the BC teacher MAY-JUNE 1966 VOL. 45—NO. 8

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Cover Picture

The building of the Cariboo Road by the Royal Engineers is the subject of our cover picture. 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 from material originally prepared by Dr. F. H. Johnson and W. H. Auld.

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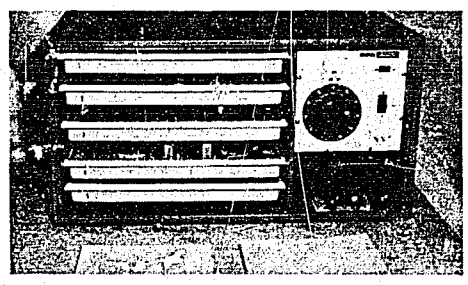

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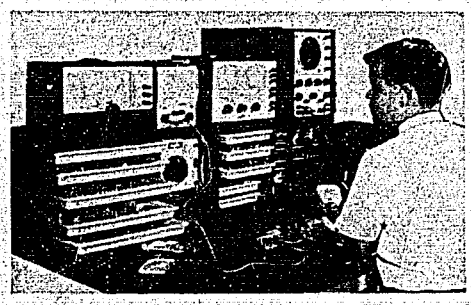

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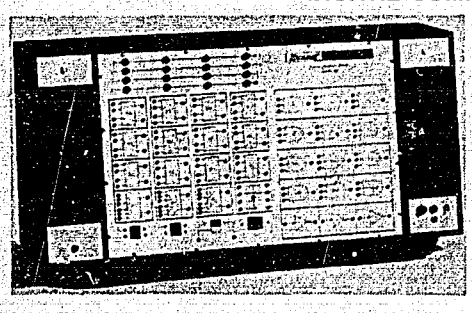

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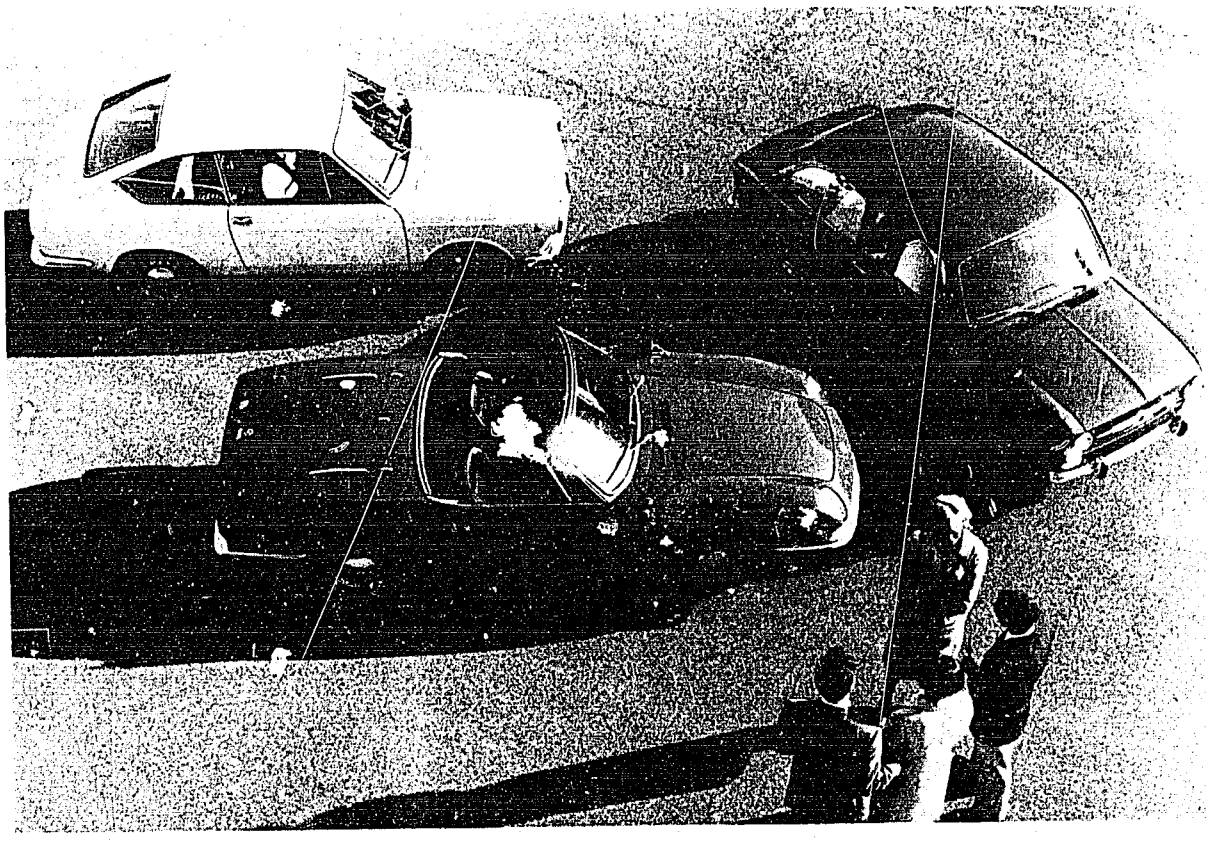

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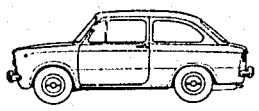

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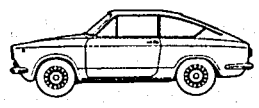

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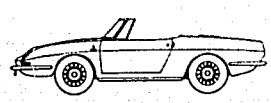

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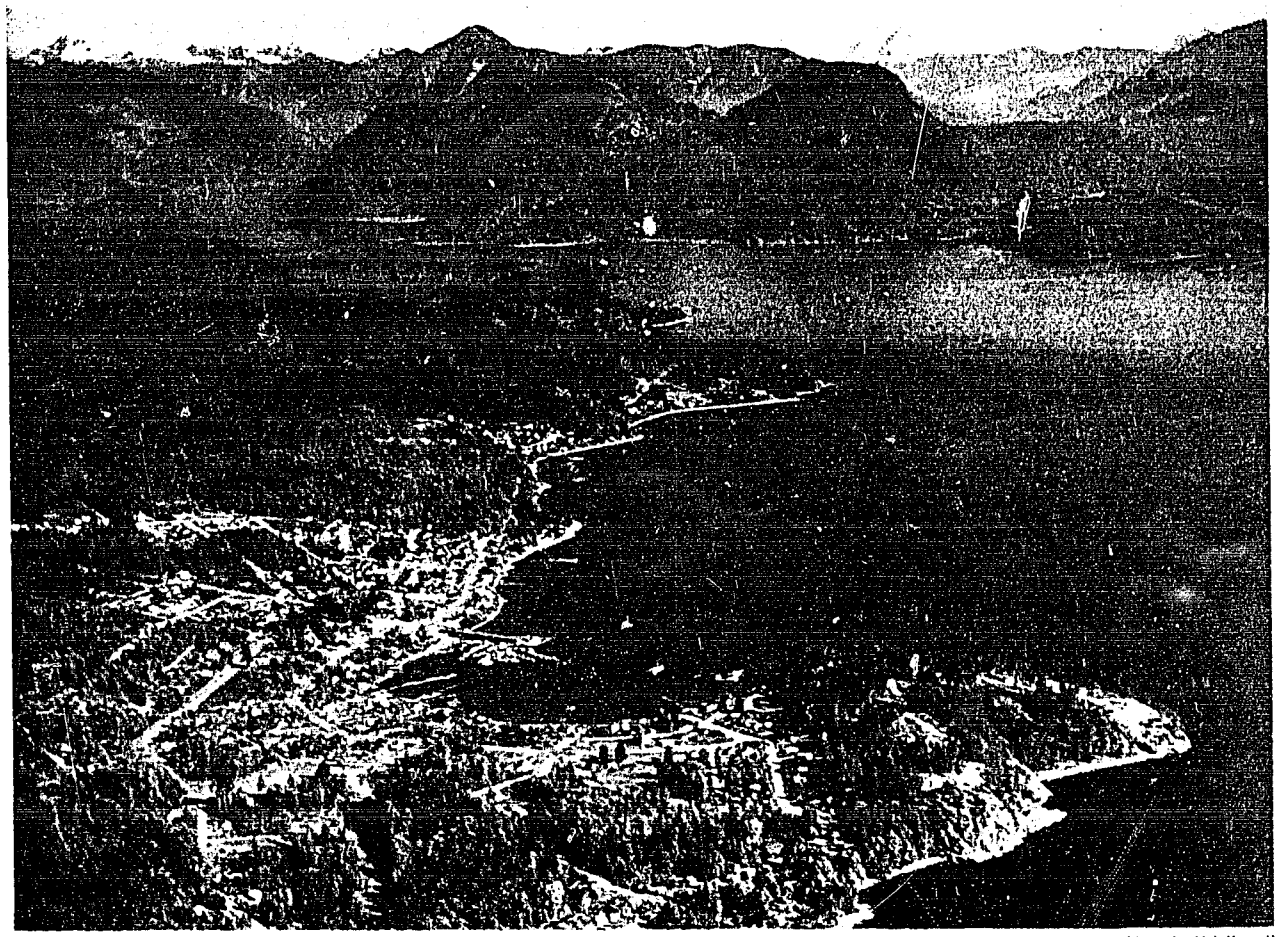

Photo by Val Hennell

IN SCHOOL DISTRICT No. 46 (SECHELT)

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We have close to 2,000 pupils and 90 teachers. Also employed are an Elementary Supervisor, District Librarian and Music Supervisor. There are two Secondary Schools, one in Gibsons with 450 pupils, teaching the new programmes, and one in Pender Harbour with 110 pupils, fully accredited. Elementary schools number twelve and range from one-room rural schools to what will shortly become a 17 room school with 500 pupils. Libraries, activity rooms, luncheon rooms are added as soon as a school reaches the required size. All schools are well equipped with opaque, overhead, movie, slide and film strip projectors, tape recorders, phonographs, etc. etc. There are teacherages in the Pender Harbour area. All the large schools have vice-principals and all principals have generous relief and secretarial assistance.

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You are invited to write for an illustrated brochure about the district. Enquiries and applications should be addressed to Mr. Peter C. Wilson, Secretary-Treasurer, School District No. 46 (Sechelt), Box 220, GIBSONS, B.C. Telephone 886-2141, or 685-4824 in Vancouver. (Direct line to Gibsons.)

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1		4425	4925	5450	5975	6450	6650
2		4650	5175	5750	6325	6800	7000
3		4875	5425	6050	6675	7150	7350
4		5100	5675	6350	7025	7500	7700
5		5325	5925	6650	7375	7850	8050
6		5550	6175	6950	7725	8200	8400
7		5775	6425	7250	8075	8550	8750
8		6000	6675	7550	8425	8900	9100
9		6225	6925	7850	8775	9250	9450
10		6450	7175	8150	9125	9600	9800
11						9950	10150

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SHOULD WE WEED THEM OUT?

The idea that everyone should stay in school has been oversold. (Grade 12 for a truck driver?)

THESE STATEMENTS ARE from the report of a discussion of education today—an attempt to evaluate our school system and to suggest improvements. The disturbing thing is that the comments were made by a group of educators and school trustees.

We're dismayed by the shaky educational foundation which underlies such comments. The remarks betray an attitude of snobbishness which alarms us. The group obviously believes that education is for the intellectually elite and is wasted on others. In other words, our schools should concentrate on preparing bright students for university, and provide for the others only enough education to equip them for the labor market.

This nineteenth century thinking can never meet the challenge of preparing students for life in the automated society of the space age.

Grade 12 for a truck driver? Certainly, and for everyone else, too. But not a Grade 12 program designed only for future university students. What is Grade 12 except what we choose to make it? For too long we have thought of Grade 12 (and all other grades, for that matter) in terms of what it has been rather than what it could be.

Education is for personal development—and a truck driver is a person. He is just as entitled as any other person to develop over a twelve-year period—and it is up to us to provide him with the kind of education from which he can profit.

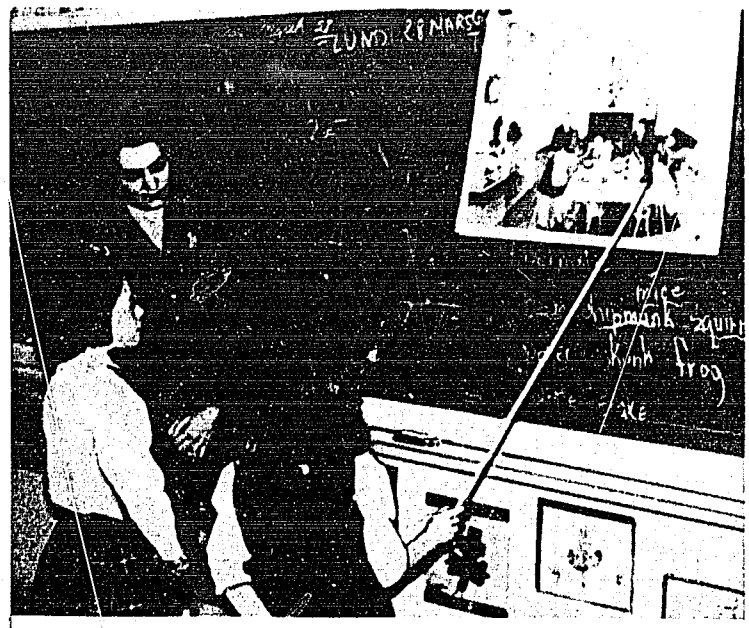
It's high time we realized that Canada is rapidly becoming an urban, technological society. This type of society must be supported by a high level educational system. The system which will serve us best is the one which keeps as many children as possible in school profitably, and develops each child as an individual. Admittedly this is an ideal under present conditions—especially with the size of classes teachers have to handle—but surely our objective should be to improve those conditions, not to weed out students so that we can deal adequately with those who are left.

That Canada has made amazing technological progress no one can deny. But we have been relying on imported skilled manpower rather than developing our own. Obviously we cannot go on doing so indefinitely; we must develop our own skilled citizenry. The inevitable conclusion is that our schools must do a better job of training each individual in the areas in which he shows special aptitudes, and of providing experiences which will enrich the cultural life of our people. As C. D. Ovans, our General Secretary, put it earlier this year, 'We must stop trying to bend children to suit subjects and courses and start looking at subjects and courses as tools to be used skillfully for child development purposes.'

Ironically, the statements that began this editorial were followed immediately by this one: 'One of the great problems of the day is the matter of poor attitudes toward school and toward employers and work.' The first statements reveal poor attitudes of adults to students; this one complains of poor attitudes of youngsters to adults!

The new programs in the senior secondary schools are an attempt to provide more adequately for the education of all youngsters, not just the academically inclined. We must continually examine our present practices to make sure that we are doing as effective a job as possible of educating each child entrusted to us.

In short, our job is to develop youngsters, not to weed them out of school. □



Pictures provide topics for French conversation for Naramata's Grade 1 pupils.

French starts in Grade One at Naramata

BETTY CLOUGH in collaboration with
PAUL BUTTERWORTH

MOST PEOPLE HAVE HEARD of the perfectly bilingual adult who acquired his fluency as a child from playmates who spoke another language. Although for a time as he was growing up, his conversation was a jumble of words and phrases from both languages, he gradually sorted one from the other and emerged with two at his command. In the process he hardly knew that he was acquiring an extra language. The point is that he learned to speak the second in the natural way, by hearing and imitating, just as the little child masters his native tongue.

This seems to be the ideal way to learn a language, but unfortunately it is seldom practical. The next best thing would be to learn it in school as early as possible, while the child is still intensely imitative, and unself-conscious. At that time, too, his speech muscles are flexible and can easily frame new sounds.

