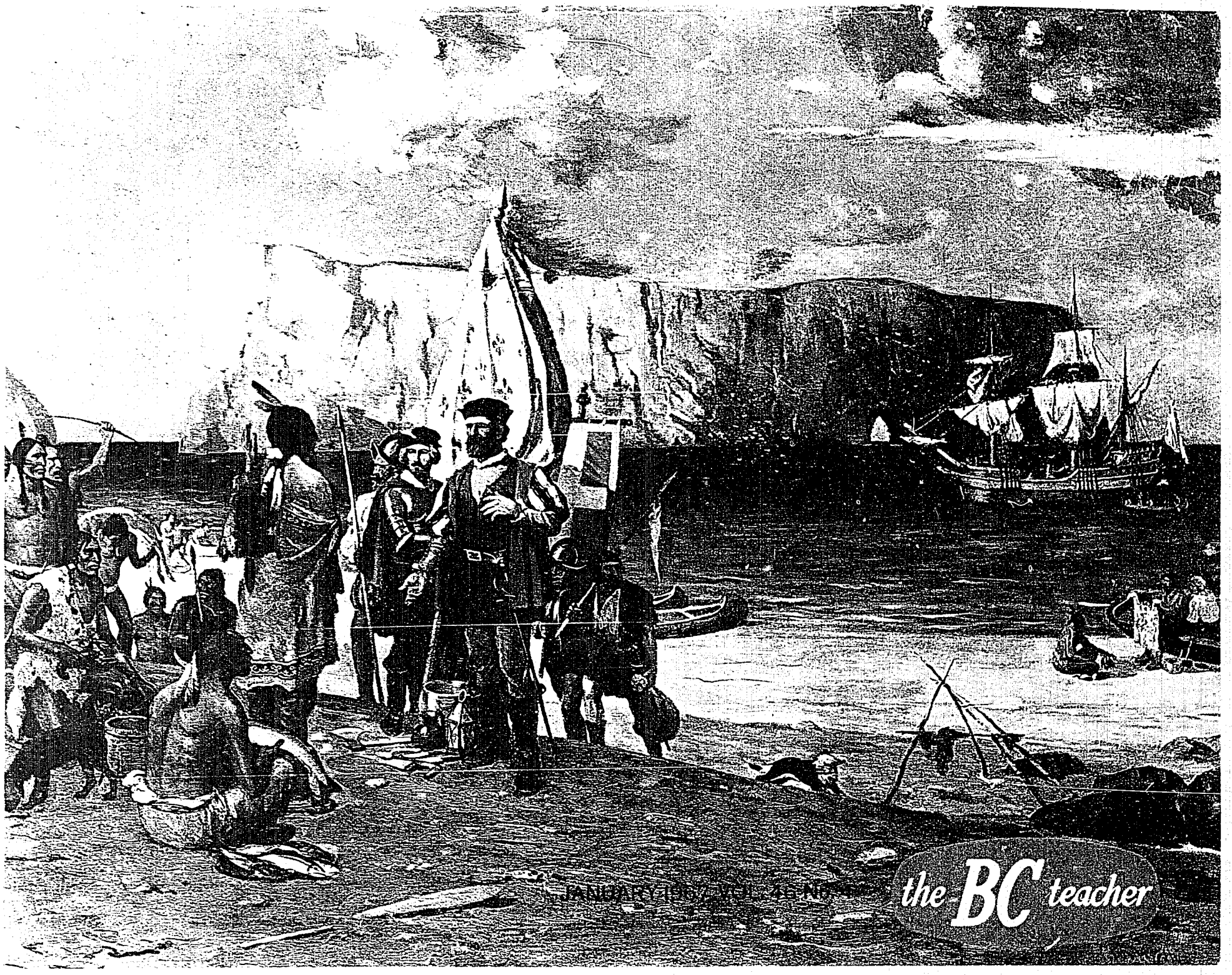

JANUARY 1957 VOL. 46 NO. 4

the BC teacher

# *Announcing . . . .*

# A NEW GROUP LIFE INSURANCE PLAN

## Designed especially for British Columbia teachers

*Available through the mass buying power of the British Columbia Teachers' Federation.*

### *OUTSTANDING FEATURES . . . . . .*

★ THE COST IS MUCH BELOW THAT AVAILABLE TO THE TEACHER ON AN INDIVIDUAL BASIS.
★ COVERAGE IS AVAILABLE TO ALL MEMBERS OF THE BRITISH COLUMBIA TEACHERS' FEDERATION
★ THE AMOUNT OF PROTECTION IS FLEXIBLE TO BEST MEET THE NEEDS OF EACH MEMBER.
★ THE PLAN WAS ESPECIALLY DESIGNED FOR PROFESSIONAL TEACHERS.
★ THE PLAN IS ENDORSED AND RECOMMENDED BY THE EXECUTIVE COMMITTEE OF YOUR FEDERATION.

### *SCHEDULE OF INSURANCE AND COST . . . . . .*

| *Attained Age* | *Life Insurance Unit* | *Annual Premium Per Unit* |
|---|---|---|
| under age 41 | $10,000.00 | $23.00 |
| age 41 to 45 | 10,000.00 | 45.00 |
| age 46 to 55 | 10,000.00 | 93.00 |
| age 56 to 60 | 7,500.00 | 93.00 |
| age 61 to 65 | 5,000.00 | 93.00 |
| age 66 to 70 | 2,500.00 | 93.00 |

*members may puchase up to a maximum of 3 units.*

### *CONVERSION PRIVILEGE . . . . . .*

The group life insurance benefit may be converted upon termination of membership in the British Columbia Teachers' Federation to an individual policy (other than term insurance) without evidence of insurability provided application is made within 31 days of such termination.

### *WAIVER OF PREMIUM . . . . . .*

If you become disabled before age 60, while your life insurance is in force, your life insurance will continue in force and premiums will be waived.

All members must complete a short form health questionnaire and coverage will be subject to the Company's approval of each application.

In order for the coverage to become effective you must be actively at work on such date, otherwise coverage will become effective upon return to full-time active work.

### *HOW TO APPLY . . . . . .*

1. Complete the answers to the questions on the application form on the opposite page.
2. From the schedule of insurance calculate the annual premium.
3. Complete a cheque payable to:
   Canadian Premier Life Insurance Company.
4. Mail application and cheque to:
   Canadian Premier Life Insurance Company
   300 - 2695 Granville Street
   Vancouver 9, British Columbia
   ATTENTION: F. C. Huddlestan

### *CERTIFICATE OF INSURANCE . . . . . .*

You will receive a certificate of insurance outlining your coverage. Statements for premiums in subsequent years will be mailed on the annual anniversary date of the effective date of your insurance.

# BRITISH COLUMBIA TEACHERS' FEDERATION

## Application for Group Life Insurance

LIFE Amount of Insurance $.....

Annual Prem. Enclosed

$.....

**FOR HEAD OFFICE USE ONLY**

Group No. .....
Cert. No. .....
Effective Date .....
Date of Birth .....
Sex .....

1. Name of applicant

..... (First) (Middle) (Surname)

Address

..... (Number) (Street)

..... (City) (Province)

**Particulars relating to the life to be insured.**

2. (a) Name of insured: Mr., Mrs., Miss

..... (First) (Middle) (Surname)

(b) Address:

..... (Street) (City) (Province)

(c) Place of Birth: Date of Birth:

..... (Day) (Month) (Year)

(d) Height Weight

..... (Ft.) (Ins.) (Lbs.)

(e) Beneficiary:

..... (First) (Middle) (Surname)

Relationship: .....

(f) Name of School .....

(g) Address:

..... (Street) (City) (Province)

3. Are you now actively engaged in your occupation on a full-time basis? Yes..... No.....

4. Have you ever been postponed, rejected or rated for any Life Insurance?.....(if yes, give details).....

.....

.....

5. Are you in good health?.....(if no, give details)

.....

.....

6. Have you been a pilot or member of the crew of an aircraft in the past 5 years?.....(if yes, give details)

.....

.....

7. If the answer to any of the following is YES, please give conditions, dates, duration, results and name and address of doctors and/or hospitals.

| Have you ever had or been told you had: | YES or NO | |
|---|---|---|
| (a) Lung disorder (e.g. Asthma, Bronchitis, Tuberculosis)? | | |
| (b) Heart trouble (e.g. Pain in chest, shortness of breath, high blood pressure or murmur)? | | |
| (c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)? | | |
| (d) Diabetes, Kidney disease or abnormality of the urine? | | |
| (e) Tumor or growth? | | |
| (f) Epilepsy, Peralysis, nervous or mental disorder? | | |
| (g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder? | | |
| (h) Any disease, impairment or deformity not named above? | | |
| 8. Have you, during the past five years, been under observation, had medical or surgical advice or treatment, other than stated above or been hospital confined? | | |

**IF ADDITIONAL SPACE IS REQUIRED FOR ANY SECTION, ATTACH SEPARATE SHEET**

I hereby declare that the above answers and statements are complete and true and agree that any coverage issued in consequence of this application shall not take effect unless, on the date the insurance would have become effective, I am actively engaged in my occupation on a full-time basis. I further agree that the insurance applied for shall not become effective until the first day of the month following approval of this application by the insurance company.

Dated at ..... this ..... Day of ..... 19.....

**SIGNATURES**

Life to be Insured .....Owner (if other than life to be insured) .....

**MEDICAL AUTHORITY**

I hereby authorize and request each physician or other person who has attended or examined or may hereafter attend or examine me and each hospital or sanatorium in which I may have received or may hereafter receive treatment to furnish to Canadian Premier Life Insurance Company any knowledge or information thereby required. A photostat of this authorization shall be as valid as the original.

Date ..... (Day) (Month) (Year) Signature of Life to be Insured .....

# The B.C.T.F. Co-Operative Association

## INTERESTING STATISTICS

| | |
|---|---|
| 1951 — Interest Earned by Investors | $ 29.66 |
| 1966 — Interest Earned by Investors | $ 572,261.52 |
| 1951 to 1966 — Total Interest Earned by Investors | $2,100,000.00 |

The **1967** Loan Certificate Interest Is at a Rate of **6½%**
and We Estimate Interest Earnings by Investors To Be $700,000.00

## EXCERPTS FROM 1966 FINANCIAL STATEMENT

| | |
|---|---|
| Operating Income after Expenses + Income Tax | $665,319.11 |
| *Less:* | |
| Interest Earned by Investors | 572,261.52 |
| Final Net Income | $ 93,057.59 |

**Total Assets October 31, 1966 — $12,680,000.00**

| | |
|---|---|
| Present Assets under Administration (approx.) | $13,000,000.00 |
| Present Membership (approx.) | 8100 |

*Join Now — Participate in the Earnings and Assets of the*

## B.C.T.F. Co-Operative Association

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

*Office hours:*
Sept. 1 - June 30: Mon. thru Fri. 9 a.m. - 5 p.m.; Sat. 9 a.m. - 12 Noon (Receptionist only)
July 1 - Aug. 31: Mon. thru Fri. 9 a.m. - 4 p.m. - Closed Saturday

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# the BC teacher

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**Cover Picture**

Our new picture series will celebrate Canada's 100th year. This month we use a picture painted by J. D. Kelly for the Confederation Life Collection, entitled 'The Discovery of Canada.' The text of the cover story was also provided by the Confederation Life Association.

**Photo Credits**

P. 134—Vancouver School Board; pp. 137, 138, 141, 144—UNESCO/Paul Almasy; p. 146—UNESCO/J. S. Bach; p. 150—WCOTP; pp. 152, 153—R. G. Kaser; p. 152-3—Dahan Ltd.; p. 163, 164, 165—supplied by the author.

# A Major Step Forward

WE HAVE INCLUDED in this issue the complete text of a recommendation on the status of teachers adopted last fall by representatives of 75 member-states of UNESCO, who agreed to recommend its adoption to all the governments of the world. The document is, therefore, of major importance in the development of the teaching profession.

Teachers in B.C. take a special pride in the recommendation because BCTF General Secretary Charlie Ovans was its chief architect. In 1964 Mr. Ovans worked for seven months in Geneva as an international civil servant, preparing a first draft of the document. This draft was distributed to governments throughout the world for study.

In January 1965 a group of experts in education from the various countries discussed the draft and suggested certain amendments. Mr. Ovans was one of the Canadian representatives.

In October 1966 the final recommendation was adopted by the 75 countries. Mr. Ovans was a full member of the Canadian delegation.

In short, our General Secretary was active at all three levels; as a staff member of ILO, as an expert in education, and as an official representative of Canada. He was therefore associated with the recommendation from its inception to its adoption.

The recommendation has been called the Magna Carta of the teaching profession. It is a measure of Mr. Ovans' stature in education that he was chosen to play such an important role in the development of the document. Teachers all over the world will benefit from this work. □

# Happy Birthday

HAPPY BIRTHDAY, CANADA. Your hundredth year is going to be one to remember. From coast to coast, in every possible way, Canadians will be celebrating your birthday and, in so doing, will be writing history for future generations. The centennial activities of your students and teachers will play a prominent part in that history-making.

Students in our province, for example, have a particularly worth-while centennial project. You have been good to them, and they are celebrating your generosity by engaging in Project 100—raising and donating money to help in the education of their less fortunate cousins in the developing countries of the Commonwealth.

The exchanges of groups of students and teachers between various parts of the country will enable them to get to know you better and should promote a better understanding among the different groups which make up your people.

Your teachers will mark your birthday by hosting teachers from 94 different countries at the sixteenth annual assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP). This meeting in early August will be the first world conference ever held in Vancouver.

To make WCOTP more meaningful, we have included in this issue an account of last year's assembly in Seoul, Korea, written by our BCTF past president, Rudy Kaser. Another past president, Wes Janzen, led the Canadian delegation at Seoul, for he was then president of the Canadian Teachers' Federation. We shall be carrying additional information about the Vancouver assembly in future issues of this magazine and of the *BCTF Newsletter*.

In our own small way, we too are celebrating your birthday. Our covers between now and June will depict scenes from your development. Because Expo 67 will be the climax of the many celebrations, we shall bring our readers information on this greatest-ever world's fair, an event which is an education in itself.

Yes, 1967 is going to be quite a year. Happy birthday, Canada. □

*In this two-part series the author examines the effect of the information explosion on school curricula. In last month's article he described the traditional formal instruction type of teaching as a 'pot-filling' process of little value. He prefers the 'fire-fighting' type of teaching designed to develop children as individuals rather than to give them only factual information.*

*Regardless of the type of teaching used, however, the schools must select from all the knowledge available. In this article Sir Alec suggests how the choice should be made.*

# How Should We Choose What Knowledge To Use?

SIR ALEC CLEGG

*Sir Alec is Chief Education Officer of the West Riding of Yorkshire.*

PART TWO of a two-part series

I HOLD IT TO BE THE PARAMOUNT AIM of any system of education to ensure that, within the limits of its resources, each child in its charge should develop to the limits of his natural endowment. I believe this to be the supreme and sacred concern of all those engaged in this service. The intellect of each child should be as alert as we can make it, his imagination should be as sensitive as we can make it, he should grow up with a high respect for himself and a tender consideration for others, he should enjoy as fully as we can enable him to do so those great human activities designed to give pleasure, such as games, music and art.

These should be our first considerations in building a curriculum, and only when these primary needs have been met should we give attention to the secondary considerations arising from a nation's economic and other needs. These basic needs of the child should be the first concern of education at all times, but never more so than in this age when all developments are toward the mass and away from the individual and when all manner of devices are being invented to improve what a man knows, but have very little influence on the sort of person he is.

The forces which tend to make us deviate from these aims are many and powerful, and some of them are sinister.

There is the ossifying influence of the external examination, which relieves the teacher of thinking about his job, which is so essential if sterility is to be avoided.

There is the often noxious influence of what I shall call the next stage up. The universities want to determine the work done in the secondary schools, and the secondary schools to dictate the curriculum of the elementary schools; yet surely it is the teacher who is the expert at dealing with the child at a given stage of his development who should determine what nourish-

ment he should receive at that stage.

Then there are the sinister national demands. The country needs power; the country needs wealth; we must progress. There is something in these demands that we can accept, especially in the claim for wealth. When many still live in dire conditions there is much leveling to be done. But by power we mean our right as a nation to do what we think is right and to stop the other nation from doing what it thinks is right if we don't like it. It means the dominion of one nation over another, of white over black, of rich over poor. It means the creation of superior groups and inferior groups. Educationally it can be a highly corrupting influence. And as for wealth—is that really a concern of education? When we can all go water skiing in the Bahamas, where do we go from there?

The idea of progress is a dangerous illusion, for invariably we mean material progress. We cannot mean the progress of the human mind or spirit, or we should have to look backward. Many centuries ago our forebears on Salisbury Plain in England built Stonehenge, now revealed to us a solar computer of great mathematical accuracy and complexity. Do we really suggest that the intellects which thus used the very limited materials at their disposal at that time were inferior to the intellects now creating moon rockets from the vast background of 20th century knowledge? Do we really think that modern spiritual wisdom is as great as that which came to us nearly 2000 years ago? Are our jet airliners or skyscrapers superior to Chartres or the pyramids? Is Moore the superior of Michelangelo, or Walton of Beethoven, or any living writer greater in his field than Shakespeare or Cervantes?

Progress can mean only that more should reach the heights of the few, that as the centuries pass more peaks are reached, and that the heights are heights of compassion, of courage, of initiative, of integrity, of sensitivity, of tolerance, as well as heights of the intellect. And is a man elite in one quality ipso facto elite in others?

It is for this reason that I am deeply suspicious of the suggestion that we might meet with in England at any time now as an infection caught from, say, Russia or the U.S.A.—which are now in their power-conscious stage—that there should be schools for the elite. Who are elite? Who were elite—Christ, Gandhi, Hitler, Caesar, Shakespeare? What were their elite qualities? Do we labor under the illusion that a sufficiently trained intellect can make good failures of the human spirit? Is the U.S.A. going to solve the Negro problem or the use of leisure in a three-day week or its attitude to un-American activities, all of which are problems of the spirit, before it solves the comparatively easy

**The teacher knows the best material a child can handle and knows also that he must be educated according to his age, ability and aptitudes.**

problem of landing a man on the moon? There are grave dangers in overvaluing the human intellect, and even graver ones in dividing those in whom this overvalued quality is manifest from those in whom it is not.

This is so fundamental a point that I want to restate and re-emphasize it.

