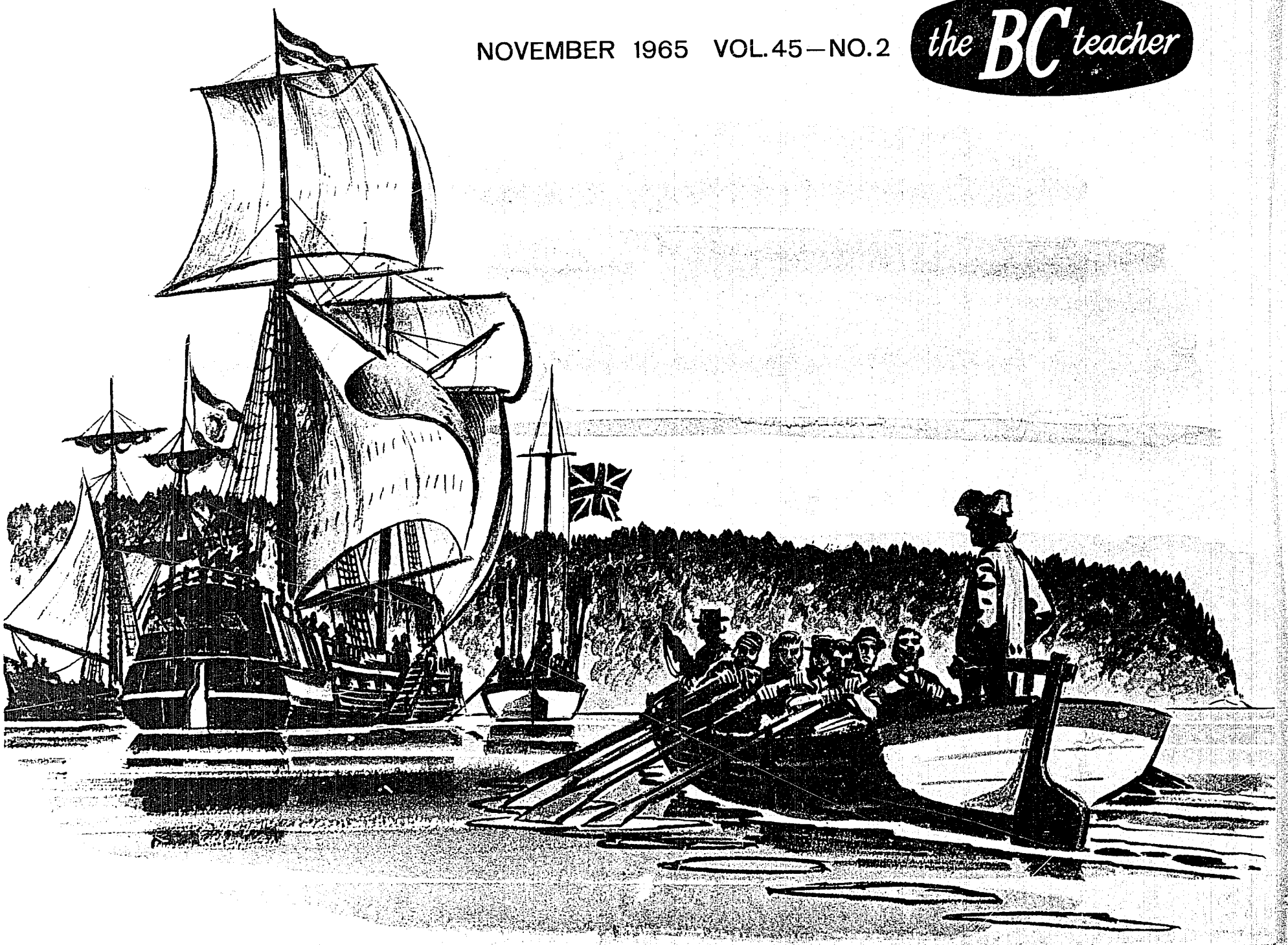
NOVEMBER 1965 VOL. 45—NO. 2

the BC teacher



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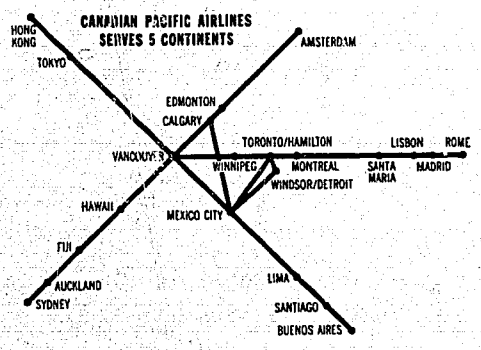

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VOLUME XLV, No. 2 NOVEMBER 1965

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Cover Picture

The second in our new cover series illustrates the meeting of Captain George Vancouver with the Spanish off the north coast of Point Grey at what are now called the Spanish Banks. The painting is one of a series by Bob Banks, commissioned by the B.C. Centennial Committee of 1958. Permission to use the paintings was granted by the Provincial Archivist. The cover story is based on material originally prepared by Dr. F. H. Johnson and W. H. Auld.

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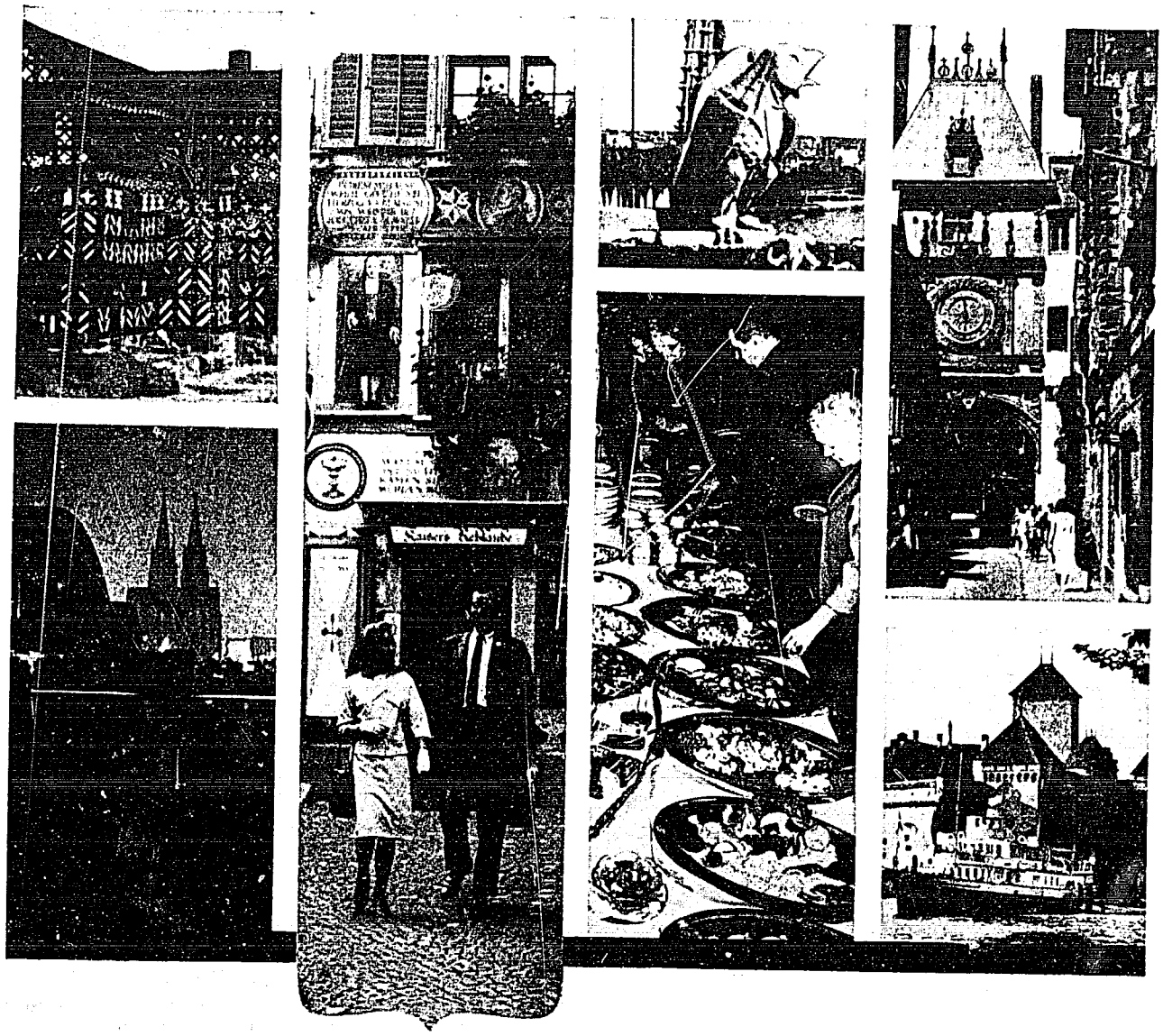

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AIR CANADA

EXPECTING THE IMPOSSIBLE

'I REGRET THAT JOHNNY is not learning to read as well as he should, but I have too many pupils in my class to give your boy the individual attention he needs.'

A fictitious report card comment? Yes, but one that could and should be made by many teachers to jar the people of this province into an awareness of the hopeless situation in which students and teachers find themselves.

Society is expecting the impossible of schools. It realizes that, to prepare for life in the space age, students must accomplish more in school than ever before, but it has done little to provide conditions which make such accomplishments possible. The school system has been reorganized, 62 new courses have been introduced and 12 others have been revised in an attempt to improve the quality of education given to our young people. But learning conditions in most schools are basically unchanged.

The most serious handicaps to learning are the size of classes, the amount of time and energy teachers must waste on non-teaching tasks, and the lack of time for teachers to prepare their lessons and to evaluate the work of their students. The first is particularly severe. Until classes are reduced to a size in which students can be treated as individuals, society is being completely unrealistic in expecting the schools to achieve ever higher standards.

Reginald Prentice, Minister of State for Education and Science in Great Britain, has suggested that the 'public' (private) schools in Britain are superior to the government-supported schools, and has given as the reason the much lower pupil-teacher ratio in the independent schools. Mr. Prentice cited ratios of 20.1 to 1 in secondary modern schools, 17.9 to 1 in grammar schools, but only 11.5 to 1 in the independent schools.

Even Britain's government-supported schools look good to teachers in B.C.! How can the teacher we saw this fall with a class of 50 pupils do justice to those children? How can anyone expect a teacher to give 40 or more Grade 1 youngsters the educational start that will in large part determine the success of their subsequent school careers? And how can the first-year teacher we met, who has a solid timetable of secondary English courses, be expected to develop the communicative skills and literary appreciation of 265 different students? Indeed, how can anyone expect those teachers to remain in the profession at all?

Concerted effort is needed NOW to reduce classes to a size which will promote learning, not hinder it. The Department of Education must make more generous its grants to school boards, particularly its formula for calculating the number of teachers for whom grants will be paid. School boards must not use that formula as an excuse for understaffing their schools. (To their credit, some boards are now hiring additional teachers to keep class size down.) Taxpayers must realize that the cost of more teachers is the soundest investment in education they can make. District superintendents must work for an increased teaching staff and for teacher aides and clerical assistants. (Surely it is a misuse of public funds to waste the time, energy and talent of professional teachers on such tasks as supervising washrooms, lunchrooms and bus loadings.) And school principals must lead the way in assigning sensible teaching loads. In particular, they must resist any attempts to have them 'get by' with an inadequate number of teachers.

Unless these things are done, higher standards of school performance will be nothing but pious hopes, incapable of achievement.

The time has come to stop talking about high standards and to start doing something to make them possible. The first step is to reduce classes to a size in which teachers can attend to the needs of individual pupils.□

And Here's Proof

RECENTLY WE SPOKE with a man from Ontario whose son is in a class of 15 in Grade 5. Although enrollment in the school decreased significantly this year, the principal managed to retain the same number of teachers he had last year. The result has been small classes.

The parent reported an amazing difference in his son's attitude toward school this year. Although the boy has always liked school well enough and done fairly well in his classes, this year he 'loves' school and is really interested in and excited about it. He speaks often of how the teacher teaches him personally, instead of the whole group. And of course he is doing better than ever.

Did we hear someone asking for proof that smaller classes would improve learning?□

SECOND OF A THREE PART SERIES

J. A. SPRAGGE

WHAT A DECENT PENSION SHOULD BE

THE PRIMARY OBJECT of a pension plan is to assure to each employee a comfortable standard of living throughout his retirement years. To do either less or more is unsound. If the plan provides less than a comfortable living, and the employee is unaware of the deficiency, he finds himself in straitened circumstances at a time of life when means of supplementing his income are not readily available. If it does less, and the employee is forewarned, he is able through private saving and investment to make up the deficiency.

Human nature being what it is, and personal circumstances varying as they do, reliance on supplementary personal saving is a poor substitute for an adequate pension plan. On the other hand, if the plan provides more than a comfortable living its contribution rates must be correspondingly excessive; the employee is being deprived of purchasing power during his working years in exchange for a later affluence which he would not voluntarily choose and which he may not live to enjoy. The object, then, should be adequate retirement income, no more and no less.

Definition of a comfortable retirement income is a matter of subjective judgment. The architects of a pension plan can never hope for unanimous approval of the yardstick they adopt. They should strive, however, to employ reasonable criteria and arrive at reasonable conclusions.

The annual income needed by the individual employee for comfortable retirement is related in some degree to the level of his earnings before retirement. According to the economic stratum in which he has lived, he has formed a certain pattern of living and certain spending habits, and has incurred relatively fixed financial commitments of various kinds. Comfort in retirement must imply ability to maintain these, perhaps not undiminished, but at least to a major degree. This is the philosophy which supports wage-related pensions in preference to flat-rate benefits.

On the other hand, retirement comfort does not normally demand retirement income fully equal to working income. After retirement, certain reductions in expenditure can be effected without sacrificing living standards. There is a direct saving of six percent of salary through termination of pension plan contributions, and some direct saving in income tax. The need for substantial personal saving is eliminated. Discontinuance of the incidental costs of engaging in one's employment results in lower expenditures for clothing, transportation and perhaps food. Even the cost of vacation travel may be reduced through freer choice of vacation time. Some increase, on the other hand, may be experienced in medical expenses. On balance, traditional thinking has set an adequate retirement income at 70% of pre-retirement income.

The traditional estimate is not equally sound for all income groups. Those in the higher income strata generally devote a greater proportion of their income to saving and investment and to forms of luxury spending which can be reduced or discontinued after retirement without undue inconvenience. They also have more to gain in income tax reduction when pension replaces working income. Hence, an adequate retirement income is probably close to 80% of earnings

Mr. Spragge is BCTF Director of Economic Welfare.

for those in the lower income brackets, while 60% is likely to be adequate for the well-to-do.

