...TEMBER 1967 VOL. 47 NO. 2

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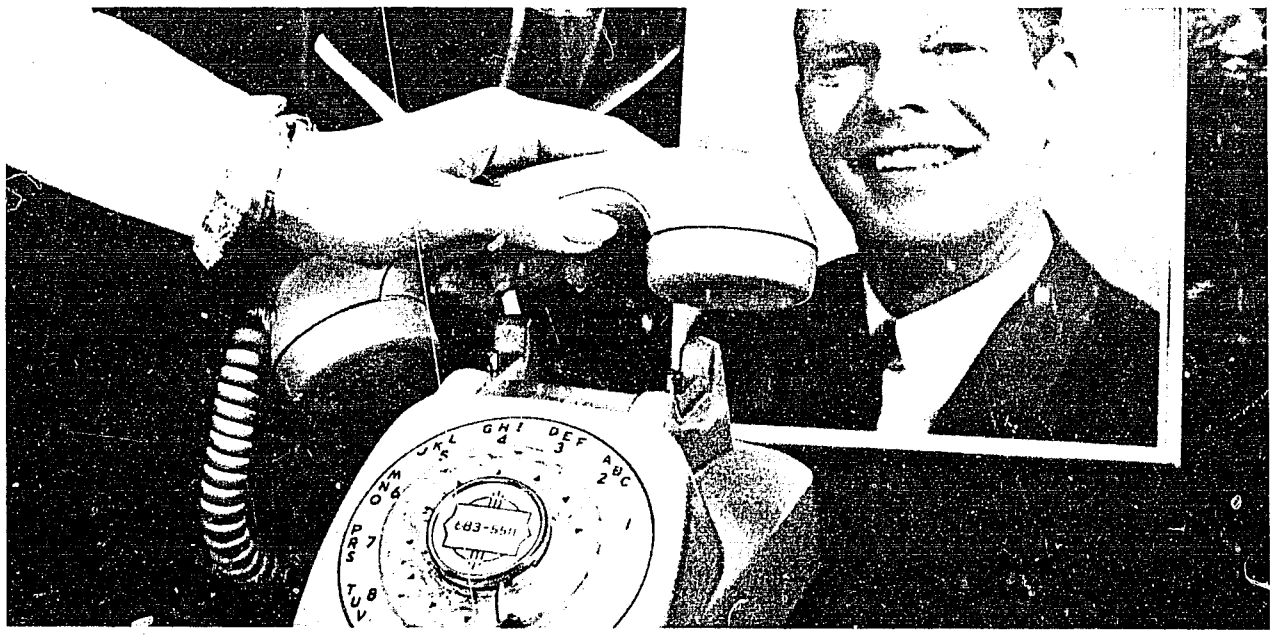

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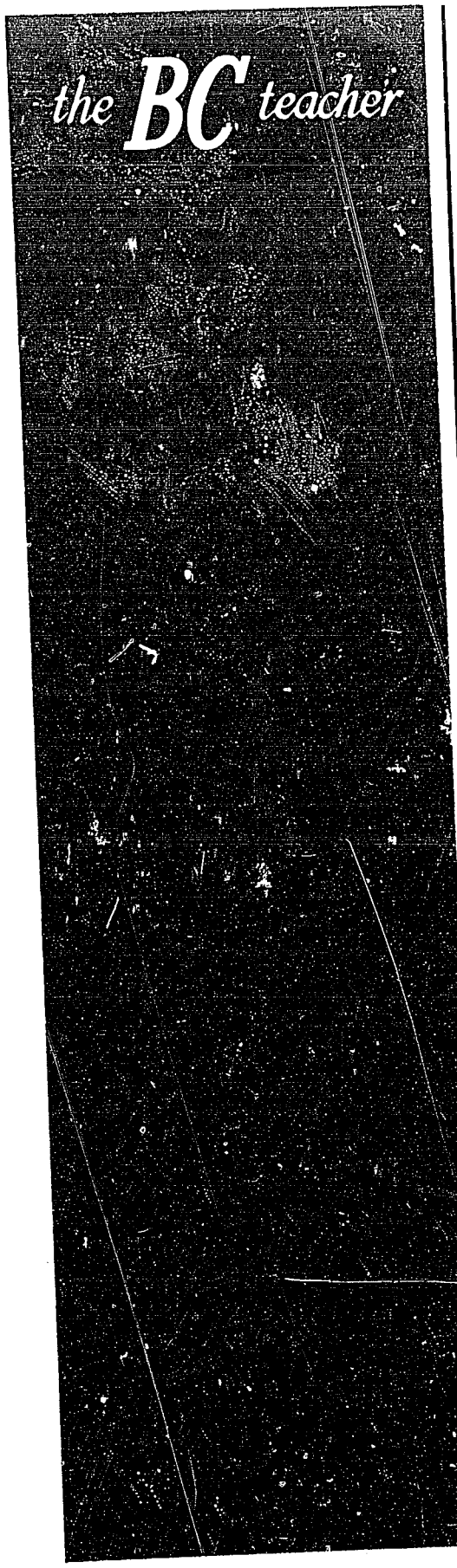

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COVER PICTURE

The cover picture is the work of Serlina Hong, a student of Vancouver Technical Secondary School. Of her work she says: 'I am very thankful to my art teacher, Mr. R. Leonard, for his patience in helping me complete this portrait. What I hope to achieve most of all in a portrait, at present, is the beauty of the individual. The model's personality and characteristics determine the colors I will use in the portrait. I like building up my colors because of the effects that might be achieved. The palette knife gives me the quality of painting I enjoy; however, soft areas and glazes are better attained by the use of the brush.'

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Guest Editorial
C. J. McCaffray

This editorial by the president of the Ontario Secondary School Teachers' Federation appeared in the October 1967 issue of The Bulletin, *the* OSSTF's *magazine. We are pleased indeed to reprint the editorial. On behalf of the 18,000 teachers of* B.C., *we thank the secondary teachers of Ontario for their kind comments.*

IN ALL AREAS of human activity this Centennial Year is already assuming vast importance in the story of Canada. Such have been the achievements, however, that many occasions and events which normally would have received wide publicity have gone by with, at best, limited coverage. In the year of Expo, the Pan-Am Games and major political upheavals, it could hardly be otherwise.

The world teaching body acknowledged the importance of this year to Canadian educators by holding the Annual Meeting of the WCOTP in British Columbia in August. At that Assembly the ninety-nation body in both plenary and committee sessions examined problems as diverse as teacher education, mental health, and the role of teachers in promoting international understanding. Further less formal discussions allowed delegates from nations with widely contrasting views to advance and compare opinions on pensions, curriculum, professionalism, language and reading problems, and other equally varied topics. The Conference was an enormous success as a professional meeting and an even greater success in its role of establishing a close international understanding among educators.

Success of that order can only be the result of much thoughtful, painstaking preparation and planning. CTF, as the host body, demonstrated abilities, enthusiasm and dedication of a level unusual even in international circles. Canada's teachers were more than ably served on this occasion and we in OSSTF commend CTF and its staff most sincerely for their work.

High commendation and genuine gratitude are due also to our colleagues of the British Columbia Teachers' Federation. Throughout the whole Assembly one was aware of a magnificent but unobtrusive effort on the part of large teams of teachers working long hours for many months. From arranging individual dinners with Vancouver families for each delegate to moving the venue of a mass barbecue at a few hours' notice due to rain, to helping lost delegates find the right committee on time, to these and a thousand other problems the teachers of B.C. responded with a masterly anticipation and cordial adaptability. It was the view of the OSSTF members present that never have we seen a teacher organization undertake such a mammoth task quite so capably as did BCTF this summer.

We are grateful to our colleagues for representing all of us so well. We are proud to be associated through CTF with the teachers of British Columbia. We are impelled publicly to acknowledge our admiration for their work and say, 'Well done, B.C. teachers . . . and thanks from OSSTF.'□

THE GREAT DEBATE

D. B. MACKENZIE, Mrs. Lorill Hanney and R. J. Carter, the members of the BCTF Commission on Education, are deeply immersed in their study of education in our province. We hope the other members of the profession are also sincerely interested in the searching analysis to be made by the Commission.

The Commissioners would be the first to admit that their study will be worthless if they are not actively assisted by individual teachers and groups of teachers from all parts of the province. The object of the study is not to have three people arrive at conclusions on their own, even though each one is an outstanding member of the profession. The purpose of the Commission is to stimulate study and debate within the profession of major educational issues, in the hope that some guidelines for improving education will result. Such guidelines will be, in effect, the considered opinion of the teaching profession.

Each local association has been asked to appoint a person with whom the Commission may correspond to ascertain the thinking of teachers in the area concerned. The success or failure of the Commission will depend largely on the effectiveness of these people in communicating to the Commission thinking which is truly representative of their colleagues. That effectiveness, in turn, will depend on the extent to which tea-

Continued on page 80

The terms of reference of the recent Commission on Education include:

'. . . to identify for study and debate issues related to purposes and objectives in education . . .'

The Commissioners have been interested to learn that people in several other countries have recently been considering the purposes, objectives and aims of education. For example, the Central Advisory Council for Education in England, in a 1967 publication popularly known as the Plowden Report (for Lady Plowden, the Chairman of the Council), has devoted a chapter to the aims of elementary education. This chapter, adapted slightly with the permission of Her Majesty's Stationery Office, follows.

THE AIMS OF EDUCATION

ALL SCHOOLS REFLECT the views of society, or of some section of society, about the way children should be brought up, whether or not these views are consciously held or defined. The old English elementary school derived in part at least, from the National Society for the Education of the Poorer Classes in the principles of the Established Church founded in 1811, the aim of which was to provide for what were then thought to be the educational needs of the working class. The effects of the hierarchical view of society which this title implied persisted long after the view itself became unacceptable and out of date. American schools have had, as an avowed purpose, the Americanization of children from diverse cultures, races and climates. Russian education is strictly geared to particular political and social beliefs. Our society is in a state of transition and there is controversy about the relative rights of society and the individual. What agreement can be reached in the midst of this uncertainly about the objectives of English education, and in particular of English elementary schools, in the last third of the 20th century?

One obvious purpose is to fit children for the society into which they will grow up. To do this successfully it is necessary to predict what that society will be like. It will certainly be one marked by rapid and far reaching economic and social change. It is likely to be richer than now, with even more choice of goods, with tastes dominated by majorities and with more leisure for all; more people will be called upon to change their occupation.

About such a society we can be both hopeful and fearful. We can hope it will care for all its members, for the old as well as the young, for the handicapped as well as the gifted, for the deviant as well as the conformer, and that it will create an environment which is stimulating, honest and tolerant. We can fear that it will be much engrossed with the pursuit of material wealth, too hostile to minorities, too dominated by mass opinion and too uncertain of its values.

For such a society, children, and the adults they will become, will need above all to be adaptable and capable of adjusting to their changing environment. They will need as always to be able to live with their fellows, appreciating and respecting their differences, understanding and sympathizing with their feelings. They will need the power of discrimination and, when necessary, to be able to withstand mass pressures. They will need to be well-balanced with neither emotions nor intellect giving ground to each other. They will need throughout their adult life to be capable of being taught, and of learning the new skills called for by the changing economic scene. They will need to understand that in a democratic society each individual has obligations to the community as well as rights within it.

When the Council asked for views on the aims of elementary education there was a wide general measure of agreement, though many of the replies seemed to have as much relevance to other phases of education as to elementary. The school principals we met laid emphasis upon the all round development of the individual and upon the acquisition of the basic skills necessary in contemporary society. Many added a third aim, that of the religious and moral development of the child and some a fourth, that of children's

physical development and acquisition of motor skills. Phrases such as 'whole personality,' 'happy atmosphere,' 'full and satisfying life,' 'full development of powers,' 'satisfaction of curiosity,' 'confidence,' 'perseverence' and 'alertness' occurred again and again. This list shows that general statements of aims, even by those engaged in teaching, tend to be little more than expressions of benevolent aspirations which may provide a rough guide to the general climate of a school, but which may have a rather tenuous relationship to the educational practices that actually go on there. It was interesting that some of the principals who were considered by inspectors to be most successful in practice were least able to formulate their aims clearly and convincingly.

Even the second aim, that of acquiring the basic skills, proved less tangible than would appear at first sight or than public opinion would consider it. Most witnesses were thinking in terms of the three R's, but there are other skills besides those of reading, writing and arithmetic which are necessary for those who are to live happily and usefully both as children and as adults. Communication by the spoken word is at least as important as writing and for the majority perhaps more important.

An aim, which was hardly mentioned by principals and yet one which, if challenged, they would almost certainly have admitted, is the co-operation of school and home and, with it, that of making good to children, as far as possible, the deficiencies of their backgrounds. That this aim found so little expression is significant. The implications of the relationships between school and home have still to be worked out; some teachers are anxious about the extent to which the school is taking the responsibility for the child's welfare and thus undermining the responsibility, as some would put it, of parents. There should be a much stronger partnership between teachers and parents than now exists in most communities. This is developed further in another chapter.

It is difficult to reach agreement on the aims of education if anything but the broadest terms are used but the formulations of that kind are little more than platitudes. We invited the help of a number of distinguished educationists and professors of educational philosophy, and enjoyed a lengthy and interesting discussion with them. They all confirmed the view that general statements of aims were of limited value, and that a pragmatic approach to the purposes of education was more likely to be fruitful. We now turn to the implications of this conclusion.

An individual as distinct from a general statement of aims may be more worth making. It clears the writer's mind and compels him to examine what he is doing and why. This is a useful professional exercise for all teachers. Principals have for long written statements of this kind to help their staffs. They are useful insofar as they promote real thought and are not confined to a mere set of directions. They should encourage class teachers to look critically at their day to day work, relating it to guiding principles and not simply to short term objectives. One of our witnesses gives such a list: 'physical health, intellectual development, emotional and moral health, aesthetic awareness, a valid perspective, practical skills, social skills, personal fulfilment,' and so on, with each main heading divided into appropriate subheadings. But he goes on to say: 'such an itemized statement of purposes had doubtful value, except as an academic exercise or as a check list.' Check lists, however, have their uses and the items on the lists should be double checked against current practices. What practices in my school develop these qualities? Which of these qualities are developed by this particular practice? Rather commonplace little exercises such as these encourage the staff of the school to keep thinking about what they are doing. Because statements of aims of this kind are written for a small and intimate circle there is less risk of disagreement about the underlying assumptions than with documents intended for a wider public.

