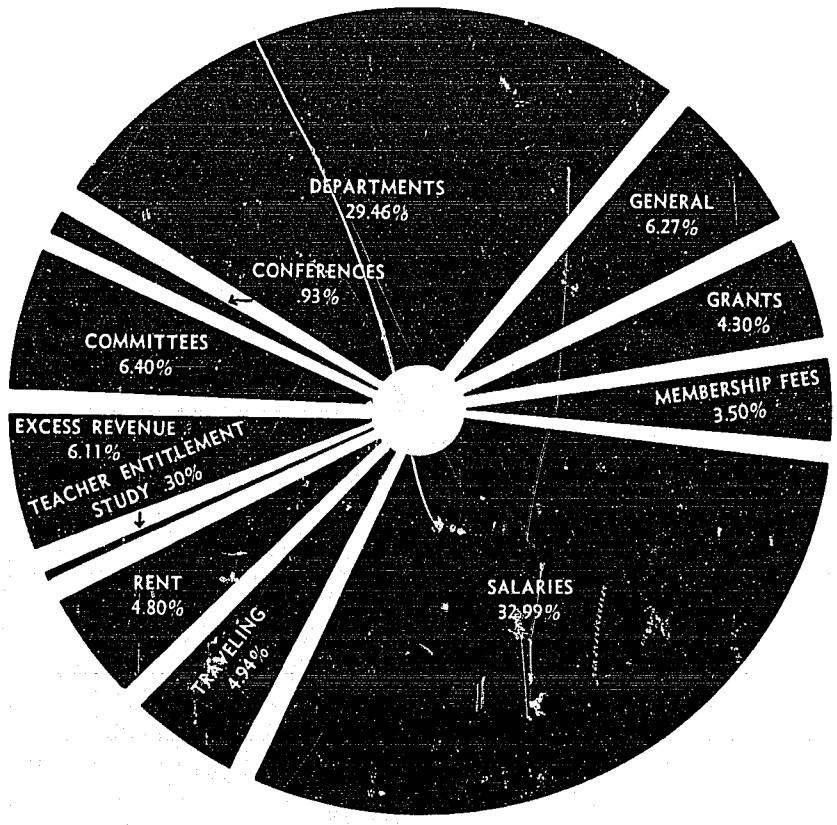
Some Deadline Dates

December 15, 1964—Resolutions for the 1965 Annual General Meeting are due in the Federation office.

January 9 and 10, 1965—Winter Executive Meeting. This is the deadline for nominations by local associations of candidates for table office positions. Nominations for Honorary Life Membership must be submitted for consideration at this meeting.

February 20, 1965—Deadline for nominations for G. A. Fergusson Memorial Award.

Where Your Money Went



STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR TO JUNE 30, 1964

BCTF received from		
Fees	$568,373.98	
B.C. Teacher—Subscriptions	27,975.50	
—Advertising	31,556.61	
Convention advertising and displays	247.00	
Interest on Investments	6,451.27	
Lesson Aids	15,856.30	
Printing services (PSA, Lesson Aids, etc.)	27,448.62	
Property Revenue	24,384.38	$702,293.66
and paid out for		
Committees	$ 44,879.66	
Conferences	6,555.01	
Departments	206,897.85	
General	44,053.41	
Grants	30,181.78	
Membership Fees	24,627.35	
Salaries	231,714.76	
Traveling	34,728.83	
Rent	33,648.65	
Special Project—Teacher Entitlement Study	2,080.38	$659,367.03
and therefore had a surplus of		$ 42,926.63

BCTF members may at any time, either by letter or in person, examine any financial statements or question any expenditure or fiscal policy of the Federation. The statement to the left summarizes the financial operations last year. The largest items in each area of expenditure were as follows:

- **Committees**
  - Agreements ..... $ 8,375.21
  - Executive 8,720.90
  - Public Relations 10,602.04
- **Conferences**
  - CTF Annual Meeting in Vancouver ..... $ 1,643.49
  - Elementary Language Arts Workshop 2,052.82
  - Summer Conference (Vernon) 2,290.50
- **Departments**
  - Annual General Meeting .. $12,335.91
  - International Assistance 9,989.62
  - Lesson Aids (revenue of $15,856.30) 15,993.78
  - Salary Indemnity Claims 72,941.82
  - *The B.C. Teacher* (revenue of $59,532.11) 47,629.54
  - Printing Supplies and Stationery 29,903.58
- **General**
  - Equipment (office and printing, etc.) $19,337.12
  - Postage 3,830.39
  - Telephone and Telegraph.. 8,726.10
- **Grants**
  - In-service Education ..... $ 4,309.90
  - Provincial Specialist Associations 10,066.00
  - Scholarships and Prizes 9,900.00
- **Membership Fees**
  - Canadian Teachers' Federation $24,263.75
- **Salaries**
  - President ..... $ 8,354.77
  - Administrative 86,665.28
  - Non-administrative 122,326.17
  - Pensions Contributions 11,116.16
- **Traveling**
  - Administrative Staff $12,074.02
  - District Councils 11,007.52
  - President 6,867.84
- **Rent**
  - (Paid by the BCTF to itself) $33,648.00

about People

Charlesworth Award Winner

The winner of the Charlesworth Memorial Award for 1964 is **Billie Ann Palsson,** daughter of Mr. and Mrs. A. O. Palsson of Lake Cowichan, B. C., both of whom are teachers.

Miss Palsson is a graduate of Lake Cowichan Secondary School, from which she graduated with a very high average. During her years at the school she maintained high standards of mastery of subject matter and attitude to her studies. In addition she was active in school activities—student council, club activities and sports. Outside school hours she was active in church organizations and, through the Future Teachers' Club, in the young peoples' hour at the local library. She has shown an aptitude for providing leadership without in any way losing the respect and friendship of her peers. She has a faculty for entertaining children and for recognizing their accomplishments. As a result, she is known and loved by the children of her neighborhood.

