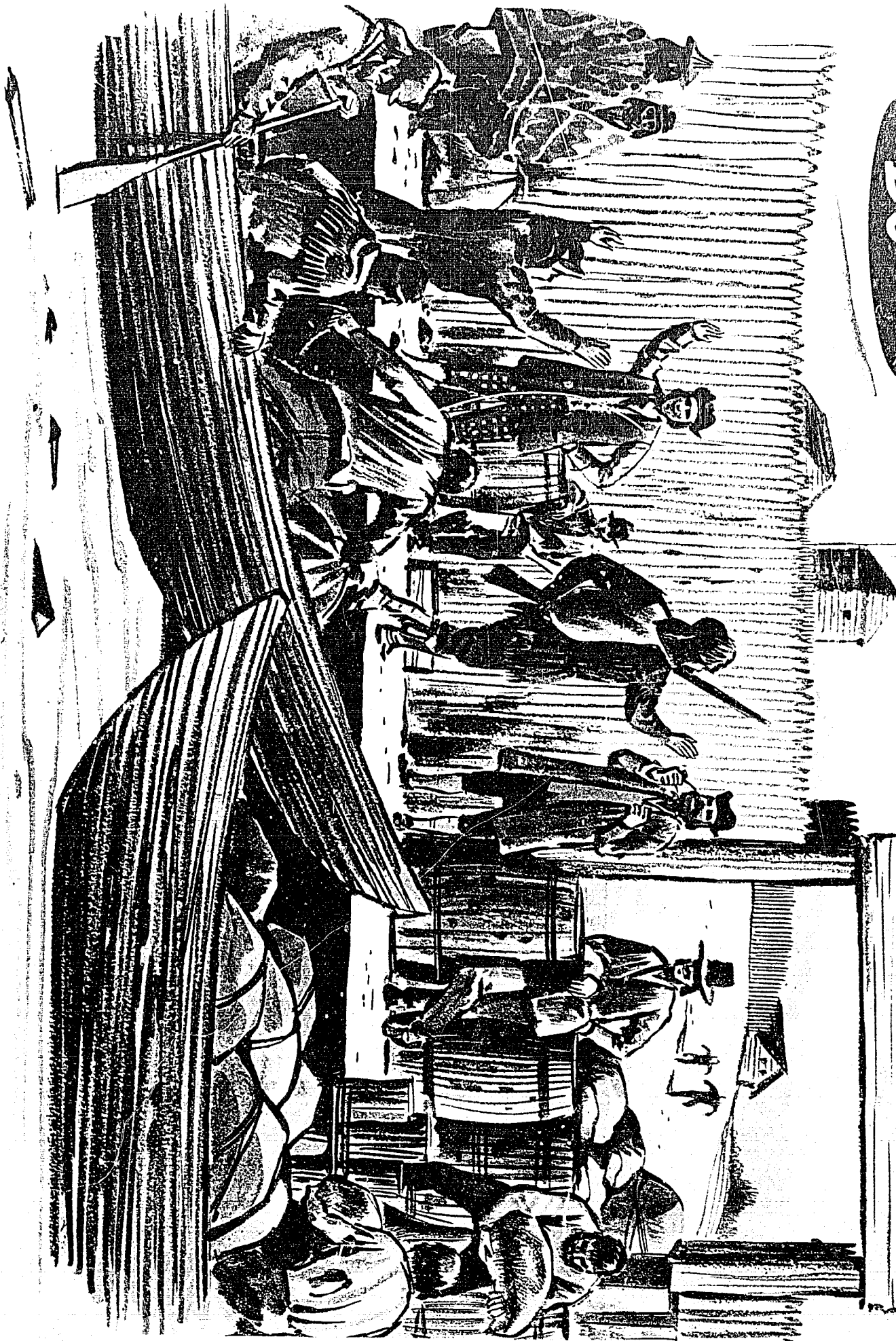


*the BC teacher*

JANUARY



1966 VOL. 45 — NO. 4



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# the BC teacher

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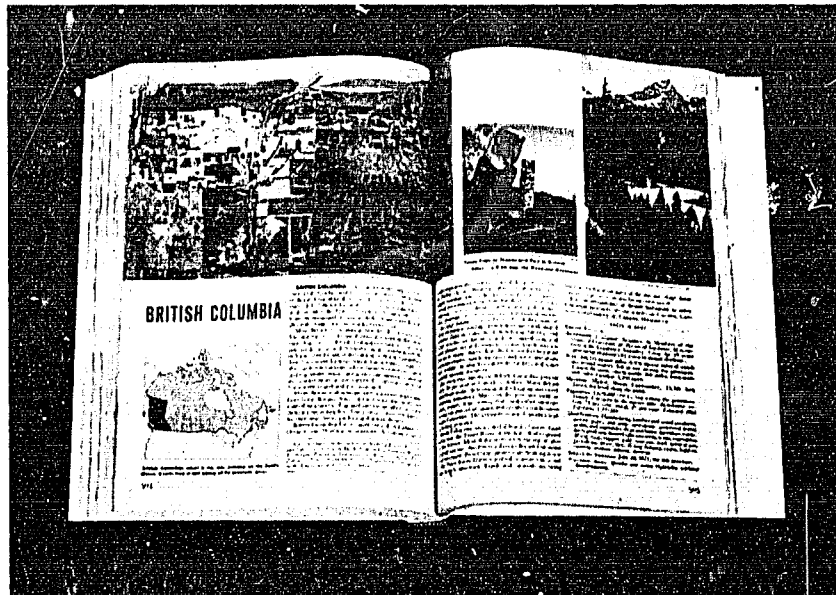
### Cover Picture

This month's cover picture shows traders arriving at Fort George, which was the nucleus of the city of Prince George. 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 materials originally prepared by Dr. F. H. Johnson and W. H. Auld.

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# LET'S GIVE CHRISTMAS BACK TO THE CHILDREN

THE RECENT CHRISTMAS SEASON demonstrated anew the folly of the provincial government's blind, don't-confuse-us-with-facts attitude toward the length of the fall term. Again this year, in the last few days before the Christmas vacation, we had pupils who were too excited to concentrate on schoolwork, and again we had an epidemic of absenteeism.

Obsessed with the Report of the Royal Commission on Education, the government decided in 1961 to reduce the length of the Christmas break. The result, according to the government, would be as many as three more days of learning for each pupil each year.

Balderdash!

Just how much learning are children expected to do with Christmas Eve only two days away? There would be something wrong with youngsters who weren't nearly beside themselves with excitement that close to Christmas. Have our Solons and their Departmental advisors completely forgotten the magic of Christmastime for children? Are they really serious when they expect business-as-usual in the schools during those last three days? If so, far too much time has passed since our teacher-MLA's and Departmental officials tried to teach pupils at Christmastime. They have become cynical, and approach Christmas rationally. But children—bless them—approach the festive season emotionally, and the three R's pale to insigni-

ficance beside the holiday preparations. Expecting young people to devote themselves diligently to their studies at Christmas is not only unrealistic; it is naive—no matter what adjustments teachers try to make.

Moreover, keeping schools in session up to and including December 22 encourages truancy—correction, wholesale truancy. An absentee rate of 50% on the last day is not uncommon, particularly at the secondary level. Is this blind adherence to a magical number of school days designed to assist in 'developing the character of our young people, training them to be good citizens and teaching them the fundamental skills of learning necessary for further education and adult life,' the 'primary purposes' of education in B.C.? We suggest it is more likely to develop hypocrisy and cynicism.

To a recent BCTF submission on the matter of restoring the school term to what it used to be the Department replied that it 'sees no reason for reversing this decision now.' It obviously did not look very hard. It would be bad enough if the additional time were merely being wasted; when it is doing actual harm, things have gone too far. We need one of the government's famous second looks.

Let's give Christmas back to the children.□

## THE HOMEOWNER GRANT — a useful device

PART FOUR

N. K. PRESTON

THE OWNERSHIP OF ONE'S HOME or farm is recognized by our society as a highly desirable goal because of the stability and security it brings to family life. The real property tax constitutes a threat to such ownership because property on which taxes are in arrears is put up for sale. Because of this threat many forms of tax preference for residential and farm property have been used, and some form of tax preference, in addition to the business tax, is currently in use in all provinces.

Many varieties of tax preference have been devised. For example, differential mill rates were in effect in the city of Halifax from 1943 to 1956 during which time the residential mill rate was frozen at 35 mills. During this period, the mill rate on business property rose to an alarming 100.6 mills. The revision of the city charter in 1956 provided for taxation of residential property at 45% of assessed value, with business property taxed at 100% of assessed value.

In Ontario, a complex system of differential mill rates is used for general purposes, for elementary school rates, and for secondary school rates. The residential tax preference for general purposes is supported by the provincial government through a system of per capita grants to the various municipal authorities under the Municipal Unconditional Grants Act of 1957. The amount of the differential is dependent on the size of the city, town, or village and the grant it receives, which varies from \$2.10 to \$5.50 per capita. For school purposes, municipalities are required to levy taxes on residential-farm property at a rate 10%

below that applied to industrial-commercial property in order to qualify for tax assistance grants.

Since 1921, the city of Toronto has used what is known as a 'partial graded exemption.' Under this scheme houses assessed at \$2,000 or less are taxed on 50% of assessed value; those assessed at between \$2,001 and \$2,500 are taxed on 60% of assessed value, and so on, until houses assessed at over \$4,000 are taxed on 100% of assessed value.

Differential assessments have been in use in the city of Edmonton since 1926. Residences are assessed at 50% of market value, while businesses are assessed at 60%. While other cities in Alberta have the power to use this form of residential tax preference, only Edmonton does so at the present time.

The system of homeowner grants which was introduced in B.C. in 1957 is another form of residential tax preference. While its use as an instrument of politics has been questionable, it does serve a legitimate purpose. The grant now provides that \$100 shall be deducted from the municipal tax bill of an 'eligible home owner,' provided that the tax is not reduced below \$1. Tax notices sent out by municipalities must stipulate that the grant is to be applied first of all against the tax for school purposes. Municipalities are required by law to levy school taxes on 100% of the assessed value of land and 75% of the assessed value of improvements. According to the provisions of the Equalization of Assessment Act, land and improvements are assessed at 50% of the market value. The average rate of taxation for school purposes in B.C. is currently about 24 mills.

The accompanying table, which is based on the real estate agents' rule of thumb that the value of a home

*The author is chairman of the BCTF Education Finance Committee.*



should be roughly 2½ times the owner's income, gives a general idea of the relationship between income, property value, and local school tax.

The effect of the homeowner grant in overcoming the regressive nature of the property tax should now be quite clear. Home owners with incomes of \$4,100 or less who are living according to their means pay no local school tax. In fact there are some communities in B.C. where property values are low (even though incomes may be proportionately high), in which the homeowner grant pays not only the local school tax, but also the general tax for a high proportion of the taxpayers. Furthermore, since the average annual income of employed persons in B.C. is between \$5,000 and \$6,000, a majority of home owners pay either no local school taxes at all or only a token tax. A person who has an annual income of \$9,000 should be living quite comfortably these days. A local school tax of \$119, as seen from the table, is less than his annual light bill and perhaps half what he and his wife spend on tobacco. In such cases, the charge that the tax on the land for school purposes is unbearable is without foundation.

The homeowner grant is not without its disadvantages. The main objection to it in principle is that it represents provincial interference with local fiscal autonomy. Payment of practically all school and general taxes in some communities, as previously mentioned, is a most unhealthy form of paternalism. Those who accept the principle claim that the majority of people who rent houses or apartments do so because they do not have the financial resources to own their own homes, and that these people are not being treated fairly. While this is quite true, it is exceedingly difficult to include tenants in the homeowner grant structure and still accomplish the purpose of the grant. Few would maintain that if owners of

apartments and rental housing were to receive the grant they would immediately pass along the saving to their tenants. Conversely, if it were possible to devise a fair scheme for subsidizing the housing of tenants, one might well speculate as to what would happen to rents.

Over the past few years the salary grant allocation and the flat grant per teacher for administrative purposes have been unchanged, while the homeowner grant has been increased substantially. Small businesses, corporations, and landlords have had to bear the brunt of increased mill rates to allow for spending beyond the inadequate foundation program level. The first effect of this procedure is to reduce profits, and as income taxes are paid on profits, more money is paid in local taxes and less in federal income tax, to the advantage of the province. The second effect is produced when the businessman increases his prices in order to sustain the same amount of net profit on his gross sales, with the result that the consumer ultimately absorbs the increased cost, and the federal government gets the same revenue as before from the local businessman. The province continues to profit, however, in the case of corporations whose national and international customers must absorb the increase. At the moment, in view of the recently announced intention to continue to increase the homeowner grant substantially over the next few years, the outlook for tenants appears to be rather dismal.