A School Must Transmit Values and Attitudes

Another approach might be to draw up a list of danger signs, which would indicate that something has gone wrong in a school: fragmented knowledge, no changes in past decade, creative work very limited, much time spent on teaching, few questions from children, too many exercises, too many rules, frequent punishments, and concentration on tests. Such a list, of course, involves value judgments at the outset, but it is an invitation to thought and argument and not simply to compliance. Then it could be asked what aims are implicit in, for example, play activity, painting, free writing, 'movement,' games, the new mathematics, learning by heart, grammar and so on. To subject all educational practices to this kind of questioning might be healthy. Habit is an immensely strong influence in schools and it is one that should be weakened though it is never likely to be removed. These words are particularly addressed to practising teachers and especially to principals, rather than to educational theorists, who seldom fear innovation, but whose ideas may founder because of their ignorance of what schools (and sometimes teachers) are really like.

If these methods were applied to all elementary schools it would be apparent that the trend of their practices and outlook corresponds to a recognizable philosophy of education, and to a view of society, which may be summarized as follows.

A school is not merely a teaching shop, it must transmit values and attitudes. It is a community in which children learn to live first and foremost as children and not as future adults. In family life children can learn to live with people of all ages. The school sets out deliberately to devise the right environment for children, to allow them to be themselves and to develop in the way and at the pace appropriate to them. It tries to equalize opportunities and to compensate for handicaps. It lays special stress on individual discovery, on first hand experience and on opportunities for creative work. It insists that knowledge does not fall into neatly separate compartments and that work and play are not opposite but complementary. A child

Communication by the spoken word is at least as important as writing, and for the majority perhaps more important.

A school is a community in which children learn to live first and foremost as children, not as future adults. Elgar Howarth (right) chairman and principal trumpet player of Britain's Royal Philharmonic Orchestra, has composed a special quartet for hose-pipe and plastic funnel instruments, which are being used to demonstrate to school children the basic principle of all wind instruments. Members of the Orchestra here join children and Mr. Howarth in a try-out of the new instruments.

brought up in such an atmosphere at all stages of his education has some hope of becoming a balanced and mature adult and of being able to live in, to contribute to, and to look critically at the society of which he forms a part. Not all schools correspond to this picture, but it does represent a general and quickening trend.

Some people, while conceding that children are happier under the modern regime and perhaps more versatile, question whether they are being fitted to grapple with the world which they will enter when they leave school. This view is worth examining because it is quite widely held, but we think it rests on a misconception. It isolates the long term objective, that of living in and serving society, and regards education as being at all stages recognizably and specifically a preparation for this. It fails to understand that the best preparation for being a happy and useful man or woman is to live fully as a child. Finally, it assumes, quite wrongly, that the older virtues, as they are usually called, of neatness, accuracy, care and perseverence, and the sheer knowledge which is an essential of being educated, will decline. These are genuine virtues and an education which does not foster them is faulty.

Society is right to expect that importance will be attached to these virtues in all schools. Children need them and need knowledge, if they are to gain satisfaction from their education. What we repudiate is the view that they were automatically fostered by the old kind of elementary education. Patently they were not, for enormous numbers of the products of that education do not possess them. Still more we repudiate the fear that the modern approach leads to their neglect. On the contrary it can, and, when properly understood, does lay a much firmer foundation for their development and it is more in the interests of the children. But those interests are complex. Children need to be themselves, to live with other children and with grown ups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word, to be human beings. Decisions about the influences and situations that ought to be contrived to these ends must be left to individual schools, teachers and parents. What must be ensured is that the decisions taken in schools spring from the best available knowledge and are not simply dictated by habit or convention.

The above article describes the situation in England. What advice can you give the BCTF *Commissioners on the purposes and objectives of education in British Columbia?* □

SIR RONALD GOULD

CAN TEACHING BE A TRUE PROFESSION?

THE THREE MOST IMPORTANT characteristics of a great profession are: (1) each member must be well-educated and professionally trained; (2) each must be loyal to all colleagues, and each must organize with his fellows to protect the interests of the members of his own profession and to serve the public; (3) the group must achieve a measure of self-government.

Have Teachers These Characteristics?

Have teachers, individually and collectively, these characteristics? Looking at things as they really are and not as I would like them to be, I must answer, 'No, not yet.' Of course, I know individual teachers who are well-educated and technically competent, who feel a sense of oneness with all other teachers and regret the divisions among them, who work in their organization to improve the lot of teachers and to serve the interests of children and society, and who are ready for self-government.

But there are others, and all too many, who care nothing for the education, training, unity and responsibilities of teachers, who are really anti-professional, and who make teaching less than a profession. Quite illogically, the same people often demand a professional rate for a professional job and a better public image; they yearn for greater respect. But professional status will not fall like manna from heaven, nor from some benevolent government. Neither the gods nor governments can give teachers professional status, for it is not a gift at all; it is earned, not bestowed. The task of leaders of teachers' organizations is to persuade individual teachers to retain such characteristics of a great profession as they possess and to acquire those they lack.

Liberal Education and Training for Teachers

Do teachers as a group possess the characteristics of the great professions? 'Culture,' wrote A. N. Whitehead, 'is activity of thought and receptiveness to beauty and human feeling . . . what we should aim at producing is men who possess both culture and expert knowledge in some special direction.' This aptly describes the education of doctors and lawyers, but does it describe that of teachers?

I fear not. Some governments apparently believe that anyone who can learn can teach, that being educated but untrained is enough. You think this exaggerated? Graduates without any teacher training are called qualified teachers in England. Some believe that the trained but ill-educated can teach. You think this exaggerated? Nearly half the teachers in the Negro secondary schools of South Africa have not even matriculated. Some believe that the uneducated and the untrained can teach. Is this exaggerated? In England a birth certificate proving a person is over 18 and perhaps a doctor's certificate showing he is sound

This article is an adaptation of Sir Ronald's Presidential Address to the 16th Assembly of the World Confederation of Organizations of the Teaching Profession which was held in Vancouver in August.

in mind and limb are all that is necessary to be employed in a temporary capacity.

So we must persuade governments, the public and even some in our own ranks that teachers, like doctors and lawyers, need both culture and expertise. For this there are many sound reasons. First, they are needed because nobody can be successful in educating children without them. You can teach only what you know. You can teach successfully only when you know much more than you teach, when you have sufficient knowledge to select the important and relevant and to discard the unimportant and irrelevant, and when you have the ability not merely to talk intelligently but (much more difficult) to create conditions within which children can learn most readily, no matter what their handicaps, interests and advantages.

Yet governments continue to employ teachers who lack culture or expertise or both. What right have they to complain that teaching is lifeless, irrelevant, based on repetition, memorization and cramming? Why should they complain at the shortage of mathematicians, when young children are so often taught mechanically, repetitively and unimaginatively by teachers with but a scant knowledge of mathematics, and an equally scant knowledge of the difficulties children have in grasping mathematical relationships? Why should they complain at the incompetence of so many in a second language, when teachers are employed who can certainly keep a page ahead of the class and use orthodox methods, but lack the necessary fluency and expertise to use modern direct methods? Many weaknesses in education today are due to the fact that teachers cannot treat children as individuals, cannot get the best out of them, because they themselves lack both scholarship and expertise.

Second, teachers need this fusion of knowledge and expertise if they are to inspire as well as instruct. Some children are instructed without being educated, for it is not difficult to inform, to direct, to command. Some are educated, for they have teachers capable of nourishing, bringing out, developing, leading, guiding, creating a thirst for further knowledge and a desire to go farther; they have been inspired.

Third, teachers today need a wide education in all the traditional disciplines and in psychology, sociology and economics to be able to face the many experts who, like the hosts of Midian, prowl and prowl around the holy ground of education. Some of these have much to offer, many have little, nothing or worse than nothing, but unless teachers are themselves expert practitioners and theoreticians, they will be led by the nose or pushed hither and thither by these experts, real and imaginary, to the ultimate detriment of the children and their own prestige.

Never has there been a time when more new Messiahs were urging teachers to work educational revolutions by accepting their gospels and using their nostrums, books, tapes and ironmongery. I have heard this described as an explosion of new ideas, but I doubt whether this is an apt description. Some ideas, no doubt, are new, but many are old, wrapped up in new language to look like new. This is an explosion of vocabulary rather than of ideas. But how is the teacher to separate the valuable from the valueless, the new from the old masquerading as new, unless his theoretical and practical knowledge gives him the mental equipment and confidence to do so?

Much so-called educational research is valueless, indeed dangerous, because the researcher has had no practical experience of how schools are run or has failed to secure the full collaboration of those who have.

Again, have not architects made some of our new school buildings pleasant, even beautiful, to look at from outside, but unsatisfactory in many ways for educating children? They have built from the outside inward. They have not fully realized, as Corbusier did, that 'a house is a machine to live in.' They have designed schools without consulting those teachers who have to work in them, and without any idea how schools should be organized today to make the learning processes more efficient. There can be no doubt that the non-teaching experts need constantly to be reminded of the practicalities of education, and that if teachers are unable to guide them, the children's education will suffer. But highly competent teachers are required to guide them.

Fourth, teachers must be well-educated if they are to enjoy control over school organization, choice of curricula and textbooks and the methods used, or, if you like, academic freedom. Such freedom, responsibly used, makes teaching more lively and efficient, prevents governments or groups manipulating school work to capture the minds of children for ulterior ends, and gives dignity to the teacher's position. But ill-educated teachers are incapable of carrying this responsibility. Our German colleagues speak of the two aspects of academic freedom, *Lernenfreiheit* and *Lehrfreiheit*—freedom to learn and freedom to teach without restriction. These two kinds are needed in the classroom, but only good teachers can be given freedom to teach and only they dare allow their pupils freedom to learn. One cannot exist without the other, for only those who have enjoyed the freedom of learn-

Solidarity is the hallmark of a profession. Doctors, whether general practitioners or specialists, whether working in homes or hospitals, whether ministering to the young or old, feel part of one great profession. Teachers have more feeling of professional responsibility than they had, but the firmest bonds unite not the profession of teaching, but parts of the profession of teaching. There is a unity among primary teachers, secondary teachers, technical teachers, university teachers, but little sense of solidarity between, shall we say, university and kindergarten teachers. And even these sub-group loyalties sometimes conflict with the loyalties of men teachers, women teachers, graduates or teachers of certain subjects to each other. In short, teachers in most countries, though happily not in all, lack this essential characteristic of a great profession — unity.

ing can be trusted with freedom in teaching.

Now you can see why teacher education is so important. To secure good teaching, inspired teaching, teaching improved by modern methods, teaching by free men for a free society, society must trust high quality teacher education. This is society's greatest safeguard, its greatest guarantee.

Unity Among Teachers

I stated earlier that unity was a characteristic of the great professions. This, however, is not a mystical concept: it does not mean every doctor loves every other doctor, which is an impossible ideal, but that every doctor accepts that the interests of the group, and the well-being of the service, transcend personal interests and well-being, and he must act accordingly. This, though difficult, I firmly believe is attainable by teachers.

Teachers, however, are notoriously individualistic. They often pursue their own interests, to the detriment of the group as a whole. That is why separate organizations of head teachers, assistants, men, women, graduates, non-graduates, elementary and secondary teachers flourish. That is why divisive tendencies exist even within organizations and threaten unity still further. Of course, training of different kinds, in different kinds of institutions, makes for feelings of superiority and inferiority, and, to be frank, of snobbery and resentment, and makes a feeling of unity difficult to achieve. Further, the different qualifications, training, responsibilities and functions of teachers lead to clashes over what should be paid to various groups, and this is another and potent cause of division.

Attaining unity in the teaching profession by the fusion of warring factions and organizations is incredibly difficult, therefore, whether the method adopted is membership of an inclusive organization or amalgamation, collaboration or any other variant.

Nevertheless we must strive for unity. Why? Because unity is strength. Sheridan said once that if all the fleas in his bed had been of one mind they would have pushed him out of bed. I have no particular knowledge of the habits of the flea, but I'm sure that if all teachers were of one mind on any issue their power would be enormous. But teachers' disunity weakens their impact on employers and governments, who know only too well how to exploit divisions, to split teachers into further factions and to play one section off against the other. We should therefore unite for our own sakes.

We should unite for the children's sake too. It would be greatly to the children's advantage if teachers used their energy not to attack one another as they so often do, but to improve school buildings, equipment, books and organization, and also to improve the teachers' conditions of service. For it is to the children's ad-

Sir Ronald Gould, caught in a typical pose, believes that teachers' organizations must persuade governments, the public and even some in our own ranks that teachers, like doctors and lawyers, should govern themselves.

vantage that teachers enjoy security, a reasonable standard of living, freedom of choice in methods, curricula and internal organization, and treatment in general befitting a professional man.

Teachers' Self-government

Undoubtedly the teachers' greatest dream is to enjoy the machinery of self-government. They may already belong to strong organizations which protect members' interests, influence government policy and improve education generally, but they want more: they want what doctors have, a self-governing council.

Yet it must be admitted that nowhere in the world has this been achieved. Whatever the reasons for this may be, the teachers' attitude to their work is not one of them. They are professional in their pride in their work and in their desire for ever-rising standards . . . they battle valiantly against ignorance, prejudice, superstition, obscurantism, hunger, disease, discourtesy, selfishness and all that degrades, debases and destroys human relationships. In this respect, I believe teachers in most countries are ready for self-government.

What, then, prevents the coming of self-government? First, say the politicians, teachers cannot be a profession while so many unqualified, partially qualified and inadequately educated teachers are employed. But whose fault is this? Not the teachers', for they have consistently urged governments to produce more qualified teachers. In any case, if governments had the will, they could quickly increase training facilities, appoint no new teachers other than the qualified and move toward a fully qualified service. This, then, is an excuse, not an adequate reason.