An experiment of this nature, in teaching conversational French from Grade 1 to 7, was started in the Naramata Elementary School in 1964, thanks to the generosity of an anonymous donor, who offered to provide the salary for the teacher.

A suitable teacher was available in Naramata, a Parisienne, wife of a local fruit grower. Before the program was approved, Mme Odette Burgers was asked by the school board to outline to the district superintendent her proposed methods and what she hoped to accomplish in the first year.

She had no manual to guide her but her common sense, and the objective of making her pupils understand and use the spoken word. On the other hand, she had no examinations to limit her, nor any set curriculum.

She proposed to have the children able by the end of the year to answer questions, follow commands, and understand the simpler elements of construction, such as the use of masculine and feminine, singular and plural, negative and interrogative.

The principal arranged to have 15 minutes a day available for conversational French in Grades 1 to 3, and 20 minutes a day for Grades 4 to 7. Mme Burgers felt that a smaller amount of time daily was better than an entire period once or twice a week. Moreover, squeezing a short time from the daily timetable for an 'extra' such as this was easier from an administrative point of view.

Since it was stipulated that this should be a voluntary program, the principal sent letters to the parents asking if they wished their children to learn conversational French. None refused permission.

At Mme Burgers' suggestion, copies of *Le Francais elementaire,* by Mauger and Gaugenheim, published by Hachette in Paris, were purchased. The book contains a progressive method of teaching spoken French, sponsored by the Alliance Francaise, a worldwide organization for the propagation of the French language. It shows pictures of everyday situations, with questions and answers below. The teacher reads the questions, the pupils read the answer. Ear training is thus reinforced by eye training.

Reading was only to be secondary, however. The approach taken by Mme Burgers was consistently through the ear. From the beginning she spoke French almost entirely, with a minimum of explanation in English. As she walked around the room, she explained what she was doing, and she talked, talked, talked. It is likely that she has never talked so much in her life. Her purpose was to accustom the children to the sound of the French language, intonation as well as accent. Moreover, because French people speak fast, she talked quickly to the children.

Mrs. Clough is a free-lance writer and Mr. Butterworth is principal of Naramata Elementary School.

Her classes were fast-paced and varied. They consisted in general of ten minutes of program, followed by five minutes of a game and five minutes of singing. (The well-known Trois Pistoles French-English summer school in Quebec employs a good deal of singing in both languages as an excellent aid to pronunciation.)

During the program the children learned to answer questions, to obey such commands as 'stand up,' 'touch your toes,' etc. They acquired their vocabulary and speech patterns with the aid of French posters and pictures of French life and customs. By following the questions and answers in Mauger and Gaugenheim, they made a beginning in learning to read.

Mme Burgers' popular assistant was a three-foot doll called Suzette, who did all the things that the children did. Sometimes she had a cold, a headache or a birthday, or she was naughty. Conversations between child and doll emphasized the fun aspect of learning another language.

From the beginning the teacher insisted that answers be framed in sentences, and in posing questions she took care to phrase them in different ways to make sure the words were understood and the answers not merely parroted.

By the end of October 1964, after approximately 20 lessons, the older children had learned colors, the date, days of the week, numbers to 30, parts of the body and rooms of the house. They could also tell time and obey about 25 commands. This was accomplished without undue repetition, simply in the ordinary way of conversation.

By the end of the year they had been taught to add and subtract numbers from one to 100 and to obey more commands. Their vocabularly was hard to estimate, because Mme Burgers had not restricted herself in the word she used, so that she felt, no doubt rightly so, that they had a nodding acquaintance with many more words than they could actually handle. On the other hand, she had drilled sentence structure, a few verbs, everyday sentences and a basic vocabulary.

The subjects they had talked about were the rooms and furniture in the house, daily life at home and school, clothing, parts of the body, animals, food and their games. Special occasions like birthdays and Christmas, French holidays and customs, had also been the subject of conversation. Words which could be of use during a vacation had been learned, along with terms to do with trains, boats and harbors. She also made a habit of talking about their social studies.

Grammar on the whole was absorbed through conversation, except when the brighter pupils asked specific questions. Verbs were confined to the present tense. (This year she has added the past, and hinted at the future.) Only the verbs 'to be' and 'to have' were learned by the old method of repetition (j'ai, tu as, il a, etc.).

In general, Mme Burgers gave the same program to all her pupils, but found that those in the older grades could absorb more. The Grade 1 children did not seem to take in as much as she expected, no doubt due to the adjustments they were making in their first term at school, so this year she did not begin in her Grade 1 classes till after Christmas.

After the first few months of 1964 she started them on written homework. They seemed to enjoy doing simple crossword puzzles and unraveling scrambled sentences. This year she is requiring more written work, including occasional much-needed practice in spelling. (Having learned aurally, the children were inclined to spell the words as they sounded.) She is also increasing the time spent on grammar, but grammar and spelling are both tucked in with the conversation so that they will not become a chore. First and last, this is an experiment in teaching a language as it is spoken.

Further aids to teaching this year have been film strips from the Department of Education, films from the French consulate, poetry reading for pronunciation, and a correspondence in French with two classes in a Parisian school.

What seem to be the results in less than two years? First, good accent and intonation; second, an enthusiastic response from the children.

Paul Butterworth, principal of the school, says that most of the children seem enthusiastic, and thinks that about 20% of his Grade 6 and 7 class are very enthusiastic. Those who are not interested at all are in general the students who do not care for the humanities.

The pupils often use French among themselves, and in fact, the principal says they try it out on him too, when they want to tease him a little, since they know his understanding of the language is not great.

Their spontaneous ability to use French (to a limited extent, of course) was illustrated last Christmas by one girl who was visiting Santa Claus, a Frenchman. The twinkle in the eye of Santa as he asked her a question in French changed to a look of surprise as she tossed back the correct reply.

Frank Laird, principal of Penticton Junior Secondary School, which Mme Burgers' first students now attend, says that in his opinion the main advantage of starting a second language in elementary school is that the boys and girls begin to express themselves orally before reaching the age of self-consciousness. By the time the Penticton students begin French in Grade 8, the young people are more afraid of making mistakes in front of one another.

One difficulty anticipated by the school board when the program was begun has still to be sorted out: what to do with the Naramata students in Penticton when they are grouped with beginners in the language. This problem will increase as they have more French before Grade 8. The answer may be to move them ahead a grade in French, after testing, or to give them separate instruction. □

LIFE IN MALAWI

A REPORT IN THE LIGHTER VEIN

L. E. W. OSZUST

The author, a teacher of commercial subjects at Vancouver's Sir Charles Tupper Secondary School, is at present on an External Aid appointment in Africa.

IT WAS THE MORNING of August 22. Excitement ran high as we boarded the train at Burlington, Ontario, for the last lap of our summer holiday to the three-day briefing session at MacDonald College, St. Anne de Bellevue, Quebec.

We realized that on this day other teachers from all over Canada would be going through the same pangs of excitement, wonderment, anticipation, and doubt. The 'lucky' ones who had been selected through the External Aid Office to serve a two-year tour of duty would now be converging in droves by plane, car, train and bus with their children, luggage, travelers' cheques and the good wishes of friends and relatives.

What would the future hold for us? What would the other families be like? How many of them started the ball rolling 'just for a lark,' as we did, only to find each progressive step of orientation more and more exciting and interesting until the web of circumstances was so firmly wound around us there was no hope of turning back, and yet, did we want to turn back? How would we have ever justified in our own consciences the turning down of an opportunity of a life-time without even having given it a try? How else would we ever be able to travel half-way around the world, with all the educational values that could never be duplicated in any formal education in books, films and lectures? Frankly, even with all its doubts and anxieties, one could not help feeling here was an opportunity of a lifetime, if for no one else but the children.

As we boarded the train, got settled down, and relaxed, a certain supernatural bond drew us unconsciously to others with the same goal and destination. Was it the efficient organizational ability one sensed as the head of the family arranged for lunch? Was it the well-dressed families of three, four and even five children in the brand spanking new outfits? Whatever it was, we soon found each other, and the excitement of a new life for the next two years had finally begun. Many were the tales exchanged in the few hours we had together before the train pulled into Dorval, where taxis were commandeered for the seven-mile trip to the College.

Upon arrival we were all assigned rooms in the various dormitories, our luggage brought up, and briefing precis and instructions for the three-day session distributed—and digested avidly. Meal-time in the cafeteria turned out to be an experience in itself that first evening, as my wife Phyllis, my daughter Valerie, age 11 years, and my son John, age 9 years, surveyed the 'motley crowd' and wondered who all these various types of individuals were. What qualifications did they have that many thousands of other teachers across Canada might not have—was it courage? Was it the pioneering spirit? Or was it sheer madness? Only time would tell, and I think I can safely say that many an anxious and doubtful parent slumbered uneasily that night. Yet there really was little doubt, and many never looked back from the very first day.

The three-day briefing turned out to be no holiday

in itself, as a very tight schedule of lectures, orientation sessions, instructional periods, etc., left little time or desire for 'extracurricular' activities at the end of each day. It was only with considerable effort that we mustered enough energy to take one last visit to the 'bright lights' of Montreal the evening prior to departure for Paris, and Deep Dark Central Africa—Malawi, to be more explicit.

At Dorval Airport the next evening we felt so tired we cared little whether we walked, ran or flew, just so long as we could finally get started to get the trip over. We wondered, as we listened to the smug, smiling, cocky little French goodwill accordionist in the airport, strutting up and down, in and around the 'emigrants' singing his heart out with ballads of 'Bon Voyage,' 'I love Paris in the springtime,' and so on, whether the smile was one of goodwill, or just a well-concealed front for the true thoughts which might have been coursing through his mind, viz., 'Ha, so you thought it would be fun, eh? Ha! Ha! You ain't started to fight'!! (Frenchmen who play accordions at airports think this way, I am told.)

At the briefing session, just prior to boarding the busses to the airport, the married women were advised to 'keep busy' once they arrived at their destination, as there would be a strong inclination to turn to drink or to start chasing someone else's husband. On hearing this news, I immediately ran around giving my card to all ladies settling within a 1,500 mile radius of Malawi, but to date all appear to have adjusted quite well—darn it!

An Exhausting Thirty Hours

The trip over the Atlantic was tiring and uneventful, but we experienced quite a thrill at arriving at Orly Airport at 7 a.m. (six hours after leaving Dorval). We were transferred by bus to the Grand Hotel—opposite the Grand Opera House—and, after a three-hour rest, we toured Paris in a sight-seeing bus for three hours. We arrived at the hotel only in time to have a bite to eat and catch the bus to Le Bourget Airport from which we took off at 8 p.m. A short hop brought us to Nice on the French Riviera—air beautiful and balmy, but so dark only the lights of the City were visible. I often wonder what pangs of sorrow would have coursed through the heart of Brigitte Bardot if she had only known that *I* had passed through Nice without so much as even letting her know. C'est la guerre!

Next stop, Brazzaville, in the heart of the French Congo, across the river from notorious Leopoldville. This, at about 1 a.m., was our first contact with an all-African locality—and an ominous feeling seemed to penetrate the hot and humid air, what with the surly and officious airport police and stewardesses ordering us about. A fight in the airport between a peddler and the canteen manager left us all very uneasy. Next stop was Salisbury, Rhodesia, at 10 a.m., for a half-hour stopover. Here we were greeted by English-speaking people—the first since we left Montreal. One doesn't realize how extensive an area the French language covers until one has made such a trip. A short hop of about two hours brought us to the Malawi airport, morally, physically and mentally exhausted. It was just too much too soon—the idea of traveling half-way around the world—from the heights of the Place de la Ville Marie, Montreal, to a small African village in Central Africa in just thirty hours, was more than one can take in one's stride. As a result we were little prepared for the 'cultural shock' that finally drove home the realization that we were alone and exhausted in a strange new world with no one to turn to for solace, comfort and moral support.

As we were driven over a hot and dusty road to Blantyre, eight miles away, the thing that struck us most forcibly was to see the Africans sitting, walking and sleeping along the roadside in the heat of the day. At first impression, poverty seemed to be everywhere; no one seemed to be in a hurry to get anywhere; time seemed to have no significance. My mind flashed back to my typing classes in Sir Charles Tupper Secondary—'Come now, more speed! Throw that carriage! Eyes on the books!'—and I heaved a futile sigh.

A Dismaying Arrival in Malawi

As we drove along, my wife and I looked at one another in a dream of unreality—surely, it must be a dream! Is this really *us* here in Central Africa, halfway around the world? There was no doubt about it, it was; and we were here to spend two years. Heaven help us!

As we approached our hotel, we were assured we would be comfortably taken care of as we were going to 'Malawi's best.' Ye gods! This is Malawi's best??? (It was soon to be nicknamed by those of us fortunate (?) enough to experience its lavish splendor (?) as 'Dysentery Arms.') This did it! This was the coup-de-grace!!! We were just in no condition to accept the ragged, blind beggar being led around by the whining, pleading, dirty little ragamuffin sticking to us like a leech.

That evening of August 28, 1965 will forever remain in our memories as the most despondent, depressing and futile night of our lifetime. (We might have grasped a bit of consolation from the fact, had we known it at the time, that nearly all of our group felt just as we did, but we were to be deprived of even that privilege until later.)

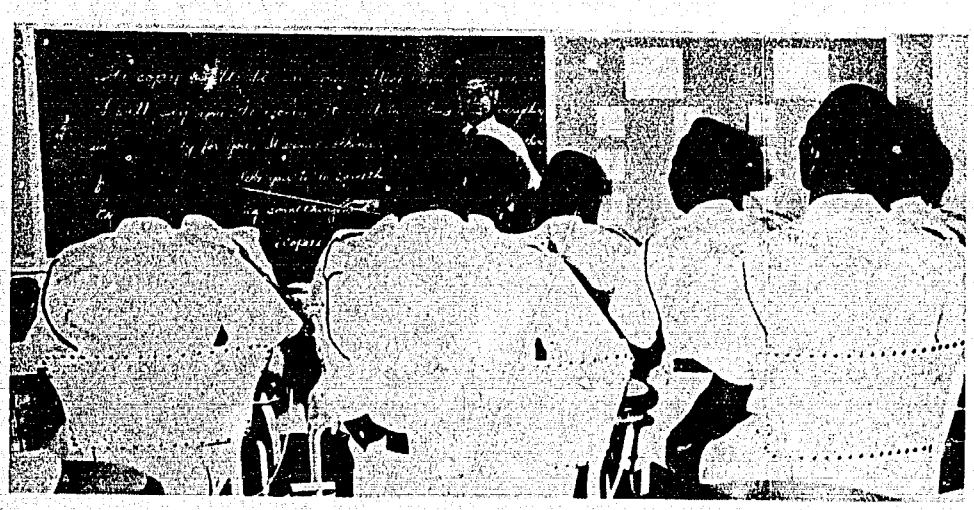
In our briefing at Montreal, we had been lectured on the diseases of the tropical countries; of the dangers of eating foods that were contaminated by human hands, of impure drinking water. (We found later that water could be consumed directly from the tap in Blantyre, a rare treat to us now, as there are very few places in Africa where water does not have to be boiled and filtered—but, again, we were deprived of the privilege of the significance of this luxury until later); of dangerous insects; of other tropical diseases,

to the point that when we arrived we feared to touch or eat anything, if we intended to survive the day. Our first two or three nights of sleep (and I use the term very loosely) turned out to be intermittent dozes, with each awakening a rude and harsh thrust back into the reality of our seemingly hopeless situation. We dreaded them, for as long as we were protected in the soft blanket of sleep, it did not matter where we were. Our first impulse was to 'wire home for money' and to take the next plane back; but that would take time and, as it turned out later, time happened to be our best friend. Time, together with the most heartening and warm comfort and assistance of many seasoned British people we met, did so much to help us back on our feet—until we had had sufficient rest to enable us to assess our situation with a more normal and realistic outlook. As the first contingent of Canadian teachers assigned to Malawi by the External Aid Department, we had to rough it, I believe, just a little more than will those who follow.