Despite these and other disadvantages, the effects of the homeowner grant in encouraging home ownership and reducing the regressive nature of the property tax, while at the same time guaranteeing that the municipality suffers no loss in tax revenue, have gained for the grant a large measure of public acceptance, and it is doubtful at this time whether any change of government would abolish it.□

#### AVERAGE LOCAL TAXES FOR SCHOOL PURPOSES

Annual Income	Value of Property (2½ times income)	Market Value		Taxable Annual Value (assessment of 50% of market value)		Total Taxable Assessed Value	Gross School Tax (at 24 Mills)	Net School Tax (Homeowner Grant \$100)	Net School Tax as Percentage of Income
		House	Land	House @ 75%	Land @ 100%				
less than \$ 4100	less than \$10250	—	—	—	—	—	—	nil	0
4100	10250	\$ 7750	\$2500	\$2910	\$1250	\$ 4160	\$100	nil	0
4500	11250	8250	3000	3094	1500	4594	111	\$ 11	0.2%
5000	12500	9000	3500	3375	1750	5125	125	23	0.5%
6000	15000	11000	4000	4125	2000	6125	147	47	0.8%
7000	17500	13000	4500	4875	2250	7125	171	71	1.0%
8000	20000	15000	5000	5625	2500	8125	195	95	1.2%
9000	22500	17000	5500	6375	2750	9125	219	119	1.3%
10000	25000	19000	6000	7125	3000	10125	243	143	1.4%



THE CURRICULUM DIRECTORS have proposed that Departmental examinations be eliminated. My mind boggles as it searches for a logical starting point among the many ramifications of the proposal. My delay in formulating this statement is not so much lack of concern as complete failure to know exactly where the suspected danger in this proposal actually lies.

At several meetings of one section of the Research Committee this question has been broached, but no headway has been made. Now that the BCTF Execu-

marked examinations, the computer-marked test will probably fall into the same trap.

Preparing objective items is difficult and time-consuming, if tests are not to consist of items testing merely factual material. There is the further and much greater danger that, with the prospect of an objective examination in the terminal courses, teachers may be tempted to use the same type in their regular term examinations to the deterioration of all skills save the recognition (not recall) of facts. We have all seen

## THE BABY AND THE BATHWATER

T. J. BRIGHOUSE

tive Committee has supported the proposal in principle, urgency becomes much more apparent if there is to be a real airing of the different arguments. Although I know that a number of teachers and principals have expressed agreement with the general line taken in this article, the reader should not assume that the Research Committee endorses all my ideas. The article is a personal reaction to the proposal.

I have hesitated to advocate the continuation of governmental examinations because I am afraid that computer-marked tests might be substituted if the provincial government insists on further economies in the already starved Department of Education. For this reason I shall argue first that objective tests are far from the answer to our problem. At certain times it may be desirable to measure accurately and score very cheaply. The objective test comes into its own on such very rare occasions. Measurement experts rightly claim that many levels of learning can be tested by multiple choice items. On the other hand, in testing such courses as SS 11 we have been longing for the day when examiners would consistently measure the higher levels. If this has proved impossible even on teacher-

objective tests so abused by the classroom teacher that we wonder whether the teacher training institutions would do better not to mention that multiple-choice items were ever invented. Even those of us who return to the classroom freshly inspired by evaluation courses cannot find time to make up good items, let alone submit them to the polishing process of item analysis.

Dr. B. Hoffman, professor of mathematics at New York's Queens College, indicted multiple-choice tests in these words:

'They stifle thought and originality, they penalize the bright and independent student and favor the glib fact-working and test-broken candidate, too many questions are ambiguous, stress on recognition and guesswork tends to corrupt the learning process. The most compelling appeal of multiple-choice tests is probably the economy and efficiency of machine-grading despite the charges of test markers for their superior objectivity and fairness.'

Such dangers are often ignored as we strive to measure accurately that which all too often is not worth measuring.

What sort of study does the essay type of test foster? Experimental studies suggest that when students know they are to be tested by essay questions their study methods differ from those they use when they prepare for the usual objective test. The essay question serves as a worthy goal. It causes the pupils to consider the important ideas, to outline and compare, to develop applications and illustrative material, to place the topic in its field. Objective tests, as commonly prepared by the classroom teacher, tend to encourage memorization of isolated facts and the cramming of minutiae. Stalnaker states that 'it is to be expected, and some experimental evidence confirms, that material studied for essay tests is retained longer than when the preparation is for an objective test.' This effect was seen after a short time. Perhaps we should extrapolate these trends over a ten-year period and guess what the result might be. There is a pathetic shortage of recent evidence on related questions which are eminently researchable (candidates for Masters' and Doctors' degrees, please note). If we continue to rely on subjective judgment, we may be driven by misplaced enthusiasm into the kind of mistake which Dewey's interpreters made in the last generation.

The craze for objective tests which has lasted so long is based on the notion that the primary purpose of an examination is to place students accurately in rank order of achievement. This is only rarely the most important objective of an examination. Far more important reasons exist; one is to provide an incentive for students to master a given body of material. Each of us knows that a human being suffers from (or even sometimes enjoys) extreme lethargy in all areas in which he is not keenly interested and in which he has not been provided with some inferior, say the psychologists) extrinsic motivation—pay packet for his work, examinations in the case of studies.

Only an idealist believes that the majority of students in our schools or in our universities can be motivated by the best motives all the time. We all know that our own study—even in those subjects in which we are interested—is most effectively motivated by an imminent examination. Is it not true to say, too, that the more external or formal it is reputed to be, the more effective the motivation? At any rate, I offer this hypothesis to be tested before we impulsively scrap all external examinations.

Among those best qualified to judge the effects of Departmental examinations on study habits are the students who have recently passed through to the universities. In the Chant Report the results of surveys of students are given:

The replies of the university students indicated that from 60 to 70% of the respondents favored more examinations in English, Social Studies, Mathematics and Science, and about 50% favored them in French, 63% of the replies favored examinations in all subjects while the remaining 37% thought they should be

Mr. Brighouse is chairman of the BCTF Research Committee.

limited to the required subjects. In general, all sources of information available to the Commission favored an increase in use of examinations.'

The students, I feel sure, were also concerned that as long as universities and colleges use examinations, students should have extensive practice in expressing themselves under the stress and time limitations of competitive examinations in the different secondary school grades.

A second major value of an examination is the shaping of the actual learning that goes on inside the classroom. An external examination is far more effective than any list of lofty objectives in a course of studies. Before discussing this question further we should first distinguish two types of courses. First, there are the subjects which are basically *tool subjects* to be mastered (usually with as little divergent thinking as possible): spelling, writing expository prose, reading comprehension and speed, word knowledge, mathematics, the four basic skills of a modern language, and those parts of law, economics, history, science and the history of English literature which constitute the basic knowledge of factual or technical material of the discipline in question. The second area of learning includes the appreciation of English literature, creative writing, and those parts of science and social studies which are best taught when the teacher is free to select the depth and scope of material to suit his own class. In the first group should there not be a basic standard to be met by secondary school graduates throughout B.C.? The second group encompasses those subjects which will suffer more than they will gain from the imposition of the governmental examination straight-jacket.

#### Examinations Should be Improved

It is claimed that the effect of examinations has been diabolical even in the first group of subjects. Agreed. Witness the number of frustrated French teachers who after a few years realized that they were short-changing their students if they followed the course of studies and tried to teach the oral-auditory skills, and even the reading skills. The Departmental examinations (I have helped with the marking for four years) consistently failed to examine thoroughly anything but the one skill of written expression and knowledge of the prescribed short stories. It is not true to say that to discard the whole system is the only answer. A good external test can give most useful guidance to the experienced, the inexperienced and the underqualified teacher alike in developing his own teaching, in finding an acceptable standard of expectancy, and in giving incentive to his students.

I submit that the other answer is preferable: that, in the case of such mastery subjects as mathematics, modern languages and the technical skills of written English, we polish our methods of setting examinations, using experts in measurement, working with

subject teachers to produce valid Departmental examinations which will serve as a useful guide to the curriculum, a constant check on standards and a basis for healthy competition.

Let us pass now to those subjects in which it is obvious that external examinations will always tend to cause inferior teaching. Social studies and science have certainly been good examples of this. I would shed no tears if these subjects were no longer tested by governmental examinations. However, I am forced to ask if there is not value in keeping some form of external test which would measure students' knowledge of the techniques of the particular discipline even in a general way. Is there not in these subjects some body of knowledge, perhaps more technical than factual, without which no student should be permitted to graduate in that discipline? There is obviously a danger even in this modified suggestion that teachers will teach to the examination in far too concentrated a manner. These are possibly the same teachers whose subjective judgments I would be loath to trust in the absence of provincial means of comparison.

#### Change the Dates for Examinations

I do concede, then, that there could still be undesirable teaching to the examination, to the neglect of projects, essays and the real stuff of education in these subjects. Why not have the governmental test at Christmas, thereby freeing the remaining six months for specially designed work selected to suit the particular class and teacher? Would this not answer much of the resource course difficulty? The results, of course, might have to be withheld till June to avoid undesirable effects on students' later work and to ensure that the teacher was not influenced in his assessment. In English, for example, it has already been suggested by experts in the field that word study and technical language work should be covered early in the year, to form a firm foundation for later creative writing and essays on the literature.

You may well ask, 'Why go so far out of our way to preserve this vestige of our traditional examination system when by scrapping it entirely we shall be free? Perhaps there is no baby in all this ocean of bath-water.' No one can be sure which decision would be better. All we can do is counsel caution until a little more evidence is available. If necessary, we could eliminate examinations in one or two subjects at a time in an attempt to see if the fears listed below are merely unfounded anxieties caused by my basic insecurity. What are these fears? First let us consider the balance of forces in B.C. regarding the choice of programs for a middle-of-the-road student. Since the adoption of the new curriculum I see no lessening of the tendency for parents to try to keep their children on the academic courses as long as possible. The teacher advises the vocational program, but in many cases only the knowledge that failure in the academic subjects is inevitable will convince parents to accede

to the change of program. Think for a moment what forces now guide the decision on passing rates in Grade 9 academic subjects. The external examinations in Grades 11 and 12 continually guide even the experienced in their setting of standards in Grade 9 and 10 courses, be they Social Studies 9, Mathematics 10, Science 9 or French 10. Take away the external examinations and you must substitute some other equally effective and inevitable way of arriving at a standard which parents and students alike will accept. Otherwise public pressure on the school could result in even larger percentages of students taking academic courses at a later level.

Many schools will be unable to resist the temptation to make standards a little more flexible under such pressure unless they have the benefit of outside criteria. In fact, there will be as many standards as examinations. The subjective opinions of even experienced teachers are likely to vary greatly from school to school. There will undoubtedly be schools in which the teachers will unconsciously raise the standard in the absence of outside examinations. This type of discrepancy in standards can be amply illustrated by the embarrassment of many French 110 teachers when they had to teach graduates of French 20 classes in other school districts. Once such differences in expectations were rumored to the public, borderline students could be expected to drift toward the more lenient schools, thereby beginning a downward spiral of standards in the weaker schools. It is equally to be feared that in a school of high academic caliber the same upward spiral of standards would work a grave injustice.

#### Standards Will Change without Checks

If we remove the constant checking that each teacher can carry out annually on his standard of marking, the real danger of progressively divergent standards from school to school is apparent. The awarding of scholarships and the selections for universities would be a real headache until the universities inevitably imposed their own entrance examinations.

I know that one test is a very poor basis for failing or passing students. Let us, therefore, allow teachers to send in letter grade estimates not only for those recommended but also for those not recommended. The combination of examination results and teacher assessments would provide the maximum chance of justice's being done and, in those cases in which the examination occurred at Christmas, maximum freedom to the teacher to do projects and other inspirational work for the balance of the year.

To make my point clearer let me illustrate how the examinations for English 40 might be revised. This subject contains three main divisions: the plain skills of expression by speech and writing, the development of creative writing, and the development of enjoyment and sensitivity in the students' approach to literature.