Second, politicians say teachers bicker and quarrel among themselves, are disloyal to each other and do not act professionally. Of course, other professions sometimes act unprofessionally, attacking their colleagues and breaking their own rules . . . But in the main, group-loyalty ensures the outward appearance of unity and observance of the rules and conventions.

Regretfully, however, I must admit that a considerable number of teachers act unprofessionally, engaging in blatant self-advertisement, attacking colleagues in public, dissenting violently from salary claims and settlements, and paying any price to achieve promotion, from changing their religious or political affiliations to offering to become parish clerks, Sunday school teachers, choirmasters, or even organ blowers. Whatever their numbers, the fratricidal self-advertisers and stomach-crawlers hinder the coming of self-government.

Third, politicians hesitate because they believe that transferring power to teachers would be undemocratic. This argument sounds high-minded and convincing. But have you noted that democracy is compounded of two Greek words 'demo,' the people, and 'kratia,' rule? Thus democracy does not necessarily mean that all decision-making must be the responsibility of all the people all the time, for that would produce chaos, not rule. In the interests of efficient rule, the people can leave some decisions to the experts, subject always to intervention if such power is abused. So I see nothing undemocratic in a measure of self-government. But in any case politicians can hardly argue self-government for teachers is undemocratic while it is enjoyed by doctors, lawyers, architects and accountants. Thus a council with suitable powers and suitable constitution, including representatives of the public, need in no way offend democratic principles.

Fourth, politicians hesitate because they do not trust us enough; they fear we shall use power for selfish ends. After all, they say, if people are ill, they can choose which doctor they prefer, or if they wish, choose no doctor at all, but we, the Government, force children to attend school, give them no choice of teacher, and so we must be responsible for the quality and supply of teachers. We dare not devolve these powers on teachers who might use them selfishly in a conspiracy against the laity. They might reduce, for example, the supply of teachers.

Let us be honest. Teachers could use self-governing powers in their own interests. We could raise entrance standards so high that the number of entrants fell, producing an acute shortage of teachers, which could be used as a lever to raise salaries. And let us not pretend that nothing is further from our thoughts, that we want self-government wholly for altruistic ends. This is cant. Self-interest disguised as moral purpose is nauseating. We want self-government, at least in part, to improve our own position in society.

But we also want greater control over our profession for the better performance of duties. Indeed, duties and self-interest are often inseparable. How can salaries, tenure, sick pay or superannuation regulations be improved without encouraging recruitment, improving the morale of teachers and raising educational standards? To help the teacher is ultimately to help the child. And, on the other hand, how can the standards of entrance to teacher training be raised, the length of training increased, or higher standards of qualification established, without benefiting both child and teacher? We should therefore state unequivocally that we want self-government for our own sakes and for the sake of the service. Our difficulty will be to persuade governments that we will play fair, that we will never allow self-interest to make us socially irresponsible. This will sound hollow, of course, unless we act responsibly now and at all times. But whatever the arguments, pro and con, the objective of professional self-government is so worth while that despite difficulties, handicaps and setbacks, we must press on.

Years ago, Ernest Bevin complained that the working classes suffered from poverty of desire. So do teachers. They want many things, but don't want them badly enough. They can't have the palm without the dust, victory without sacrifice, jewelry without payment for it.

Perhaps in Cloud-Cuckoo Land, professional freedom is readily bestowed, and teachers slip, slide or slither into high quality training, unity and self-government. But we live in a real world, where the worth-while professionally is achieved only by blood, sweat and tears, and not the blood, sweat and tears of other people, but our own.

Will teachers pay that price? The answer to that question will determine whether or not teaching is worthy of the status of a great profession. □

The NCTF invited the president of the Quebec Teachers' Corporation to explain the stand of Quebec's French-speaking teachers on joining with their English-speaking colleagues to make the Canadian Teachers' Federation a truly national organization. This is the explanation M. Laliberte gave recently to the Representative Assembly.

EQUALITY OR INDEPENDENCE

G. RAYMOND LALIBERTE

1. THE CANADIAN TEACHERS' FEDERATION approached Quebec's French-speaking teachers a long time ago, to get them to follow the example of their English-speaking colleagues and join the Through-Canada teachers' organization. According to the summary given at the last Canadian Teachers' Federation AGM by the organization's Secretary-Treasurer, the whole

thing began with a preliminary flirtation in 1935 with what was then the largest association of French-speaking teachers in Quebec, the Alliance des Instituteurs et Institutrices Catholiques de Montréal. It continued with the birth of the Corporation Général des Instituteurs et Institutrices Catholiques de la Province de Québec (CIC) in 1946. At that time CIC was a federation of three provincial organizations, regrouping only a small proportion of the province's French speaking teachers: the Fédération des Instituteurs et Institutrices Catholiques des Cités et Villes de la Province de Québec, the Fédération des Institutrices Catholiques Rurales de la Province de Québec, and the Fédération des Instituteurs Catholiques Ruraux de la Province de Québec.

2. The first exchanges of observers at conventions were made by CIC in 1949 and 1954. CTF set up its first committee to recruit French-speaking teachers in 1954. Among other things, its mandate included 'promotion of extension of membership of CTF to include the French-Catholic teachers of the Province of Quebec.' CIC had 9,000 members at that time.

3. It was not until the period 1958-60 that a greater number of mutual exchanges and more systematic approaches were made, and CTF granted CIC the privilege of automatically becoming a member if it so wished. CIC, on the other hand, would carry out its intention of continuing to examine the question, while being unable to reach an on-the-spot decision at that time, because of the many reforms and complicated development plans it had undertaken. Furthermore, it was not until the end of 1959 that it got the automatic membership of Quebec's French-speaking Catholic teachers, with the result that its membership increased from 18,000 to 30,000 members. Lastly, subsequent efforts, mainly by CTF, resulted in the fall of 1962 in the CIC's drawing up the conditions under which it would be ready eventually to propose to the members of its Provincial Council membership in CTF.

4. Joint discussion committees have been meeting regularly every year since then, and have examined the conditions laid down by the CIC as a whole. They have put forward the point of view of CTF, have tried some common ground, have submitted reports to the Board of Directors of CTF and CIC; but the latter has not yet presented its General Council with an invitation to consider an affiliation with the Canadian Teachers' Federation.

5. Why is it that a group that has grown as rapidly as CIC—from 6,000 to 55,000 members—after having had such regular exchanges with CTF, even after having received considerable moral and financial support last year at a time of crisis, still has not become affiliated—the last recalcitrant organization—with the Canadian teachers' organization? Why has this affiliation not been carried out? Because the conditions have not yet been met.

The CIC and Canada

6. Is the CIC so hard to please that it cannot be satisfied with an organization as well disposed and generous as the Canadian Teachers' Federation? In other words, is the CIC laying down conditions that cannot be accepted by other provincial teachers' organizations of Canada? Incidentally, how does the CIC fit in with the rest of Canada?

7. Far from being isolationist, it has, on the contrary, been trying for a long time to play its proper role in the country as a whole. As early as 1947, it took part in the founding of the Association Canadienne d'Education de Langue Française (ACELF), the equivalent of the Canadian Education Association. It has been giving its enthusiastic support to this association ever since, has had an influence on its policies and taken part regularly in its studies, debates and recommendations.

8. Furthermore, it was within this organization, in 1961, that CIC tried to found a Canadian Federation of French-speaking Teachers, when it organized a meeting of representatives of teachers' groups from most of Canada's provinces, and examined with them the possibility of forming such a federation, parallel to CTF. However, it quickly changed its mind and, at the conditions put forward a few months later, thought seriously, instead, of joining the ranks of CTF.

9. Besides, the CIC also wanted to be faithful to its role as a source of progress for the French-Canadian community, and in 1965 submitted its opinion on bilingualism, biculturalism, and constitutional problems in Canada, to the Laurendeau-Dunton Commission. Basing its opinion on the theory of two nations which founded the Canadian Confederation in 1867, and accepting a precise definition of the French-Canadian Nation and its means of political action, including the Quebec parliamentary government, it presented a series of recommendations from which I shall give you the following extracts:

10. The CIC understands 'French-Canadian Nation' to be the following:

> 'The French-Canadian ethnic group has all the characteristics required to make it a nation: a common language and culture, common customs, traditions and philosophy, common way of life and social behavior, common aspirations and a permanent determination to last. It does not even lack the deep instinct of self-preservation which bears the French-Canadian ethnic group to organize itself into a political State in order to become a sovereign community.'

We will take what we can from Ottawa or elsewhere with any means at our disposal to give ourselves the good life.

We will keep our language and our culture and if the rest of Canada wishes to share it with us on an equal basis—just as we share theirs—we will all get along well together and go on to a unified future.

Failing that, our language, our culture and our province must come first. If it proves to be to our advantage to remain a part of Canada, we will. If not, then we will have to separate.

This was the attitude of the French-Canadians that I met during my two years in Quebec.

It was an attitude, I found, that was shared by the 'new wave' of English-Canadians who live in Quebec.

It is an attitude that leaves no room for compromise.

Fred Edge, a writer who moved his family to Quebec two years ago to live as Quebecers, writing in The Vancouver Sun.

BCTF Past President Harley Robertson, who is BCTF representative on the CTF Board of Directors, outlined to the Representative Assembly the position taken by the BCTF at the CTF Annual General Meeting in July on the question of QTC's affiliation with CTF.

11. Nation is not the equivalent of political state. It precedes, transcends and uses the political state as one of its means to existence, but not as an end in itself. A nation can include several political states. In the same way, a state can include the elements of several nations. The Canadian State includes the elements of at least two nations. The French-Canadian Nation does aspire to using its own state, an almost exclusively national one.

12. CIC therefore submitted to the Commission the following main recommendations, among others:

1. Spokesman for a well defined group of human beings, it is such that the province of Quebec should sit down at the conference table with the representatives of the other ethnic group, to establish the relationship that should exist in the future between the two peoples which historically founded Confederation. In short, the Quebec state should speak in the name of the French-Canadians.
2. That the amended or revised Canadian Constitution give the province of Quebec a special status and guarantee it the judicial and economic resources needed to assume its responsibilities as the protector of a distinct cultural and linguistic community.
3. That the province of Quebec withdraw completely from joint programs and decide alone how it intends to cooperate in federal undertakings affecting its social and economic life.
4. That the federal government renounce the practice of giving grants to universities, loans to students and to educational institutions for building or enlarging purposes; that the provinces obtain the right to organize their own radio and television networks if they so wish; that educational radio and television be under the jurisdiction of the provinces; that, with regard to the province of Quebec, the Canadian Arts Council give up the practice of giving grants and scholarships to individuals, to cultural and educational institutions, as well as to other organizations of a similar nature; that the National Film Board be reorganized to allow two autonomous sections: a French and an English one.

13. The CIC used this as a basis in 1966 when it defined the principles on which it laid down its conditions for joining the Canadian Teachers' Federation. It has thus sought to achieve in practice the policy that it drew up respecting Canada's future and development.

14. Following this, at the general meeting of CTF, we expressed the wish to put a time limit on the talks between our two organizations. Our Board of Directors has since allowed itself a year to receive a positive answer to the conditions that have been laid down. In case of failure, we shall probably go back to the idea of creating a Canadian French-speaking Teachers' Federation.

15. If the Quebec Teachers' Corporation achieved this new federation, it would meet CTF on equal terms. If it failed in this new attempt, or if the majority of its members became in favor of Quebec's independence, the QTC would limit itself to the province in which it now operates.

16. If, on the other hand, Canada were to become a new federation of associated political states, QTC would probably become the equivalent of CTF, even though it would have fewer members; and it would no doubt become necessary to create a new Canadian Teachers' superstructure that would group the two organizations together, one of them mainly French-speaking, and the other mainly English-speaking.

The Canadian Teachers' Federation and the French Fact

17. In spite of its early efforts to recruit Quebec's French-speaking teachers, CTF stated its position

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BILL 25 & EDUCATION IN QUEBEC

ANN MacLEISH

BILL 25—'AN ACT to ensure children the right to education and to institute a new schooling collective agreement plan.'

In the broadest sense Bill 25 is the prototype of how the Quebec Government intends to find solutions to its educational crisis. It has the faith that the purpose of government is to foster the growth of education by state control. Its belief is freedom in education under law.

What, then, are the main points of Bill 25 and what pattern has been set for the future? The major points are as follows:

1. The right of teachers to strike has been suspended.
2. A provincial salary scale for teachers has been established, the basis of which is the salary scale for civil servants.
3. A joint committee has been established to advise the government on what matters should be negotiated provincially, with the understanding that the government will have the final say.
4. The government has named the organizations to represent the teachers and school boards at the negotiating table.

We see, then, that the government's approach to education is one of restrictive legislation, i.e., control. Bill 25 is an autocratic and dictatorial piece of legislation. Let us examine it and note why it has been described as a most undesirable type of law.

Bill 25 was not necessary as a means for settling teacher disputes. Quebec has a Labor Code for this purpose. However, more was at stake than the settling of a wage dispute.

Into the labor market have come two new potential forces, the public employees' group and the professional syndicates. The rights of these two groups are still unclear and as a result their future is somewhat clouded. It is obvious that both the government and the public are unaccustomed to thinking of professionals and public employees as being part of collective units. Neither the public nor the government has given serious thought to the problems that will develop. The government's solution has been to suppress the problem through legislation. Bill 25 is testimony to this fact.

Bill 25 achieves for the government much more than could be gained by the Labor Code. The Labor Code procedures would have enabled the government to force teachers back into the classroom. It also provides the means for working out settlements. But the Labor Code does not permit the imposition of a provincial contract and a system of provincial negotiations without prior discussion or consultation with the groups involved. Bill 25 enforces province-wide central and uniform control of salaries paid to teachers.

Moreover, the Labor Code does not permit the abrogation of the right of association which was done in Bill 25. What could be more contrary to the letter of the law and to the spirit of the Labor Code than an employer's naming the employee groups with which he will negotiate? Although the groups named in Bill 25 may, for the time being, be considered representative of teachers in the province, the government's naming of those groups is an extremely dangerous precedent both for teachers and the labor movement.