And so it was, from the abysmal depths of despair, we gradually saw a faint glimmer of light and as the days passed, that grew brighter and brighter. Our first pleasant surprise came when we moved into our lovely three bedroom brick-and-cement house (rent free), surrounded by two acres of beautiful flowering shrubs and tall blue gum trees. We purchased a new Opel Caravan station wagon and a new refrigerator (both duty free). (But if you are going on External Aid, be sure to make inquiries and if necessary, try to bring a good reconditioned fridge as they are quite expensive in places like this.) We hired a very good houseboy, whom we still have and are very satisfied with, as well as a garden boy, who has since been replaced by a better one.

Yes, Africa is different all right, but different in a way that we have gradually come to appreciate and love. It has turned out to be the most terrific adjustment we have ever had to make or ever hope to make, but we feel it has done a lot for us by broadening our outlook on life. When we attended the Commonwealth Teachers' Exchange Tea prior to our departure from Vancouver, we were told we would have a different outlook on life when we returned, and that we would feel like different people. I sincerely believe we have changed for the better, even after the few short months we have been here, and we feel there is still much room for change before we return. Is this change for the better? I think so. It is almost unbelievable for us to look back and see how much our sense of values has altered. One doesn't realize, until one experiences what we have, how self-centered, materialistic and narrow-minded our affluent society back home has made us. To know, you must compare; to compare, you must have experienced.

No longer do we get excited about the insects on our table at mealtime—we just flick them off and continue eating and conversing. A rule of thumb with tongue in cheek (!!) is first to observe any foreign body in your food—if it doesn't move and hasn't got wings, eat it! No longer do we shudder at the sight of a cockroach in the kitchen—we try to kill him this time, but if we are not successful, we try a little harder to get him next time; at home only your best friends might know you have cockroaches, but here they are accepted as a topic of conversation at any gathering. No longer do you shudder at the poverty so prevalent among many of the people here—you mingle and mix with them, rubbing shoulder to shoulder as you jostle at the drygoods counter for your 2/6 (35 cent) drapery material. No longer do you ogle the breast-fed child as the young mother beside you flips out a mammary gland at feeding time. No longer do you knowingly glance at your young single pregnant co-eds—they are at the College to complete other phases of their education, not so practical perhaps, but just as important. No longer do you cringe as you go to the butchery and see flies swarming thickly over the meat—you simply rationalize by assuming the insects or germs will have a difficult time surviving for two hours



One of Mr. Oszust's classes is a group of Malawi policemen who are studying Forkner shorthand.

Are You Interested In Teaching Overseas?

Appointments of the type Mr. Oszust currently holds are made by the External Aid Office, whose Director General is responsible directly to the Secretary of State for External Affairs. The officer to contact is Mr. H. J. Hodder, Acting Director, Education Division, External Aid Office, Ottawa 4. Positions available are advertised in the newspapers, usually in August. Watch the 'Teachers Wanted' columns.

in an oven at 400 degrees. No longer do you give a second look, as you drive along the highways, to the man performing the necessities of nature.

On the other hand, however, how can you justify buying 5 shillings worth (75 cents) of meat for your dog when you realize your houseboy and his family are eking out an existence for a whole week on that amount? Or how can you justify paying four shillings a day to keep your canine in a kennel while you are on holiday, when some Africans don't even have a place of shelter to call their own, be it ever so humble. True, there are and probably will be, many things that are difficult to rationalize. However, we were told in Montreal not to say anything for three months after our arrival and not to do anything rash until after six months--time has helped us in the past, so we shall wait.

Teaching Conditions are Difficult

Our working day here starts at 5:45 a.m., with class hours Monday to Friday from 7:45 a.m. to 12 noon; 1:30 to 3:30 p.m. Because I teach Forkner Shorthand every Thursday, class hours are extended from 4 to 6 p.m.—a rather long day, especially during the long hot dry spell of October and November before the spring rains come. During this period temperatures in the afternoons run anywhere from 85 to 100 degrees. When one considers that some of the students have probably arisen about 5 a.m., been busy doing household chores before coming to school, and, in one particular case—not necessarily an exception—walks nine miles to and from school every day, it is not unusual for a whole class to be half asleep, or for half a class to be wholly asleep, during the classes held in the heat of the day. The problem is not what to do with them; one just watches them go down fighting. The real problem, of course, is how to keep oneself awake—and I can assure you that teaching under those conditions is most taxing. The students range in age from 18 to about 28 years of age, come from varied environments of home life (and I use the term loosely), but for the most part are very anxious to learn; are very courteous and pleasant once they get over their initial suspicion of their first Canadian teacher. The co-educational classes are made up of Africans (full-blooded); Asians (East Indians—the merchant class here); and Colored (mixtures of African and for the most part Asians—some of them exceedingly attractive in their own way). There is also the European here (anyone from the British Isles or Europe) and the American (anyone from the North American continent). It is only after much time and effort that another Canadian teacher and I have been successful in establishing in their minds the difference between Americans, as we know them, and Canadians. I might mention here and now that the Canadians who have been sent to Malawi, and elsewhere, have made a most favorable impression among all the various other races. (This was brought home to us on a recent holiday in Tanzania, where, in the City Square of Dar-es-Salaam, the Canadian and Tanzanian flags were flying side by side.)

Textbooks are for but the most part slanted toward the British system of education, but a considerable effort is being made by some of us now to relate more and more to practical home conditions in Malawi. Most typing classes have been conducted up until now by personnel using instructional Pitmanite records almost exclusively. Since the students prefer typing to music, as a result of their natural rhythm, as a new teacher, I was placed in a somewhat 'dicey' situation when I restricted the use of records in an effort to build up speed—and I could see the beautiful Canadian flag going down over the horizon. However, experience has since shown them the wisdom of my choice and the Canadian flag has again ascended slowly over the wide blue yonder.

Teaching Methods Must be Adapted

In teaching Office Practice, a much different approach is necessary here, for it must be borne in mind that some of the students have no time for homework—yea have even no place to do homework as there is no electricity in their huts—and that they don't get home until dark in some cases. Also bearing in mind the limited background of the students, it is necessary to condense the material covered during class by making notes on the blackboard, which are copied word for word. I shudder at resorting to this method of teaching, but it is the lesser of two evils—either you do it and they get the required information down, or else—for they just don't seem to possess the faculty of being able to condense material previously discussed from a textbook. In assessing their situation, one must realize their existence up to the time they presented themselves to the College for classes. For the first two years of their lives they are carried around on their mothers' back thus being deprived of the opportunity afforded the youngest in our society—of developing, through senses of touch, smell, etc., an awareness of

A formal portrait of Mr. Oszust and his class of policemen.

the most ordinary objects which we take for granted. Compare for a moment the colossal background of a six-year-old child in Canada who has been exposed to even just one medium of learning (TV) from the moment he is old enough to observe with that of the child here, who, even at maturity, has little reason to know what a screwdriver is, to say nothing of how to use one. Why should he know about a screwdriver? What practical value has a screwdriver in a grass hut? And this example is not singular, by any means.

The students seem, for the most part, to experience little difficulty in reproducing point for point in an examination, information previously copied from the blackboard, as long as the examination question asks for the information in that form. They appear to have good memories. When one considers we are trying to project them through about 400 years of technological and educational history in a generation or two, they are doing a remarkable job. This is borne out very pronouncedly in the typing classes, where an effort is made to pressure them into faster and faster speeds, greater and greater pressure, more and more production per minute. It is at times like these that my mind goes back to the day I first came into town from the airport, when I saw these poor, happy and contented people so placid and relaxed by the wayside, thoroughly at peace with themselves. Truly, it makes one wonder what good and/or harm we may be doing these people and their peaceful way of life. How many of us wouldn't trade everything we owned back home just for this kind of peace and contentment with the world. Is it possible the External Aid Office in Ottawa has a subsidiary Crown Corporation called 'Psychiatrist Couches Unlimited'? It is only when assessing the predicament in the light of ever-changing world conditions that one gets a proper perspective.

Most of the classroom blackboards are very rough, being made of painted plywood, and, for some reason or other, the chalk is very soft. As a result, one finds oneself starting to write a line on the board from the left with a full piece of chalk, and by the time one has reached the center of the board, the chalk is about half gone, and by the time one reaches the right extremity of the board, one is writing half-chalk and half-fingernail—and what with the present Rhodesian situation, fingernails with black coffee could get to be in great demand.

We were asked by some when we left Canada, if we thought it was fair to uproot our children, Valerie and John, as we were doing. Would it not disrupt their education? I can say without the slightest hesitation I have no doubts whatsoever. The various experiences they have had and the different things they have seen since leaving Vancouver, even at this early date, have been incalculably invaluable. John has shown a surprisingly increased interest in entomology and even now has a magnificent collection of insects which is increasing day by day—one specimen being a beautiful moth with a wingspread of over five inches. During our Christmas holidays in Dar-es-Salaam, Tanzania, Valerie, on the other hand, became interested in shell-hunting among the corals of the Indian Ocean and brought back to Malawi a beautifully-mounted collection of common and uncommon shells typical of this part of the world. They had a little difficulty mastering the sterling currency system, but now find it and the Portuguese and French systems 'old stuff.' They are being educated under the British school system at private schools and have come through with average and above average standing. Education in the private schools here is on a par with, if not a little better than, for comparable age groups in B.C.

As guests of the Malawi Government, we are provided with free medical service, hospitalization, and

drugs. I will *never* forget my first experience of getting a prescription filled free of charge. I approached the dispensary in a suspicious and skeptical mood. No, it just couldn't be true—after all these years. Yes, the dispenser accepted my prescription all right, even with a pleasant smile—but, of course, this could only be a cover-up! With previous sad experiences of the high cost of drugs at home coursing through my memories, I waited with mounting doubts. As I waited, however, the supply of drugs on the counter before me gradually piled up and up—penicillin, pills, lozenges, nose spray, ear drops, even cough medicine. Suspiciously I watched him out of the corner of my eye. Skeptically I reached forward as he completed filling the prescription. Wasn't he going to stop me? Or did he see me? As I clutched the mound of treasures to my breast, I turned and, glancing furtively to right and to left, with quickening step, mounting defiance, blazing bloodshot eyes and salivating fangs exposed to the full, I charged wildly down the corridor, upsetting patient and staff indiscriminately in a manner that would have brought credit to the likes of Willie Fleming. Leaving an indescribable path of destruction and carnage in my wake, I gaspingly reached the car and, with a wild laugh that startled and scattered the Africans for blocks around, I heaved the treasures in, slammed the door, threw the car into high gear, and with the pungent smell of burning rubber, tore down the highway, darting in and out of traffic, glancing furtively in the rear-view mirror from time to time, dodging down side roads, hiding under bridges, backtracking over hill and dale, until I felt certain I had shaken off my pursuers. As I gradually returned to normal, but yet with cunning gleam in eye, I turned triumphantly and exultantly homeward—my first major pharmaceutical victory over—my first free prescription filled! How long I had waited for this day; how sweet was the victory! It was an experience I will never forget.

Summer holidays will see us going on 'Assisted Leave' to Athens (return air fare paid by External Aid), where we will be on our own for approximately two months. Plans are still indefinite, pending further information from EA, but tentative plans call for a slow camping tour of Europe by rented Volkswagen Campmobile, provided rates are within our reach.

The end of our two-year term seems to be approaching much more quickly than we would care to believe. There is little doubt in our minds, even so soon, that the 'cultural shock' of re-entry will require some adjustment. As of now, we all feel it is an experience we wouldn't have missed for anything and we heartily recommend it. Just be prepared for the worst and everything that happens can only be for the best, and remember, as I said before, *don't rush* when you get there.

Many friends have written us asking if there is anything we need as they would be prepared to help us gladly. We wish to thank you, one and all. These queries bring to mind the famous words of a great tribal chief, Impecunious III, of the famous Lackamonee tribe, which have since gone down in the annals of African history, when, on that memorable day of Feb. 30, 1866½, he stood proudly and defiantly on the crest of Zomba Mountain, and with a voice that resounded from hilltop to hilltop throughout the length and breadth of Malawi, yea penetrated even the very core of all classes of society throughout the world, he cried for all to hear, 'Keep Malawi Green, send money'!!!□

Thank You, Frank

STAN EVANS

WITH THIS ISSUE F. P. Lightbody, principal of Tecumseh Elementary School in Vancouver, terminates 19 years of service as a member of the Editorial Board.

Mr. Lightbody developed a particular interest in *The B.C. Teacher* during his term as BCTF President in 1947-48—an interest which resulted in his being invited to serve on the Editorial Board. He has been a valued member of the Board ever since.

The Editorial Board advises the editor on general content and assists in planning special editions, selecting the cover series and establishing advertising rates. It provides the editor with a 'sounding board' for new ideas and keeps him aware of teachers' reactions to their magazine.

Mr. Lightbody has made a significant contribution to any improvement the magazine has shown over the years. As the editor for several years, I join with the present editor, Ken Aitchison, in recording our sincere appreciation of the assistance received from Mr. Lightbody. We shall miss your counsel, Frank.□

H. B. MacLEAN

Handwriting for Canadians

I WISH TO COMMENT on an article in your February issue, 'A Handwriting Renaissance Could Revitalize Learning.'

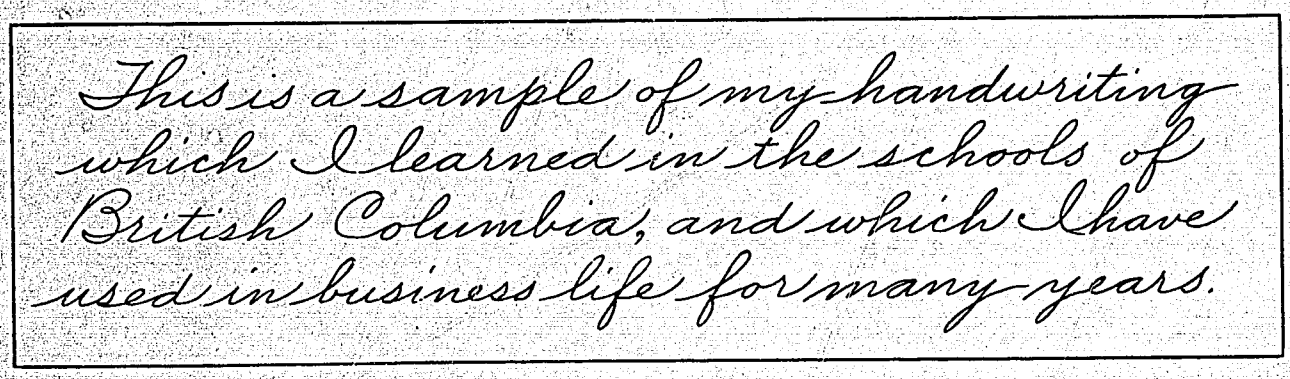
For many years I have been engaged in the study of the best method of teaching handwriting. During that time I have taught this important subject in elementary and secondary schools, summer schools, night schools, and normal schools. As a result of my experience and research I believe that the outline generally followed in the schools of British Columbia, in other parts of Canada and in the United States, *if efficiently taught,* is the best yet devised for the development of eligibility and fluency in handwriting.