We believe that we can discern in our children a quality of mind which we cannot define, but which we call intelligence. We believe that our haphazard, hit-and-miss, even primitive, way of passing on information and skills trains this quality. We even measure it by a scale the unit of which is the intelligence quotient; not the compassion quotient, or the courage quotient or the sensitivity quotient, but the intelligence quotient.

And because we can measure this one quality we are concerned with it to the neglect of many others and we overvalue it. Moreover, those who are richly endowed with it are overvalued by us, and tend sometimes to think society is in their debt. Those poorly endowed with it, but who may be rich in compassion

*There are grave dangers in overvaluing the human intellect, and even graver ones in dividing those in whom this overvalued quality is manifest from those in whom it is not.*

or courage or toleration, feel themselves undervalued and even despised. This breeds resentment, a resentment which will be actively nourished in the ever-increasing leisure which modern technology is giving to them. And no nation, particularly a democratic nation, can despise a group of its citizens without bringing severe trouble upon itself.

I believe this wide and ever-widening gap of privilege between the intellectually slow and the intellectually quick will be the most serious disease of our new meritocracies in the 21st century, and the evidence of its gravity is to be seen in mounting disaffection of our newly-created teenage social stratum, the Negro riots in the States, the Provo disturbances in Holland, the mods and rockers in England, and so on. The problems which it will create, unless there is a change of heart, may well equal anything the 20th century has yet had to contend with.

I have said how I think knowledge should be used and I have stated what would be my aim in using it and I have mentioned the pressures which may be exerted on us to abuse it.

But I still have to face the fact that knowledge is increasing daily and some of this may be of greater value in stimulating the young mind than that which is now in common use. So there remain still two problems I would like to examine. How does new knowledge filter down to the schools, and how should each school and each teacher in each school select what knowledge is to be used?

In England there are three main sources of new knowledge—the universities and technical colleges, industry, and the major research councils, of which there are five (Agricultural, Science, Medical, Natural Environment, and Social). The programs for these bodies are all considered by a Council for Scientific Policy, which in turn advises the Secretary of State for Education and Science on what he should be doing. New knowledge flows from these sources into the institutions of higher learning through the scientific journals and the interchange of research personnel. There is also the National Foundation for Educational Research.

*If we are not careful, the new science and the new mathematics could well become the orthodoxy of the future, as sterile and interest-killing in the future as our teaching of Archimedes' principle and our grocers' arithmetic has been in the past.*

*We may well become such slaves to the teaching machine and programmed learning that we teach only what can be programmed, just as we now tend to teach only what can be examined.*

But until recently we have not had adequate machinery for ensuring that those portions of new knowledge which are suitable for school use do in fact get onto the school diet sheet, with the result that we have continued to teach grocers' arithmetic in an age of computer mathematics. But within the last year or two we have established a Schools Council, whose job it is to consider new knowledge and to sift and disseminate it and see to it that it is presented to teachers by in-service education courses, so that they can use it if they wish to do so.

The organization is new but it is beginning to do good work. Teachers of English, for instance, are at long last beginning to doubt the quaint idea that a child who can detect and name an adverbial clause is likely to write a better one than the child who has not mastered this esoteric skill.

Similarly, we have realized that much of our science teaching has nothing to do with scientific method. Instead of confronting a child with a phenomenon and getting him to hazard an explanation of it and then to test his theory, we have in the past told him that A happens because of B and then required him to carry out a routine prescribed experiment to prove it. We are taking steps to alter all this and are making some progress with new methods, new knowledge and new devices.

But we are not looking ahead for new dangers which might result from our actions. If we are not careful, the new science and the new mathematics could well become the orthodoxy of the future, as sterile and interest-killing in the future as our teaching of Archimedes' principle and our grocers' arithmetic has been in the past. We may well become such slaves to the teaching machine and programmed learning that we

teach only what can be programmed, just as we now tend to teach only what can be examined. And though I welcome such time-saving devices as teaching machines, I shall be worried if they are used to teach more useless facts in an even shorter time than has been possible hitherto.

I come now to my last point. How do the school and the individual teacher select the knowledge to use?

In this matter I support the principle which by tradition and by law obtains in England, namely that it is the right of the individual school and of the individual teachers in the school to decide these matters (though I confess with some shame that they have in the past allowed the universities and others, through the external examiner, grievously to erode this right).

The teacher's job is to promote the growth through exercise of the mind of his pupils. He knows the child's mind and he knows the material he can best handle. He knows that in English law every child must be educated according to his age, ability and aptitudes, and he should know that by the same law each education authority in the country has to see to it that the schools contribute to the spiritual, moral, mental and physical well-being of the community—and in that order.

Thus, as I see it, the teacher is like a gardener who is tending a plant. He has before him an ever-increasing range of plant foods and stimulants on the shelves of his garden shed, and it is up to him with his knowledge of the soil in which the plant is set, of the climatic conditions in which it is to grow, of the habits of the plant itself and of his own talents and deficiencies in dealing with plants, to select the nourishment with which he is most likely to succeed with the individual plant concerned.

*Our objective in the school would not be to stock the minds of our pupils, but to strengthen them; we should be concerned not only with their intellectual development but with their attitudes, their values, their relationships one to another, their courage, their tolerance, their initiative, their imagination, and above all their compassion.*

I ask myself how would I select from the ever-increasing array of available knowledge those items which I could most profitably use in my school. In answering this, I would want first of all to determine the aims of my school, over and above, of course, the skills of reading, writing and arithmetic. And in the case of my school, if I could carry my staff with me, these would be the aims I have already mentioned:

1. To secure attitudes, values and behavior based on self-respect and consideration for others.

2. To secure an alertness of mind by stimulating a lively interest in the affairs of nature and of men, which interest I would use to encourage my pupils to reason and enquire and initiate.

3. To develop in pupils imaginative sensitivity by encouraging creative work in a variety of media.

4. And finally, I would want my pupils to derive pleasure from those things designed to give pleasure, and these would include art, music and the crafts, and also physical activities which included not only gymnastic skills, games, hiking, camping, and swimming, but also drama and the dance.

And to promote these aims in my pupils, I should have at my disposal, just as the gardener had on his shelves, a great array of materials including games and history, camping and mathematics, religious instruction and the dance, science and drama, school dinners and the crafts, the library and school excursions, the personal appearance and attitudes of myself and my staff, the decoration and general cleanliness of the school, and many more powerful agencies.

*The teacher's job is to promote the growth through exercise of the mind of his pupils. He knows the child's mind and he knows the material he can best handle.*

Once we as a staff had determined these aims, I would consider it my job as principal to see that they were pursued and that new material to help in their pursuit was offered to my staff as it became available.

I would expect history and religious instruction and the attitudes of my staff all to contribute to the child's developing self-respect and respect for others, and I would be very worried about their physical education if it did not also contribute through its team games, its religious drama, or its dance and movement training.

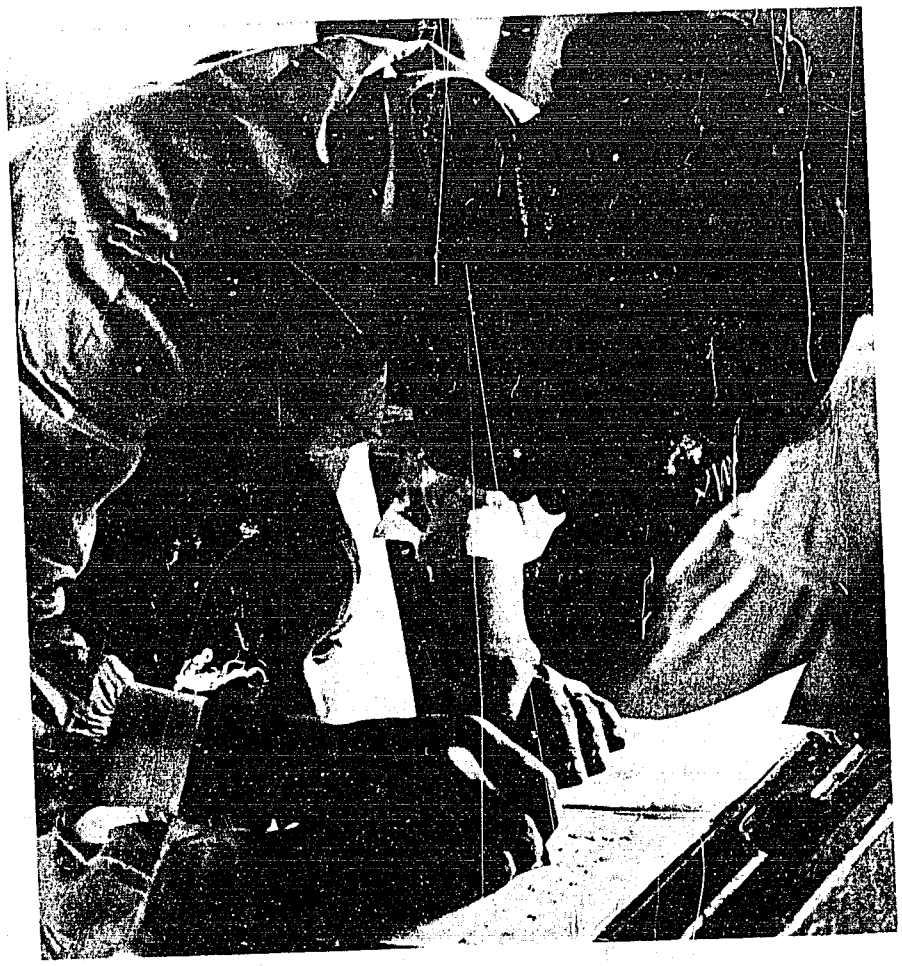
I would expect history and geography to stimulate an alert interest in the affairs of men, and I would try to see to it that this was supported by religious instruction, literature and dramatic work.

I would expect art and music to contribute to a child's developing sensitivity to people and things, but I would also hope that my attitude to my colleagues and theirs to me, as well as the care and taste in which the school was maintained, would help considerably to this end.

And so together we would see to it that all that we did contributed to what we wanted to achieve.

Our objective in the school would not be to stock the minds of our pupils, but to strengthen them; we should be concerned not only with their intellectual development but with their attitudes, their values, their relationships one to another, their courage, their tolerance, their initiative, their imagination, and above all their compassion.

As for knowledge or learning, new or old, we would, I hope, agree with what the philosopher, John Locke, said well over 300 years ago: 'Learning must be had, but in the second place, as subservient only to greater qualities.' □



# THE STATUS OF TEACHERS

*The text of a Recommendation to the governments of the world, adopted last fall. The statement is a milestone in the development of our profession. (See editorial.)*

**I Definitions**

1. For the purpose of this Recommendation—

The word 'teacher' covers all those persons in schools who are responsible for the education of pupils;

The expression 'status' as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

**II Scope**

2. This Recommendation applies to all teachers in both public and private schools up to the completion of the secondary stage of education, whether nursery, kindergarten, primary, intermediate or secondary, including those providing technical, vocational, or art education.

**III Guiding Principles**

3. Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inclusion of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.

4. It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual

teachers.

5. The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives.

6. Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

7. All aspects of the preparation and employment of teachers should be free from any form of discrimination on grounds of race, color, sex, religion, political opinion, national or social origin, or economic condition.

8. Working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks.

9. Teachers' organizations should be recognized as a force which can contribute greatly to educational advance and which therefore should be associated with the determination of educational policy.

#### IV Educational Objectives and Policies

10. Appropriate measures should be taken in each country to the extent necessary to formulate comprehensive educational policies consistent with the Guiding Principles, drawing on all available resources, human and otherwise. In so doing, the competent authorities should take account for teachers of the following principles and objectives:

(a) it is the fundamental right of every child to be provided with the fullest possible educational opportunities; due attention should be given to children requiring special educational treatment;

(b) all facilities should be made available equally to enable every person to enjoy his right to education without discrimination on grounds of sex, race, color, religion, political opinion, national or social origin, or economic condition;

(c) since education is a service of fundamental importance in the general public interest, it should be recognized as a responsibility of the State which should provide an adequate network of schools, free education in these schools and material assistance to needy pupils; this should not be construed so as to interfere with the liberty of the parents and, when applicable, legal guardians to choose for their children schools other than those established by the State, or so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions which conform to such minimum educational standards as may be laid down or approved by the State;

(d) since education is an essential factor in economic growth, educational planning should form an integral part of total economic and social planning undertaken to improve living conditions;

(e) since education is a continuous process the various branches of the teaching service should be so co-ordinated as both to improve the quality of education for all pupils and to enhance the status of

**This Teheran teacher performs a public service which requires of her expert knowledge and specialized skills.**

teachers;

(f) there should be free access to a flexible system of schools, properly interrelated, so that nothing restricts the opportunities for each child to progress to any level in any type of education;

(g) as an educational objective, no State should be satisfied with mere quantity, but should seek also to improve quality;

(h) in education both long-term and short-term planning and programming are necessary; the efficient integration in the community of today's pupils will depend more on future needs than on present requirements;

(i) all educational planning should include at each stage early provision for the training, and the further training, of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue;

(j) co-ordinated systematic and continuing research and action in the field of teacher preparation and in-service training are essential, including, at the international level, co-operative projects and the exchange of research findings;

(k) there should be close co-operation between the competent authorities, organizations of teachers, of employers and workers, and of parents as well as cultural organizations and institutions of learning and research, for the purpose of defining educational policy and its precise objectives;

(l) as the achievement of the aims and objectives of education largely depends on the financial means made available to it, high priority should be given, in all countries, to setting aside, within the national budgets, an adequate proportion of the national income for the development of education.

## V Preparation for the Profession

*Selection*

11. Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary physical, moral, and intellectual qualities and who have the required professional knowledge and skills.

12. To meet this need, educational authorities should provide adequate inducements to prepare for teaching and sufficient places in appropriate institutions.

13. Completion of an approved course in an appropriate teacher-preparation institution should be required of all persons entering the profession.

14. Admission to teacher preparation should be based on the completion of appropriate secondary education, and the evidence of the possession of personal qualities likely to help the persons concerned to become worthy members of the profession.

15. While the general standards of admission to teacher preparation should be maintained, persons who may lack some of the formal academic requirements for admission, but who possess valuable experience, particularly in technical and vocational fields, may be admitted.

16. Adequate grants or financial assistance should be available to students preparing for teaching to enable them to follow the courses provided and to live decently; as far as possible, the competent authorities should seek to establish a system of free teacher-preparation institutions.

17. Information concerning the opportunities and the grants or financial assistance for teacher preparation should be readily available to students and other persons who may wish to prepare for teaching.

18. (1) Fair consideration should be given to the value of teacher-preparation programs completed in other countries as establishing in whole or part the right to practise teaching.

(2) Steps should be taken with a view to achieving international recognition of teaching credentials conferring professional status in terms of standards agreed to internationally.

*Teacher-preparation programs*

19. The purpose of a teacher-preparation program should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural, and economic progress.

20. Fundamentally, a teacher-preparation program should include:

(a) general studies;

(b) study of the main elements of the philosophy, sociology in relation to education theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects;

(c) studies related to the student's intended field of teaching;

(d) practice in teaching and in conducting extra-curricular activities under the guidance of fully qualified teachers.

21. (1) All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.

(2) The content of teacher-preparation programs may reasonably vary according to the tasks the teachers are required to perform in different types of schools, such as establishments for handicapped children or technical and vocational schools. In the latter case, the programs might include some practical experience to be acquired in industry, commerce or agriculture.

22. A teacher-preparation program may provide for a professional course either concurrently with or subsequent to a course of personal academic or specialized

education or skill cultivation.

23. Education for teaching should normally be full time; special arrangements may be made for older entrants to the profession and persons in other exceptional categories to undertake all or part of their course on a part-time basis, on condition that the content of such courses and the standards of attainment are on the same level as the full-time courses.

24. Consideration should be given to the desirability of providing for the education of different types of teachers, whether primary, secondary, technical, specialist or vocational teachers, in institutions organically related or geographically adjacent to one another.

*Teacher-preparation institutions*

25. The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in schools.

26. Research and experimentation in education and in the teaching of particular subjects should be promoted through the provision of research facilities in teacher-preparation institutions and research work by their staff and students. All staff concerned with teacher education should be aware of the findings of research in the field with which they are concerned and endeavor to pass on its results to students.

27. Students as well as staff should have the opportunity of expressing their views on the arrangements governing the life, work and discipline of a teacher-preparation institution.

28. Teacher-preparation institutions should form a focus of development in the education service, both keeping schools abreast of the results of research and methodological progress, and reflecting in their own work the experience of schools and teachers.

29. The teacher-preparation institutions should, either severally or jointly, or in collaboration with another institution of higher education or with the competent education authorities, be responsible for certifying that the student has satisfactorily completed the course.

30. School authorities, in co-operation with teacher-preparation institutions, should take appropriate measures to provide the newly-trained teachers with an employment in keeping with their preparation, and individual wishes and circumstances.

### VI Further Education for Teachers

31. Authorities and teachers should recognize the importance of in-service education designed to secure a systematic improvement of the quality and content of education and of teaching techniques.

32. Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such a system should provide a variety of arrangements and should involve the participation of teacher-preparation institutions, scientific and cultural institutions, and teachers' organizations. Refresher courses should be provided, especially for teachers returning to teaching after a break in service.

33. (1) Courses and other appropriate facilities should be so designed as to enable teachers to improve their qualifications, to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education, as regards both content and method.

(2) Measures should be taken to make books and other material available to teachers to improve their general education and professional qualifications.

34. Teachers should be given both the opportunities and the incentives to participate in such courses and facilities and should take full advantage of them.

35. School authorities should make every endeavor to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.

36. Authorities should encourage and, as far as possible, assist teachers to travel in their own country and abroad, either in groups or individually, with a view to their further education.

37. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.

### VII Employment and Career

*Entry into the teaching profession*

38. In collaboration with teachers' organizations, policy governing recruitment into employment should be clearly defined at the appropriate level and rules should be established laying down the teachers' obligations and rights.

39. A probationary period on entry to teaching should be recognized both by teachers and by employers as the opportunity for the encouragement and helpful initiation of the entrant and for the establishment and maintenance of proper professional standards as well as the teacher's own development of his practical teaching proficiency. The normal duration of probation should be known in advance and the conditions for its satisfactory completion should be strictly related to professional competence. If the teacher is failing to complete his probation satisfactorily, he should be informed of the reasons and should have the right to make representations.

*Advancement and promotion*

40. Teachers should be able, subject to their having the necessary qualifications, to move from one type or level of school to another within the education service.

