the BC teacher

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Cover Picture

Our cover picture this month shows Alexander MacKenzie taking a sighting to determine his position while making his overland trip to the Pacific Coast. 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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ROOM at the BOTTOM

A Guest Editorial
TIMOTHY E. REID

THE NEW TECHNOLOGY could very well cement those conditions in our society which tend to perpetuate the sons and daughters of the poor staying poor and to perpetuate the sons and daughters of the middle-class and wealthy staying middle-class and wealthy. Automation is already supporting these conditions. The cement is already drying to set a definite two-class social structure in Canada.

The reason for this ossification is that for the first time in the history of man, education is placed squarely between man and his work: modern technology has advanced to the point where this relationship exists for almost all men and for almost all work.

Today, the under-educated are the unemployed. The unemployed are the poor. The children of the poor are the school drop-outs. The school drop-outs are the unemployed. The well-educated are the employed.

The Dominion Bureau of Statistics puts the relationship in these terms: 'Canadian children of wealthier parents are more likely to continue at school longer than the children whose parents are in the lower earnings brackets.' For example, one out of every two 19-24-year-old children of parents whose family income is $7,000 or more is studying at an educational institution while only one out of every eight such children of parents whose family income is $3,000 or less is still studying.

What is new in this decade is that the new technology has cut mobility to the quick—we are in fact living in a highly rigid class system. More and more of the under-educated cannot work and earn income, and their children drop out of education: the cycle is on.

This makes it imperative to decide what the purpose of education is, what kind of education is needed for an era of radical technology change in which machines are much more efficient than man in so many new ways.

Without a secondary school education, a young person in Canada either will not be able to find a job or a job he does get will likely be automated in a few years. He will start the run of part-time work and eventual unemployment, and he will, as a consequence, be in the lower income class.

In sum, poverty homes too often breed children without words at the age of five or six. All later learning is likely to be influenced by this lack of basic learning. Except in a few cases, the culturally deprived child has been successfully screened from taking a course leading to post-secondary school education involving arts and science as entrance requirements, particularly our universities, and this screening has started in the primary grades.

It may seem somewhat of a letdown to conclude with the single proposal for what amounts to compulsory universal opportunity before Grade One. This, however, is the key and the only starting point to the new economic and social forces of our times. To be concerned with such proposals as 'free university education' is to focus attention on the wrong end of the problem. As Professor Ian Drummond of the Department of Political Science, University of Toronto, has said: '. . . those who advocate free higher education are actually encouraging a transfer of benefits from the poor to the prosperous . . . because on the average, the families of university students are better off than the rest of the Canadian population.'

Compulsory, and free, nursery schools and kindergartens should be organized to provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environment. To a much greater extent than today, all children will be able to have genuine equality of opportunity to develop their intellectual abilities. This is perhaps the most essential way for education to become the key to freedom in an automated society.□

Mr. Reid is a lecturer in Economics at York University. Reprinted from The Financial Post.

THIRD OF A THREE PART SERIES

J. A. SPRAGGE

THE CANADA PENSION PLAN

SHOULD WE DECK OR INTEGRATE?

WITH THE ADVENT of the Canada Pension Plan, the participants in every existing employee pension plan have a decision to make. Will their interests be best served by maintaining their existing plan without change, or by making some modification to meet the new situation? Through their Annual General Meeting, the teachers of B.C., acting on the advice of their Pensions Committee, have chosen to advocate a program of modification. What factors justify this decision?

To stand pat with no change in the Teachers' Pensions Act is to add the cost of participation in the Canada Plan to existing costs, and to add Canada Plan benefits to benefits from the Teachers' Pension Fund. This is the process commonly referred to as 'decking.' The alternative course—amending the Teachers' Pensions Act—may have the effect of altering costs, with a corresponding change in benefits. It may also have the effect of redistributing costs between employer and employee, or of redistributing benefits among groups of employees. Whatever the effect, adoption of a program of modification is referred to as 'integration.'

The present analysis of these alternatives is based on certain assumptions which were more fully examined in the first two articles of this series (in the September-October and November issues). It is assumed that the Teachers' Pension Fund will continue to be operated on a basis of current funding. The corollary is accepted that any net improvement in benefits must be accompanied by a corresponding increase in revenue to the fund, and that, conversely, any decrease in net revenue must be accompanied by a proportional reduction in total benefits. It is also assumed that the object is to provide to retiring teachers no less, but also no more, than a comfortable total retirement income. In the November article it was suggested that the comfortable level might vary from 70% to a little more than 90% of final average salary, in inverse proportion to the individual's salary.

There are three groups of teachers whose interests must be considered. First, there are those whose retirement is due at some date after 1975, and who will derive maximum benefit from the Canada Pension Plan. Second, there are those due to retire between now and 1975, who will benefit to a limited extent from the Canada Plan. Finally, there are those who have already retired, for whom there is no Canada Plan benefit.

Intelligent adaptation to the new situation must be based on an understanding of the existing benefit

formula under the Teachers' Pensions Act. Those who retire at age 65 are credited with a pension benefit of 1.5% of final average salary for each year of service rendered after January 1, 1961. In respect of service prior to that date, the benefit rate per year is 1.0% to which is added the annuity provided by the teacher's own contributions to the Annuity Account up to that date. If the annuity were equivalent in amount to 0.5% of final average salary per year of participation, the total pension would be equivalent to a 1.5% rate applied to the whole period of service. Each teacher who, at retirement, has completed the maximum countable service period of 40 years would receive as a teacher's pension 60% of his final average salary. In most cases, however, the annuity falls short of this mark. Consequently, the forty-year teacher receives less than a 60% pension. Pensions currently being awarded appear to be in the 53-55% range. Those who retire in subsequent years will come progressively closer to 60%, for their qualifying service will consist increasingly of service subsequent to January 1, 1961.

Two Advantages for Future Retirers

Besides the gradual improvement in teachers' pension rates, future retirers will have two other advantages. The Old Age Security pension, in the amount of $75 a month, is now claimable at the age of 70. A teacher now retiring at age 65 has five years to wait for this additional benefit. The qualifying age is to be progressively reduced, so that by 1970 the Old Age Security pension will be claimable at age 65. In addition, each successive wave of retiring teachers will draw successively greater benefits from the Canada Plan. For those retiring in 1966, the Canada Plan benefit will be less than $10.50 a month. The rate will grow annually until those retiring in 1976 and thereafter will qualify for a benefit of $104 a month.

These various elements may be put together to give a picture of the total effect of the 'decking' approach to our problem. Consider first a teacher whose total service is 40 years, and whose final average salary is $5,000 a year. If he retired in 1961, his teacher's pension was approximately 52% of salary. His Old Age Security benefit, when he receives it, is equal to 18% of salary, but because it is deferred five years it is really equivalent in value to about 13%. He has no Canada Plan benefit. His total retirement income is equivalent to 65% of his final average salary.

Another teacher, having the same service and salary, but retiring in 1976, will be in a much more favorable position. His teacher's pension will be about 55% of final average salary. The Old Age Security pension will be worth a full 18% because it is claimable immediately. His Canada Plan benefit will be 25% of average salary. His total retirement income will be 98% of salary.

Some years later the time will come when a retiring teacher in this category will qualify for a retirement income made up of 60% from the Teachers' Fund, 18% in Old Age Security, and 25% in Canada Plan benefits, for a total of 103%.

Clearly, the 'decking' approach creates major discrimination between teachers having similar histories of service and salary. For those now retired, or retiring this year, total retirement income is less than two-thirds of average salary. For those retiring ten years later, it is almost equal to full salary.

The same sort of discrimination applies in the case of teachers in higher salary categories, although the percentage figures are in all cases lower, because the fixed benefits from the federal plans represent smaller percentages of salary. Consider the teacher with 40 years of service and a final average salary of $10,000, retiring at the age of 65 years. If he retired in 1961, his total retirement income, including teacher's pension and Old Age Security, amounted to about 58% of final average salary. If he retires today, it is of the order of 60%. If he retires in 1976, with Canada Plan benefits, it will be approximately 76%.

One of our objectives, then, should be to accomplish some significant improvement in the incomes of those now retired or due for retirement very soon. Since these teachers completed most of their service prior to 1961, the factor obviously in need of amendment is the percentage rate for that service. The BCTF has recommended a change from 1.0% plus annuity to 1.2% plus annuity, to be used not only to calculate future pensions but also to recalculate existing ones. In terms of those who retired in 1961, total retirement income would become 73% of salary in the $5,000 case, and 66% in the $10,000 case—not a very radical change, but a substantial improvement.

There Must be a Balancing Factor

This one amendment in isolation, however, would add about 5% to the already high pension expectations of those retiring in 1976. Clearly, some balancing factor must be introduced. Some negative factor which applies in increasing force year by year from now until 1976 would have the required 'damping' effect on the rapidly growing Canada Pension Plan factor. Thus, we should be able to improve the position of those who need it most, without producing unjustifiably high total benefits in the future. The damping factor we have recommended is an artificial reduction to be applied to countable salary for those years to which the Canada Plan applies. Other methods are available to achieve the same result. Choice of method is still under consideration, and is relatively less important than the result itself.

Our recommendations for integration include several other improvements in the basic formula under the Teachers' Pensions Act. One of these is an upward revision of the rates which apply in case of optional early retirement. Another is an adjustment in the

Mr. Spragge is BCTF Director of Economic Welfare.

minimum pension rate. A third is provision of a vested right to a deferred pension on severance after 20 years of service at any age. Finally, we have recommended that all of these changes be adopted, and provision made for the required teacher contributions to go to the Canada Plan, all at the same cost to teachers as at present: namely, 6% of salary.

The new costs represented by our recommendations greatly exceed the saving to be effected by the suggested reduction factor in countable salary. Hence, the whole program depends upon the availability of new revenue. We have recommended that the new revenue come from a major upward revision in the amount of the government contribution. We consider this recommendation justifiable in view of the present disparity between employee and employer contributions.

The Teachers' Pension Fund is now supported by contributions which amount in total to 10% of annual payroll. Of this total, 6% is contributed by the teachers; only 4% by the government, which in pension matters assumes the employer responsibility. Moreover, the government contribution, being a fixed dollar amount per teacher employed, declines year by year as a percentage of payroll. We are confident that all of the improvements we are seeking can be financed through a modest enough revenue increase to leave the government contribution slightly lower than 6% of payroll.

This cost aspect of the problem is another factor to be carefully considered in choosing whether to 'deck' or to 'integrate.' If the Teachers' Pensions Act were left unamended, both teachers and their employers would be required to contribute at the normal rate to the Canada Pension Plan, over and above their present contributions to the Teachers' Pension Fund. Technically, the employer contributions to the Canada Plan must come from the school boards, but it is safe to assume that the boards will be reimbursed, since the provincial government is traditionally committed to undertake employer costs of pensions for teachers. As a percentage of total salary, Canada Plan contributions vary with the salary category; as a fraction of total payroll they will amount to about 1.5% from the teachers and a like amount from the employer. Thus, teachers would find themselves paying in total for retirement purposes about 7.5% of payroll, while the government's contribution would be 5.5%. The integration proposal we have advanced would hold the teacher cost to 6%, shifting the balance of cost in the direction of government. Under present circumstances such a shift is clearly justifiable.