This outline advocates the use of PRINT writing in Grades 1 and 2, and the introduction of CURSIVE writing in the latter part of Grade 2 or when the individual pupil is ready. Optional forms are presented in later grades to maintain interest and to provide individuality consistent with clarity and freedom.

I have seen many thousands of samples of handwriting—print and cursive—done by teachers and pupils in Canadian schools and by adults. Much of this was exceedingly well written and is indeed 'a joy to behold.' Note this sample written by a Vancouver business man:

I have made a careful study of Italic Script and have kept in touch with experts who have also studied this type of handwriting. I quote from an article in the *Elementary School Journal* of the National Education Association written by the late Dr. Frank N. Freeman, who made the most extensive study of handwriting ever undertaken. Dr. Freeman was Dean Emeritus of the College of Education, University of California and formerly Dean and Professor of Psychology at the University of Chicago:

'Both the theoretical and practical consideration inspire the hope that school leaders in the United States will not be lured into a hasty and ill-considered adoption of the Italic hand now being advocated in Great Britain and discussed in this country. Since the claim to superior legibility of Italic writing rests on shaky evidence, we suspect that the preference for this style is due largely to its aesthetic qualities, not its practical advantages. In any case, the supposed superiority in legibility is far from sufficient reason to warrant that a nation scrap the style of writing taught in its schools to adopt a style proposed. In my judgment Italic handwriting, like vertical writing, would not have the overwhelming superiority that is claimed for it. Italic writing, I believe, would fail to use the



fluent, easy, effective movement that has been developed and in use in the current American style. My judgment is based on the history of the development of handwriting in this country and in various scientific experiments.'

I quote from experts in commercial education:

J. H. Beatty—late President of Sprott-Shaw School of Commerce, Vancouver and Victoria:
'The Spencerian forms that we Anglo-Saxons have been using for over a century are simple and legible. These forms are most suitable for business purposes. Some people are agitating for a foreign type of writing as they claim it is "pretty." Both Italian and German scripts are "pretty" when well done, but they are slow to execute. Their beauty would not last when subjected to the rough treatment that is given to the well-known Spencerian forms.'

H. C. Duffus—President, Duffus School of Business, Vancouver:
'For many years I have been engaged in commercial school work both in the East and in conducting the Duffus School of Business in Vancouver. The teaching of penmanship has always been very important to the success of the school for three reasons: we must please the parents, please the student who wants a good job, and please the employer who wants a well-trained graduate who can write a fast, legible, practical system that will stand up under pressure of the modern business office. Accordingly, we have taught plain Business College cursive writing. As we belong to the Business Educators' Association, with connections throughout Canada, our graduates must pass their examinations in writing. Very artistic results may be obtained in the Old English, German, or Italic Script if one has the time, but in my opinion, none of these systems is adaptable to modern business methods.'

Accompanying the February article were illustrations of Italic Script. I draw attention to some samples of cursive writing done by people of a similar age group. I suggest that these be compared for legibility and fluency with the Italic Script samples. The Italic writing was done with ink and a broad pen using heavy strokes which require extra pressure and cause muscular tension.

The author is well-known as a teacher of and specialist in handwriting.

Italic Script and Cursive by 14-year-olds.

And the earth was without form and void;

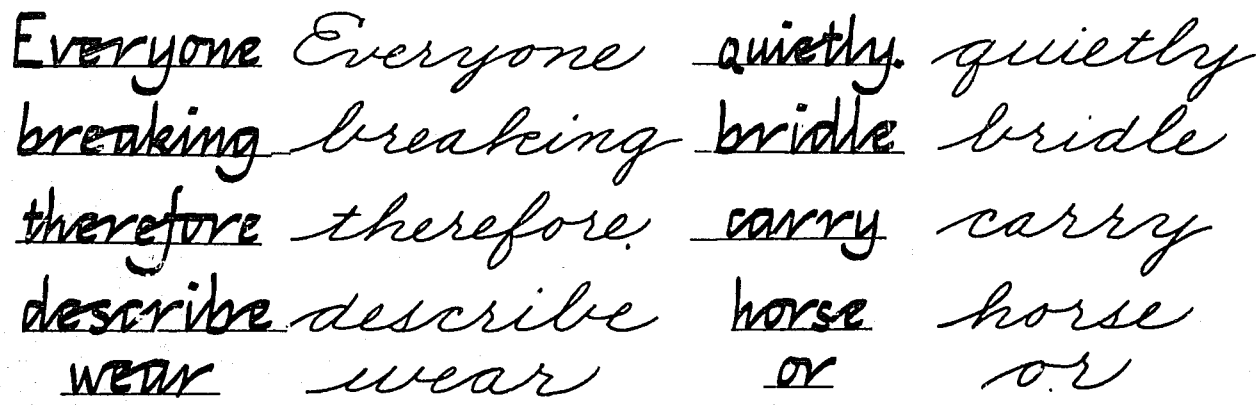
And the earth was without form and void

Italic Script writing by a nine-year-old girl.

Everyone may not know what breaking in is, therefore I will describe it. It means to teach a

Canadian Cursive writing by a nine-year-old girl.

This is a sample of my writing. I am nine years old and in Grade Four.



Comparison of individual words in the passage of Italic Script above, both lists by nine-year-olds.

Although there has been in some places a revival of interest in Italic Script, there is no evidence that Departments of Education have shown enthusiasm in recommending its use. I quote from reports which I have received this year:

Great Britain - Latest report from Central Office of Information, London:
'There is no central direction of curricula in England, Wales, or Northern Ireland but teaching in fact follows *the same pattern as in Scotland* where the Schools (Scotland) Code prescribes the broad general lines of primary courses. This requires that pupils shall be given instruction in reading, writing, and arithmetic.' Report from the Education Department, Glasgow, Scotland states that 'the Italic System of Handwriting has not found much favor in Scottish schools.' A Panel of Head Teachers and Infant Mistresses were asked 'to conduct a review of all aspects of the teaching of handwriting and to recommend the one which seemed to have the most advantages for school children.' The information given to that Panel suggests that 'with Italic writing there is some difficulty in obtaining legibility under speed and that Italic is essentially an art form, and therefore is best taught as an art subject.' The Director of Education at Fife, Scotland states, 'Any scheme based purely on Italic Script has been found difficult to follow.'
The Director of Education at Liverpool, England says, 'Italic Script is not commonly used. The aim of our schools is to develop a clear, readable, cursive style of handwriting. All Infant Schools teach writing by the use of pencils and script lettering. In Junior Schools the children usually change over from script to cursive during the second year in school.'

United States - Print writing and cursive writing are used almost exclusively in American schools.

The Assistant Superintendent of Schools in New York says, 'As a result of extensive research by a large curriculum Research Handwriting Committee and Curriculum Assistants (26 members in all) a new outline "Teaching Handwriting" was issued in 1961. This prescribed Manuscript (print writing) for the early grades and cursive writing for all higher grades.' The Director of Language Arts, Seattle, Washington writes, 'We do not teach Italic Script as a part of the handwriting program. Our experience would indicate that people want a simple method of handwriting and that both print script and cursive handwriting are used for various purposes throughout the life of a person.'

Canada - As recommended by Departments of Education, a simplified form of print writing (sometimes called Manuscript) is taught in the primary grades of Canadian schools. Transition to cursive writing is commenced in Grade 2 or 3. This transfer is not difficult since most of the cursive forms are similar in many respects to the print forms. There are only two types of connecting strokes in cursive writing—simple and double curves. Cursive writing is recommended for use in senior grades and secondary and commercial schools. With the introduction of optional forms in the higher grades, the pupil is encouraged to choose his favorite letter forms provided they are legibly and fluently written. Print writing—neat and legible—may be used for art work, for posters, for labeling, and in situations where print writing is requested.

I am most anxious to see good handwriting developed in our schools, and I will continue to recommend the best type available. As a result of many years of experience and research, I am convinced that the use of print writing in beginners' classes and cursive writing in the higher grades is the best system yet devised for the teaching of legible, rhythmic, practical handwriting. □

ALAN DAWE

Something for the Summer

I SUPPOSE THAT ANYONE who dares into print with the notion that some of his colleagues should spend this or any other summer writing their pedagogical memoirs will look as if he needs his head and his motives examined. I certainly have no desire to open up the unpasturized meadows of my mind to a government survey party, but my motives are open for public inspection, because they're Simple Simon Pure. What I am suggesting is that there would be real value in the publication of essays of high-minded gossip by experienced teachers. And I myself am just inexperienced enough to admit that I intend someday to describe the best of my pedagogical blunders in a long book that will, I hope, help younger academic asthmatics than myself to breathe more easily in the classrooms and gyms-nausea of our school system.

Actually I don't feel especially qualified to write my memoirs, since I'm still a long way from retirement and have not yet arrived at a prime state of anecdotage. But in a purely mechanical sense I am very well equipped to report on my classroom disasters. Thanks to an idea I borrowed from a neighbor who works in the local brick plant, I have a full supply of paper to write my memoirs on. I certainly wouldn't want my school board to find out what I've been up to, but I don't mind passing this valuable hint on to you. Every night for thirteen years I've been callously sneaking home a sheet of foolscap in my lunch bucket, so that I now have a high pile of clean pages just waiting to sacrifice their purity to the story of my life. My neighbor may have a beautiful brick fireplace as one of his fringe benefits, but I'll have my beautiful memoirs, just as soon as I get around to writing them.

Although I haven't as yet done very much about writing my own memoirs, I have thought up some beauties and truths about *your* memoirs and I'll pass this advice on to you, on the off chance that you plan to spend the coming summer writing a running commentary of some of your boldest retreats.

First of all, it is imperative that pedagogical memoirs be made of the proper stuff. There would be little point in your sweating through July and August merely to describe a triumphant experiment you once made to show that there was a clear relationship between failure in typing and being all thumbs. To be useful, memoirs must be more intimate than this. And, as I have already implied, they should concentrate on failures rather than triumphs. One of the chief faults of autobiographical writing in general is that it tends to be vainglorious. Too many autobiograbbers are followers of the 'Always Get The Last Word in Sideways' School of Anecdoting. This type of unreality should be avoided. In your memoirs you should photograph yourself from obtuse rather than cute angles. Besides, the simple fact is that your readers won't learn much from your successes, since (as you'll be the first to admit) these have all come about as the happy result of those charming qualities of mind and manner that you alone possess. Your ability to get away with calling the school board member's daughter a fathead is a talent that you cannot hope to pass along by any method short of heredity.

A second thing about a teacher's memoirs is that they should not be pure reminiscence. All anecdotes must have a hortatory purpose. It is quite likely that in your 'Up North' days you did go through some arduous and exciting experiences that you think would make impressive reading. You would like, for example, to describe in heroic detail those chilling winter months when you had to fight your way through the local wolf pack to get down to the frozen creek where you had to chop through three feet of ice to get your morning paper. But arduous experience in the north has been overworked as a theme of Canadian literature. No American publisher will look at your stuff unless you can prove that the ice was at least six feet thick, and this is impossible as anyone who has never been up North knows from sheer instinct.

But the most important thing about educational memoirs is that every anecdote must be complete. It is not satisfactory to end each episode at its mere point of climax. You must push on to the anti-climax

Mr. Dawe teaches at Abbotsford Senior Secondary School.

where the lesson lies. A teacher writing his memoirs must never forget that one of the significant things about our profession is that what a teacher does on Monday usually has some kind of carry-over to Tuesday, or — in exceptional cases — to Wednesday. A teacher, after all, is no mere Music Man peddling his goods in one town during the day and escaping to the next town on the night train. Some of us do, I imagine, peddle quite a line of goods, but the general rule is that we have to be back in the same classroom on Tuesday morning to face the music. Since I imagine that some kind of illustration of what I mean by the complete anecdote is required here, I invite you to press on to the next paragraph where something highly illustrative is going on at this very moment.

Once upon the end of a Monday, a composition teacher was cornered in his third-story classroom by a querulous student of the female persuasion who was unhappy about the mark she had received on a writing assignment that had been returned to her earlier in the day. When she demanded that the mark be raised, the hero of our narrative, a gentleman of obdurate standards, refused either to say uncle or up the ante. So the girl played her trumpery card: 'If you don't give me a better mark,' she shouted, 'I'll jump out the window.' Our third-story man with high standards did the only thing he could do in the situation: he helped the girl open the window.

Now this could be a very instructive anecdote, since it does describe a real problem in these days when many of our students are overly-zealous in their pursuit of such abstract delights as knowledge, perfection, and recommendation in June. But as told above, the story is not really instructive, because it does not press on to the anti-climax. It does not tell us about Tuesday. What, for example, would a teacher in a situation such as this say to a colleague who criticized him for encouraging drop-outs?

This mention of criticism reminds me that if I ever do get around to writing my own memoirs, one of the things I plan to deal with fully is the problem of criticism: how to get it, take it, avoid it, and forget it. I plan to give criticism this leading role because I have found that being criticized is a central thing in the lives of teachers, even of those who are not members of a curriculum revision committee. The one good thing about criticism is that it seldom comes from just one place, but floats down on us from several cloudy directions: from students, from colleagues, from parents, from taxpayers, and—in my case at least—from a nagging little dog that barks me into an apologetic run every morning as I cross the schoolyard. It is best, I think, to pay most attention to student criticism, even though this tends to be rather one-sided. For example, we have all heard the comment: 'Oh, he knows his stuff, alright, but he just can't seem to get it across.' But I would feel better if I could tune in once in a while on a student making the antithetical comment: 'Oh, he doesn't know anything, but he can sure get it across.' This would make me feel that our students are learning to see both sides of a problem. In any case, I intend in my memoirs to expand on this further, and show that it is best to take most student criticism with a grain of some light analgesic such as Blufferin.

And somewhere in my memoirs I intend to have a full chapter on discipline. As a matter of fact, I have already written the entire title for this chapter. It will be called 'The Loneliness of the Short-Tempered Shouter,' after the novel and movie of a different name. I will be giving this particular chapter this title because I am convinced that whenever a teacher sets out to discipline students he is, indeed, in a class all by himself. On those occasions when we do find it necessary to revert to such disciplinary action as hollering, shouting, yelling, or shooting elastic bands at the Bad Guys, we are as dustily alone as Gary Cooper is on those nights he heads down the late, late movie to shoot it out with the unruly villains of *High Noon.*

Of course the real nature of a disciplinarian's loneliness is perceived best through someone else. Recall your feelings the last time you heard shouting from an adjacent classroom or the neighboring school two miles down the road. As you heard your colleague's troubled thunder, you'll admit that you experienced a complicated medley of emotions, a medley compounded of embarrassment, superiority, and gratitude that there but for the grace of the Timetable go you. But at the very center of your emotional state was the clear conviction that whatever was going on down the hill or down the hall did not involve you. The situation was no skin off your tea-bag and it just wasn't your cup of nose. I do not mean to suggest that the loneliness of the short-tempered shouter is a bad thing, for this is just the way things are and perhaps should be. What I am suggesting is that one eventually comes to realize that the better part of pedagogical valor involves learning to shout less and less and lower and lower. I am hopeful that my memoirs with their long series of short narratives describing the best of my own shouting matches will prove beyond the shadow of even my self doubts that the most effective teaching device yet invented is the calm exterior that cannot be roused to shout. It is true, unfortunately, that the development of this state of external bloodlessness will likely be accompanied by a certain amount of internal bleeding. Since I myself have not yet discovered an effective means of dealing with this bad internal flow, I hope that you will devote a full chapter to it when you write your memoirs. And do it soon, please. My school board is beginning to question its bill for blotting paper. As well as for foolscap. □

The President Reports

Rudy G. Kaser

IN THE YEAR THAT has passed since our last Annual General Meeting the activities of the BCTF have continued to expand. In this era of universal acceptance and awareness of the value of education the Federation continues to give leadership and guidance in educational development in British Columbia.