If these levels of retirement income are in fact adequate, it should suffice that total pension income from all sources should produce the indicated result. In the past, employees have tended to look to their contributory company plans to make adequate provision, regarding the Old Age Security payment as a small, long-deferred, and consequently negligible accretion. With recent increases in the amount of the Old Age Security payment, the projected reduction in qualifying age, and the additional benefit to be derived from the Canada Pension Plan, the universal pension supplement is no longer negligible. Genuine need is fully met if pension income from all sources meets the agreed standard.

Provision Against Inflation Is Essential

An essential element in analysis of a retirement income program is provision against inflation. To begin with, a pension which is 70% of average earnings over the last ten working years (a commonly used formula) is not equal to 70% of final income. Over a period of several decades, Canadian incomes have been rising at an average rate of 5% per year. Hence, 70% of a final ten-year average is equivalent in most cases to little more than 50% of actual final earnings. Moreover, the inflationary trend which is characteristic of our price structure begins to erode the purchasing power of a pension from the moment it is granted. The rate of inflation in the Canadian economy tends often to be exaggerated; severe price rises have been general only during two brief periods, one of two years immediately after World War II, and one in 1951, associated with the Korean War. Even discounting these episodes, however, the average annual peace-time inflation rate approximates 1.8%. It follows that a person who retires at 65 on a fixed pension may expect that 20 years later the purchasing power of his pension will have declined some 42%.

In the Canada Pension Plan, the disparity between average and true final earnings is recognized through a complex procedure, of somewhat doubtful effectiveness, of adjustment of countable salary according to a wage index. In private plans, the disparity may be minimized by adopting an averaging period of not more than five years.

Post-retirement inflation is a more difficult problem. An automatic tie to the Consumer Price Index is a feature of the Canada Pension Plan. To incorporate the same device into a currently-funded employee plan would introduce an unpredictable cost element into the actuarial balance sheet. A simpler, and perhaps equally effective, mode of attack would be to adopt a formula providing initial benefits somewhat higher than the recognized 'comfortable living' standard, leaving the pensioner then to meet inflationary pressures as he sees fit. Thus, an initial pension rate of 80% of earnings, eroded by inflation over 20 years to an effective 55%, is equivalent to a steadily maintained 70%.

If this analysis is accurate, an adequate employee pension plan may be defined as one which, in combination with Old Age Security and the Canada Pension Plan, produces retirement incomes consistent with the following criteria. Percentages will be applied to a final salary averaged over a period not exceeding five years. For persons in the average salary range, the total pension income will be of the order of 80% of final salary. For the lowest salary category, this percentage may range as high as 95%; for the highest categories, it may be as low as 70%. With these initial rates, post-retirement provision against inflation, other than that which is built into the Canada Plan benefit, is unnecessary. In assessing the merits of any proposal for integration of the Teachers' Pension Plan with the national plans, we should regard these criteria as the ideal against which to check the proposed benefits.

It is reasonable to demand that the Teachers' Pension Plan meet this ideal of adequacy in the benefits it provides after a full career of service. Late entries into the profession, who consequently reach retirement age with short service credit, must be prepared to accept lesser benefits; they cannot expect their full retirement income needs to be derived from a fund to which they contributed for only a part of their earning years. A 'full career' is currently defined as forty years, and adherence to this definition is affirmed BCTF policy. It may be that consideration should be given to providing full benefits after 35 years, but so long as BCTF policy remains as it is, a full benefit after 40 years must be accepted as meeting our standard.

Other Benefits Must Be Considered

The teacher who retires in 1976 or later will qualify for an Old Age Security payment of $900 per year and a Canada Pension Plan benefit of $1,250 per year. If his final salary is $5,000, these two benefits amount to 43% of final earnings; on a final salary of $10,000, they amount to 21.5%. A teacher's pension of 52% added to these benefits would make total retirement income 95% of final earnings in the first case, and 73.5% in the second. It follows that a suitable integration plan would be one in which, after 1975, the teachers' fund alone provided benefits of 1.3% per year of service.

The teacher who retires in 1971 will qualify for the full Old Age Security payment of $900, but his Canada Plan benefit will be only $735. On a final salary of $5,000, these two benefits amount to just over 32%; on $10,000, 16%. To bring total retirement income to an adequate level, the teachers' plan would have to add 60%, implying a formula of 1.5% per year of service. For the teacher retiring in 1966, with no Canada Plan benefit and a waiting period before he qualifies for the Old Age Security benefit, the teachers' plan should provide at least 1.8% per year of service.

For ideal integration with federal provisions, then,

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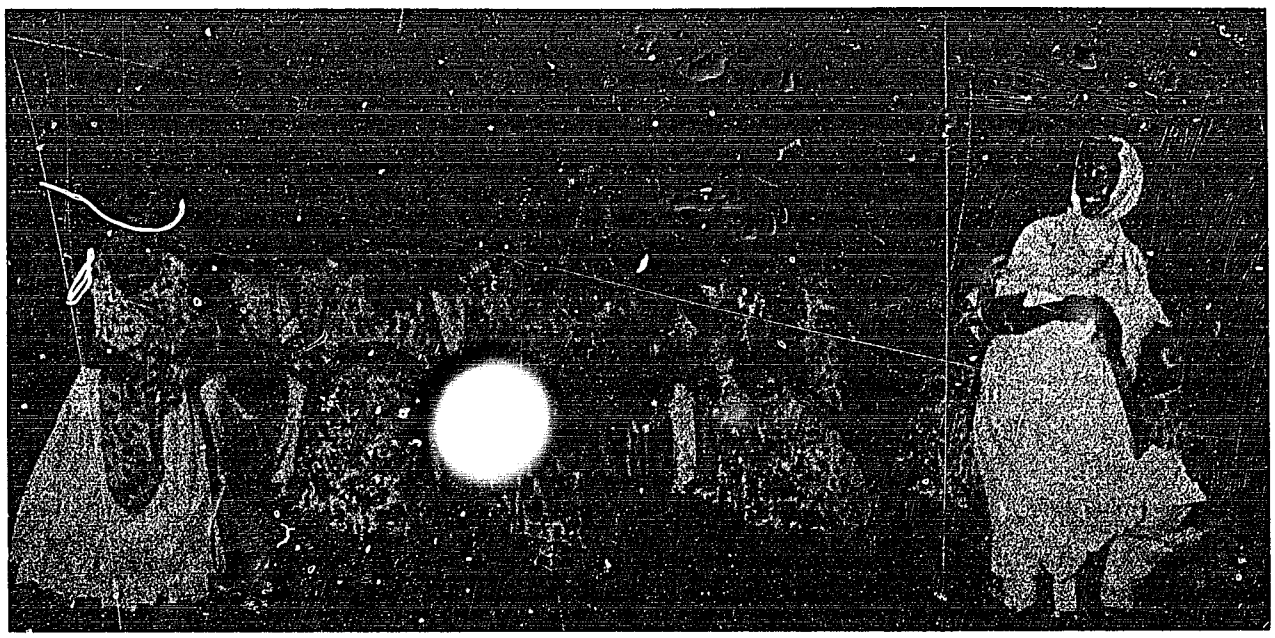


ISOBEL A. CULL

tej, wonji and a pride of lions

THE DECISION TO HOLD the World Conference of Organizations of the Teaching Profession 14th Assembly in far off, mysterious Ethiopia surely could not have been lightly taken. The obvious advantages of this site in Africa, for it was deemed to be Africa's turn to host the conference, consist of the magnificent Africa Hall where we met, several hotels of sorts, ease of access by air and certainly no worse a climate than that of the B.C. coast. Perhaps, too, the executive of WCOTP considered it would be good for our souls to spend nine days in a country of such desolation and poverty that status is symbolized by the possession of a large black umbrella, carried open in rain, in shine or under lowering skies.

A visit of nine days' duration does not qualify one as an expert on the economic, political or social conditions of a country, but it is quite possible in that time to deduce much by observing the children, questioning the adults and reading the advertisements. I certainly had scanty information prior to my visit, for Vancouver libraries and London bookshops both failed to produce any recent publication dealing with Ethiopia, either scholarly or of the travel variety. However, this year, 355 people from 60 countries of the world are taking back to their friends, families and professional organizations some impressions of the land which lies uneasily under the rule of the Lion of Judah.

Our plane from Rome touched down in Cairo in the early hours of Saturday, July 31. This was our first stop on the new continent, and here we were joined by a noisy group of conference-goers who had just spent several days communing with the Pyramids, being importuned for tips for the slightest service, and finally treated to the spectacle of customs officials bullying an Egyptian citizen who had returned home with undesirable but unspecified cargo. Any Egyptian who wishes to leave the country is required to post a large bond, and then he must be supported by monthly contributions from his family. If he fails to return, the family is held responsible. This incidental information was given me by my traveling companion, who had just joined the flight.

It seemed to be taking ages to get airborne, and the air in the plane was hot and still. Finally, the steward confided to us that the seal on the gas tank near

Mrs Cull, BCTF past president, was a member of the CTF delegation.

number two motor was faulty and as it would take a very long time to repair, and he judged it should be repaired, we were invited to leave the plane for the comparative coolness of the airfield. We stepped out under a black velvet sky and stood about admiring one another's complexions by the brilliant bluish light poured down from banks of lights on tall poles which illuminated the landing area. It did not fill me with confidence to see the repair chaps catching the drip in buckets and idly flipping through their manuals.

A shout from the rear directed our attention to buses in which we were removed from the scene to the dubious comfort of the air terminal building. Here we were served the ubiquitous Coke by tall dignified gentlemen with leathery brown faces, dressed in long white embroidered robes and soup basin hats. The canny ones paid for the refreshments with an English two shilling piece, while my American dollar bill barely bought one glass of lime something-or-other.

At last, about 6:30 a.m., we were herded on to the buses and thence on to the plane. Ten minutes after take-off, nearly everyone was asleep, much to the annoyance of our cute Chinese steward who wanted to inject the morning orange juice. This was when I heard that the captain, after failing to convince the Cairo mechanics that putty was not a suitable mending material for holes in gas tanks, decided to drain the tank and go on 'regardless.' Somehow I then lost all desire to sleep.

Regulations for Visiting Are Strict

Later that morning we landed at Addis Ababa and were met by representatives of the Ethiopian Teachers' Association, who collected our passports and return tickets, and eased us through customs, immigration and on to buses for our hotels. It was a most efficient operation, although some nervous delegates felt very unhappy about relinquishing both their passports and their tickets. Visitors to the country must possess a return ticket, before being allowed to enter. A further check on one's movements is made at the time of departure. It is necessary then to buy an exit visa which consists of an official stamp on the passport. I heard stories about Europeans and Americans who are working in the country being kept virtual prisoners there through the very simple expedient of refusal to grant an exit visa. To travel by Ethiopian Airways is the only safe way to enter or to leave the capital city. No other airlines are permitted to land, the roads are unspeakably bad and unsafe to travel for other reasons, and the sole train seemed to have open cars with no seats or doors.

To the visitor the city of Addis Ababa presents two outstanding features. One is that it sprawls untidily over the land with no perceptible attempt to have a city center as we understand the term. The other is that it is a curious mixture of wealth and poverty, the old and the new. Tall functional modern buildings of unbelievable ostentation rise out of the khaki-colored mud, and nestling beside them are the huts of the populace.

A few young men dressed in business suits bustle about in and out of the hotels and the office buildings. One sees an occasional young woman on the street dressed in the charming Ethiopian costume. This consists of a full short skirt, a blouse and a stole all made of white cheesecloth. The hem of the skirt and the long edges of the stole are trimmed with embroidery done in color by a weaving technique. The rest of the people, thin spare individuals, clothed in mud-colored garments, in many cases not much more than rags, lean on shovels or hunker down in groups holding conferences. Everyone of consequence carries a black umbrella.

Ethiopians are small dainty people with fine features, dark liquid eyes, olive skin and black hair. The men have well shaped heads with the hair line over the temples curved backward. The women usually have their heads firmly wrapped in a colored cloth. The children are clothed in whatever comes to hand.

Opening Ceremonies Were Colorful

On the opening day of the conference many of the African delegates delighted us by appearing in their national dress. These are magnificent voluminous affairs made of locally woven or printed cotton material. One plump gentleman, from Ghana, I believe, wore his with great aplomb, one shoulder fetchingly uncovered. The women's towering head dresses were very chic, and one pretty girl from Nigeria had the words 'Ever Young' printed on the back of her long tight skirt. Ah me!

Africa Hall, where the assembly was held, is a splendid structure. The meeting hall is circular, with translation booths on a balcony overlooking the delegates' seats. We each had a set of earphones and a numbered dial to enable us to tune in on Arabic, Japanese, French and English translations. There were no aisles between sections of the seats, so those people unlucky enough to have been placed in the middle had to scramble over everyone to reach their own seats; and those on either end of each row were constrained to evince continuous international goodwill while being scrambled over. The Canadian delegation was seated at one end of a section, so we met more people than we would otherwise have done.

The theme of the 14th Assembly was 'Equal Opportunity through Education.' President Sir Ronald Gould gave the opening address in his usual diplomatic and good-humored style. Each delegate was able to relate Sir Ronald's message to the educational circumstances of his own country and to respond in his own fashion to the challenges which the speaker presented. Later in the day and for several sessions afterwards we heard statements from nearly all delegations in which the educational climate and conditions in their countries were delineated. The same cry of 'too few teachers,' 'too few qualified teachers,' 'too few schools, class-

rooms, supplies' and 'not enough money spent,' came from all. Many countries, particularly in Africa, which have no legislation compelling parents to send children to school, have in addition a discriminatory system of school fees. In the developing countries, another of the socio-economic factors which affect equality of education is the fact that children are needed in homes and on farms to help support the family. The schools try to adjust to this situation by having holidays during the harvest season.

On the other hand, the limiting factors in the developed nations of culturally disadvantaged homes and not enough kindergartens and nursery schools seemed hardly relevant in the face of the very real problems of at least half the world.

The speaker from Ethiopia, Mr. Tukaher Hailu, by understatement, by lack of tonal color, painted the blackest picture of all. Although education in that country is free at all levels, only 4% of the children are in school. The reasons given were the usual ones—lack of schools and an acute shortage of teachers. The other African delegates talked in decisive and confident tones of the better future for which their governments and teachers' organizations were working, but the president of the Ethiopian Teachers' Association seemed to speak in accents of despair.

Statement on Theme Agreed To

Ethiopia has never been a colony of a European nation, but has existed for centuries in the backwaters of the world, isolated by her great altitude, her lack of roads and her rugged remoteness. No outside power, except for a short time Mussolini's Italy, has shown her the advantages of education, cleanliness or sound agricultural practices. Now that His Imperial Majesty, Emperor Haile Selassie I, wants to have his country enter the modern world, there is virtually nothing to build on—no nucleus of literate people, no heritage of public sanitation, no awareness in the populace of the African 'winds of change.' It was interesting to note that in his speech of welcome to us, H.I.M. twice stressed that he thought education could be a very dangerous thing if not properly controlled!