Miss Palsson is attending UBC in the Faculty of Arts, with the ultimate aim of entering the teaching profession.

These Teachers Have Passed Away

With this issue we inaugurate a new method of listing obituary notices. In the past we have published all obituary notices we received, but because, in many cases, we were not aware that active or retired teachers had passed away, some deaths went unrecorded in the magazine. Moreover, because the notices were supplied to us, the amount of space devoted to memorials of different people varied greatly.

Through the kind co-operation of Mr. W. H. Forrest, Commissioner of Teachers' Pensions, we shall receive each month a listing similar to the one below. We shall therefore be able to record the deaths of all active and retired members of the profession.

Active Teachers	Last Taught In	Passed Away
Ivor Parfitt	Saanich	July 24
John Alfred Andrusko	Howe Sound	August 24
Retired Teachers		
Nell M. Hazlitt	Vancouver	July 16
Howard L. Manzer	Abbotsford	July 30
Mrs. Elva G. Kettlewell	Nelson	August 11
Mrs. Margaret A. Brown	Vancouver	August 13
Violet Davis	Ladysmith	August 13
Constance H. Anderson	Vancouver	August 14
Rhys T. Edwards	Slocan	August 15
Wm. E. Hoadley	Kamloops	August 31
Mabel C. Boeur	Vancouver	September 3
Chesley E. Milley	Vancouver	September 9
Emma M. Frame	Vancouver	September 14
Elizabeth C. Long	Ocean Falls	September 19

Your Christmas Shopping Guide

Bearding the Cyclops

Continued from page 67

It takes no crystal ball to foresee a much wider use of ETV in the near future. Individual schools will be able to rent or purchase video tape equipment at no great expense, record whatever open circuit programs they find useful, and broadcast them in their own school at convenient times.

The whole question of open circuit copyright has yet to be resolved; many open circuit programmers justifiably contend that recording of their material is piracy. But if ETV is ever to reach its full potential, this is the direction it must take. Only through the amalgamation of closed and open circuit techniques will the strengths of the two broadcast methods be utilized and their weaknesses eliminated.

In this article we have examined television as a technical device. In the next issue we shall see to what use it can be put in the classroom.□

Another Win for Bureaucracy?

Continued from page 53

additional teachers so employed. A board that wishes to take the lead in this newest educational expansion will have to provide the space at its own expense. This is according to principle. But how is it to proceed? There are only two ways—by raising money directly from taxation or by borrowing. The first method is obviously limited, because taxes raised in one year must be spent in that year; there is no provision for setting aside a building reserve. This prohibition should be removed. The other method is to borrow without matching assistance from the provincial government.

The Campbell River School Board decided on the latter alternative. The borrowings for the additional classrooms were to be repaid, principal and interest, entirely from the resources of Campbell River, as would be the salaries of the additional teachers. But the Department of Education decided that the taxpayers in Campbell River could not even be asked if they wanted to incur the additional financial obligation!

In other words, the Department has found a very effective way of preventing local districts from raising the standard of education in their areas by reducing the size of classes—even if the taxpayers are prepared to pay the additional costs involved.

BCTF policy calls for smaller classes. Ultimately, these can be obtained only through reduced entitlement. Entitlement, like every other educational standard, should be subject to the pressure of the desire of citizens, as expressed by their willingness to pay. The dead hand of bureaucracy must not be allowed to flout the wishes of the people. What action does the BCTF plan?□

across the Desk

Concerning the Shaughnessy Residential Club

Vancouver, B.C.

An Open Letter to the Retired Teachers' Association—and those teachers who will soon retire:

Did you know there's a very attractive and valuable piece of property, well located (a block and a half west of Granville on 41st Avenue), registered in your name at the Court House in Vancouver?

It is important that you get interested in this at once. It was bought as a Retired Teachers' Guest House. There is one teacher in it at present and one person who was in social service work. When the house was bought, the original occupants were permitted to remain until such time as they wished to leave; all but two have now gone. There have been 19 vacancies since 1962, and the house is now filled by anyone answering the advertisement in the paper. Ironic to run a place just for these! This building has been called the Shaughnessy Residential Club. Do you want it to be called that still, or would you prefer 'Retired Teachers' Guest House'?

There are some things about which you should have a say:

1. What will you do with the money if this property is sold (which may be at any time)? There are only two people at the present time running it, and they seem to have full control over it.

2. Do you want it sold? Or do you like the idea of a Retired Teachers' Guest House, as in other urban centers?

3. Do you want it run as a cheap boarding-house or as a really comfortable, pleasant home for those who do not want to keep up a place of their own after retiring?

4. Do you want it in lieu of a nursing home, or one where the occupants are still able to enjoy life and sociability?

5. Do you think it should be run by remote control, as it is at present—especially the heat and cooking? The house has not had a bona fide cook in the last two years—only cleaning maids turned into cooks. The heat is often on when it is well over 70° outside, even in the 80's, and off on the cold and dreary days.

These, and many others, are things which you, as a group, should do something about.

Had you known about this property of yours, would you have liked to have moved in as a guest, or cook, or manager, during the last several years?

This is from one retired teacher who, from the first, has always been greatly interested in this project, one who has lived in for two years as a guest, but who found a great many things to be desired, if it is to fulfil the expectations we had for it in the beginning. I have moved out for the present, but hope that some of you will become interested in one way or another and will bring your ideas on the matter to our next convention in 1965.

Remember—it is *your* property, registered in *your* name. *You* have a responsibility.

Yours sincerely,
EVA M. ORR

Agreements on Subjects Should Be Honored

Nelson, B.C.