The present examination for this course works contrary to the principles of good testing in that it does not test clearly and accurately one skill at a time. Surely there should be an examination which tests the written language skills of the student and thereby works for a common standard of accuracy and fluency at a level that will satisfy future employers and will enable the student to function adequately in adult life. It might even be argued that the government is remiss if it does not have proof that an adequate standard is being maintained. On the other hand, each teacher's assessment must be relied on in the case of the oral skills. The other aspects of this course, which go together much more readily in both teaching and testing, should be the domain of the teacher. Any outside testing in creative writing or literature, even within the school, will probably continue to have an undesirable effect on the quality of teaching inside the classroom, particularly in view of the excellent new resource courses.

There are certainly other subjects of the curriculum which can be divided into similar aspects susceptible of similar combinations of teacher assessment and external testing. If the decision on passes and failures is based on these two sources of information, the obvious injustices of the present examinations will be minimized.

Even though the Encyclopedia of Educational Research contains no helpful report in all its thousands of pages, we should not assume that the experience of others will not help us in our discussion. Judging from the comments of a respected colleague who has worked as teacher and principal in the U.S.A. for 20 years, the experience in some of the states should be studied. In the absence of governmental examinations we could expect the various selection

bodies for industry, the professional groups, colleges and universities to inundate the senior grades with their own perhaps ill-constructed competitive examinations to the continual inconvenience of school authorities. We could also expect that universities and colleges would later impose their own selection examination (computer type, of course) which would bend the secondary school curriculum in a way which might or might not be beneficial to education in general.

There are instances of Canadian concern over disparity in passing standards within the same city. In May 1964, Dr. Russell explained the elaborate statistical methods which he hoped would help eight Scarborough schools maintain a similar standard in the core subjects for Grade 12 graduation without enforcing the same external examination. Perhaps we should check further into experiences in Ontario.

Motivation can transform a student, a teacher, a school and an educational system. Let us strive to protect all forms of motivation short of the sinister and use them as our professional judgment dictates. Let us not, in the name of professional freedom, eliminate at once the source of motivation, of healthy rivalry between students, teachers, schools and districts, the means of keeping a reasonably fair and acceptable standard of graduation to which all schools in the province can aspire and against which they can measure their own improvement. Let us, rather, improve the actual examinations in the mastery subjects, work out some way of testing mastery of essentials in the humanities and sciences while allowing teachers freedom of approach.

Be careful with the bath water—there may be a baby in it. With a little research we might be able to discover where it is and what it looks like. □

## COVER STORY

**BITTER DISPUTES BETWEEN PARTNERS** of the North West Company caused a delay in the exploration and opening of the fur-trade west of the Rockies. It was not until the annual conference of 1805 at Fort William that a decision was made to follow up MacKenzie's work in British Columbia.

The man selected to take charge of the Company's operations west of the Rockies was a Scotsman, Simon Fraser. He was ordered to establish trading posts and to explore the 'Great River' to its mouth.

In 1805 Fort McLeod on McLeod Lake was founded. It was the

first fur-trading post built in the interior of British Columbia west of the Rockies. From this base, explorations were made into the land of the Carrier Indians. Fort St. James on Stuart Lake and Fort Fraser on Fraser Lake were constructed in 1806. The following year Fort George was built at the junction of the Nechako and Fraser Rivers. These were the earliest white settlements in the interior of British Columbia, or, as the area was then called, New Caledonia.

Our cover picture shows an episode in the colorful life of a trading

post—the arrival of traders at Fort George. To such forts the Indians came to trade their furs for blankets, axes or guns. There were some amusing incidents at first, as when Indian women mistook the traders' soap for blocks of fat and, after chewing them, found their mouths filled with lather. The plugs of tobacco were tasted too and then thrown away. The eastern Indian custom of smoking the pipe of peace was unknown to the Carriers, so they were surprised to see the traders putting tobacco in pipes and blowing smoke out of their mouths and noses. □

## VOCADEME OR ACADEME?

LET US KEEP VALUES out of it. Let us approach this problem in the cold light of reason. Let us be objective!

These are indeed eminently sound sentiments, and are marred only by the fact that they are totally impracticable when it comes to the discussion of any educational generality. For in education, as in politics and religion, reason cannot be entirely divorced from emotion; nor can values be set aside, for they form the foundation upon which any educational philosophy or concrete reality is built.

Consider, for example, a topical education issue in this province. Ought our secondary education to be 'general' in nature with vocational and job training postponed until a later stage—perhaps in some form of post-secondary vocational institution or junior college? Or should our schools concern themselves with preparing secondary students for some occupation now? Many are the alarms and excursions about this issue!

Pedagogues cry that the secondary school is no place for vocational training, while governmental bureaucrats and administrators hasten to convert the schools of British Columbia to a six-channel system, five channels of which are presumed to lead to employment. Meanwhile academicians call muezzin-like from their ivory minarets for higher standards in the name of excellence, and the school administrator has nightmare visions of massed armies of marching mothers demanding university entrance for their offspring. Other educators look abroad and clutch at straws, the latest and firmest of which seems to be the newest American holding institution—the junior college. Journalists and editors, trustees and politicians, the informed and the ignorant, all have an opinion and all tend to add to the sound and the fury.

The remarkable fact is that out of all this conflicting welter emerges always an educational policy which is

translated into a reality. Yet one hastens to add that the truth beyond this merely outer appearance is that the *real* questions remain unanswered—perhaps even unformulated.

That confusion exists in the realm of secondary and higher education is hardly to be marvelled at when the term education itself is rarely defined in any of the argumentation. Let us assume, for the sake of argument, that by education we mean those processes which tend toward individual self-fulfillment and self-realization, and by *academic* education we mean such processes liberally organized to the end of self-knowledge, self-realization, self-actualization, self-fulfillment for the *individual* seeker—the pursuit of goodness, truth, and beauty apart from any utilitarian, vocational, occupational, or professional end or emphasis. It follows that 'vocational education' is a misnomer and instead one might talk of vocational *training*. It follows also that most, if not all, of the processes which go on in our B.C. secondary schools and universities cannot thus be classified as academic but should be reclassified as vocational. In this sense our universities with their schools of graduate work, medicine, law, *et al.*, are as much *vocational* schools as are the provincial vocational schools and the privately-owned schools of hairdressing and commerce. On the other hand, some of the work being done in the so-called occupational classes in the secondary schools might be considered as educational and even academic. With this distinction in mind, then, the argument may proceed.

If, using these definitions, the current perversion of post-elementary education is accepted, it becomes relatively easy to explain certain public, parental, and student attitudes; in particular that which considers some form of university education to be the most eminently desirable and all other forms of schooling less desirable in proportion to their distance from the university summit. A status pyramid takes form within the public consciousness, the apex of which is crowned with the faculties of law and medicine. The explanation of this phenomenon rests upon the assumptions

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that parents and students desire the best for themselves and act in the direction of this self-interest and that the 'best' is fundamentally that which tends to yield the greatest economic reward. Hence, inasmuch as the university tends to control entrance into the more economically attractive and remunerative vocations, entrance to this institution is that which is sought first; entrance into 'inferior' institutions (e.g., junior college, provincial vocational schools) is by *failure* to qualify for the superior institution. And in all this at no time need the applicant nor his sponsor be in the least motivated by any desire for *education*.

#### Self-education is More Likely

This is not to say that education as defined above will not be sought. Rather it is to suggest that such education is more likely to be acquired informally through self-effort and the media of books, public libraries, and perhaps by what adult educators refer to as 'credit-free' courses (courses not carrying credit toward some academic qualification) than by the formal modes or patterns.

Moreover, the tendency toward vocational education at the university level is reinforced in present society by what John Kenneth Galbraith calls the 'New Class.' This class is composed essentially of professionals, technicians, and experts in one area or another whose work constitutes their predominant life interest and for whom monetary rewards are secondary in relative importance. Members of this class desire for their offspring entrance into the professions and increase the pressure and demand for university entrance and graduation.

Given the assumptions and definitions stated above the current behavior pattern is quite rational and reasonable. It is indeed moral, for is not merit rewarded as the universities and the schools become the distributors of life-chances and the dispensers of social and economic reward in adult life? In fact, should not the system be enhanced, augmented, and improved upon—rendered more efficient in its social sieving function to ensure a more equitable selection and grading of the meritocracy?

And surely it is difficult to criticize the system on economic grounds. For if in this best of all given economic worlds the highest rewards tend to accrue to those workers or entrepreneurs who are most in demand in the market and most productive at the margin, then the skills of such workers will be most in demand, and the educational system (ignoring again for the sake of argument any inelasticities or perversities in the market place and in institutional behavior) will act in such a manner as to direct more entrants into the rewarding occupations and fewer into the less rewarding occupations. Thus returns will tend to diminish in the former and increase in the latter until equilibrium and harmony are restored in the world of work.

Unfortunately, of course, so much has been ignored

here for the sake of argument that the inconsistencies between theory and reality are painfully obvious. There is no need to list the defects of the theory; it is enough to know that labor is not a commodity like wheat or coal; its market is not perfectly competitive; the labor factor of production has a low degree of mobility or substitutability; and the supportive system of vocation is far indeed from being either rational or flexible or elastic in its response to market demand. Moreover, no mention has as yet been made of short-run and long-run changes in the general and specific demands for labor resulting from the impact of automation and technological progress. The ramifications of these phenomena are subtle and complex but two possible consequences for vocation are worth considering.

First, if obsolescence of skills is to be the prevailing characteristic of the new industry, schools which institute courses of specific vocational import (such as power mechanics and record keeping) are perhaps unwittingly undertaking very 'liberal' education indeed. Again, if the demand for higher technical skills implies more man-hours of general education, then, while the pressures for university entrance and the equivalent may be increased, the broad base of unspecialized labor may be diminished and there may appear ultimately a situation where there is little room at the top and no room at the bottom. Once again the vocational schools and institutions may find themselves unwittingly becoming *academic*.

#### Ideals Conflict with Realities

The prevailing system of vocation can be criticized also on the grounds that it conflicts with the myths of North American social equality and the open society—myths which are themselves implicitly self-contradictory. The concept of a vocational or economic elite, the persistence or propagation of which rests on the selection by the educational system of an 'intelligentsia,' with all the concomitant implications of competition and survival of the fittest, has somehow to be reconciled with ideals of educational and social equality. Obviously these ideals do conflict with certain realities. All men and their sons are *not* equal in aptitudes or abilities or proclivities any more than the job structure and reward system of the labor market are models of egalitarianism. In consequence the vocational sieving system cannot be treated as a caucus race in which 'all have run, therefore all must have a prize,' and it is perhaps this fact which is the primary motivation behind the growth of the American counselling movement in education. Here again the junior college serves as a further institutional device to soften the process of matching the deficient student to the realities—a process which has been rather brutally referred to in the technical literature as 'cooling-out.'

On the other hand, it can be argued that the present vocational arrangement is politically sound and demo-

cratic, for does not the examination tend to become the great equalizer? (It is interesting in the West to see how with technology and affluence our examination-pattern increasingly comes to fulfil the role of the civil service examination in the ancient Chinese Empire. The current movement seems to have originated in France after the Revolution when, with the elimination of the aristocracy, some means of selecting a governing meritocracy had to be devised.) But the political defence of vocation is surely two-edged, for all men have a vote, including those who fail examinations, conditioned though they may be to respect their betters.

Nevertheless, the most crushing criticism of the vocational arrangement may yet be a moral one, for the implicit assumption in the system is that the highest educational good is *economic* and *material* and this is so even if the corollary assumptions, that labor is a commodity and the market place is the ultimate forum, are not made. It is not so much that one wishes for the money-changers to be scourged out of the educational temple — common sense demands due deference to economic motivation—it is, rather, that one wishes in an already overwhelmingly materialistic society to see a growing concern instead of a diminishing concern for the free, the non-economic, and the non-vocational in public education.

No one denies the importance of earning one's daily bread; nor does one challenge the assertion that it is difficult to be either poet or philosopher upon an empty stomach. No one suggests that vocational training wherever it occurs is socially unimportant.

Is vocational education being over-emphasized?



lacking in value, even educational value, but one is surely justified in becoming concerned when the entire educational structure and administration from Grade 1 through Graduate School is preoccupied with and predisposed to this end. Then conscience demands that 'vocation' be attacked.

All of the foregoing polemic has, of course, been an expression of a particular viewpoint arising from an individual value system. It may therefore be discounted as opinionative, but surely the whole of educational debate is similarly opinionative and inseparable from the area of values. The discussion of value is therefore fundamental to educational controversy, for it is from the value consensus that the educational system itself emerges and takes shape.