In summary, the integration plan proposed by the BCTF will accomplish some major benefit improvements for teachers now retired, for those about to retire, and for those who elect optional early retirement. For all of these groups, addition of the Canada Plan to the Teachers' Plan as it now stands would accomplish little or nothing. For teachers due to retire after 1975, a 'decking' arrangement would be more generous, but in many cases needlessly so. The retirement prospects of this group are fully adequate under the integration plan. At the same time, they will benefit during their working years from a lower total contribution rate. A major step will have been taken toward equalization of cost between employees and employer.

To recommend a plan, of course, is not to achieve it. In amendment of any statute, the initiative lies with the Government, and the final authority with the Legislature. This article has attempted to set forth our objectives, but not to read the future.□

A Revolutionary Reorganization of Education

What is perhaps the most revolutionary reorganization of education ever conducted is now going on in Quebec. 'Regulation Number 1' assigns to teachers the responsibility for pedagogical decisions.

The following is an excerpt from an address by Paul Gerin-Lajoie, Quebec's Minister of Education:

In order to accomplish the task with which he has been entrusted, the teacher is, henceforth, free to choose the type of pedagogy which he deems most compatible with his preparation and with his capacities.

The teacher's freedom of choice is, nevertheless, conditioned by the choice made jointly by the group of teachers of which he is a member.

In other words, by means of Regulation Number 1, the Department of Education wishes to promote, within the elementary and secondary schools of Quebec, the system of self-government, that is to say, of placing the responsibility for pedagogical decisions on those who will implement them in the classroom, with their pupils.

This self-government implies that the teaching staff of each school must make a group decision, a common decision, with regard to the direction which they intend to give to their teaching during the academic year.

VALERIE HILLCOX

I CIRCLED THE GLOBE

NOW THAT I HAVE TRAVELED 100,000 miles through sixty countries around the globe, the world is much more to me than a map enlivened by a lot of imagination. I left Vancouver by ship in 1962, after teaching school in various parts of B.C., and visited first in the Hawaiian Islands.

From the pineapple island of Oahu, I sailed to the 300 islands of Fiji, whose greatest export is sugar cane. The population of these islands includes 150,000 Fijians, 120,000 Indians and 6,000 Caucasians. The educational system is at present administered from New Zealand, but, because large numbers of Fijians are becoming teachers and medical men, in a few years the islands will have complete autonomy. New Zealand teachers must do two years of country service before they get permanent certification, and many like to go to Fiji for that service. There is an English grammar school there for white children.

The two fleece-lined islands of New Zealand have a population of two million, and an average of two sheep per person. I was invited to visit an average sheep farm on the Canterbury Plains, on which there were 3,000 sheep. This was vastly different from the large station I visited in Australia, where there were 45,000 merino sheep and 2,000 cattle. This station employed 27 aborigines and 10 Australians.

In Alice Springs I stood in a studio to listen to a teacher behind a microphone talking with one hundred children on sheep stations within a radius of 500 miles. Because distances are vast in the interior of Australia, school by radio has been developed. I also spoke to a governess who led a lonely life teaching twelve children on one station. Australia has a well-developed school savings plan, and in Western Australia a banker travels to the schools to collect a shilling from each child to deposit in the child's bank account.

The Island of Singapore, at that time part of Malaysia, is only 24 miles by 27 miles. Yee Kew Lee, a Malayan teacher, took me to see three schools to which children could choose to go. One was Chinese, one Malayan and one Indian. There was also an American school, to which only the rich could afford to send their children. In government schools the study of English was compulsory and the children had also to choose another language, likely their native tongue. The government paid for the teachers' training, but the teachers had to repay the amount expended on their behalf while teaching. If they taught for five consecutive years, no repayment was required.

Incidentally, in many countries the Canadian dollar goes a long way and I was able to travel 300 miles north from Singapore to Kuala Lumpur for the grand total of $1.50. I made the trip in a chartered nine-passenger taxi. This was possible because there is no restriction on the number of passengers.

Most of the 4,000,000 acres of rubber trees are British-owned but Malayans and Indians are employed on them. There are schools for the children right on the estates. Malaya's other main source of income is from the mining of tin and parts of the country look like huge craters on the moon, as a result of the dredging for this mineral.

The sub-continent of India was a land of tremendous contrasts. I saw the Taj Mahal in Agra, and Hindus burning their dead on the banks of the Ganges, the Holy River. It upset me greatly to see destitute women in Calcutta picking up dung from the sacred cows which can wander anywhere—I even saw one poking its head out of a drug store! Here I also saw a man actually dying of starvation on the street and noted that many people live on the streets and in culverts. Children and old women with young children in their arms followed me for blocks saying in English, 'No papa, no mama, no sister, no brother, I'm hungry.' Forty percent of the 480 million people can't read or write because they have no opportunity to attend school and even those who can attend a school have no paper on which to write. I feel guilty when I think of the huge pieces of paper on which I sometimes write one-sentence notes.

I was forced to wait for a visa at the border between Afghanistan and Iran, and stayed for three days in the small border town of Tybut, where all the buildings were of clay and had flat roofs. I meandered down the street one morning and watched the women in their black sheet-like garments washing dishes in the recently-dug water system ditch which ran down the street. As I walked along, an Iranian greeted me with, 'Good morning.' Quite surprised that someone spoke

Miss Hillcox taught in Dawson Creek before starting on her round-the-world journey.

English, I replied, and we began to talk. He was a teacher of English in a junior boys' school in the town.

'What part of America are you from?'

'I am from Vancouver, Canada.'

'Come and see our school.'

It was lunch hour by now, and the boys were playing volleyball, so I joined in. Later I stood in a classroom with a small blackboard behind me and a class of fifteen fourteen-year-old boys, with eyes as big as saucers, in front of me. I drew a map of Canada on the blackboard and asked, 'What is your idea of Canada?' They were shy at first, but then from the back of the room a lad spoke up. 'I think of snow, bush, and Eskimos.' Needless to say, forty minutes were hardly adequate for teaching a lesson on our country.

Traveling always westward, I entered every country and finally arrived in Poland, where I spoke with Edward Yawa, an elementary school teacher. He earns $60 a month and gets free accommodation.

'Besides Polish, we teach Russian in school,' he said. 'We must have Russian as a second language. Our children can learn English by taking lessons in privately-owned schools where only English is taught. They have to pay for these lessons.'

I found many people behind the Iron Curtain who could speak English.

'Do you say the Lord's Prayer and read from the Bible in the morning?' I asked.

'No, we are not allowed to.'

I was told also, 'We have school in session for six days a week and you have school in session for five days a week.'

Before I went into Russia, I had to pay my train fare and hotel bills for the number of days I intended to stay in that country. It cost me $35 a day for hotel and meals. Although I did not have an Intourist guide as do most tourists from Western countries, every time I left my hotel room there was a Russian, dressed for the twenty-below-zero weather, on the elevator with me.

On the train coming into Moscow, I had met an Arabic student who had been studying international law at the Lomonosov University for seven years. On a Saturday night Abu Rafel took me to see the university, which has 1,500 Asiatic students. The program that night was presented by students from India. I noted particularly the comment by the master of ceremonies: 'India's only solution is communism.'

From Russia I traveled to Jerusalem. In the court where Pontius Pilate condemned Christ to death I spoke to a teacher. As it was recess-time, Adli Nashashibi took me to a tea shop. 'In this court where Christ was condemned, we have a boys' school,' he said. He also said that he would like to take me, as his guest, to all the Biblical places. This young teacher was born in Jerusalem, a relative of King Hussein of Jordan.

I found the country very colorful, but the color came from the people, not the land, for it looks like parchment. Along the streets of both Jerusalem and Bethlehem I saw every costume under the sun. There were long-robed priests in black and brown, nuns in black and white, shepherds in Arab dress, Indians in saris, soldiers in khaki and red-and-white checked head scarves, choir boys in white and women in ankle-length dresses, as well as visitors in Western dress. There were donkeys laden with water jugs, shops hung with lamb carcasses and Arab sweets. There was the odor of sesame, the flickering of candles before altars and the drone of Muslim priests at their prayers, mingling with the chants drifting from the churches.

To me Christmas is the silver star embedded in the marble floor of the Church of the Nativity in Bethlehem, marking the place where it is believed Christ was born. It's the congregation singing the Christmas hymn under the stars in Shepherd's Field, and it's the dusty roads, bleak hills and flat clay roofs over the heads of Christians, Jews and Muslims of Jerusalem.

Then on to Egypt, where I rode a camel around the Pyramids, and traveled by train and steamer down the longest river in the world, the Nile. The vegetative area is from ten to forty miles wide from the mouth of the river to Aswan. Since the nationalization of land, an Egyptian farmer can hold only 100 acres. The farmers use water buffalo to cultivate the soil, in which they sow four crops a year—wheat, maize, horse beans, lentils, cucumbers, and cotton.

The star in the floor of the Church of the Nativity, Bethlehem, marks the spot where Christ was born.

When this snapshot was taken, it was 20 degrees below zero on a January day in Red Square, Moscow. Behind Miss Hillcox is Lenin's Tomb, to her right is St. Basil's Cathedral (1555-60). Tourists in the background are from various parts of Russia.

I arrived in Addis Ababa, capital of Ethiopia, with my funds down to $15. I planned to travel from there to Nairobi, Kenya, by bus, for I had been advised at the Ethiopian Embassy in Cairo that I could do so. I discovered, however, that the information I had received was incorrect, for there was not and never had been a bus connection from Addis Ababa to Nairobi. The Public Relations office advised me to go down to French Somaliland (fare under $15) and at Djibouti, on the coast, I persuaded the captain of a Norwegian ship to transport me 'collect' to Mombasa, Kenya, where there was money waiting.

I should explain here my system of having money sent to me from my bank in Dawson Creek, my last teaching post. I arranged that on arriving in certain cities I would find my allowance for the month—no more and no less. This self-imposed budget system worked well on the whole, but obviously it had its disadvantages. For instance, I arrived in Dar-es-Salaam, Tanganyika, three days before my money arrived, and had to ask the Canadian High Commissioner there to vouch for my solvency.

I met a British teacher in Dar-es-Salaam in whose class were several African girls—young women, really—who were starting Grade 1 at 24 years of age. I found great contrasts in educational background during my travels. In Sudan, for instance, only 3% of the 22,000,000 people ever get any formal education.

As I moved along through Africa, I learned that there are sixty game reserves on the continent and was amazed to learn that there are special game cropping farms where animals are bred for shooting and for their hides. The regulations governing visits to the game reserves are very strict: visitors may drive into a reserve only during daylight hours; must not get out of a vehicle even to take pictures; must observe a speed limit of 25 miles an hour at all times.