The Editor,
Dear Sir:

At the opening of school each September, it is the experience of many teachers to find that the subjects they are required to teach bear little resemblance to those they had verbally (or in writing) agreed to when they accepted the new job.

It is the verbal type of agreement, often made when moving from one school to another in the same district, which is most at fault. Usually there is no way of proving an agreement ever existed.

The verbal agreement between principal and teacher should be no less binding than the Act declares

verbal hiring agreements to be. If the latter are binding on teachers, then the former should be equally so on the school boards or upon the principals acting as agents for the boards.

It might be better to do away with verbal agreements altogether. These subject agreements should be confirmed in writing. Should board or principal find it expedient to 'forget' the subjects agreed to, then the teacher should be released from the contract with plenty of time to secure another position.

Yours truly,
R. A. WARNER

Education in England

Southsea, England.

The Editor,
Dear Sir:

I have received a number of *The B.C. Teacher* which I have found extremely interesting. On reading them through I have discovered that many problems encountered by teachers in England are similar to those met by teachers in British Columbia.

In the April edition you published an article entitled 'Ava Goh a Numerer?' by E. Fred Francis, in which the author looks at English education and from this article I quote: 'Unfortunately the separation of children into a grammar stream and a secondary modern stream at age 11—12 seems to do as much harm as good. . . . . 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 closed on him at the age of 11.'

While this may be true in many cases, I must point out that this statement is not wholly true because each year after the GCE (General Certificate of Education) results are published we hear of many secondary modern children who have attained 5, 6, 7, or even 8 passes at 'o' level and who have proceeded with further studies, gaining 2 or 3 passes at 'A' level, and then progressing to university.

The Local Education Authority is always prepared to give an award to any student who obtains a place at university and today there is quite a number of ex-secondary modern students studying in university or teacher training colleges.

I have had two such people on the staff of my school and they have both proved to be excellent teachers.

In all fairness to the English system of education, I think that your readers should know the facts as I have stated them.

Yours faithfully,
HAROLD G. DURMAN

new Books

ESTHER G. HARROP,
Book Review Editor.

ARITHMETIC and MATHEMATICS

Practice in Basic Arithmetic, Bk 5, by F. J. Schonell and K. P. O'Connor. Oliver and Boyd, 1963. 57 pp. (Can. Agt. Clarke, Irwin) 40c

This pamphlet, one in a series of five, dealing with common, decimal and percent fractions, provides many exercises which might be useful for remedial purposes. Although some of the exercises deal with English money and units such as furlongs, cwt., etc., these do not detract from the book. Although it is doubtful whether this book would be of much value for most classes in our province, it might be of some use in occupational classes for providing drill on fundamentals. A teacher's book is available.
—D.R.G.

Algebra: A Modern Approach, 1, by Max Peters and William L. Schaaf. Van Nostrand Company (Canada) Ltd., Toronto, 1963. viii and 562 pp. $5.75

This first-year algebra text stresses the spirit of modern mathematics, by utilizing the concepts of order relations, absolute value, and sets as unifying forces. Most of the twelve chapters have a one-page historical introduction, a summary, review exercises, a chapter test, honor work (with accompanying exercises), library work in mathematics, and cumulative reviews. Provision for individual differences has been attained via optional sections and enrichment (honor work and library work). In many respects this text is superior to the present Math 9 text, but it contains too many topics to make it suitable for average classes.—D.K.S.

COMMERCE

Canadian Business Mathematics, Book 2, by Catherine Lund. Gregg Division, McGraw-Hill, Toronto, 1964. 274 pp. $3.45

This is a good follow-up to Book 1. It possesses a modern approach to business mathematics through its use of algebra, graphs, tables, and various bases. A good cross-section of important business topics for senior students is given, some of which are: simple and compound interest, installment buying, foreign exchange, and income and general taxation. Interesting and valuable chapters on business algebra and binary numbers are also included and each chapter concludes with a number of mathematical puzzles.

The problems are realistic and up-to-date. With the coverage given in this book it would be valuable as a supplementary text in business fundamentals and along with Book 1 should be considered for any business mathematics course.—S.J.D.

EDUCATION

Schooling for Individual Excellence, by Don H. Parker. Nelson, New York, 1963. 285 pp. $5.00

'It is desirable to provide a schooling situation in which each child may start where he is and move as fast as his learning rate will let him.' On this premise, Dr. Parker builds the 'multilevel philosophy' from which he details a scheme to provide for individual pupil differences. He divides schooling into training and education, and proposes methods by which the former, particularly, may be individualized. Those familiar with the SRA Reading Labs will recognize them as a practical application of this philosophy, for Dr. Parker works with Science Research Associates.

This book is written for laymen, as well as for educators. It contains little technical jargon. Although teachers may feel the argument concerning the fact of individual differences is overdone, they will, nevertheless, find much to stimulate their thinking.—D.L.F.

Teaching the Gifted Child, by James J. Gallagher. Allyn and Bacon, Boston, 1964. 330 pp. No price given

This book could not have been written seven years ago. Since that time 'the explosion of knowledge' has made available many research data as well as new points of view which dramatically affect the education of gifted children.

In particular, there has been an increasing amount of data available as to the nature, extent, and causes of underachievement in gifted youngsters as well as evidence that culturally deprived children constitute an untapped reservoir of giftedness. Even more dramatic have been the advances made in the study of the nature of creativity and of how it may be fostered in gifted pupils. In addition, research studies reveal that while the traditional intelligence tests are good predictors of scholastic aptitude they do not measure many aspects of creativity as seen in sensitivity to problems, flexibility of thinking and of ideas, originality and evaluation.