The Labor Code does not permit, as Bill 25 does, one party to negotiations (in this case the government) to dictate the terms of the negotiations. For example, during and immediately following the passage of the bill, the government attempted to drive wedges between various groups of teachers in the province. At the same time, Bill 25 forces all teachers' associations to work together during the process of negotiation.

It has been obvious for some time that teachers' groups in the province must work together very closely, both in their own interests and in the interests of the profession. Bill 25, however, forces them together, and it is questionable whether this is the best way to build the bridges that presumably should last for a long time. This forcing of teachers' groups together in a short period of time certainly puts the groups in a difficult position at the negotiating table, when faced with a united government.

For the reasons just mentioned, Bill 25 has to be

This paper was presented to the 1967 Annual Meeting of the Canadian College of Teachers by Ann MacLeish, president of the PAPT at the height of the controversy about Bill 25.

'Bill 25 will deny the right of Quebec school boards to control their funds and will make a mockery of collective bargaining,' Dr. Gerald Nason, CTF Secretary-Treasurer, told a meeting of 10,000 teachers in Quebec City before the bill was passed.

considered a conservative and reactionary piece of legislation. Why, then, was the government successful in passing it?

Sociological Phenomenon

With Bill 25 we are witnessing a pattern of centralization of school control which resembles the educational system of France. Although France is loyal to democratic principles and practices, it has developed a highly centralized form of government which, in education as in all other governmental functions, keeps all real authority in the hands of the national administration in Paris and permits very little participation by the local people in any matters of real importance. The principle of centralization is very old in France, going back to the time of Louis XIV.

In Quebec we have a concentration of people of French cultural origins second only to that of France itself. In keeping with French custom the world over, Quebec may be expected to uphold its ancient cultural traditions. Bill 25 is another example of that well known sociological phenomenon which sees nationalist development in the 'colonies' exhibiting a tendency to be like that of the mother country. Bill 25 is a projection of French thinking, to control education through centralization.

Finances

Another reason for the passing of Bill 25 is the financial position of Quebec. Quebec is a relatively poor province. When the National Union was defeated in 1960, the province was backward in several fields, notably roads, education and welfare institutions. Provincial credit, though, was among the highest in Canada. The Liberal government of Mr. Lesage rightly exploited it to undertake vital but long overdue public works and development programs.

At the end of Mr. Lesage's six years, Quebec's budget had more than tripled; its overall debt more than doubled. In the last phase of his regime, the province was borrowing about $600 million a year for capital expenses. Even Mr. Lesage knew that this rate of growth could not go on. Quebec had to stabilize its capital spending at a manageable level. The recent state of financial markets made this let-up more urgent. Mr. Johnson announced that he would cut borrowings to $500 million a year. Thus restrictions were necessary and, because education accounts for the largest portion of the Quebec budget, it was obvious that restrictive measures would be introduced in this area.

On October 14, 1966 the Education Minister, Jean-Jacques Bertrand, without consulting the school commissioners or the teachers' associations, announced directives which placed a ceiling on teachers' salaries. The Minister informed the school commissions that they would have to submit salary offers to the Department of Education and the Directorate of Finance and that they would have to obtain the Department's permission before going to arbitration on any dispute. If the school boards did not conform to these directives, they would have to do their own financing above the norms by raising taxes. With the exception of the Catholic and Protestant school boards of the cities of Quebec and Montreal, no school board could raise the necessary tax money for educational financing. True negotiations between a school board and its teachers were nullified: the government directives of October 14 had forced on the teachers and school boards a frozen scale of wages.

We now know that the directives were the beginning of a carefully laid plan for instituting provincial negotiations. At the time the directives were issued, the Minister of Education said they would lead to

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STRAPPING

REMNANT FROM THE MIDDLE AGES

SELMA WASSERMANN

HAD SOMEONE TOLD ME that the first educational article I would write for a B.C. publication would deal with corporal punishment, I probably would have laughed. For some time now I have been concerned with such modern educational theories as individualization of instruction and the development of thinking skills, and such concerns are perhaps as removed from notions of corporal punishment as one can get! On the other hand, I believe that it is long overdue that someone in the educational system confronted B.C. educators with their notorious, archaic and punitive methods of dealing with the behavior of some students.

If one were to study the history of education, he would find that today's corporal punishment methods have their roots in the Middle Ages, when there existed a highly moralistic conception of man; when the thinking of Aquinas—that education should serve the Church, that the teacher represented the authority of spiritual truth and that human error would undoubtedly lead to damnation—emerged as a major influence; and when it was believed that there could be no compromise between the forces of goodness and wickedness.[1]

Extensions of these medieval philosophies were found in later thinkers, e.g., Calvin, who believed that man's depravity and God's infinite perfection were the keystones of realities.[2] Calvin's educational philosophies permeated a gymnasium and an academy at Geneva, in the mid-sixteenth century, where academic discipline was severe. Students who were inattentive or wayward were severely punished. (The gymnasium has, as its present-day North American counterpart, the senior secondary school; the academy was the model for earlier American universities.) Calvin advocated the use of physical punishment, 'for this was mild as compared with the eternal torments of hellfire. Since man is naturally evil, he had to be controlled; education had to root out the evil impulses of children.'[3]

At the time of Horace Mann, about 300 years later, cruel punishments, in the form of whippings and floggings, were an integral part of school life in North America, and it was one of Mann's objectives to abolish this inhuman treatment of students. 'In most schools of his time there were at least 10-20 floggings a day. Schoolmasters, influenced by the Calvinist gospel, believed it was their duty to drive the devil out of students. Was not the child a creature of sin? Was not a hellfire a fitting punishment for the child who disobeyed his teachers and parents? Was not flogging an aid to learning?[4]' There was the additional belief that the abolition of physical punishments would lead to chaos in the classrooms and a lessening of the teacher's authority.

Simple subtraction tells us that we have marched on for five centuries since the termination of the Middle-Ages period. The record of man's technological accomplishments during these years is a matter of history. Today, we are reaching for the moon; tomorrow the secrets of the origins of life may be revealed to us. The depth and the range of man's knowledge is for-

midable. Yet children are still being beaten in B.C. schools.

During the past year I have been invited to consult on matters of curriculum in various school districts throughout the province. Without exception I thoroughly enjoyed and appreciated each visit to schools, as this is almost my only opportunity to 'keep my educational roots wet.' Indeed, I have found exciting and wonderful teaching in so many classrooms. Yet I cannot help bristling at the revelations of administrators concerning the strapping of students. These revelations are usually made to me *in private*, and I am assured that in such and such a district, strapping is used *only as a last resort*. More and more I get the feeling that strapping is *not* something that educators are proud of. (I am often tempted to ask, 'If it's educationally desirable, why *not* be proud of it?' and/or 'If you're not proud of it, why do it?')

Attempts to discover why students are strapped reveal quite clearly that punitive methods are used in an attempt to control students' behavior. Although I have not personally witnessed a strapping, I am told that the episode is carried on 'dispassionately'—and somehow the assumption is implicit that beatings, without emotional involvement on the part of the executor, are . . . ? . . . (better, longer-lasting, healthier, happier, more effective, more consequential, less harmful. . . ?). Whichever adjective is chosen is bound to be a questionable one. As educators, we should ask several *educational* questions about students' behavior, and address ourselves to the points of *educational* desirability and *educational* objectives. Education is, after all, our business! I do not believe we should spend time on the question, *is corporal punishment humane*? —because it is not. There is no evidence to say it is.

What is Behavior?

Behavior is an outward manifestation of one's inner feelings and thoughts. We cry when we feel unhappy; we mourn at the thought of a great loss and laugh when something strikes us funny. Our behavior communicates to others something of what we think and feel. So it is with our students. When a student behaves in a particular way, he is communicating to us, usually in the only way he is able, something about what is happening inside him. We may not like what he is doing or saying (his behavior), but we cannot escape the fact that his actions are attempts to reveal what is going on inwardly.

Because we know this, it is preposterous for us to deal with students' behavior per se, to 'control' it, to 'discipline' it, since these attempts do not change what is *causing* the behavior. While punitive techniques may bring about temporary relief of the symptom (behavior), they frequently result in intensification of the cause. As a consequence, what we are likely to get is more of the same kind of behavior (perhaps now out of the teacher's sight), or even worse, a more serious kind of behavior.

In spite of the fact that we *know* we *cannot legislate behavior*, sometimes we find ourselves saying

'Stop crying.'

'Don't feel so bad.'

'Don't be so hostile.'

Dr. Wassermann is a member of the Faculty of Education, Simon Fraser University.

'You shouldn't feel so angry.'

as if we could dictate how another person should feel! We might as easily say, 'Don't have such a high temperature'—or even feed the temperature aspirin, in an attempt to control the symptom. While the latter might 'work' to alleviate the symptom in minor illnesses, it is certainly no *cure*, and in the case of major illness, without proper medication, treatment of the symptom alone could prove fatal. Then certainly, we have achieved the ultimate behavior!

Not for one moment do I wish to suggest that educators condone the acting out behavior of students. Surely we are agreed that this *would* lead to chaos. I do suggest, however, that we look at already available knowledge about behavior and its causes, and use the techniques that work to bring about positive behavioral changes. Here I refer to the past 30 years of research of such prominent educators as Louis Raths, James Hymes, Dan Prescott, Robert Fleming and others, who have established a relationship between unfulfilled emotional needs and specific behavioral patterns. The student who is extremely *aggressive*, extremely *submissive*, extremely *withdrawn*, the student who shows evidence of acute *psycho-somatic* symptoms, the student who *regresses to earlier forms of behavior*—these students are likely to be suffering from serious deprivation of one or more emotional needs.

For example, deprivation of the need for *belonging;* for *love and affection;* for *achievement;* for *economic security;* the need to be *free from intense feelings of fear;* the need to be *free from intense feelings of guilt;* the need for *self-respect;* the need for *understanding* of one's environment—may cause intense human suffering, resulting in such behavioral symptoms as those described above. The research evidence is clear that when teachers make consistent attempts to meet these needs, there is a *significant and positive* change in the student's behavior.[5]

Of course, teachers may say that it is too much trouble to meet students' needs—especially when classes are large and there is 'so much curriculum material to cover.' Finally, we arrive at the point of desirable educational objectives. In the last analysis, school superintendents, principals, vice-principals and teachers *will have to ask themselves, 'What is teaching all about'?* If there exists the idea that, among other things, it's about creating a climate in the classroom which is conducive to learning, making use of modern, well-researched techniques which bring about desired behavioral changes in students, and freeing each student to learn to the maximum of his ability—then humiliating and debasing students by public or private punitive actions is clearly anathema to these goals.

If, on the other hand, archaic notions of education still persist—that students must be controlled by the teacher-authority, that the teacher 'pours out' knowledge while students 'sponge it up'—and that infractions of rules and extraordinary behavior are to be punished, then let it be *capital* punishment—because, as one student pointed out, 'That *really* works!' □

References available on request.

EDUCATORS TODAY ARE FACED with a substantial legacy from the past—buildings designed to accommodate teaching methods of a different era, methods which are out of date in relation to today's problems. The old school building (and some new ones too) contained classrooms for forty pupils. Today we are forced to teach in fixed ratios of class size and time because the building cannot be used in any other way, an irrevocable investment in educational facilities that cannot be re-used and must stand for the least thirty years.

The question facing all of us involved in school design and construction is: Is it possible to build schools that do not become monuments to out-of-date methods, schools capable of providing a changeable environment for a variety of approaches to learning that will enrich the experience of students and teachers alike?

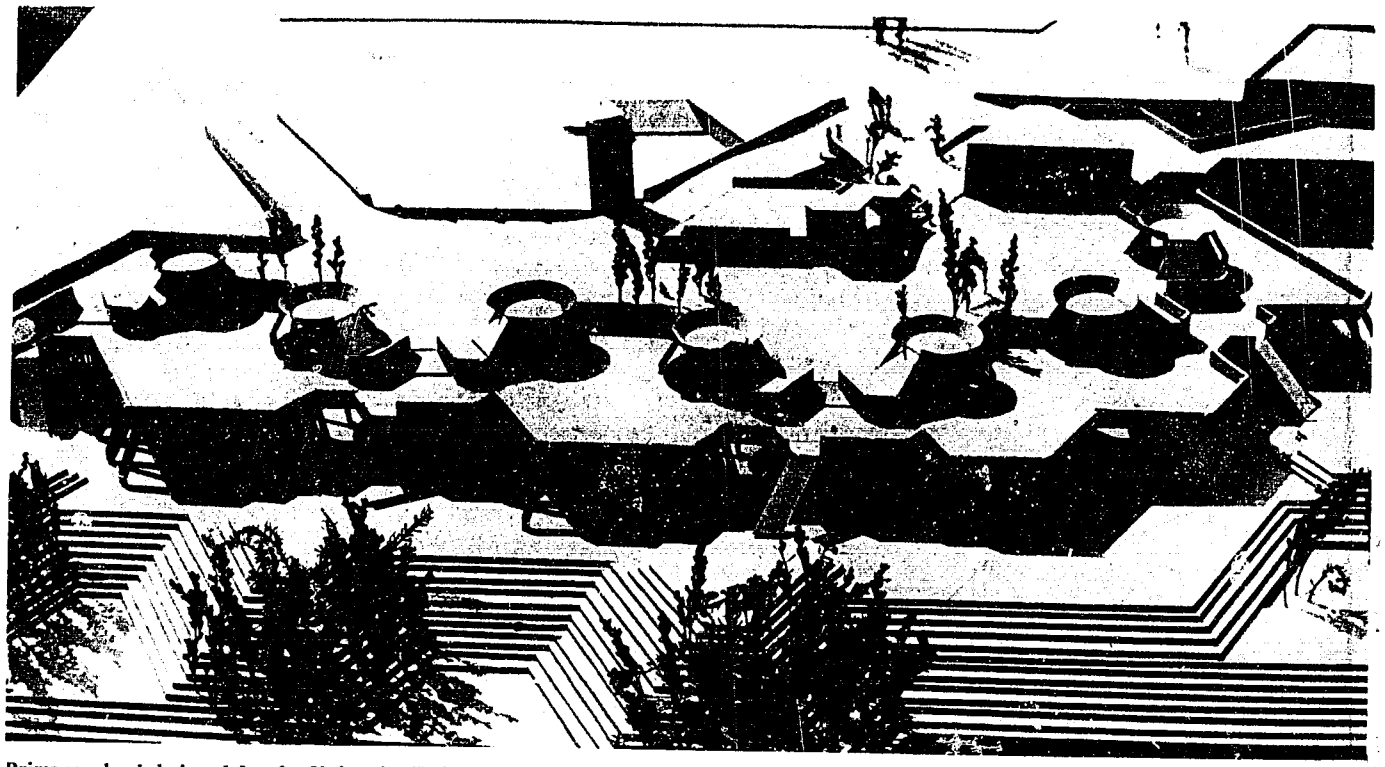
Are these questions hypothetical—just part of a fashionable fad for change—or are they real? Some examples would be useful. The problem of logistics is not hypothetical. The shortage of experienced teachers is very real. So is the need to benefit from the specialized knowledge of today's teacher, who is more highly trained than ever before. This suggests a change in group sizes: to provide the opportunity for more personal tuition in small groups and for exposure to specialized knowledge carefully prepared and presented in large group lectures.