Professional development continues to be our major area of activity. Over half of our million dollar budget is devoted to such professional development activities as in-service training, educational conferences, curriculum development, provincial specialist association activity, lesson aids, educational publications, research, and work in other related areas.

The Federation, through its Curriculum Directors, its Curriculum Committee, through representation on the Department's professional committees on curriculum, through its provincial specialist associations and through the efforts of local association curriculum committees, as well as local and district conventions, is assuming an ever-increasing share of the responsibility for developing a curriculum for our schools consistent with present-day educational philosophy. The Federation is also facing up to the necessity to update methodology and practice in implementing the revised curricula.

As indicated in the report of the Curriculum Directors, major emphasis in the past year has been placed on the elementary school—on the so-called 'critical years' of education. In keeping with this emphasis, we have been instrumental in having the Department of Education establish an Elementary Social Studies Committee with a view to revising the elementary social studies curriculum. We are participating jointly with the Department of Education in sponsoring an Elementary Science Revision Committee. Credit and commendation must go also to the teachers in Alberni and Kamloops who have set up sub-committees to assist the provincial committee in its task of revising the elementary science program. The Federation is sponsoring an Arithmetic-Mathematics Committee to identify the scope and sequence of mathematics concepts and skills from Grades 1 to 12 with emphasis on the concept of continuous promotion. The Federation, too, through the Art Teacher's Association, is working on a revision of the art program beginning at the primary level. Our Provincial Association of Teachers of Special Education is progressing with plans to identify science materials for Occupational Program pupils.

Your Curriculum Directors have been active in examining the matter of pupil progress evaluation and have been increasingly concerned about the undesirable effects of external examinations. In order to shed light on the whole question, our Research Committee early this year sponsored a seminar on evaluation which involved some 115 leading educators in this province. We expect that as a result teachers in B.C. will have gained further insight into appropriate evaluation methods in the various subject areas. Certainly the inter-action between evaluation and curriculum development is so profound that the whole matter of pupil progress evaluation demands our close scrutiny. Our In-service Education Committee has plans well under way for a four-week workshop to be held at Eric Hamber Secondary School in Vancouver in July on Educational Change and the New Technology. Topics to be covered include team teaching and staff utilization, educational television, computer timetabling, programmed instruction, the library and its emerging role, the influence of curriculum change on

method. I expect this summer workshop will have far-reaching influence on education methods and practices in this province.

During the course of the last year Federation members at the provincial and local level have participated in some 1,000 seminars, workshops, conferences, BCTF-sponsored summer short courses. (These summer short courses, I may add, are attracting considerable interest among teachers in our neighboring provinces.) When you add to this list of in-service activities the fact that one-third of our teachers enroll in summer school credit courses at the universities, it becomes strikingly apparent that teachers in British Columbia are making an all-out effort to meet the challenge of change in education. If, as Dr. Worth states, 'there is a direct relationship between the degree of dedication in an occupational group and the status accorded it by society,' surely the teaching profession in this province should stand high on the ladder of prestige.

Your Curriculum Directors are placing before you at this convention a set of revised curriculum principles for consideration—principles which we hope will set the framework for further progress in curriculum and educational reform and for further professional development within the Federation.

And finally, while I am on the topic of professional development, I would remind you that if we are to continue expanding this area of our activity, increased administrative and stenographic staff will be required to relieve an already heavily over-burdened division of our Federation.

Our Communications Division continues to expand its activities. Besides revising mailing procedures for our publications in the hope of effecting economy while maintaining efficiency, the newsletter service has been extended, as you are aware, to the extent of publishing two very-much expanded newsletters, or tabloids. I would like at this time to pay tribute to those members of our staff on whose shoulders fell the burden of the greatly increased task of publishing these more comprehensive newsletters. If these extended newsletters prove to be valuable, consideration will be given to publishing them on a more frequent and regular basis. This is just another attempt to bridge the communication gap between the central office and the individual member, for establishing adequate communication remains a perennial problem.

The publication and mailing of PSA journals, newsletters, correspondence, etc., falls within the scope of our Division of Communications. This phase of the division's work has become increasingly time-consuming and costly. Because of the great amount of time and effort devoted by the office staff to PSA activities, your Executive has struck an ad hoc committee to review the whole matter of the operation and financing of PSA's.

Through the efforts of the Division of Economic Welfare noteworthy progress has been achieved over the past year. In the realm of teachers' salaries generally satisfactory agreements were reached in most school districts. The establishment of two-year agreements in five school districts is an interesting and novel feature of this year's settlements. While we lag far behind most areas in Canada and the United States in achieving educational leave provisions for our members, encouraging progress was made this year in securing detached duty clauses in a number of agreements which provide either for part salary for a year of university study or for payment per unit of university work earned during winter sessions.

It is gratifying to note that the recently amended Teachers' Pensions Act provides considerably increased benefits in teachers' pensions. While significant gains have therefore been made, it is also true that *further improvements are essential* if we are to achieve pensions comparable to those of te rs in many of our sister provinces.

Your Education Finance Committee, acting on a motion referred to it by last year's AGM, has thoroughly reviewed our education finance policy and will be reporting to you in detail during the course of this convention. It is too early at this time to assess the full impact of the revised provincial education financial grant structure. Much is heard of the growing burden of education costs. We, as responsible and reasonable citizens and taxpayers of this province, would not deny that implementing a sound educational system means

First Vice-President Harley Robertson took the chair for part of the AGM. He will be President in 1966-67.

D. J. S. Smith and T. M. Chalmers were named Honorary Life Members in recognition of their many years of service to the BCTF.

added costs. But surely it is correct to state that, in a province where expenditure on alcoholic beverages, tobacco products and parimutual betting combined amounts to well over $250,000,000, compared to an expenditure of some $200,000,000 on education, educational expenditure can still increase without creating an undue burden on the taxpayer. To quote one of the eloquent members of our administrative staff, 'I see our task, then, as promoting in Canada a new perspective, a civilized sense of values. If Canadians are to attain mature stature as a nation, they must come to regard learning as an activity to be pursued for the intrinsic joy that is in it. They must come to enjoy learning more than they enjoy such alternative pursuits as pub-crawling, highway jockeying, television watching and money-grubbing. They must become eager to spend money on education because the thirst for learning is in itself the greatest of gifts they can give to their children.' And what is true for Canada as a whole is certainly true for British Columbia in particular.

Now while considerable sums of money are being poured into post-secondary institutions, and this I would not decry, nevertheless we who are intimately concerned with elementary and secondary education must continue to insist that elementary and secondary education, which are, after all, the foundation stone of all higher education, be adequately financed.

The pressing problem of excessive teacher load remains largely unsolved. While it is generally recognized today that our schools must place much more emphasis on individualized instruction, increased load and pressures on teachers in the form of spending time to upgrade qualifications, of adapting to educational changes, of handling more classes and more students than formerly, of coping with the longer school day and year, make it virtually impossible to cater to the needs of the individual student.

As a survey taken by our Effective Teaching and Learning Conditions Committee indicates, some school boards are making an honest effort to alleviate the situation by hiring teachers over entitlement, but the fundamental need is for the Department of Education drastically to increase the teacher entitlement formula, particularly for the primary grades, if we honestly hope to improve the quality of education in the public schools. We are in the paradoxical position in our elementary, secondary, and post-secondary educational structure wherein the heaviest teaching loads tend to occur at the lower grade levels, thus negating the possibility of individual or small group instruction at the very levels where such instruction is most essential. As a Federation we must exert every effort to rectify this situation.

The subject of teacher education arouses comment and controversy all over North America. The Federation, through its Teacher Education Committee, continues to strive for improved teacher education offerings at our universities. To this end we have lent our support to the new teacher education program at Simon Fraser University as well as to the proposed internship program of the University of Victoria and to an experimental internship program of teacher education being conducted by the University of British Columbia—in the hope that inquiry and innovation may provide an answer to the problem of teacher education.

During the past year we have also maintained our interest in giving assistance in the form of educational aid to a number of African countries. Six British Columbia teachers participated in Project Africa last summer. In addition, we provided $3,000 for the purpose of purchasing office equipment for teacher associations in Uganda, Ethiopia and Rhodesia. We have contributed more than $54,000 in the past four years to assist education in the developing countries. Your Ad Hoc WCOTP Committee is actively planning to assist in hosting the meeting of the World Confederation of Organizations of the Teaching Profession which is to be held in Vancouver in the summer of 1967. This will be a truly historical occasion for us in British Columbia—an event worthy of our support in Canada's centenary year. While an additional total levy of some $16,000 will be obtained from our members next year to assist in hosting this conference, it is gratifying to note that a number of our local associations have already agreed to make additional efforts to assist delegates from overseas to this conference.

Last year's AGM approved a reorganized structure for the Federation. While it may be somewhat early to assess the result of this reorganization, I believe it fair to say that the Representative Assembly has been able successfully to devote its time to looking at the

broader aspects of Federation activities rather than becoming too involved in administrative detail. During the course of the two meetings of the Representative Assembly which have been held this year, full discussion and debate took place on such topics as education finance, pensions, curriculum principles, Federation budget, teacher education, a centennial proposal for British Columbia schools and a change of venue for the AGM. In regard to a change of venue for the Annual General Meeting, as you may know, the Representative Assembly is recommending that Penticton be considered as a site for a future Annual General Meeting. I would also remind you that the Executive Committee has agreed to Prince George as the site for our 1966 Summer Conference.

Our newly structured Executive Committee is, I believe, serving well in its appointed task of dealing with the administrative affairs of the Federation. The Executive Committee has, however, been extremely frustrated, on a number of occasions during the course of the year, by the limitations imposed by the five-year plan for financing BCTF operations adopted at last year's AGM. Several members of the Executive Committee feel that the restrictiveness of the five-year plan is unduly hampering essential Federation services. The Executive Committee, plans, therefore, to review the adequacy of the five-year plan of financing at its June meeting.

One of the most heartening experiences that I have had as President has been that of noting at first hand the very extensive amount of advice and assistance given to individual members of the Federation by your administrative officials. None of you, unless you have served as President of the Federation, could know of the countless phone calls, letters, and interviews that occur throughout the year, during the course of which sound, kind, sympathetic, and helpful advice is given to individual members of the Federation, as well as to groups of members, to assist them in solving their problems and difficulties or to prevent deterioration in their particular educational situation. So often they are problems of a very serious nature and sometimes of a tragic nature. If the Federation served no other purpose than that of helping individual members in unfortunate circumstances to find solutions to their personal professional problems, its existence would be justified.

During the course of the year we have maintained close co-operation with other agencies interested in educational development. We have continued to maintain good relations with the Department of Education. The appointment of an academician of the stature of Dr. Neil Perry to the position of Deputy Minister of Education augurs well, I believe, for education in this province, particularly as this is a period of rapid development in the field of education. We wish Dr. Perry well in his new and significant role.

Dr. J.-M. Joly, AGM special speaker, told delegates about educational changes in Quebec.

It has been gratifying to note the increasing co-operation among teachers in independent schools, Indian schools, parochial schools and public schools, especially in the area of in-service education. It has been encouraging also to see that an increasing number of school boards throughout the province are showing considerable leadership and initiative in introducing educational innovations and changes to their districts.

The progress we as a Federation have made in the past year is attributable to the efforts of many dedicated individuals. May I again remind you that we are fortunate in having administrative officers of the caliber that ours are. On behalf of the Federation I wish to thank them for their devoted efforts which so very often go above and beyond the call of duty. I wish, too, to extend thanks on behalf of the Federation to our secretarial and building and maintenance staffs for their continued excellent service. As President, I wish to commend and thank the members of the Executive Committee and the Representative Assembly for their support and for their dedication to Federation affairs and I wish, too, to thank the many conscientious and hard-working committee chairmen and committee members who spend countless hours serving the Federation and education in general. Thanks, too, are due to local association officers and local association committee members for their contribution.

In conclusion I wish to thank you, the members of the BCTF, for providing me with the opportunity and honor of serving as your President and enabling me to work side by side with you in the most critical and significant task of our time—the extension and betterment of education. □

Charlie wins the Fergusson

The address of ISOBEL A. CULL, who presented the Federation's highest award to the General Secretary

A PERUSAL OF THE NAMES of the recipients of the G.A. Fergusson Memorial Award reveals a list of many of the luminaries in B.C.'s educational progress since 1933. It is truly a most distinguished company. This year's winner will add his own unique luster to this aggregation. You will be pleased, I am sure, to learn that the award is being made to one whose contributions to education are acknowledged in all the provinces of Canada, in many parts of the United States, and in Europe. He is, in addition, a man of great personal charm, warmth and friendliness. Many of you will have by now guessed his identity, so I see no reason to withhold his name any further. The 1966 Fergusson Memorial Award has been won by Charles David Ovans, the General Secretary of the British Columbia Teachers' Federation.

When in 1942 Mr. Ovans left a successful teaching career in North Vancouver to enter our employment as Assistant General Secretary, the BCTF staff consisted of a General Secretary, Mr. Harry Charlesworth, an office Secretary-Treasurer, Miss Charlotte Clayton, and two stenographers. The President of that year, Mr. A. T. Alsbury, in welcoming Mr. Ovans to the staff, showed considerable prescience when he wrote that 'he was confident that the newcomer would prove a valuable acquisition, and that further extension of Federation service would now be possible.'

When Mr. Charlesworth died in 1944, Mr. Ovans was appointed General Secretary. During these past twenty-four years the Federation staff has steadily increased until at this time we employ 47.

Over the years seven other very talented, hardworking and hardworked men and one woman have been added to the administrative staff, people whose individual strengths and interests have been efficiently utilized in an atmosphere of harmonious and purposeful activity. To achieve effective staff co-operation, mutual respect and 'esprit de corps' takes exceptional leadership. The General Secretary has been directly responsible for this remarkable team approach to the administrative work of the Federation. Because of his belief that human beings rise to the expectations held of them, he has been able to foster the growth and usefulness of each new administrative staff appointee; and because the entire staff, both administrative and non-administrative, succeed in working together as an integrated unit, we, the employers, derive an extraordinary return for our investment.

Staff management and morale are only two of the many responsibilities of a General Secretary. He has, as well, a potential personal relationship with each of the province's 16,000 teachers. Any teacher is entitled to his personal attention, his counsel and his interest. Many, many of us can testify to the worth of this very special service he performs. During the twenty-one years that Mr. Ovans has been General Secretary he has helped many teachers to see their problems in the appropriate light, to understand themselves better, and, consequently, to have been better able to improve their service to the education of young people. It takes a skillful, intelligent and warmhearted human being to counsel other adults and still retain their respect and affection.

Under Mr. Ovans's guidance and leadership, the B.C. Teachers' Federation has moved through the two last stages of a three-stage development. In its early history the Federation was an organization whose main concern was for the protection of the rights of teachers. Built upon this sound, and undoubtedly necessary, emphasis were the second and third stages.

In the 1940's and early 50's, the concentration of Federation activities was on the economic welfare of its members. The third stage has marked the Federation as a truly professional organization, an organiza-

Nina Jo-Anne Hunter, 1965 winner of the Charlesworth Memorial Scholarship, and C. D. Ovans received their awards at the Delegates' Dinner.

tion whose contribution to the welfare of education is most significant, an organization which has accepted as its responsibility the competence of its members, an organization which now devotes its major endeavors to curriculum development and revision and to in-service education programs.