#### Every Age Develops its own Folkways

To every age, every era, and every context there is a special ethos which forms a consensus of the value beliefs peculiar to that setting and from which emerge the mores and the folkways of that day and age. It can be shown, for example, that the Middle Ages was a period of belief in the supernatural and the transcendent or supranatural, and from this ethos emerged, not merely witch-burnings, alchemy, and serfdom, but also the majestic spires of Gothic cathedrals, the beginnings of Western science, and the institution of chivalry. Here too appeared the first European universities.

Else the Victorian Age gave us not merely heavy, stuffy furniture, and the white man's burden, but also an efficient and moral civil service, political liberalism, and the birth of modern technology. Moreover (with due deference to Bell and Lancaster), there appeared the first mass public elementary education.

And what of our own times? Tempting though the prospect is to extrapolate and generalize, one cannot be so facile, for these times are too close to permit an adequate, historical perspective. Yet we need not on this account be entirely mute, for certain observations seem justified and reasonable. For example, it has been suggested that the Protestant ethic of thrift, hard work, future-time orientation and rugged individualism is being replaced by the emergent values of sociability, conformity, relativism, and present-time orientation. The current mode is epitomized in such stereotypes as Whyte's 'Organization Man' and in such concepts as Riesman's 'other direction.' Perhaps the very crux of this trend lies in the apparent tendency, in a world where science seems to have destroyed all absolutes save the speed of light and biological death, to seek value-information and guidance *outside* the individual. In this way the groups to which an individual belongs tend to set the value patterns held by that individual. Some evidence of this is indicated in contemporary reliance on Gallup polls in politics, on committees in administration, on team research in

science, and on group-discussion and seminars in education. But groups perform irrationally and are unstable entities. In consequence the individual's values tend to become unstable, relativistic, or erratic and the potentiality for neurosis and psychosis is thereby increased. Eternal verities are made mock of in the intellectual circles of the West but the price paid for their destruction sometimes runs high . . . and might yet run higher.

#### Eastern and Western Outlooks Differ

In almost diametrical contrast to the seething constructive and destructive energies of the outgoing, materialistic, and other-directed West can be set the perhaps surprising individualism of the East. Ostensibly quietistic and passive, inward-seeking, introspective, and idealistic, the apparent world-rejection of the Eastern philosophies tends to disguise an intense world-acceptance which, while its negative side might tend to a destructive fatalism and callous detachment from human suffering, attaches itself to positive values and eternal verities which are to be found perennially deep within each individual by individual effort and through individual modes of access to the truth, beauty, or goodness which is being sought. Such a 'Weltanschauung' tends, contrary to the popular Western fallacy of the faceless multitudes of the impassive Orient, to an intense and highly developed individualism which might lead, for example, not to a Crusade of the many but to an individual self-sacrifice by fiery immolation, and to political action through the personage or 'darshan' of a Nehru and a Gandhi rather than an NAACP.

Translated into educational terms, this outlook appears to favor the *guru-shiela* ideal (the perfect 1:1 pupil-teacher ratio) with direct and close personal contact on the master-disciple principle rather than the impersonal and massive administrative complexities of the West. The contrast here—and admittedly there has been some oversimplification—is between the outer-direction of our own society, with its pragmatic shiftlessness, its mass-men, its psychological insecurity, and the inner-direction and individualism of the East with its material poverty—a poverty which is often more than offset by certain deep psychological securities and certainties.

The contrast is interesting, but one might rightly ask what the implications are for education in the West. It has been shown above that the ultimate educational substratum lies in the consensus of public values and it follows in logic that, if there is repair work to be done on the educational edifice, perhaps we should summon the courage to descend into the basement and examine the foundations. And if great changes are planned or in the making, it becomes imperative that we do so, for the house built upon sand (and shifting sand at that) will not long remain tenable. It may be that our increasing emphasis and concern with the vocational and the voademic is an outcome of our

materialistic orientation, and any return to a more liberal and academic trend would depend on changes in value-consensus—changes which might tend to draw us closer to the Eastern outlook. Indeed, it is not too preposterous to suggest that such an axiological renaissance might in turn result in a rediscovery of Vedic classics in which Sanskrit and Chinese might play the role of Latin and Arabic in the historical Renaissance.

It is neither unsophisticated nor naive nor visionary to foresee changes emerging in the current public-consensus which will affect the educational structure. Changes *will* occur. The problem is to predict the direction of change. The changes will come from two directions.

In the first instance there will be that change which occurs as a result of individual initiative and leadership. Somewhere there will be inner-directed educators who can somehow meld influence with power and status with action to lead the way out of the pragmatic-eclectic quagmire which is the current poverty of educational philosophy.

And second, major changes in value-attitudes can occur as a result of economic and econo-cultural forces. On the one hand increasing material affluence, coupled with the law of diminishing marginal utility, may result in a revulsion from materialism and a consequent urge to cultural compensation. And, on the other hand, such technical changes as cybernation and automation may tend to disrupt and re-order traditional thinking about vocational training and lead to a demand for a more academic approach in the sense we have defined.

#### Changes Might Lead to True Education

If the aggregate effect of these changes were to cause a swing of the educational pendulum away from its current voademic direction, there might be hopes of an emergent new Academe in the groves of which both children and adults—and even that poor in-between creature, the adolescent—might seek *primarily* truth and goodness and beauty and the very meaning of these compelling, luring words, not necessarily because this search is some form of opportunistic prerequisite toward an economic end but because the search is appreciated as an end in itself—the function of true education, perhaps of life itself . . . the lust for self-fulfillment.

While this may be high-sounding and all too susceptible to criticism of its idealism, premises, assumptions, and extrapolations, surely it is realistic if one subscribes to the definition of education used in the beginning of this article—to strive in one's own educational and political activity to behave in such a manner as might tend to advance the autonomy and authenticity of one's own value system. By so doing one can contribute. In so doing there lies the power of genuine vitality and growth—not merely syncretistic addition and multiplication. And from so doing there may yet emerge a new and true Academe. □

AS EVIDENCE OF THE ILL EFFECTS of smoking mounted over the past few years, many Californians became alarmed. The publication of *Smoking and Health*, better known as the Surgeon General's Report, in February 1964 made it painfully clear that the effects of smoking were even more devastating than expected. This document linked cigarette smoking to cancer of various organs—lung, larynx, esophagus, and urinary bladder—and to such other conditions as chronic bronchitis, pulmonary emphysema, and cardiovascular diseases. In spite of the evidence cited in the Surgeon General's Report, many persons, including some of those in our school population, continued to puff away.

California officials of those voluntary health agencies most directly concerned—the Cancer Society, the Tuberculosis and Health Association, and the Heart Association—met with officials from the California Medical Society, the State Department of Public Health, and the State Department of Education to plan appropriate measures. Each of these agencies was concerned with the problem and felt the necessity of taking some action, but each realized the desirability of pooling resources and personnel and working out a comprehensive program. The result of this meeting was the formation of the California Interagency Council on Cigarette Smoking and Health, composed of the above organizations. (I shall refer to this group as the Interagency Council.)

In April 1964 the Interagency Council sponsored two meetings, one in San Francisco and the other in Los Angeles, to stimulate activity in the area of cigarette smoking education. I attended the meeting in Los Angeles, along with approximately 50 other representatives from the University of California, the California State Colleges, and various school districts, who were interested in health education, and who might be able to encourage educational efforts in this area. At this two-day meeting, physicians presented the latest medical evidence on the effects of cigarette smoking, a psychiatrist reviewed psychological factors, educators demonstrated experiments that were suitable for elementary and secondary schools, and many questions were answered. The Interagency Council also unveiled their *Teachers Resource Kit on Smoking and Health*. Separate kits had been prepared for elementary and secondary teachers, and each contained a fifteen-page *Teachers Guide on Smoking and Health* with specific suggestions for smoking education. Since there is evidence that a majority of students in Grade 7 have tried smoking, the Teachers Guide proposes that smoking education begin early to be effective. The Guide for the elementary grades is organized around nine major questions: e.g., What are cells? What is cancer? What is known about smoking and lung cancer? Do filter cigarettes provide safety for smokers? Why do people smoke? The Guide for the secondary level is organized around twelve major questions. Both these guides provide a step-by-step



approach to smoking education that is particularly useful for busy teachers.

In addition to the Teachers Guide, each of the Resource Kits contains the following materials:

1. *Summary of Research from Smoking and Health, Report of the Advisory Committee to the Surgeon General of the Public Health Service*—a 15-page booklet.


2. *Cigarette Smoking and Health*—a 37-page booklet containing:

- a) a review of studies by the California State Department of Public Health.
- b) a summary of opinion.
- c) a proposal for action.

3. Medical illustrations and charts (for opaque

*The Metropolitan Educational Television Association and the School of Hygiene are now studying the value of dealing with the health hazards of smoking. The conditions and the best ones selected for television supported financially by the federal Department*





# CALIFORNIA ATTACKS THE PROBLEMS OF SMOKING

AUBREY C. McTAGGART

projector)—these show the way in which smoking damages the bronchial tubes; they also contrast the cross section of normal lung tissue with lung tissue from a person suffering with pulmonary emphysema.

4. Annotated List of Resource Materials—includes approximately 35 charts, posters, pamphlets, and books, with source of each.

5. Annotated List of Films and Filmstrips—includes ten films and three filmstrips, and the source of each. An elementary resource kit has been provided for each teacher of Grade 5 or 6, and a secondary kit for those teachers who can best incorporate this topic into their subject matter field—primarily teachers of health education, physical education, science and home economics.

*ation of Toronto and the University of Toronto and effectiveness of various films and filmstrips e materials will be tested in controlled classroom sting to school audiences. The project is being of Health and Welfare.*

Approximately 45,000 resource kits were distributed during the summer of 1964 so that they would be available for teachers during the beginning of school in September. The Interagency Council suggested that the participants at these two-day meetings could return to their respective areas and act as catalysts in promoting in-service training sessions, institutes and workshops to better acquaint teachers with the serious medical implications of cigarette smoking.

The Health Education Department of San Diego State College, in co-operation with the San Diego County Council on Cigarette Smoking and Health, responded to the suggestion by offering an Institute on Cigarette Smoking during the fall of 1964. This institute was conducted as a college extension course on three successive week-ends for a total of 16½ hours, and students could earn one unit of credit. Over 150 participants registered; of these, 100 were teachers.

The Institute was organized to present the medical implications of smoking, the psycho-social factors involved, and to introduce the *Teachers Resource Kit on Smoking and Health*. The medical implications were presented by three outstanding physicians, each dealing with a specific area: lung cancer, respiratory diseases, and cardiovascular diseases.

A psychologist interviewed six students, five smokers and one non-smoker from a local high school, and explored their attitudes about smoking and the reasons why they started to smoke. Although it is difficult to generalize from the experiences of six adolescents, the interview enabled the teachers in the audience to hear the candid views of high school students. One interesting point was the feeling shared by all six students: if smoking is so harmful, why do so many adults, including some of our teachers, smoke? This is a perennial problem faced by teachers, and one that is difficult to answer satisfactorily. We could explain it by saying that many adults, including teachers, became habituated to cigarettes before the harmful effects were fully understood, and now, even though they want to, many of them cannot stop smoking. This, however, does not really satisfy students, our severest critics.

The co-ordinator of the Interagency Council reviewed the resource kits and made certain suggestions for their implementation. An elementary school principal and a physician outlined a successful program of smoking education that was already in existence in one school district. The experiments, which were referred to earlier, were demonstrated before the group to point up the effectiveness and relative simplicity of this type of presentation. Selected films and filmstrips, listed in the resource kit, were also presented at the Institute to provide teachers with an overview of the offerings in this area of teaching aids.

Dr. Daniel Horn, of the United States Public Health Service, concluded the Institute with a discussion

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entitled 'Changing Behavior in Relation to Smoking.' He explained that the pack-a-day smoker puffs about 60,000 times a year, enough to make it an ingrained habit, one that is very difficult to break. He emphasized the importance of good examples of behavior by adults, pointing out that parents who fulfil the following two conditions have the most success in dissuading their children from smoking: (1) they do not smoke themselves, and (2) they insist that their children do not smoke. This approach is effective in 92% of cases; i.e., only 8% of their children smoke. Unfortunately, not many adults can provide these model conditions. According to Horn, the adults in our society must change the basic acceptance of the cigarette habit in order to change the behavior of young people. At the present time, all too many students begin the habit because it has an adult aura surrounding it; they are trying to emulate the adult behavior they see around them.

The Institute on Cigarette Smoking is only one example of many institutes, workshops, and in-service training sessions of varying lengths that have been held all over the State of California. As well as stimulating the above activities the Interagency Council encourages other activities through the local interagency councils at the county level.