Two of the last three days of the conference were spent in hearing papers on topics related to the theme. On the last day came resolutions and elections. We spent almost the whole day in debate on three resolutions which embodied the assembly's attitude to 'Equality of Opportunity through Education.' This statement had to be agreed to by all countries, but still had to have enough bite in it that teachers' organizations could use it as a lever to wrest from their governments such changes as would be needed to improve educational opportunities in their respective countries.

The Canadian delegation decided to enter its leader, George MacIntosh of Nova Scotia, in the election for the North American seat on the Executive; and the resulting politicking and to-ing and fro-ing between sessions added considerable interest to the dying hours of the conference. It had also the side effect of taking our minds off our digestive troubles, which were not inconsiderable. In fact, many of the American and Canadian delegates contracted dysentery, some very severely. Every day the drug store near our hotel ran out of its supplies of Entero-Vioform. Besides the dysentery, many of us had great difficulty in sleeping at night, due in part, I think, to an indefinable feeling of tension in the air. Of course, the high altitude may have been a contributing factor.

In spite of our best efforts at persuasion, and Mr. MacIntosh's acknowledged suitability as a candidate, we were unable to unseat the United States incumbent, nor to secure one of the 'free seats.' Of the nine Executive positions one must be held by each of the five continents and the four others have no geographical restrictions. Canada seems to hold in WCOTP just about the same position as she does in the United Nations—everybody's friend, but without sufficient size or power to command top billing.

There was proposed a fee increase for WCOTP, and Canada tried to get a resolution accepted which would instruct the Executive to consider a scheme of keeping all money raised by the increase for WCOTP use. There is some rather intricate internal financing, by which two of the affiliates get five-eighths of their fees rebated. These two organizations, the International Federation of Teachers' Organizations (IFTA) and the International Federation of Secondary Teachers (FIPESO) (how we love to create words from the initials of mouth-filling organizational titles!) not surprisingly were opposed. Mr. MacIntosh presented a very lucid and reasonable case for our proposal, but, regrettably, it did not pass the assembly.

Delegates Visited Sugar Estate

One of the most rewarding and enjoyable experiences of each World Conference is the excursion arranged by the host country. The Ethiopian Teachers' Association planned for us a trip by bus to the Wonji sugar estates about 60 miles from Addis Ababa. The road was paved for a short distance and then our spring-free conveyances bounced and jounced over potholes and washboard for the rest of the journey. Those of us who were suffering from the complaint afore-mentioned found this motion rather trying. However, there was so much to interest us along the road that we almost forgot our miseries.

It was winter, so the trees were sparsely leaved and there were only straggly blossoms on the acacia and the flame trees. Bullocks pulled wooden ploughs through the rich black soil, and men were broadcasting seed by hand from wide plate-like baskets. The cultivated fields followed the rolling contour of the land, and curious flat-topped trees, scattered about the fields, served as shelter for man and beast at the end of each row of ploughing. This is a very high altitude, about 8,000 feet, almost at the Equator, and the direct rays of the sun and the sudden torrential rains beat

down unmercifully.

We passed through squalid villages where the best looking houses were those plastered with rich brown cow dung. People dressed in rags huddled disconsolately against the buildings, or at open doorways. A few children waved shyly at us when our five buses paraded by them, raising the dust and frightening their skinny little flop-eared goats.

We passed numerous clusters of round mud huts with pointed thatched roofs, surrounded by fences made of some thorny wood, probably Kipling's 'wait-a-bit thorn bush.' All along the highway small bands of people walked we knew not where along the endless dusty road. Some carried bundles of firewood on their backs and others fat-bellied water pots with narrow necks and flared tops. At one place, where some men were making bricks, we noticed a long line of women carrying these pots on their backs, presumably providing the water for mixing with the mud.

We were most cordially received at the sugar estates by some of the Dutch overseers, treated to the inevitable Coke, and then taken on a tour of the whole outside operation. In the workers' compounds on the estate, the houses were constructed of somewhat better material than those we passed on the highway, but they, too, had no chimneys, no floors, no amenities whatsoever. Staff houses for the administration were charming brick bungalows surrounded by very lovely gardens. There is some mechanization on the estate in the shape of collection vans drawn by tractors but all field work is done by hand. Women work in the packing plant and offices, but men do all factory and field work. The standard wage for field work is one Ethiopian dollar a day, which will buy just about what a Canadian dollar will buy here.

There seems to be greater security for the workers on these estates than exists in Addis. I was told that city jobs are very scarce, and when workers are needed for some such civic enterprise as street repair, ditch digging or building one of their incongruous edifices, hiring is accomplished by a haggling system. Those workers who bid the lowest daily wage are the ones to be employed. This wage is somewhat less than the amount paid field hands at Wonji. The average yearly income of working people is said to be 40$ Ethiopian. (2.50$ Ethiopian equals $1.00 U.S.)

Our bus drivers had been given strict instructions to return us to Addis in plenty of time to change for a 6:30 p.m. reception at His Imperial Majesty's palace. We had been reminded very firmly several times about the 'changing' part, and about the necessity for promptness at the palace.

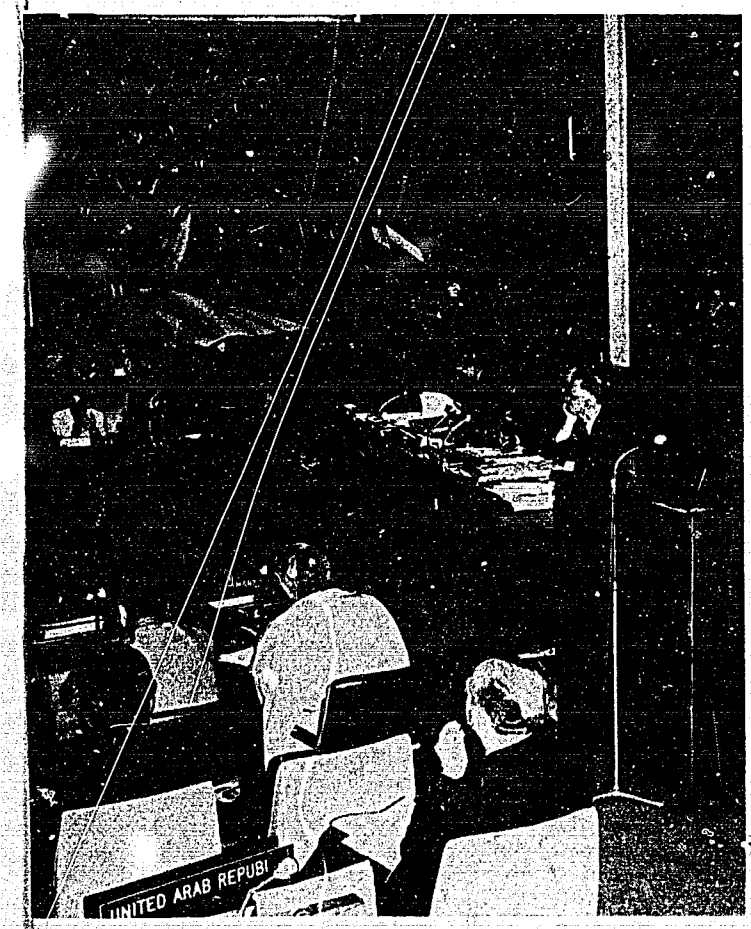
Buses collected all of us from our hotels just as they did twice a day each day of the conference, and promptly at 6:30, the armed guards flung open the ornate wrought iron gates of the palace grounds and our buses respectfully approached the palace, a long low cream-colored building with a glass portico and wide stone steps flanked by large statues of lions. We could see at one end of the palace the section that had been added to accommodate Queen Elizabeth of England when she visited H.I.M. last spring.

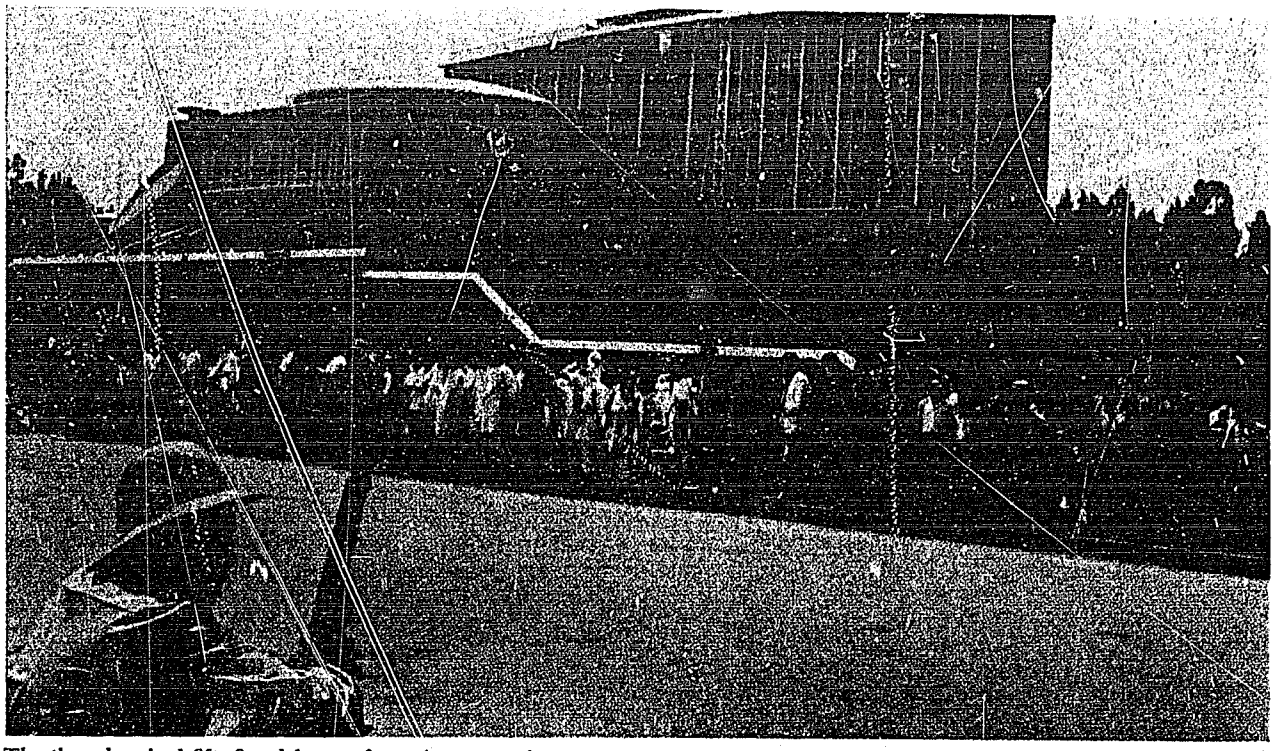
To our delight and surprise someone with an eye for style and beauty had placed on each side of the steps below the lions a pair of tame cheetahs, chained unobtrusively to stakes. These elegant creatures were lying facing away from each other, tails at rest and front paws demurely crossed. One of them purred in a most endearing way when a member of our group scratched him behind the ears.

The lions and cheetahs were repeated in ornamental silver figurines in the foyer of the palace. A staircase curved down from the second story, and on the wall above the stairs were very large circular ceremonial shields and some wicked-looking spears. In contrast to this rather primitive warlike display was a very large chandelier all drippy with strips of glittering glass.

Officialdom in army dress uniform lined us up single file according to delegations; curtains were swept

A mural of the leaders of the new African countries dominates the front of the assembly hall.





The three hundred fifty-five delegates from sixty countries met in Africa Hall, one of Ethiopia's splendid new buildings.

back, and we proceeded into a rectangular room, cream in color, with tall windows curtained in crimson and a crimson velvety carpet. At the far end of the room was a low dais holding one ornamental throne-like chair. Beside it stood His Imperial Highness, Crown Prince Assfaw Wessen Haile Selassie, a small dark, rather plump man of indeterminate age. I believe that it was he who was *in loco regis* five years ago when the coup d'etat occurred. The story we heard was that when H.I.M. came home he had the fifteen ministerial leaders shot in the basement of the Haile Selassie I University. The university students who had sympathized with the palace revolution found that their residences had been closed against them and some have not yet been reopened. This effectively barred them from university unless friends or relatives in the city sheltered and fed them.

Each one of us shook the Crown Prince's rather limp hand and received an expressionless glance. Someone stood beside him and mentioned the name of the country we each represented. Photographers popped bulbs continually, while the line moved quickly up one side of the room and formed rows on either side, leaving the center entirely clear. As soon as the last handshake had been accomplished, a hush fell over the gathering as if we expected a speech. None was forthcoming, but doors opened on one side of the room to allow the servants to come in bearing bouquets of dahlias and gladioli bristling with unopened bottles of champagne. While these were being noisily broached, other servants passed among us carrying trays laden with glasses of the wine. Immediately the feeling of tension lessened and the noise level rose. Our ration was one glass, but a few delegates who were not easily abashed, did manage to secure two. There was fruit juice for the abstemious, and tej for the brave. This last mentioned tipple is locally-made mead, golden brown in color and tasting faintly of honey. The final offering, doubtless in honor of the large delegation from the United States, consisted of bowls of popcorn, flecked with red and green. It seemed hardly proper to take more than one piece at a time.

This rather formidable experience was not, of course, the only social event of the conference. There were in addition to receptions given by Dr. Carr, Secretary-General of WCOTP, two banquets and a truly delightful performance of Ethiopian songs and dances by the Haile Selassie I theater troupe. Many of the dances had developed from the activities of people in an agricultural society, others were courting rituals, while one was a very exciting lion hunt with lots of stamping and brandishing of spears.

Five of us Canadians left together from the Haile Selassie I airport on a cool rainy Sunday morning, after having bought exit visas, changed our money into East African currency, and successfully passed customs, health inspection and passport perusal. Our hearts lifted as the jet rose into the clouds. Although we were glad to be leaving, we hoped that the presence of such a large international group of educators in the city would have some good effect on the government of Ethiopia. If so, something of value will have indeed been accomplished above and beyond the purposes of the 14th Assembly of WCOTP. □

PART ONE

D. J. S. SMITH

CURRENT PRACTICES IN B.C.

IF THE FEDERATION IS TO HAVE an intelligent policy on education finance, it must be based on a knowledge of the existing situation. This series begins, therefore, with a brief description of the fiscal relationships between the provincial government and the school districts.