This book is based on the most recent research findings in the study of the above topics. As a result its emphasis is away from such administrative devices as acceleration and grouping; rather it emphasizes the development of new curricula and creative teaching methods for gifted children.

While the author does not overlook the need for content, he stresses the need for a curriculum for gifted pupils which emphasizes the central fabric or structure of the content.

Methods of teaching gifted youngsters are discussed in chapters on 'Creativity and Gifted Children' and 'Discovery and Inquiry—Tools for Teaching the Gifted.' There are separate sections for the teaching of the high aptitude-high performance group and the high aptitude-low performance group.

This volume, because it rests upon the research evidence of the last six or seven years, brings a fresh point of view to the teaching of gifted children.—S.R.L.

FICTION

Little Antelope, by Berta and Elmer Hader. Collier Macmillan, Galt. $4.00

After a visit with his class to the Indian exhibit at the museum, Johnny finds arithmetic more boring than ever so he plays hookey and becomes 'an Indian for a day.' Beautifully illustrated in both color and black and white.—D.S.L.

An Island for a Pelican, by Edward Fenton. Doubleday, New York. (Can. Agt. Doubleday, Toronto.) Illus. by Dimitris Davis. $3.25

Based on the story of an actual pelican, this well-told tale is set on a Greek island in the Aegean Sea. Petros, the pelican, is a bird with so much personality that he changed completely the living habits of the population of the island. Kidnapping and war add more to the plot. Boys in the intermediate grades would enjoy this book.
—G.M.E.

Zoo Quest to Guiana, by David Attenborough; *Appointment with Venus,* by Jerrard Tickell; *The Hidden Face,* by Victor Canning. Pilot Book Series. University of London Press, London, Eng. $1.10 ea.

Clear print and exciting, interesting stories for Grades 9 to 11 readers make these books easy to read and enjoy. The first is an account of a zoological project, which will interest boys. The second is a story of World War II, combined with exciting events on the Channel Islands. The last is a fascinating story of a man imprisoned for two years for a crime he did not commit.—E.G.H.

Predicaments of Eustace Prim, by Maurice Gibbons. Musson, Toronto, 1964, $3.75

Ahoy all Prim fans! Run—don't walk—to your nearest bookstore. A collection of 14 Prim stories is now available in one hard-cover volume packed with chuckles. As the author states in his introduction, 'The teaching profession is a fertile source of humour, not because it is ridiculous, but because it is so very serious.' Eustace Prim, the entirely fictitious 'non-hero' of these adventures first appeared in this magazine, and immediately evoked enthusiastic responses, some pro, some con. I confess to being pro-Prim; I therefore enjoyed this book very much indeed. Anyone who can laugh at himself should enjoy it too, for although Prim and the situations he gets into have been purposely exaggerated, the laughable, loveable pedagogue is a delightful example of everything that can go wrong in teaching. He is, as the author puts it, an

'anti-matter Mr. Novak.' Like most collections of humorous stories, the book should be read a story at a time, not from cover-to-cover. The stories were written for fun and should be read for the same purpose. Eleven of the stories have appeared in *The B.C. Teacher*; the others have not been published before. —K.M.A.

The Calgary Challengers, by T. Morris Longstreth. Macmillan of Canada, Toronto, 1962. Illus. $2.95

A good story built around the Royal Canadian Mounted Police, spectacular hockey games, and crimes committed in and around the Calgary area. Boys especially will enjoy the excitement of the tale.—E.G.H.

The Magnet Readers, Books 1, 2 and 3, by Andrew Burnham. A. Wheaton and Co., Exeter, England, 1963. (Can. Agt. Clarke, Irwin, Toronto) Illus. 40c ea.

Three brief detective stories involving the work of the officers of Scotland Yard. The titles are: 1. *The Chase;* 2. *The Mail Van Robbery;* 3. *A Crook and a Pencil.* Readers in Grades 4 and 5 will enjoy these tales.—E.G.H.

PHYSICAL EDUCATION

Basic Techniques of Track and Field for the High School and College Athlete, by David G. Kingsmill-Abbott. Powell River News Ltd. $1.95

This book was written for the track and field novice. The presentation of the basic skills for each event is clear and simple and is followed by a section on the more common faults of the events and a weekly training schedule. A general conditioning weight training routine is also included. This publication would be an asset to the library of the beginning athlete.—G.D.S.

MUSIC

People and Music, by Thomasine C. McGehee and Alice D. Nelson. Allyn and Bacon, Boston, 1963. (Can. Agt. Macmillan of Canada, Toronto) 455 pp. $5.30

As a classroom text for senior secondary schools, and as a reference book for teachers in junior secondary schools, this could be of considerable benefit. The authors' approach (primarily historical) is quite effective for it sets music in a true perspective because other events, the French Revolution, for example, and the entire atmosphere of that time, had so great an influence on music. Nevertheless, the ever-suffering Machaut, Landini, Dufay, Binchois, Dunstable and all of the important Flemish composers are completely neglected. An attempt is made to introduce the pupil to concepts and elements of music as the story of music is told. Pertinent activities (less oral work), a list of encountered terms, relevant books, applicable audio-visual material and suitable recordings and songs are provided at the end of each of the twenty-two chapters under separate headings. The appendix contains, with other useful information, a list of the best known publishers in the field of music and a fifteen-page glossary. The binding is strong.—D.A.K.

SCIENCE

Interplanetary Navigation, by Robert A. Park and Thomas Magness. Holt, Rinehart and Winston, Toronto, 1964. 128 pp. $1.40

This paperback deals with the principles and methods involved in journeying to other planets, particularly to Mars and Venus. It begins with a description of navigation principles on the earth and compares these with interplanetary navigation. Planetary orbits and interplanetary trajectories are described, and these are followed by details of how a spacecraft could be built, launched with booster vehicles, steered through space, and of the problems likely to be encountered in landing and in communicating with the earth. A worthwhile reference for the senior high school.—P.L.M.