#### Many Committees are at Work

Since I am familiar with the situation in San Diego County, I shall provide a brief look at the committees of the San Diego County Council on Cigarette Smoking and Health:

1. Public Information—aimed at the mass audience through the various news media.
2. Education Programs for Youth—with emphasis on public and private schools, youth agencies, and social organizations which involve young people.
3. Behavioral Science Research—attempts to learn more about the reasons for smoking.
4. Medical Advisory Committee—provides scientific information on the effects of cigarettes on the human body.
5. Legislative Information—investigates the laws and local ordinances that pertain to the sale of tobacco to minors, cigarette machines, and the enforcement of these laws.

In addition to the activities carried on by the interagency councils at the state and county levels, the organizations which make up these councils continue their individual efforts to provide information about smoking to the public through various pamphlets, films, filmstrips, and speakers. Also, certain elementary and secondary classes are receiving excellent instruction about the effects of smoking, from dedicated teachers who are particularly concerned about the smoking practices of youth.

It is difficult properly to assess the effect of these combined efforts by the 'good guys.' We are attempting to change an image which has been created by the

advertising industry over a period of many years. Commercials have associated smoking with fun, intelligence, power, virility, romance and sex, and we are trying with our meager educational efforts to combat this image, which is daily reaching most of our population. Obviously, we cannot assume that we have balanced the scales, or even begun to tip them in favor of a rational view of smoking.

Unfortunately, much of the health information received by the public today is obtained from advertisements which promote a given product. Advertisers do not always tell the whole story. They provide that portion of information which puts their product in the best light; they are skilled at causing the public to jump to confusions about the benefits of a product based on half truths. We must teach our young people critically to evaluate the claims made by the advertisers, so that they can differentiate between implication and fact, emotion and reason, hearsay and authority. I believe this can best be done in a consumer education unit of a health education class.

#### Report Provided Factual Basis

The publication of *Smoking and Health* provided us with the factual basis for education in the area of smoking. Most parents are in favor of such education. What barriers are there to an all-out effort in this field? We must provide a place for it in the curriculum. We cannot expect a one-shot effort to be effective. Do the advertisers ever relax their skillful manipulations to convince you to buy their products? We must carefully plan smoking education from the elementary years through to secondary school graduation. At the elementary level, we should stress the basic causality of disease, and point out that our behavior affects our health, whether it be smoking, improper nutrition, poor dental care, or carelessness while crossing the street. At the secondary level, the various implications of smoking should be explored at considerable depth. At all levels, content must be arranged so that learning experiences do not duplicate those which students had the previous year. The second problem concerns the preparation of teachers in this area. We must provide all elementary teachers and those secondary teachers likely to teach this subject with a basic understanding of cigarette smoking and its effect on the human system. Without such preparation, this important topic will be glossed over and poorly taught, because teachers generally teach best that which they know best. The commercials with which we are competing are not merely left to chance.

The tobacco industry in the U.S. has been estimated to be a seven billion dollar a year business. No other industry has so many dissatisfied customers and is able to show such huge profits. This, I think, exemplifies the complexity and the paradox of this area of human behavior and provides a genuine challenge to educators during the coming years. Let us not lose by default! □

## A REPLY TO DAVID SELDEN

WILLIAM R. GLEN

IN THE OCTOBER ISSUE David Selden stated the case for our abandoning the goal of professionalism and moving to the status of militant labor. In examining this proposal we need to recognize the full implications of where this path would ultimately lead.

In adopting the tactics of organized labor our natural—and indeed only—allies would be the trade unions, who in return for their support would anticipate a *quid pro quo*. As card-carrying union members we should be prepared to affiliate with the appropriate labor organization, pay a portion of our dues to this central organization and delegate to it an appropriate measure of control over our membership. When members of a trade union strike they do not pretend that their motivation is anything other than their own self-interest. Is it fitting that teachers who should be devoted to the service of society as a whole, should become, in effect, the silent partners in the pursuit of the narrower interests of the trade unions?

The central issue is whether or not it is proper for highly educated men and women to resort to coercion, when one of the chief functions of education ought to be to render more effective the path of persuasion. Coercion does not decide which side is right; it merely decides which side is stronger. This case for

coercion is, of course, couched in idealistic terms—the plea that the end result will be superior education. The argument that the end can justify the means has long been settled in the negative at the philosophical level; since ends and means are inextricably linked, the means must always be worthy of the ends. One can always postulate a desperate situation calling for a desperate remedy. But it is a long step to cite the conditions of an extreme situation in the City of New York as if it were the norm, and then proceed to the general argument that teachers should adopt the strike as a typical means of settling disputes.

There is a principle involved here. Just as the human brain is not exposed to the same shocks as bone and muscle, so there are certain labors in society that are circumscribed and protected, imposing on their performers as an obligation, the burden of restraint. Thus there are several activities of the social organism where the patience of the public with a claimed right to strike varies from very little to none at all. In rough order these are: education, nursing, medicine, the postal services, the police and fire services, the civil

*The author teaches at John Oliver Senior Secondary School in Vancouver.*

service, and the armed services. In return for considerations of financial rewards, prestige and/or job security in these areas, society expects—and rightly so—a higher degree of dedication to the job than it does in most other areas of employment. It is true that the strike form of billygoatism is still tolerated in the competitive arena of North American industry. A little head-butting here has been rationalized on the grounds that it is all part of the same process and helps to clear the air. Even here, however, in such sensitive areas of national interest as steel and railroads, governments move quickly to intervene. It is, therefore, an argument without merit in the field of education. Increasingly, the whole concept of strike action is coming to be regarded as an anachronism.

What would seem to be incontestable is this: if education confers the practical advantages in life's transactions most of us believe it does, then teachers, constituting in general a highly educated body, do not enter salary negotiations at any disadvantage in the kind of benefits that education confers. To argue that we need *additionally* the right to strike is to place ourselves in an untenable position—that of claiming to be worth more money by virtue of our association with the process of education, while simultaneously depreciating the value of education for the purpose of salary negotiations. Perhaps, in a generally disorderly world, it is not incumbent on teachers always to be logical. Still, it ought to stick in our craws that we are prepared to take an illogical position when one of the claims we make for education is that it is an aid to orderly thinking. I ask Mr. Selden, 'Why is it important to improve education if education confers no advantage in negotiations and simple strike action can solve every social difference?'

#### Professionalism Calls for Dedicated Commitment

Selden concedes that political action is a possible alternative to strike action, 'but political action is often far different in practice than in theory.' Quite so! And we may imagine the argument applies with equal force to strike action. Before coercing the employer, the union must first be prepared to coerce some of its own members; those who object to strike action in principle. Strikes are gloves-off action from both sides, not a clean little game. In 1962 the doctors in Saskatchewan went on strike over what to them was as critical an issue as is ever likely to confront teachers—compulsory medicare. So corrosive was the bitterness that developed both within the medical profession itself and in its relations with the government concerned, that it ultimately became necessary to call in a distinguished mediator from another country to effect a settlement. Though the strike is over, the bitterness endures. Spokesmen for the medical profession have since made it clear that this kind of confrontation will not be repeated. The term 'professionalism' is loosely used by Selden, coupled with the suggestion that we pedagogues should follow the example set by bus-drivers.

The parallel escapes me. Professionalism, as I understand the term, means that in return for appropriate rewards, the individual makes a dedicated commitment of his or her talents to a social task *whose ethic transcends the interests of any individual or the group*. One of our cardinal principles must be that no student shall suffer any disadvantage or delay in his development as a scholar because of any action we take to further professional ends in the course of disagreements with third parties. The reference to the principle of compromise as '*mere compromises*' (italics mine) is revealing. But surely, when opinions differ, the purpose of negotiation is to effect a compromise. It is suggested that the schools should be able to recruit teachers from the top of the graduating classes. The fact is that the educational system as a whole does take its share, 30% of them,<sup>1</sup> in the proper place—at the university level. Or is this a serious proposal that the top talent of our universities should flow into the secondary schools; leaving such professions as law, nursing, medicine, engineering and the universities themselves to catch their recruits where they may?

#### Modern Trends are Diminishing Teacher Status

There is some danger in the belief that what we now enjoy has been irrevocably won. In fact there are a number of trends in educational development today that act to diminish the status of the secondary teacher. Some of these are:

- (1) the wider career options available to the cadre of university-trained people, in which the educational system must bid competitively for recruits;
- (2) the increasing number of gradations in the educational scale, a pattern which exerts a screening effect on the teaching talent available to the secondary school system;
- (3) the concept of the 'teacher as functionary,' as defined by Wayland: 'The central thesis is that the teacher is a functionary in an essentially bureaucratic system, and most of the significant aspects of work are determined for him. Any areas in which he makes decisions are those given to him and are not inherent in his role as teacher. They may therefore be altered, increased, or removed completely.'<sup>2</sup> Here is the rationale for a future cipher role for the teacher in secondary education. If, therefore, our own members denigrate the goal of professionalism and assert a downward thrust toward the status of militant labor, they will not lack for assistance from powerful forces in the social milieu. If this policy is pursued under the illusion that it will at least result in an enhanced economic status, we might pause to reflect that it is just as likely to have the opposite effect. If we set narrow goals and limited standards of social responsibility, if we define our objective as anything less than professionalism, we shall give a powerful impetus to the concept of the teacher as functionary. And if the teacher is to be merely a functionary, why demand an educator—a man in the round? Witness the pro-



positional for teacher-aides *in lieu of the teacher*, rather than to supplement him. A cipher role would attract to teaching only the cipher recruit, and he would be paid accordingly.

Selden suggests that teachers should be more militant. Agreed. But what is the proper focus for this militancy? Though conveying the appearance of action, the strike is essentially a negative instrument. We need to consider not only what the profession is now, but what we would like it to become. The late Edward R. Murrow raised the status of newscasting to a new plane by insisting on the quality of excellence. The same opportunity exists in secondary education. How? Through positive action to supply social leadership:

(1) Make a categorical declaration that we teachers reject the concept of strike action as an anachronism unworthy of any professional body making claim to social maturity.

(2) Develop a tactic designed to be in scale with our problems and which could be kept wholly within our own control, e.g., a formal stand in the performance of our professional duties for a specific period such as one week, in which the totality of our activities would be concentrated in eight hours of service around the normally scheduled hours of instruction *and no other*.

(3) Adopt a firmer line in promoting higher and consistent standards of qualification for entry into the profession and seek more ways of giving active help.

(4) Move into the arena of public debate to take a stand on the educational issues of the day; in particular, those concerning elementary and secondary education.

(5) Sponsor some causes in areas of public concern related to education, e.g., support the move to reinstate a program of universal driver education in the schools; support research on how to educate the emotionally disturbed child; support a program of province-wide pollution control.

(6) Sponsor a number of foreign students at the secondary level here in Canada as a contribution to international understanding.

(7) Expand our activities in the field of experimentation and research, e.g., a continuous follow-up both of our dropouts and our graduates—a study that falls logically within the scope of social studies, and is vital to the provision of data on the effects of automation.

(8) Increase our emphasis on better working conditions, which often bear a direct relationship to the quality of the teaching in progress and assert our right of consultation or representation in all decisions that affect the working conditions of our members.

I submit that such constructive action justifying the claim to professionalism will prove the most effective way for our members to further the process of education and improve our position at the bargaining table. □

*References on request.*

JANUARY 1966

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## *An Unfair Comparison?*

EVERY ONCE IN A LONG WHILE I find I need to see my doctor about some comparatively trifling but bothersome ailment, and each time I get a good going-over, and I mean good. He is a man of great experience and vast knowledge, a penetrating examiner, a skilful diagnostician whom it is impossible to hoodwink or with whom to attempt any form of evasion. I trust him implicitly.

He asks all the questions and, under the influence of his kindly but searching eye, it is impossible to be anything but completely honest with my answers. He pokes and prods and runs tests. He announces his judgment, prescribes an appropriate treatment (and I co-operate by following it to the letter—I wouldn't dare do anything else) and the results are invariably satisfactory to both parties.

Here in essence is my idea of the right relationship between a professional man and the individual with whom he is dealing. He does the examining; he draws on his years of experience and his constantly growing store of knowledge and on that sixth sense all diagnosticians have to make his decision; he decides what is to be done. Most important of all, in my mind, is his acceptance of full responsibility for the results, provided, as in this case, he gets co-operation from his patient.

In my more optimistic moments, I like to feel that in some way I am a professional man too, but when I compare my position with his, I am plunged into deepest melancholy.