Team teaching programs make provision for more time for the teacher to prepare his materials and for more time for the student to pursue individual study. Existing school buildings are not easily adapted for this method of teaching. The new schools must be able to adapt to a variety of appropriate teaching methods, old and tried, new and untried.

Television has gained very quick acceptance as an instructional medium. Research and practical experiments are now being undertaken on a great variety of audio-visual aids. It is already possible for the individual student to pace his own ability to learn by the use of audio-visual aids related to a film library or resource center of a school. How long will it be until these methods are in widespread use or are abandoned for better and more sophisticated teaching aids? These techniques are not easily fitted into existing buildings, but are something that must be considered in the design of new schools.

If a particular approach appears to have little advantage over a more traditional method, what does the designer do? Does he freeze the facility into the design so that it becomes one more inhibiting element? No, he must design the building so that it can accommodate change. Change of what? That is the field of problems educators and architects have to understand and agree upon. What are we trying to achieve with the educational plant? What is the purpose of a school in the community? Does everything change? What are the constants? These are probing and incisive questions that attempt to clarify the real issues so that they can be discussed, agreed upon and a policy decision made that will not inhibit future patterns of learning.

A design experiment undertaken jointly between

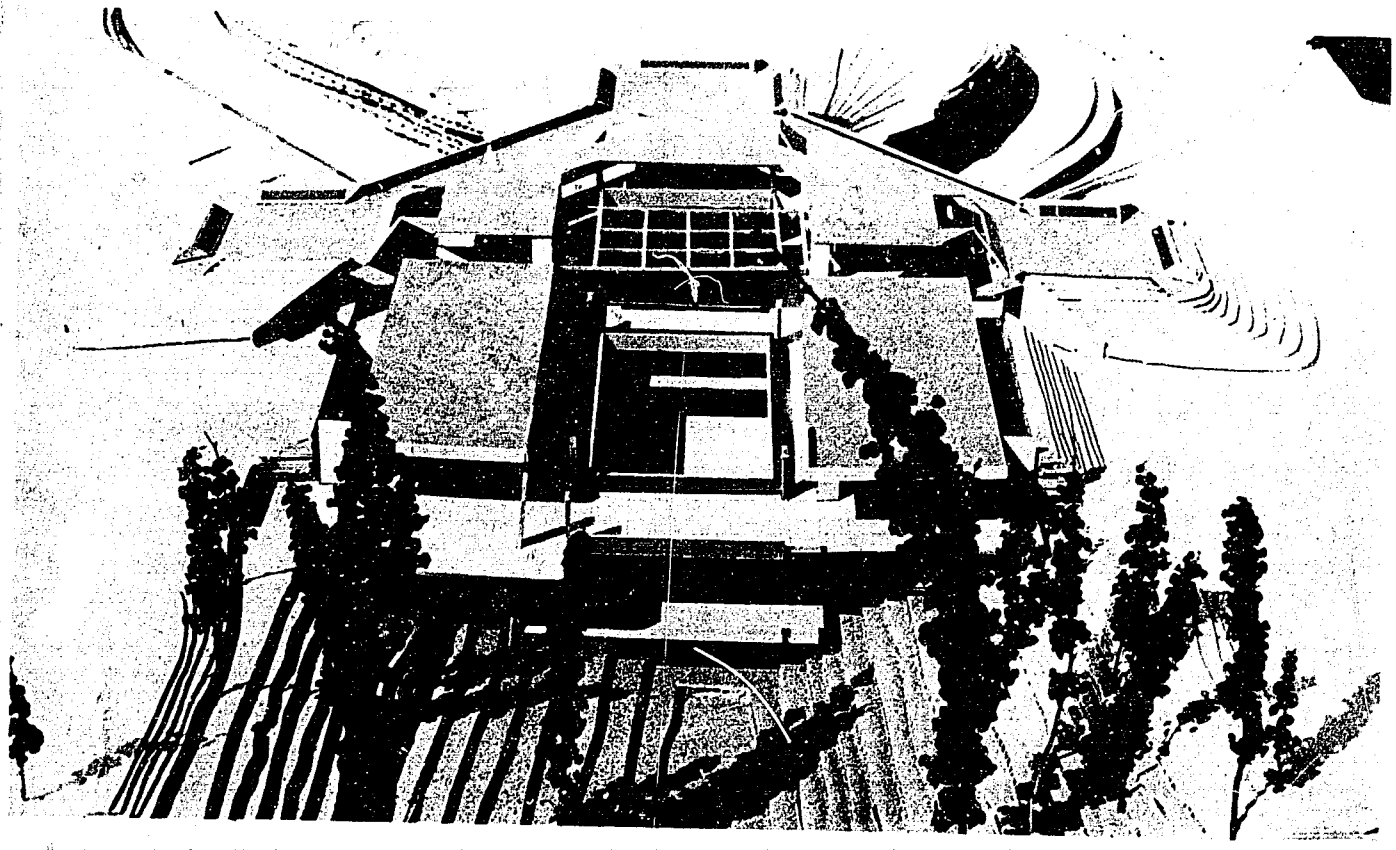


Primary school designed for the University Endowment lands by Ron Ellis, second year student, School of Architecture, University of British Columbia.

Primary school designed for the University Endowment lands by Charles Bowman, second year student, School of Architecture, University of British Columbia.

ROBIN P. A. CLARKE

MANY SCHOOLS ARE MONUMENTS TO ARCHAIC TEACHING METHODS



The writer, an assistant professor of architecture at UBC, directed the project described in this article.

senior students of the School of Architecture and a group of primary teachers associated with the BCTF School Buildings Committee dealt with the problem of primary school design. The beginning of formal education was chosen as an area of study because it was considered that the fundamental issues of an environment for learning could be considered free of the complexities associated with audio-visual aids now used at senior levels of education.

The education of a designer involves the student in a situation in which he is asked to be truly creative. Relying on policy statements will not enable him to act; his personal judgment and value system will naturally play a part. To expand the challenge last year at the School of Architecture, we decided to start from first principles, and to disregard the Department of Education's current standards for primary schools. The assignment started with open debate, so that a paraphrase of the issues as we saw them would help to clarify the purpose of the school design. The broad social context was the first consideration.

Can the Architect Help the Educator?

The emphasis placed by society upon equal opportunity for education for all has been weakened by the progressive increase of population. The educator is faced with a problem of logistics: an increase of students disproportionate to the number of teachers available. Can the architect help?

Greater stress is placed upon an individual's mental capacity in a technological society. The need to think for oneself, of being able to adapt to new circumstances effectively, and the final dissolution of the Victorian ethic has placed greater responsibility upon the family and the educator for a child's personal development. Does this issue have any bearing upon design?

The intention was to establish design criteria by analyzing the requirements the problem generated. It would then be possible for the designer to understand quite clearly the purposes and character of the environment that teachers considered necessary. In turn, the educators would have a basis upon which to assess the merit of individual schemes at the policy level as well as at a personal one. This was the critical point in the program, where it was necessary for a consensus to be established. None was found. In abandoning conventional standards we had created a new problem for ourselves.

The kind of information of which a building program consists is both theoretical and practical. It is difficult without prior experience of a similar problem to differentiate between information that will be useful in the design process and that which will prove to be irrelevant. This breakdown of communication between architects and educators is not confined to academic exercises, but is a problem to be overcome before any useful innovation occurs in educational buildings.

In this situation the students were, of necessity, making policy decisions by default. The random

nature of the requirements did not in themselves represent coherent policies, so the design became the only unifying force. The most telling consequences of this action was to produce designs that were architectonic rather than directly useful—almost as if the student felt a need to compensate for the lack of a simple policy. This is not an unusual result. Often, when faced with a lack of clear social concept, professionals compensate by using cosmetic means to make the designs more persuasive. The decoration of form becomes a substitute for ideas and, as a consequence, innovation occurs only at a superficial level. This expedient is part of a larger problem and the architect alone cannot be held fully responsible.

What is Necessary

We have learned that we must know what we *think* rather than merely what we *like* in architecture if we are to be well served. Innovation in school design will not occur if the educator and the architect continue to play a conventional role in the decision-making process. Each participant must be prepared to find out about the other's ideas and to help implement them by active understanding. The broad issues of approach must be resolved at the policy level so that a concept of the future school can be formed. Detail can then play its proper role of supporting an architectural idea rather than becoming an end in itself. It is no longer necessary for school trustees to impose the image of *school* upon the building design. The traditional concept of the school is no longer appropriate in today's broad social context of education. The character of school buildings should arise from the use to which they will be put and out of the role they will play in the community.

The challenge to the educator now is to appreciate the potential of buildings designed for variety and flexibility. The modern school can be understood in new terms—as a facility that possesses a potential performance, a product of the characteristics that the designer has given its various spaces. The term 'flexibility of space' will cease to be misunderstood if it is realized that it is not a panacea for a lack of curriculum policy, but a positive description referring to the characteristics of space that will accommodate a number of pre-determined uses.

The challenge to the architect is to perfect the most effective school building by exploiting the inherent advantages of contemporary building technology. This approach will produce architecture which can serve the developing values and practical needs of modern schools. Regardless of the immediate program needs drawn up by educators and trustees, the building must serve present and future curriculum requirements. Experience suggests that, if the design is limited to immediate curriculum dictates, the facilities will become liabilities in a few years. The frequency of change in a curriculum is as critical as a new curriculum when a building design is being determined.

The emerging character of the contemporary educational institution places a new emphasis on the role of architecture. In the past we were content to express the authority of the institution with monumental buildings. Today the value of the institution is judged by its effectiveness—i.e., its usefulness. This change in values must be reflected in the design of new school buildings.

Such technology as industrialized building methods will play an important role in achieving these new social goals. Building technology can serve us in two ways. It can provide school buildings of higher quality and greater flexibility for less cost than our present methods of construction. It can also provide an opportunity to meet the challenge of the changing social context and image of the school within the existing institutional framework and budget restrictions.

Industrialized building methods can be utilized for school construction in a number of ways. The most effective approach so far has relied upon a regional consortium of school districts to provide a market large enough to justify the development of a 'Meccano Set' of component parts. This system of components can be used to construct a variety of school designs. The unit cost of components is reduced by the efficient use of labor in 'batch assembly' methods rather than by the substitution of machinery for labor, as in conventional mass production techniques. This economy results in improved environmental services (i.e., lighting, ventilation and plumbing), greater flexibility of use (modular components provide interior flexibility, additions can be made quickly and economically and re-use of components eliminates heavy capital losses) and in a high quality of easily maintained interior finishes.

Variety and Quality Are Not Limited

A construction system can be designed to work independently of appearance so that a school board's architect can adapt the character and image of a school to meet various site conditions. Uniformity of appearance need not occur for a school construction system establishes minimum standards of enclosure and finish, but in no way limits the variety or quality of the complete school. If the potential of industrial technology is realized, as it has been in parts of Britain and Southern California, it will be possible to create schools capable of flexible use which will provide a new amenity for the community at large. Facilities of this kind have the very real effect of fostering community spirit and of establishing a new sense of awareness and value of the physical environment.

The Toronto City Hall plaza, for example, has become a place to visit and enjoy. Public meetings or a stroll through outdoor exhibits are now possible in downtown Toronto because some thought was given to community participation.

If schools are designed as handsome places in which to work and play, community participation by adults will be fostered. The sense of privilege in education will be increased, with consequent reflection upon the teaching profession and a gain in respect from the community.

Modern technology has already provided the means to achieve these new goals. The end we seek must be to do the means justice. The spirit of modern technology is clearly established; it must be matched with the will to build imaginatively and well. □

Equality or Independence

Continued from page 61

respecting bilingualism and biculturalism only at its 1959 general meeting. Futhermore, in spite of the fact that it has had a French-speaking delegation from Ontario for some years, it used simultaneous translation for the first time at its annual general meeting in 1964. At that time it had hoped to have a greater number of French-speaking teachers from Quebec at the meeting, because it was being held near the city of Quebec. It therefore did not look upon simultaneous translation as being a necessary part of a bilingual organization, but rather as a means of satisfying those Quebecers who would attend its general meeting and who might have difficulty understanding English. Because the working language has always been English, because the French-speaking people from Ontario speak this language well, and especially because the other delegates cannot understand French well, the Federation has always made the French delegates use English. The organization became officially bilingual only in 1966.

18. The question of eventual affiliation of CIC was put on CTF's AGM agenda for the first time in 1967. While it is true that this matter had been brought up several times at previous meetings, there had never been any basic discussion of the conditions laid down by the Quebec organization. In 1967 also CTF appointed a Commission entrusted with the task of carrying out an official inquiry on the future of the Through-Canada teachers' organization. Moreover, it was also in 1967, following three fruitless attempts, that it succeeded in having a request for the establishment of a Federal Bureau of Education adopted at the general meeting.