What Happens in the Sea, by Ray Bethers. Macmillan, Toronto, 1963. Illus.

An interestingly written and well-illustrated fund of information which deals with all phases of the ocean. It answers many questions and tells of strange and wonderful things that happen under water. Suited to Grades 2 to 4.—G.M.E.

Biology for You, by B. B. Vance and D. F. Miller. 5th Edn. Lippincott, Philadelphia, 1963. Illus. drawings and b and w photos. Glossary and index. 660 pp. $6.75

This book appears to be written as a usable text for an introductory biology course. It has sixteen well-illustrated, well-planned and easily read units. The titles of the units are as follows: The science of biology; Cells, the basic units of living matter; Some common plants and how they reproduce; Seed plants, their structure and functions; How plants are grouped; The animal kingdom—invertebrates; The animal kingdom—insects; The animal kingdom—vertebrates; Bodily and mental fitness; Structures of the human body and their functions; How to keep well; Reproduction—the origin of new individuals; Heredity—how things change; Evolution—time and change; Use and preservation of natural resources; How you will use biology.

Emphasis is placed on the presentation of broad biological principles rather than on isolated facts. Each unit ends with a summary, a set of questions, an excellent exercise called 'Problems in Scientific Thinking,' a section of 'things to do' on the topic using simple easily obtained equipment and a selected reading list. Although this is a fifth edition, revisions seem to have been made to include recent developments and new information in most fields. This book would be suitable as a student reference or as a supplementary text for the present Biology 91.—R.R.G.

for your Information

More Book Reviewers Needed

Last year Miss Esther Harrop, our Book Review Editor, requested teachers interested in reviewing books for *The B. C. Teacher* to write her at 1540 West 15th Avenue, Vancouver 9, indicating the fields of education in which they were interested. Miss Harrop greatly appreciated the response, particularly from teachers in the Lower Mainland area.

Miss Harrop's list of reviewers has dwindled during the year and she is again asking teachers to write her if they would like to review books. She would be particularly pleased to hear from teachers from areas of the province other than the Lower Mainland. Any book reviewed will become the property of the reviewer—a good way to build a personal library of professional books.

The Junior College of Assisi

In the 1965-66 school year a small new college will open at Assisi, a medieval town half-way between Florence and Rome in Italy. The Junior College of Assisi will offer a complete curriculum on the Grade 13 or first year university level. There will be ample opportunity for staff and students to visit the numerous points of interest that lie within easy reach of the college. Persons interested in the possibilities of teaching at the Junior College of Assisi are invited to contact Mr. G. Francesco Marchesi, Department of Romance Studies, University of B.C., Vancouver 8, B.C.

Nature Films Available

International Educational Films Ltd., 1500 Stanley Street, Montreal 2, is offering a series of films, both black and white and color, at reduced prices. Titles in the list include Spring Comes to a Pond, This Vital Earth, Vanishing Birds, Wildlife of the Desert, and many others. A descriptive catalog may be obtained from the address above.

Visual Aids for Teachers of English

A set of twenty-five photographs of authors who have contributed to Canadian literature is offered by a new educational service based in Creston, B.C. The choice of authors in the list has been determined largely by the frequency with which the authors' works appear in literature texts. Biographical notes accompany the pictures, and are as complete and are as up-to-date as it is possible to make them. The pictures are 11" x14" photographic prints, mounted or unmounted. A brochure may be obtained from P. Hilton, Photo Folios, Box 986, Creston.

New CBC-TV Documentary Series

The first of a series of four CBC-TV documentary type specials on the rivers and natural resources of Canada will be shown on the CBC television network across Canada on Wednesday, November 25. (Consult local listings for times.) The series of programs is entitled 'Canada 98,' and the subtitle for the first show is 'The Fraser River —Seven Days in July.' Both the CBC and the sponsoring body, the Life Insurance Companies in Canada, believe the programs will have outstanding educational value for both young and old, and particularly for teachers and pupils who are studying Canadian history and geography this year.

Cameramen have captured daily life along the mighty Fraser in

British Columbia, along with the breathtaking scenery of the area. Each person interviewed will tell how the river affects his life. One, an Indian railroad worker, will also tell of the many problems faced by the Indians who populate much of the area along the river. Some of the scenes were filmed at the Williams Lake stampede.

Host for the programs is Austin Willis, who will give some of the historical background and social and economics effects of the river.

Future programs will deal with the highly picturesque processes of steel-making, the MacKenzie River which dominates the entire northwestern area of Canada, and the harvesting and processing of timber.

The CBC also plans to continue the series into the next two seasons, along a similar theme. Two more rivers and two resources will be featured during the 1965-66 fall and winter season.

Free Filmstrip Catalog

Nearly a thousand filmstrips for all grade levels and basic subject areas are described in the new 1964-65 Jam Handy filmstrip catalog. Designed for ease of use and increased readability, it provides a complete NDEA list for quick reference. Information on free bulletin board materials and announcements of three new fall releases are included. Copies of free illustrated catalog are available from The Jam Handy Organization, 2821 East Grand Boulevard, Detroit, Michigan 48211.

Florence S. Dunlop Memorial Fellowship Fund

A group of educators, teachers, parents, professional and business leaders have joined to establish and support the Florence S. Dunlop Memorial Fellowship Fund, a tribute to the memory of a well-known Canadian teacher. The Fellowship will provide help and inspiration to those aspiring to a career in the field of special teaching, which was Dr. Dunlop's own field of interest. She began her career as a rural teacher, became a primary teacher in Ottawa public schools and in 1927 was appointed supervisor of special education. In 1935 she took on the added duties of school psychologist. She also lectured to evening classes at Carleton University, spent many summers instructing at Teachers College, Columbia University and at other Canadian and American universities.