My journey through Africa was not without alarms. In Zululand an African approached me, gesticulating and waving a scythe. It turned out, fortunately, that all he wanted was to find out whether I could speak his tribal language.

I crossed to Rio de Janiero by liner, and journeyed through South America by bus and train. From the windows I saw gauchos using saddles made from one folded sheepskin and on the pampas of Argentina Holstein, Hereford and Angus cattle grazed in the knee-deep grass. In hot, sandy northern Chile I talked to an American who administered CARE packages for both Canada and the United States. He used a Land Rover to get to the oases where children lived in dormitories while attending school. Their parents herded llamas and alpacas for their living. This man told me that 99% of Chile's 8,000,000 children go to school, and I noticed that school uniforms were worn everywhere. In fact, children in three-quarters of the countries I toured wore school uniforms, usually navy blue and white in color.

All through South America, which is predominantly Roman Catholic in faith, I noted white, cross-topped shrines along the roadsides, at the sight of which travelers on buses, trains and in cars, made the sign of the Cross. Many even stopped to place a votive candle in the shrine.

The final leg of my eighteen-month journey brought me north through Central America and Mexico into the United States at Laredo, Texas, and on through Oklahoma, Colorado and Montana.

Now I'm home again, with much to remember and think about, and I'd like to say this final word to my colleagues: The world's a wonderful place and a safe place if one has the courage to go and find out. There are so many wonderful people and so few really unwholesome ones.

I hope others will follow my example and discover this truth for themselves. □

THE BEST LOCAL TAX FOR SCHOOL PURPOSES

PART THREE

N. K. PRESTON

THIS IS THE THIRD of a series of articles examining some of the factors which influence policy in the financing of public education. The first two articles, which appeared last month, stated the case for assigning major decision-making functions to local authorities, and established an inevitable relationship between local administrative power and local financial responsibility. Unanswered at that time was the question of acceptability of the forms of taxation on which local authorities must rely.

Granted the case for local autonomy, the problem becomes one of providing a financial framework to sustain it, since fiscal autonomy is an integral part of constitutional authority. It is often said that setting the budget is the supreme act of government. This implies control of income as well as control of expenditure; indeed the degree of autonomy is determined chiefly by the measure of control over income. Local authorities then must control some instrument of taxation to provide adequate local revenue for school purposes.

The problem to be solved next is to devise an overall tax structure which will provide adequate revenue for all three levels of government. It must be realized at the outset that there is no single perfect tax. While it is now universally accepted that taxation should be progressive, that is, based on the ability to pay, there are a number of reasons why the income tax is not the answer to all taxation problems. It has been found prudent to have a number of taxes, both hidden and visible, to ensure sufficient public acceptance, to minimize tax evasion, to avoid abuse of particular taxes, to reduce the transmission of large fortunes to successive generations, and so forth. There are further complications caused by shifting taxes to tenant, consumer, or wage earner. And of course there are governments whose taxation revenues are not sufficient to support the essential public services which they are required to supply. In consideration of these and other arguments, it must be realized that assigning adequate taxation instruments to the three levels of government is no simple task, and is in fact virtually impossible. As a result a system of grants-in-aid from higher to lower governments has evolved in order to supplement, but not replace, the income of the subordinate authority.

The basic principle underlying most formulae for grants-in-aid in support of education is of course equality of educational opportunity. In most provinces and states this is achieved by defining a foundation program whose costs are borne in part by the central authority. Costs are equalized by reducing the amount of the grant by some amount so that the cost of the foundation program is paid for at the same rate of taxation in all school districts. Costs in excess of the foundation program are a matter of local responsibility. This arrangement is now so commonly accepted that it is not considered necessary to state the case for equalization. Protests from those wealthier districts whose percentage of local costs is relatively high are nevertheless commonplace, not so much as a denial of the principle of equalization but as a means of exerting pressure on the central government to increase its share of total costs and thereby afford a measure of tax relief, and to placate the rate-payer. The danger in any system of grants-in-aid is of course the tendency of the central government to exercise more and more control, with resulting loss of local autonomy.

This latter factor complicates the problem of grants-in-aid to education either from a provincial or state government to local school districts, or from the federal government to provinces or states. Grants which are earmarked for teachers' salaries, administration or

The author is chairman of the BCTF Education Finance Committee.

transportation costs limit the budgetary function of the school board and as such represent intolerable interference. Similarly, if the federal government were to give grants to provincial governments specifically designated for education, it would be interfering in the fiscal policy of provincial governments.

It is important to appreciate that while the amount of a provincial grant might be calculated by the use of a teachers' salary scale, and average administration and transportation expenditures, these grants need not be earmarked, and local school boards may be free to spend the money much as they see fit. The amount of the grant is much more important than the manner in which it is computed.

To return to the problem of assigning adequate taxation instruments to the junior governments, it is important to understand that the overriding consideration is that the total incidence of all taxation should be equitable. Much study has gone into determining what the incidence of taxation is for the various income groups in our country. According to recent estimates, the total incidence of taxation is roughly proportional to income for the bottom 60% of the taxpaying population, and is progressive for the remainder. For all income groups under $7000 per annum, taxes currently range from 21% to 25% of personal income, and for the group whose incomes are over $7000, the percentage is about 33%. Total municipal taxes are roughly 4% of income for all groups except for the very lowest, where the percentage may range up to 7.5%. These figures indicate that total taxation is much more in agreement with the principle that taxes should be based on the ability to pay than is generally realized. Furthermore the burden of municipal taxation is not as great a proportion of total taxation as is commonly believed.

It is within the whole of the taxation structure then that the role of local taxation must be considered. There are three taxes which are usually considered for use by local authorities: local sales taxes, local income taxes, and the property tax. All three have been tried, and in some localities, all three are in current use. In every case the property tax provides the major portion of local revenue, for reasons stated earlier. The scope of this article does not permit a full treatment of the advantages and disadvantages of all three taxes, but it is of interest to review the pros and cons of the property tax at this time.

Many arguments may be marshalled in opposition to the property tax, and more particularly in opposition to its use in support of education. Even if property ownership were a true measure of ability to pay, which it is not, the property tax would still be a regressive tax, taking a larger proportion of income from those less able to pay. Moreover, the tax is levied against the holder of title to the property, regardless of the amount of his equity in it. It has the effect of an excise on housing and hence restricts consumption of housing; such restriction may have a detrimental effect on the welfare of children, in opposition to the effect that education is supposed to produce. The tax tends to capitalize, particularly in the case of higher priced homes, reducing market values. It is frequently shifted to the tenant in the case of housing, or to the consumer in the case of business. Differences in property taxes between districts lead to inter-district competition for industrial development, promoting areas with a wide tax base and low mill rate, in contrast to residential districts with a narrow tax base and high mill rate. The property tax is criticized as being insufficiently responsive to economic change, its productivity increasing rather sluggishly with rising general prosperity. It is called unfair in that there is no direct relationship between the value of property held and the worth of the services received. Payment of the tax in one lump sum, or even in two or three large instalments, is generally resented. The unpopularity of the tax, particularly with respect to its regressiveness, tends to be transferred to the service it supports, and thus to contribute to the unwillingness of the public to support expenditure for education.

Certain Factors Favor Property Tax

An impressive list of factors may likewise be cited in favor of the property tax. It is a stable source of revenue. The assessment base changes only slowly and predictably. It is therefore well suited to the habitual spending patterns of school districts, and is easily adapted to the shocks of capital expenditure. While it is unresponsive in times of prosperity, its stability is of great value in sustaining educational service in the face of adverse economic conditions. The property tax has great administrative convenience. Mill rates are easily calculated, and changed with little inconvenience. Costs of compliance are relatively low in comparison with other taxes. The tax has high visibility and is not subject to casual avoidance. This fact focuses attention on efficiency and hence provides justification for provision of grants-in-aid to responsible local governments. Use of this tax in support of education is justified in part by the fact that property derives its value from the general growth and development of the community and should give to education payment in kind for its contribution to that development. The property tax is an old tax, and there is a degree of resignation to it. A shift to new taxes normally causes a negative reaction detrimental to the public service being financed. As to its regressive character, the property tax should be considered in context. Studies show that the total incidence of all taxes, local, provincial and federal, is at present roughly proportional to the ability to pay, and that the incidence of the property tax is about equal to that of the sales tax. Moreover, in British Columbia the home-owner grant substantially mitigates the regressive nature of the property tax.

In traditional thinking, the disadvantages of the

property tax have tended to be outweighed by its advantages: primarily by three of them, its stability, its administrative convenience, and the high visibility which makes it suitable as a basis for local responsibility. The conclusion has been that so long as school boards are to have any kind of budgetary control the property tax is the instrument best suited for providing local tax revenues.

A few principles of taxation which apply to the property tax should also be mentioned.

A tax on real property is really two taxes. One of these is a tax on consumption of wealth; the other, on the production of wealth.

The first of these is the one that comes to mind when property tax is considered by the private citizen. His property tax is a tax on his consumption of housing in exactly the same way that sales tax is a tax on consumption of goods. Studies reveal that the tax portion of each dollar spent on housing is lower than the tax portion of a dollar spent on consumer goods.

The second, and often overlooked aspect of the property tax is its incidence in the world of commerce and industry. An increasing proportion of real property is held, not for the purposes of consumption of wealth, but for the purpose of producing it. The property tax in this instance takes the form of a cost which reduces the profit margin of the owner of a commercial enterprise. With the notable exception of the agricultural industry, most of this real property is held by corporations. The effect of the tax is to reduce the profit of these corporations. Reduced profits mean reduced income taxes. Except for the smallest corporations, the rate of tax approximates 50%. Any drastic reduction in taxation on real property in the hands of corporations would have the effect of materially increasing the income of the Federal Government and of decreasing the income of the provincial governments and their creatures, the municipalities and school districts. Such a move would accentuate the acknowledged imbalance between income and responsibilities of these two bodies at a time when the trend is to correct the imbalance.

One obvious inequity which may exist in the incidence of the property tax is that of inequality in assessment. British Columbia's Equalization of Assessment Act reduces such inequities to a minimum.

A second inequity arises when similar land is used for dissimilar purposes. The property tax is regressive and therefore bears hard on the householder with a low income. The so-called home-owner grant is really an exemption from taxation combined with a guarantee to the school districts that there will be no loss of revenue. The idea is, however, insufficiently developed. For one thing, the exemption is confined to those who own their homes, and the incidence of taxation falls more heavily on tenants.

There is another inequity in the matter of land use. Agricultural land has been granted certain exemptions without the redeeming features of reimbursement to the local authorities from the central government. But these exemptions encourage the speculative holding of pseudo-agricultural land until the day comes that it can be sold or divided for residential or industrial purposes.

These factors are not basic objections to the principle of the property tax. They show that progress has been made in eliminating inequities. They show, too, that much further thought is necessary.