41. The organization and structure of an education

service, including that of individual schools, should provide adequate opportunities for and recognition of additional responsibilities to be exercised by individual teachers, on condition that those responsibilities are not detrimental to the quality or regularity of their teaching work.

42. Consideration should be given to the advantages of schools sufficiently large for pupils to have the benefits and staff the opportunities to be derived from a range of responsibilities being carried by different teachers.

43. Posts of responsibility in education, such as that of inspector, educational administrator, director of education or other posts of special responsibility, should be given as far as possible to experienced teachers.

44. Promotion should be based on an objective assessment of the teacher's qualifications for the new post, by reference to strictly professional criteria laid down in consultation with teachers' organizations.

*Security of tenure*

45. Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and should be safeguarded even when changes in the organization of or within a school system are made.

46. Teachers should be adequately protected against arbitrary action affecting their professional standing or career.

*Disciplinary procedures related to breaches of professional conduct*

47. Disciplinary measures applicable to teachers guilty of breaches of professional conduct should be clearly defined. The proceedings and any resulting action should only be made public if the teacher so requests, except where prohibition from teaching is involved or the protection or well-being of the pupils so requires.

48. The authorities or bodies competent to propose or apply sanctions and penalties should be clearly designated.

49. Teachers' organizations should be consulted when the machinery to deal with disciplinary matters is established.

50. Every teacher should enjoy equitable safeguards at each stage of any disciplinary procedure, and in particular:

(a) the right to be informed in writing of the allegations and the grounds for them;

(b) the right to full access to the evidence in the case;

(c) the right to defend himself and to be defended by a representative of his choice, adequate time being given to the teacher for the preparation of his defence;

(d) the right to be informed in writing of the decisions reached and the reasons for them;

(e) the right to appeal to clearly designated competent authorities or bodies.

51. Authorities should recognize that effectiveness of disciplinary safeguards as well as discipline itself would be greatly enhanced if the teachers were judged with the participation of their peers.

52. The provisions of the foregoing paragraphs 47-51 do not in any way affect the procedures normally applicable under national laws or regulations to acts punishable under criminal laws.

The teacher is a valuable specialist. His work should be so organized and assisted as to avoid waste of his time and energy. This scene is in a Nigerian high school.

*Medical examinations*

53. Teachers should be required to undergo periodical medical examinations, which should be provided free.

*Women teachers with family responsibilities*

54. Marriage should not be considered a bar to the appointment or to the continued employment of women teachers, nor should it affect remuneration or other conditions of work.

55. Employers should be prohibited from terminating contracts of service for reasons of pregnancy and maternity leave.

56. Arrangements such as crêches or nurseries should be considered where desirable to take care of the children of teachers with family responsibilities.

57. Measures should be taken to permit women teachers with family responsibilities to obtain teaching posts in the locality of their homes and to enable married couples, both of whom are teachers, to teach in the same general neighborhood or in one and the same school.

58. In appropriate circumstances women teachers with family responsibilities who have left the profession before retirement age should be encouraged to return to teaching.

*Part-time service*

59. Authorities and schools should recognize the value of part-time service given, in case of need, by qualified teachers who for some reason cannot give full-time service.

60. Teachers employed regularly on a part-time basis should:

(a) receive proportionately the same remuneration and enjoy the same basic conditions of employment as teachers employed on a full-time basis;

(b) be granted rights corresponding to those of teachers employed on full-time basis as regards holiday with pay, sick leave and maternity leave, subject to the same eligibility requirements; and

(c) be entitled to adequate and appropriate social security protection including coverage under employers' pension schemes.

## VIII Rights and Responsibilities of Teachers

*Professional freedom*

61. The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programs, and with the assistance of the educational authorities.

62. Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids.

63. Any systems of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

64. (1) Where any kind of direct assessment of the teacher's work is required, such assessment should be objective and should be made known to the teacher.

(2) Teachers should have a right to appeal against assessments which they deem to be unjustified.

65. Teachers should be free to make use of such evaluation techniques as they may deem useful for the appraisal of pupils' progress, but should ensure that no unfairness to individual pupils results.

66. The authorities should give due weight to the recommendations of teachers regarding the suitability of individual pupils for courses and further education of different kinds.

67. Every possible effort should be made to promote close co-operation between teachers and parents in the interests of pupils, but teachers should be protected against unfair or unwarranted interference by parents in matters which are essentially the teacher's professional responsibility.

68. (1) Parents having a complaint against a school or a teacher should be given the opportunity of discussing it in the first instance with the school principal and the teacher concerned. Any complaint subsequently addressed to higher authority should be put in writing and a copy should be supplied to the teacher.

(2) Investigations of complaints should be so conducted that the teachers are given a fair opportunity to defend themselves and that no publicity is given to the proceedings.

69. While teachers should exercise the utmost care to avoid accidents to pupils, employers of teachers should safeguard them against the risk of having damages assessed against them in the event of injury to pupils occurring at school or in school activities away from the school premises or grounds.

*Responsibilities of teachers*

70. Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.

71. Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations.

72. Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.

73. Codes of ethics or of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

74. Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

*Relations between teachers and the education service as a whole*

75. In order that teachers may discharge their responsibilities, authorities should establish and regularly use recognized means of consultation with teachers' organizations on such matters as educational policy, school organization, and new development in the education service.

76. Authorities and teachers should recognize the importance of the participation of teachers, through their organizations and in other ways, in steps designed to improve the quality of the education service, in educational research, and in the development and dissemination of new improved methods.

77. Authorities should facilitate the establishment and the work of panels designed, within a school or within a broader framework, to promote the co-operation of teachers of the same subject and should take due account of the opinions and suggestions of such panels.

78. Administrative and other staff who are responsible for aspects of the education service should seek to establish good relations with teachers and this approach should be equally reciprocated.

*Rights of teachers*

79. The participation of teachers in social and public life should be encouraged in the interests of the teacher's personal development, of the education service and of society as a whole.

80. Teachers should be free to exercise all civil rights generally enjoyed by citizens and should be eligible for public office.

81. Where the requirements of public office are such that the teacher has to relinquish his teaching duties, he should be retained in the profession for seniority and pension purposes and should be able to return to his previous post or to an equivalent post after his term of public office has expired.

82. Both salaries and working conditions for teachers should be determined through the process of negotiation between teachers' organizations and the employers of teachers.

83. Statutory or voluntary machinery should be established whereby the right of teachers to negotiate through their organizations with their employers, either public or private, is assured.

84. Appropriate joint machinery should be set up to deal with the settlement of disputes between the teachers and their employers arising out of terms and conditions of employment. If the means and procedures established for these purposes should be exhausted or if there should be a breakdown in negotiations between the parties, teachers' organizations should have the right to take such other steps as are normally open to other organizations in the defence of their legitimate interests.

### IX Conditions for Effective Teaching and Learning

85. Since the teacher is a valuable specialist, his work should be so organized and assisted as to avoid waste of his time and energy.

*Class size*

86. Class size should be such as to permit the teacher to give the pupils individual attention. From time to time provision may be made for small group, or even individual instruction for such purposes as remedial work, and on occasion for large group instruction employing audio-visual aids.

*Ancillary staff*

87. With a view to enabling teachers to concentrate on their professional tasks, schools should be provided with ancillary staff to perform non-teaching duties.

*Teaching aids*

88. (1) Authorities should provide teachers and pupils with modern aids to teaching. Such aids should not be regarded as a substitute for the teacher but as a means of improving the quality of teaching and extending to a larger number of pupils the benefits of education.

(2) Authorities should promote research into the use of such aids and encourage teachers to participate actively in such research.

*Hours of work*

89. The hours teachers are required to work per day and per week should be established in consultation with teachers' organizations.

90. In fixing hours of teaching account should be taken of all factors which are relevant to the teacher's work load, such as:

(a) the number of pupils with whom the teacher is required to work per day and per week;

(b) the necessity to provide time for adequate planning and preparation of lessons and for evaluation of work;

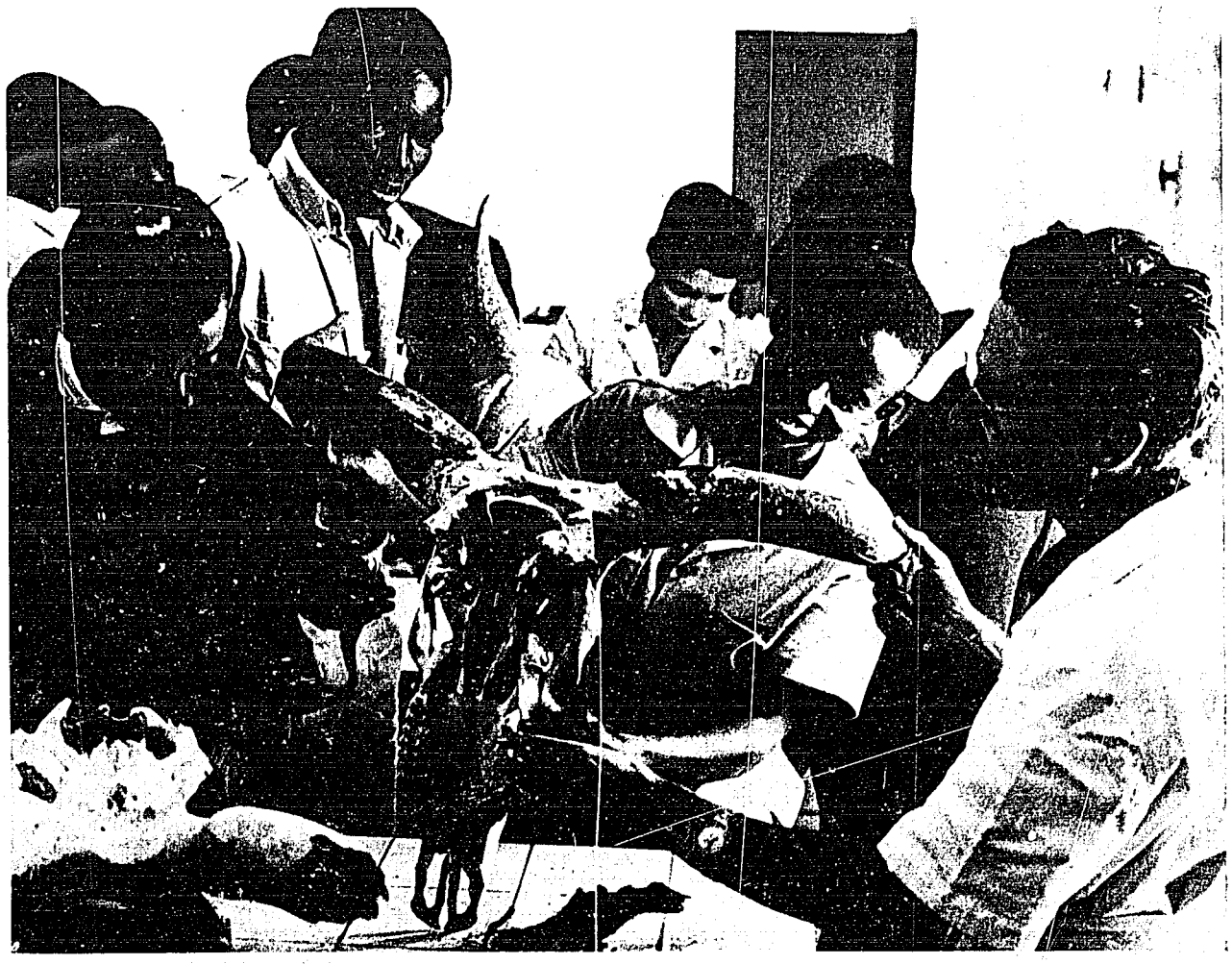
(c) the number of different lessons assigned to be taught each day;

(d) the demands upon the time of the teacher imposed by participation in research, in co-curricular and extracurricular activities, in supervisory duties and in counseling of pupils;

(e) the desirability of providing time in which teachers may report to and consult with parents regarding pupil progress.

91. Teachers should be provided time necessary for taking part in in-service training programs.

92. Participation of teachers in extracurricular activities should not constitute an excessive burden and should not interfere with the fulfilment of the main duties of the teacher.



School authorities should try to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods, as in this Mauritanian high school.

93. Teachers assigned special educational responsibilities in addition to classroom instruction should have their normal hours of teaching reduced correspondingly.

*Annual holidays with pay*

94. All teachers should enjoy a right to adequate annual vacation with full pay.

*Study leave*

95. (1) Teachers should be granted leave on full seniority pay at intervals.

(2) The period of study leave should be counted for seniority and pension purposes.

(3) Teachers in areas which are remote from population centers and are recognized as such by the public authorities should be given study leave more frequently.

*Special leave*

96. Leave of absence granted within the framework of bilateral and multilateral cultural exchanges should be considered as service.

97. Teachers attached to technical assistance projects should be granted leave of absence and their seniority, eligibility for promotion and pension rights in the home country should be safeguarded. In addition special arrangements should be made to cover their extraordinary expenses.

98. Foreign guest teachers should similarly be given leave of absence by their home countries and have their seniority and pension rights safeguarded.

99. (1) Teachers should be granted occasional leave of absence with full pay to enable them to participate in the activities of their organizations.

(2) Teachers should have the right to take up office in their organizations; in such case their entitlements should be similar to those of teachers holding public office.

100. Teachers should be granted leave of absence with full pay for adequate personal reasons under arrangements specified in advance of employment.

*Sick leave and maternity leave*

101. (1) Teachers should be entitled to sick leave with pay.

(2) In determining the period during which full or partial pay shall be payable, account should be taken of cases in which it is necessary for teachers to be isolated from pupils for long periods.

102. Effect should be given to the standards laid down by the International Labor Organization in the field of maternity protection, and in particular the Maternity Protection Convention (1919), and the Maternity Protection Convention (Revised), 1952, as well as to the standards referred to in paragraph 125 of this Recommendation.

103. Women teachers with children should be encouraged to remain in the service by such measures as enabling them, at their request, to take additional unpaid leave of up to one year after childbirth without loss of employment, all rights resulting from employment being fully safeguarded.

*Teacher exchange*

104. Authorities should recognize the value both to the education service and to teachers themselves of professional and cultural exchanges between countries and of travel abroad on the part of teachers; they should seek to extend such opportunities and take account of the experience acquired abroad by individual teachers

105. Recruitment for such exchanges should be arranged without any discrimination, and the persons concerned should not be considered as representing any particular political view.

106. Teachers who travel in order to study and work abroad should be given adequate facilities to do so and proper safeguards of their posts and status.

107. Teachers should be encouraged to share teaching experience gained abroad with other members of the profession.

*School buildings*

108. School buildings should be safe and attractive in overall design and functional in layout; they should lend themselves to effective teaching, and to use for extracurricular activities and, especially in rural areas, as a community center; they should be constructed in accordance with established sanitary standards and with a view to durability, adaptability and easy, economic maintenance.

109. Authorities should ensure that school premises are properly maintained, so as not to threaten in any way the health and safety of pupils and teachers.

110. In the planning of new schools representative teacher opinion should be consulted. In providing new or additional accommodation for an existing school the staff of the school concerned should be consulted.

*Special provisions for teachers in rural or remote areas*

111. (1) Decent housing, preferably free or at a subsidized rental, should be provided for teachers and their families in areas remote from population centers and recognized as such by the public authorities.

(2) In countries where teachers, in addition to their normal teaching duties, are expected to promote and stimulate community activities, development plans and programs should include provision for appropriate accommodation for teachers.

112. (1) On appointment or transfer to schools in remote areas, teachers should be paid removal and travel expenses for themselves and their families.

(2) Teachers in such areas should, where necessary, be given special travel facilities to enable them to maintain their professional standards.

(3) Teachers transferred to remote areas should, as an inducement, be reimbursed their travel expenses from their place of work to their home town once a year when they go on leave.

113. Whenever teachers are exposed to particular hardships, they should be compensated by the payment of special hardship allowances which should be included in earnings taken into account for pension purposes.

## X Teachers' Salaries

114. Among the various factors which affect the status of teachers, particular importance should be attached to salary, seeing that in present world conditions other factors, such as the standing or regard accorded them and the level of appreciation of the importance of their function, are largely dependent, as in other comparable professions, on the economic position in which they are placed.

115. Teachers' salaries should:

(a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;

(b) compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications;

(c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification;

(d) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

116. Teachers should be paid on the basis of salary scales established in agreement with the teachers' organizations. In no circumstances should qualified teachers during a probationary period or if employed on a temporary basis be paid on a lower salary scale than that laid down for established teachers.

117. The salary structure should be planned so as not to give rise to injustices or anomalies tending to lead to friction between different groups of teachers.

118. Where a maximum number of class contact hours is laid down, a teacher whose regular schedule

exceeds the normal maximum should receive additional remuneration on an approved scale.

119. Salary differentials should be based on objective criteria such as levels of qualification, years of experience or degrees of responsibility but the relationship between the lowest and the highest salary should be of a reasonable order.

120. In establishing the placement on a basic salary scale of a teacher of vocational or technical subjects who may have no academic degree, allowance should be made for the value of his practical training and experience.

121. Teachers' salaries should be calculated on an annual basis.

122. (1) Advancement within the grade through salary increments granted at regular, preferably annual, intervals should be provided.

(2) The progression from the minimum to the maximum of the basic salary scale should not extend over a period longer than 10 to 15 years.

(3) Teachers should be granted salary increments for service performed during periods of probationary or temporary appointment.

123. (1) Salary scales for teachers should be reviewed periodically to take into account such factors as a rise in the cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels.

(2) Where a system of salary adjustments automatically following a cost-of-living index has been adopted, the choice of index should be determined with the participation of the teachers' organizations and any cost-of-living allowance granted should be regarded as an integral part of earnings taken into account for pension purposes.

124. No merit rating system for purposes of salary determination should be introduced or applied without prior consultation with and acceptance by the teachers' organizations concerned.

## XI Social Security

*General provisions*

125. All teachers, regardless of the type of school in which they serve, should enjoy the same or similar social security protection. Protection should be extended to periods of training and probation for those who are regularly employed as teachers.

126. (1) Teachers should be protected by social security measures in respect of all the contingencies included in the International Labor Organization Social Security (Minimum Standards) Convention, 1952, namely by medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit.

(2) The standards of social security provided for teachers should be at least as favorable as those set out in the relevant instruments of the International Labor Organization and in particular the Social Security (Minimum Standards) Convention, 1952.

(3) Social security benefits for teachers should be granted as a matter of right.

127. The social security protection of teachers should take account of their particular conditions of employment, as indicated in paragraphs 128-139.