19. True enough, this Bureau is not a Department; nor is it an important government agency. And it would have, it seems, primarily a supportive and information-disseminating role. It would, however, be a permanent federal organization, while under the constitution itself, education is an exclusively provincial responsibility. The fact that the federal government has gradually insinuated itself into this exclusively provincial domain by means of subsidies, by opening schools for the children of its military personnel in foreign countries, by taking charge of the Indians and Eskimos in Northern Canada, as well as by sending teachers to the developing countries, does not justify its setting up now a central organization, even to provide information, co-operation or to coordinate all its activities in this field. Nor was it ever justified in gathering the greater part of taxation into its hands, while the sharing of powers was quite different at the time when the Canadian Confederation was established.

20. True enough, we have common objectives in education which apply to Canada as a whole. True enough, we need continual exchanges, but there is no necessity, nevertheless, to create a federal organization —particularly when a Permanent Council of Provincial Ministers of Education is becoming an interprovincial organization more and more capable of sustaining this function independently of the federal government. CTF itself is an interprovincial organization which does not need to support the establishment of a Federal Bureau of Education to continue justifying its activities with those responsible for education throughout Canada.

21. We feel that the federal government still has subsidies to give away, even in the field of education, and the objective of equal distribution therefore calls for a Through-Canada organization to be behind this mutual aid. This is not peremptory, and various redistribution formulae for the Canadian tax system could probably reach the same goals, without the central government's setting precise conditions to the monies thus redistributed in the form of equalization payments. There is no need to create a federal organization of any kind in the field of education, at the university or at any other level.

22. It was also in 1967 that CTF agreed to have a larger representation, at its general meeting, from the provincial organizations, as CIC had been requesting since 1962. Apart from this change, and its attitude on bilingualism and biculturalism, the other conditions laid down by our organization are still pending. There is cordiality as well as material mutual aid; exchanges are increasingly frequent, but from our point of view, the willingness to recognize fully the French Fact in Canada has not yet been achieved.

The Conditions Laid Down by QTC

23. We still feel the need today to repeat the basic principles that should be accepted by the Canadian Teachers' Federation before we become affiliated with it:

> 1. The Canadian teachers' organization should use a genuine working bilingualism. CTF must officially recognize the existence of two cultures and of two nations in Canada. These have the urgent duty to develop side by side, to consider all of Canada as their own country, and to adapt social, political and professional structures to help the development of the two cultures, co-operation and understanding between the two nations.
>
> 2. CTF must also recognize the principle of the total and exclusive jurisdiction of the provinces in the field of education. The possible forms of co-operation between provinces could be the object for studies and agreement between representatives of the provinces.
>
> 3. CTF must recognize the right of citizens from each of the two nations to have their children taught in their mother tongue, in every part of the country. Furthermore, CTF must recognize the right for citizens of both nations to have access to higher education in their mother tongue. This recognition must also extend to advertising media, to radio and television everywhere in Canada.

24. The meaning of these basic principles is the same as that previously described in our brief to the Laurendeau-Dunton Commission. If, as we claim, there exists a cultural French-Canadian Nation competent to express itself at the political level through its own organization, and if the sharing of powers under the present Canadian Constitution should be respected, it seems to us that it is not only necessary, but also urgent for the Canadian teachers' organization to make these basic principles its own.

25. To assure a concrete recognition of these principles and the good functioning of the Canadian organization, CTF will have to guarantee regular meetings of French-speaking teachers from all of Canada's provinces. To this end, CTF will have to: (a) recognize the necessity for each provincial delegation to its AGM to be composed of teachers of both cultures; (b) assure the formation within its structures of at least a

French language section, with the right to meet according to the needs of its studies and the budget determined for this purpose by the AGM.

26. This does not necessarily mean the setting up of an association or section of French-speaking teachers within each province. The delegations of French-speaking teachers can come directly from the existing provincial federations, and without their having necessarily to change their structures. It is not necessary, in our opinion, that there be a certain minimum percentage of the members of an association to be French-speaking, for such a delegation to exist. It is a principle that is laid down, not a debate over minimum percentage.

27. Besides, if it had always been necessary to stick to minimum percentages, the Quebec Provincial Association of Catholic Teachers and Provincial Association of Protestant Teachers, both of which are affiliated with CTF, would hardly represent any more the English-speaking teachers of Quebec on the joint committees of the Quebec Department of Education or anywhere else. This year, QTC will have a minimum of 60,000 members, while PACT will have from 3,000 to 4,000, and PAPT will have about 7,500. If these figures had been taken into consideration when forming the Joint Provincial Negotiating Committee, which has not been appointed, only 16% of the members would have been English-speaking, or 1.6 out of 10 delegates; whereas there are four. In the same way, with an increase in the representation of provincial delegates at the Annual General Meeting of CTF, if Quebec had 11 delegates, the province's two other English-speaking teachers' organizations would together have fewer than two.

28. Furthermore, when we recently created a committee on educational restructuration of the Island of Montreal, with a total teacher representation of four, QTC asked its English-speaking colleagues to provide two of these representatives. This shows, in our opinion, how possible it is not always to consider percentages, nor to stick to what is usually termed 'choosing to send those people most capable of doing the work they will be called upon to do'; for it is not always sure, in our situation as in yours, that the bigger proportion of English-speaking representatives to which we regularly agree, will always provide an improvement in the quality of the representation. At the very least, if such a recommendation were not endorsed by all of the provincial teachers' federations, a minimum of one-third of the representatives to the Annual General Meeting of CTF would have to be French-speaking teachers.

29. With regard to the French-language section, our vocabulary has changed and we are now talking about a Permanent Commission, within the framework of CTF. This Permanent Commission would not be a ruling organization for the federation, but rather a study, research and recommendation center for the decision-

The session of the Representative Assembly meeting at which M. Laliberte (at podium) presented the views of Quebec's French-speaking teachers was attended by both television and newspaper reporters.

making structures. Nor would it be a 'standing committee,' because it would be more comprehensive, made up of a greater number of people, perhaps, and entrusted with studies having even more fundamental implications than the work of any other permanent committee of an organization.

30. What sets this expression apart from 'standing committee' is not so much its permanent character, as the mandate it would be given to look after the interests of one of the essential groups at the basis of the very existence of a bilingual Canadian Teachers' Federation. Besides, the nuance between 'committee' and 'commission' exists in English as well as in French. Would anyone think of having called the CTF Commission of Inquiry a 'committee of inquiry,' or better still, of calling the Laurendeau-Dunton Commission a 'Committee of Inquiry on Bilingualism and Biculturalism'? Similarly, it is usual to apply the word 'commission' to the so-called 'Royal' organizations entrusted with the task of inquiring into a particularly important question.

31. This commission would also be formed on a Canadian basis, meaning that it would include representatives of the French element from the various Canadian provinces. Its object in the field of education would be to examine the problems of French education in Canada, in every province and at every level, including teacher training and refresher courses. In the cultural sphere its aim would be to examine the problems of the development of the French culture, and of the respect for the rights of the members of the French-Canadian Nation. In short, it would be entrusted with the task of preparing policies for CTF and its affiliates on matters interesting French-speaking teachers. We have already expressed the wish to have our other Canadian colleagues adopt another commission with similar objectives for the English culture.

Answers to BCTF Questions

32. We were asked what we meant by the expression 'two nations,' if we had in mind the idea of a condominium or if we thought of 'nation' as encompassing the cultural aspects of a common language group. I think I gave a reasonably good description of what we meant by 'two nations' in paragraphs 10-12 (political) and 23 (educational) of my text.

33. We were asked if our organization believed strongly enough in the importance of a Canadian teachers' organization to contribute financial support to the extent of $3 to $5 per teacher. It all depends on what CTF will be and the extent to which our members will be satisfied with it. Everything therefore depends on the conditions we have laid down and the way in which they will be met. It also depends, of course, on the real needs of this new organization, needs that will perhaps be suggested by the Commission of Inquiry. You will note, I am sure, that $5 per member is 28.5% of our organization's present budget, and is a sufficiently large slice of our annual revenues that we need to be truly convinced before agreeing to put in this amount of money.

34. We were also asked if there is some sort of break-even point in the number of French-speaking people in a given area before pressing our idea to establish an educational system in the French language in that province. I think I answered the principle behind this question in paragraphs 26-28.

35. However, let us take another example from Quebec. We have regionalized our secondary school system. Fifty-five regional school boards have been established for the Catholic students, and five similar organizations have been created across the province for the non-Catholic students (called 'Protestants'), who are generally English-speaking. In some areas of the province, less than 1% of the population is non-Catholic or English-speaking, yet we have a system for them which, having been adapted to distances, provides them with an opportunity for education in their mother tongue and in accordance with their family's beliefs.

36. A reform is now being carried out which will, in our opinion at least, provide a single non-confessional and bilingual regional administration for this whole system of public education. There will be a single administration, but the services will be given according to language and religion where it is possible to do both at the same time. However, they will always be given in the two languages. This will be done in spite of the fact that our population is spread over the widest province in Canada.

37. This comprehensive system, both at the organization and curricular levels, will cover kindergarten to the end of collegiate or pre-university level, and will also include professional training. With regard to the university level which cannot be as decentralized, scholarships are already being provided to allow students to leave their home areas to continue their studies where the universities are located. Furthermore, this system is already well used at senior high school and university levels, both within a country and between countries, when we help students from the developing countries to come here to study. I do not see why it would not be possible, with a little imagination, to create structures of a similar kind to give sincere consideration to the French Fact in Canada, regardless of the size of the French-speaking populations.

38. We were asked if it was consistent with the idea of provincial autonomy that French-speaking people in each province be given representation on CTF delegations, regardless of population distribution within that province and regardless of the desire of a province to send those people it feels most capable. I believe I have answered this question in paragraphs 26-28. I might add that we already use criteria for selecting people which are not always of this nature: male and female, rural and urban, old and young, etc.

39. We were asked if we had enough educational objectives in common that we can support the idea of some kind of Federal Bureau of Education. I believe I have answered this question in paragraphs 19-21.

40. We were also asked what we meant by a permanent commission and how it differed from a 'standing committee.' I have answered this question in paragraphs 29-31.

41. Lastly, we were asked if we had the support of the French-speaking teachers outside of Quebec with regard to our proposals to CTF. Our English-speaking colleagues in Quebec have already been supporting us

for several years within CTF. We have also been assured of sincere support from the Association des Enseignants Franco-Ontariens and the Association des Enseignants Acadiens du Nouveau-Brunswick. In addition, the entire Ontario delegation to CTF has so far been relatively sympathetic to our proposals.

42. With regard to the French-speaking teachers in other provinces, we believe that our meeting systematically those who lived under a system that would not anglicize them, would be sufficient for them to recognize the merits of our proposals. Do not let yourselves be misled by the opinions of the New Canadians who join your culture; they are often very poor judges of situations such as ours, because they have left one culture to adopt another, and having first got an English picture of Canada, they turn to the English culture. Nor should you allow yourselves to be influenced by the opinions of new Canadians of French origin, who may scorn the French spoken by those of ours who have settled outside of Quebec, who could not live in their own culture and could not, therefore, follow up with its development; those have often relegated French to some memory of a period of their life, or of the lives of the Quebecers, where the language did not seem to be precise and well phrased, because it was expressing a thought that had not been particularly well conceived.

43. Furthermore, the French groups in Western Canada are still supporting with difficulty, private schools which are not integrated into the public school system, so it is difficult to evaluate the number and quality of the French-speaking teachers in your provinces, if you do not include those who are not part of the public school system, because it has not yet sufficiently recognized the French Fact.

44. As for the eighth question, concerning the goals of teachers' organizations, I am not sure I have understood it properly. But if it means what line the teachers' organizations should follow, I would use QTC as an example:

(a) It wants to defend and represent adequately its members—the syndicate objective.

(b) It also wants to supervise and develop the quality of professional activities—the professional objective.

(c) Lastly, it wants to be a socio-economic-political power, particularly with regard to education, the arts and culture—the role of an intermediary and pressure group.

45. Your last question is a little biased, when you ask if it would not be better to give primary allegiance to our Canadian colleagues, and second to our French-speaking colleagues, instead of the other way around. If Canada is to last, and if it is based on what we have previously defined, you will find the precise elements of the answer to the question in paragraphs 13-16.

46. Furthermore, if we do not look after our own national citizens, when the situation is seriously endangered, who will look after them? □

Bill 25

Continued from page 63

strikes, as they did. The government allowed matters to develop, without resorting to the use of the 80-day cooling-off period provided for in the Labor Code. It waited until the public became apprehensive. Then it struck with Bill 25.

Unionism

I have already intimated that Bill 25 is the government's solution to a new force on the horizon, that of the public employee. Let me explain this point further. In 1964 the new Labor Code gave the right of association and the right to strike to civil servants, of whom there are approximately 75,000. For years Quebec's civil servants have been a neglected group. They have not been properly classified, they have not been well paid, and they have not been protected by unions. Given the right of association in 1964, the civil servants affiliated with one of the Quebec-based unions, the CNTU, and negotiated their first collective agreement. The agreement was not good, and since that time the civil servants have vowed that in 1967 they will achieve a better deal. It is assumed by many that the demands of the civil servants could cost between $300 and $400 million within the next five years.

When the government came to power in June 1966, it became involved in a strike of hospital workers, also CNTU-affiliated. In anticipation of coming negotiations with the civil servants, a new technique was introduced to settle the hospital workers' strike. The state allowed the situation to build up, while at the same time promising to intervene. It waited until public opinion demanded action and then reacted with the iron fist, causing the unions to compromise. It is to be noted that the hospital workers' union is new, and therefore not a strong one. In addition, it should be noted that the procedure followed in introducing Bill 25 was the same as that used to settle the hospital workers' strike.

Why, then, weren't the two powerful Quebec unions, the CNTU and QFL, more concerned about Bill 25, since the government had interfered with the basic procedures for collective agreements? They were caught off guard. So closely guarded a secret was Bill 25 that no one knew about it until one week prior to its introduction. More important than this, both unions face their own struggles with the government with regard to negotiating new contracts for Hydro workers and civil servants. They could not afford to interfere with Bill 25 for their tactics to combat the new government technique were not ready. It is no secret that the coming battle over the civil servants' contract will be most interesting, for the adversaries will be evenly matched.