Finally, when a commercial enterprise finds its property tax removed or substantially reduced, the effect is to add to the value of that property the capitalized value of the removed tax. Thus a $20,000,000 holding assessed at $10,000,000, paying a tax of 20 mills or $200,000 would, on removal of that tax, increase overnight in value by approximately 16 times the amount of the tax, i.e., $3,200,000.□

COVER STORY

WHILE AWAITING FURTHER ORDERS from England in respect to the settlement of the 'Nootka Affair,' Captain Vancouver charted the coastline. His explorations took him north of Vancouver Island and in June 1793 he was at Burke Inlet near the mouth of the Bella Coola River. A month later, on July 22, a Canadian exploration party from the east led by Alexander MacKenzie reached the same spot.

In the fall of 1792 Alexander MacKenzie, a fur trader of the North West Company, had set out from Fort Chipewyan in a light canoe which could be carried easily by four men. His party proceeded up the Peace River and spent the winter near the junction of the Smoky and Peace Rivers. In the spring he followed the Peace and the Parsnip and portaged across to the 'Great River' (the Fraser — which was thought to be the Columbia). After traveling downriver for some distance, he was advised by friendly Indians to follow a tributary to the west. He was actually following one of the 'grease trails' by which Coast Indians carried fish oil to the interior for trade. When his party reached the Bella Coola River, they borrowed an Indian canoe and went down the river to the sea. Our cover picture shows him using his sextant to determine his position.

Three days later on a rock in Dean Channel he mixed vermillion and grease to write his famous inscription 'Alexander MacKenzie from Canada by land the 22nd of July 1793.' The Canadian Government has erected a monument on this spot which marked the end of the first overland journey through the mountain barriers to the coast.□

LET'S SCRAP DEPARTMENTAL EXAMS!

JOHN S. CHURCH

The BCTF Executive Committee has approved a recommendation of the Curriculum Directors that Departmental examinations for Grades 11 and 12 be abolished. This article gives the reasons for the proposal.

DEPARTMENTAL EXAMINATIONS in Grade 12 attempt to serve many purposes. The university-bound student must secure 50% or its equivalent in each subject examination to graduate. He must secure 60% in each subject examination to be admitted to the largest university in the province. If he secures an average of 80% in the examinations he has one-half of his university fees paid by the government; if he earns an average slightly less than 80% he has one-third of his fees covered. Several occupational groups in society—nurses, bankers, the civil service, for example—use these examinations as the major criteria of entry. Yet many authorities warn us not to expect too much of one set of examinations or tests.

K. D. Hopkins of California has emphasized that a serious technical measurement problem is introduced when:

'the same test is asked to differentiate well among the most able and the least able in a given curricular area. . . On any test, the deviation of obtained scores, from true scores, is greatest at the extreme, that is tests generally are weakest here, yet it is at these extremes that we are asking a single provincial examination to differentiate most clearly and upon which differentiation important consequences follow. It is a well known fact among psychometricians that the mean number of correct items on a highly reliable test is somewhere between fifty and sixty-five percent. That is, a test which will differentiate well among the pupils in a low ability group would be easy enough so that the typical pupil in the group would answer approximately fifty percent of the items correctly. Obviously such a test would be much too easy to differentiate well among the most able students in a given class. If differentiation among the high ability students is desired, a special and different examination would be necessary if a minimum of error is going to be accompanying the awarding of scholarships.'

J. C. Stanley has also warned against expecting one set of tests or examinations to serve different purposes. He writes:

'The well-planned test must be designed to accomplish the purpose it is to serve. If the purpose is to give the basis for school marks or classification, it will attempt to rank the pupils in order of their total achievement. But if the purpose is diagnosis its value will depend on its ability to reveal specific weaknesses in the achievement of individual pupils.'

The weakness of our present Departmental examinations for diagnostic purposes is illustrated by the fact that the universities find it necessary to administer a whole battery of additional tests to first-year students early in the academic year.

F. T. Tyler and W. A. Brownell have suggested that we should be careful in our use of examination results:

'While granting that our measurements are far from ideal, one may still insist that practical judgments and decisions must continually be made on the basis of some kind of evidence. In the absence of "perfect" measuring instruments and of completely reliable and valid data, we must use the best we can get. Our data, such as they are, must be employed judiciously, not mechanically, as we organize and plan for the millions of students in schools and colleges.'

Unfortunately there has been a tendency in B.C. to consider the Departmental examinations as almost ideal and perfect. Consequently the results have

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sometimes been applied rather mechanically by some institutions and employers. Moreover, some school trustees and newspaper editors have tended to evaluate secondary schools and teachers mainly by a comparison of results on Grade 12 examinations.

The explosion in knowledge has promoted new emphases in curriculum. Knowledge is not constant and fixed; it is growing. In some scientific fields knowledge is doubling, it is claimed, every seven years. Recently revised courses are 'open-ended.' They are designed with 'lateral extensions' to promote student inquiry. Students are encouraged to learn by discovery—to search for patterns or basic principles in the discipline. Are we using new knowledge and procedures of evaluation to accompany new trends in curriculum process? R. B. Davis suggests not.

'A point which is very important to us is the property of open-endedness. . . A thing which has separated us from a great deal of evaluation work in education is that a lot of people say "What are your objectives?" We claim that in operational terms we cannot know this. We don't get started with this. It has been said that the important thing in teaching science is to realize you don't know what the answers are. This is true, and I think it's useful for the man in the street who doesn't realize what science is, to think of it as if we were trying to teach a student to be a creative painter or a creative musical composer. You don't know what piece of music you want him to write. You don't know what style you want him to write in. You just know you want him to be a great composer.'

C. Bebell reminds us that 'the interaction between evaluation and curriculum development is intimate and total. . . Evaluation may be called the other side of the coin of curriculum development.'

C. R. Rogers also has some advice on this:

'We tend to emphasize convergent thinking in our schools because of this adherence to the testing straight-jacket instead of emphasizing divergent thinking. We have tended to teach students *correct* answers that our civilization has taught us are correct. So, we have generally discouraged divergent thinking.'

The Departmental examinations in B.C. have been of the paper-and-pencil type; thus only a limited number of the objectives of instruction can be tested. The BCTF has recommended the addition of an oral-aural section, for example, to the examinations in French and other modern languages. However, the French examination remains as much of a silent and visual exercise as the examination in mathematics. It could be argued that the most important reasons for teaching languages are thus being overlooked.

In order to evaluate the extent to which many objectives of instruction are being achieved, some educators are advocating the use of laboratory examinations in physical, biological, and even social sciences. 'Open-book' tests are being used. The interview is recommended. To date the Departmental examinations have not been able to employ such measuring devices. We are making strenuous efforts to individualize instruction and to employ many audio-visual aids. However, the weight of the paper-and-pencil examination lies heavily on the school system—encouraging conformity and mediocrity.

The reorganization of the senior secondary school is designed to provide six programs which should enjoy a parity of esteem among the public. We have been aware of the prestige in the University Program and the lack of it in the General Program. Elaborate attempts are now being made—through qualifying options, through general education constants, through purposeful and challenging sequences of courses directed toward an external goal—to furnish each new program with status and make it appear worth-while to pupil, teacher and public.

Examinations Are Neither Cheap Nor Efficient

We live in a society which '. . . has taken to tests in much the same way as it has taken to electrical home appliances. If they are cheap and efficient, there is no need to understand either how they are made or how they work.' Our problem now is that external examinations, in the full spectrum of the offering of the new senior secondary school, can be neither cheap nor efficient. How can we achieve parity of esteem among the programs if only the academic program has Departmental examinations?

In recent years the Department of Education has faced increased physical and financial problems in all phases of administering the June examinations in Grades 11 and 12. Each year additional numbers of candidates bring increased pressures and difficulties; any extension of the examination system to programs other than the academic will multiply the problems. Such problems cannot be solved simply by employing additional markers and clerical workers. The only answer is to modify the whole system or to abandon it completely. The BCTF Curriculum Directors favor the latter.

New curriculum developments and changes in school organization have placed many additional responsibilities on principals and teachers. Surely the full responsibility for student evaluation should be placed with the same people. The introduction of the resource course principle, whereby teachers use a provincial program from which to build a number of specific teaching courses appropriate to the abilities and interests of their own students, requires the use of different tests with each class. J. C. Stanley is quite definite on this:

'A well planned test will provide the means for evaluating progress toward the expected outcomes of instruction as expressed in the educational philosophy of the particular school and as defined in the objectives of a particular course.'

C. B. Conway gives similar advice:

'No standardized test . . . can fit the material that has been taught as well as a good classroom test that has been made up to suit particular circumstances.'

The B.C. Educational Research Council has undertaken a major study of evaluation in resource courses. The information from this study, being directed by Dr. Geoffrey Mason of the University of Victoria, should be available early in 1966.

The BCTF is planning a conference on evaluation, to involve some of the leading educators of the province, for February 1966. Dr. W. A. Brownell, former Dean of Education of the University of California, will be the major resource person.

The proposal to abolish Departmental examinations has been formulated on the following basic principles:

1. All secondary schools should accept responsibility for the graduation of their own students. Dr. Hopkins has reported that in California teacher evaluation marks correlate (.6) more closely with college marks than does any standardized test yet developed.

Another point to consider is that expressed by Neal:

'The theory also indicates that it is of little use telling teachers to be professional or urging principals to take increasing responsibility, if the formal organization expectations are not modified accordingly. Relaxation of structure must be real and not hedged with controls and safeguards. One might go further and suggest that if steps to build up the professional competence of teachers continue without compensating changes in other parts of the system, tension will develop, inefficiency will result and the system will tend to be disrupted. There is already some evidence of this in the increasing resentment of teachers over public criticism—often misinformed—and over the petty controls exerted or proposed by the public, by school boards and even by government officials.'

2. A variety of different examinations—some achievement, some diagnostic, etc.—should be made available. Some could be administered by the Department at periodic intervals to establish provincial norms. Some of the examinations would be administered voluntarily by a district, school or teacher. Hopkins has warned us of the care which must be taken in the selection and use of standardized tests and his advice should be considered carefully. Present examinations tend to stress the product of learning (i.e., facts) rather than the process. Too much stress upon examination of the product will result in neglect of the process.

3. Universities and other post-secondary school institutions should be assisted in identifying future 'good' students. These institutions should be encouraged to consider, in addition to their specific entrance requirements (e.g., completion of a certain program or programs), the accumulated secondary school achievement record of a candidate and his scores on diagnostic tests. Post-secondary institutions should confine their entrance examinations to diagnostic testing. The changing nature of knowledge makes it imperative that such testing be restricted to determining what is the capacity of the student to learn in particular fields or disciplines. (College entrance examinations in the United States are, at present, not fully diagnostic in nature. The Curriculum Directors therefore do not want similar examinations in B.C.)

4. With the refinement of data processing, post-secondary institutions should be able to provide secondary schools with information on the progress of their former students. This would permit secondary schools to assess (and, if necessary, improve) the accuracy of their prediction procedures. The Department of Education should, from time to time, review this information.