*Medical care*

128. In regions where there is a scarcity of medical facilities teachers should be paid traveling expenses necessary to obtain appropriate medical care.

*Sickness benefit*

129. (1) Sickness benefit should be granted throughout any period of incapacity for work involving suspension of earnings.

(2) It should be paid from the first day in each case of suspension of earnings.

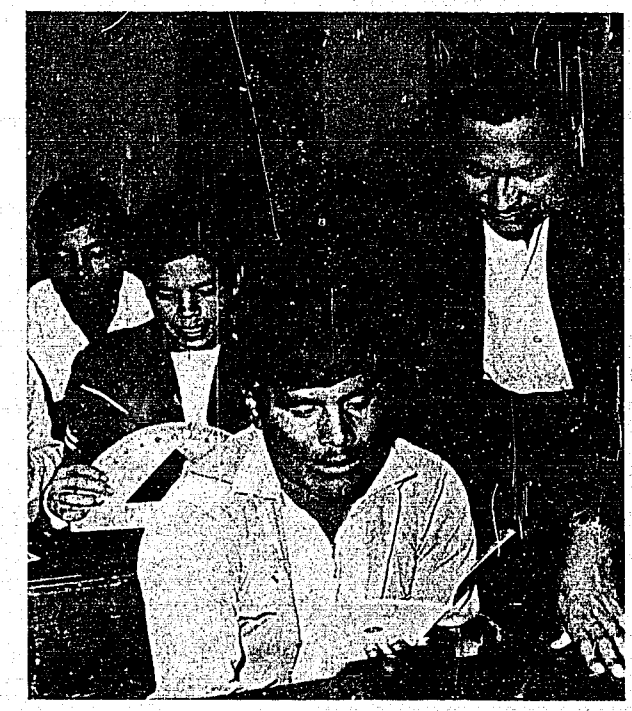
(3) Where the duration of sickness benefit is limited to a specified period, provision should be made for extensions in cases in which it is necessary for teachers to be isolated from pupils.

*Employment injury benefit*

130. Teachers should be protected against the consequences of injuries suffered not only during teaching at school but also when engaged in school activities away from the school premises or grounds.

131. Certain infectious diseases prevalent among

**Participation in such extracurricular activities as teaching an adult literacy class should not constitute an excessive burden for educators like this Mexican teacher.**



children should be regarded as occupational diseases when contracted by teachers who have been exposed to them by virtue of their contact with pupils.

*Old-age benefit*

132. Pension credits earned by a teacher under any education authority within a country should be portable should the teacher transfer to employment under any other authority within that country.

133. Taking account of national regulations, teachers who, in case of a duly recognized teacher shortage, continue in service after qualifying for a pension should either receive credit in the calculation of the pension for the additional years of service or be able to gain a supplementary pension through an appropriate agency.

134. Old-age benefit should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

*Invalidity benefit*

135. Invalidity benefit should be payable to teachers who are forced to discontinue teaching because of physical or mental disability. Provision should be made for the granting of pensions where the contingency is not covered by extended sickness benefit or other means.

136. Where disability is only partial in that the teacher is able to teach part-time, partial invalidity benefit should be payable.

137. (1) Invalidity benefit should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

(2) Provision should be made for medical care and allied benefits with a view to restoring or, where this is not possible, improving the health of disabled teachers, as well as for rehabilitation services designed to prepare disabled teachers, whenever possible, for the resumption of their previous activity.

*Survivors' benefit*

138. The conditions of eligibility for survivors' benefit and the amount of such benefit should be such as to enable survivors to maintain an adequate standard of living and as to secure the welfare and education of surviving dependent children.

*Means of providing social security for teachers*

139. (1) The social security protection of teachers should be assured as far as possible through a general scheme applicable to employed persons in the public sector or in the private sector as appropriate.

(2) Where no general scheme is in existence for one or more of the contingencies to be covered, special schemes, statutory or non-statutory, should be established.

(3) Where the level of benefits under a general scheme is below that provided for in this Recommendation, it should be brought up to the recommended standard by means of supplementary schemes.

140. Consideration should be given to the possibility of associating representatives of teachers' organizations with the administration of special and supplementary schemes, including the investment of their funds.

## XII The Teacher Shortage

141. (1) It should be a guiding principle that any severe supply problem should be dealt with by measures which are recognized as exceptional, which do not detract from or endanger in any way professional standards already established or to be established and which minimize educational loss of pupils.

(2) Recognizing that certain expedients designed to deal with the shortage of teachers, such as overlarge classes and the unreasonable extension of hours of teaching duty, are incompatible with the aims and objectives of education and are detrimental to the pupils, the competent authorities as a matter of urgency should take steps to render these expedients unnecessary and to discontinue them.

142. In developing countries, where supply considerations may necessitate short-term intensive emergency preparation programs for teachers, a fully professional, extensive program should be available in order to produce corps of professionally-prepared teachers competent to guide and direct the educational enterprise.

143. (1) Students admitted to training in short-term, emergency programs should be selected in terms of the standards applying to admission to the normal professional program, or even higher ones, to ensure that they will be capable of subsequently completing the requirements of the full program.

(2) Arrangements and special facilities, including extra study leave on full pay, should enable such students to complete their qualifications in service.

144. (1) As far as possible, unqualified personnel should be required to work under the close supervision and direction of professionally-qualified teachers.

(2) As a condition of continued employment such persons should be required to obtain or complete their qualifications.

145. Authorities should recognize that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting to and retaining in the teaching profession substantial numbers of fully qualified persons.

## XIII Final Provision

146. Where teachers enjoy a status which is, in certain respects, more favorable than that provided for in this Recommendation, its terms should not be invoked to diminish the status already granted. □

ALAN DAWE

# FAREWELL TO A FRIEND

IF THE WINDS OF RUMOR have been blowing true, this 1966-67 school year will be the last sail round for our old friend English 40, that most compulsory of our system's academic courses. Even now the first signs of its impending departure are upon us. The name has been changed, dropped a full 28 points on the Victoria Listings to a mere English 12.

I have no way of knowing if this 1967 termination of English 40 was consciously planned as part of Canada's centennial celebrations; but nothing could be more appropriate, since English 40, like Canada itself, has revealed a tendency to super-Balkanization. Canada, as every patriot ought to know, splinters up into such partisan win groups as Labrador, Vancouver Island, the Calgary Stampede, the Montreal Canadiens, and Halifax Harbor; while English 40 fragments itself into drama, grammar, spelling, poetics, memorization, and outside reading, to name only some. But neither case is hopeless, and both Canada and English 40 (under their bright new banners) look to the future when their parts will have stopped grating against their wholes.

Another thing I don't know is whether or not any official and funereal ceremonies have been laid on to mark the passing of our friend. But I feel strongly that something festive should take place, even if only in print. So at a worried meeting I called with my conscience last week (there was some initial debate about whether or not we had a quorum), I was moved to take upon myself the sad pleasure of composing these unofficial obituary remarks.

I realize that perceptive readers may feel that the termination of a mere English course is much too parochial a matter to take up space in *The B.C. Teacher*, a journal that is, after all, concerned with the whole tribe of British Columbia teachers, and not just with that one wandering band, the English specialists. But I have no hesitation about dropping the gavel on this cavil, since I happen to know by the actual approximation that over half the teachers now at work in this province have had personal contact with English 40 in one way or another; if not as teachers, then as students; and if not as students, then at least

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*Alan Dawe, who has written for the magazine previously, is now on the staff of Vancouver City College.*

as someone who once had to pass the course.

As a sympathetic obituary should, mine will push on now to a brief summary of the deceased's career.

*Birth*: English 40 was born circa 1952. Its mother was the well-known Victoria Deb, the Department of Education; its father a virtually unknown committee that was just passing through, as is so often the way with committees. Only one aspect of the birth was noteworthy: the infant came into the world in the same mature size and wholesome shape it still possesses on the eve of its departure—one play, 40 essays, 70 poems!

*Life:* Despite its mild and academic personality, English 40 endured a life of considerable stress. Its intentions, though always of the highest, were sometimes misinterpreted; its words, though often of the noblest, were continually misquoted, especially by the thousands of students who accepted uncritically Lin Yutang's idea (as found on page 244 of the essay text) that 'nearly right is good enough.'

*Character:* Even a sympathetic obituary writer cannot hide the fact that English 40 had schizoid tendencies. Its literary side was firm, constant, and dependable year after year after year. But its language side was flexible to the point of being sly, and given to shifty changes in expression when no one official was looking. Because of this, I have no intention of even mentioning the language side again.

As I turn to the more personal phase of this memoir, I want to stress the fact that my own 32 orbits around the wonderful world of English 40 have constituted the most enjoyable part of my teaching career so far. I stress this fact because I suspect that any moment now my memorial remarks on this passing course are going to take on a predominantly cranky tone, as they inevitably will when one is dealing with a friend who has hung around long after the party is over. Over-familiarity breeds a kind of discontent, and those of us who have been with English 40 since the beginning, have now become so over-familiar that we are in no danger of getting slapped for being fresh.

Still I am far from claiming that there are not some advantages to keeping some courses in orbit for as long as English 40 was out there. For there certainly are, and one is that a teacher who repeats the work of one course often enough will, in time, be able to teach it without reading a copy of the texts. When enough teachers have arrived at this state of Nirvana, it doubtless represents a considerable saving for the Textbook Branch. However, I sometimes feel that such a saving is a kind of Pyrrhic victory when stacked up against the frayed emotional bindings suffered each year by those many conscientious teachers who feel obliged to wax eloquent over literary selections that they would rather polish off than buff up.

Unfortunately, the year-in-year redundancy of a fixed and prescribed literary program is only half the problem. The other two-thirds is connected with the day-to-day redundancy that especially chafes the English specialist who is timetabled for several contiguous sections of English 40, sections that for democratic and administrative reasons must be kept, as the jargon puts it, Lock-Step. (I myself have never had more than three contiguous Lock-Jaw sections, although I once knew of a chap who had six. I won't go into his story because he has recently left teaching and is doing well on the Ford assembly line in Windsor, Ontario.)

In any case, the problem of repeated lessons is an interesting one, and any teacher who has experienced three back-to-back repetitions of the same lesson will recall how things develop. The first lesson is exciting, but only so-so in quality. The second is the best, and is all a-go-go. But by the third the teacher is ga-ga. He wonders how long it will be before he begins a lesson with that familiar slogan: 'This is a Recording,' a message that he suspects will be closely followed by the click of 35 non-receivers cradling down.

I must admit, though, that my own response to the three-block repetition has been hysterics rather than recorded numbness. The particular form my hysteria takes involves me in ringing involuntary changes on the titles of the selection we are currently studying. In English 40, for example, Grayson's mild essay (usually entitled 'I Entertain an Agent Unawares'), comes out as 'I Entertain an Angel in his Underwears.' And Markham's serious poem based on the Millet painting is transformed into a light Christmas piece called 'The Man with the Ho! Ho!' And even I get little pleasure from 'The Car for the Yukon' by Robert Service Station. Funny this may not be. But like the smell of skunk, it's virtually irresistible.

An allied danger of being over-exposed to even the good things on a fixed curriculum is a mental-unblock that we can call 'Over-embellishment.' This consists of being unable to refrain from saying more and more about certain selections with each passing year. I understand that this is a bug that bites teachers at all points on the academic landscape, from Kinder to Graduate Garten.

A primary teacher of my acquaintance told me that she suffered from the urge to over-embellish even while teaching innocent material like *Dick and Jane*. She said that as the years went by she became less and less content with merely seeing Dick run. She yearned to enter him in the whole track meet: 'See Dick Run. See Dick Pole Vault. See Dick Toss the Discus. See Dick Fail to Raise Plane Fare for the Trip to the 1968 Olympics.'

As an example of over-embellishment more directly related to the subject of this essay, I can cite the problem I have had with four short lyrics by W. H. Davies that are on the English 40 course. When I first taught these poems (they total 56 lines), I could do them in about ten minutes. But now they sometimes take me as long as a week. How this development takes place

Continued on page 166

**A view of one of the Plenary Sessions of WCOTP at Seoul. Mr. Kaser can be seen in the left background.**

# SEOUL

## Prelude to Vancouver for WCOTP

RUDY KASER

IT WAS MY PRIVILEGE last summer to attend the 15th Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) at Seoul, Korea.

My wife Eleanor and I boarded Japan Air Lines at Tokyo August 1, along with a representative group of 375 delegates from 58 countries who, like us, were destined for the conference. One and a half hours later, after crossing the Sea of Japan, we looked down on a land of high mountains, narrow red-earthed river valleys and vividly green rice fields. It was an unexpectedly beautiful first impression of Korea, Switzerland of Asia—'the Land of the Morning Calm.'

Our second surprise came when we discovered the magnitude of our welcome at the Kimpo International Airport at Seoul. We gathered under our Canadian banner for greetings from the Reception Committee and from our guides, female university students, all wearing their beautiful chimas, traditional full-length dresses with brightly-colored short jackets. We were assisted through the complications of immigration and customs with efficiency and dispatch and escorted to our banner-decked busses and a motorcycle escort led us through crowded, teeming Seoul at a record pace. This consideration and priority we discovered would be typical of our entire stay. Every detail of organization had been so well worked out and co-ordinated that not once during our 11 days in Seoul were we off-schedule to any official reception or function.

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*Mr. Kaser is Immediate Past President of the BCTF.*

We were bounced over a rough and very dusty road to Walker Hill Resort, the site of the conference. It was a truly luxurious complex located on spectacular mountain slopes overlooking the wide, slow-moving Han River about 10 miles from Seoul. The villas, main building, swimming pools and night clubs were also used by American Army personnel stationed in Korea. Built in 1963 and named for heroic Gen. Walton Walker (Commander of UN forces in Korea, killed in action), it offered fine accommodation and dedicated service to 524 guests.

The opening of the conference in the large modern Citizens' Hall in Seoul was most impressive. We entered through a center aisle in groups made up of people of all colors, creeds and customs. The huge stage before us was banked with flowers and palms, and framed with the flags of all 58 countries represented. From the back half of the immense building came wave after wave of applause as we entered—a heart warming tribute from hundreds of non-delegate Korean teachers who were present to welcome us.

### Teachers Must Advise Governments

The theme of the 1966 WCOTP Conference was The Role of Teachers' Organizations in Educational Planning. Sir Ronald Gould challenged delegates in his quotation from Amos: 'Woe to them that are at ease in Zion.' He said that problems in education in every country are legion, that answers must be sought by the teachers of those countries and that, when solutions to the problems have been found, teachers' organizations must play major and active roles to guide and advise the government in its educational planning.

In some countries one-sixth of the population is in full-time education, in some countries up to one-half of the government's income is spent on education, in every country the people's expectations of more and better education greatly exceeds the actualities of supply and finance. 'It is obvious,' Sir Ronald stated, 'that education cannot remain unplanned.'

Supporting the same theme, Dr. William G. Carr, Secretary General of WCOTP, asserted it was the professional responsibility of teachers to inform the public about conditions necessary for quality education. Mr. Erich Frister, WCOTP Director, warned that teachers must play an active role in educational planning to prevent the intolerable condition for teachers where unattainable goals are set for them by political groups. He suggested that, while the experts may suggest means and methods of improving education, teachers should pass judgment on the practicability of these suggestions through their teacher organizations. 'Teachers,' he stated, 'must be a representative part of all planning bodies on education.'

Delegates spoke at length on the state of educational planning in their respective countries and the Assembly then went on to pass recommendations to the effect that:

1) teachers' organizations should be represented on planning bodies by qualified persons nominated by the teacher organizations;

2) teachers should have well prepared plans for educational development;

3) teachers' organizations should secure public support for their cause;

4) teachers' organizations should involve their own members in educational planning;

5) WCOTP should assist its member organizations to become effective in educational planning.

Consideration was also given to the ILO/UNESCO draft recommendation on the status of teachers. It was agreed that this document (in the formulation of which General Secretary Charlie Ovans played a major role) be implemented in the respective countries represented at the assembly. It was believed that the document would be a milestone in educational development throughout the world.

During the course of the conference, five new member organizations were admitted, including Indonesia, with some 250,000 teacher members, bringing the WCOTP membership to 150 teacher organizations from 94 countries with a total teacher membership of 5 million. It was gratifying to note that the voice of WCOTP at the international level is receiving growing recognition.

During the elections at the end of the conference Sir Ronald Gould, president since the inception of WCOTP in 1952, was re-elected, and Mr. Natarajan of India was re-elected vice-president. The Canadian delegation took pleasure and pride in seeing Wesley Janzen, Past President of both the BCTF and the CTF, elected to the Executive of WCOTP.

### Rapport among Delegates is a Benefit

One of the main benefits of the conference was the rapport developed among the delegates from the member nations. The conference provided an opportunity to exchange professional knowledge at the international level. It provided delegates from all parts of the world with an opportunity to discuss the problems, aims, and aspirations of educators everywhere. As a Canadian, I was proud of the active role played by our delegation. I was delighted to discover ready-made friends among many of the delegates and particularly from the African delegates among whom there is deep appreciation of the role played by Canadians in Project Africa. On the other hand, I was somewhat disturbed by the imbalance of the representation from the Canadian Teachers' Federation affiliates at the conference.

I felt the dedication to learning shown by the Koreans—those marvelous people with their mystery-shrouded Mongol and Aryan origin—was an inspiration to us all. Four times in the recent Korean War the city of Seoul had been over-run and razed, but nonetheless in freezing temperatures, in roofless schools,

without equipment and with few texts, learning had persisted. It was a pleasure to be a part of a society in which the scholar has always held the highest position in public esteem. The Korean way of life, based on the ethics of Confucianism and to a lesser degree on the precepts of Buddha, could not help producing a philosophy which says that 'education is the only valuable thing that parents can give their children.' The Confucian belief 'that having realized a truth in the morning, one can die with equanimity in the evening' seemed to explain the serious dedication to learning in all the students and teachers we met, and also made obvious the frantic pace of the building of schools (70% now restored) and the existence in Seoul alone of 14 colleges and universities.

We had not realized before our arrival that Korean civilization was refined and their art beautiful before Britain and Japan had learned how to make earthen pots or to weave cloth. We did not know that they had movable metal type for printing books at least two centuries before Gutenberg. We did not know until Arirang Night, when we heard the haunting beauty of their music and saw the stylized perfection of their scarf dances and Buddhist drum songs, that from their 4,000-year history this lovely land, with its suffering, constant invasion and foreign occupation, had evolved a cultural heritage uniquely its own.