It is glaringly obvious that I am *not* free to exercise my own judgment in dealing with my pupils. My own observations, based on a long and varied experience, and on fairly consistent efforts to keep up with current thought and trends, are apparently not all that important.

After thirty-five years in the business, Higher Authority still finds it necessary to come in and sit at the back of my classroom and prepare a report every time I move to a new school district.

My reports must be based on grade-wide more-or-less standardized tests, the marks scaled and juggled around to conform to some mysterious pattern. Students feel it their right to question my marking, my estimates, my reports. Parents take it for granted that they can raise hell if the reports don't measure up to what *they* think they should be, and let me tell you that parents who are teachers themselves can be worse than any. I have had a parent insist that a mark be raised, which it was, over my protests.

At the present moment I feel that I am simply not trusted by the upper levels of our pyramidal structure to make an honest estimate of my pupils' progress, but must bow to a number of outside checks to keep the established pattern going.

This is not professionalism—it is a form of civil service activity, and I was not cut out to be a civil servant.

These reflections follow close upon a long session of marking Christmas examinations. Perhaps things will look brighter in the New Year.□



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*This story is 'must' reading for those who cling to the discredited notion that any person who knows a subject well can be an effective teacher of that subject with little or no formal preparation for teaching. In trying to teach Mary a simple arithmetical concept, Mr. Ramsay found that his problem was a lack of knowledge about the learning process, not about mathematics. Fortunately for Mary, he approached the problem as a teacher, not as a mathematician.*

*The setting for the story is a Scottish classroom. HMI is Her Majesty's Inspector.*

MARY IS THE GIRL who waits until there is an HMI around to discover that she does not grasp the connection between ' $4/2$ ' and ' $4 \times \frac{1}{2}$ '. When the HMI is in the room I call Mary a slow learner. What I call Mary when nobody is listening is nobody's business.

There must be an explanation for Mary, a polite one, I mean. She can be prompted into action by words. When I said 'Mary, close your eyes. Put both arms out at shoulder level. Bring your hands up in front of your nose. Now touch your fingertips together,' Mary did exactly as she was asked. After all it was not much more pointless than most of what I was asking her to do.

Mary interpreted a complex series of noises and at their prompting performed a complex series of operations with her muscles quite

## HORRID THOUGHT ON FEEDBACK

J. W. RAMSAY

faultlessly and without hesitation.

You can do it too, if you try. You are bound to succeed in less than ten trials. Never mind how ridiculous you look, your eyes are shut.

Now, if Mary could not have performed this little trick and the headmaster had instructed me to teach her how to do it, what a task that would have been.

'Left hand down a bit Mary . . . right hand is 2.5 millimetres too far to the south west . . . both hands up a bit Mary . . .' It would drive me and Mary quite stark staring bonkers. As a teaching task, its difficulties would be immense, yet Mary learned to perform it without teaching. She did better, she learned in other situations how to control the position of her hands and transferred the learning to the new situation. Mary may be a slow learner, but I insist, she is a learner.

If I am tempted to insist that Mary is a non-learner, and it is a powerful temptation, I must defend one of two alternative propositions: (a) Mary was born a fingertip toucher and has been doing it since the cradle; (b) 'Multiply 4 by  $\frac{1}{2}$ ' needs MIND while 'Touch your fingertips together' needs BODY and never the twain shall meet.

Proving alternative (a) calls for a private eye with access to private life from away back. I prefer to ignore it. It would be lovely to accept alternative (b). It would allow me to believe that my failure to teach Mary is due to lack of mind in an obvious body, and re-

move all need to finish this article. I could be popular in the staffroom again if I would just accept the obvious and shut up.

Post me, Satanus and Professor Cohen: forward, noble William of Occam, I shall persevere. Assuming (it cannot be proved) that Mary has a brain like other brains, her performance of the fingertip test shows that her brain can learn. The 164 percent question is 'Why does Mary's brain learn some responses and not others?' In a recent rrv lesson Arthur Garrett provided a clue to the answer—*feedback*.

The concept *feedback* started in electronics, and has blossomed into a vast green growth with no foreseeable limits. Two of its branches, whose fruit are anathema in civilized and liberal societies, are cybernetics and programmed instruction. Applied to the problem of Mary, it teaches that Mary, without looking, knows where her fingertips actually are because nerves in her tendons react to tension. Any change in her position affects these nerves and information about the effects are fed back to Mary's brain. This information, which is in physical fact a succession of minute changes in chemical concentration and/or electron concentration, Mary's brain can relate to real time and space. She then adjusts the instructions sent out to her muscles to meet the changed situation re-

*Reprinted with permission from The Scottish Education Journal.*

ported. The new movements are monitored and measured and corrected repeatedly until the required sequence of movements is performed according to a program laid down in Mary's memory.

Mary's brain responds quickly, accurately and in a most complicated manner to feedback of the kind it can interpret. She approaches the end result by a succession of approximations, each one measured and compared with a standard.

I could have demonstrated with my arm muscles what I wanted Mary to do, but I could not teach her how to do it. As she did in fact

perform it without a demonstration, she can interpret some of my words correctly. The problem then arises—what kind of noise do I make to enable Mary to divide four by one-half? And the solution would appear to be—it must be a noise with the characteristics of feedback. Mary must be told just how far 'wrong' she is at the end of any response, and in what direction she must adjust to bring herself back on to the correct line. Mary must be given feedback in language she can understand—there's the rub. How do I convert myself into mathematical proprioceptors?

What Mary will do wrongly in a

given mathematical situation and how she will adjust her approach cannot be predicted without accurate and extensive knowledge about Mary, or even not at all since individual conduct is at least partly random.

This means that every pupil requires a separate, individually adapted, course of teaching in every subject—horrid thought! If that horrid thought contains just a little 'truth,' imagine how many teaching errors are contained in my proud boast 'My class average was 50 percent.' And imagine how much I have still to learn. Still, courage: Mary is teaching me. □

ALAN DAWE

## *HURRAH for the new machines*

A PHILOSOPHER WHOSE NAME and Dewey decimal number seem to have eluded my filing system once pointed out that the ideal teaching situation consists of a good teacher sitting on one end of a log, and a willing student on the other. The two of them must, of course, be engaged in what the current jargon calls a dialog; they must not merely be sawing up firewood. This simple pastoral ideal may have been attainable a few years ago, but it is obviously out of date now. For piled on the log between today's master teacher and his massive student there must be a veri-

table showroom of crafty equipment: mimeographs, dittographs, and overhead-projectorographs, to name only the least exotic artifacts in the current reproduction explosion.

I was pleased to find that the November issue of this journal corroborated the situation as I have described it. For no fewer than three articles touched in one way or another on the new machines. Mr. Cianci in his 'Quotes and Comments' on page 79 implied that there is need for 'electronic torches' to light our way; Mr. Brummet on page 86 gave a mighty heft for educational teevee. And on pages 68-69 there was an article entitled 'Those Amazing Computers!', in

which a long list of the virtues of our new 'electronic servant' had been compiled. This third article was unsigned (it was attributed only to the Digital Equipment Corporation), a fact that leaves one with the sinking suspicion that the article was itself authored by a computer, a sort of terrifying thought to anyone who makes his living teaching people to compose themselves in the old human way. But despite its worrisome side, the article by D. E. Corp did contain a story that has happy implications for teachers. This was the narrative about how some police officers in San Francisco had used a computer to predict where a thief would strike next, and thus were able to be on hand to arrest his develop-

*Mr. Dawe's work has appeared in the magazine previously. He teaches at Abbotsford Senior Secondary School.*

ment in the arts of thieving. The obvious application to teaching is that by Grade 4 or so we should, with the help of our classroom computer, be able to predict the mistakes that a student will make in Grade 12. With this information on hand, we shall be in a fine position to say 'I told you so,' when he makes them or, better still, to reprogram him so he will make a higher class of mistakes. In any case, it is good to know that remedial teaching of the future is going to have a forward look.

Even though I personally tend to feel shy in a dialog with any machine more rococo than a bamboo rake, I don't think we should in any way resist the advance of technology into our classrooms. I say this for two reasons: first of all because I want to appear as up-to-date as the next guy (an ambition that is not insurmountable in my case, since the guy next to me—my neighbor down our rural hill—still fetches his water from a well); and second of all because I have for years been so addicted to instruction by mimeograph that I can't help feeling that any progress in the duplication of written messages cannot be all bad. (Besides, I like making my small contribution to the provincial economy; if I suddenly stopped mimeographing, the pulpy-paper industry would have to retire two loggers.) What I am trying to say in the midst of these apparent interruptions is that my fear about the new machine age is not that it is so rapidly coming upon us, but that it isn't coming upon us rapidly enough. Teachers at my particular point on life's scale (nowhere to slide but out) may never have the chance to be The Big Push in a classroom that is controlled by buttons and switches, a classroom in which the worst pedagogical mistake one could make would be to spare the switch and spoil the lesson.

But even in these early days of the machine age, I find it easy to *imagine* myself the director of a control panel that will enable me—

by the mere push of a pinkie—to flood my classroom with a pot-pourri of canned sights and sounds that would overcome, once and for all, the spirit of individual indifference that so often greets my live productions. I do not have a clearly defined vision of what such a classroom would be like, but in all my daydreams of it I see myself being able to flash onto the overhead screen a cartoon version of Gray's 'Elegy in a Country Churchyard,' a poem whose dramatic possibilities have never, it seems to me, been fully exploited. Another thing I hope is that I will share my expensive classroom with a team teacher, preferably someone who majored in electronic repair or weight lifting, so that when the machinery explodes—as I am certain it might—my teammate will either be able to fix it himself, or lug it off wherever it has to go to get fixed.

Such thoughts as the above (broad in scope though narrow in quality) have been occurring to me recently because at our school we have been lucky enough to have had several fine demonstrations of some of the multi-stage rockets of reproduction that manufacturers are zooming our way. As a private citizen I found these displays hypnotic, what with their flashing on and off of colored lights in unexpected places, and their projecting onto the walls the detailed drawings of cat skeletons in a variety of delicious sizes. But as an English teacher, I have found my response to be one of restrained disappointment. For the new equipment that I have seen so far, admirable though it may be for *duplicating* one's marking load, seems to be doing nothing toward *reducing* it. Like most other English teachers, I have only a very limited need for 50 quick copies of a student's imperfect essay. What we really need is some infallible gadget that will, once it has been plugged in, point out the plugged-up imperfections to the essay's owner. In short, we are still waiting for the Ultimate

Weapon, The Easy Essay Assayer. It happens that I have recently figured out just how such a machine would work, and I am willing to send my blueprints to any manufacturer who promises to get the thing into production before my marking time comes to a sad halt.

Perhaps I should be semantically more precise and admit that my blueprints don't actually show how the machine will *work*, so much as how it will *operate*. This is as follows. When it is first switched on, The Easy Essay Assayer will glow with a purple and prosey light. Then, when a good essay is passed into it, this prosey glow will turn rosey. If a bad essay is submitted, the top of the machine glows black and blacker, like a real marker's top should. Essays that are illiterate, illegible or impossible will cause everything within 10 feet to blow a fuse. As straightforward as this concept is, there may be the oddly skeptical reader who feels that this machine is beyond the talents of even contemporary science. But I have a reason to suspect that it isn't. A washing-machine salesman I spoke to recently told me that his company soon hopes to come out with a washer-dryer combination so sensitive that if you pass within 10 feet of it wearing a dirty shirt, it will rip the offending garment off your back, wash it, iron it, and hand it back to you two weeks later with the buttons neatly wrapped in a plastic sack. If science and industry can go to these lengths to take the dirt from a shirt, I see no reason why they shouldn't be able to help us in our fight against muddy, non-electronic writing.

It is true that the most desirable of these mechanical aids may still be a few years away. But while we await their arrival, even the most conservative of us should do what we can to prepare for the electronic age. It seems to me that the obvious first step in this is to get a firm grip on our anti-electrical impulses. For the electronic handwriting is on the wall, and we might as well learn to decode it. □

# The Walls of Jericho

JACK R. CAMERON

*And it shall be, that when they make a long blast with the ram's horn, and when ye hear the sound of the trumpet, all the people shall shout with a great shout; and the walls of the city shall fall down flat.*

THE CONTINUING EXPERIMENT in mass education we are conducting in North America has become so large and so complex that barriers have grown up which threaten its progress. Walls exist between teachers, between teachers and pupils, between faculties of education and the public schools, between government departments and everybody else, and between the teaching profession and the public at large. These walls are composed of many things: ignorance and misunderstanding, pride and stubbornness, pomposity and timidity. Some of them are unavoidable, but many can be shaken if intelligent people seriously concerned with the betterment of public education will, like the Hebrew children in the Book of Joshua, blow their trumpets and shout loudly enough.