The whole system of Government scholarships and awards will need to be reviewed in terms of the recommendations of the Bladen Royal Commission. Moreover, with many new post-secondary educational institutions a considerable increase in the number of such awards may be in order. When these changes are being studied it will be possible to arrive at a suitable method for determining the scholarship winners. Perhaps it will be sufficient to allot sums of money for this purpose to each school district, probably on a per capita basis, and leave the selection of the winners up to those who will then be the guardians of educational standards—the teachers and principals of the secondary schools.

The Proposal Has Been Carefully Considered

The Curriculum Directors have proposed the abolition of Departmental examinations only after careful consideration of the various alternatives available to B.C. They recall the proposal by the Social Studies Revision Committee of 1958 that a departure from tradition be made in the History 91 course introduced that year. Teachers could follow Plan A, which permitted a new approach to the teaching of modern history, or they could use the traditional chronological and thematic method of Plan B. Unfortunately, the innovators who pursued Plan A found that the Departmental examination was based upon the traditional approach of Plan B. Within two years every secondary school in the province was *conforming to the method imposed by the examination*. Jeffery's statement that 'external examinations and the complete professional freedom of the teachers are mutually exclusive' had once more been supported in practice.

If B.C. continues with Departmental examinations, the brave new world of resource courses in English, discovery in mathematics, experimentation in science, oral emphasis in languages and parity of esteem in new programs will fail to materialize. Most secondary schools will be forced to revert very quickly to conformity with traditional methodology and curriculum practices. B.C. will again prove the wisdom of A. N. Whitehead's statement that 'a common external examination is fatal to education.'□

WHAT'S WRONG WITH EDUCATIONAL RESEARCH?

— Nothing that won't be Improved by more Teacher Involvement!

D. A. WEBSTER

OBJECTIVITY PROBABLY BEST describes the approach to solving problems which has led to most of the progress, both technical and social, which we enjoy today. Larry Garstin, who, in 'What's Wrong with Educational Research?' (September-October 1965), does not blame educators 'for falling back on opinion, the limitations of personal experience, and intuition as the basis for determining school organizational patterns and instructional methods and materials,' has surprised me and aroused me to make this reply.

I am sorry that Mr. Garstin's 'faith in the value of research in education' has been shaken by the many contradictions (or apparent ones) he has come across in the technical literature. Surely he is not so naive as to suppose that the discipline of education harbors an array of unalterable facts which the researcher strives to unearth. Nevertheless, he seems to contend that ultimate truth, or at least greater consistency, will surely be found if only we make a better job of co-ordinating our investigations and applying more rigid controls. That this is a thoroughly unrealistic point of view I hope to show with the arguments that follow.

In recent months I have found in the literature related to instruction in handwriting much to support Mr. Garstin's criticisms regarding antithetical conclusions often based on divergent approaches to sampling, testing, and a host of background variables which are difficult to control. However, Mr. Garstin's remedy is worse than the disease itself.

As I became increasingly familiar with the many studies on handwriting, a disturbing pattern emerged. At one stage I was convinced that many researchers in education set out to prove a point and somehow manage to arrange situations and plan measurements which ensure success. The particular issue which gave rise to this weird impression of research is the competition between the handwriting styles called manuscript (commonly called printing) and cursive (of which the MacLean Method is an example). Early in the century instruction was commonly offered exclusively in some form of the cursive style. Much research was devoted to investigating the relative merits of retaining this earlier style throughout the grades or of starting with a manuscript style which semed simpler for beginners and might better facilitate the learning of reading. Studies in the thirties concerned with the optimum time of changeover commonly suggested that it be as early as possible. About a decade later many starting with a manuscript style which seemed simpler quite consistently came up with evidence favoring a considerable delay in changing to the cursive style, if the change were to be made at all. Could it be that these researchers are guilty of making findings which were popular at their time? Or is it possible that the early investigators were asking the wrong questions? Can we trust the results of any educational study when such conflicting results are so common?

Of course the experimental findings in these examples were different, for the questions applied to radically different situations. In the early studies the manuscript style was barely established as a style for introductory instruction. There simply had not been time for schools to have extensive experience in the use of manuscript throughout the grades. Later studies have shown that manuscript has an initial advantage with respect to speed of learning both reading and writing (thus establishing it as a desirable introductory style) but the ultimate advantage of legibility without loss of speed or increased speed without undue decrease in legibility does not begin to show up clearly until the junior secondary level, and can be assessed properly only at the adult level. How, then, can one blame earlier investigators for coming to contrary conclusions when they did not have access to pupils with more than a few years of instruction in the manuscript style? No amount of co-ordination, even by a highly enlightened supra-national research

agency, nor the greatest attention to controlling background variables could have avoided these divergent findings, which were clearly based on changing conditions.

There are so many imponderables in education that we cannot hope to find clearcut answers which will apply at all times and in all situations. Even carefully conducted current research carried out elsewhere cannot be related uncritically to any local situation. We may not be safe in applying the results of a study in Quesnel, for example, to a similar situation in Williams Lake. In researching educational problems, the answers to which will directly affect the classroom, there is a great need for mass replication across the whole range of such possible controls as grade level, teacher preparation, student ability and class size. To use the example of handwriting again, local factors or the use to which it is to be put make local tests of every educational innovation highly desirable.

Again referring to handwriting, classroom research is needed throughout the province. The Department of Education now recommends '. . . that cursive writing not be introduced before the stage designated as level VIII is reached.' This means that teachers are discouraged from introducing the cursive style before Grade 3. We are now faced with a very practical and highly researchable problem. Let us investigate the effect of introducing cursive writing at successively later stages in the elementary school and, if anyone dares to withstand the public criticism which would surely ensue, let us extend the study into the secondary grades. We might seek relationships between the length of time students concentrate on manuscript style and their reading ability, or their creativity in writing and elsewhere, and a multitude of other factors which might be affected by a change from one style of writing to another. Every classroom in the province could be involved to some extent over the next few years without exhausting the possibilities of this study.

Efforts to Co-ordinate Have Value

Efforts to co-ordinate on a broad scale, such as the recent Canadian Teachers' Federation project in programmed instruction, have great value—not in that they may establish facts which will guide the course of educational development, but rather in that they encourage many classroom teachers to become familiar with recent developments and to consider the problems involved in local implementation. There are examples of large, highly organized research projects, but they must be complemented by a huge number of local studies before findings can be successfully implemented.

Progress in education is determined ultimately by what goes on in the classroom and therefore we should give high priority to the attempts of classroom teachers to grapple with educational problems. Far more important than encouragement from high level research agencies or even financial aid (many school boards are willing to invest in research projects which have been presented to them forcefully by knowledgeable and enthusiastic educators) is the problem of creating an atmosphere suitable for teacher research. Rather than spend more money establishing or bolstering a hierarchy of research organizations, teachers should encourage school boards and the Department to allocate funds to relieve researching teachers from some of their duties and to find necessary clerical assistance to process data. Only when conditions such as these are achieved will our school systems react to new developments in something less than half a century.

Reading Can Give Background

Getting back to Mr. Garstin's theses, '. . . isolated research projects on the same problem, resulting in differences in subjects being studied, in curriculum areas being investigated, in measuring instruments being used, and in conclusions being reached' need not lead to the degree of confusion Mr. Garstin supposes. The interpretation of research findings requires a background which can be gained through extensive reading, but which is strengthened tremendously by first-hand experience in research at a rudimentary level. Diverse and extensive repetition of experiments is necessary to guide the effective implementation of research findings, for it would be foolhardy to adopt something for general use which had been tested only in some limited way. We must expect to find a variety of research conclusions and be prepared either to judge which ones apply best or to conduct further research to account for the peculiarities of our own situation.

I agree with Mr. Garstin's pleas for more money and for support of the provincial and federal agencies which promote research in education. However, his suggestion that the senior agencies should provide a thorough plan for research has several negative aspects. Such a huge undertaking might have a stultifying effect on research in general. With only a few chosen areas receiving official sanction, diversity of research would decrease with a consequent diminution of new ideas. I would rather see an expansion of the present practice of encouraging research in specific areas by offering consultative services, holding conferences and actually awarding contracts to have studies completed, without a rigidly predetermined set of limitations. Admittedly, a concerted research effort in a few chosen areas might produce more immediate useful results, but at too high a cost. The paucity of worth-while Canadian research will not be overcome by hyper-organization as much as through increasing activity from the highest level right down to the classroom.□

The author is chairman of the Lower Mainland Section of the BCTF Research Committee.

"How Come I Only Got C- on That Exam?"

IT'S THAT TIME OF YEAR again. Here we go into the foggy bottom-land of Examinations, wandering around in a miasma of setting, marking, scaring and then dodging questions like the above. (What's *your* answer for that one, by the way?)

After about a hundred or so sessions, with full-scale examinations, reports and the rest of it, even the most eager of beavers begins to wonder If It's Worth It. (At this moment, the answer is no.)

Half-way through a staff-meeting discussion of whether an exam should be an hour or two hours long, the mind is apt to wander off into a sidetrack, and all sorts of unorthodox notions pop up from the subconscious. (Do we set examinations with an I'll-show-the-little-blighters-who's-boss attitude? Do we enjoy the martyrdom of marking stacks of papers, like the French teacher years ago in a Vancouver high school who set a 25-page Christmas exam?)

Or we're reminded of that quotation from *An Epitaph for Vocational Guidance,*

'Perhaps no myths are more generally accepted in America today than those centering around the area of measurement. They take two forms: first, that the various facets of human personality can be accurately and definitively expressed in terms of numbers; and second, that those numbers have implications for the individual's success in various educational and vocational enterprises.'

Then perhaps we recall some notes scribbled on the margins of Very Important Documents during a promotional meeting some years ago. (Why should there be a standardized rate of consumption of knowledge, a standardized time and place for consuming? Why should one student's rate, amount, etc., be compared with another's? Who cares, really? And, in a very small voice, is there anybody around with the confidence to say, 'I am capable of judging whether this student is measuring up or not, and to perdition with standardized tests'?)

Enough to demoralize any promotional meeting.

Finally, at the mention of the possibility of machine-scored examinations, the sudden recollection of an editorial from the technical journal, *Art & Industry,* picked up in the reading room of the Central School of Art in London, more pertinent now than it was eleven years ago:

'Methods determined by observation, common sense, trial and error and experience through thousands of generations are no longer to be held valid against the findings of mechanical and electronic contrivances designed to eliminate human judgment. . . By allowing the slide rule to replace ordinary senses we are not only blunting our faculties but stultifying the human being and removing the chief source of his contentment.

'The mass of humanity is being converted into an agglomeration of robots without power, of thought or selectivity, governed by a hierarchy of scientists, mathematicians and statisticians . . .artificialities we create for ourselves militate against the exercising of primitive sense and feelings . . . we lose the precious stuff of our instincts.'□

A MATTER OF OPINION

G. H. WILKINS

arrgh! . . . they gave me guidance again!