We knew there would be great poverty but we did not know that man, along with the bullock, was the beast of burden and that everywhere we would see him in the mass of humanity that was Seoul straining before huge carts, darting in and out among trucks, jeeps and cars, his back bent under the load of his A-frame carrier, short white pyjama-like trousers wrapped about his pipestem legs, in the Pali Pali dogtrot of the Orient. We knew we would see row after row of paper and tin shacks, but we did not expect to see modern buildings rising with clean and beautiful lines beside the low-roofed palaces dating back to the Yi Dynasty. Certainly we did not expect to see a marble-faced Teachers' Federation Building—with inner gardens, outer terraces and huge dining room—that must be one of the finest teachers' headquarters in the world.

Seoul's hospitality could not have been surpassed. Banners of welcome flew throughout the city; a 13-man motorcycle escort piloted us safely through the crowded streets; stamps and cigarette cartons were designed especially to commemorate the conference and welcome badges were worn by all who served us. The receptions hosted by the Prime Minister, the House Speaker, the Minister of Education and by Dr. Louise Yim, KFEA's distinguished president, at palaces, hotels, and universities were most lavish. Friendship Night, on which the delegates were called for and entertained Korean-style at the homes of teachers, industrialists, and other professionals, was a memorable event. The hospitality of the schools, with their classes called into session especially for our benefit and performing musically and artistically for us, was a highlight for me.

On Arirang Night the scarf dances of the Korean peop

**The university-student guides wore beautiful native dress as they assisted delegates through the eleven days of meetings.**

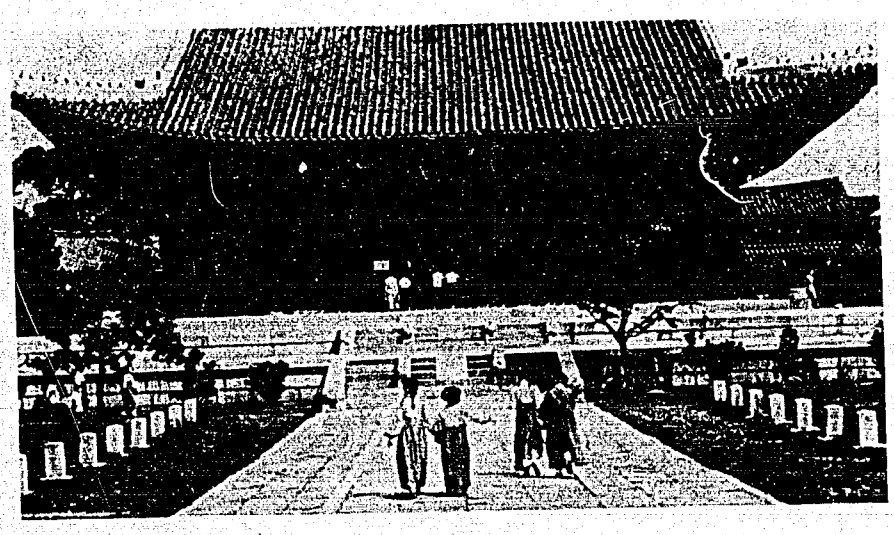
**le gave evidence of a tremendously long cultural history.**

Non-delegates like Eleanor had daily excursions arranged for them. Again, beautiful music and dance arrangements were always part of the program. They picnicked in the secret garden of the Chang Dok Palace. They participated in painting and dance lessons at the YWCA and learned the techniques of cooking 'pulgogi' (thinly sliced, delicious marinated beef done over a charcoal broiler). It was at the YWCA that the Christian influence as a liberating force for Korean women was highly emphasized. They were entertained at the American Embassy and Eleanor had the honor of being chosen to represent North America on a TV program along with female delegates from England, Malaysia and Liberia. Through an interpreter, they gave their impressions of Korea before and after arrival, and discussed the traditions and educational philosophies of their respective countries. Later they were presented with commemorative medals and entertained with a live program of music and dance at a supper party. All that was finest in the culture of Korea was theirs to share.

Many factors contributed to the success of the WCOTP Assembly at Seoul. It was attributable in part to the inspiration and leadership given by that remarkable woman, Dr. Louise Yim, President of the Korean Federation of Educational Associations. It was attributable, too, to the members of the KFEA for their outstanding hospitality, to President Park and his government, who wholeheartedly supported the conference and to the efforts of the Korean press, TV and radio services which provided a full and intelligent coverage throughout the conference.

Finally, a special 'cumsa hamnida' must be given to our university guides, who were probably most responsible for the smooth operation of the conference. These 21 to 23-year-old students guided us every day, all day, in 90 to 100 degree temperatures and torrential rains. They cheerfully taught us the intricacies of using steel chopsticks at the receptions; they eased the way for non-English speaking delegates; they led us through crowded East Gate markets. They talked to us of their hopes and aspirations and they were universally loved. Miss Kim, our guest for dinner on our last night in Seoul, epitomized for us the kindness and warmth of her wonderful people when she arrived in western dress, her traditional chima boxed for presentation to us as a gift for our daughter.

The impact of the conference and Korea will not readily fade. Next year the privilege and responsibility of hosting the WCOTP Assembly is ours. It will be a formidable task for us to match the efficiency and hospitality of Korea. □



**Korean buildings vary from poor shacks to modern skyscrapers, but there are also beautiful, low-roofed ancient structures like the Duk Soo Palace.**

This is the text of a BCTF brief on class size sent to the Minister of Education

# THE SIZE OF CLASSES MUST BE

# REDUCED

THE PURPOSE OF THIS PAPER is to refresh the memories of persons in authority as to public opinion expressed in the report of the Royal Commission on Education relating to desirable pupil-teacher ratios and needed limitation of class size; to call to their attention the present situation expressed in reliable statistics; to indicate the growing concern of the teaching profession about class size; to offer support and justification for this concern in the form of pertinent research findings and expert opinion; to show meaningful comparisons between class size in British Columbia and those of other jurisdictions. The paper is an urgent appeal to those in authority to attack this problem immediately, a problem so acute that many educators consider it a growing threat to the very foundations of this province's expanding academic and vocational institutions of higher learning.

### Guidelines provided by Chant Commission

When the Royal Commission on Education brought down its report in 1960, one entire section was devoted to *Class Size and Pupil-Teacher Ratios.* This topic was referred to in a number of briefs to the Commission. The comments INVARIABLY supported the view that class sizes should be reduced from those that were believed to prevail at the present time in the public schools. A brief reminder of these might be in order:

No. 67: The need for greatly reduced class size especially at the elementary level, under the present circumstances, is strongly recommended.

No. 119: Recommendation - Registration of not more than 25 pupils per primary class and not more than 30 pupils per intermediate class.

No. 231: . . . 'For each school having 25 or fewer elementary pupils in regular attendance, one teacher.

'For each school having 26 to 60 elementary pupils, inclusive, in regular attendance, 2 teachers.

'For each school having over 60 elementary pupils in regular attendance, 2 teachers and one additional teacher for each 30 pupils or additional fraction thereof over 60.'

No. 245: Set up a table of ratios of pupils to teachers, varying from 10-20, to 28-29 pupils per teacher.

No. 249: We recommend that the size of classes not exceed 30 in Grades 7, 8 and 9, and 25 in Grades 10, 11 and 12.

No. 255: Recommend that the teacher-pupil ratio be thoroughly reviewed with an aim to achieving a 1 to 15 ratio.

No. 270: (Summarized) suggested pupil-teacher ratios of 20 to 1, 20-45, 2 teachers; 46-70, 3 teachers; plus an additional teacher for each additional 30 or fraction thereof over 71. Suggested a five year plan.

No. 275: The PTA feels very strongly that the present requirements of 40 pupils per class at the elementary level is excessive. This number should be reduced to 30 with all the haste we can command.

No. 303: . . . first year pupils, ratio 25 to 1, and no elementary class greater than 30.

No. 307: Proposes elementary pupil-teacher ratio of 25 to 1.

No. 315: . . . This Board recommends a pupil-teacher ratio of 30-1.

No. 360: No more important single reform in the educational system of British Columbia than the reduction of pupil-teacher ratio to a figure of 30 to one in the elementary schools. . .

Arising out of the Commission's discussion of pupil-teacher ratios, the following recommendation was formulated:

The Commission recommends that efforts be directed towards equalizing the pupil-teacher ratios throughout the public school system, and that, until studies establish the proper relationship between pupil-teacher ratios and pupil achievement, pupil-teacher ratios of from 30 to 35 for elementary schools and from 25 to 30 for secondary schools be accepted as those to be attained throughout the public school system.[1]

### Present Practice in Relation to Chant Recommendation

Casual examination of the statistics presented in the 94th annual *Public Schools Report* suggests a steadily improving situation, for the pupil-teacher ratio has steadily dropped from the year 1908, when it was 40.8, to a low of 26.1 for 1964-65.[2] These statistics, however, deal with averages, which measure central tendency only, and do not indicate the upper limits of the distribution, which are our concern in this paper.

That these upper limits are of grave educational concern is demonstrated by a study recently completed by the BCTF. It indicated that, six years after publication of the Chant Commission's recommendation, there were in British Columbia 2,908 elementary school classes with more than 35 pupils—40.6 percent of the classes surveyed. In the same study, 509 classes were shown to have more than 40 pupils.[3]

Bear in mind that the Royal Commission recommended for elementary schools a class size of 30 to 35 pupils, not as a provincial average but as a standard to be attained throughout the public school system. Thus, 2,908 classes exceed the upper limit approved by the Commission, and among these are 509 classes which exceed the limit by six pupils or more.

The historical series presented in the Public Schools Report shows that the *average* pupil-teacher ratio has not approached 35 since the year 1913. For more than 100,000 of today's youngsters in 2,908 classes, our progress in the matter of class size is a hollow thing indeed, for they are being educated under conditions which were the norm a half-century ago.

### Current Research on Class Size

In their consideration of class size, Dean Chant and his fellow commissioners were, they said, hampered by a lack of definitive research relating educational outcomes to class size. More recent research findings do indeed establish a case for small classes. At the end of this brief is a publication entitled 'Research and Class Size: The Critical First Years At School,' produced by the BCTF. It may be helpful here to summarize some salient portions of that publication.

1) Arising from the study *Class Size and Adaptibility,* Clarence Newell concludes that 'new practices' characterize *small* classes.

2) Jack Frymier, testing the effects of class size upon reading achievement in First Grade, noted that first-grade students in small classes achieved a significantly higher level than students in larger classes. Furthermore, there were fewer retentions (failures) in the small groups, despite the fact that their attendance record was somewhat lower than for those enrolled in the larger groups.

3) Bernard H. McKenna and James B. Pugh, Jr., have completed a study on 'Performance of Pupils and Teachers in Large Classes Compared to Small Classes.' The most important conclusion from this study is that, according to most carefully controlled observational evidence, individual differences of pupils can be better served in classes numbering 20 or fewer than can be in classes of 30 or more . . . The evidence also shows that class size itself makes a significant difference in the quantity and variety of learning activities which take place.

4) A class-size experiment conducted in San Diego, California, under the leadership of Orville B. Aftreth, Assistant Superintendent, Elementary Schools Division, is reported in detail. As a result of this the following recommendations were made to the San Diego Board of Education:

a) Continue the district *plan* of reducing the class size for Grades 1 to 3.

b) Continue the district effort to further reduce class size in Grades 4, 5 and 6. The results of observations, interviews, and questionnaires indicate that the quality of learning, the attention to individual differences, and the tension of children and teachers are AFFECTED ADVERSELY AS CLASS SIZE INCREASES.

### Expert Opinion

The case for small classes is further supported by the published views of many persons of renown in education, sociology and related fields. Such statements, to be sure, represent subjective judgment rather than formal research, but they are the product of a wealth of experience on the part of people most competent to judge the issue. Their unanimity is not lightly to be ignored.

Sir Ronald Gould, addressing the World Confederation of Organizations of the Teaching Profession, spoke as follows:

'Put a teacher in front of a big group of children, and the teacher can instruct or drill, but he cannot educate. He cannot treat each child as an individual. Big classes mean bad methods. Big classes limit freedom to experiment. Big classes result in bad education. To all this governments pay lip service, but few, if any, have planned to secure an adequate supply of teachers. It is time they did.'[4]

Elliott Shapiro, an outstanding New York principal, speaks his mind on class size and pupil-teacher ratio as

follows: (The average class size in his school, P.S. 119, on West 133rd Street, is 28.3, a little better than the average for the city's elementary schools, which is 30.5.)

'It's still too large for our purpose. The ratio should be one adult for every twelve children, and never worse than one to twenty-two. For certain children, one adult for three is right. For some, one to one . . .I can think of cases where two adults for one child is the proper ratio. . . School has to be the place where children can be children—a specially created world where small events are important and where they can discuss events with an adult they trust. THAT'S WHY I KEEP COMING BACK TO THE NEED FOR SMALLER CLASSES.'[5]

In the forefront of educators pleading for small classes for the very young are authorities like Moore, who said, in 1959, seven years ago, 'Children must live in a social group. Learning to live in a group of twenty to twenty-five, sharing the teacher, and building pleasant relationships with one's peers are big steps in social development.'[6]

But in groups of over 25, the small children react in an undesirable way. The seriousness and complexity of their plight is set out in *Educational Leadership* by Mary-Margaret Scobey, who applied the sociological findings of Bossard to classroom groups.[7] By showing that, at the age of six, the child plays in spontaneous groups of never more than three or four, she proves that a group this size is sufficient for the small child to cope with. Sizes that are prevalent now in school classes are much too large for good co-operative work, she points out. When the group becomes too large for the individual to cope with, some become performers, and the rest become spectators. In a group of 35, the amazing number of 595 relationships are set up. The child cannot understand, communicate, or participate without pressures and frustrations.

While any reasonable person will concede that the right size for a group or activity depends both on the maturity of the individual and the nature of the activity, we must take the firm stand that large, unwieldy elementary classes are permanently damaging to the children who are forced into sterile, frightening, and confusing social relationships in groups that have no purpose other than expediency in organization and economy.

### Present Practice in Comparable Jurisdictions

The desirability of small classes, constantly reiterated by prominent educators and demonstrated by research findings, is recognized in practice in many jurisdictions comparable with British Columbia. An information bulletin published in July 1965 by Canadian Education Association indicates in startling terms how far this province's practice is out of step with the times.[8]

The bulletin lists pupil-teacher ratio and average class size for 37 Canadian school systems in urban areas. Of these districts, in elementary schools, Victoria had the highest ratio, 33.1, and the largest average class size, 36. North Vancouver's ratio of 31.6 was exceeded only by Victoria and the Calgary Separate system; its average class of 34.4 was exceeded only in Victoria.

The CEA bulletin goes on to compare pupil-teacher ratios in a broader list of 70 school systems, representing a large majority of Canadian systems having 5,000 pupils or more. Of 13 British Columbia systems included in the list, only Port Alberni, at 25.3, had an overall ratio which was under the national average of 25.5. Victoria's ratio of 29.9 was exceeded only in Belleville, Ontario, Glace Bay, Nova Scotia, and two Catholic Separate systems in Ontario.

Finally, the bulletin draws comparisons by provinces, based on the data for the 70 urban districts. The overall ratio of 26.4 pupils per teacher in the British Columbia centers was exceeded only in the Maritime Provinces. The British Columbia ratio of 30.1 in elementary schools was exceeded only in Newfoundland and New Brunswick. In secondary schools, the report quotes data for only five provinces: British Columbia, Saskatchewan, Manitoba, Ontario and Quebec. Of these five, British Columbia had the highest ratio. At the kindergarten level, British Columbia's ratio of 48.7 was highest among seven provinces listed. In Special Education, ratios smaller than ours were found in five provinces.

From Great Britain comes further evidence.

Reginald Prentice, Minister of State for Education and Science in Great Britain, recently suggested that the public schools in Britain are on an average educationally superior to the government - maintained schools. The reason advanced by the minister for this quality in education is the ratio of pupils per teacher. He cited the fact that there were 20.1 pupils per teacher in the state Modern schools; 17.9 pupils in the state Grammar schools; but only 11.5 pupils per teacher in the public and independent schools.[9]

In the United States, as early as 1960, 23 states had set pupil-teacher ratios not to exceed 30 to 1. One state specified a maximum of 25 pupils per class for inexperienced teachers.[10]

### Class Size and Teacher Supply

In the past several years, a shortage of teachers, rather than of money, has been cited as the reason for the lack of improvement in pupil-teacher ratios. We in the BCTF are willing to accept a share of the blame along with the government for complacently accepting this excuse. We deserve the chiding administered by Dr. Helen Hefferman who was appalled by the class sizes common in British Columbia: 'We (teachers) have a moral responsibility to speak out and say we cannot do what is right for the children with an impossible class load.' She told a conference at UBC that teachers must no longer put up with large classes of 35 to 40 pupils at elementary and kindergarten levels. She urged teachers to demand classes be reduced to more

manageable proportions of around 20 to 25 students each, as better education can be provided under such circumstances.

We have mounting evidence that the excessively large classes with ensuing heavy work loads of marking and preparing are turning teachers away from their chosen profession and to a great extent *creating the shortage* that has been taken in error to be the cause of large classes. Since 1954, thousands of teachers have left the classrooms of British Columbia for reasons other than retirement, matrimony, or further education.

Government statistics are as follows for teachers leaving the profession in June each year:

| | | | |
|---|---|---|---|
| 1954-55 | 974 | 1959-60 | 1,357 |
| 1955-56 | no return | 1960-61 | 1,356 |
| 1956-57 | 1,135 | 1961-62 | 1,503 |
| 1957-58 | 1,165 | 1962-63 | 1,562 |
| 1958-59 | 1,270 | 1963-64 | 1,715 |
| | 1964-65 | 1,757 | |

There is evidence that many are in other work. The 24th Annual Report (1964) of the business done in pursuance of the Teachers' Pensions Act indicates that there are 3,220 open accounts for non-active teachers. Of these, 1,805 accounts have been for absence from teaching of less than two years; 1,415 accounts have been for absences exceeding two years. It would seem that, if we could retain more teachers, and attract some of these non-active teachers back to the profession, the 2,000-teacher shortage announced in June by the Honorable Minister of Education would not exist, and B.C. would be in a favorable position to improve class size and to attract countless teachers through good working conditions so provided.