One of the biggest walls is ignorance—call it intellectual lethargy if you like—and we are all afflicted with it. From government officials who make the policies and the schools of education that train teachers to the primary grades where children are started on the road to literacy, there are people of power

and influence who don't know enough about education in general or about their special subject field in particular.

In the case of teachers, only recently have we begun to realize the folly of assuming that a couple of years of university equip one to teach elementary school; certainly a Bachelor's degree alone is inadequate preparation for a job in the secondary school. Before long we shall follow the lead of the more progressive systems and require a degree of the elementary teacher, and the equivalent of a Master's for senior secondary work. Preferably, the training of all teachers should be equal—we should solve a lot of problems if we could pay all teachers on the same basic scale.

Furthermore, teachers at all levels must become more aware of the necessity of continuing their education beyond the minimal requirements. It is up to the universities to supply the workshops and courses, to the teachers to spend the time and effort, and to the government to make such a program of continuing education financially attractive. And more money must be made available to assist teachers to travel, particularly elementary school staff and secondary specialists in geography and history.

I would also like to see more intellectual stimulation and excitement between teachers—'dialog' is the word frequently used for a constant personal exchange of ideas

about subjects and their methodologies. This dialog should be informal, perhaps with an occasional evening seminar over a beer in someone's home to discuss individual problems and successes. School boards should subscribe to key professional journals for every staffroom, and principals or department heads should be responsible for making sure that the publications are read. Without this sort of intellectual priming, teacher conversations will continue to focus on the follies of the students or other non-professional trivia.

Teachers have been too insulated in their classrooms. A system of mutual observation of one another's classroom work would be exciting and stimulating. I'm sure that most teachers would welcome the opportunity to watch their fellow professionals, and to give the occasional guest lesson or lecture. If breaking down the rigid concept of one teacher for one classroom or for one course is one of the aims of team teaching, it can't come soon enough. Principals and superintendents should encourage exchanges within a given school and between schools in one or more districts. The work of too many teachers has dried up because no one has taken the trouble to refresh it occasionally.

Although I have stressed a continuing dialog about subject matter itself, innovations cannot be ignored. Programmed learning will soon be commonplace. Teachers should by now be thinking hard

*The author, a former member of the Faculty of Education, UVIC, is now working for his Ph.D. at the University of Alberta.*



about the possibilities of educational television (there should not be a classroom without a television set within five years), of ungraded classes, team teaching, and language laboratories. Some or all of these things are *realities* in many North American school systems. But the people who spend the money in education will drag their feet unless pressure is put upon them by a well-informed body of teaching professionals.

Graduate work is an expensive, inconvenient business, and sometimes I daydream about giving up the struggle and retreating into what I think of as a comfortable little job teaching English somewhere in the Gulf Islands. I could buy a snug home on the waterfront, acquire a boat, raise ducks and brew wine. In other words, I could build a social and intellectual wall between me and the outside world, and retire to the easy life. And as I slowly fossilized, no doubt I would continue to expect to be considered a *professional* educator, and to be paid like one. It is not a very admirable daydream, but it's attractive nevertheless. I wonder how many teachers, figuratively speaking, have found their own little Gulf Island farm, and have retreated from the mental and professional challenges of public education?

The stress in education today is being placed increasingly on the disciplined intellect. Few places are left in our society for the untrained musclemans; technology puts a premium on brains. We may talk glibly about educating the Whole Child, but our major concern is intellectual development. It is a little hollow and hypocritical for the teacher in the classroom, and the faculty member of a college of education, to demand more disciplined hard work from their students, and yet neglect their own professional growth. One educator put it this way: 'Schools without scholarship are apt to become prisons for the minds of children and shackles for a society.'

The working teacher is not the

only one tempted to neglect the pursuit of new knowledge, new ideas, and new methods. The faculties of education responsible for training teachers must undertake some deep and thoughtful analysis of their aims and methods. Many of the younger men and women who have committed themselves to the cause of professional teacher education find that they are faced with walls of conformity and complacency; conformity in that criticism and fresh ideas are not welcome, and complacency in that the traditional approach to the training of teachers is often considered totally satisfactory except for occasional minor adjustments. Since teacher education has become the business of the university, the faculties of education have realized that extensive teaching experience alone is not enough to merit the respect of the rest of the academic community. Some faculty members have failed to keep up with the developments in their own and allied fields. They are, as a result, timid in the face of experiment, or suspicious of the innovations of their more venturesome colleagues. There is too much narrowness and conformity in professional education; it is no good to talk approvingly of 'creativity' in teacher and student if we are suspicious of it if it goes beyond the use of more colorful adjectives in an English composition.

Nor do I like the walls that seem to exist between the faculties of education and the teachers in the schools. There are several reasons why there must be a stronger liaison between them, for they can help each other to do a better job. Faculties of education should be in a position to help the classroom teacher keep abreast of current research and of new trends and methods. After all, university faculty members are supposed to keep up with developments in their fields, and are given enough time to do so. College professors mustn't forget the realities of the classroom. They should work more closely with teachers in conducting re-

search—the classroom should be a constant testing ground for theory. Such research would enrich the professional growth of educators at both levels. I see no reason why more cross-fertilization is not possible in the form of guest lectures—the teacher visiting the university to discuss his work, and the university professor entering the classroom to get his barnacles of methodology scraped.

The staffs of universities and public schools should consider themselves as *partners*—not in the folksy sense of the word, but in a truly practical way; they can help each other more than they have done in the past to provide the best education with the equipment and personnel available. But the overtures must come from the universities.

There is one final wall that needs a little shaking, the wall between the teaching profession as a whole and the general public. The public image of teachers is not a good one; it is better for someone at a university. If I'm asked what I do, I can say I'm a 'university professor,' which sounds important and dignified and mysterious, because most people have never seen the inside of a university. An educator in the public schools says he is a teacher, and because everybody is an expert on public schools, the title isn't impressive. Besides, educators have allowed their profession to acquire what is essentially a feminine image—gentle, non-combative, benevolent, maternal, a little fussy and inoffensive.

But education is *male*, and the sooner we get rid of some of the sweetness and light that surrounds our profession and substitute for it a little toughness and aggressiveness, the better off we'll be. That's why I like to see young teachers in training who have a healthy streak of cynicism and skepticism in them. In the eyes of some university staff, such people are suspect, but they are the foundation on which to build a more outspoken core of professionalism. I tell my univer-

sity students to stop apologizing for themselves—no doubt there are weaknesses in the kind of training they get, but that doesn't make them second-rate personally. And indeed there are promising signs, at the University of Victoria, for instance, that many of these sharp students enrolled in professional education are tiring of being whipping boys and are beginning to attack rather than to defend.

What is the cliché so much in current use? Angry young men? Hackneyed, perhaps, but that is what we want in education—angry young men and women who will no longer be identified with the imbeciles in the Archie and Miss Peach comics; who will protest at being asked to work longer and longer days and years without proportionate boosts in salary; who will

object to being assigned school-bus or lunchroom duty when they should be working, or reading, or writing, or discussing their teaching with fellow professionals.

If we had a little more toughness, we wouldn't let politicians flashily impress the public by making the school year longer without providing for an enriched curriculum with which to fill it. We would be more caustic about administrations that talk about catering to individual differences while at the same time putting forty children into a Grade 1 classroom. We wouldn't continue year after year to read unintelligible Bible passages every morning instead of teaching the younger generation something meaningful about the Christian traditions that are such a vital part of our society. We wouldn't continue, as we do in many schools, to let

*anybody* teach *anything* at the junior secondary level.

There are new forces at work in education. There are exciting possibilities whose sheer novelty builds up resentment in those who resist change of any sort. One of the greatest challenges we face is to help batter down the opponents of the new and the different. Such opposition is perennially with us, constantly fighting any alteration in the status quo, and steadily losing in a world that cannot stand still. Our task is to be on the side of progress. To block it is to be unrealistic at a time when a realistic view toward our problems is more vital than ever before.

The walls of our educational Jericho must fall. And they *will* fall. It is up to us to keep shouting and blowing the trumpets. □

## how should we schedule summer short courses?

WITH NEARLY HALF the teachers in the province taking university credit courses each summer, it is not surprising that some problems arose in scheduling 850 teachers in 22 BCTF short courses in the summer of 1965.

The BCTF courses lasted either one week or two weeks, five hours a day. Should these be offered over a longer period, afternoons only, to accommodate those who are also taking credit courses? Teachers who enrol only in the non-credit courses probably prefer to have the concentrated schedule—with less time away from home. However, if any great number of teachers have the will (and stamina) to take non-credit courses in addition to credit courses, perhaps we should arrange the courses accordingly.

The problem of subject conflict arises from time to time. Our schedule in 1965 permitted an elementary teacher to take a language arts course, with emphasis on Grade 2, then a language arts course with emphasis on Grade 4, and then an arithmetic course. Some teachers, however, wanted only the first and third courses of the sequence—and questioned the gap between them. A more serious conflict arose when a course in physics and one in chemistry, both held in Burnaby, were on at the same time. With an ever-increasing number of courses being offered by the BCTF, we can only try to reduce such conflicts to a minimum—we cannot guarantee to eliminate them altogether.

Teachers who live at some distance from the universities appear to be divided in opinion on whether

or not BCTF courses should be offered on campus. Some like to be able to see friends who are taking credit courses; others complain that a school in Burnaby would be a more central location than Point Grey. We have decentralized our courses somewhat in recent years, using schools in Vancouver, Victoria and Burnaby, in addition to university facilities. Moreover, the Okanagan Valley Teachers' Association has for three years organized short courses at Winfield. Should we have a large proportion of the BCTF courses offered in centers other than Vancouver and Victoria?

The BCTF In-service Education Committee welcomes suggestions on how better to schedule non-credit courses in order to meet *your* needs. □

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as travel, summer school and other additional benefits, make this area most attractive for young teachers. In many country districts and small towns accommodation is supplied at a moderate rental. Growing population and a booming economy have resulted in a high rate of school construction. The ambitious teacher will find ample opportunity for advancement. The Northern Interior of British Columbia offers teachers a unique climate for professional development combined with a good life in friendly communities.

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## NEW BOOKS

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Book Review Editor

### WE BOOBED . . .

It was bound to happen, so better early than late. Our December 1965 issue included a review from our back files, signed with the initials R. G. K. We had previously agreed on a policy of using full names instead of initials for our reviewers, and, having searched the records, I decided it must have been the work of R. G. Kaser, our esteemed President!

I was wrong. Shortly after the appearance of the December number, we received a telephone call advising us of the real identity of our contributor, Mrs. Ruth Kelly. Herewith our apologies to both Mr. Kaser and Mrs. Kelly.

### BLAME IT ON THE WEATHER . . .

The response to our offer to print the best letter received, and to award a gift book to the sender, has been rather underwhelming (now *there's* a word!). Perhaps we chose a bad time of the year, what with Christmas activities, exams and the rush of shopping, not to mention the weather. We received *one* letter, which is hardly enough to make a choice. So we will extend the offer until the February issue. If nobody is interested by then, we will forget the whole thing.

—C. D. NELSON

### CANADIANA

*Topping's Trail*, by Elsie G. Turnbull. Mitchell Press, Vancouver, 1964. Illus. \$4.75

The author is a graduate of the University of Toronto and a specialist in English and history. Her home is in the city of Trail, and she makes that area the ground for her story of Topping's Trail.

The leading character in the story is 'Colonel' Topping who, as a small boy of eleven, ventured forth on a sailing vessel to many ports of the world. Eugene Sayre Topping was born in 1844, and his desire for more adventure led him finally to the Pacific Coast and the Western United States. Then his interest changed and he took up mining. He crossed into Canada

and became intensely interested in Nelson, on the edge of Kootenay Lake, and in any work that called for a miner's help. Life was not particularly easy, for there were episodes involving flooded rivers, bank failures, fires. Despite all this disappointment, necessary smelting and refining furnaces came into use and Trail's progress was wonderful, but as time went on Colonel Topping was forgotten by many of those he had helped. In 1906 he moved with his wife, Mary Jane Hanna, to Victoria where he died in 1917.

This is an excellent story for any reader who enjoys adventure. The book closes with 31 illustrations and photographs grouped together; and the last chapter, brief though it is, gives credit where credit is due since it makes a fitting epilog for the accomplishments of the three leading characters — Topping, Heinze, and Aldridge.—E. G. Harrop.