Further details may be obtained from The Florence S. Dunlop Memorial Fellowship Fund, Founding Committee, 330 Gilmour Street, Ottawa.

New Map of Canada

There is a new and interesting pictorial map of Canada on the market, which is completely Canadian in every respect. The map, in color, was prepared by a Canadian artist and is printed on parchment paper produced in Canada. Published in 1964, the map is suitable for mounting on a wall or for framing. It is mailed to purchasers in a plastic crush-proof tube. The retail price is $2.00 (including tax), postpaid. Teachers may obtain this map from Rawhide Maps, P.O. Box 216, Station A, Vancouver, B.C.

Reading Classics for Fun—Junior Great Books Program

An ever-increasing number of elementary and high school students in Canada and the United States have been reading and discussing great books just for the fun of it. These youngsters are demonstrating, in an after-school activity, their capacity to respond to the ideas that have stirred men's minds and imaginations from the days of the Greeks and Romans to the more modern periods of scientific inquiry and the imaginative novel. They are enrolled in the Junior Great Books Discussion Program, initiated by the Great Books Foundation, a non-profit educational organization, which has co-sponsored a similar program for adults for the past seventeen years.

In the junior program, youngsters read the works of authors ranging from Aesop to George Bernard Shaw. Aristotle, Plato, Xenophon, Euripides, Homer, Sophocles, and other ancients appear on the reading list, as do such more recent writers as Melville, Twain, Turgenev, Dickens, and Kipling. The youngsters will find works from *Treasure Island* and *Alice's Adventures in Wonderland* to Bernard's *Introduction to Experimental Medicine* and the *Declaration of Independence.*

Besides reading great literature, in their discussion groups youngsters learn to think more clearly and independently, to express themselves more effectively, and to listen more attentively. Through an exchange of ideas in the discussions, conducted by volunteer leaders trained locally by the Great Books Foundation, the youngsters arrive at their own understanding of the selections, find that there may be more than one valid way of interpreting a work, and gain new respect for the opinions of others. The participants also have an opportunity to share feelings and attitudes that they may have regarded as unique. The Junior Great Books Discussion Program is conducted on an informal and usually extracurricular basis, and is treated as an enjoyable leisure-time activity by the youngsters who participate in it. The program has proved a useful supplement to the youngsters' formal education, and will establish the basis for an important form of continuing self-education.

Further information on the program may be obtained from the Great Books Foundation, 5 South Wabash Avenue, Chicago, Illinois 60603.

The Code of Ethics of the British Columbia Teachers' Federation

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

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

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

A Closer Look at the World of Work

N. F. KERR

IN AN EFFORT TO UP-DATE our information regarding the current needs of local industry, the Victoria counsellors approached the manager of the Victoria branch of the National Employment Service, Mr. George Bevis, to inquire to what extent the NES would co-operate in bringing us up-to-date on the employment needs of the community. Mr. Bevis was enthusiastic about the possibilities and agreed to seek the approval of the district commissioners of the NES. He suggested that they would be pleased if the scheme had the backing of the local school administration. A fairly comprehensive program was considered, involving two counsellors at a time spending a period of two weeks with the NES.

The administrative officials of the Victoria school system gave the idea their unqualified support. They agreed that it was time counsellors obtained a closer view of the working world for which our youth are being prepared.

Even with so auspicious a beginning, months went by before a program could be laid before the counsellors. In fact it was the last week of school before a meeting could be called to get their reaction. It was feared, at this late date, that counsellors would have their summer plans made and would not be able to take advantage of the course that the NES was prepared to offer. However, the meeting indicated that there was considerable interest; of 60 counsellors in the district, 23 enrolled in the course. In addition, there was one teacher of Occupational classes.

A schedule was drawn up to suit the individuals concerned. For eight weeks three counsellors a week attended a series of three sessions with the NES supervisors, held on three successive days from 1:30 to 4:00 p.m. The NES people preferred to repeat the program rather than speak to the whole group at once in order to permit an exchange of ideas and questions, and to promote a free discussion of mutual problems.

We were given an overview of the nation-wide organization of the NES and a detailed picture of the local office. We learned of the special fields of each department and of the services offered both to employer and employment seeker. The fields covered are indicated by the headings of the various departments: General Manager, Manager of Employment Branch, Manager of Insurance Branch (soon to come under separate federal administration), Administrative Services, Counter and Files, Skilled, Sales and Service, Semi-skilled, Unskilled and Seamen, Female Unit, Executive and Professional, Special Services, Employer Records.

As an example, in the Special Services division we learned of the counselling given to any who require special attention and of the various community and provincial resources which are available to assist the individual in finding the precise employment situation to meet his needs. This group of applicants includes physically and mentally handicapped people, those just released from penitentiary or mental hospitals, school drop-outs, or any person who has a special problem in finding employment.

The NES has a form similar to the C-3 Transfer Card which counsellors use when students move from one school district to another, and would like the schools to use this form when a student goes to the Employment Office as an entry applicant. The form would give some idea of his strong points and weaknesses and would be of great assistance in placing him satisfactorily. The NES would advise the school when such a form was required. Victoria's counsellors and administration will consider the use of this form at an early meeting.

When the program was completed a summary session was

Mrs. Kerr is a counsellor in Victoria.

attended by all the NES officers and counsellors who had taken part, and by the president of the Greater Victoria Teachers' Association. Mr. Bevis felt that a true evaluation of the success of the program would depend on the use schools make of the liaison established. A further meeting is planned for the Christmas vacation, after we have had a chance to test the operation of the proposed machinery.