This third stage probably would not have started so early in our history, nor developed so rapidly, had it not been for the great interest and enthusiasm which Mr. Ovans has always shown in the professional improvement of the teaching force. I have heard him remark on more than one occasion that the quality of education depends upon the quality of the teacher, and that the most practical ways to improve the standard of education are to upgrade the preparation of teachers and to assist the practising teacher to remain up-to-date on course content and methods. For many years Mr. Ovans has been particularly interested in teacher education, and because of this interest he has been the administrative advisor to our Teacher Education and Certification Committee. In this capacity he has frequently planted the seed of an idea which has subsequently become a strand in the skein of our Federation interests and activities. It is difficult to document such occurrences, but the many people who work with him on this committee are aware of his guiding influence.

Through the work of this committee, he was instrumental in having teacher education removed from the control of the government to that of the universities. I would also point out that many of the ensuing improvements in the teacher education offered are attributable to Mr. Ovans's interest and influence, both on the Joint Board of Teacher Education and by the less direct route of the Teacher Education Committee. The Clarence Smith Report, commissioned by the Federation in 1961, was the result of Mr. Ovans's conviction that we would be on sound ground in our representations concerning teacher education, if we knew whether or not there was a unique body of knowledge and skills which every teacher should possess. The resulting report, while it did not completely answer the question, has been acclaimed across Canada and elsewhere as an important contribution to the educational foundations of teacher preparation. It has also resulted in the establishment of the Research Center for Study of the Learning Process at UBC.

Because of Mr. Ovans's acknowledged special insights, the Alberta Teachers' Association asked for his help in their study-in-depth of the future of Alberta education and of the role which the Association should play in the next ten years. Mr. Ovans prepared a working paper on the future of teacher education as he sees it, and has met with the ATA executive to discuss his conclusions. Other provinces have also called on him for help, frequently in the field of salary negotiation. In fact, of all the General Secretaries of Canada's provincial teachers' organizations, our General Secretary is considered the Dean. In my

A happy occasion—C. D. Ovans has just heard his name announced as the winner of the G. A. Fergusson Memorial Award.

year as President I had the opportunity to meet all the General Secretaries, and this is what they told me. I must admit that I could not but agree.

Mr. Ovans has often been called upon to address educational conferences, in both the United States and Canada, and has appeared as a panelist at numerous seminars. He always says something original and striking which starts people thinking. He is held in high regard by other prominent educators, not because of his position but because of his stature as a philosopher and an original thinker.

In April 1965, Mr. Ovans went to Geneva to work for seven months on a joint International Labor Organization and UNESCO project on teachers' problems. He was responsible for the preparation of a comprehensive and detailed text of the Preliminary Draft Recommendation on Teachers' Status and the accompanying Introductory Report. He also took an active part in the UNESCO Expert Committee on Teachers' Status in Paris in May 1964 and in an ILO-UNESCO Inter-Agency meeting in Geneva in October 1964. At this latter meeting his draft papers were examined and agreed upon by the representatives of the two organizations. In January of this year he was invited to return to Geneva to be present when his papers were considered by the representatives of the various countries which are members of ILO.

Mr. Ovans's work in Geneva has been most highly praised by the officials of ILO and UNESCO. He distinguished himself by the excellent quality of his work, and by his knowledge of, and experience in, all problems arising in the field of education, and also by his

Continued on page 331

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WHAT MAKES AN EDUCATIONAL LEADER?

THE CURRENTLY POPULAR ASSUMPTION that education can make this nation equal to the task of maintaining a competitive position in the modern world has placed upon education a burden it has never before been called upon to bear. The assumption has placed upon educational leaders responsibilities which we have heretofore reserved solely for statesmen.

The case for efficient, enlightened, and creative administration in education is today more compelling than ever before. All our institutions of learning are far larger than they once were, hence are far more difficult to manage efficiently. Education today is given far broader responsibilities than it once was and has therefore assumed greater importance to society as a whole. And education, like society, is changing (and ought to change) more rapidly than ever before, and is therefore in greater need of careful planning and direction.

These and other conditions argue convincingly for competent and dynamic leadership at all levels of education.

There are those who contend that, since the educational leader's knowledge is simply knowledge about educational institutions and the mechanics of keeping these institutions operating smoothly, experience is an adequate and effective teacher for the prospective leader in education. Such persons would prescribe for the preparation of the educational leader lengthy experience as a teacher, followed by some sort of apprenticeship in administration.

But this contention, along with the prescription, bears careful scrutiny. Although experience is, indeed, an effective teacher, it is doubtful if it is sufficient—any more so in education than in any of the other professions—for it is entirely likely that the experimental method of preparation is largely conducive to a perpetuation of the status quo. And to assume that one generation of educational leaders need only copy the practices of the preceding generation may be to assume that *what is* is *what ought to be*, or worse, *what must be*!

Most fields of human endeavor, including the professions, have come through periods characterized by 'status-quoism' and 'patronage'—periods when the incumbents of leadership positions selected their own successors and attempted, through apprenticeship training, to model the apprentice in the image of the master. During such periods there has been a decided lack of genuine progress; indeed, there has been a commitment to the accumulation and transmission of folk-lore, composed largely of unexamined beliefs, unexamined practices, and unexamined outcomes.

Do such unexamined traditions exist today in our educational system?

I hold that one of the most crucial tasks and continuing responsibilities of educational leadership is to activate and preside over a process in which the best available minds are brought to a re-examination of the articles of faith and the traditional practices which determine the quality of our educational system.

So I ask: What kind of leader is likely to perform this task well? What knowledge and skill does he possess?

To guide the efforts of persons responsible for the identification and development of leadership talent, we may need a refurbished image of the educational leader. The formulation might include such ideas as the following.

The effective educational leader is one who engages continuously and systematically in a reassessment of the goals of his institution. In this process he is a careful and deliberate reader of the public will; he is a sensitive and emphatic mediator of conflicting

The writer is chairman of the Department of Educational Administration, Faculty of Education, UBC.

opinions; he is a shrewd and scholarly analyst of philosophical positions; and he is a clear and articulate spokesman for a reasoned position regarding the purpose of education in our society.

The effective educational leader is one who is able to engineer effective educational policy-making at the governmental level. He understands the mores and values of his society; he clearly perceives the role of the educational institution in relation to its social, economic and political environment; and he is able to use his knowledge to maintain for education an appropriate position in the social system of which it is a part.

The effective educational leader is one who can work with and through the people who make up his own organization. He is sensitive to the needs and aspirations of individuals; he is alert to the informal climate and behavior norms of groups; and he is able to activate individuals to maximum productivity as he co-ordinates all efforts toward the common purpose.

The effective educational leader is one who is abreast of general trends in education and who ensures that each member of his staff is abreast of specific trends in the appropriate field. He knows when learning is effective; he knows when teaching is effective; and he holds high expectations for excellence in both.

The effective educational leader is a skilled business manager—so skilled, in fact, that he is able to discharge his technical-managerial responsibilities quickly and easily to allow himself adequate time for his more important functions.

The effective educational leader is something of a generalist in the knowledge he possesses, but a specialist in the fine art of synthesizing and co-ordinating ideas and efforts. He has the conceptual and analytical skills needed to see the whole enterprise along with its constituent parts; and he has the speculative and creative skills needed to perceive *what is* in the perspective of *what might be*.

Talent for Leadership Must be Fostered

If our educational institutions are to have the benefit of any appreciable number of educational statesmen in the years ahead, all agencies sharing responsibility for the selection and development of leadership talent must soon come together and design strategies for identifying talent and for developing it into effective leadership.

Doubtless the strategy should include procedures for acquiring knowledge about administration as well as for developing skills in it. Doubtless, too, the strategy should include procedures for pre-service education as well as in-service or continuing education.

With these stipulations in mind, I suggest the following as a reasonable specification of the formal educational requirements for the educational leader:

Philosophy—sufficient exposure to provide an intellectual basis for the analysis of conflicting philosophical positions and for the formulation of an internally-consistent position of one's own.

Social Sciences—some understanding of the domains of knowledge which deal with society's regulatory system, its cultural system, and its economic system, along with a sophisticated grasp of the modes of thinking, the disciplines of inquiry through which each category of knowledge is discovered and tested.

Education—complete familiarity with emerging trends in the substantive, procedural and environmental aspects of the process of education, along with a desire and an ability to engage in procedures designed to add to knowledge in the field.

Business Management—knowledge of efficient and economical procedures, sufficient to supervise the conduct of the function as it is discharged by appropriately trained personnel.

Humanities—sufficient exposure to realize that some problems are not resolvable through scientific analysis or probability theory and hence must be dealt with through a process of reflection, as illuminated by insights gleaned from literature, the arts, and so on.

Add to these experiences an open, inquisitive mind—developed through disciplined inquiry—and an easy, effective 'style'—developed through a wide range of experiences—and the result is likely to be an imaginative and effective leader, capable of guiding education through the difficult period of change which is even now upon us. □

Charlie Wins the Fergusson

Continued from page 326

great human qualities which enabled him to establish most friendly relations with all the officials with whom he came into contact.

It is a tribute to him, and indirectly to all of us, that he was asked to undertake this work. We can quite happily bask in reflected glory, while we consider our great good fortune in being able to command the services of such a man.

It is a truism to say at this point in time, that public education is embattled. Everyone is convinced that education holds the key to a happy and successful life, to national prosperity, and to the realization of individual and collective goals. Governments are pouring millions of dollars into specific areas of education, particularly the secondary and post-secondary levels. Teachers everywhere are striving for the 'freedom to teach,' for more control of the curriculum, and for a broader differentiation of function. In our collective endeavors to improve the learning and teaching conditions in our schools, we require a General Secretary who combines a commitment to teachers with the knowledge and insight to analyze educational trends and the judgment to separate the worth-while ones from those of fleeting importance. Mr. Ovans has frequently demonstrated this essential clarity of vision.

At a Counsellors' Seminar held at UBC last year, he questioned the value of the trend in secondary schools so to fractionate the curriculum that chaos could result. He deplored particularly the utilitarian emphasis of much of the new curriculum in the secondary schools. He argued that we should not lightly abandon the concept of a good general education for every child. In the past we have taught a linear curriculum, without any real regard for individual differences, and he suggested that consideration should be given to the other dimension of curriculum—the depth or degree of children's understanding. It seems that Mr. Ovans was saying that we should explore other methods of providing for individual differences, methods other than that of multiplying the number of different courses. The resource courses in English and mathematics in the secondary school, and the levels approach to elementary language arts are both attempts to adapt the curriculum to the children by capitalizing on the differences in their understandings.

Another area in which Mr. Ovans has aroused public concern and interest is that of elementary education. Because of his belief that education is primarily for the development of the 'child into man,' he has spoken publicly and often about the importance of the early, crucial years of a child's school life. He would like to see many changes in the elementary schools, changes which would accentuate and cater to the uniqueness of each child. His interest in this most important part of the educational system was responsible for the emphasis given to it this year by the Curriculum Directors.

For us, as teachers, the effective education of the young is a continuing concern. It is comforting to know that in our individual and collective efforts to improve the quality of the service we offer, we have the assurance of the General Secretary's continuing wise counsel and constructive guidance.□

HOW STRONG IS THE LINK?

C. D. OVANS

A CORRESPONDENT WRITES us as follows:

'It is a cause for concern that figures, statistics and comparisons are levelling our students into three classes—Good, Bad, Indifferent. Young people need motivation and encouragement and respond to both.

'In recent years, teaching seems to have become a machine and the teacher-pupil "kinship" has lessened. This is tragic. Students in many areas regard schooling as a compulsory trial.'

The concern she expresses is evoked by Professor D. W. Trevor Jenkins, Professor of Education, University College of North Wales, in this thoughtful passage taken from an address he gave to the 1966 Congress of the Educational Institute of Scotland:

'It is the new machine age—of the computer, the electronic brain, of automation and cybernetics—brave new words for brave new things! This revolution has emancipated and it has enslaved, and the machine designed to minister to man must itself find its ministrants in man. Indeed, are there not signs that the machine is imposing its image upon man, tincturing our thinking and "causing men," as Charles Morgan warns, "to think of themselves and others as anonymous members of vast groups, dim categories, instead of God's creatures." We are becoming statistically minded, preoccupied with the techniques of pollsters and psephologists, indulging too readily the mechanistic currency of units, ciphers, aggregates and averages—things which can be fed into the machine and programmed. And, of course, it infects the world of education and its evidence is not so much the teaching machine and the language laboratory but the way we are succumbing to the idiom and pattern of the production line. Colleges are "plants," students are numbers "in the pipeline" and when ultimately "decanted" are "end products." The danger is obvious. It is the danger Emerson foresaw long ago when he warned that "things are in the saddle and ride mankind" and which Berdyaev in our own day simply put theologically when he deprecated the tendency of a technological age to usurp God's first function and to create man in the image of the machine.'

How can we surmount the danger of dehumanization inherent in man's dependence on machines?

Dr. Jenkins suggests this: 'Somebody must listen for the cry of the human beneath the throb and hum of the machine and usually this nameless "somebody" turns out to be the teacher.'

Our correspondent echoes this sentiment in these words:

'It is the close link between pupils and instructors which elevates teaching to the highest of all professions. This link needs to be encouraged and strengthened.'

A debate within the profession as to how such a close link might be established would be timely and, perhaps, profitable to the cause of education. □

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Miss Margaret G. Boyes	Portland Canal	March 10
Miss Marjorie E. Daubeny	Portland Canal	March 10
Leonard L. Leighton	Castlegar	March 31
Mrs. Sarah Jane Pugh	Langley	March 19
Ernest Howard Lyle Sewell	Campbell River	April 4

Retired Teachers	Last Taught In	Passed Away
Nil		

as others see us

F. J. T. HARVEY

OFTEN we are honored by ion from the superin- or one of his minions, who cr...ps into the classroom and lurks at the back. This is one of those things that we have to put up with, and we really don't mind, especially if the lesson goes as we had planned, or hoped.

Mr. Harvey teaches at Steveston Senior Secondary School, Richmond.

From time to time our 'visitor' writes something down in his notebook, and we fondly hope that it is something good he has observed while we were dealing with a problem. He never lets us see what he has written, but we still wonder just what it was. Even after we receive our written report, we still don't know just what it was he noted. The only thing we do know is that it will go down in our permanent record in the Office of the Superintendent.

This permanent record contains a vast amount of information, and it is to the record that the superintendent refers when another superintendent asks him for information on one of his teachers. A typical (?) reply to a letter asking for information on a teacher is reproduced below:

School District No. 127,
(Iona Island),
P.O. Box 7246
Iona Island, B.C.
March 29, 1966.

Mr. Otis I. Q. Binet,
District Superintendent of Schools,
School District No. 175
(Swindle Island).

Dear Sir:

With reference to your letter of

March 23, asking for information about Mr. Charles Q. Chalkey, who has applied for a teaching position in your district, I am pleased to give you the following information.

No. 89634275, Chalkey, Charles Q., has been a teacher in this district since September 1961, and according to my records has given satisfactory service.

He has attended regularly, with only 12.75 absences, and has been most assiduous in signing in and out every day. He has maintained his register, completed the monthly and annual reports, and submitted all required forms promptly. Such is his success as a teacher that he has processed more student insurance forms than any other teacher in the district, an achievement that earned him an engraved certificate of merit from the PTA.

He has supervised lunch periods on 237 occasions and has displayed a fine standard of leadership in the way he has organized, single-handed, post-lunch clean-up operations in the classrooms. On 146 occasions he has supervised the loading of the school bus, and it is a tribute to his zeal that not once has the bus failed to leave the school grounds. Indeed, he acted above and beyond the call of duty on two occasions by pushing the loaded bus to the school boundary line.