Working conditions are vitally important in any enlightened profession. The more conscientious the teacher, the more dedicated to excellent education, the less tolerable conditions will be that do not permit the full exercise of his professional skills and interests. Professor A. S. P. Woodhouse sets forth the importance of good working conditions:

'Assuming a satisfactory salary scale, I should think that to retain excellent teachers one would have to improve their working conditions: for example, provide sufficient time for preparation, for correcting papers, and for rest (in order to avoid the waste caused by fatigue in class).'[11] A detailed study of teacher dissatisfaction and teaching load was reported in *The Alberta Journal of Educational Research*.[12] They found that teaching load is one of the main factors in promoting or destroying teacher morale.

That we Canadians are not alone in our conviction that many excellent teachers or potentially excellent teachers leave the profession is evidenced by the following report from the National Education Association of the United States:

'Everywhere there is a shortage of highly trained manpower, and the teacher shortage is an inseparable part of it. One of the largest annual demands for teachers is the demand for replacement of those who quit the profession. And why do teachers quit? For many reasons, but a significant one is that classroom overcrowding makes impossible the accomplishment of basic educational goals. And surely the satisfaction of seeing pupils grow is one of the meaningful rewards of the most highly professional teachers.'[13]

The BCTF presents these facts and findings in the line of professional duty, to bring to official attention a situation that cannot be neglected for even one more year. Fortunately, it is still remediable. We are certain that the government of this province wants, as we do, an educational system second to none. As we move into the realm of what ought to be, we should consider the vision expressed by Willard Wirtz in the following quotation.

'Think what would happen in this country if we declared war on ignorance. Suppose we raised the standards of teachers to the levels the importance of their job demands, paid them the salaries the required skills would warrant, cut the student-to-teacher ratio to the point which good sense would require, built the schoolrooms that are needed, and gave every child in the country the educational opportunity from first grade through college, which a few have today. Education would become our largest economic enterprise, which it ought to be.'[14]

Of course, Mr. Wirtz was speaking of his own country, the United States, and our concern is for the children of British Columbia. Yet the philosophy applies here as there.

### Recommendations

The BCTF earnestly recommends to the Government of the Province certain specific measures to improve education through an attack on the class size problem.

1) We recommend that the number of pupils per teacher recognized for grant purposes be reduced to 25 in primary grades and 30 in other elementary school grades.

2) We recommend that the elementary grade pupil-teacher ratio, recognized for grant purposes, be reduced at a rate of two per year until the objective of a 30:1 ratio has been attained; and that an additional annual reduction program be undertaken to bring the primary grade ratio to 25:1.

3) We recommend that the over-riding ratios for grant purposes in secondary schools, set forth in Article 16.06 of the Rules of the Council of Public Instruction, be returned to the figures which were in effect prior to 1958: namely, 20:1 in schools having not more than 500 pupils and 22:1 in schools having more than 750 pupils.

4) We recommend that teachers of vocational courses be excluded from the general entitlement formula and treated in the manner now prescribed for teachers of occupational classes in Article 16.07 of the Rules. □

*References available on request.*

*This report was included in the brief on class size sent to the Minister of Education.*

# RESEARCH AND CLASS SIZE

## THE CRITICAL FIRST YEARS OF SCHOOL

THIS REPORT, BY INCLUDING a convenient summary of research information, suggests some ways to improve learning conditions for children in the public schools of British Columbia. It draws heavily upon three earlier publications which suggest that the provision of smaller classes than those now common in the province will lead to better education. These publications are:

a) Frederickson, C. J., *A Brief Study of the History and Implications of Entitlement*, British Columbia Educational Research Council Report No. 7, 1964.

b) Aftreth, Orville B., (ed.) *The Class Size Experiment*, Report to the Board of Education, San Diego City Schools, April 13, 1965.

c) BCTF Committee on Effective Teaching and Learning Conditions, *The Elementary Schools of British Columbia*, 1965-66, Informational Report No. 1, 1966.

Frederickson states that '. . . we might assume that any elementary class over 35 is too large; 30-35 is large; 25-30 is desirable and anything less than 25 is small. We might assume that primary classes should not exceed the 25 size.'[1]

Applying Frederickson's figures to 1965-66 practice, we find that 2,353 of the 7,164 elementary classes in B.C. were 'too large'; i.e., 32.8% of the total.[2] Yet the Royal Commission on Education, in 1960 recommended that '. . . efforts be directed toward equalizing the pupil-teacher ratios throughout the public school system, and that, until studies establish the proper relationship between pupil-teacher ratios and pupil achievement, pupil-teacher ratios of from 30 to 35 for elementary schools . . . be accepted as those to be attained . . .'[3] Many teachers and parents have asked for evidence to support their contention that 'large' classes (let alone 'too large' classes), are not educationally desirable. The sections which follow give such evidence.

Some of those concerned about class size assume that the only solution to the problem is an improvement in the teacher entitlement formula used by the Department of Education in calculating provincial grants to school districts. An improvement in the formula will certainly be most desirable. However, the Effective Teaching and Learning Conditions Committee comments:

'In our view the entitlement formula is an instrument of the provincial legislature and its prime function is to dispense provincial monies to education. It does not provide a blueprint for staffing all schools. It may well be adequate for some schools in some communities, but local circumstances vary and the decision as to how many teachers are employed must be made by the people charged with the responsibility for education at the local level . . . Local school boards are not compelled to adhere to the entitlement formula in hiring teachers. A provincially-determined entitlement formula mandatory for all districts is, in fact, incompatible with the concept of local responsibility . . .'[4]

### The Frederickson Report

In a section entitled 'Class Size and Teacher Loads—Elementary Schools,' Frederickson summarizes his study of recent articles on class size as follows:

There is no evidence that money spent for smaller classes is better spent than for better teachers.

The smaller the class the more probability there is for educational creativity to be developed and more

advanced procedures to be practised. Conversely, the larger the class the more conventional are the procedures with greater emphasis on uniformity and conformity.

The smaller the class the less probability there exists for 'educational accidents'; conversely, the larger the classes the more need and probability there are for remedial and special classes.

A poor teacher is a poor teacher in any size group.

A good teacher is a better teacher in a smaller group.

No 'values' as to grades and/or subjects have been firmly established; 20 children in a primary class *may* equal 38 children in Grade 6. Eight students in a class of French *may* equal 80 in music; the term 'values' is not used in the sense of 'worth' but in the sense of teachability.[5]

### A Review of Other Research

The San Diego Study, *The Class Size Experiment*, contains a survey of the literature on class size. The following information is given:

Howard Blake, in examining 250 studies of class size, selected 85 of the most rigorous for investigation.

A further study was made of the 85 investigations on the basis of the use of the scientific method. Criteria used were:

1. Scientific control;
2. Adequacy of sample;
3. Adequacy of measurement of variable;
4. Adequacy of measurement of criterion;
5. Rigorousness of examination of data;
6. Appropriateness of the conclusions.[6]

The application of the preceding criteria resulted in narrowing the number of studies down to 22. Small classes were favored over large classes five to one.

| | Number of Studies |
|---|---|
| Favoring small classes | 16 |
| Favoring large classes | 3 |
| Inconclusive | 3 |
| | 22 |

Clarence Newell, in his study 'Class Size and Adaptability,' interpreted his findings as follows:

1. Teachers of small classes invent more new practices.
2. In small classes teachers tend to utilize more readily the new practices of others.
3. Small classes are no guarantee of adaptability.
4. There is no evidence that money for small classes is better than money for quality teachers.
5. When quality teachers are secured small classes will produce results expected of small classes.[7]

Jack Frymier summarized his study of 'The Effect of Class Size Upon Reading Achievement in First Grade' as follows:

The purpose of this study was to assess the effect of class size upon first-grade reading achievement. There were 201 first-graders enrolled in six classes exceeding 36 pupils and 219 first-graders enrolled in nine classes of less than 30 students involved in this investigation. For all practical purposes, the two groups were similar in terms of physical health, visual and auditory acuity, and sex. The youngsters enrolled in small classes were slightly older than those in large classes, but pupils in large classes had readiness scores significantly above those of students in small classes.

In terms of reading achievement, however, first-grade students in small classes achieved at a significantly higher level than students in larger classes. Further, there were fewer retentions among the students in smaller classes, despite the fact that their attendance record was somewhat lower than for those enrolled in larger groups. *In effect, there seems to be clear evidence here that class size influenced achievement in reading for these first-grade students.*[8]

Bernard H. McKenna and James B. Pugh, Jr. in a study on 'Performance of Pupils and Teachers in Small Classes Compared to Large Classes' reported:

The most important conclusion from this study is that, according to carefully controlled observational evidence, individual differences of pupils can be better served in classes numbering 20 or fewer pupils than can be in classes of 30 or more . . . The evidence suggests that class size in itself makes a significant difference in the quantity and variety of learning activities which take place . . . But, the evidence also shows that small classes do not automatically bring a change in the teacher's methods of dealing with pupils . . . It also appears that, in many cases, classroom teachers have been taught and have developed skills and techniques of teaching that are applicable only to learning situations of more than 20 pupils . . . Only through quality leadership will quality teaching appear, making it possible to fully capitalize on the opportunities of the small class.[9]

The San Diego Study also refers to some earlier statements in support of small classes. These are:

1. Robert Reynolds, Consultant in Elementary Education, California State Department of Education, has indicated that a pupil-teacher ratio of 30:1 permits two minutes of teacher help per pupil per hour. The time required of the teacher to keep records, handle official interruptions, and to set up equipment for learning experiences would reduce the amount of time available to meet the unique needs of individual pupils. It is recognized that factors other than class size relate to quality education.[10]

2. The Commission on Educational Policy of the California Teachers' Association in 1958 pointed out the following factors, among others, pertaining to teacher load:

a) The range of differences in background and ability among pupils in a particular class.

b) Auxiliary professional services, such as library, counseling, and the like.

c) Number of subjects the teacher must prepare to teach, and his correct assignment in terms of prior professional training.

d) Out-of-class assignments for the teacher (before-

school and lunch hour supervision, after-school and extracurricular activities).

e) The number of class interruptions for reasons unrelated to teaching purposes.

#### The Class-Size Experiment in San Diego

1. *Scope of the Study*

The study in San Diego, California, was conducted under the leadership of Orville B. Aftreth, Assistant Superintendent, Elementary Schools Division, San Diego City Schools. It involved 36 classes in Grades 1, 3 and 5 in twelve schools during the school year 1963-64. Classes were categorized as follows:

| | | |
|---|---|---|
| **Small Classes:** | | |
| Grade 1 | — | 25 - 28 pupils |
| Grade 3 | — | 26 - 29 pupils |
| Grade 5 | — | 29 - 31 pupils |
| **Medium Classes:** | | |
| Grade 1 | — | 30 - 32 pupils |
| Grade 3 | — | 32 - 34 pupils |
| Grade 5 | — | 34 - 36 pupils |
| **Large Classes:** | | |
| Grade 1 | — | 36 - 39 pupils |
| Grade 3 | — | 38 - 41 pupils |
| Grade 5 | — | 38 - 41 pupils |

Four classes at each grade level in the three different size categories were selected on a 'random' basis. Pre-testing of the 36 classes was carried out during the week of November 18, 1963. Post-testing occurred at the end of the school year.

The conclusions of the study are based on:

a) Statistical analysis of the pre-test and post-test results;

b) Judgments based on the observations of 17 principals and three district resource teachers, and on a questionnaire completed by 28 of the 36 classroom teachers who had been involved in the experiment. This questionnaire was distributed in January 1965, a year after the midpoint of the study.

2. *Conclusions based on Statistical Analysis.*

Adjustments were made in analysis of test results because of inequities in IQ and in pre-test achievement among the pupils. The areas tested in Grade 1 included word knowledge, word discrimination, reading and arithmetic concepts. In Grade 3 and in Grade 5 they tested vocabulary, reading comprehension, use of references, arithmetic concepts and arithmetic problem-solving.

The following conclusions were reached:

a) significant difference *at the .05 level* favored the smaller class size, Grade 1, in the area of arithmetic concepts;[12]

b) significant differences *at the .01 level* favored the smaller class size, Grade 1, in the areas of word knowledge, word discrimination and reading;

c) significant differences *at the .05 level* favored the smaller class size, Grade 3, in the area of arithmetic problems;

d) significant differences *at the .01 level* favored the small class, Grade 3, in the areas of use of references and arithmetic concepts.

In summary:

a) The effect of lower class size on achievement in all areas measured including word knowledge, word discrimination, reading achievement, and arithmetic concepts is statistically significant in favor of smaller classes at the first-grade level; this effect is still in evidence in measures of use of references, arithmetic concepts, and arithmetic problems at the third-grade level; and the effect of smaller class size at the fifth-grade level was not statistically significant.

b) These statistically significant differences, in some cases, favor the small class size over both medium and large class sizes; these differences in other cases, favor the small class size over the large class size.[13]

3. *Conclusions Based on Observations of Principals*

a) That better conditions of learning were evident in classes of the smallest size.

b) That classes of medium size had, in most cases, a program somewhat inferior to that of the smallest classes.

c) That classes of the largest size had, in most cases, the least effective program of the three categories considered.

d) That, in most cases, the height of teacher morale seemed to have an inverse relationship to magnitude of class enrollment.

e) That pupils of average or below average ability seem to suffer the greatest disadvantage from assignment to a large class group.

f) That the individual competence and energy of some individual teachers seemingly overcome the disadvantages of large classes taught.

g) That teaching-learning situations ranging from satisfactory to excellent were observed within each class-size category.[14]

4. *Conclusions Based on Observations of District Resource Teachers*

a) The extra time made available by smaller class size could be employed in: better lesson preparation; more productive parent-teacher conferences; more individualization in instruction; better counseling of individual pupils.

b) The smallest class size made possible the most opportunities for individualized assignments and pupil-teacher coaching contacts.

c) Marked differences were reported in the general tone prevailing in the largest as opposed to the smallest classes regarding democratically developed standards of behavior. Generally, as class size increased, autocratic and 'herd' methods were used, with consequent impositions of arbitrary standards.

d) Teachers of the medium and smaller classes maintained higher and more consistent levels of energy and morale than did most of those in the largest clas-

ses. This was reflected in higher pupil morale and interest in the pupils of the smallest classes.

e) Class composition with regard to percentage of boys and unusual pupils may, *in some cases*, be a more important factor than class size alone in the creating of difficult or unproductive teaching situations.

f) The crowding, undetected misbehavior, teacher fatigue and requirements of mass approaches in the larger classes render their instructional programs inferior to those of the smallest classes, which enjoy greater individualization of assignments, higher behavior standards, and less loss of time due to the mechanical details of operating a larger instructional unit.[15]

5. *Conclusions Based on the Questionnaire Completed by Classroom Teachers*

a) Size alone apparently causes teaching to become overly burdensome.

Teachers were asked to na[illegible]nent figures at which, in their opinion, certa[illegible] teaching ease or difficulty appeared. Media[illegible] were:

| | | |
|---|---|---|
| 'Ideal' | — | 25 or fewer pupils |
| 'Satisfactory' | — | 30 pupils |
| 'Burdensome' | — | 35 pupils |
| 'Real Drudgery' | — | 39 or more pupils |

b) A definite relationship exists between ease of teaching and smaller class size.

c) Atypical or difficult pupils were as productive of burdensome teaching as was class size, except in the very largest classes where class size was the dominant cause of distress.

d) The 'climate' of a classroom of boys and girls and its pupil leadership contributes to the ease or difficulty of teaching.

The questionnaire provided a space for 'unstructured' remarks. The Report states:

The remarks were constructive in nature and supported conclusions reached elsewhere in the study. In general, the tone of these remarks reflected that the 'climate' of a classroom contributes to the ease or difficulty of a teaching assignment. Pupil leadership and extreme range in abilities were cited as factors to be considered. The general consensus was that after a certain overload is reached in enrollment, class size creates unreasonable burdens on the teacher.[16]

6. *Recommendations*

The following recommendations have been presented to the San Diego Board of Education.

a) Continue the district plan of reducing the class size in Grades 1 to 3. (In 1964, average class size, elementary school grades, was 33.8.)

b) Continue the district effort to further reduce class size in Grades 4, 5 and 6. The results of observations, interviews, and questionnaires indicate that the quality of learning, the attention to individual differences, and the tension of children and teachers are affected adversely as class size increases.

c) Provide teacher assistants in classrooms of 40 pupils or more in Grades 4, 5 and 6 in those schools in which all efforts to reduce class size have been blocked by unusual intra-school organization situations and in which teachers with these large classes desire this assistance.

d) Establish distinct staffing formulas for primary grades and for upper grades. Smaller class sizes should be established in primary grades. On February 24, 1965, when the results of the study were shared informally with the teachers and principals participating in the experiment the following suggestions were offered:

(i) Staffing formulas for schools in the under-privileged areas of the city should enable smaller classes than in other areas of the city;

(ii) The number of atypical children in a class should be considered in the establishment of class sizes at the local building level.

e) Study the feasibility of further research in identifying those teachers with unique skills which can be utilized most effectively in relation to varying class sizes. The needs of teachers may be studied in relation to size of rooms, equipment, nonprofessional assistance, etc.[17]

### Comment re Class Size and Pupil-Teacher Ratio

The San Diego Study, *The Class Size Experiment*, thus offers a number of excellent reasons why smaller classes will provide teachers with a more manageable assignment and therefore will enable them to improve the quality of their instruction. At the same time, one must remember that there are many other ways to provide teachers with more manageable assignments. One of these—the use of teacher assistants—is briefly referred to in the San Diego Study. Other ways include flexible grouping with one or more teachers involved: increased use of television, of programmed instruction materials, and of other technological aids; and a willingness to trust children who will, if challenged, accept responsibility for a great deal of their own learning. To date many teachers have failed to extend that trust.

In short, it is just as important to emphasize the need for an improved pupil-teacher ratio as it is to emphasize the need for smaller classes. An improved (i.e., a smaller) pupil-teacher ratio will permit principals and teachers to design various kinds of effective, imaginative and exciting learning situations. There is a danger, when we stress class size alone, that we will be perpetuating the all too prevalent inflexible 'egg-crate' school organization.

Does not the former way provide the larger opportunity, in the words of the Informational Report No. 1 of the Effective Teaching and Learning Conditions Committee, for decision-making to be 'made by the people charged with responsibility for education at the local level.'[18] □

*References available on request.*

# FREEDOM

## WORTH MORE THAN IT COSTS?

JOHN A. YOUNG

*Students do not have to attend classes. This is just one of the features that make this school unique.*

THIS STORY IS NON-FICTION

In one B.C. senior secondary school, 75% of the students attend *all* their classes on a strictly voluntary basis. For the remainder of the students, attendance at classes is voluntary for only *some* of their classes.

All the students in the school accept responsibility for much of their own education. Students are free to attend class, study in private, or relax in a common room.