The theory on which the relationship is built is that school boards are free to spend as they see fit. They are guaranteed that expenditure up to a prescribed level will result in a designated rate of taxes. A school board which pays its teachers according to the following salary scale:

	ET	EC	EB	EA	ST	PC	PB	PA
Min.	$2600	$2700	$3000	$3600	$3800	$4000	$4400	$4600
Max.	$2600	$3450	$5200	$5800	$3800	$6520	$7390	$7960
Increments	none	5	11	11	none	12	13	14

and which spends on administrative allowances a sum equal to $5 per pupil and on other operating costs $2,560 per teacher employed, will find that the tax rate will be exactly 15.95 mills. A program of expenditure at these levels is referred to as the 'basic program' for the district.

In theory, any school board may spend less than these sums. However, salary agreements with teachers and other cost factors being what they are, this is most unlikely. Expenditure at a higher level than the basic program is universal, so tax rates for current expenditures are at a higher level than 15.95 mills.

Example. There are two school districts entitled to employ 100 teachers each; and, for the sake of comparison, the teachers they employ have similar qualifications and experience. The basic program will be identical as follows:

Non-salary allocation 100 × $2,560 =	$256,000
Salary allocation (estimated)	620,000
Total basic program (current expenditure)	$876,000

District A has a taxable assessment of $20,000,000
District B has a taxable assessment of $40,000,000

In each case the yield of a tax of 15.95 mills is ascertained and subtracted from the cost of the basic program, as follows:

	A	B
Cost of Basic Program	$876,000	$876,000
Yield of 15.95 mill tax	319,000	638,000
Basic Grant for Current Operations	$557,000	$238,000

Thus each of the two school boards, along with all the others in the province, has an exactly equalized expenditure financed by an exactly equalized tax rate.

At this point the administrative decisions of the boards come into play. They are free, in theory at least, to spend less than the sums provided in the basic program, and so cause the taxpayers to pay a lower rate. A more likely situation is that the board will elect to expend at a higher rate, and the taxpayers must bear the consequence of this decision. This is local fiscal autonomy.

It is important to know who sets the level of the basic program and of the local contribution thereto, and to know what is the basis of decision. The grant toward teachers' salaries is based on salaries paid in 1960. The $2,560 grant per teacher for non-salary expenditure is an approximation of the experience of the

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

same year. These two calculations have not varied over the past four years. However, there has been some variation in the equalizing mill rate. It is adjusted so that the governmental contribution equals 50% of the cost of the basic program on a provincial basis. An obvious weakness in this arrangement is that as the cost of the actual program rises, the governmental contribution remains stationary, resulting in added cost to the local taxpayer.

The policy of the BCTF, while critical in detail, approves the principles on which education in our province is financed. In fact, in the years between 1948 and 1961, when other principles were substituted, the Federation strove mightily to persuade the government to return to these principles. Why did the Federation do so, and why has there been a surge of criticism of this policy? Because an integral part of the scheme is the use of the property tax to support education.

The BCTF has contended that the only way in which local decisions can have any meaning is to have those decisions affect the level of a local tax. Without some measure of control of a local tax source, local autonomy simply does not exist. If this hypothesis is accepted, the Federation has two alternatives. Either the survival of local autonomy depends on the use of some other form of local taxation, whose incidence will vary according to local decisions, or it must continue to support the use of the property tax. Other local taxes have been tried. Chief among these are the sales and the income tax. Both of these taxes are constitutionally available to the province and therefore to the school districts.

British Columbia already has one of the highest rates of sales tax on the continent. This could be overcome of course, by allowing the school districts to take advantage of a reduction in the provincial tax. But this would result in an unequal distribution of the proceeds of the local sales tax. Because a sales tax is collected at the source of sales, its revenue is high for those districts doing a large commercial trade. It does not take into account the place of residence of the customer who actually pays. It is easy to identify the residence of the individual income tax payer, but it is not so easy to identify the community that provides the income. The situation is further compounded when one considers the corporation tax. Should its benefits accrue solely to the school district in which its headquarters is located? Perhaps that is Toronto. The allocation of income derived from a portion of a corporate entity is a matter of extreme complexity. What proportion of the income of Consolidated Mining and Smelting belongs in Kimberley and what in Trail? What proportion of the Canadian Pacific Railway's income derives from Revelstoke?

The BCTF, through the advice of its Education Finance Committee, has reached the conclusion that there is no practical substitute for the property tax. No other tax is subject to fluctuations of incidence in proportion to the decisions of the local school authorities. The price of local autonomy is the continued use of the property tax to support education.

The debate then clearly revolves about the question: Is this thing called local autonomy so essential that the BCTF must accept the undesirable features of the property tax as the cost of its retention? The answer to this critical question will flow from an examination of two related questions. First, how compelling are the Federation's reasons for commitment to the principle of local autonomy? Second, what specific criticisms are levelled at the property tax as a source of funds for education, and how valid are they? The first of these questions is examined in the second part of this article. The second article in this series, to be published next month, will consider the second question. The final article, to be published in January, will examine the role of the Home Owner Grant in financing education. □

LOCAL AUTONOMY THE KEY ISSUE

PART TWO

J. A. SPRAGGE

THE CASE FOR LOCAL AUTONOMY in the administration of education was eloquently stated by the late Maxwell A Cameron in the *Report of the Commission of Inquiry into Education Finance* published in 1945. The following quotation from the report is a classic articulation of the issues.

'There are some obvious advantages in complete centralization, or the placing of the whole school system in the hands of the Provincial Government. In the eyes of the Province the child in Telegraph Creek is as much entitled to a good schooling as the child in Vancouver, and everything possible would be done to see that he got it. The great merit of centralization is the equality it can produce.

'Some improvement in efficiency might also be expected if complete centralization were to be adopted in this Province. Economics in purchasing would become possible, and accounting might be better handled; professional leadership might be made more widely available, and teachers might be more wisely placed.

'Against these advantages of centralization—and it is

admitted that the case may have been understated—must be placed some dangers. After the first few years there would be a danger of rigidity. It is almost inevitable that many promotions would be made primarily on the basis of seniority. Where mere length of service was not decisive, the opinion of the Inspector or other superior officer would be enormously important, so that conformity would be placed at a premium. Further, any employee of a large organization is forced to seek protection from criticism by hedging himself about with rules and regulations and the slavish adherence to precedent. Thus, the larger the organization, the more important is its machinery and the less important are the human beings who run it.

'Now this mechanical, static, routine administration may not be regrettable, may even be desirable, in some public services. But in the delicate, sensitive affair which is a school system, human relationships are immensely important, and machinery must be kept to a minimum; and uniformity is almost the same as lack of progress. Especially is flexibility essential in the school system of this enormous Province, where distances are so great and conditions so varied that no central office, no matter how enlightened and well intentioned, could adjust its policies to them.

'Moreover, complete centralization is almost certain to result in some loss of local interest in schools. Experience has demonstrated that the most strenuous efforts to enlist local interest by means of local advisory boards are futile. Many citizens will not serve on a board which is merely advisory. They must be given the power to *do* something for their community. It would be a great tragedy if our school system were to lose the services and support of our school trustees, who for the most part have done excellent work, often in spite of very irritating obstacles.

'The administration of schools by local boards has other merits. For example, the present wish of schoolmen is to make the school the centre of as many community enterprises as possible. This laudable attempt to foster community schools would be hindered if the schools were removed from local control. Again experimentation is more likely in a system which is at least partially decentralized. The development of junior high schools in British Columbia has been affected by local initiative, encouraged by the wise leadership and stimulation of the Department. Among the most promising developments in British Columbia schools today are school lunch programmes and vocational agriculture courses. In these, both central authority and local initiative have large parts to play.

'It has often been contended that local control is the more democratic than central control. In one sense this is surely not so, for in a centralized system the schools would still be responsible to the representatives of the people. Indeed if centralization brings about a much greater degree of equalization than decentralization can, it may be said that it is the more democratic. However, because local control results in greater public interest, because it enlists the voluntary services of an army of citizens, and because the local people can feel that, in part, they possess the schools, that they are doing things for themselves rather than having things done for them, it may be proper to call decentralization more democratic.'

Developments during the two decades since the appearance of the Cameron Report have served only to confirm the principles therein enunciated. Were Dr. Cameron writing today he might employ somewhat different illustrative examples, but otherwise he could scarcely improve upon his original statement.

His warning against rigidity and inertia in a large, monolithic structure is specially appropriate in our present social context. So, too, is his wry description of the organization man, 'forced to seek protection from criticism by hedging himself about with rules and regulations and the slavish adherence to precedent.'

Decentralization Permits Experimentation

In support of this assertion that experimentation is more likely in a decentralized system, Dr. Cameron referred to the development of junior high schools, school lunch programs and vocational agriculture courses. We might expand his list of illustrations to include vocational shop courses, public school kindergarten divisions, student counselling services, teacher consultants, team teaching developments and educational television. We might cite also such specific examples of experimentation in the subject areas as the linguistic approach to English, the Cuisenaire method in arithmetic, the resource course in social studies, the initial teaching alphabet, and the language laboratory. If each of these developments had to await approval by a remote central authority and simultaneous introduction in schools throughout the province, stagnation would be the inevitable result. Progress in education is commonly initiated through the efforts of a thoughtful, venturesome teacher or group of teachers, encouraged by a local authority which has both the enlightened interest and the administrative authority to give concrete support. Where such locally inspired innovations prove unproductive, they can be quietly dropped; where they succeed, they provide a concrete pattern for widespread adoption.

Dr. Cameron's emphasis on public interest and democratic control remains as valid today as in his time. While it is true that the administrators of a centralized system would be responsible to the representatives of the people, the response is much more sensitive at the local level. In provincial politics, policy in education rarely becomes a decisive issue; only at the local level may educational issues receive direct public consideration, in isolation from extraneous matters. To be sure, we are often baffled by apparent public apathy or irritated by seemingly irrational attitudes at the local level. To consolidate the same weaknesses by vesting them in a provincial electorate and a powerful

Continued on page 78

W. V. ALLESTER

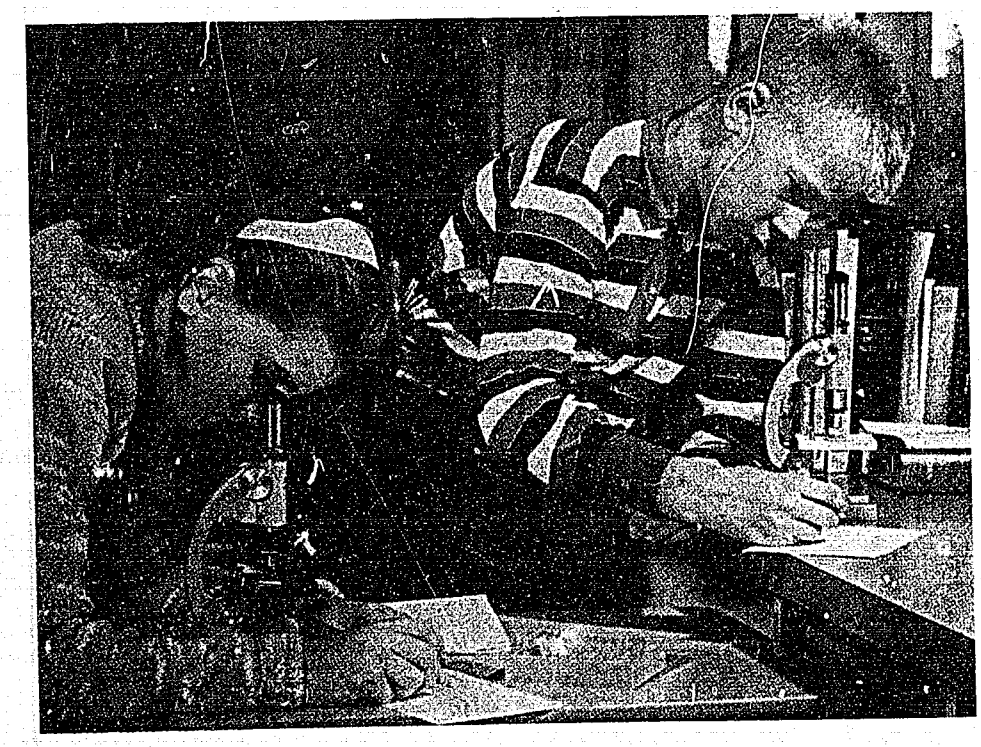
CURRICULUM SHOULD BE OUR BUSINESS

CURRICULUM CAN BE DEFINED as 'the sum total of experiences that are planned and promoted by an educational system for its students.'[1] This broad definition includes not only the language lessons and the laboratory experiments of the formal classroom program but also many informal learnings and out-of-classroom experiences. It involves, for example, the attitudes and work habits acquired incidentally in the classroom, the information received through the extra-curricular program and field trips, and the learning experiences, positive or negative, of the lunchroom and school bus. In the statement which follows we shall be dealing mainly with the formal in-classroom experiences. This means that we shall be concerned with courses of study, textbooks, and other materials used in schools by teachers and students.

The Public Schools Act for the Province of British Columbia reserves for the Council of Public Instruction (i.e., the Cabinet) the right to '. . . prescribe courses of study, and adopt and prescribe textbooks, and authorize supplementary readers and other instructional material for use in public schools. . .'[2] Similar legislation exists in other Canadian provinces—an indication of a common concern, in a young society, for the maintenance of a minimum or basic educational program. This same concern is shown through the provision of provincial examinations and the maintenance of a hierarchy of supervisory personnel.

However, even in our somewhat centralized provincial system of education, there are other levels at which curriculum is developed. In recent years there has been a trend toward increasing the number of district or school or teacher decisions in this field. Thus some consideration of these other levels is necessary.

At the school district level the decision is made whether to have kindergartens incorporated into the



Pupils learn best when a multi-sensory approach is used.

Mr. Allester is BCTF *Director of Professional Development.*

Kindergartens should be an integral part of the public school system.

public school system and whether to develop local report cards. Should provincial examinations be used in June in Grade 7? Are there enough interested pupils to justify offering the Music Specialty in Grades 11 and 12 or will only a few courses from this specialty be offered as electives? 'Variations in local conditions will often lead to the development of programs which go well beyond the minimum requirements set forth by the Department of Education."[3]

Within the individual school many decisions are made which directly affect what is taught. Should art and science be handled by 'specialists' in Grade 5 or 7? Will General Business 11 be taught by a commerce teacher or by a geographer? Will all reference books be retained in one central library or will there be classroom libraries instead? Will Latin 8 or Music 9 be offered? (Sometimes, of course, the answers to such questions are dictated by facilities or by availability of qualified staff and they are therefore not provided solely by the philosophy of the principal and his colleagues.)