Teachers

Bill 25 became law because the teachers themselves did not have the strong organizations and discipline necessary to win a struggle of this magnitude. Quebec teachers decided relatively late to adopt unionism as a means to promote their economic welfare as well as their professional interests. There are three parent

teacher organizations in Quebec—the Quebec Teachers' Corporation or QTC, formerly the Corporation des Instituteurs Catholiques, or CIC, the Provincial Association of Catholic Teachers (PACT) and the Provincial Association of Protestant Teachers (PAPT). In 1946 an act of the Quebec parliament created CIC by combining the French Catholic teachers' associations into a federation. It now has about 60,000 members. CIC's 20 years of existence have been spent in trying to forge a strong cohesive unit from its member-associations, many of which still regard their group independence as being more important than a strong provincial teachers' organization. This has been in part because some of QTC's associations have achieved spectacular gains in collective bargaining in the last six years, while others have achieved little.

It must also be remembered that under the Duplessis regime the French educational system stagnated, particularly at the secondary level. Until 1960 there were few secondary schools to speak of and in consequence few secondary teachers. It is well known that any gains which have been made by any teacher organizations have been achieved by those with a vociferous secondary section. Make no mistake about it; QTC is gaining in strength, but at the time of Bill 25 it did not have the type of organization needed to cope with the government machine, nor did its members have the necessary discipline to withstand the government pressure implied in the bill.

Bill 25 removed disparities in salaries as between male and female teachers, rural and urban school boards and local and regional school boards. Some of these disparities were as high as $2,000. Bill 25 created a minimum salary scale, forcing many school boards to pay, for the first time, a wage commensurate with the cost of living. The bill provided salary increases up to $1,505 for those teachers with a high school education and two years of teacher training. Almost 80% of the membership of QTC falls into this category. In addition, back-to-work conditions called for teachers to receive 70% of the salary they lost because of the strike. (In return they gave up six holidays and participated in special programs to help students to catch up in their work.)

Who could withstand this type of pressure? Certainly, not teachers who have been subjected over the years to unbelievably poor salaries and gross injustices in working conditions. So the QTC (then CIC) after a valiant fight, accepted Bill 25 because its membership wanted it that way.

The Provincial Association of Catholic Teachers (English), a group numbering about 3,000 who teach for the French Catholic commissions in the province, accepted Bill 25 for the same reason as did QTC. One additional factor contributing to its inability to muster the kind of resources required for a struggle with the government is that for several years it has been engaged in a battle with QTC over jurisdiction over English Catholic teachers who teach off the island of Montreal. Much of PACT's energy has been drained in this conflict.

The non-Catholic teachers of Quebec, who number about 6,700, are members of the Provincial Associa-

"Oh, I get along fine with my teaching machine now, dad."

tion of Protestant Teachers. About half of this number are employed by one school board, the Protestant School Board of Greater Montreal. Fifty-one percent of these Montreal teachers hold degrees (33% of the entire PAPT membership holds a degree). Bill 25 was particularly disastrous for degreed teachers, in that they were already receiving salaries above those established by the bill. Thus their salaries have been frozen until 1970.

PAPT has been in existence for 102 years. During this time the salary settlements of its members have been reached through agreements negotiated between school boards and their teachers. The system has been a paternalistic one, progressive where school boards have been concerned about education, non-progressive where concern has been lacking. At the time of Bill 25 none of the PAPT branches held a single collective agreement in terms of the Labor Code. While some of its branches held labor certificates, their contracts still had another year to run before they could negotiate a collective agreement. Because of this, the Protestant or non-Catholic teachers were considered to be outside the bill; indeed, Mr. Johnson said so.

Now put yourselves in the position of the Protestant teachers. They could choose to remain outside the bill and in so doing would have to give up their newly acquired labor certificates and thus their legal rights under the Labor Code. They would return to the old paternalistic type of bargaining hoping to gain increases for their degreed teachers. By remaining outside the bill, they would alienate the French teachers in the province by continuing to fight for retention of a privileged position. The Protestant teachers would also alienate the government by obtaining a salary scale which would serve as a target for the Catholic teachers to shoot at.

The Protestant teachers could have chosen to remain outside the bill and in so doing would have isolated themselves right out of existence. No government which is determined to have an integrated educational system would permit this 'opting-out' with privileges. An Order-in-Council would very easily correct the situation.

But more important than this is the building of a cultural bridge to the future. A PAPT which had isolated itself in the hope of gaining a privileged position could play no part in building such a bridge. Thus, while it rejected the principle of Bill 25, PAPT accepted the fact of the bill and decided to come under it.

School Boards

Bill 25 succeeded because the member boards of the French Federation of School Boards needed the government to solve their financial problems. Generally speaking the French school boards of Quebec—and there are 1,600 of them—are not equipped to handle the complex problems facing education today. This has become increasingly obvious since Quebec's quiet revolution began in 1960. They have clung, in particular, to outmoded procedures. They have held out for obsolete norms and structures. The school boards continue to use obsolete methods of hiring and selecting administrative personnel. They have been

indifferent to research and have failed to understand what is needed for a good standard of education. The school boards have turned their backs on the need for modern pedagogical methods. They have done little to help the teaching profession raise the standard of teaching in Quebec. They have failed to relate to their teachers.

Added to this, the school boards have an incredibly bad record with regard to administering their finances. They have been remiss in collecting taxes. In some cases, they have refused to normalize their tax rates. They have allowed their inadmissible expenses to get out of hand through lack of planning and through poor administrative procedures. The situation is such that the government now pays 67% of the school board budgets. The school boards needed Bill 25 to keep from collapsing, so they did not oppose it.

In defense of the Protestant school boards, I should state that, according to governmental officials, most of these boards have complied with government procedures, have good administrative records and, for the most part, are responsive to the needs of modern education.

Parents

Perhaps the most tragic aspect of Bill 25, and the main reason for its success, was the support it received from the majority of Quebec parents. The bill answered the immediate need of parents by returning their children to school. It also appeared to be a method of keeping their school taxes down. The parents were not concerned about the issues behind the strikes; it did not bother them that the teachers had lost some of their legal rights. Few parents seemed to know or care that the government had used the teachers as scapegoats in its attempt to set a pattern for future negotiations in the public sector.

Bill 25 was proof that the preceding government had gone too fast with its plans for educational change. The parents used the time of Bill 25 to express their reactionary attitudes. Not all parents supported the bill, however, and it was because of the tremendous reaction of the urban parents of Montreal—French and English, Catholic and non-Catholic—that Bill 25 was amended by no fewer than 18 additional articles.

Bill 25 succeeded because the government felt very secure about forcing provincial negotiations. This security was based on an accurate analysis of the type of support it could expect to receive. It had the support it needed for its position that state control is the answer to the crisis in Quebec education.

The Future

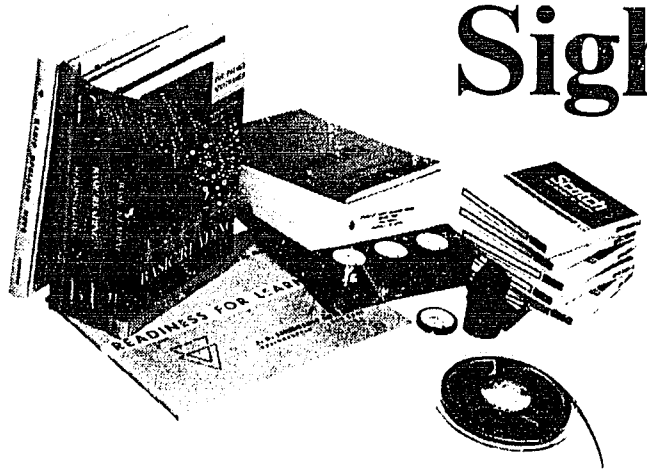
What are some of the things educators in Quebec can look for in the future?

In the next few years we shall see the government classify teachers as civil servants. In this way salaries can be kept below those in the private sector.

Private enterprise will be given priority. Quebec's young people will be encouraged to consider their future with private industry, for only if Quebec increases its productivity can it hope to gain some of the economic independence it seeks. The government believes that private enterprise is the answer to increased productivity. Those young people who elect to work in the public sector will find themselves classed, for purposes of salary, at a lower level. Compensation will be in the form of social welfare benefits. Thus the public sector will come closest to the government's idea of a social state. Educators will be at this level. By applying this type of solution, the Quebec government can have the best of both the private and public worlds and, at the same time, can avoid the astronomical cost of a social state.

Education will be centralized and controlled by the Department of Education. The technocrats and the politicians will determine the amount and quality of education the communities may provide. The autonomy of the school board will be completely removed and its only power will be to administer the wishes of the Department of Education. The teachers' associations will draw together and will centralize either as a federation or as one association in the hope of creating an effective force to challenge the government.

Whether or not state control today is the only means by which Quebec can solve its educational problems, and thus acquire the standards necessary for modern survival, is a question for the future to decide. □



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Both essentials to the basic programs of Reading and Spelling are provided by Lippincott—with some new additions in the sound department!

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Grades 1-8
by Dr. Glenn McCracken and Dr. Charles C. Walcutt

The successful integration of phonics and linguistics is the secret of BASIC READING. Children are guided to mastery of the essentials of word-analysis and language decoding and are well on their way to full reading independence long before the end of Grade 1. No longer confined to strictly controlled vocabulary, BASIC READING classes consistently score as much as two full grades beyond normal expectancies.

BASIC READING brings the classics back to the classroom, too. Children using this series are able to work toward improving literary appreciation, critical and analytical reading, and a wide range of important techniques for understanding and using language.

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(1966-1967)

Extended readers by Dr. McCracken and Dr. Walcutt are now available. These colourful, inexpensive supplements provide additional vocabulary experience, review and reinforcement for Pre-Primer and Primer pupils.

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The series of basic filmstrips developed for use with BASIC READING, Grades 1 through 3, are called BASIC READING TEXTFILMS. They are designed to teach reading by supporting the text and workbook class activities, and by providing additional opportunities for demonstrations and exercises by the teacher and the pupils. TEXTFILMS save the teacher time, too, since all children participate simultaneously in each learning experience.

The Talking Teacher

NEW

In response to the requests of many teachers using Lippincott's BASIC READING, we are pleased to announce a correlated audio program which helps teachers introduce the sounds of speech in relation to spellings. THE TALKING TEACHER has been designed for use with either the Pre-Primer text or filmstrip, and the 16-page Teacher's Manual provides the correlations for each. The style is free and easy and the voice is that of an experienced primary grade teacher. The tapes, a complete teaching unit in themselves, are sold only in full sets of 5 tapes. They may be played on any tape recorder which will take 5-inch reels and has a playing speed of 3¾" per second. Available on 30-day approval.

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Now available in a sparkling new 1967 multi-ethnic edition in both textbook and textworkbook form, BASIC SPELLING uses a linguistic approach to teach spelling and develop a full range of related language arts skills. The Teacher's Editions have been revised for even greater teacher convenience and classroom efficiency. Manuscript and cursive writing are taught, and word families, structural analysis, dictionary skills, and word study techniques are heavily emphasized.

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Designed for use in late Kindergarten or in the early months of Grade 1, this program develops readiness in three sequential stages—large-muscle exercises, unilateral control activities and refined manual and perceptual skills essential to the learning process. A tachistoscope and a plastic practice overlay are included. Upper and lower case manuscript and letter- and word-formation are taught through cue-reduction exercises.

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Here is an effective, simple-to-administer test which provides the teacher with full information on pupil readiness that may be used as a guide for placement, evaluation, diagnosis, and parental counseling. It is invaluable in the detection of emotional, social, or perceptual problems, for which a Readiness Check List is provided.

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A MATTER OF OPINION

DEVIANCY OR DRY ROT IN THE CLASSROOM

WILLIAM C. KVARACEUS

BY TRADITION, teachers and students at every grade level are barely tolerant of one another. Today the student who does his homework, who spends some time in the school library, and who combs his neatly cut hair will experience little difficulty in the classroom.

Today's learner, like Ken Kenniston's Inburn, is one to whom things are done rather than one who does. If he becomes too active or gives way to self-expression, and especially if he deviates, he will run the risk of the teacher's condemnation, assignment to the detention room, failure, and even expulsion. The school's heavy emphasis on norms and constraints rather than on variance and freedom for individual growth and expression threatens insult and injury to every student and further strains taut classroom relationships.

What makes the expressive deviant (positive or negative) so incomprehensible and unacceptable to the school authorities? Why do these same authorities appear as enemies to the student? Why are the young learners so indifferent to the help extended to them?

Working abroad on the problems of delinquent and inadapted youth in such countries as France, Turkey, Poland and Czechoslovakia, I was frequently forced to consider the problem of the people's tolerance (or intolerance) of deviant behavior. In all countries, the tolerance level for deviancy—particularly within the official community, including judges, police, principals and teachers—seems rapidly to be approaching a dangerous low. This is especially true in the 'eastern democracies'; and little by little it is establishing 'record lows' in our American schools and communities.

It does not take much of a deviation to get one kicked out of school or arrested on the street. In Cairo, you can be summoned to juvenile court for picking up a cigarette from a gutter; in Chicago, you can be arrested for hanging around a street corner; and in Unionville, Pennsylvania, you can be barred from school for wearing long hair, even though you may be a National Merit Scholar. We need to inquire: 'What are the forces at work that tend to increase or lower adult irritability to deviancy?'

Recently a study was made of the values of youth, teachers and parents in five communities. This study was conducted by the Lincoln Filene Center, Tufts University, in co-operation with the New England School Development Council. Three significant trends were noted: (a) the greatest value gap or highest irritability to deviance was found on the dimension of personal appearance (dress, coiffure, make-up); (b) teachers, though significantly apart from their students generally, were closer to their pupils than were parents; and (c) students, parents and teachers all valued education highly, but the students complained bitterly of the school as a place of boredom.

Significant differences in values between youth and adults were also noted. These differences lay in the areas of social behavior, morality, rules and regulations, and academic behavior; but none of these differences approached the wide gap found in the area of appearance. Parents and teachers are more irritated by the way their youngsters *look* than by the way they *behave*. By waging the major battle around deviations in personal appearance, adults will achieve (if they can win) an insignificant victory. Teachers and parents need to conserve and marshal their energies for the more significant struggle in the areas of social and personal behavior involving education, social consciousness, self-realization and morality.