From the counsellors' point of view the program was an unqualified success; it was an initial move to familiarize ourselves with the needs of industry and to orient ourselves to the world outside the school. The changing role of the counsellor in the Space Age demands that we be not merely school-centered, as in the past, but that we be vitally aware of the needs and problems of the world our young adults enter in their search for employment.

The local Counsellors' Association has tentative plans for further in-service education and hopes to establish closer ties with such groups as the Personnel Managers' Association and the various service clubs, many of which are anxious to be of assistance to the schools in any way they can. With the rapid changes in educational requirements needed to meet modern situations, educators need the co-operation of the business world. When it is given sincerely and unstintingly, the result is a pleasant and productive relationship between the school and the community.□

Autocratic Victoria

as seen by exchange teacher

PEREGRINUS

WITHIN A FORTNIGHT of getting into the new classroom, and before complete animation has returned—for there are plenty of shocks to render the newcomer numb emotionally—an invitation comes to you and to your principal to a 'welcome' in one of the civic halls, from members of the local branch of the League of Commonwealth and Empire. At ours, one or two District Superintendents were present, chairmen of district associations of the B.C. Teachers' Federation, members of school boards, principals of schools, and lay dignitaries of the world of education in Vancouver.

Before an audience of 200 or more, and after a very good and elegantly served tea, each principal in mellifluous terms introduced the 'exchange teacher' at his school. The hapless victims walked to verbal execution up the hall, up the steps, and on to a stage, accompanied by a fanfare of claps and cheers. All I can recall is gazing stony-eyed and bemused at the hubbub below.

Before it was all over, I learned a new genus—'exchange teacher.' It was to bring many privileges and once, in a brush with a 'Mountie' over some infringement of traffic rules during the rush hours when each day a sort of 'state of emergency' exists, it bought my freedom with a caution instead of a 'ticket.'

'Have you read your B.C. Guide to Motoring?'

'Yes—but it's got 236 questions. I'm not really sure of them all yet.'

He must have been suspicious of my accent.

'Where you from?'

'London—no, not Ontario, England. Been here a month.'

'What's your job?'

'Schoolmaster.'

'Exchange teacher, I guess. O.K. It sure takes some people a mighty long time to learn anything. Don't turn left here again.'

'Exchange teacher' had saved me 25 dollars.

But before this a new social mechanism had already ensnared me. I decided to learn each fellow-teacher's name the first day at school, and to attach some mnemonical tag to each one.

I had listed their surnames to help me, but it was a waste of time. All names are reduced to monosyllables, and surnames exist only in the telephone directory. I found myself loaded with names like Wayne, Doug, Tom, Don, Bev (Beverley), Gale, Cheryll, Barb... I supposed that Canadian parents eschewed names like Helen for a girl, though nobody seemed to think it improper to reduce Randolph to Randy.

One attitude that I just couldn't adopt—despite the sweetest things he said about me at the welcome—was to call my principal Bob. Others did, though, and he used Christian names in return.

Talking of names, I soon became acquainted with Victoria. (Her status is so high that I never heard of anyone calling her Vicky yet.) It came about through Dan McGeer, with whom I had become quite friendly. He was in charge of social studies, that maid-of-all-work which to me comprised all

Adapted from an article in The Teacher, *weekly journal of the National Union of Teachers of England and Wales.*

that wasn't 'a science, maths or another language.'

He had an independence of mind that set him a little apart, and an intellectual honesty that brought him into clashes with the principal. For these reasons he had always been known as 'dangerous Dan McGrew.'

Dan disliked the textbook prescribed for one of the courses in social studies, so omitted the parts he dubbed propaganda, and added in their place, and to pad out the inadequate text, notes of his own.

When these reached massive proportions, he thought he would have them duplicated and stapled into pamphlets, and he asked the principal's permission to do so.

The ensuing conservation went something like this:

'H'm, rewriting the book, I guess.'

'Well, I don't know. The facts are inadequate. I must add more from my own knowledge.'

'Yes, yes, but I don't like it. Teach from the book, if you will. Victoria likes it to be this way.'

When Dan told me this, I said that Bob had no business to allow petticoat rule like this from Victoria. 'And moreover,' I added, thinking of my English background, 'what's to stop you changing the book out of hand for one you like? Then you'll be able to teach "from the book" and not have to add all these notes.'

'Oh, sure,' said Dan sadly, 'but Victoria herself has prescribed this book—we've had it now over 10 years.

'The whole of B.C. gets its teaching from this. It's convenient, I suppose, when teachers and pupils change schools, to know exactly where to carry on in the familiar book. Victoria tells us when we can change our books.'

Dear, busy old Victoria!

Busy indeed! The present is harassing enough, with the demands of day-to-day administration, the clamor for more technical and vocational training, more teachers, more subjects, higher standards, more adult education and the rest. But a glimpse into the future—say to 1975—would terrify the nerves of the strongest Minister of Education, if he had time to see that future and to see it whole.

Fortunately for him, the Minister of Education in B.C. only directs education for half the day—the other half he is Minister of Labour. Yet on his desk lies the Report of Dean S. N. F. Chant of UBC, whom the Government of British Columbia appointed in January 1958, to act with two colleagues as a Royal Commission to 'make a comprehensive survey of elementary and secondary education in the Province and to make recommendations. . .'

To implement this very efficient and thorough Report is in itself a heavy task, but the Report's forecast of the future requires a veritable Ministry of Planning.

British Columbia has a population now of 1,650,000, of whom 777,000 are in Greater Vancouver, 83,000 in the Victoria area on Vancouver Island, and the rest in communities from 10,000 diminishing to 1,000 or so, and ultimately to hamlets with 'one-room schools.' Rural education over the vast distances is a problem on its own.