However, 'it is at the classroom level that the actual curriculum comes to life. For it is the teacher's responsibility *to translate the desired educational program into specific learning experiences.*'[4] Which of the alternate units will be used? What emphasis will be given to this chapter and that exercise? In the new secondary English resource courses the teacher is expected to develop 'from the materials provided a specific course aimed at achieving for his particular classes the maximum realization of the objectives of the course.'[5] In English 10 he is expected to use only one-third of the novels provided in the provincial curriculum.

As indicated above there is now, in British Columbia, an increasing opportunity for curriculum development decisions to be made at the teacher, school and district levels. However, the curriculum field is still dominated by what happens at the provincial level. The provincial legislation will perpetuate, into the foreseeable future, a provincial system of courses of study, textbooks, examinations and inspections of schools. Thus the work of the BCTF, in the curriculum field, must include an opportunity for teachers to work together, through the BCTF, in revising the curriculum and examination procedures and in choosing new textbooks and instructional materials. The principles which follow, if accepted by the Federation, will serve as a form of reference for the work of teachers in this area. Moreover, they should be useful in assessing the district, school and teacher phases of curriculum development.

The BCTF Believes That:

1. The public school system should be viewed as a single unit. This unit should include what is now des-

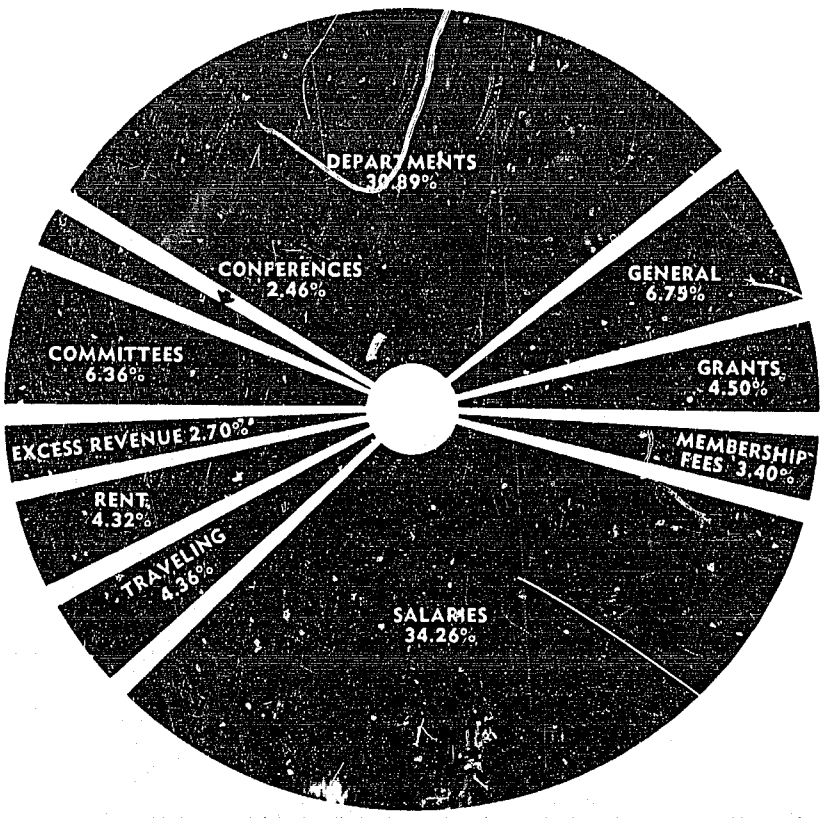
cribed as the elementary and the secondary school years as well as the pre-school or the kindergarten period where provided in the public school.
2. The basic objective of the curriculum should be to foster in each pupil a desire for continuous learning.
3. In designing the curriculum, the following are some of the characteristics of the learning process which should be considered:
(a) Pupils learn at different rates.
(b) Pupils learn at various levels of comprehension in different content areas.
(c) Pupils learn through a variety of processes; such as the manipulative, the imaginative, the creative, the intellectual.
(d) Pupils learn best when a multi-sensory approach is used.
(e) Pupils learn most readily when the activities in which they are engaged seem useful and important to them.
4. In the process of organizing and selecting learning experiences, provision should be made for pupils to understand concepts, to acquire skills, and to develop desirable habits, attitudes and appreciations.
5. In organizing and selecting learning experiences and in determining the sequence, there should be continuing communication and consultation among all teachers; among, for example, subject specialists, special education teachers and the teachers of children of different ages.
6. The intrinsic value of an organized series of learning experiences should be clearly recognizable to the pupils, to the parents and to the community. (A series of learning experiences at any stage cannot be justified merely because it serves as a screening device.)
7. In order to foster in each pupil a desire for continuous learning, the school system should be organized according to the principle of continuous promotion. (This means the elimination of the grade system and of present promotion practices.)
8. Technological development and the explosion in knowledge require a curriculum which will emphasize the role of the teacher as an organizer of learning rather than solely as an imparter of knowledge.
9. In attempting to provide for individual differences of pupils in the classroom, teachers should make continuing professional decisions, concerning, for example:
(a) Adaptations of the curriculum.
(b) The selection of textbooks and other lesson aid materials.
(c) The method of grouping the pupils.
(d) The identification of pupils with learning difficulties for referral to other professional people.
10. Curriculum revision at all levels should be a continuous process.
11. Proposals for new courses should be tried on an experimental basis in some classes to ensure that general implementation is desirable.

Note: The successful implementation of these curriculum principles depends upon improved learning conditions for pupils and upon manageable assignments for teachers. The physical and administrative organization of the school will have to be changed to provide a reduction in the average class size, for example.

The views of the members on the adequacy of the above statement should be sent to the Curriculum Directors, in care of the BCTF office. A revision of this statement will probably be submitted to the 1966 AGM for consideration as new policy to replace that adopted in 1963. □

Footnote references available on request.

Pupils learn most readily when their activities seem useful and important to them.



BCTF RECEIVED FROM

Fees	$627,215.19	
B.C. Teacher—Subscriptions	30,263.95	
—Advertising	27,630.26	
Interest on Investments	6,030.07	
Lesson Aids	21,534.88	
Printing services (PSA, Lesson Aids, etc.)	40,680.72	
Sale of color enlargements	4,371.80	
Property Revenue	20,269.40	$777,996.20

AND PAID OUT FOR

Committees	49,494.54	
Conferences	19,155.23	
Departments	240,308.72	
General	52,503.48	
Grants	34,956.42	
Membership Fees	26,455.96	
Salaries	266,558.10	
Traveling	33,888.55	
Rent	33,648.00	$756,969.00

AND THEREFORE HAD A SURPLUS OF

$ 21,027.20

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	$10,439.07
Executive	9,436.47
Public Relations	10,962.74

CONFERENCES

Team Teaching	$ 1,325.10
Summer Conference (Vernon)	2,445.82

DEPARTMENTS

Annual General Meeting	$15,413.53
International Assistance	15,704.00
Lesson Aids (revenue of $21,534.88)	27,708.91
Salary Indemnity Claims	79,621.83
The B.C. Teacher (revenue of $57,894.21)	44,651.33
Printing Supplies and Stationery	39,419.31

GENERAL

Equipment (office and printing, etc.)	$ 9,157.03
Legal	14,961.56
Postage	14,757.02
Telephone and Telegraph	10,433.00

GRANTS

Arbitration	$ 5,001.22
In-service Education	4,432.20
Provincial Specialist Associations	13,808.00
Scholarships and Prizes	9,600.00

MEMBERSHIP FEES

Canadian Teachers' Federation	$25,914.00

SALARIES

President	$ 9,119.26
Administrative	101,211.27
Non-administrative	136,960.46
Pensions Contributions	13,017.26

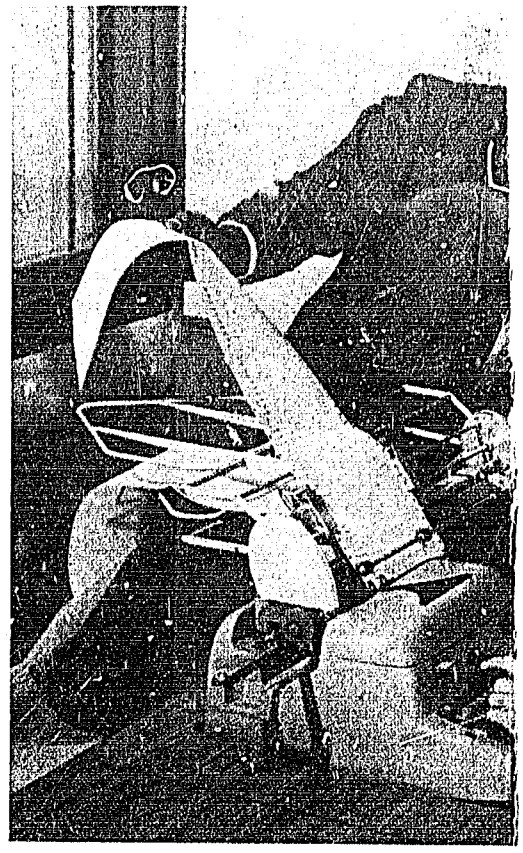
TRAVELING

Administrative Staff	$12,833.93
District Councils	11,975.87
President	4,158.51

RENT

(Paid by the BCTF to itself) $33,648.00

THOSE AMAZING COMPUTERS!



C. B. Kotak uses a computer at Handsworth Junior S[illegible] the computer to solve problems, students gain a rea[illegible] benefit students learn computer languages, programmin[illegible]

WHILE YOU READ THIS SENTENCE, there's an electronic computer doing some kind of helpful chore for you. Somewhere, a computer is writing your pay check, adding interest to your bank balance, baking a cake you'll eat for tomorrow's dessert, formulating a medicine you may need someday, or figuring out an easier way for you to get to work.

There's an electronic servant to tackle almost every task from evaluating stock portfolios to predicting a college freshman's senior year grades. One of the latest computers can navigate a vessel by means of satellite signals—another can analyze 90,000 weather reports simultaneously without getting its wires crossed. Computers can speed the booking of plane reservations—or frustrate a criminal's getaway by tipping the police off as to where he'll strike next.

Feel outsmarted? Don't. Electronic computers still need human brains to program their thinking for them. Computers, in fact, can do nothing men couldn't do—if they had the time.

Since they haven't, they have harnessed the computer's superhuman speeds to do superhuman jobs. A computer at the University of Washington was found able to make 33 predictions in five seconds about an entering freshman's future grades; previously, the same calculations took university personnel almost half a day.

An electronic brain used by some stock brokerage houses can make a trend analysis of any given stock in about ten seconds; some 2,000 stocks can be analyzed in approximately ten hours. Before computers, even a large brokerage firm might keep its full staff of trained analysts busy evaluating just a few hundred of these stocks.

Even more remarkable is the quick-thinking computer now sailing the high seas as both researcher and navigator. The research vessel Atlantis II recently embarked on a ten-month, 50,000 mile voyage to the Indian Ocean and beyond—with a ship's company consisting of 25 crew members, 28 scientists, and a rugged, able-bodied PDP-5 computer, made by the Digital Equipment Corporation.

Purpose of the round-the-world expedition is to chart currents, take a 'census' of tiny marine life, probe the ocean floor and otherwise unravel the sea's mysteries; the Indian Ocean phase is part of a 23-nation UNESCO effort to help the poverty-stricken Middle Eastern countries find new food supplies in the Indian Ocean. But the most revolutionary aspect of the voyage is a new method of navigating with the aid of artificial earth satellites.

Navigation by satellite is much more precise than conventional navigation systems, and has the additional advantage of not being hindered by overcast weather. But it takes an electronic brain to help the human brain handle the vast amounts of data involved. A man with a scratch-pad might need a year to make all the mathematical calculations needed to pinpoint the ship's position—but the canny PDP-5 can give the answer in minutes.

When not navigating, the computer keeps busy juggling vast amounts of data on salinity, temperature and currents of the ocean. Computing at the rate of 55,555 additions per second, the PDP-5 has a television-like screen that shows scientists immediate answers to many of their questions. Previously they might have waited months for such data to be analyzed.

The PDP-5 is just one example of the trend to faster and faster computers. The first electronic computer, the ENIAC at the University of Pennsylvania, astounded the world in 1946 by doing an addition in 1/5000th of a second. The largest computer in the U.S. today, the Weather Bureau's STRETCH, is able to do the same addition in 1.5 millionths of a second. This talent en-

econdary School in North Vancouver to teach students the logic of mathematics. In programming understanding of the problems and of the structure of the mathematics involved. As an additional ; and flow-chart methods.

ables it to analyze 90,000 weather reports at once in a study of long-range forecasting—which makes it rather a bargain for its $10 million price.

STRETCH was so named because its developers hoped it would stretch the frontiers of human knowledge. Other computers are doing just that in many different fields. One computer has been helping researchers at the University of Pennsylvania, with the cooperation of the American Cancer Society, gather data on how viruses attack living cells.

Computers don't always wait for scientists to bring problems to them. Sometimes they report to work wherever they're needed. A case in point is the Digital PDP-6 computer now roaming the grounds at Brookhaven National Laboratory, where physicists are probing the tiny particles that make up the atom. One of the PDP-6's jobs is to figure out, from millions of separate pieces of data, what a collision of sub-atomic particles looks like, then 'draw' it on a screen so that scientists can see the nuclear event while it's happening. Once, a computer with the PDP-6's talents would have been a massive installation mounted in elaborately regulated quarters. The roving PDP-6, however, riding in its own 40-foot trailer, is simply parked outside the laboratory where scientists are conducting experiments at the moment, and is plugged in by an electrician.

A computerized typewriter—a computer about the size of a small, upright piano with a typewriter keyboard in front—has been used successfully in teaching five-year-old kindergarten pupils how to read after only 30 hours at the typewriter over a five-month period—with no formal instruction from teachers.

When a child presses one of the keys, a letter is printed in large type—at the same time a soft voice tells the child what the letter is. Letters lead to words and words to sentences; sentences lead to stories.

The machine has proved valuable not only with normal children but it has also actually succeeded in 'reaching' several youngsters too severely withdrawn to be helped by psychiatrists. After working with the machine for varying periods, the children showed remarkable improvement—at least one was able to return to school.

Teaching criminals that crime doesn't pay is the function of still other computers used by police departments in various cities. In San Francisco some years ago, a thief tried to rob a chain store and found the police waiting for him! A computer had analyzed his method of operation and had predicted that this particular store would be his next stop.

Computers have developed some amazing talents. They can compose music, write poetry, play chess—and the electronic chess machines are now being programmed to 'remember' the consequences of every mistake they ever made.

Computers with the capacity to correct their own mistakes have already been developed. An anti-aircraft gun-aiming device used by U.S. armed forces has a computer which aims the gun at a radar-spotted target. But a second radar system watches the shell, notes how badly it missed, then feeds this information back into the computer—which then recalculates for the second shot!