### DRAMA

*Theatre Today*, by David Thompson. Longmans, Green, London, 1965. \$1.31

Here is a well-bound book of plays which should stand up well in the classroom. In his introduction, the editor encourages the reader to try to understand modern drama. He discusses style, naturalistic theater, the almost poetic abstract theater, and theater of the absurd in a simple yet authoritative way. One has only to glance at the list of playwrights who are represented in the book—Shaw, O'Casey, Mankowitz, Saroyan, Donleavy, Campton, Pinter, and Albee—to see the ground Mr. Thompson has covered. Modern drama is often hard to understand; the author has enthusiastically and successfully brought an appreciation of modern theater form to the student. Pupils and teachers will find this book a valuable aid in their Theater Arts course.—Anthony Burton

*English One-Act Plays of Today*. Selected by Donald Fitzjohn. Oxford University Press, Toronto, 1962. Reprinted in Canada 1965. \$1.70

This paperback anthology contains a collection of eight one-act plays of varying styles written by such well-known playwrights as Terence Rattigan and Tennessee Williams. The plays are preceded by Donald Fitzjohn's interesting introduction in which he discusses the form and style of each play simply and without dramatic jargon. Teachers interested in theater will be keen to buy this book. However, one should bear in mind that paperback books will not stand up to normal classroom use.—Anthony Burton



## HEALTH

**Health for Young Canadians and Health and Fitness for Canadian Youth**, by Simonson, Hastie and Doherty. Macmillan Company of Canada, Toronto, 1964. \$2.75 and \$2.85

Two excellent books on health, suitable for intermediate and junior high school grades. The first title provides information about the growth, structure and functions of the body systems; shows the need for good, meaningful health practices, and gives a glimpse of past and future work in health research. Suitably illustrated, well-organized, and with a definite outlook.

The second title deals comprehensively, yet simply, with Growth, Foods, Body functions, Guarding our lives, Safety and progress in health. Self-evaluating tests and suggestions for an enrichment program follow each chapter. Both books are highly recommended as texts or classroom references.—Mary D. Curtis.

## HISTORY

**The U.S.A.**, by Alastair Buchan. (Modern World Series) Oxford, London, c1963. \$1.45

Organized under the following headings: the Land and People, observations of forces that have moulded 'America'; the American past, a brief but perceptive look at U.S. history; the American present, a discussion of U.S. emergence from isolationism to a position of a world leader after World War II; and, finally, a description of U.S. government.

This easily read volume contains suggestions for further reading, both factual and fictional, together with a list of noteworthy dates in U.S. history. Because of its brevity and choice of essential information, this book merits a place in the teacher's or student's library.

—S. P. Frketch

**Patterns in Time**, by W. W. Coulthard, J. A. Gillett and M. Patt. Dent, Toronto, c1964. \$3.75

Written by three Ontario secondary school teachers, *Patterns in Time* places before students some of the problems of our contemporary world. One might very

well question the wisdom of attempting to combine a world history and a review of some current social, political and economic problems within the narrow confines of some 425 pages. There is even an Epilogue, a peer into our indeterminate future. However, one applauds the provision of a chapter on China, another on India, a map of Asia in 1964, a map of the Islamic Empire, 700-900 A.D. There are the old favorites, too—the traditional Napoleonic and unification maps. Refreshing too are the other illustrative materials—the effective use of margins for headings, reminders, small maps and even a few quotations. One regrets that the inductive approach is not utilized more frequently. The student of our contemporary scene approves references to our pressing problems—the Knowledge explosion, the population explosion, and most happily, these are reported in part by such leading Canadian scientists as Brock Chisholm.

Teachers and pupils will find this book refreshingly different, perhaps stimulating, although certainly not profound.

—J. S. Church

**The Minoans of Ancient Crete**, by G. L. Field. Wheaton, Exeter, c1964. (Can. Agt. Clarke, Irwin, Toronto) \$3.00

The introduction contains an outline map of the Aegean Sea, with particular reference to Crete, the home of the Minoan people. The book begins with an account of the homes, customs, stories and rulers of the Minoans, and especially the story of the Queen and the Minotaur. Following chapters describe Crete, its settlers, their work and daily life, their homes, religion, food and customs. Also illustrated are many features related to Minoan life—such as works of art and writing. Students of ancient history could not fail to enjoy this brief but extremely well-written and picturesque story.

—Esther G. Harrop

**The Agrarian Revolution**, by John Addy. Now and Then Series. Longmans, Don Mills, Ontario, 1964. 89 pp. 70c

This useful little book will stimulate students in Social Studies 20, who are studying the Agricultural Revolution in the 18th century in England. Perhaps the students could prepare oral reports on: The Village

Patterns; The Enclosure of Land; or Work and Play. This book is well illustrated and has a useful glossary.—W. D. M. Sage.

**Europe in World History**, by Margaret H. Elliot. London, Arnold, (Macmillan), 1965. 128 pp. \$2.50

The first section of this slim volume deals with ancient history, the second section with medieval history, and the last section covers the transitional period (1400 to 1700) to modern times. Theoretically, each section may be studied in a term.

The book contains some unique features. Each 'chapter' is only two pages long—the left-hand page being descriptive, the right-hand page including various illustrative materials—charts, graphs, maps, drawings. The pupil is required to use the methods of the historian in interpreting the illustrative material. Questions and instructions at the section divisions further encourage the pupil to use the methods of a historian. Regrettably, no extracts from printed documents are included.

The book tries to cover too much ground. As a result, preliminary history is ignored; Michelangelo and Leonardo da Vinci are each dismissed in one sentence, while Galileo and Copernicus fare little better; terms such as 'Renaissance' and 'Protestant Reformation or Revolution' are unfortunately not included.

The book contains several useful aids—an excellent time chart on front and back covers, an index and, for the most part, an acceptable glossary. On the other hand, the failure to number chapters decreases facility in using the work.

In summary, this is an exciting book in format and function. Its easily legible print, vocabulary suitable for Grade 6-7 pupils, and attractive illustrations, should result in its receiving wide use in A.C. schools as a pupil reference.—J. S. Church.

## MATHEMATICS

**Matters of Shape**, Book One, by D. Wakefield. McDougall, Edinburgh, 1963. (Can. Agt. Clarke, Irwin) \$1.10

This attractive, 64-page booklet succeeds in presenting the subject of measurement and simple geometry in an interesting and challenging manner. The author uses very

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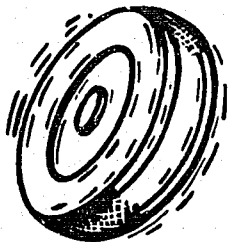
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## LESSON AIDS

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simple language to convey the material to the pupils. Various sections of the booklet, such as 'Things to make,' provide interesting problems for the student to employ his creative ability.

Good use of this booklet could be made in the intermediate grades as enrichment. The best use, however, will be in the Occupational I and special classes, since the subject of measurement, scale drawing and simple plans and elevations is very well developed and explained through the use of paperfolding and cutting.—Gerard Bouman.

**Geometry**, by Irving Allan Dodes.  
Harcourt, New York, 1965. (Can. Agt. Longmans)

In Dodes' *Geometry* we find another good textbook with more advantages than disadvantages. The text is well thought-out, covering the full range of geometry from 'sets of points' to 'an introduction to analytic geometry' in logical sequence. Each chapter has many challenging problem sections preceded by clear explanations. At the end of each chapter there is a review section and an appendix, which provides materials for faster students and enrichment. The proofs of the theorems and illustrative problems, set off clearly from the rest of the text by thick orange lines, are complete, thus leaving no opportunity for the student to go astray in his reasoning.

The 560-page text has a wide format to allow for illustrations, but this may prove awkward to the student. In comparison with the current Grade 10 text, Dodes' *Geometry* is more advanced and comprehensive. The average Grade 10 student would find this book difficult. For the better students, however, this text provides a challenge, especially for those students who are capable of clear mathematical reasoning. In any case, every teacher of geometry should have one or more copies available for himself and his better students.

It is perhaps regrettable that the authors of geometry textbooks cannot or have not agreed upon a standard system for numbering the theorems and postulates; the student who has to use different texts becomes unnecessarily confused by the different systems used in various textbooks.—Gerard Bouman.

## MISCELLANEOUS

**How To Finance Your Home**, by Sidney Margolius. Public Affairs Pamphlets, 381 Park Avenue South, New York 10016, 1964. 20 pp. 25c (Quantity rates on request.)

The first half of this booklet is filled with suggestions of what to look out for when purchasing a house. These ideas are valuable to anyone in the market for a house. Much of the second half, however, is geared to the United States and, although some of the ideas can be transferred into Canadian business terms, much of it is for the American reader only. The ideas are good if you are also aware of the Canadian regulations and it could be supplemented by publications of the Central Mortgage and Housing Corporation.—S. J. Dunster.

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CLASSICAL STUDIES	331	Ancient History	ENGLISH	427	The English Novel
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EDUCATION	305	Art Education	FINE ARTS	200	History of Painting from Giotto to Cezanne
EDUCATION	307	Music Education	FRENCH	140	Elementary French. (To be given only if sufficient enrolment)
EDUCATION	309	General Science for Elementary and Junior Secondary School Teachers	FRENCH	280/290	French Language and Literature; French Oral and Written Practice
EDUCATION	331	Psychology of Childhood	FRENCH	409	Literature of the Seventeenth Century. (To be given only if sufficient enrolment)
EDUCATION	332	Psychology of Adolescence	GEOGRAPHY	101	Introduction to Geography
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EDUCATION	405	Curriculum and Instruction in the Kindergarten and Primary Grades—Advanced	GEOGRAPHY	303	General Geography
EDUCATION	407	Introduction to the Study of Exceptional Children	GEOGRAPHY	312	Geography of the Southwest Pacific
EDUCATION	408	Teaching the Mentally Superior	GEOGRAPHY	408	Geography in Europe
EDUCATION	411	Guidance and Counselling Services in Schools	GERMAN	100/140	Beginners' German; First Year Elementary German
EDUCATION	414	Audio-Visual Education	HISTORY	102	History of Canada
EDUCATION	415	Developmental Reading	HISTORY	200	History of Modern Europe
EDUCATION	416	Speech Education	HISTORY	201	History of England
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EDUCATION	461	Educational Diagnosis and Remedial Instruction	LINGUISTICS	300	General Linguistics
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FINE ARTS	301/302	Drawing and Composition; Drawing and Painting	MATHEMATICS	220	Differential and Integral Calculus
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## Workshop in English at the Secondary School Level

JULY 26-30, inclusive

This course will be conducted in a manner similar to that of last year. Various aspects of the teaching of English will be discussed including such topics as programmed instruction, testing and remedial work. The major emphasis, however, will be on linguistics and the new Grade 11 course. Members of the faculties of the University of Victoria, the University of British Columbia and Simon Fraser University will participate. In addition an international authority on the teaching of English will give two lectures. The course is scheduled for the week following the marking of matriculation examinations.

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3. **Elementary Social Studies**—This workshop is planned to prepare teachers of all levels in the elementary schools for teaching the revised courses in social studies.
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5. **Biology**—A workshop of two weeks will be offered to prepare teachers for the revised program in Biology 11 and 12.
6. **Chemistry**—This will continue the study of methods and procedures which was commenced last year and extend it to the Chemistry 12 course. Duration of course will be two weeks.

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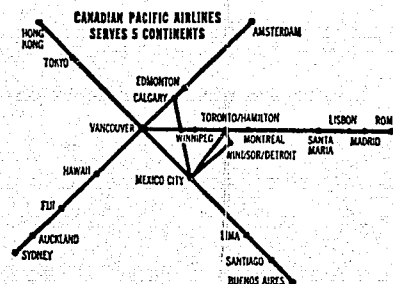
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## Here are the **SAVINGS PLANS** available for **YOU** in **YOUR B.C. Teachers Credit Union**

### ★ SHARE SAVINGS

4% dividends compounded annually  
Life insurance on eligible accounts  
Deposits of any amount

### ★ ENDOWMENT SAVINGS

15 year plan  
Maximum life savings insurance  
Up to \$2,000 maturity value  
Payments of \$12 per teaching month

### ★ TERM DEPOSITS

Deposits in multiples of \$500  
Guaranteed interest rate of **5%** per annum  
on one-year plans  
Guaranteed interest rate of **6%** per annum  
on five-year plans

### ★ DEPOSIT AND (CHEQUING) ACCOUNTS

4% per annum paid quarterly  
Personal chequing  
Deposits of any amount

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*A Professional Means of Savings and Service*