Students are free to study at any time in the library or in any unoccupied room in the school, without supervision by any teacher. Most of the students have opportunities to undertake free, independent studies.

No student ever serves a detention and none is ever punished in the conventional manner. Students do not require administration slips or forms of any kind. They are free to loiter or chat in corridors during the five or ten minute breaks between periods. They have free access to all parts of the school building before classes, during the noon-hour, and after regular school hours.

The Senior Matriculation students have a common room where they are free to smoke, drink coffee or pop, play cards, relax and listen to the radio. They are not required to be in the school during periods in which they do not have classes.

Students are considered to be a class of citizen having certain rights applicable to their age. Thus, they have the right to wear beards and long hair, provided the rights of other students are not infringed upon.

The teachers enjoy the freedom which is the right of all persons who serve in a professional occupation. For example, they are never on supervision duty at any time for any reason. They enjoy an unencumbered noon-hour. They are free to be away from the school building at any time, for any reason. They are, however, expected to teach their classes at the appointed times. They are not required to sign in or out.

Teachers have free access to all parts of the building at any time. They also have free access to all supplies and equipment as needed.

Each teacher decides whether or not he will set examinations, how long they will be, and when they will be written. Teaching methods, examinations, letter grades, promotions, etc., are matters for the professional judgment of the teacher. They are not considered the exclusive prerogative of the principal—or of anyone else, for that matter.

The teacher's professional integrity is respected. He is not required to teach in subject areas in which he has not been academically prepared, and he has real power in helping to determine school policies.

In effect, teachers make most of the decisions respecting professional matters and are held responsible for them.

The school's operating philosophy is on *freedom with responsibility*, for both teachers and students.

'Can there be such a school as this?' you may ask. 'And, if there is, must it not be chaotic?'

In answer to the first question, there is such a school—the Campbell River Senior Secondary School,

*Mr. Young is principal of Campbell River Senior Secondary School.*

which opened its doors in September 1965. It has approximately 300 students as follows:

Grade 11 (Academic-Technical only) 145, Grade 12 (A-T and Vocational) 110, Senior Matriculation 26.

There is a staff of 20 teachers, a teacher-assistant, and a full-time secretary. All the staff are university graduates and range in experience from beginners to several with about 20 years of experience.

In answer to the second question, readers are assured that there are no signs of chaos in the school—and there are no signs of low academic standards either.

Many signs indicate that most students welcome the opportunity to help determine the course of their own education. And much evidence suggests that most students are quite capable of accepting the responsibility that goes with freedom.

Tension and conflict between students and teachers have largely disappeared. So-called 'discipline problems' have been almost totally eliminated because teachers are not used as prison guards and students are not treated as inmates.

There are only four rules: no smoking (with the Senior Matriculation exception noted earlier), no truancy, no seat-warming, and no irresponsible behavior. For violation of the first two rules, students are given official warnings for a first offence; the second offence results in dismissal. The seat-warmers are assisted by *intensive* counseling, parent interviews, an official letter of warning, and dismissal as a last resort. Irresponsible behavior is dealt with in a business-like manner. If the school is unable to assist a student who simply cannot behave responsibly, he is invited to leave. In the past year and a half, there has been only one instance of student irresponsibility. That student is now gainfully employed.

Since November 1965, this school has operated a Senior Scholar and Subject Scholar Plan. Simply stated, the plan means that selected students are given freedom to attend classes on a voluntary basis.

The Senior Scholars are free to attend or be absent from *all* classes, except physical education. The Subject Scholars are students who are free to absent themselves from classes in certain subjects only, usually those in which they are proficient.

In practice, students miss classes infrequently. Some scholars choose not to miss any, while others may miss most of their classes in particular subjects. The school reserves the right to withdraw scholar status from any student who has difficulty in handling the responsibility. Only very rarely has scholar status been withdrawn from any student. Indeed, some staff members are so keen about the plan that they believe the privilege should be extended to all students.

The plan started modestly with some ten students being named Senior Scholars. Shortly thereafter, more names were added to the list. By the end of June 1966, 30 students were Senior Scholars and some 100 students were Subject Scholars in one or more subjects.

In its original form the plan was designed to accommodate certain students for whom attendance at *all* classes seemed to be unnecessary. Every school has students who are mature, responsible, serious and hardworking—students who have all the virtues. The students, in our view, are quite capable of making decisions concerning their own education. It seems to

**'Having an office, and having the time in which to meet students individually is terrific,' says one of the teachers who has an office of his own.**

**A student says, 'The library is fabulous. The carpet makes it really quiet. I love coming here to study in the carrels. Once in a while, I spend nearly the whole day working here.'**

us absurd that such students should be deprived of all opportunities to make decisions concerning how they should spend their time at school.

Belief in the integrity and good sense of the majority of our students led us to adopt the plan. Our act of faith has certainly been justified in practice. Indeed, if anything, we have shown ourselves to be too timid and too cautious. Consequently, beginning last September, the plan was changed radically, with the result that over half the students are now Senior Scholars.

The change in the plan resulted in a shift away from students who were primarily the 'academic elite' to those who were sensible, serious students even though they did not shine academically. This change in emphasis has demonstrated what most of us have intuitively felt right along; namely, that most students, given an opportunity, will rise to the expectations we hold for them, and that most students can be trusted to show good judgment and responsibility in the exercise of freedom.

Our goal is to include *all* students in the plan.

The plan has had the overwhelming approval of our students, although a few do not like the insecurity that freedom brings. This is not surprising, in view of the prevalence of this same attitude among a fair number of the adult members of our society!

The plan also has the enthusiastic approval of the staff, which selects all scholars. A student must have the unanimous approval of staff before he is named a Senior Scholar. And, of course, each subject teacher names his own Subject Scholars.

All teachers, except one, have 12 periods a cycle (we operate a 6-period day, 7-day week) for preparation, marking, and individual or seminar instruction. Because students are freed from the necessity of attending all of their classes, they are free to approach teachers for extra help. And teachers have the time to give extra assistance when required. Only rarely do classes in any subject exceed 25 students. The goal of individualized instruction is achieved to an impressive degree.

**A student gets caught up on a chemistry lab missed because of illness. Students of a different grade level are in the lab at the same time, attending a 'lecture on theory.'**

Students are also encouraged to work independently in science laboratories while other classes are in session in the laboratory. Because the school stresses learning, as opposed to teaching, and because science courses are laboratory-oriented in any case, the presence of students pursuing independent laboratory work causes no difficulty. It helps, of course, that the science laboratories are large enough to accommodate 36 students, with enough equipment as well.

The school is well equipped with overhead projectors, photocopying machines, and a wide variety of audio-visual aids. Foreign language teachers are supplied with their own tape recorders, record players, and recordings.

The science laboratories are second to none in equipment. The library can seat 70 students comfortably, 40 of them in private study carrels. There is wall-to-wall carpeting in the library to help provide a proper environment for study. In the audio-visual center, students have ready access to tape recorders, film strip viewers, slide viewers, recordings, etc.

In a room adjacent to the library, which also has 15 carrels, students may work together, exchange ideas, or relax. Nearby, teachers meet small groups or individuals in seminar rooms.

The morale of both students and teachers is unquestionably high in the school. Students have been made about as free as is possible within the framework of the province's curricular organization. Teachers, for their part, help in the formulation of all major policies of the school. The school is in large part, therefore, a reflection of what the teachers want it to be.

No one connected with the school has any nostalgia for the traditional, authoritarian school. We believe that a student-centered school provides the best environment for the development of students who are intellectually and emotionally equipped to become self-regulated, responsible members of a democratic society.

We also believe that a school with teacher-centered administration provides the best environment for the development of teachers with professional competence and attitudes. And we believe that freedom for teachers releases their creative energies and enthusiasm.

There are several features of the district which may give readers a more rounded view of education in this area. We are, first of all, very fortunate in having a very progressive and enlightened school board. It sub-

'Most of us usually do some work here even though some of the kids just sit around and talk,' says a student in the common room for Grade 11 and 12 students.

scribes tenaciously and courageously to the idea that quality education cannot take place in classrooms jammed with 37 or more students.

Thus, board policy states that Primary I classes shall not exceed 25 pupils and Primary II and III shall not exceed 30 pupils; and intermediate grades shall not exceed 35 pupils. While these pupil-teacher ratios are not adhered to rigidly in each classroom in the district, because of a certain lack of classroom space, the board nevertheless does everything in its power to live up to its policies. As a result, the overall pupil-teacher ratio for all elementary schools in the district is approximately 25-1.

Readers may recall that several years ago the provincial government refused the board the right to hold a non-shareable referendum to raise local funds to build classrooms to reduce the pupil-teacher ratio. In effect, this governmental action deprived local citizens of the right to build and pay for their own classrooms. But that is another story. (See *The B.C. Teacher*, November 1964, p. 53.)

The board also subscribes to the idea that pupil-teacher ratios in the secondary school are *minimum* standards which merely permit the schools to survive. Because the board does not believe that survival standards are adequate in an affluent, industrialized society, teachers are hired above entitlement.

The concept of freedom with responsibility has also been embraced by the school board. Consequently, principals and their staffs work directly with the architect in developing and designing school buildings. Building plans are not approved by the board unless they bear the signature of the principal.

Moreover, principals and their staffs make all major decisions about equipment. In the case of the senior secondary school, the principal and his staff made all decisions about every item of equipment and furniture for a modern school with 500 students.

The role of the Secretary-Treasurer has been one of supplying expertise, business acumen and administrative know-how as a follow-up to educational decisions. The teamwork involved has provided Campbell River with a senior secondary school which is probably second to none in the province.

The District Superintendent's role has been characterized by faith in the ability and competence of his principals, and faith in the eagerness of principals to accept freedom and exercise it in a professionally responsible manner.

A small audio-visual center enables students to listen to language records, or view slides and filmstrips.

The growing complexity and rigidity of modern society once led someone to observe that we were losing our genius for inventing changes to satisfy crying human needs. Our schools are still deeply rooted in the 19th century. The need for drastic reforms is long overdue.

Our educational institutions are in crying need of changes which will stress freedom for both the student and the teacher. It is time we recognized that both the student and the teacher have rights. It is also time we ceased measuring our schools against what they *were* rather than against what they *should be*.

Schools should be institutions where such concepts as freedom, responsibility and independence are not talked about but are put into practice. We cannot expect such schools to approach perfection, but we can expect them to be much more in harmony with the needs and aspirations of free men.

Freedom *is* worth far more than it costs. □

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## *Farewell to Friend*

Continued from page 149

is roughly as follows.

The first embellishment is to mention in passing that Davies wrote an interesting book called *The Autobiography of a Super-Tramp.* The next is to read a few snippets from this book, gradually allowing this to settle on a dramatic reading of the chapter in which Davies describes how (just outside of Ottawa) he lost a leg while trying to board a fast-moving passenger freight without a ticket.

By the time over-embellishment has reached this peak, I am looking around for either a dramatization or a field trip, or preferably both. With Davies, the dramatization is easy: the huskier students choo-choo my desk around the room while the lighter kids take turns losing a limb. But the field trip is harder to manage. The principal usually stops us at the door if he notices our packsacks and sees us heading off to the local tracks for what looks like a little on-the-spot leaping and leaving.

But it would certainly be unfair to go further in this memoir without putting in a defensive word about the main charge that has often been laid at English 40's bruised door. This is that so many of the course's selections deal with Death. A statistically-minded English teacher of my acquaintance once counted things up and found that the idea of Death was present either in the flesh or by nasty innuendo in 81.23% of


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the course's numerous selections. For his Master's degree in Counting, this same chap took a survey that revealed conclusively that Death ranked only 37th on the all-time parade of hit activities among teenagers, the group for whom the course was originally designed.

Impressive though these statistics at first seem to be, they simply do not tell all the story, mainly because they examine the problem only from the student's point of view. But high-class school statistics should always take into account how *teachers* feel about something: in this case how they feel about the fact that so many of the selections on English 40 come straight from the hearse's mouth.

On this matter I can, of course, squeak only for myself, but I suspect that my response to the Death Theme in English 40 has been significantly typical. At first I felt very little sympathy with what the writers were saying, but as the years of teaching the course passed (and some of my students didn't), I gradually came to feel closer and closer to what the poets were complaining about. In recent years I have always felt that our field trip to the local funeral home has been the highlight of the year.

One further virtue of English 40 deserves to be recorded. This is the fact that the very fixity of the prescribed selections has provided thousands of residents in this province with a shared literary experience that enables them to communicate with one another easily, especially on morbid and emotional subjects. Such verbal shorthand, it cannot be denied, is of considerable value in this age of the eloquent machine with the tongue-tied operator.

I have a friend, for instance, who (like so many of us) suffers from the two opposing complaints of wanderlust and a high mortgage, the latter of which keeps him rather close to home. Considering the sustained dramatic tension under which he pursues life and liberty, I would have very little hope for his long-range mental health were it not for the fact that he can, *by quoting lines remembered from English 40,* give vent to his deepest yearnings. When the walls of Mortgageville seem most to be cutting him off from the adventurous life, he finds relief by treating his family to a recitation of such poignant lines as Browning's 'Oh, to be in England' and Yeats' 'I will arise and go now.'

Fortunately, his wife also has a good memory for items from English 40, and she knows just how to communicate right back. She points to their four small children and reminds him why he and old Peter MacArthur had better just stick to the farm.

All this meditating on the imminent departure of an eminent friend has left me, to use Coleridge's memorable phrase, 'A saddened and a wizened man.' But I do take some consolation from the fact that no matter what course comes along to replace English 40, I for one will never forget what English 40 (Ho! Ho! Ho!) did to me, to me, to me.□


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## QUOTES AND COMMENTS

VITO CIANCI

AMONG THE BITS AND PIECES in my desk when I started teaching in Parsons Green Secondary School for Boys in London, was a small booklet with the engaging title *Suggestions for the Consideration of the Teachers of Art.*

Suggestions, mind you. And for my consideration, yet. Official, too. Right from the higher-ups. A reading of it left me with the impression that after carefully considering the suggestions, I was free to discard the whole thing and proceed on my own.

Come to think of it, that was the impression I got right from the start over there—that I was trusted to know enough about my job to carry it out without a lot of direction and supervision. In that particular school the headmaster took me to my classroom, introduced me to the class, and in effect said, 'They're all yours. Carry on, and good luck.' (In the light of the events that followed, he might have said, 'And whom shall we notify regarding the disposition of the remains?' But that is a different story.)

I was reminded of all this when I recently picked up my copy of the new Secondary School Curriculum Guide for Art. This, I thought when I finished reading it, must surely be the absolute limit for the sort of over-stuffed, elaborately detailed and pretentious guide we have come to expect from the Curriculum Division.

It reads like the prospectus for a graduate school in fine arts and graphic arts. I get the impression that the authors, whoever they are, were more concerned to show their mastery of the graphic and fine arts vocabulary than in drawing up a realistic guide for the kind of art teachers, the quality of the pupils we have, and the conditions under which we are all working.

The trained art teacher does not need this kind of hair-splitting, detailed list of instructions, or the elaborate list of suggested activities. He knows all about it. And the untrained teacher won't be able to make head or tail of the technical language involved.

Does any art teacher need to be reminded that pottery takes the forms of free form, coil, slab, turned, thrown and jigged? (p.20) Or told about the various kinds of pottery which may be produced?

Does he really need to be told that the materials for carving include plaster, wood, stone and salt blocks? Or be given a list of the tools needed? (p.25)

And if there is even one art teacher anywhere in the province who knows what is meant by reticulation, solarization and the sabattier effect (p.24), I'll eat my copy of *The B.C. Teacher.*

This guide, like so much of the material we get from the Department, seems to me just another example of solving a problem by verbalizing it. Just draw up an elaborate program, issue a glittering guide in which is listed every possible activity which can be imagined in connection with it, and presto, everything is taken care of and we can point with pride.

In the meantime I am expected to carry out a secondary art program without an art room. (I have been teaching art in the chemistry lab, the physics lab, and am at present in the drafting room. Next year I'll probably be in the boiler room. That's where the kiln is.) and without even the minimum of equipment, no storage space—nothing but willing and patient pupils.

(I feel bitter about the physics lab. There is one beautiful and expensive piece of equipment there which cost more than my total budget for the year, and which I gather is used once a year.)

Around the corner is a new and shiny motel unit attached to the home economics wing. Full of nice furniture and appliances, too. No end plushy. One of these days there may be someone using it, perhaps a class taking instruction.

Somewhat ruefully, I reflect that for a small fraction of what this addition cost I could have a completely equipped art room in which I could carry out quite a number of the projects beautifully laid out for me in the new Curriculum Guide. □


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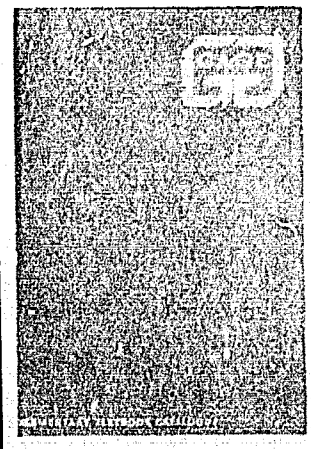

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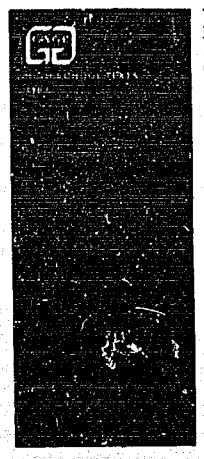

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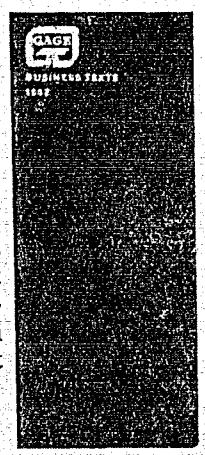

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# To Be A Good Teacher

Advice from a teacher-mother
to her beginning-teacher daughter

HARRIETT ESSELMONT

1. Like your pupils, bright or slow, remember that everyone has some talent or strength or likeable quality tucked away somewhere, and no one should be dubbed 'impossible.'

2. Be firm with the group.

3. Be tender with the individual.

4. Never hold over yesterday's quarrel until today.

5. If you threaten, follow through.

6. Do not be concerned with your own popularity. Students like you for what you are, not for the veneer.

7. Always assume that, despite home circumstances, the parents love their children. Establish this premise in handling home-school situations.