Experts are now trying to train computers to respond to the human voice. One difficulty here is that each person's vocal patterns are as distinctive as his fingerprints: the machines must be programmed to ignore the speaker's accent, volume and pitch—and concentrate on the 'pure' sound of the words.

Some people are worried about one thing—will the machines ever tell those human voices they hear to go to blazes? In short, will the computers someday take over?

Not a chance! As one engineer remarked, 'We can always pull the plug.'□

Material supplied by the Digital Equipment Corporation, Maynard, Massachusetts.

THE DEPARTMENT REPLIES

1965 AGM RESOLUTIONS

Textbook Rental Fees

That the Department of Education again be requested to discontinue the levying of textbook rental fees on the elementary Grade 7 pupils.

Implementing this resolution would mean the expenditure of a large sum of money without any direct benefits to education. The original order-in-council provided for free textbooks for Grades 1 to 6, not for all elementary grades. It is felt that the small rental fee charged is not a hardship on pupils or their parents.

Advance Notice of Proposed Educational Changes

That the Department of Education be requested to give the BCTF a maximum amount of advance information with regard to major changes and important experiments, including surveys in curriculum matters, before such projects are undertaken.

In recent years, steps have been taken to announce changes well in advance of their implementation. Federation representation on Professional Committees has also resulted in much advance information going to teachers. However, since matters of policy often involve other legally constituted authorities, advance information of original plans cannot always be given. Neither can it be guaranteed that individuals will either interpret or understand forecasts completely. It is the Department's belief that it is already trying to meet the principle of the resolution. It will continue to do so.

Distribution of Textbooks

That the Department of Education be requested to make every effort to supply textbooks to schools prior to the beginning of the term.

The Department in the future as in the past will make every effort to supply textbooks to schools prior to the beginning of the school term.

Fee for Supervising Departmental Supplementary Examinations

That the Department of Education be requested to raise the fee for supervising Senior Matriculation supplementary examinations.

Consideration will be given to this resolution when estimates for the Division of Examinations are under study.

Curriculum Revision Procedures

That the Department of Education be requested to adopt a system of leave of absence with full pay, plus allowances for expenses, for teachers selected to participate in curriculum revision and development for a reasonable portion of the time in which they are involved in committee meetings and study sessions.

At the present time the Department obtains from Boards leave of absence with pay for all teachers engaged in curriculum revision when full-day or half-day meetings are held. It also pays all their traveling and living expenses. If work is done in the summer, an honorarium is paid and expenses are met. It is not practical to have top-flight teachers released from their regular duties over long periods, nor does experience with full-day sessions entirely support the superiority of this procedure as a regular method over the shorter afternoon or evening sessions.

Visual Education Libraries

That the Department of Education be requested to establish, in co-operation with local school boards, district visual education libraries in those districts and areas which are relatively well-populated within a comparatively compact area, so that a supply of films may adequately serve the needs of the schools within those districts and areas, thus cutting to a minimum time lost in transportation of films.

(a) In accord with its present practice, the Division of Visual Education will continue the distribution of films on a regional basis.
(b) As school districts grow, some of the larger districts will necessarily establish film libraries. This is probably preferable to the establishment of regional libraries extending over several districts, as the accessibility of films decreases with the number of schools to be serviced.

Division of Visual Education

That the Department of Education be requested to reorganize the Division of Visual Education to: (1) remove films whose content is obsolete; (2) increase the number of copies of good films; (3) establish a reserve fund, based on a sliding scale consistent with annual increase in the number of classrooms, for the purpose of securing new and up-to-date films in sufficient quantity to offset withdrawals.

Truly obsolete films, of no further value as teaching aids, are discarded at the present time. Other sugges-

tions in the resolution will be given consideration.

Leave with Pay

That the Department of Education again be requested to amend Section 129(k) of the Public Schools Act by deleting the words 'without pay.'

This matter will again be taken under advisement, but any system of sabbatical leave at this time would reduce the already inadequate number of available qualified teachers.

Salary Grant Schedule

That the Department of Education be requested to amend the Salary Grant Schedule so that it will be in closer accord with salaries actually paid teachers in British Columbia.

The Department is exploring a simpler method of computing the teacher salary factor than the present complex task of computing on an individual teacher basis.

Agreements

That the Department of Education be requested to change its salary grant regulations in order that teachers who receive experience and qualifications outside the Province of British Columbia be treated on the same basis as those who receive their experience and qualifications in this province, provided that this experience was obtained in a government-inspected school.

This problem involves complicated factors such as retroactive pay for teachers already employed. When first studied in 1955, this suggestion would have involved increasing government grants by 1.5 to 2 million dollars, without increasing the efficiency of the teaching force existing at that time. A comparable figure would be much greater now.

School Day and Year

That the Department of Education again be requested to fix the lengths of the school day and of the school year as they were prior to the 1961-62 school year, and to fix the length of the Christmas vacation at a minimum of two weeks.

After much consideration the Government recently implemented the recommendations of the Royal Commission in respect of the length of the school day and the school year, after making some modification in regard to the Easter vacation. The Department sees no reason for reversing this decision now.

Hours of Instruction

That the Department of Education be requested to reorganize the hours of instruction required of teachers during the school day, the school week, and the school year in order to provide improved teaching and learning conditions.

The Department will be glad to receive and consider any specific suggestions designed to improve instruction but is not clear on the intent of the existing resolution.

Kindergarten

That the Department of Education be requested to rule that the afternoon session of kindergarten be of two hours' duration instead of 2½ hours.

The Department will give consideration to amending Section 21.02 of the Rules of the Council of Public Instruction so as to provide for an average of not less than 2½ hours for each prescribed school day.

Sick Leave

That the Department of Education again be requested to amend the Public Schools Act to provide that full accumulated sick leave be transferable from one district to another.

This resolution will receive consideration. It should be pointed out that this suggestion would involve rather heavy responsibilities without compensating privileges by an employing board and might militate against the employment of older teachers.

Pupil-Teacher Ratio

That the Department of Education again be strongly requested to establish that the kindergarten pupil-teacher ratio be a maximum of 20 to 1 per class.

There is no proof that the present pupil-teacher ratio for kindergartens is not effective and suitable; indeed, there is some evidence that it is less than school boards are ready to use. Remember that a maximum *of 20 means an* average *of 10-15.*

Transfer of a Teacher

That the Department of Education be requested to amend the Public Schools Act to provide that school boards notify by June 15 teachers, who by May 15 request transfers within a school district, of their proposed placement.

This request will be given study.

Transfer of a Teacher

That the Department of Education be requested to delete Section 129(f) of the Public Schools Act.

This Section 129(f) protects both board and teacher. The board can transfer a teacher if it feels it is in the best interests of the community. If the teacher feels the reasons are not fair and just, the case may be reviewed by the Superintendent of Education who makes a final and binding decision.□

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What a Decent Pension Should Be

Continued from page 55

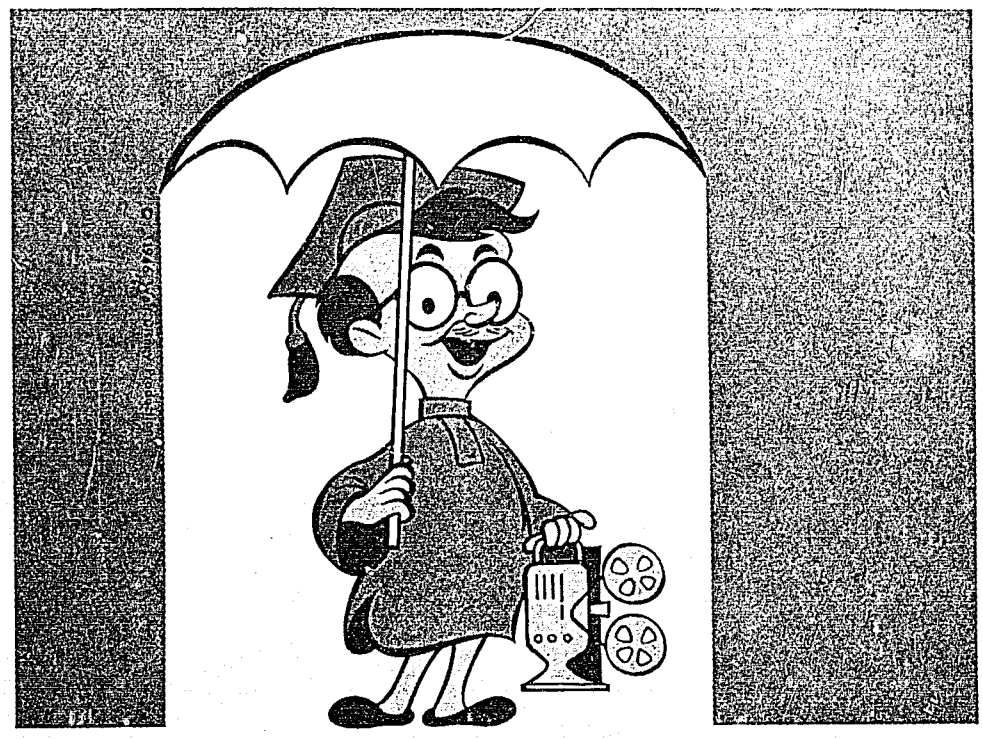
the Teachers Pensions Act should be so revised that benefits amount to 1.8% per year of service for those retiring in 1966, reducing gradually as the Canada Plan approaches maturity to a 1.3% level in 1976. Pensions granted prior to 1966, of course, should be recalculated on the 1.8% basis. These figures are based on the assumption that no automatic tie to the cost of living is included. If such a tie were provided, the benefit rates could start at 1.5% in 1966 and reduce by 1976 to 1.0%.

A plan so constructed would provide fully adequate retirement income for the teacher who retires at age 65, with 40 years of service, and with no dependants. It probably represents the best we can hope to do for the short-service teacher. The questions of early retirement and protection for dependants must be carefully considered.

The teacher who elects optional early retirement should logically expect to pay some price for the privilege. He should be prepared to accept a total pension package which is at less than the 'comfortable living' level, and to make up the difference through personal savings. A very considerable penalty is imposed upon him, however, through the federal provisions. He must wait until age 65 or later for both forms of federal benefit, and his Canada Pension, when it does come, will be at a reduced rate. In view of these deterrents, the teachers' plan may well be designed to provide early retirement rates rather more generous than true actuarial equivalence would dictate, so that early retirement does not become virtually impractical for those who really need to elect it.

The teacher who has a dependant to consider usually has little option but to take his pension on the joint life and last survivor plan. The cost of conversion varies with the ages of the two persons involved, but in a fairly typical case the pension is reduced by 25%. For such a case, in the year 1976 or later, our 'ideal' formula provides a teacher's pension, not of 52%, but only 39% of final salary. On the other hand, the deficiency is largely made up by the second unit of Old Age Security payable to the second person, and the widow's benefit which is a part of the Canada Pension. During the ten-year maturation period of the federal plan, the total package would be less than adequate for those with dependants, but more nearly adequate than anything we have had in the past.

To describe the foregoing integration plan as ideal is not to guarantee its immediate attainment. Our problem is complicated by the necessity of continuing to express benefits for service prior to 1961 in part in the form of an annuity, so that any formula we adopt can be equated only roughly to a percentage of final earnings. Nevertheless, we can surely assess any given proposal as coming reasonably close to our ideal standard or falling far short of the mark.□



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CENSORSHIP & THE SCHOOLS

TERRENCE KEOUGH

THE PHILOSOPHICAL AND MORAL justification of censorship has been widely disputed in the past decade. Dispute, in fact, has broadened into something of a revolution where censorship regarding sex is concerned, so much so that even the word 'sex'—once to be uttered only when absolutely necessary, and then in a pious whisper—has become little more noxious than 'hell' or 'damn' or 'fiddlesticks,' and is used almost with aplomb in such hallowed sanctuaries as Baptist church halls and secondary school staffrooms.

In the literary world there have been legal battles over the publication of *Lady Chatterley's Lover* and *Fanny Hill*, both of which are now read, as a result, by the masses. In the movies there is the 'art' film, which has arisen on the premise that a genuine artistic association innoculates a creative effort against charges of pornography. Even D. H. Lawrence's paintings are now available in a collected edition that mocks the closure of his 1929 London showing.

These and other attempts to remove the power of censorship from the hands of an official in the society, or at least to circumvent it and place it in the hands of the individual, reflect to some extent a strengthening maturity in the English-speaking world, and a desire on the part of this generation to protect the rights of the individual from an increasingly automated and bureaucratic life.

Nowhere, perhaps, does the question of censorship have more important ramifications than in the educational system. It is here that a critical approach to ideas and situations is developed in the young, and it is here also that the biases and prejudices we all possess are shaped and delineated. At the university level, wherever the official censors of the whole society do not interfere, there is an historically accepted freedom of the teacher or student to read any material he feels is suitable to his purposes. The justification for this freedom, of course, can only be the assumption that mental superiority is able to deal with the subject of sex in some way that the general public is unable to do. This sort of justification is very difficult to support adequately.

But in the secondary school system the question of exposing the student to certain types of material, because of his lack of maturity and the specter of parental control, is most controversial. The approach in the past has generally been one of avoiding material likely to produce any sort of argument. This policy has had mixed blessings. Controversy, on the whole, has been avoided. But at what expense? To what extent, for example, have our secondary students suffered educationally (not to mention socially) from our avoidance of the problems inherent in sex and marriage? Or to take an example at a different level, does the editor who substitutes the word 'wench' for the word 'whore' in a Shakespearean passage really accomplish anything of value?

The problems of selecting suitable material for a centralized curriculum are more complex, of course, than if each school district or even each school were to select its own. But the basic philosophical problem remains the same: the right of the parent to oversee the education of his child conflicts with the professional right of the educator to choose the material he believes will best accomplish that education. It has been customary in the past when a problem of this nature arose to assert the parent's right as the primary one and pay homage to it by avoiding anything which might provoke controversy. But with the increasing decentralization of the curriculum and the developing tendency to use paperback classroom libraries, the question of censorship—and censorship invariably means sex censorship—is likely to create more frequent controversy between parents and teachers. What will happen if we continue to apply the rule of parent over teacher?

Let us consider, for example, Graham Greene's *The Quiet American* for reading at the Grade 10 level. This book, though not outstanding in the strictest sense of the word, has considerable literary merit. The prose is crisp and concise, the pace of the narrative is sustained from beginning to end, the characterization, though exaggerated, is believable. Besides, the subject matter is topical, and the student can learn much of value from a consideration of the various situations which evolve. But there are aspects of the book which some might consider immoral. Fowler lives with a rather delicious woman to whom he is not married; there are occasional references to their sleeping habits; he murders the

An Alberni teacher, Mr. Keough is teaching in Kenya this year.

man who takes his woman away from him and, what's more, appears to get away with it. Any of these points could be raised by a scrupulous parent in demanding the book's withdrawal. But in the first place, the parent would have grossly misrepresented the book in singling out these and other similar points in order to damn it, and in the second place, he would be assuming on absolutely unsubstantial evidence that any situation of this sort in any book can in any way corrupt the mind or morals of any teenager, or anyone else for that matter.