EACH SEPTEMBER some variation of the above, blasphemous or otherwise, can be heard in almost every staffroom. Why? Is the average teacher dismayed to find a block of English or mathematics or social studies on his timetable? Why guidance then?

In our age and culture there can be little doubt that the criterion for judging education is 'usefulness.' This pragmatic viewpoint is evident in much of twentieth century educational thought, from Alfred North Whitehead, who asserted that 'education is the acquisition of the art of the utilization of knowledge,' to the ill-informed parent who demands Latin for his child on the grounds that 'he'll *need* it to be a doctor.' Even the fine arts are sometimes justified in terms of utilization of leisure or mental health (a useful therapy).

Be that as it may, it is clear that group guidance is, potentially at least, at the core of the 'pragmatic' curriculum. If education imparts 'the art of the utilization of knowledge,' group guidance has as its particular sphere of reference the art of utilizing *self*-knowledge. This being so, guidance as presented to the adolescent British Columbian has generally failed spectacularly to meet his needs. It has tended to be ploddingly informational, involving considerable lecturing and note-taking, or propagandizing (the demon rum and the devil's weed receiving most attention), or in slightly more advanced circles, involving barren discussions of set subjects, presented to the class like cadavers on a slab.

The reasons for this dispiriting state of affairs are not hard to find. As a latecomer to the curriculum, having no specific vocational reference, and 'capable of being taught by anyone,' the course has become a joe-job for beginning teachers, incompetents (do such exist?), and those with spares, who have resented the administration's imposition of this Cinderella, and have expended little time and no ingenuity on the subject. This, with an over-heavy reliance on the possibly praiseworthy but nonetheless stolid courses of study, has produced an educational baby which, if not still-born, hovers between life and death.

If the child is to survive, new life must be breathed into it, and this can be done only by superlative teaching, to counteract the present disenchantment of the pupils, and through a vigorous campaign to sell this admittedly difficult subject to all teachers. Ideally, given mature and relaxed teachers, all staff members should teach the course, for their own well-being and professional growth. The current trend in some circles to write group guidance off as specifically a *counsellor's* sphere of operation needs to be resisted. Involvement with adolescent personalities is *prerequisite* in a teacher—otherwise he is merely an instructor—and what better way of being involved than by overseeing adolescents tackling their 'life-problems' in a group guidance class!

Before this sort of millennium arrives, however, the teacher of guidance is faced with a profound struggle, and the nature of his task is threefold—breaking down administrative attitudes which make the conditions under which the guidance program operates somewhat less than optimum; changing staff negativism, possibly by impassioned staffroom lobbying, so that this aspect of the educative process can receive the teacher support it merits; and awakening in students a lively awareness of the way their needs can be met in group guidance situations (as opposed to the not unmerited negative image it now enjoys).

Because of the now somewhat ingrained attitudes, and because of

Mr. Wilkins is a counsellor and teacher of guidance at Moscrop Jr. Secondary School, Burnaby.

the exigencies of the subject itself, group guidance demands lively, perceptive, and imaginative leadership. One may be able to get away with dead, unperceptive, unimaginative teaching in some subjects—thanks largely to pupil acceptance of the philosophy that their main task is to pass and that, given a pass, the question of growth is academic (pun intentional). Since guidance is commonly regarded as something a pupil doesn't have to pass (nor should it be), the teacher lacks the carrot (or more aptly, the stick), and has to produce genuine learning experiences.

From this it follows that the leader in group guidance must approach the course with a subject-philosophy which will modify the old catch-all concept which has prevailed so widely, and unify these experiences to give the course direction and a goal. Since this goal would embrace increased self-knowledge and self-direction, and a more realistic appraisal of social environment in all its aspects, we must resist our tendency to over-structure and over-direct. This is difficult for most experienced teachers to accept in practical situations, but too much structuring, however capable, must inevitably kill the spontaneity which is part of insight in personal and social matters, and over-direction will inevitably produce not only topics but also attitudes which may be inappropriate to the student's needs. This will be a difficult adjustment for most teachers to make, since by training and practice we have become primarily subject-oriented as soon as anything like a class situation is presented to us. From my own difficulties I surmise that this revision in thinking will be the major obstacle for most group guidance leaders.

What, then, is the purpose of these meanderings? They constitute a plea for reappraisal, not of what is or has been, but of what might be, and are addressed to all who are concerned for the adolescents of our province.□

More on Educational Research

Kimberley, B.C.

Sir: In response to my article on educational research in the September-October issue of *The B.C. Teacher*, F. G. Robinson, Director of the Canadian Council for Research in Education, has forwarded me additional information concerning the organization of educational research in Canada. He states that the CCRE established an office in October 1963 and that it now has a staff of five.

The Council has published several reports which are available upon request. These include: *Needed Research in the Field of Technical and Vocational Education, Staff Research in Canadian Degree-Granting Universities and Colleges; Canadian Experience with the Cuisenaire Method; The Canadian Journal of Educational Thought: A Feasibility Study; Educational Research in Canada; An Analysis of Potential, Current Status and Needed Development;* and *Four Canadian Surveys of the Utilization of Programmed Instruction and Attitudes Concerning its Future Role.*

The Council also publishes a newsletter and in the September 1965 issue a research conference is announced for June 1966. In the words of the announcement: 'It now appears likely that the conference will be expanded to include participants from other Commonwealth countries, the United States and Europe. The proposed week-long conference will examine such topics as: emerging structures for planning and research in education; the relationship of educational research to the social sciences; improving international co-operation in educational research; and the problem of recruitment and training.'

It is obvious that considerable progress is being made toward the provincial - national - international co-operation I advocated in the article and I am pleased to pass on the information Dr. Robinson has forwarded, to your readers.

Regarding Mr. Webster's article [illegible] issue of *The B.C. Teacher*, I [illegible]y I agree with nine-tenths [illegible]t he writes. Certainly, re[illegible]ch, to be really effective, must get down to the classroom level. Certainly, if it is to be done adequately, teachers must be given the time and means for doing the job. Certainly a large number of local studies are necessary to complement more highly organized research projects. Certainly situations are not static and research findings valid today will not necessarily be valid tomorrow. And most certainly any hierarchy of research organizations, as Mr. Webster calls it, must be obligated to encourage research not necessarily within the framework of its own goals and priorities of the hierarchy could indeed prove a stultifying influence on research progress.

I am not, however, as pessimistic as Mr. Webster in the matter of finding 'ultimate' answers to educational research problems—ultimate, that is, in the sense of applying to specific and more or less identical situations wherever they may be found. I still believe that in such cases more consistent conclusions could result from consultation and intercommunication of researchers regarding subjects of study, methods used, and control of variables.

It may be that the number of situations is infinite, in which case there are few common factors from one situation to the next and hence any attempt to extract *general principles* of operation through research is an exercise in futility. While the differences from one local situation to the next are undoubtedly very numerous, I believe they are not unlimited and that therefore there is at least some value to research projects co-ordinated by provincial, national and even international research organizations.

L. H. GARSTIN

Our Writers Appreciated

Victoria, B.C.

Sir: 'The more it (education) changes, the more it remains the same.' So ends a reprint in the September-October *B.C. Teacher*. It is a good ending to a worth-while article. Good, but dangerous!

There is a danger that we teachers, confronted by all the exigencies of our job, have our vision dimmed and fail to adventure into the future with sufficient readiness for, and initiation of change inseparable from viability of that inner nature of education that 'remains the same.'

Appropriate to this theme are the last three paragraphs of Dr. Nevison's article, 'Rocking the Boat.'

On the other hand let no timid soul read, let alone probe the implications of those words of Dr. English on page 25: 'There is as much freedom of action as the teachers are able and willing to take. The initiative is theirs.'

At the risk of being held guilty of shooting off at a tangent, I would like to thank Mr. L. H. Garstin for a timely and substantial contribution, "What's Wrong With Educational Research?'

ERIC H. WHITTINGHAM

NEW BOOKS

C. D. NELSON
Book Review Editor

HERE WE ARE with another selection of books for your consideration. Occasionally we are able to cut across a fairly wide range of subject matter, as in this issue, and then again sometimes everything seems to be variations on the same theme.

We also wish to welcome a new hand in book reviewing, Mrs. Pat Wilks, a primary expert from Burnaby school district. Pat is a familiar figure to many teachers in B.C. Our list of reviewers is growing steadily, and we appreciate the changes of address and other information that have come in to keep our records up to date.

Here's a suggestion for your Christmas shopping — give books! The stores are full of most attractive gift books from all over the world, and (pardon my prejudice) I can't think of a better present to give or receive. And here's a tip for you—did you know that any teacher is entitled to a discount (generally 10%) from booksellers? All you need do is identify yourself as a teacher, and ask for the discount which, in practically all cases, is cheerfully given.

To close, just another reminder of our offer of a gift book for the best letter about this column. Last month we offered to print the winning letter in the January issue. Remember, you are free to pan or praise, but all submissions will be welcome.

Merry Christmas!

C. D. NELSON

ADMINISTRATION

Change and Innovation in Elementary School Organization, (Selected Readings). Ed. by Maurie Hillson. Holt, Rinehart and Winston, Toronto, 1965. 387 pp. $4.35

Goodlad, Worth, Anderson, Share, Frazier, and Drummond are among the authors of articles in this stimulating volume. The book's format facilitates its use. Part I briefly describes vertical organization plans: graded, non-graded and multi-graded; and horizontal organization schemes: ability grouping, departmentalization and team teaching. The other five parts develop in more detail each of the innovating organizational procedures—ability grouping, departmentalization, team teaching, multigrade and the non-graded. The introduction to each part provides an overview. Each part concludes with a summary of the advantages and disadvantages of the particular grouping method. Each article ends with a select bibliography. (One regrets that the name of the Executive Secretary of the Alberta Teachers' Association, S. C. T. Clarke, has been incorrectly listed.)

Teachers and principals must read this exciting and challenging book. The reader may or may not agree with the editor (and Brickell) that 'new types of instructional programs are introduced by administrators.' Unfortunately, the reader will not find the suggestion that the classroom teacher holds the key to the success of an organizational procedure. He will search the pages in vain to find an assurance that the innovations are merely means rather than ends in the constant search to improve the quality of instruction.—J. S. Church.

COMMERCE

Consumer Education, by N. E. Brown. Macmillan Company of Canada, Toronto, 1964. 80 pp. $1.00

This is an interesting little book on an important subject. The topics discussed are; the types of credit available to consumers, savings, the wise use of credit, budgeting, an informed consumer, and advertising.

Most of these topics are very well handled but I felt that more could, and should, have been said about others. Each chapter concludes with a good selection of questions and problems, many of which will spark a lively discussion in a business fundamentals or home economics class.—S. J. Dunster.