8. Set the work standards high enough for the students to have to reach. Stretch their minds.

9. Do not talk down to students. Do not be lofty, talking for the pleasure of your own words.

10. Never go into your classroom completely unprepared as to subject matter.

11. Adhere to the letter of the law where school rules and classroom rules are concerned.

12. Like the staff. Respect the principal. Be pleasant to everyone who works in or about the school.

13. Never air your personal problems nor your classroom difficulties in the staffroom.

14. Attend conventions and section meetings. Join associations for the betterment of the profession.

15. Keep up at least one outside interest. Maintain friends in other walks of life.

16. Be interested in your profession. Be proud that you made it your chosen career.

*The writer is a Victoria teacher.*

## *These Teachers Have Passed Away*

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IN 1534 A FRENCH expedition under Jacques Cartier, a seaman of St. Malo sent out by Francis I, King of France, entered the Gulf of St. Lawrence. He passed through the Straits of Belle Isle, sailed down the west coast of Newfoundland, entered and named the Bay of Chaleurs, planted a cross at Gaspé, and returned to France. In 1535-6 he made another voyage, and sailed up the St. Lawrence River as far as what is now the city of Montreal. In 1541 he made a third voyage.

The scene depicted of 'Jacques Cartier at Percé Rock' is the artist's conception of an event that very well may have occurred, because Cartier spent part of the 12th and 13th of July, 1534 anchored in this vicinity.

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What sculpture is to a block of marble, education is to the human soul; but education does not exclusively mean teaching pupils to know what they do not know; it means teaching them also to behave as they perhaps do not behave but should behave.


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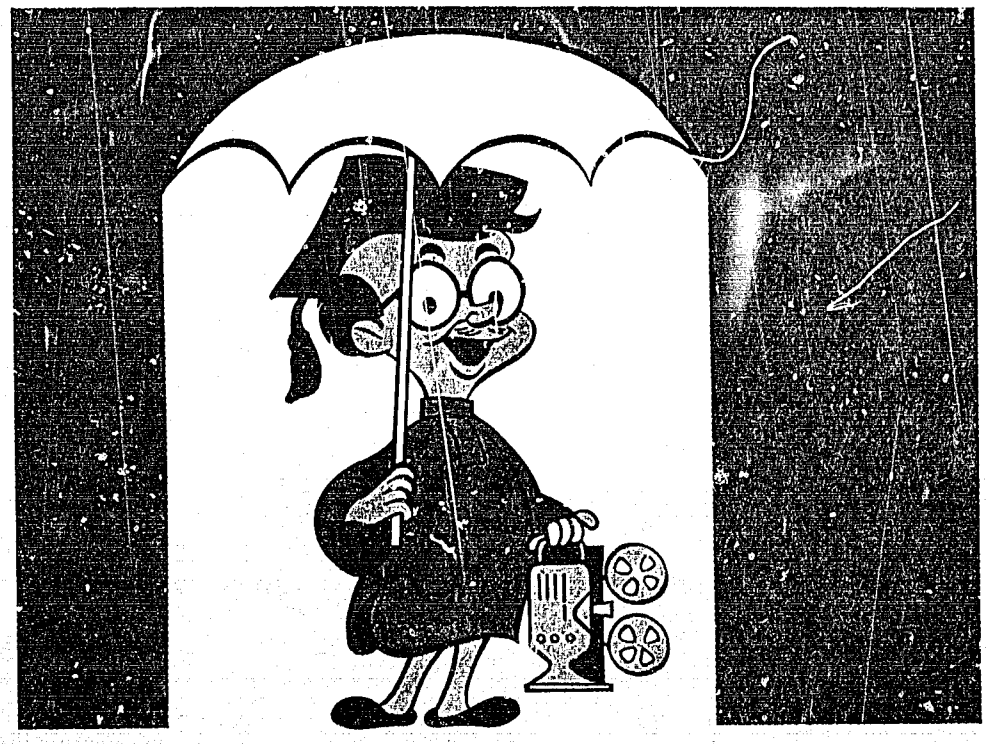

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## FROM OUR READERS

### A Research Work of Interest to Teachers of English

Vernon, B.C.

Sir,

I would like to make our membership aware of 'a good thing.' There is available, free, a valuable piece of research that is immediately applicable in the classroom. It will be of help to all English teachers and will serve as an exemplar to teachers in all other fields of learning. To obtain it, write to Dr. Geoffrey Mason, Assistant Professor of Education at the University of Victoria, for his 'statement of proposed objectives for English 10 Literature,' compiled for the B.C. Educational Research Council of which the BCTF is a member. As this work deals with the *principles* of English, not merely with the facts of the subject matter; with the *processes of learning*, not merely with the end product, and with the application of *Bloom's Taxonomy of Educational Objectives* to a body of knowledge, its significance is great indeed. (Studying Dr. Mason's work in conjunction with the free BCTF publication, *Invitational Seminar, February 1965*, which includes an abbreviated taxonomy and a clear explanation of 'process' in learning, will prove most fruitful.)

This piece of work is, furthermore, intensely practical. The educational objectives, as applied to English, are arranged in six levels of mental activity. On each level, primary, secondary, and sometimes tertiary objectives have been stated. Under each objective are possible examination questions as illustrations, and each is accompanied by percentages of the total mark recommended for that level for average, bright, and slow children. The English teachers of the province have assisted in all phases of the research—a further assurance that the draft suffers no taint of 'the ivory tower syndrome.'

Indeed, we are invited to send in our criticisms, suggestions and comments on the tentative draft. Those of us who are interested in the improvement of history and geography can offer our services to Dr. Mason to develop a similar piece of research in these subjects.

English teachers can look forward to a 'bank' of test questions being prepared for our use. We can also invite Dr. Mason to workshops and convention sessions to explain his work and to pass on his techniques.

If the principles behind Dr. Mason's draft are understood and followed, there will be a clear statement of objectives, comprehensive teaching of knowledge, skills and attitudes, and tests that are fair to the students and high in validity. Teacher will be able to fulfil the aim of modern education: to teach students to learn by inquiry, problem-solving, self-instruction, and self-evaluation.

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## NEW BOOKS

C. D. NELSON
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JOIN THE BCTF AND SEE THE WORLD . .

We are pleased to publish a review from one of our members in Kenya, by way of Alberni, and we have reprinted his covering letter below:

Siriba T.T. College
Private Bag
Maseno, Kenya
September 15, 1966

Dear Mr. Nelson:

Please excuse the delay in getting this book review to you, but the book was sent to Alberni, and it has taken a long time from there to Kenya.

I am always interested in reviewing books, and would be willing to do others for you if it is practicable for you to send them to me while I am in Africa. At any rate, when I return to B.C. I will let you know.

Yours sincerely
Terrence Keough

It was news to us that Mr. Keough had gone to Africa, as he was listed in our file as teaching in Alberni, to which place we sent the book. Perhaps here is an opportunity for a friendly note or two to T.K.—how about it?

MEANWHILE, BACK HOME. . .

We add two new reviewers to our growing roster—Bill Calder and Eldon Kier, art and social studies experts respectively, both of whom are members of the staff of Cowichan Senior Secondary School.

SEASON'S GREETINGS to all, and may the New Year bring lots of worthwhile books to your attention.

C. D. NELSON

### ART

*Graphic Design and Visual Communication*, by John W. Caraldo. International Textbook Co., Scranton, Pa., 1966. $18.00

A most practical aid to all senior art departments, particularly those concerned with graphic arts and commercial design, newspaper and school annual layout. Illustrated are some of the very best of contemporary designs employed in communications media. Appropriately, the relationship of the illustrations and explanatory text is excellent (each page contains enough material for a full appreciation lesson). This cannot be considered a text in any sense; it is pure reference and visual pleasure. Binding is durable and attractive, paper and print well suited to one another. For the advanced student, this is one of the most interesting and readable art books available. The price may be prohibitive.—William Calder

*Paper Sculpture*, by M. G. Johnston. Davis Publications, 1964. (Can. Agt. Moyer Division, Vilas Industries Ltd.) $5.75

A useful book for those wishing to implement courses in commercial display and to those involved in decorative display. However, this volume is almost esoteric in its presentation and is hardly one that would be of great value to a beginner. Many of the techniques necessary to creative paperwork are glossed over, and considerable space is devoted to highly stylized forms of limited application.

Layout and presentation are good, but reproduction lacks the definition which is highly desirable in this type of work. The style is not clear and specific; a student using this for reference would quickly find himself lost and in need of diagrammatic assistance. The binding is not practical for school use—the plastic spine is hardy and flexible, but the pages tear away easily. The cover is not attractive; design is weak and forms illustrated lack distinction.—William Calder

*Design in Three Dimensions*, by Randall-Haines. Davis Publications, 1965. (Can. Agt. Moyer Division, Vilas Industries Ltd.) $5.75

This book lives up to and surpasses the claims made for it by the publisher. Written and illustrated with a clarity suitable for the intermediate and senior classroom groups, it opens the way to the understanding, appreciation and application of three-dimensional design. Too long has the student been presented with the problem of creating the illusion of space on a two-dimensional plane; now, with this intelligent application of aesthetic principles to his surroundings, the student can move into a wider utilization of his talents. A lightweight, beautifully presented volume which deserves a much finer format than it has. The color on the cover leaves something to be desired but this is a negligible complaint in the light of the book's contents. Highly recommended to all teachers attempting to challenge the interest of their students in the forms and shapes of the contemporary world.—William Calder

*Cartooning*, by George F. Horn. Davis Publications, 1965. (Can. Agt. Moyer Division, Vilas Industries Ltd.) $3.95

Whether the intended 'audience' for this book is the elementary or the senior student, it will be of little importance to any pupil or teacher concerned with developing an original form or style in caricature or cartooning. The many illustrations are stereotyped, dull and mundane. They lack originality in their conception, sensitivity in their execution. The physical appearance of the book is fair; it is light in weight and easily handled and stored. Binding is not sturdy enough for active use in an art room where, presumably, it is intended for use. Paper and illustrations are well matched, clear reproduction on a durable paper.

This book might be of considerable use to the primary or elementary teacher who requires 'funny' illustrations for her felt-board or wall, but would fail to interest, let alone stimulate, a child above the mental age of nine.—William Calder

### ENGLISH

*Modern Poetics*. Ed. by James Sculy. McGraw-Hill (Canada), 1965. $7.95

This is a collection of essays on poetics by fifteen modern and contemporary poets, including Yeats, Pound, Frost, Eliot, and Lowell. The editor has provided a brief sketch of each poet, which, although more critical than biographical, helps to place the essays within the framework of the period in which they were written. One feels refreshed by this book because the essays on poetry are all written by poets, each one of whom is reaching for words in which to express what he is trying to do, rather than by critics, who tend to let the philosophical side of poetry over-run the fact that it is essentially an emotional experience.

Only the brighter upper-secondary school student will be able to use this book, not because of any inherent difficulty in the essays themselves, but because of the ethereal nature of poetry, both as something to read and something to read about. There is no doubt, however, that teachers at the senior secondary level will find it most useful in untangling the

directions and meanings of modern poetry as seen through the eyes of the poets themselves.—Terrence Keough

*Modern Composition, Book 5,* by Wallace E. Stegner, Edwin H. Sauer and Clarence W. Hach. Holt, Rinehart and Winston, Toronto, 1964. $4.32

This is a long book, 586 pages, and, although the print is clear, it has a rather formidably dull appearance.

It is divided into two sections, one on 'The Art of Writing,' the other on 'Grammar and Usage.' The topics and approach used in the first section are familiar. The authors have divided writing into separate kinds (narration, description, argument) and devote to each type a chapter that produces good models, lays down principles to be observed, and provides plentiful exercises in analysis and composition. There are chapters on the writing of themes, research papers and letters, and one on the effective choice of words that delves into such topics as connotation and idiom. The illustrative passages are up-to-date and generally interesting. The advice given is sensible. If students learn to write well by deducing principles, analyzing methods, and imitating them, this book is as good as any.

I doubt, however, if sufficient stimulus to good writing is given by this type of approach, which gives the impression that the ability to imitate is the most praiseworthy quality in a writer. The exercises are often too obviously exercises to be done in order to practise such imitation rather than to encourage the desire to write. The style of the commentary is, furthermore, too advanced and intellectual for many students at the Grade 11 level, for which this book is presumably intended.

The section on 'Grammar and Usage,' which follows traditional ideas, is clear and informative, and would make a useful reference section, but is far too long for inclusion in a one-year course.—Ralph L. Tortorelli

## SOCIAL STUDIES

*Discovering our Land,* by D. M. Tomkins, G. S. Tomkins and N. V. Scarfe. W. J. Gage, Toronto, 1966. $3.75

This exciting geography of Canada has been written for elementary school Canadians. The book is designed to assist pupils in discovering the major geographic concepts of Canada by using some of the 'raw materials' of the geographer. The book therefore contains excellent photographs and many large- and small-scale maps, graphs, statistics, first-hand descriptions from original sources as well as a descriptive account. The authors have succeeded admirably in avoiding the publication of yet another 'telling' conventional geography of Canada.

Each chapter describes a separate province or region. Headings are worded to appeal to the imagination of the young reader; for example, 'Southern Ontario, Workshop of the Nation,' and 'British Columbia, Mountain Wonderland.' Sample studies, particularly of the larger cities, where appropriate, assist the pupil to 'discover' the general principles or the 'big ideas' of the region.

A variety of questions and problems is included. Statistics and graphs should stimulate other thought-provoking questions by teachers. One regrets, however, that some questions at the 'fact' level have been allowed in. For example, in the section on Coastal British Columbia, the pupil is asked to select the most valuable fish caught: lobsters, cod and haddock, salmon and halibut.

One wonders who plotted the routes of the Horseshoe Bay-Nanaimo and the Tsawwassen-Swartz Bay ferries on the map, p. 287. Perhaps it would have been better if it had been one of the authors, all of whom know the routes well! One also regrets the order of chapters from Southern Ontario, northward and westward to Northern Ontario, then eastward to Quebec and the four Atlantic Provinces, and then finally westward to Manitoba and on. Would it not have been simpler to have started in the east and worked westward or vice versa? If the book is to serve its purpose, is the present sequence really necessary, even if the majority of its users may live in Southern Ontario?

This is, nonetheless, a stimulating book. Its five-page index will also help pupils to 'discover' how to 'discover' Canada.— J. S. Church

*Social Life of Animals,* by Marcel Sire. Studio Vista Ltd., 1965. (Can. Agt. General Publishing Co., 30 Lesmill Road, Don Mills) $4.65

Evidence shows that bees, ants, termites, and man are not the only social groups in the animal world. Besides outlining degrees of animal sociology, the author suggests that attention paid to others of their kind determines many types of animal behavior.

Using such fascinating bits of information as the migration of Painted Lady butterflies and European bats, the author traces the social organization of animals from solitary individuals to true animal societies. The social hierarchy, or 'pecking order,' of chickens exemplifies an elementary group; the organization of jackdaws, penguins, and prairie dogs shows the progression from family groupings to higher societies, while the sociable actions of deer, elephants, wild horses, seals, baboons, and apes become characteristic of highly-developed animal groupings.

A number of broad generalities are reached in the last chapter of the book. The position of man in the social world of animals emerges in the statement that while 'human societies have emerged from animal societies . . . man's brain has enriched human societies with qualities which animal societies could not possess.'

The 192-page book is fairly well illustrated with black and white pictures and many diagrams. It has a small glossary of terms used in the text, a bibliography; but, no index.—Grant M. Paterson

*International Aid: A Summary,* by Hugh L. Keenleyside. McClelland and Stewart, 1966. $7.50

Written by Dr. Keenleyside, the director of the first United Nations Technical Assistance Administration and a well-known British Columbian, this book is a sincere appeal to the application of foreign aid to the 'have-not' nations by the 'have' nations. The four purposes of the book are: to review the contemporary affairs that have made it imperative that aid programs be established and maintained; to review the earlier forms of international assistance; to describe current programs and how they work; and to list steps that should be taken to ensure a better world for all.

In a straightforward style, the author discusses the paradoxical world of 1965 with its enormous material wealth and scientific advances, yet with half the world's people illiterate, chronically ill, hungry and destitute. He also discusses the meaning of underdevelopment, the population problem and what can be done about it, a short history of international aid, a detailed report of United Nations programs of aid, and prospects for the future.

Well documented, the book would be a valuable source to social studies teachers of Canadiana and world history at the secondary level. There are many references to Canada's present role in the U.N. and such other aid programs as the Colombo Plan. The book would be especially valuable as a source for teachers and students interested in the population problem, what can be done, and the need for action. Finally, as a thought-provoking and frank discussion of man's future, it would be useful in helping prepare young Canadians for the troubled new world.—E. W. Keir


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| ART | 201 | Painting I |
| ART | 205/305/405 | Design I; Design II; Design III |
| ART | 109/209/309/409 | Drawing I; Drawing II; Drawing III; Drawing IV |
| ART | 301/401 | Painting II; Painting III |
| CHEMISTRY | 121 | Introductory Analytical Laboratory |
| CHEMISTRY | 124 | Introductory Physical Inorganic Chemistry — Pt. I |
| CHEMISTRY | 324 | Modern General Chemistry |
| CLASSICAL STUDIES | 200 | Greek and Roman Civilization |
| ECONOMICS | 200 | Principles of Economics |
| ECONOMICS | 321 | The Economic History of Canada |
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| EDUCATION | 332 | Psychology of Adolescence |
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| ENGLISH | 424 | Milton and Some Related Figures |
| ENGLISH | 429 | American Fiction since 1890 |
| ENGLISH | 434 | Major Modern Poets of Britain and America |
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| MATHEMATICS | 337 | Modern Geometry |
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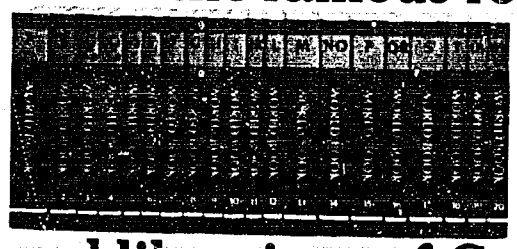

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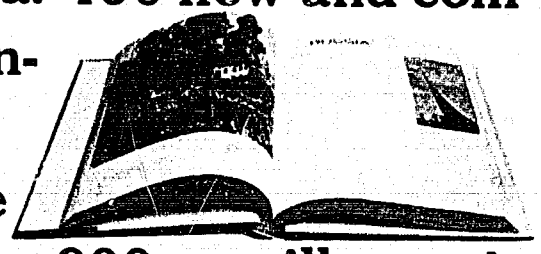

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