It seems reasonable that the teacher faced with a problem of this sort must stand or fall on his principles. By retreating and thereby setting a precedent that is likely to spread through the system, he will almost certainly weaken the public estimation of the profession. If the initial choice of the book was good, the reasons for choosing it and the right of his choosing it well-founded, he should be able to justify its retention in the classroom. He must, in fact, justify its retention; otherwise he is forsaking the very core of his professional respect.

There will, of course, be mistakes made—dentists sometimes pull the wrong tooth. As professional educators we must admit mistakes when they occur and do what we can to correct them. But if no mistake has been made, we are in a position to argue, and we defeat the ends of education unless we do.

Finally, let us briefly consider the question of censorship *per se*. It is difficult theoretically to justify its retention in a society of adults which purports to base itself on the individual who has freedom because he exercises responsibility. Censorship removes both freedom and responsibility from the hands of the individual and places them in the sacred paws of some Platonic guardian. In the public educational system, however, the individual student cannot assume absolute responsibility for his actions, and therefore cannot expect absolute freedom of choice, because he has not yet completely developed his rational and emotional powers and cannot as such be in a position to judge correctly the world around him. Consequently, it is generally agreed that some form of selection or censorship is necessary in the education of elementary and secondary students. The question of who is to exercise this censorship is the essential problem. Few would wish to deny the right of the parent to raise his child as he sees fit, but how many would disregard the right of the teacher to enforce a carefully developed professional judgment concerning a class of other people's children? □

Local Autonomy - the Key Issue

Continued from page 63

central bureaucracy is unlikely to be an effective remedy.

Decentralization similarly provides for a desirable flexibility in personnel policy in education. Adaptation of salary policy, promotion practices and ancillary benefits to the staffing requirements of a district can be more intelligently managed by an autonomous local authority than by a provincial jurisdiction. Historically, too, innovations in the economic aspects of personnel policy have tended to come through local initiative, spreading subsequently by example when appropriate. Such teacher benefits as medical services coverage, group insurance, summer session subsidies, and recognition in salary scales of advanced academic preparation, have all followed the same historical pattern. Some such benefits, like medical services, have spread rapidly to virtually provincial proportions. Others, as for example moving allowances, have obviously been of limited appropriateness and have remained characteristic of only a few districts. It is perhaps significant that the aspects of economic policy in which British Columbia teachers are least generously treated include pensions, sick leave, academic or sabbatical leave, and pupil-teacher ratio, in all of which local autonomy has been in some degree superseded by provincial regulation.

To advocate decentralization as a means of economic betterment for teachers may seem to be a policy of selfish group interest, without due regard for the public weal. On the contrary, enlightened practices evolved through local initiative have contributed immeasurably to maintenance of instructional standards through a prolonged period of severe personnel shortage. Economist Noel Hall, in a report commissioned by the B. C. School Trustees Association, has offered the following comment.

'If teachers' salaries had been tied to some measure of economic growth in the province, the tremendous increase in median salaries that took place between 1957/58 and 1962/63 would not have occurred. But as a consequence, the profession would almost certainly have experienced greater difficulty attracting to its ranks individuals in sufficient numbers and of sufficiently high academic attainment to meet the needs of an expanding educational system.'

In both economic and educational terms, Dr. Cameron strikes the keynote when he warns against allowing a laudable concern for equality of opportunity to lead to a disastrous emphasis on uniformity and on its evil twin, conformity. He sums up the case realistically in these words:

'We must have much more equality than we have; if we can have it and still preserve local control, let us by all means do so, and let us do so even if equalization is not complete, as long as it is substantial.'□

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.

"To You from Failing Hands We Throw the Torch . . . Phfft"

WELL IT'S BEEN A GOOD IMAGE for a long, long time. The dedicated, grizzled Mr. Chips type—committed to the pursuit of knowledge for its own sake, steadfast in contemplation of Truth, unwavering in loyalty to the ideal of Excellence—now approaching the end of his run. He certainly has given us the whole bit – the virtues of the classics, the genuflective approach to the great ones of the past, the heritage of our culture, even down to the picture postcards from Montreux, picked up on a summer holiday abroad, to inspire a flicker of interest in *The Prisoner of Chillon.*

And the rest of us are right there in the race with him, some distance behind, to be sure, but jogging along confident that we are on the right track. (The occasional brief but frightening feeling that we are on the turf at Hastings Park or Sandown can be dismissed as mere aberration, and that sound of thundering hooves we think we hear coming up behind is just a figment. Pay no attention.)

To change the metaphor, we *know* we have kindled a spark, even if the cynical would say that all we've done is set some punks smoldering.

We're sure (aren't we?) that somewhere along the track eager young hands are waiting to pick up the torch 'from failing hands.'

Shall we consider the possibility that the operative word here is 'failing'? While we've been busily trotting around the cinder path with the kerosene-age torch held smokily out in front, the rest of the world has gone in for other forms of racing. Don't look now, but most of the spectators are facing the other way, toward a speedway and some mighty fast high-powered vehicles are supplying the excitement.

There may be a few young hands held out at the end of our run, but have we considered another possibility, that these hands are used to the latest in electronic torches? That they wouldn't know what to do with kerosene, oil or beeswax torches? That in any case, the light our torch gives may not be adequate for the sort of darkness the receivers are getting ready to cope with?

And Hey! Are we even sure the darned thing is LIT?□

Charlesworth Award 1965

Nina Jo-Anne Hunter, daughter of W. S. Hunter, vice-principal of Princess Margaret Senior Secondary School, Surrey, was chosen to receive the Charlesworth Memorial Scholarship for 1965.

Miss Hunter is a graduate of Queen Elizabeth Senior Secondary School, Surrey. Her scholastic record during her entire secondary school career was most impressive, for she was the top academic honors candidate each year from Grade 10. In addition to maintaining this excellent record, Miss Hunter was very active in the extra-curricular life of her school. She was a member of the Future Teachers' Club, sports editor for the school's Annual Club for two years, a member of the Girls' Big Block Club for two years, captain of the senior girls' basketball team and member of the senior girls' volleyball team, both for three years. She displayed evident leadership qualities. In addition to her school activities, Miss Hunter taught a Sunday School class for three years.

Miss Hunter plans a teaching career and is attending UBC's Faculty of Education.

Maxwell A Cameron Awards

Dr. Maxwell A Cameron Memorial Medals and Prizes were awarded at the end of the academic year to three students who graduated at the head of their classes in the Faculties of Education. **Mrs. Isabel Margaret Sawyer,** of Vancouver, and **Marion Gayle Blackmore,** of Burnaby, won the awards at the University of British Columbia. The winner of the award at the University of Victoria was **Anne Elmhirst Kemp.**

BCTF Scholarships in Teacher Training

Each year the BCTF offers eight scholarships of $250 each to students in the Faculties of Education. There are two scholarships for students entering each of the second, third, fourth and fifth years of the degree programs. The 1965 winners were **Gwendolyn M. Bebault,** Kelowna, **Diane J. Tognotti,** Trail (University of Victoria), **Catherine G. Kerr,** Mission City, **Janice Irene Robinson,** Vancouver, **Jeanette Louise Andrews,** Vancouver, **Frederick Charles Spencer,** North Surrey, **Margaret Ann Rendle,** North Vancouver, and **Diane Rose Rogers,** Nelson.

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Mrs. Florence M. Harrison	Burns Lake	December 20, 1964
Mrs. Jeanette Huberman	Vancouver	July 25
Miss Helen L. Hudson	Surrey	September 6
Mrs. Thelma H. Matthews	Maple Ridge	September 2
Peter Rodin	Vanderhoof	July 19
Retired Teachers	**Last Taught In**	**Passed Away**
Miss Enid Etter	Nelson	September 8

NEW BOOKS

C. D. NELSON
Book Review Editor

GADZOOKS! HOW THESE deadlines do roll on! Nothing much to report this month in the way of news, but I would draw the readers' attention to our special review, by J. S. Church, of what we think is an important little book. Not only is the topic a timely one, but the whole effort is another local publishing venture, which we should by all means encourage and support.

We also wish to acknowledge those of you who have entered the fray by volunteering your time to review books for this page. Our thanks, then, to Floyd Wartnow, of Ladner, our latest recruit. Those of you who are already on file will be receiving books very soon. Unfortunately, we have no control over the particular books sent by the publishers. For some time, as an example, we have had a deluge of mathematics and science texts, and a scarcity of more civilized fare. However, let us all be patient — they *have* to run out some time!

Do any of you have any comments regarding this department? Anything you would like to offer by way of criticism or discussion? Let's hear from you — we will print the best letter received in the January issue (so get busy!) and we will send the writer a worthwhile gift book. How's that for persuasion?

—C. D. NELSON

SPECIAL REVIEW

Exams! Where Next? by Lloyd J. Brereton, Pacific Northwest Humanist Publications, 305 Windermere Place, Victoria, 1965, 145 pp, Paperback. $3.00

Mr. Brereton, Secretary of the Cambridge Local Examinations Syndicate from 1946 to 1961, compares and contrasts external examination procedures in nine countries (England, Sweden, West Germany, Portugal, East Germany, Czechoslovakia, Senegal, United States, and five provinces of Canada.) The work is the result of a two-year tour, 1961 to 1963, during which the author spent seven months in British Columbia.

The author distinguishes sharply between tests (standardized achievement and psychological) and examinations, and delineates the various kinds of the latter, from agricultural shows to the 'objective' type. The latter are too common in B.C., according to Brereton. He refers directly to the Chant Report in his advocacy of more essay-type questions, and the use of practical and oral questions.

With regard to British Columbia, the author states, 'that examinations really control what is taught and how it is taught.' He adds, 'I was shocked to find the extent to which the teaching profession allows the exams, as contrasted with syllabuses or courses of work, to remain in the unfettered hands of officials, knowing as I did the extent to which teachers control examinations in England.' There, of course, the controlling bodies for examinations are composed of equal numbers of teachers and university personnel. In B.C., the Board of Examiners is composed of Departmental officials and university personnel.

Some features of the book dismayed this reviewer. Brereton insists that examinations help education. 'They give an incentive or spur to students.' They 'help to raise or keep up the standard of work in schools.' The best method of expressing examination results is that which employs letter grades. Have not some recent educational writers questioned the premise of reliance on external motives and the use of letter grades which, according to Eugene Howard, 'relieves the student of the obvious task of self-evaluation and places the full responsibility for this job in the hands of the teacher?'

The author unfortunately fails to distinguish between external leaving and external entrance examinations. The book refers to the former kind of examination. In B.C., examinations have always been defended as being of the latter type.

Is the author being fair to thousands of dedicated teachers who zealously and continuously mark essays when he summarily declares, 'Teachers do not wish to face the work involved in marking satisfactorily questions of a subjective kind'? Again, will not school trustees and constitutional authorities be surprised to read that 'the provincial governments in Canada find themselves with few powers over the school boards'?

In a sense the work suffers from too much organization. An elaborate overview is followed by systematic jabbing of the reader's elbow to remind him where he is, where he has been, and where he is yet to go. This could result from the author's concern that teachers may 'find parts of this book difficult.' Perhaps so, but nonetheless this reviewer deplores the practice of the author regularly jumping

up and down before him in this fashion!

In a second sense, the book is organized as a ready reference: full table of contents, three-page index, compact paperback format.

This book must be read. It could not be more timely. At the very moment that present external examination procedures in British Columbia are being seriously questioned, Mr. Brereton has provided a useful study of examination, marking and grading practices in nine different countries.—J. S. Church.

HISTORY

O Canada, by Isabel Barclay. Doubleday, Toronto, c1964. $3.50

This beautifully illustrated book of less than 100 pages is packed with information. The history of the people of Canada is developed step by step from the coming of the first inhabitants to the beginning of the 20th century. The reasons for wars, revolutions and political development are not dealt with in detail, but are presented clearly and sympathetically. The theme of this history centers on the everyday life of the various groups of people who have contributed to the growth of Canada. Grades 4-5.—Jean Farber.

SCIENCE

Secondary School Science for the Atomic Age, Bk. 1, by A. B. Campbell. McDougall, Edinburgh, c1963. (Can. Agt. Clarke, Irwin, Toronto) $1.10

Typical of textbooks written in the British Isles, this 64-page soft linen-covered book eliminates all extraneous material and gets down to business. It is a book for boys and girls, not a teacher's reference. Each of the sixteen chapters treats a single topic in a straightforward way. Students are given instructions in performing a simple experiment and then are asked a number of questions.

Topics range from 'Looking into Space' through 'Crystals,' 'Rusting,' etc., to 'The Evolution of Life.' These topics should be challenging to the better Grade 7 pupils or to those junior secondary pupils who are not science-oriented.

—V. L. Chapman.

Practical Science for the Secondary School: Book 4, Heat, by D. M. Chillingworth. Chatto and Windus, London, 1964. (Can. Agt. Clarke, Irwin, Toronto) $1.40

The fourth book of a series—*Air, Water, Light* and *Heat*—is suitable as a textbook or a supplement for the New Experimental Units being introduced into the science courses in B.C. schools. There are 75 short experiments in the fifteen chapters, all of which are described clearly and succinctly, with the aid of plain, uncluttered diagrams.—V. L. Chapman.

An Introduction to Physical Science, by R. L. Hedley. Holt, Rinehart and Winston, Toronto, c1964. $4.35

This textbook appears to be developed on the first two units of the present B.C. Science 9 and the second and third units of Science 10. It consists of nine chapters of chemistry, three of applied chemistry and five of physics. It should be useful for advanced Grade 10 students or interested, but non-academic, students of the senior secondary school.

The author has made an effort to present the most up-to-date yet simplified information on the structure of the atom, including orbitals. It should be pointed out that he uses the pound mass, not the slug mass, and the poundal force, not the pound force, yet defines the c.g.s. system in terms of kilogram masses and Newton forces.—V. L. Chapman.

The Discovery Books (series), by John Anderson. Harrap, Toronto, 1964. 65c

The black and white pen and ink illustrations are clear and interesting, though few in number. However, since the books are intended for the 12-14 age group, perhaps more can be accomplished with the fuller text. The books offer interesting and informative short histories of trains, ships, aircraft and motors. The size of print is most appropriate. The section at the end of each reader (i.e., How Many Points Can You Score?) permits the pupil to review the contents, and also tends to encourage further reading and research.—H. D. McTaggart.