DRAMA

The Diary of Anne Frank. A Play in Two Acts, dramatized by Frances Goodrich and Albert Hacket, with notes and questions by N. D. Macdonald and J. I. Downie. The Book Society of Canada Limited, Agincourt, Ont. $1.00

This text of *The Diary of Anne Frank* is intended for reading and study in the secondary school. It is the incredible story of how, for more than two years, eight human beings lived in an attic, never going out, and keeping completely silent for ten hours a day. Since the Diary was written originally by a fifteen-year-old girl, students should find the play of interest. The notes and questions at the end of the book will give the student an opportunity to appreciate background and the excellent dramatic form of the play.—Anthony Burton.

The Play's the Thing, by Jack Blacklock. McGraw-Hill, Toronto, 1965.

This is a collection of five plays, under the headings Modern Drama and The Great Playwright. Scripts for television, comedies and drama for the stage are discussed in the first part of the book, and an example of each type of play is given. The second part of the book is devoted entirely to Shakespeare and the Elizabethan theater. Two of Shakespeare's plays, *Twelfth Night* and *Merchant of Venice,* are presented in shortened versions. All the plays in the book are preceded by short introductions and are followed by questions for discussion.

If the author's intention is to help the young reader to enjoy plays, I think he has succeeded. I would like to have seen some simple line drawings of typical stage settings and, perhaps, some character sketches, etc., but apart from that small point I found the book well written. Mr. Blacklock has a style that a student will find very interesting and informative. The book is well bound and is printed on good quality paper.—Anthony Burton

ECONOMICS

Basic Economics, by Albert G. Steinberg. Sir Isaac Pitman and Sons, (Canada) Ltd., Toronto, no date. $3.25

This text could do much to reduce the economic illiteracy now prevalent in our high schools and at the same time foster an interest in further investigation of economic topics. There are excellent chapters on economic systems, business organization, foreign trade, the labor movement, and other topics. A chapter on 'The Great Economists,' and a supplementary chapter on basic business law round out this very good Canadian text. The questions, problems, and vocabulary studies are carefully chosen. A copy should be in every secondary school library.—S. J. Dunster.

The Poor Among Us – Challenge and Opportunity, by Maxwell S. Stewart. Public Affairs Pamphlets, 381 Park Avenue South, New York 10016, 1964. 20 pp. 25c (Quantity rates on request.)

The casual reader might see this simply as a discussion of the American problem but it also has many implications for Canada. The booklet talks about the poor; who they are, why they are, and where they are. It suggests ways in which this poverty can be alleviated through such means as stimulating buying power, re-educating the unemployed, and extending minimum wage laws. A challenging little booklet that should cause us to re-evaluate some of our thinking on education and economics.—S. J. Dunster.

FICTION

Beloved of the Gods, by Barbara Ker Wilson. Constable, 1965. (Can. Agt. Longmans) $1.50

This is an excellent historical book

which has already found favor with discriminating readers. It portrays the Rome of the Emperor Vespasian as seen through the eyes of two slaves and their owners. The plot is realistic, not romantic. The action culminates in the eruption of Vesuvius which destroyed Pompeii and Herculaneum. Perhaps the epilog might have been omitted as it proves to be an anticlimax.

The format of the book is a little discouraging, being small in size and without illustrations. However, it has a durable binding and the cover is attractive. The vocabulary and the general style are excellent.

The book appeals to the historically-minded Grade 10-12 student; and adults can read it with pleasure.—Betty Holt

(Note: The Longmans edition has a glossary at the back, and notes and questions by R. W. Halford. The Constable edition is for library use only.)

GUIDANCE

Guidance Service in the Modern School, by Merle M. Ohlsen. Harcourt, New York, 1964. 515 pp. $7.65

Are student needs best met by the directive, non-directive or eclectic method of counselling? The author of this comprehensive book on guidance and counselling favors a sliding scale of directiveness, varying the amount of responsibility according to the client's maturity and ability to assume responsibility for himself.'

On social and leadership development, the author stresses the importance of self-realization for good mental health. On the application of guidance methods in discipline, he states cautiously: 'The delinquent has rarely, if ever, become deeply involved in a meaningful experience at school.' He 'must find genuine acceptance at school.' Studies are quoted on the effectiveness of group counselling for non-conforming anti-social youth.

Regarding the teacher's responsibility for guidance, the author stresses that an interest in the pupil as a person is basic, often lessening the need for disciplinary and remedial work. On the other hand, he urges teachers to avoid the gratuitous advice, empty reassurance and undue probing of the undertrained counsellor. 'The teacher's primary responsibility is to facilitate the mastery of knowledge, concepts, and skills; his guidance activities . . . are performed in order to facilitate learning.' Furthermore, 'learning is enhanced markedly when teachers make themselves personally acceptable to pupils.'

A special feature is a 33-page appendix on elementary statistical method.—R. G. Kaser.

PRIMARY

Teaching Primary Children, by J. Frances Huey. Holt, Rinehart, Toronto, 1965. $8.25

J. Frances Huey wrote this 500-page book for teachers, principals, and parents. She has succeeded in providing an inspiring and informative volume based on extensive knowledge of, and a sincere concern for, children's development as individuals.

The book is well organized, as three aspects of the subject are developed in 17 chapters. The first section cautions against pressuring children to achieve beyond their capacity and maturity in meeting modern society's needs and expectations. The spirit of discovery permeates the many practical suggestions for the teacher in the second section. Each area of the curriculum is dealt with in detail. A few carefully selected photographs are used to illustrate classroom situations. In the last section are many ideas for utilization of school and community resources, plus a very worthwhile chapter on teachers' mental health. At the end of each chapter an excellent bibliography provides additional sources of related material. A detailed table of contents, and a comprehensive index add to the value of the book.

The author's enthusiasm is infectious. She furnishes knowledge to the uninformed, encouragement and ideas to the beginning teacher, and stimulation to those with experience. It is a book which should be in every school.—Patricia L. Wilks.

The Retired Teachers' Association

Organized over eighteen years ago, the B.C. Retired Teachers' Association has developed services in the interests of members in a number of ways. Protective concern in pension matters may be paramount, but personal needs of individual members are constantly being considered and suggestions for care explored.

We have over eleven hundred potential members. These are very active people and present a real substantiation for a program of sabbatical leave for teachers. It is too bad that so much enrichment of the background of teachers through travel is left to that period of their lives after completing service. The fruits are denied their pupils.

Our membership is constantly changing. Potentially our increase is more than a hundred newly retired, each year, but we also have 'drop-outs.' Although our members are hardy, cheerful, active people, they are subject to illness, as are others. In their service our visiting committee led by Misses Allen (RE 1-6040), Dauphinee (RE 3-8267), Pye (AM 3-4429) and Mr. Haverstock (MU 5-9002) are restricted by difficulties of communication. We would appreciate members phoning the committee details of sickness among our members.

We are considering establishment of a transportation system for convenience of our members. Two sides require development to provide this service: (1) an approach from members who require such a service, and (2) members who have retained their automobiles and driving privileges and who are willing to help restricted members. Enquiries toward extending this service should be directed to Bob Smith at RE 8-5592.

The Executive has been approached by CARS to assist them in transporting arthritic victims to the various treatment centers. If we have car owners who could assist in this commendable service, they should also contact Bob Smith.

These Teachers Have Passed Away

Active Teachers	Last Taught in	Passed Away
John Wesley Habkirk	Richmond	October 20
Miss Rose Kristine Aurora Thorne	Peace River North	October 9
Retired Teachers	**Last Taught in**	**Passed Away**
Miss Frances R. H. Atkins	Coquitlam	September 29
Miss Agnes A. Brown	Salmon Arm	October 20
Miss Emily M. Johnson	Vancouver	September 27
Dr. Anne Norrington	Cranbrook	October 31
George S. Wate	Vancouver	October 10

G. A. Fergusson Memorial Award

Nominations for the G.A. Fergusson Award are called for by the British Columbia Teachers' Federation

The conditions provide that the award shall be made annually to the Federation member (or ex-member who is no longer eligible for membership), or to a member-Association, who or which has made, in the judgment of the Trustees, an outstanding contribution to education.

Nominations of candidates for the Award may be made by any Federation member or by any Local Association of the Federation. Each nomination should be accompanied by a description of the work for which the award is claimed and supporting evidence should also be sent. Meritorious work on behalf of the Federation or any Local Association may rightly be included.

Nominations must be received by the General Secretary at the Federation Office, 1815 West 7th Avenue, Vancouver 9, B.C., not later than February 20, 1966.

THE STORY OF CHRISTMAS CAROLS

CALLED NOELS IN FRANCE, *le pastorali* in Italy and *Weihnachtslieder* in Germany, carols are everywhere the welcome sound of Christmas. But few of those who hear and sing them know their surprising history —a tale well worth giving ear to.

When was the first carol sung? Scholars think caroling probably began in the early church when Nativity plays, accompanied by songs of joy, told the story of Christ's birth. One of the earliest choruses of praise, *gloria in excelsis deo* (glory to God in the highest) is still sung by carolers at Christmas time.

Though many people don't realize it, carols were originally connected not only with song but also with dance. The Old French word *carole* meant 'a ring dance accompanied by song.' An English carol dating from 1350 has a refrain which refers to a round dance:

'Honnd by honnd we schulle
ous take
and joye and blisse schulle we
make.'

Early carol composers didn't confine themselves to Christmas themes — a collection of *Carolles Newly Imprinted* (1550) contained more Crucifixion than Nativity carols! On the other hand, quite a few carols of this time were not sacred in mood, but simply light-hearted invitations to feasting and toasting. The Boar's Head carol, a big hit in 16th century England and still sung annually by the students of Queen's College, Oxford, actually celebrates the course of a Christmas dinner, in these words:

'The boar's head in hand bear I
Bedeck'd with bays and
rosemary.
And I pray you masters, be
merry. . .'

The custom of outdoor carol singing is many hundreds of years old. It seems to have started in the Middle Ages when groups of people went from house to house to sing by torchlight.

Yet despite these joyous beginnings, the Christmas carol eventually ran into some rough weather. As the Puritan influence grew strong, carols became gloomy and grim; finally the Puritans made it a crime even to print them or sing them publicly. After Puritanism waned in England, carols made a comeback—but in the 17th and 18th centuries were considered a rustic, socially inferior form of song! By 1882, a writer named William Hone was predicting that carols were dying out and in a few years' time would be heard no more! Even as he spoke, a new upsurge of interest in carols was beginning. Today, Christmas carols are enjoyed by more people than ever before.

When you hear your favorite carols sung, can you tell which of them are ancient and which are comparatively recent?

Some authorities think that *The Twelve Days of Christmas* originally belonged, not to Christmas, but to the turn of the year; its roots may go far back into pagan times. *Good King Wenceslaus*, a British favorite, was borrowed from a Swedish songbook of 1582. *God Rest Ye Merry, Gentlemen* may also date back to the 16th century. Some say *Adeste Fideles* was composed by St. Bonaventure before 1274—but the earliest surviving manuscript is dated 1790 and

signed by John Francis Wade, a music dealer in France.