The Chant Report, however, assures the Government of British Columbia that in 1965 the population will be two million, and 10 years later three million, which means that by 1975 6,000 more classrooms will be needed, spread over 700 new schools. Putting it another way, there must be in use and built, five years after the publication of the Report, enough new schools for a population slightly larger than that of East Sussex and, 12 years from now, a complex of new schools large enough to satisfy Birmingham. No wonder Victoria is busy.

On top of all this, Dr. John Macdonald, the new President of UBC, has submitted a staggering demand for two new universities and six junior colleges within the next eight years 'to avert disaster in higher education' and for a special sitting of the provincial legislature to consider this matter. A grants committee, and an academic board to control standards, will be the responsible bodies, he hopes, rather than Victoria.

In a class which I take for English there are nine or ten good pupils, an equal number of slow-readers who trail along, and in between a wide range of diminishing abilities. The two extremes always irritate each other.

One day I said pensively, in Bob's presence: 'If, in an age group, I could have all the bright pupils together, or all the dumb, I could teach them something. This mixing of gold and dross makes my lessons a bankrupt enterprise.'

'We must avoid training an intellectual elite at all costs,' he answered.

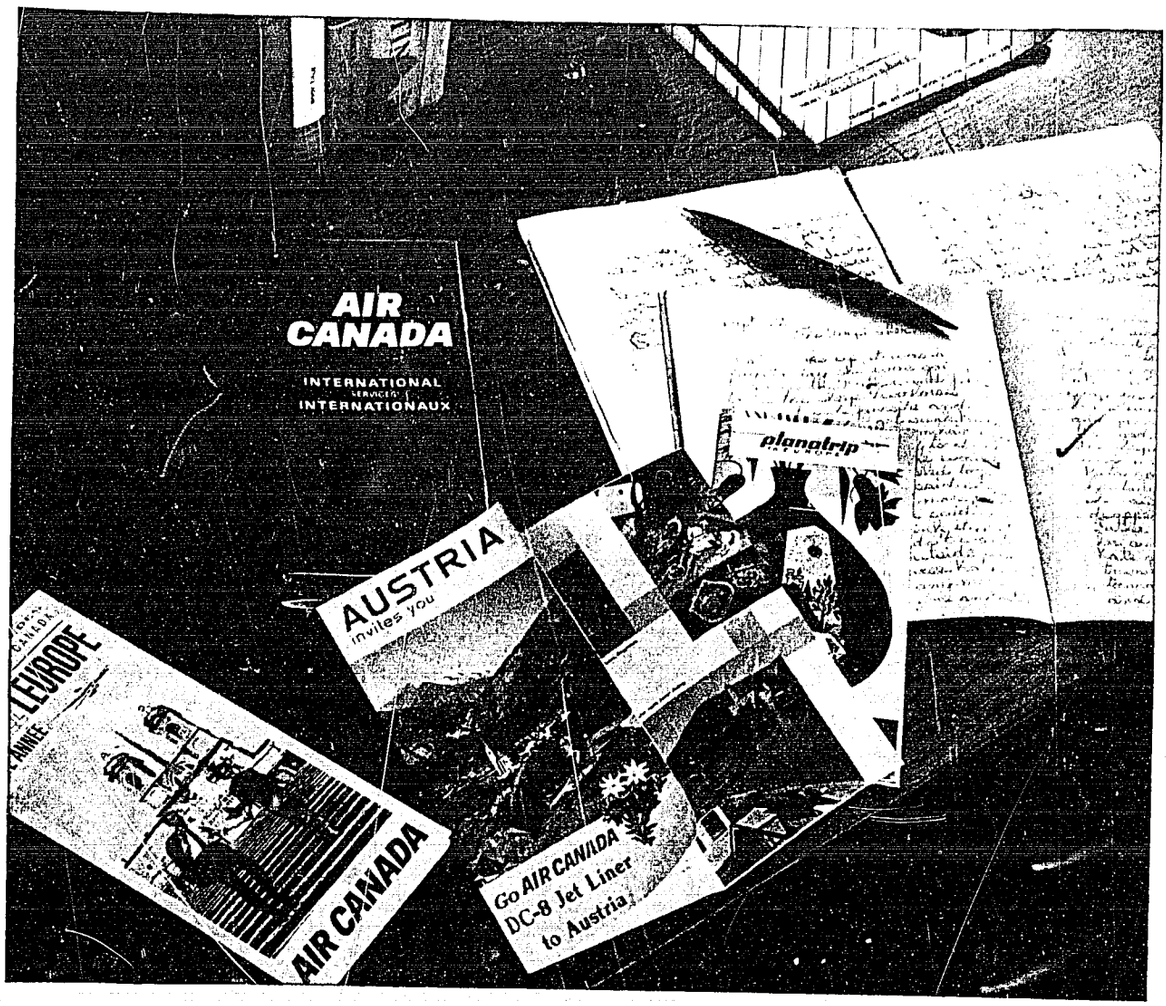
'Why?' I asked, surprised.

'Because,' he said, 'they get too big an opinion of themselves. We must not encourage some people to believe that they are superior to others. In our democratic state, we have no privileged class, we give equal opportunities to all.'

'Do you, in fact?' I said, rather provocatively. 'To me real opportunity means something like making the most of one's ability. I teach this class at the rate of the lowest third. The top group crawls. Is it true that to give these two extremes of ability the same lesson gives them equal opportunity? In one hour's lesson, if they were separated, I could teach three times as much.'

'This leads to selection by ability,' he said suspiciously. 'Victoria would never—'

'Victoria is desperately overworked,' I interrupted. (I thought of Victoria reading all those books.) 'Couldn't she (or is a Department of Education really *he*?) let you teachers decide when to change your own books? Couldn't principals have a little more independence to run their own show? In so democratic a society as yours, Victoria seems to me to be a trifle autocratic.'□



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