SOCIAL STUDIES

People Have Power, by Dorothy Henderson. Harvest House, Montreal, 1964. Paperback $2.50; cloth $5.00

Plato many years ago sought the ideal republic, but was forced finally to settle on a form of democratic government much like ours as being the only workable system, despite its weaknesses.

Like Plato, we recognize the weaknesses in our form of self-government and we sometimes despair at its inefficiencies. Miss Henderson here draws on forty years of experience with voluntary organizations and comes up with her philosophy of how to make self-government work. Whether she succeeds or not can best be determined by the reader. Each chapter is followed by a 'Readings and Projects' section as well as 'Comments and Questions.' One cannot help wondering where Miss Henderson got the information on page 102: 'Russian is now being taught in many western countries. It is foremost among the Slavic languages and the official tongue of most communists all over the world.' One wonders how many of our communists speak Russian.—N. E. Nelson.

TWO DEADLINES

Resolutions intended for the 1966 Annual General Meeting are due in the BCTF office by **December 15, 1965.**

Nominations by local associations or any group of ten teachers of candidates for positions on the Executive Committee (Table Officer and Member-at-Large) must be submitted by **January 10, 1966.**

Articles Wanted

A Special Issue of The B.C. Teacher is planned for February 1966

TOPIC

Elementary Education

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

Articles should be submitted no later than December 31, 1965

A. J. BRUMMET

EDUCATION NEEDS TELEVISION NOW!

SO MUCH HAS BEEN WRITTEN about educational television that it is impossible even to begin without repeating at least some of the well-worn phrases. However, let us accept the obvious; that television is a highly effective medium of communication, with a powerful impact, and a terrific potential. This being the case, why is television not being used more in education?

Whenever someone jokingly refers to the length of time it takes a new development in education to gain general acceptance, many of us accept the situation without any form of protest. But why should this be so? In medicine, in industry, in communications—if a new development is found to be effective, it is soon in wide-spread use. We can argue, of course, that our objectives cannot be equated with those of industry; but can we logically argue that our approach to new techniques should not be as enlightened?

Whenever something new is introduced into the field of education, it is immediately subjected to 'critical evaluation.' This is an essential part of our training, but I believe we emphasize the wrong word in practice. We are quick to criticize, but not so ready to evaluate. When we consider new developments we tend to look for the faults, the weaknesses, the shortcomings, and the obstacles; yet when we consider the apparent 'raison d'etre' of current practices, and their effectiveness, we are prone to accept them as sound because they have been working. We might do well to heed the advice of the Mississippi river-boat pilot who said, 'It is more important to study the channels, than to memorize the obstacles.' Pun intended!

When we look closely at some of the reasons commonly given for not making greater use of ETV in our schools, we soon come to suspect their validity. We might also ask ourselves how many of the obstacles, or 'impossibilities' are determined by a particular point of view, rather than by fact. Let me, then, attack some of the myths which are postponing, or even preventing, the contribution that television could make to education. I could dwell at length on any one of them, but shall limit myself to saying only enough to present my point, even at the risk of being misunderstood because of an incomplete argument.

'I can't afford to take the time

A TV lesson must be constructed so as to involve the child in what is taking place in the TV scene, and this is extremely difficult. Most TV lessons have teachers taking a standard lesson as if standing in a classroom – they are judged as if they were doing just that, and the children are put through pencil and paper tests to prove who is better, the teacher in the TV or the one in the classroom. Theoretically, each has a unique role; they can be described but must not be compared by tests.

—C. M. Bayley, Supervisor of Publications, Vancouver School Board

The Department of Education, in co-operation with the CBC, *produces ½-hour of school* TV *from 10 to 10:30 a.m. Tuesday - Friday each week. The programs began in October and will run until the end of May. A total of 137 telecasts will be available this year.*

The programs will deal with such subjects as Elizabethan theater, poetry, literature, general science, space science, physics, world news, geography, oceanography, social studies and French.

Detailed information, including dates of telecasts and background materials for teachers, is available in the Teachers' Guide to School Telecasts *and* Calling Young Canada, *both available from the Department of Education School Broadcasts, Box 4600, Vancouver.*

A feature of this year's school telecasts was a ninety-minute production of *Macbeth*, featuring members of the National Theatre School. The drama was shown originally last month and will be repeated on April 21, 1966.

from the course of studies!' Even among those teachers who regard the Program of Studies as *the* complete and only text to be followed, are there any two who spend exactly the same amount of time on any unit? If not, are the quality and effectiveness of the teaching directly proportional to the amount of time spent? For example, suppose the Department of Education suddenly adds a unit on 'Transportation' to the six units already prescribed for the Grade 7 Science program, and that the time is provided by taking three periods from each existing unit. Most teachers would be quite capable of taking these 18 periods, without any serious deterioration of the program. A parallel example could be applied to any area of the elementary school curriculum with the same result.

'The TV program does not deal with the unit I am teaching!' First, such a statement is based on the questionable assumption that the subject matter in the unit being taught is the only 'good' education at that time, and that any other learning is out of place. Second, it is based on the premise that there is something wrong with a pupil's learning about plants when he is dealing with the unit on fire. I should like to think that some, if not all, of my pupils would find interesting, informative and educational a film, book or documentary on Greece even several months after I had taught the unit, and even if the material were not for the purpose of reviewing for an exam.

'TV viewing will not fit into the timetable!' Enough evidence is available to show that this obstacle has been successfully overcome in many places. Although I have no intention of minimizing the difficulties inherent in timetabling, I am convinced that the inclusion of ETV is to a large extent a matter of whether or not ETV is recognized as deserving of serious consideration.

'I don't have a television set!' Again I feel that this is largely a matter of values or priorities. When pupil desks are needed, they are soon provided, even if they are expensive. When landscaping of grounds is considered desirable, money is soon available. There is money for expensive typewriters if they are deemed necessary for the commercial program. I am convinced that TV sets will be available as soon as teachers can, or will, present a strong case for them.

The foregoing does not pretend to cover all aspects of ETV; nor does it present a complete argument in favor of it. It is merely an attempt to persuade educators to take a serious look at the excuses which are so blithely bandied about. Furthermore, since the above argu-

The author, formerly of Falkland, is now teaching in Fort St. John.

ment has been presented without even considering the values and benefits of television, it might be well to present a few views about these now.

Because you are familiar with TV, I shall avoid detail and supporting arguments and consider only a few of the exciting possibilities. Imagine teaching about Brazil and having the class spend some of the time *there,* via video-tape! Imagine seeing history in the making! I think that few, if any, educators would deny that the live coverage of space shots is educational! No classroom teacher could ever hope to duplicate the enrichment which ETV can provide, just as no TV set can ever replace the personal-contact value of the teacher. If books can be the magic carpet of travel to many lands and places, imagine what television can be, particularly in view of the possibilities presented by 'Earlybird.' Consider what a TV set can bring into the classroom—scientists, musicians, animals, spectacular models—just let your imagination run wild. With such a potential before us, should we wait for ETV to develop by some process of evolution, or should we make a sincere effort to exploit this medium? I do not envisage ETV as a replacement for teachers, but rather as one of the most valuable aids at our disposal. And this it can become only when teachers become so interested and involved that *they* control the programming.

From this point of view, I should like to present a case for telecasts from a central studio in an area (e.g., the Okanagan) as opposed to closed-circuit TV. I cannot, and do not, dispute some of the advantages closed-circuit TV offers, but I favor the additional virtues of area-TV. If the cost of providing personnel and equipment for closed-circuit operations were pooled and shared by a number of districts, sufficient funds would be available to provide a top-level broadcasting operation. Let us not overlook what this would mean to the smaller or more remote schools which could never afford their own circuits of hook-ups with existing circuits. Consider also that area-TV would be available in every home, hospital, or other institutions. Such a broadcasting operation could provide numerous extra benefits—adult education, and college extension courses, to mention only two.

A two-channel system is possible from a central studio. One could be regular TV; the other, ETV; and every receiver in the area could choose at will between the two.

Area-ETV is possible technically. The contribution TV could make to education excites the imagination. It remains only for those most directly involved in education to evaluate, study, and learn to use ETV, and then to take the lead in channeling all the powerful forces of television toward the betterment of education.□

Is This You?

Do you still *show films without a printed set of questions to elicit students' overt responses?*

Do you give students the doubtful benefit of TV *programs without engaging students in a 'forced' attention situation?*

If the answer is yes, then read on.

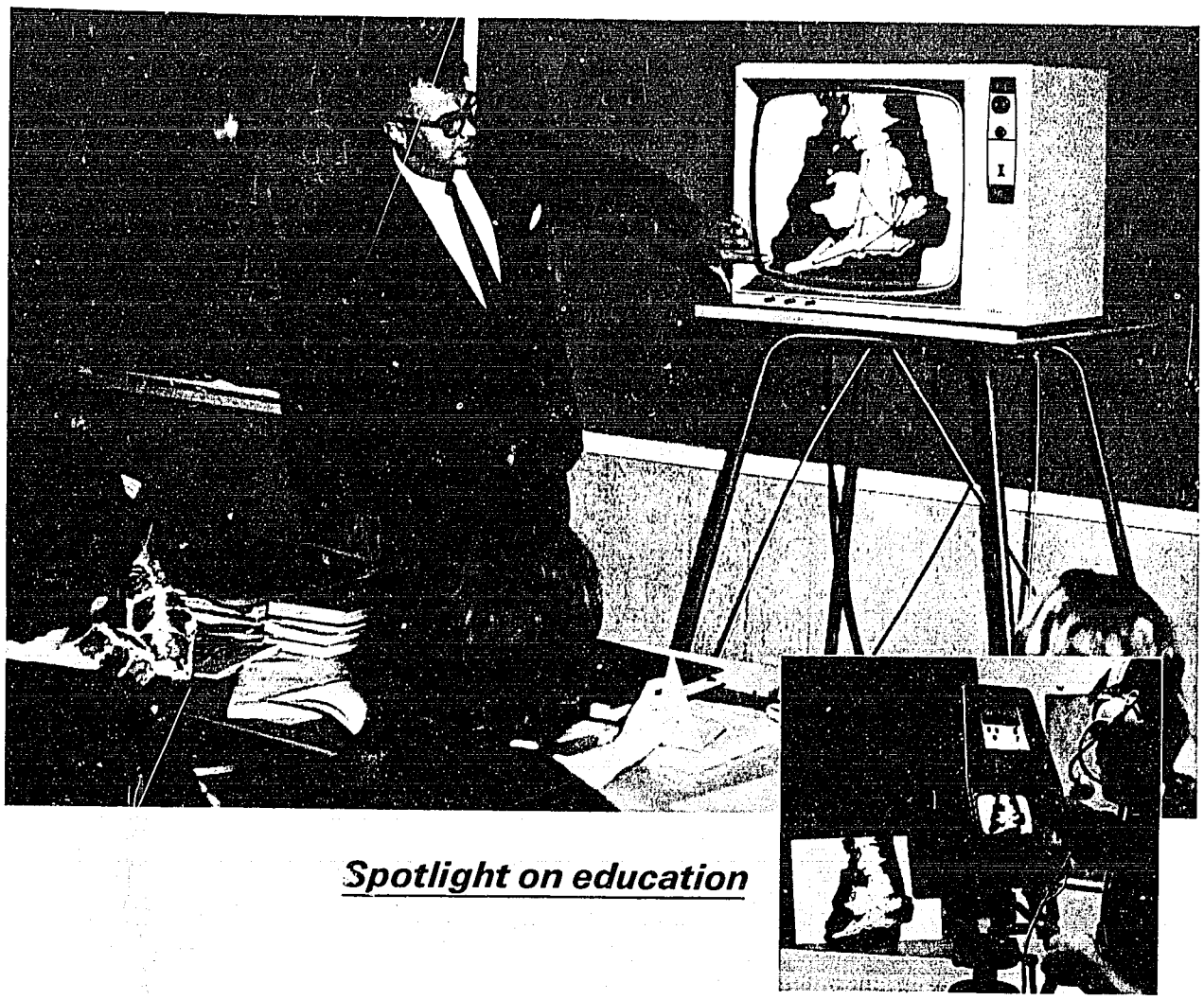
'An attempt was made to determine if methods of instruction by means of closed circuit television had any effect on factual recall ability of receiving-room students. . . . It was found that . . . differences do exist with an indication that active participation, on the part of receiving-room students during the presentation, was the most effective method utilized.'—DON NASCA, *in* Journal of Educational Research *(Vol. 59, Number 2, Oct. 1965).*

One of the problems with present broadcast TV *programs is, of course, that since they cannot be previewed by the classroom teacher the preparation of a 'forced' attention instrument is impossible. Can it not be provided by the producers of the program? This is an urgent question.*—BCTF Research Committee.

COVER STORY

WITH TWO SHIPS, the *Discovery* and *Chatham,* Captain Vancouver arrived on the Pacific coast in the spring of 1792. He was commissioned to accept from the Spanish their holdings on the coast under the terms of the Nootka Convention. On his way to Nootka, he explored the Strait of Juan de Fuca, entered and named Puget Sound, and explored the coastline near Point Grey. In his ship's boats, he also explored what is now English Bay and explored and named Burrard Inlet. Then he and his men coasted along the shores of Howe Sound and Jervis Inlet.

When the boats returned to Point Grey they discovered two small Spanish men-o-war at anchor there—the brig *Sutil* and the schooner *Mexicana* commanded by Galiano and Valdes. The Spanish officers received Vancouver and his men most cordially and told him that they too were exploring and that the Spanish commander, Quadra, was awaiting him at Nootka. Vancouver proposed that they join forces and, since they had heard from the Indians that the Gulf of Georgia led to the open sea, that they explore the gulf northward. The Spanish officers agreed and the expedition followed the coast northward, proving the existence of what is now Vancouver Island. When they reached Nootka, Vancouver received for Britain the formal surrender of the coast.□



Spotlight on education

Now B.C. Tel helps schools broaden the process of learning

What in the world can television be doing in the modern classroom!

Here's the simple answer.

Closed Circuit ETV (Educational Television) is a marvel of the electronic age. It has brought a new dimension into education.

Affairs are truly current in Social Studies. Science demonstrations come alive on the television screen. Languages sound right and even *look* right! Mathematics takes the student step by step through its fascinating course of quantities and relationships.

Research has shown that students can retain as much as 80% of what they see and hear on ETV, and they find each subject more interesting too.

Already, closed circuit ETV is regarded as an aid to teaching at the Faculty of Education at the University of British Columbia, the Vancouver School Board's Continuing Education Centre and the Kamloops School District.

This is yet another example of how B.C. TEL is providing the highest possible standard of communications to get the right information to the right place at the right time.

Our ETV Consultants are always available to discuss any aspect of this service. In Vancouver call 662-8267, elsewhere in B.C. please call collect.

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