Joy to the World was taken from a hymn written in 1719 by Isaac Watts; its current music was adapted from Handel's *Messiah.* John Wesley wrote *Hark the Herald Angels Sing* in 1737; its musical accompaniment was adapted in 1855 from one of Mendelssohn's works. *O Little Town of Bethlehem* is less than 100 years old; it was written in 1868 by Phillips Brooks.

The most beloved carol of all—*Silent Night*—has an interesting story. It was hastily written in 1818 by an Austrian parish priest, Joseph Mohr, as a surprise for his parishioners, because he feared they would be disappointed when they learned that the church organ had broken down! He took the poem to his friend, church organist Franz Gruber, who completed the famous melody in a few hours. At midnight mass that evening, the two of them sang the masterpiece—to a guitar accompaniment.

Some of the most popular Christmas music of all times has been composed in the 20th century. The greatest seller of any phonograph record to date is Irving Berlin's *White Christmas;* first recorded in 1942, it has sold more than 40,000,000 copies and is still going strong. *The Little Drummer Boy* is another recent record best-seller that promises to become a Christmas classic.

Ancient and traditional or up-to-the-minute modern, Christmas songs play a vital role in setting the mood of the season. For after all, ''Tis the season to be jolly.'□

Adapted from material supplied by Magnavox.

TOP PEOPLE AND TOP POSITIONS HOW CAN WE MATCH THEM?

JACK BLOCK

WHY DO SO MANY top-caliber teachers refuse to run for office in the BCTF or its local associations? It should be an honor to receive the confidence of the membership; people should be eager to accept responsibility in a dynamic and vital association. Indeed, the democratic way of life could not exist without the public-spirited service of those who accept public office.

Yet all too often local association elections become a mockery, in which one office after another is filled by acclamation. Everyone knows the office has failed to attract more candidates. No one wants the appointment. The one nominee has probably agreed to stand because he didn't know better! Why does leadership have so little appeal?

Is the heavy workload that comes with an office a strong deterrent? I think not. Someone has said that the mark of a good leader is his ability to schedule and delegate assignments and responsibilities. The function of leadership is not to do it all oneself but to direct and integrate the various activities of the association. Leadership can be a source of enjoyment when the association is characterized by a spirit of willingness and by an awareness of purpose. A capable person is seldom deterred by a program of scope and challenge.

Would remuneration attract candidates? It might, but would such persons be the right type? The BCTF has been built through the years by people who were not paid for their time or work. People who provided leadership in the past had a vision, an awareness of the association's objectives and worth. Great leaders in history have demonstrated that intrinsic motivation—a deep conviction—is much stronger and more lasting than such extrinsic motivation as remuneration. To quote from Dr. Stotler's address to the November 1964 science symposium at UBC: 'A man who has committed himself to clear-cut goals will have the guts to work toward them.' Remuneration may help, but I doubt whether it would revitalize the sick image of the leader in today's society.

To find the cause of the deteriorated image of the leader, we must look at the prevalent philosophy in our democratic society, which emphasizes the group process. Whenever a problem arises it is assigned to a committee for study. The committee is seldom given authority to solve the problem; it must report its findings and recommendations to the group which rules on all matters. The whole group must be free to decide everything by discussion and consensus.

This sounds fine, but converts to the group-oriented philosophy who become leaders do not act as leaders. They hesitate to interpret policy; they are afraid to act

The author is head of the Science Department of Moody Secondary School, Coquitlam.

according to their understanding; they refer everything to the group. Repeatedly we hear the excuse, 'I don't have the authority. . .' The leader has little status, and his responsibility really boils down to being a glorified office boy for the group.

The absolute waste of time, energy and skill by a group-centered organization is frightening. The situation becomes so ludicrous that meetings of 300 or more delegates will spend an hour debating some obscure, technical aspect of procedure. Unfortunately, this may be necessary for a group to operate as a unit. As the mayor of Vancouver has said: 'In politics the distance between points A and B is not always a straight line.' However, people with a sense of efficiency inevitably become annoyed with the tremendous waste of human resources which occurs in a group-oriented organization, and refuse to become responsible for it. They simply refuse to accept positions as leaders.

Another discouraging aspect of the group process is the risk of having committee findings and recommendations rejected because the group lacks understanding. An excellent example was the BCTF reorganization proposal presented to the 1964 AGM. Much work and study produced a good plan, but the proposal was turned down. Why? Apparently the delegates did not fully appreciate the needs of the Federation, and asked that the matter be restudied. To say the least, it was a disappointment for those people who had worked with the study. Who wants to work hard on a program just to find it a waste of time and effort?

When the leader's role is that of a 'servant of the public,' that of a glorified 'joeboy,' is it surprising that the image is unattractive to the person with leadership potential? The risk of wasting time and energy in public service will continue to foster apathy and disinterest. It is common knowledge in the stock exchange that investors refuse to buy when stocks are high and earnings remain low. Will the astute investor of time, energy and skill react differently? (Someone might say, 'Ah, but every market has its, shall we say, uninitiated buyers!')

The democratic way of life deserves support, but the group must learn to delegate responsibility to its leaders. The decision-making process is complex even in the mind of one individual, let alone in the minds of many persons. The majority is not always right, not even most of the time; why, then, should the membership have so much power over matters that can best be decided by people who have studied the matters extensively?

Let there be 'checks and balances' in the organization, but let there also be a delegation of authority. Then, and only then, will nomination lists attract the people who can and should give leadership.□

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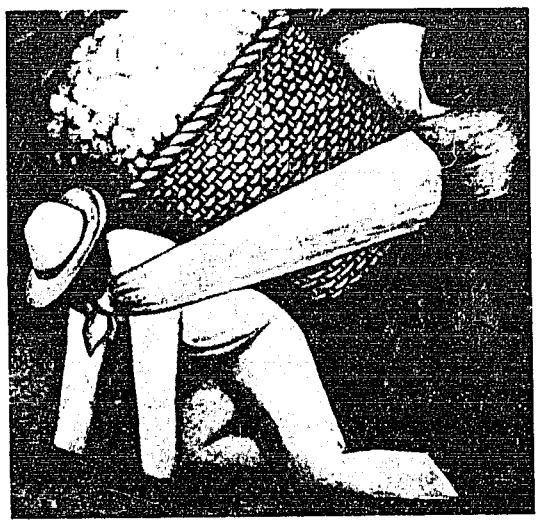

▲ *The Flower-Vendor by Diego Rivera*

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7. Reserved seat Bus Transportation from SAN MIGUEL DE ALLENDE to MEXICO CITY. Hotel accommodation at the HOTEL PRADO-ALFFER until departure flights of Tour from Mexico City. 44 lb. baggage allowance.

DOES NOT INCLUDE:

Meals in Mexico City except two lunches on full day sight-seeing trips; art, writing, craft supplies at INSTITUTO; tips at any time to guides, bellboys, waiters as this is a matter for individual attention in a land where salaries are very small and tips are standard practice even of the resident Mexican; taxis at any time; air fare to and from Mexico City, Passport, Visa Fees or Taxes; items of a personal nature or charges for mineral waters, liquors; optional field trips or arrangements of any kind at the INSTITUTO, or further tuition fees beyond that already provided.

DOCUMENTS REQUIRED:

Canadian Citizens—Valid Passport, Smallpox Vaccination Certificate, and Tourist Card obtainable from your Mexican Consulate (free up to 30 Day Visit).

Roundtrip 17-day Excursion Fares —

Economy Class to Mexico City

From: Vancouver $236.80

Victoria $252.80

DEPOSIT:

$100.00 required at time of booking with balance payable at least three weeks prior to departure. All advance tour payments refundable in full up to date on which final payment is due. At conclusion of tour no refund for unused portions of tour.

For further information, visit any Canadian Pacific office or See your Travel Agent . . . and

FLY Canadian Pacific AIRLINES

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B.C.T.F. CO-OPERATIVE ASSOCIATION

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

Office Hours
Monday to Friday 9:00 a.m. to 5:00 p.m.
Receptionist only Saturday 9:00 a.m. to 12:00 noon

Save & Watch Your Dollars Grow

Invest in Co-operative Loan Certificates and earn

6% INTEREST 6%

CONSIDER THESE TWO EXAMPLES

If you were to invest $50.00 **per month** in Loan Certificates—and—leave the interest in your account each year, allowing it to compound at 6%, the following 20 year table shows the results:

End of Year	Total Deposited	Accumulated Interest	Total Accumulated
1	600.00	18.00	618.00
2	1,200.00	73.00	1,273.00
3	1,800.00	168.00	1,968.00
4	2,400.00	304.00	2,704.00
5	3,000.00	484.00	3,484.00
6	3,600.00	711.00	4,311.00
7	4,200.00	987.00	5,187.00
8	4,800.00	1,316.00	6,116.00
9	5,400.00	1,701.00	7,101.00
10	6,000.00	2,139.00	8,139.00
11	6,600.00	2,646.00	9,246.00
12	7,200.00	3,218.00	10,418.00
13	7,800.00	3,861.00	11,661.00
14	8,400.00	4,579.00	12,979.00
15	9,000.00	5,375.00	14,375.00
16	9,600.00	6,256.00	15,856.00
17	10,200.00	7,225.00	17,425.00
18	10,800.00	8,289.00	19,089.00
19	11,400.00	9,452.00	20,852.00
20	12,000.00	10,721.00	22,721.00

Lump Sum Investment of **$5000.00** left for 20 years (or less) allowing interest to compound. Interest at the rate of 6%.

Initial End of Year	Investment Interest Earned	Interest Unused	Reinvested Interest	Accumulated Balance 5,000.00
1	300.00	.....	300.00	5,300.00
2	318.00	18.00	300.00	5,600.00
3	336.00	4.00	350.00	5,950.00
4	357.00	11.00	350.00	6,300.00
5	378.00	39.00	350.00	6,650.00
6	399.00	38.00	400.00	7,050.00
7	423.00	11.00	400.00	7,450.00
8	447.00	8.00	450.00	7,900.00
9	474.00	32.00	450.00	8,350.00
10	501.00	33.00	500.00	8,850.00
11	531.00	14.00	550.00	9,400.00
12	564.00	28.00	550.00	9,950.00
13	597.00	25.00	600.00	10,550.00
14	633.00	8.00	650.00	11,200.00
15	672.00	30.00	650.00	11,850.00
16	711.00	41.00	700.00	12,550.00
17	753.00	44.00	750.00	13,300.00
18	798.00	42.00	800.00	14,100.00
19	846.00	38.00	850.00	14,950.00
20	897.00	35.00	900.00	15,850.00
Add unused interest				35.00
Total accumulated and available in twenty years				15,885.00

REDEMPTION PRIVILEGES: The Association has the privilege of asking for one year's notice in writing of redemption. HOWEVER, this would occur only in abnormal situations. Normally, as has been the case in the past, all or any portion of the "total accumulated" may be redeemed on demand.

PERSONAL INCOME TAX: Each year you report as income ONLY THAT YEAR'S INTEREST earned. If in any year you redeem your total accumulated, only the current year's interest is taxable because tax has already been paid in prior years.

For detailed information contact the Co-op office