During the time he has been with us, Mr. Chalkey has used 11 boxes of white chalk, two boxes of colored chalk, 97 pencils, 4 erasers, 1.26 gallons of ink, 638 stencils, 5.38 boxes of staples, 67,382 sheets of paper (classroom), and 23 rolls of paper (toilet). In only one year did he exceed the district allotment of classroom paper, but he paid our bill of $1.23 (incl. tax) promptly.

He has shown a keen interest in the district and its products and has devoted much of his time to worthwhile extracurricular activities: Red Cross Week, Blue Cross Week, SPCA Week, Boy Scouts' Week, and the PTA Annual Marbles Tournament. He has also eaten 79 pies at PTA pie sales. He worked last year voluntarily for the Board in its campaign for extra tax money, pausing only for meals, sleep, and therapy for his twisted arm muscles.

On the occasion of his last inspection it was noted that his classroom was neat and tidy, his desk drawers and cupboards were in good order, that all window blinds were suspended at a uniform level, all lights were working, and that his day-book and register were up-to-date. His mark book was less than satisfactory, however, because the red ink dividing the report periods was not of the approved shade. This defect, however, was remedied immediately.

I shall be sorry to lose such an efficient teacher.

Yours sincerely,
(signed) I. STANFORD TESTEM
District Superintendent.

P. S. I shall be grateful if some time you could let me have your observations upon Mr. Chalkey's teaching ability so that I may complete my records. □

Travel to Europe — Summer, 1966

Seats are still available on Charter #3
July 16, 1966 - September 3, 1966 (7-week flight)

TRAVEL QUESTIONNAIRE

Help Us Plan Your Vacation for 1967

The following suggestions are noted for your interest. Please complete this form by checking which trips you would prefer and return the form to the B.C.T.F. Co-operative Association, 1815 West 7th Avenue, Vancouver 9, not later than

JUNE 30

☐ Summer (1967) Charters to **Britain**
☐ Summer (1967) Flight from Vancouver to **Expo—London** and Return (Polar Route)
☐ Summer (1967) Group Travel to **Orient**
☐ Summer (1967) Trip to **Alaska:** ☐ Air ☐ Boat ☐ Bus
☐ Easter and Christmas (1967) **Grand Cayman—Mexico** (Mazatlan)**—Hawaii**
☐ Easter (1967) Bus Tour to **Reno, Lake Tahoe** and **Las Vegas**
☐ Easter (1967) Bus and Rail to **Peace River**

ADDITIONAL COMMENTS:

.....

.....

From:

Name ..... Address .....

COVER STORY

Col. Moody and the Royal Engineers Build the Cariboo Road

IN 1858, WHEN British Columbia was made a colony, its population was composed of thousands of gold-hungry men from all corners of the world. Many of them were wild and lawless. To maintain order and also to survey roads and towns the British Government sent out a detachment of 150 Royal Engineers under the command of Lieutenant-Colonel Richard Clement Moody. The engineers, commonly called 'sappers,' camped in that part of New Westminster where the penitentiary now stands. This accounts for the name Sapperton now given to that area.

During the next five years Col. Moody and his engineers made a wonderful contribution to the young colony. They surveyed the city of New Westminster; started the road which is today the Hope-Princeton Highway; and designed churches and schools. However, their greatest achievement, and one which was most needed by the miners at that time was the construction of the old Cariboo Road up the Fraser Canyon to the gold fields. Today the Cariboo Highway follows their original wagon road.□

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of $500.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to any public post-secondary educational institution.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B.C., on or before August 15, 1966.
6. Application forms are available from the Federation Office.

BCTF NON-CREDIT COURSES — 1966

Offered by the Professional Growth Through In-service Education Committee in co-operation with the University of B.C., the University of Victoria, the Okanagan Valley Teachers' Association, and local school boards.

July 4 - 8		
1. Language Arts (3)	U. of Victoria	Mrs. B. Mercer
2. Language Arts (5)	UBC or Vancouver	Mrs. G. Dewar
3. Science 8	Victoria, Lansdowne Jr. Secondary School	J. W. Kenwood and P. E. Wilford
4. English - Modern Drama	UBC	L. R. Lynds
5. Secondary Social Studies	Vancouver, Churchill Secondary School	C. W. Dick
July 4 - 15		
6. Occupational Program (P.M. only - 1:30 to 4:00)	UBC	L. H. McGregor and others
7. Mathematics 12	Vancouver	G. Sparling
8. Biology 11 and 12	U. of Victoria	R. M. Pearce and R. L. Desprez
9. Biology 11 and 12	Vancouver, University Hill School	M. Duncan and T. Tobin
10. Elementary Science (P.M. only, 1:30 to 4:00)	UBC	J. Wainwright
July 4 - 29		
11. Educational Change and the New Technology (Fee: $100)	Vancouver, Eric Hamber Secondary School	R. J. Carter and others
July 11 - 15		
12. Language Arts (3)	UBC or Vancouver	Mrs. B. Mercer
13. Language Arts (5)	U. of Victoria	Mrs. G. Dewar
14. English - Modern Novel	UBC	Dr. Wm. Sellers
July 11 - 22		
15. Primary Art (P.M. only - 1:30 to 4:30)	UBC	Miss M. H. Carter and Mr. Wm. McClean
July 18 - 22		
16. Elementary Arithmetic (Grades 1 to 6)	UBC	Dr. G. Gibb
17. Language Arts (3)	Prince George	Mrs. B. Mercer
18. Elementary Science	U. of Victoria	A. W. Robinson
19. Librarianship (Elementary)	Vancouver	Mrs. M. M. Clark
20. English - Modern Poetry	UBC	Miss R. Eldredge
21. Mathematics (Grade 7)	U. of Victoria	Mr. Olaf Rostad
July 18 - 29		
22. Educational Television (9:00 a.m. to 4:00 p.m.) (Fee: $40)	Burnaby, B.C. Institute of Technology	L. Irvine, F. L. Sanderson and E. J. Webster
23. Chemistry 12	Victoria	V. L. Chapman
24. Mathematics 12	Winfield	W. L. Seaton
July 25 - 29		
25. Elementary Arithmetic (Grades 1 to 6)	Victoria	Dr. G. Gibb
July 25 - August 5		
26. Biology 11 and 12	Kelowna	Roger Desprez
August 1 - 5		
27. Clothing Construction (Introductory) (9:00 a.m. to 4:00 p.m.)	Vancouver, Prince of Wales Secondary School	Mrs. E. Altwein
August 8 - 12		
28. Clothing Construction (Advanced) (9:00 a.m. to 4:00 p.m.)	(as above)	Mrs. E. Altwein
29. Elementary Social Studies	U. of Victoria	Mr. Wm. K. Cross
August 15 - 19		
30. Clothing Construction (Fitting) (9:00 a.m. to 4:00 p.m.)	Vancouver, Prince of Wales Secondary School	Mrs. E. Altwein
August 22 - 26		
31. General Business 11	Vancouver	C. J. Whiles
32. General Business 12	Vancouver	D. J. S. Smith
33. Mathematics (Grade 7)	UBC	Dr. E. MacPherson
34. English - Shakespeare	UBC	Dr. R. W. Ingram
35. Junior Secondary Science (Science 8)	West Vancouver Sr. Secondary School	R. E. Phillips
August 22 - September 2		
36. Biology 11 and 12	Burnaby Central Secondary School	R. R. Gardner
37. Busines. Machines	Vancouver	Mrs. H. Emerson
38. Chemistry 12	Vancouver, Lord Byng Secondary School	V. L. Chapman

Times: Unless otherwise stated above, courses will extend daily from 9:00 a.m. to 12:00 noon, and from 1:00 p.m. to 3:00 p.m.
Fees: Unless otherwise stated above, fees for a one-week course are $20; for a two-week course, $35.
Registration will be limited in most courses. Teachers interested in more information should write to the

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

no comments, just quotes

IT'S OBVIOUS THAT, at this time of year, nobody is going to be seriously interested in detailed examination of new ideas which may be found in recent quotations. There simply isn't the time or the energy. So I am going to take the easy way out and offer some recent ideas I found, without comment. They may turn out to be a sort of delayed action firecracker, starting a reaction later on.

From the current issue of *School Progress*, in an article by M. E. Lafontaine:

'We ought not to make the mistake of thinking that schooling and education are somehow synonymous; public school systems do not and never have existed in the cause of education. They exist as institutions for ends which are predetermined by the society that supports them. Education in schools has always been illegal.'

From *The Educational Forum*:

'A schoolroom is not really a community of learning, and the relation between teaching and learning is by no means as close as it is thought to be or as it ought to be. Every teacher knows that conventional "studying" is a very inefficient way to learn, and that classroom teaching makes it practically impossible for teacher and student to join in the learning process. In short, an educative school where learning is the primary aim, and reflective thinking the method, is a different type of institution from what we today call a school.'

From *Are Our Public Schools Doing Their Job?*:

'The great mistake which our school administrators make is that they are too much concerned with verbalizing the school objectives instead of relying on the teacher to formulate them. Many administrators also feel it their duty to implement their abstract programs. But . . . the implementors are the teachers, and the program can go no further than the teacher can go and is free to go.'

'The top echelons of the educational world exaggerate their function and are tempted to become dictators. After all, what is the curriculum? It is never better than the teachers; and the schools that think they can live on inflated manifestoes and rigid administration are fooling themselves.'

'If you want a curriculum that is flexible and nurtures thought, you have to have teachers who are flexible and are free to think. Teachers, therefore, should be chosen for their intellectual spontaneity rather than for their ability to memorize things they have read . . . and having been found, they must be part of a school system that not only allows them to remain flexible but encourages them to grow more so.'

Finally, a definition:

'Educational Expert: One whose ignorance is highly specialized.' □

Three Readers Comment on Jargon

Abbotsford, B.C.

Sir,

Two items in the March issue suggest that a public and spirited debate on the subject of Educational Jargon might be flaring. Such a debate would undoubtedly be useful, especially if it served to let some light into the forests of dark prose that threaten to benight us. Since I personally am strongly on the side of the anti-Jargonists, I was pleased that both references to Jargon in the March issue (those by Mr. Cianci on page 239, and by Mr. Jacobi on page 243) were appropriately strong. Also appropriate is the fact that Mr. Cianci promised to devote his April column to 'one or two suggestions for dealing with' Jargon. The particular appropriateness of this lies in the fact that ever since the publication of Eliot's *The Waste-land* in 1922, April has been indelibly established as 'the cruellest month.'

If these initial smoulderings do flame into a hot debate, I hope all participants will be cognizant of the fact that there are two distinct types of Jargon: the Necessary and the Unnecessary. The former is euphemistic in its intention; it tries to say black truths in white words. Because of this, Necessary Jargon is employed regularly by morticians, by dentists, and by homeroom teachers at report-card time.

For example, it is obviously Jargonistic for a teacher to write that 'George has not been drinking at the fount of learning to his full capacity, lately,' but it is forgivable Jargon, since the metaphor intends to be kind. Also it provides the teacher with a properly cautious tone if he happens to feel that he himself has played a part in quenching George's Pierian thirst. (My dentist employs Necessary Jargon when he refers to a tooth that hurts-like-hell as being 'sensitive.' Fortunately, I have not as yet had the opportunity to pick up any personal examples of Necessary Jargon from my local mortician.)

But most Jargon is Unnecessary, and since it is Unreadable, we perhaps should do all we can to make it Unprintable. If a writer does feel he has something to say, he should be obliged to say it openly; if he knows he has nothing to say, he should not be allowed to hide behind a fence of wooden words. Maybe you could consider running a competition that would invite stunning examples of the several causes of Jargon. As a first entry you might consider the following illustration of Jargon's chief sin, *Over-use of the Passive Voice.* 'Mumbling, he agreed to lie down on the road and be run over by trucks.'

Even if you decide not to make competitive use of the above suggestion, I hope you will allow me to pass on to your readers the reminder that in any literary free-for-all, a certain amount of toleration and self-doubt is essential. After all, one man's meaty prose writer may well be another chap's poisoned pen pal.

ALAN DAWE

Vancouver 9, B.C.

Sir,

In April's *B.C. Teacher*, Vito Cianci spoke out bravely, though not well. In 'Journalism to the Rescue?,' Mr. Cianci both damned and praised. He damned the current methods and curriculum used for teaching secondary school English. He damned the teacher who teaches the teacher to teach English (have fun with that). He praised the professional writer and said much of value. But he said it poorly.

Mr. Cianci complained of ponderous, pedantic prose. He favored 'clarity, precision, and economy.' Yet his own effort was both fuzzy and verbose. At least one-quarter of Mr. Cianci's article deserved the guillotine. Even a minimum of editing proves the point. Witness his opening paragraph:

'Last month I mentioned one or two areas in which English as communication seemed to me to be bogged down. There is no doubt in my own mind that those operating at the higher levels of English scholarship have an aversion to the use of clear and concise language, preferring to dress up the simplest idea in ponderous, pedantic prose. They seem far more interested in *how* something is being said than in *what* is being said.'

Now, really, ain't he saying:

'Last month I complained that English is bogged down. It appears that *scholars* of English are averse to clear, concise expression. They embellish the simplest idea. They focus on *how* things are said, not on *what* is said.'

The latter paragraph is one-half shorter. The remainder of Mr. Cianci's article needed similar surgery. When Mr. Cianci's writing improves, I will again read his offerings.

P. H. BROOMHALL

Spences Bridge, B.C.

Sir,

I'm with Gary E. Jacobi, the English teacher who deplores the

use of jargon. As an 'A' English student who has just completed third year, I find myself extremely critical. Time and again I put aside *The B.C. Teac*her for something with a little less purple prose.

Let's practise what we preach.

E. I. SUMMERFIELD

P.S. I consider the article in the March issue by Ula Harris—a medical records librarian—excellent. Am I right?

Thanks to Art Teachers

Vancouver 8, B.C.

Sir,

May we through your columns thank all those teachers throughout the province who sent children's art work for the Art Symposium '66.

We were overwhelmed by the response. As the exhibition space in the Fine Arts gallery was limited we had to arrange an overflow exhibit in one of the rooms in the College of Education. Both exhibitions were highly commended by everyone who saw them.

A special word of thanks should go to those people who sent in large pieces of three dimensional work for exhibition outside the library. These works too were much admired and appreciated.

(MRS.) PENNY GOULDSTONE
Assistant Professor,
Fine Arts and Education.
SAM BLACK
Professor,
Fine Arts and Education,
University of British Columbia.

Have More 'Retreats'

Burnaby 1, B.C.

Sir,

As a long-time reader of your magazine, not as a teacher, but as the wife of one, interested in the educational system, not just because of my husband's profession, but indirectly, as any responsible citizen should be, and directly, because of three offspring who have been both blessed and cursed by it, may I claim a little space?

The article 'A General Program Spring Thaw' by C. R. Clarke in your March issue was a bright beam of light shining down a very dark and very rough path. It gives me hope that we may yet grope our way past all the pitfalls toward a new deal in education and in the development of human potential. I am thrilled to find out that such experimentation as this type of retreat is being carried out. It is, of course, too late and too little for the many, but why begrudge the few? I hope the idea catches fire and spreads! I hope the few students lucky enough to benefit will, in their turn, extend the privilege to students coming behind them . . . or at least use the principle in other life-situations in the future.

The only quarrel I have with the experiment, as it now stands, is that I feel it is a mistake to go on having retreats of this nature for separate streams of students. Perhaps streaming is necessary in school life but in real life we are going to have to have the opportunity to communicate from stream to stream . . . for I won't deny that streaming can continue into after-school life, too.

One of the biggest tragedies of our school system is that, through it, we seem to be saying that only 'achievers' have any potential, any worth as human beings. The joker in the deck is that they all get a vote eventually!

However, I have no wish to write a feature article myself, but would like this opportunity to encourage Mr. Clarke and his co-workers in their efforts. This is a 'Guidance' course I hope more will follow.

BETTY MCLEAN
(Mrs. G. B. McLean)

Credits for Short Courses?

Vernon, B. C.

Sir,

There is a vocal group, composed mostly of people with P.A. or S.A. certification who have no higher category to reach in the public school system, who frown upon taking courses 'merely for three units of credit' and therefore, it is implied, merely for the filthy lucre attached when one achieves higher certification. This is a spiritually noble attitude, but somehow oddly opposed to the professional ideal that teachers should be scholars and should constantly improve their competency, the only *sign* of which is high certification. A degree teacher in every classroom should be our aim, if the public is to recognize us as a profession. This view that taking courses 'merely' for credit is wrong also casts aspersions on the teacher who is struggling to earn more money to buy his family shoes, medicine, books, trips, a college education, and a decent way of life. To take this stand is, furthermore, reasoning along a very narrow track: human motivation is exceedingly complex, and much of it is unconscious.

On the other hand, I know teachers working summer after summer for E.A.'s or B.Ed's who complain that the courses they *must* take for credit are wasting their valuable time and money. What they want is something practical they can take into their classrooms in September; what they get is theory and ideals or practical material for grades they never expect to teach.

It follows, then, that we must work to have the courses in the College of Education so varied and so structured that while one is working for higher certification and after one has laid the groundwork of theory and has acquired a wide background of knowledge, one is also working for competency in the classroom in the subject or subjects and at the grade level he has chosen to teach. This is already being done by the BCTF and the OVTA through their short courses taught by top quality instructors — except that these courses carry no credits.

In the United States short courses do carry credits. I think ours should too. The idealists (again those with the highest certification) cry 'For shame!' at such a statement. Teachers take these courses because they *want* to, and for practical help in the classroom! Of course they do! But they also spend $25 for fees, as

much more as is needed for transportation and living accommodation, 50 hours or more of their time in class and up to 50 hours in homework. What makes this occupation unworthy of credits: the *desire* to take the course? its shortness? the concentrated work it involves? the pleasure taken in it? the short distance *some* people have to travel? the small fee? the practicality of the course? the fact that the subject matter is often that of a *new* course rather than that of one 50 years old? Bosh, I say! The short courses should be offered by the universities and should carry 50/72 of three credits — 50 hours of class time over the 72 hours of class time required for a three-credit university course.

People who frown are usually more vociferous than those who smile, but I would like to hear from both sides.

(MRS.) LOUISE R. SAGERT

Book Reviews Appreciated

Victoria, B.C.

Sir,

Congratulations on the improving book reviews in *The B.C. Teacher* and particularly to the Book Review Editor, Mr. C. D. Nelson.

I'm prompted to shout a loud 'hurrah!' for D. K. Shimizu's review in the April issue. At last a reviewer of a mathematics book tells us the book is of no value. Several times in the last few years I've been tempted to pen angry letters about books recommended for supplementary references which have not been in keeping with our present programs—books such as that reviewed by Mr. Shimizu. Since someone else's opinion is as good as mine, I've previously refrained from writing. But advice to buy books with money that could better be spent on other new publications (that seem to miss our reviews) has always rubbed me the wrong way.

Again, my congratulations to all concerned.

BILL BROADBY

NEW BOOKS

C. D. NELSON
Book Review Editor

More notes off the cuff . . .

I HAVE BEEN REREADING Dickens at a great rate since the 'flu season began, and am currently nearly half way through *Nicholas Nickleby*. This book is of more than passing interest to teachers, of course, since some of its most memorable scenes are set in Dotheboys Hall, the shocking 'school' presided over by Mr. Squeers. Sentimental as he is, Dickens made a telling contribution to the cause of education through his biting satire. It's worth reading again and again.

We welcome another new signature to this space with this issue. Mr. Fred MacMillan is Audio-Visual Supervisor for New Westminster school district and an acknowledged expert in his field. The book he reviewed is an important one for all teachers to read.

The contribution by J. S. Church is also timely and welcome. This particular book came out in 1964 but was not submitted for review by the publisher at that time. However, the inexpensive paperback edition is now available, and is a most stimulating piece of reading.

Happy holidays to one and all, and remember—'When in doubt, read!' —C. D. NELSON

SPECIAL REVIEW

The Tyranny of Testing, by Banesh Hoffman. Crowell-Collier, New York, 1964. Paperback. 95c. (Also available in hard covers.) (Can. Agt. Collier-Macmillan)

This timely paperback describes the pervasive influence of mechanical testing and the professional test-makers in the United States. In 1960, for example, 130,000,000 psychological tests, nearly three tests for every student from first grade to graduate school, were written.

Hoffman reserves his harshest criticisms for Educational Testing Service, the largest of the test manufacturers, and the authors of the College Entrance Examinations. Hoffman declares that all methods of evaluation have defects, but reliance on one type of question, the multiple-choice question, is dangerous. It 'rewards superficiality, ignores creativity, and penalizes the person with a probing, subtle mind.' Its continued use encourages schools to substitute 'vocabulary drills and word study for meaningful work in reading and writing.' It further encourages teachers to discount their subjective judgment and to rely solely on the interpretations placed by the test-makers on the statistical returns. Hoffman pleads for a variety of methods and criteria in recognizing student ability. He would agree with George R. Leonard ('Testing vs. Your Child,' *Look*, March 22, 1966) that having tested 'our children half to death,' it is time to treat them differently—to restore the joy of learning and the joy of teaching. As with Shaw's flower girl-duchess, children will respond to our expectations.

One regrets that a continuing private vendetta between Hoffman and the test-makers is imposed on the book's main theme. Extensive quotations from earlier letters and articles fail to add to the present work.

At the same time, Hoffman is a delightfully entertaining, refreshing and original writer. Chapter headings such as 'A Little Learning is a Dangerous Thing, True ——, False ——'; 'The Flight from Subjectivity'; 'Don't be Pro-Test—Protest,' add spice and flavor. Like the superb artist, Hoffman postpones to the final word—his newly-invented word—the word which describes the present educational evil—'testolatry.' —J. S. Church

AUDIO VISUAL

Fundamentals of Teaching with Audiovisual Technology, by Carlton W. H. Erickson. Macmillan, New York, 1965. (Can. Agt. Collier-Macmillan) $8.50

This is an excellent textbook written mainly for the undergraduate student preparing for a career of teaching, but it is of great value in the in-service training program. This text, with its case studies and sequences of questions, may serve school-staff study groups well in their efforts to improve their use of technological materials. It is also valuable for group and self-study activities, showing step-by-step procedures for preparing a wide range of materials from tape to transparencies, suggested teaching practices characteristic of each medium, and instructions for learning how to operate the instruments.

The book is divided into seven main areas:

1. The Need for Audiovisual Technology in Teaching;
2. The Array of New Instructional Media;
3. Creative Design through Basic Principles;
4. Examples of Audiovisual Technology at Work;
5. Specific Teaching Practices Characteristic of Various Media;
6. Preparing Simple Materials; and
7. Learning to Operate the Instruments.

Each section is well illustrated with colored and black and white pictures carefully chosen and organized in a developmental pattern for a specific purpose discussed in the text and reinforced with a descriptive caption. Each chapter contains problem-solving activities and a complete bibliography. At the end of the book is a

large appendix containing sources of material, equipment and supplies.

This book shows the most recent technological developments in education and is highly recommended for every teacher's professional library.—F. J. MacMillan

EDUCATION

Library Guide to Education, by K. W. Neal. Library Guide Series. Published by the author, 41 Wychbury Rd., Finchfield, Wolverhampton, Staffs., 1965. 3s (50c)

This small booklet (24 pages) is evidently addressed to teachers in training in British institutions. Obviously sincere in his purpose, the author has affected an intimate, person-to-person style in an attempt to lead the beginning teacher through the maze that constitutes the literature of education. Unfortunately, Canadian readers would gain very little help from his brief notes. Our educational literature is overwhelmingly slanted toward American publications, with a minor, but growing, Canadian share. The titles listed in various parts of the book are little known on this side of the world, beyond one or two basic choices, such as Harris, *Encyclopedia of Educational Research* (cited twice), *Education Index* and one or two more. A disproportionate amount of space (6+ pages) is devoted to the mechanics of note-taking and the preparation of essays. The author also belabors the point that education students are not very familiar with library routines. (Could such a thing be common in B.C.?) Some of the suggestions made, such as the complex college library catalogs, and the use of Bliss classification are not known in Canada. There is a useful list of addresses for publishers and institutions—all British, with the exception of UNESCO.—C. D. Nelson

ENGLISH

Writers and Critics. A series. Ed. A. N. Jeffares, David Daiches and C. P. Snow. Oliver and Boyd, 1961/1964. (Can.Agt. Clarke, Irwin) $1.25 ea.

Titles examined are: *Graham Greene*, by David Pryce-Jones; *Steinbeck*, by F. W. Watt; *Frost*, by Elizabeth Jennings; *Camus*, by Adele King; *Faulkner*, by Michael Millgate, and *Yeats*, by Peter Ure.

Each volume contains a biographical introduction to the author under discussion, a critical commentary of his principal works, a brief review of published criticism, and a selected bibliography. The series is suitable for advanced students of English literature.—J. R. Stickney

GIFTED CHILDREN

Introduction to the Gifted, by Gertrude Hildreth. McGraw-Hill, Scarborough, 1966. $9.95

This easy-to-read textbook approaches the problem of the education of gifted children from a historical point of view. The book gives a summary of what has been thought and written about the gifted during the last 50 years. It, therefore, gives the reader a good springboard from which to judge current practices and trends.

In 18 chapters, the author deals with every aspect of the characteristics and education of gifted children which might be of interest to teachers and administrators. She gives practical suggestions regarding methods of teaching the gifted in the elementary school, the secondary school and at the college level. She also describes the various administrative devices which have been used to further the education of gifted children. There is an interesting chapter on 'Explorations of Creativity' and a concluding chapter on 'Teachers of the Gifted.' The Appendix contains a checklist to help teachers pick out gifted children who are ten years of age and over.

This book is suitable as a textbook in courses on the education of gifted children. It is also valuable for general reading by teachers and other educators who wish to get a balanced view of the education of gifted youngsters.—S. R. Laycock

INDUSTRIAL EDUCATION

Basic Sheet Metal Work, by H. Wilkinson. Macmillan of Canada, Toronto. 155 pp. $2.00

This little book should be of interest to the metalwork teacher who wants something new in the way of sheet metal projects. It contains several projects not usually found in the repertoire of the average class. The projects seem suitable

for Grades 9 to 12 and, as the author points out, the projects may be done with a minimum amount of equipment. A chapter on warm air heating includes information on the calculation of heat losses. The book should find a place in every metal shop and drafting room.—J. Meester

MISCELLANEOUS

The Ancestral Roof, by Marion Macrae and Anthony Adamson. Clarke, Irwin, Toronto, 1963. Illus. $10

This description of the domestic architecture of Upper Canada between 1783 and 1867 will be intensely interesting to historians when they discover the numerous descriptions of five types and styles of architecture found in the eastern part of what was to become the United States and what was already Ontario—Georgian, Loyalist, Regency, Classical Revival and Romantic Picturesque are the descriptive names. The illustrations show houses, facades, sections of houses, stairways, cornices, doors, windows, porches and roofs. Those who have visited Upper Canada Village in Ontario will find the book especially interesting and informative because it brings back to mind so many details. Architects and historians will be fascinated not only by the story, but also by the wealth of Canadian history that is incorporated. In spite of a feeling that readers might have before they begin to read this book that the text may be too scientific and architectural for enjoyment, it is extremely readable and lively in style. Little personal anecdotes here and there enliven the tale, so that it becomes a splendid addition to a book collection.—Esther G. Harrop

SCIENCE

The Scientist, by Henry Margenau and David Bergamini. Time-Life Inc., New York, 1965. (Can. Agt. Gage) $3.95

In this part of a series of text-and-picture books in the *Life Science Library,* the authors suggest that the men of science have become the prime movers in our modern world. Through eight essays and selected illustrations, the scientist is shown as a human being, as a thinker and doer, and as a powerful force in everyday life.

In the 'Profile of a New Elite,' there is the prophecy that future scientists 'will come to wield more power than any elite class has ever done in the past—more than the feudal lords of the Middle Ages, the merchant princes of the Renaissance, or the tycoons of the Industrial Revolution.' In 'The Scientific Method,' the almost-peculiar way by which scientists undertake their research projects is discussed; and, in 'The Pursuit of Omega Minus,' the application of the scientific method is shown as resulting in at least one significant discovery. In other sections, there are thoughtful presentations on how scientists have reported their findings, how certain scientific communities have influenced some North American areas; and how the impact of science has been felt on all elements of our culture.—Grant M. Paterson

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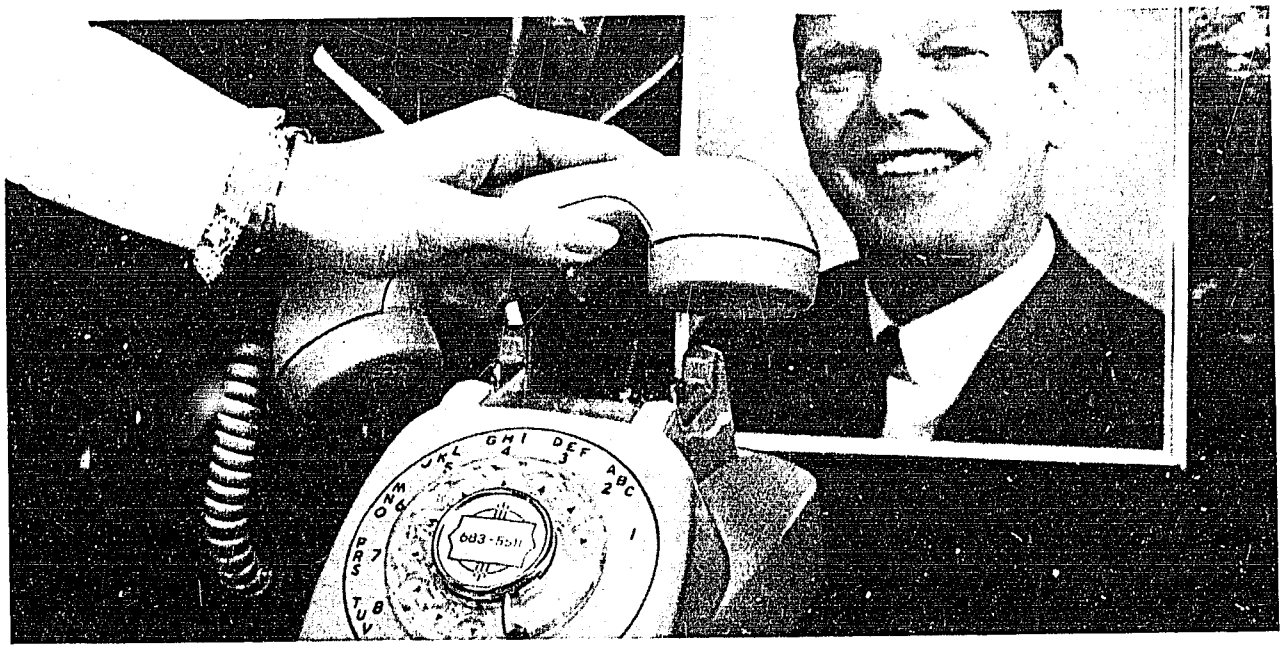
It costs so little to make a photo talk



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