It is promising that teachers generally showed higher frustration tolerance of deviancy than did the parents. Better trained and more objective than the parents, they are in a position to understand and assist deviant youth. But this will not be easy, since teachers, like parents, were widely separated from their students.

Suppression of deviancy and innovation leads inevitably to dullness and apathy in the classroom. Here is an even greater hazard to teacher and students. With very few exceptions, pedagogic experiments distinguished by the quality of novelty, even radicalism, always appear to succeed in the classroom—at least 'at the one percent level.' Apparently the refreshing intrusion of such innovations as classroom aides, team teaching, programmed learning, language labs, ungraded classrooms, audiovisual aids, and role playing generally succeeds, perhaps chiefly because these represent departures and deviations

Continue on page 88

Dr. Kvaraceus is Professor of Education, Tufts University, Medford, Mass.

The Great Debate

Continued from page 50

chers actively study and debate the issues.

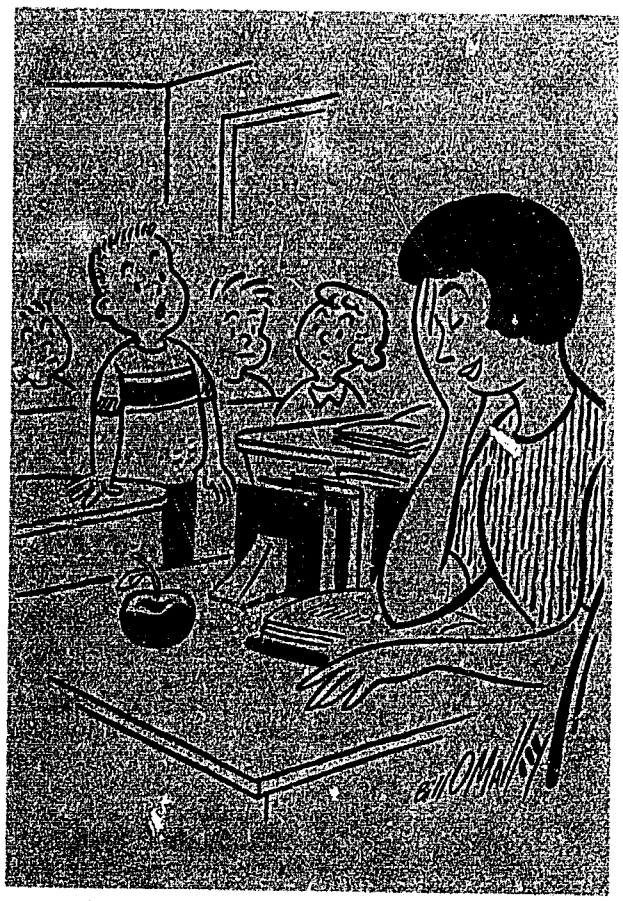
A thorough debate of some of the major issues in education today should be the most important item on every association's program for the year.

To help stimulate the debate, we shall print each month one or more articles, usually chosen by the Commission, on which discussion can be based. Last month we devoted virtually the whole magazine to such articles. This month we stress perhaps the most fundamental issue for all—what should education try to accomplish? Our lead article is a chapter of the Plowden Report on English primary education. We're sure it will generate a discussion of the objectives of education—what we should be trying to do for the children entrusted to us.

If the Commission's work proves effective, children will be the main beneficiaries, and teachers will have demonstrated again that their profession is dedicated to the first objective listed in the BCTF Constitution: 'To foster and promote the cause of education in British Columbia.' □

REMEMBER THESE DEADLINES

Nominations for Table Office—January 10, 1968
Nominations for Life Membership—December 31, 1967
Submission of AGM Resolutions—December 15, 1967



"May I be excused from homework today, Miss Smith? Our TV is at the repair shop."

FRAGMENTS FROM A SCRIPT IN PROGRESS

LAST SPRING MY STUDENTS in English 40 and I got involved in the preparation of a script in the style of those used for TV or radio discussions. The original project was a series of class discussions, conducted by the students themselves, dealing with proposed changes in the school system.

So lively were the speakers, and so much good material came out of the exercise, that they cheerfully agreed to my suggestion that they combine and condense their remarks into a script which might conceivably be produced some day.

I was going through the material today for quite another reason, and I thought it a pity to keep it out of circulation. Here for your consideration are some excerpts, not necessarily in connected order, and all of it in the students' own words:

M. P.: 'A school should be a place that encourages free thinking and allows every individual to develop his own ideas. It should be more of a social education center, with such uncomfortable formalities as fees, attendance records, set courses, rules and regulations done away with. Instead there would be an uninhibited atmosphere for discussion of a variety of problems, using outside lecturers, films, tapes, records, etc.'

R. G.: 'I think the system is too rigid, that it doesn't give the teacher enough freedom to teach what he thinks is important, interesting or worth knowing.'

K. W.: 'If classifying people is all a school is good for, fitting them into their proper little slots, then it is a colossal waste of time. The same results could be obtained by getting everyone to write about a hundred standardized tests.'

K. W.: 'School now is an institution to pick the right people to push the right buttons.'

R. G.: 'I think that most of the teachers are in the same boat as the students. Held down, with little freedom, they must stick to the material sent out from behind the Education Curtain. If there were more teaching freedom, maybe some people who now hold other jobs, and who would make good teachers, would consider the occupation more of a challenge and get into it and raise the standards.'

H. W.: 'Schools have been compared to shops in which we, the students, are really customers looking for merchandise to fill our needs . . . the merchants today lack ambition, courage and a sense of adventure. Or maybe they find it much easier to carry on the manufacturing and distribution of a standardized product, as they have always done. After all, individually hand-crafted merchandise is much more expensive than mass-produced.'

W. S.: 'Somebody figures that what was good enough for them is good enough for us, but times have changed, and last year's cats are out in the chill.'

L. T.: 'As a consumer shopping in the educational supermarket I am delighted by the bright packaging —but look what happens when the box is opened and the bright wrapping gone! When I'm finished eating this stuff I find myself just as empty as when I started.'

D. K.: 'Most young people are mature enough to realize the importance of self-discipline. I would like to see the pressure taken off the classroom, so that the student could learn in a more natural way.'

L. T.: 'A definition of educated is "having an education complete, according to an accepted standard." I would like to meet the person with enough confidence to claim he knew enough about everybody to arrive at an accepted standard.'

K. Y.: 'The atmosphere of the school is stale and artificial — it shuts out the world instead of preparing me to understand it.'

B. W.: 'The matter of discipline is important. Because he will be under some form of discipline all his life, the individual must adapt to it while he is young. Most students consider school boring, but surely they don't think life will be all fun and games once they get out.

'I don't think high school students are mature enough to make profitable use of free mornings or periods, and the idea of smoking rooms and meditating rooms seems to me useless. As for non-compulsory attendance, I suppose the majority will accommodate themselves, but what of those who can't or won't? You can't just ignore them. You can't pattern a system just to fit the needs of the best groups . . . some of the less drastic ideas that have been suggested could prove rewarding, but they needn't involve changes in the framework of the present system.' □

A B.C. Teacher Writes from Australia

North Melbourne,
Victoria, 3051,
Australia.

Sir,

I am a British Columbian who is teaching in Melbourne, Australia, temporarily. The recent uproar about Australian teachers, leaving for Canada, B.C. in particular, I understand has reached the Vancouver papers.

Having taught a year in Australia in three schools (necessitated by a mid-year arrival), I can understand why young teachers, in particular, leave their country and family to seek more favorable working conditions.

School buildings are cheaply constructed and are badly heated and lighted. Sanitation facilities for students are primitive and are often responsible for diseases. (Recent hepatitis epidemic in the elementary schools.) Library resources are poor and teaching aids are either non-existent or out of date or out of repair.

Salaries are very low (I receive one-half of a B.C. average salary). Promotions up the ladder from 4th grade to first grade are based on superintendents' reports. To keep the promotion one is forced to move to a new school, which can mean a change every two years. Placements are made without thought to where the teachers live. Headmasters also change with monotonous regularity, causing schools to be unevenly administered.

The Education Department is run by the two frustrations of Red Tape and Inefficiency. Teachers must phone and write for months to gain any attention.

If a teacher does resign from the Department to go overseas to study or gain experience, he will descend to the pay scale of the lowest grade (4th), regardless of previous teaching experience in Victoria or overseas. He is forced to resign unless he has taught four years for the Education Department and stays away only one year. The great loss of salary makes many returning teachers wonder *why* they came back.

A number of my Australian-born and educated friends are pulling up their roots to travel to Canada with the intention of becoming Canadians. There is no future for the husband. His salary, even with promotion, would not support a family, a house, pay for university educations and orthodontia. They are sorry to leave their family and colleagues, but consider the move necessary for a more secure future. Fortunately, we shall be returning when my husband has finished his Ph.D!

On a different note, I would like to say that I am enjoying *The B.C. Teacher* and other BCTF publications which my mother sends me periodically. I won't be quite so ignorant of B.C. teaching affairs when I return!

(MRS.) PHYLLIS WEBSTER

Some Things Never Change

Vancouver 5, B.C.

Sir,

Education's greatest liability is its failure to find stability between extremes, and its tendency to overdramatize half-truths.

The present fuss concerning facts vs enquiry, teaching vs learning, and schooling vs education is the latest example. There is, however, one amusing but serious factor demonstrated by a quotation from Mr. Ovans's 'The Expertise of the Teacher,' in which he quotes from Paul Goodman, the American sociologist. 'The proof of this contention can be seen today in the U.S.A.—the country with the most highly developed school system in the world! Paul Goodman claims that more than 50% of Americans today are separated from their society. They are unemployed or unemployable, chronic welfare cases, mentally disturbed, criminals, delinquents, etc.

What Mr. Ovans is proving is that modern education has had a disastrous influence. We old-timers cannot help chuckling, since the criticism of us, much emphasized until lately, has now been placed elsewhere.

The first Juvenile Court was founded in Vancouver in 1910 and I was its first teacher (1911-13). During those two years there was not one crime of violence; just kid stuff. Certainly education in those days was too rigid but never as bad as it has been painted. Now modern education evidently is not as rosy as, until lately, it has been pictured.

In the justified emphasis on change it must not be forgotten that there are some things that never change, — honesty, responsibility, and the satisfaction of accomplishment. The good teacher, when not handicapped by the modern paper overload, had no difficulty co-ordinating interest, necessary facts, and the value of effort.

Do our present extremists expect a youth to learn to drive by killing someone on the highway, a young surgeon to delay removing your appendix while he looks up its position, or a man to learn to build a house by watching his uninstructed effort fall down? Are we about to

We Shall Miss Them

Active Teachers	Last Taught In	Died
Kenneth McAllister Linn	Kamloops	July 30
Retired Teachers	**Last Taught In**	**Died**
Miss Jane Anstie	Vancouver	August 26
Miss Elizabeth Creelman	Burnaby	July 23
Mrs. Sydney M. F. Nass	Fort Steele	August 27

witness another demonstration of lack of balance between the proven old and the proven new?

Let us hope that the BCTF Commission on Education will produce a report which will make us happy as has the selection of its respected Chairman.

STANLEY D. MEADOWS

A Letter to the Minister

882 Falaise Crescent,
Victoria, B.C.
October 27, 1967

Honourable Leslie Peterson,
Minister of Education,
Parliament Buildings,
Victoria, B.C.

Dear Mr. Peterson,

In an article on page 19 of the *Victoria Daily Times* October 20, 1967, Mr. Dick Bacon, project officer for the Centennial athletics awards program, is quoted as saying that the shortage of crests for school children in the West 'is due to two major factors. Children in the western provinces spent more time practising for the tests and improved their performance standards.' Also, testing was 'looser, with teachers inclined to give the children the benefit of any doubts.'

That was an appalling statement by Mr. Bacon. He cannot possibly support it with any facts, and he has maligned both the pupils and the teachers in our western provinces. Certainly, I know that in one school here, the children achieved well in spite of severe handicaps. For the 880, there was no adequate field or track. To run that distance, the children had to do several circuits of a poorly mowed uneven field with a boggy section at one end of it. They had no opportunity to practise and had not even the benefit of physical education classes during the year, because there just were not facilities for them. In spite of these difficulties many children received crests, and I think the teachers were quite strict about judging their efforts.

While living in this area, I have observed that children here, when they can, spend much time hiking, swimming, cycling, and climbing trees and hills. On the Lower Mainland and in the Okanagan, all children learn to swim well at an early age, and in the Kootenays, where snow conditions favor it, most children start skiing soon after they pass the toddler age. I suggest that these genuine and natural outdoor activities contribute far more to real fitness and any formal fitness program.

In this respect, I think that all children would benefit if the school day were shortened by about half an hour, if they were assigned less homework, and pressures on them were decreased, so that they could use their own imaginations and energies in fascinating leisure activities.

I am convinced that there is far too much adult planning—I call it adult interference—in children's leisure time, so that adult-sponsored and adult-organized clubs, etc., rob children of their true leisure. Given half a chance, children have quite wonderful imaginations which they use with great talent and charm in their leisure time.

Present pressures on children are very severe, and I was most pleased to learn that the B.C. doctors have brought it to public attention. With school day and homework, children often work longer days than businessmen or tradesmen with little appreciation, no rewards that they can see, and often criticism from all the rest of society, including their parents. If children are given a little more true leisure and a lot less pressure, they will flourish and excel. At the present time I am convinced that many of them have an appalling sense of hopelessness. Even when they strive to earn Centennial Athletic Crests, all they get from the project officer are snide remarks.

I rather hope that you, Mr. Peterson, will publicly congratulate the students of British Columbia who tried for those crests and did so well.

Mr. Bacon should be reminded that perhaps it is not coincidence that Harry Jerome, Elaine Tanner, Mary Stewart, and Nancy Green come from the far West, and one could go back as far as Torchy Peden or, farther, probably. Maybe our long spell of mild weather favors fitness, who knows?

Yours very truly,
MRS. T. WARBURTON
Parent

These Teachers Have Retired

At the close of the school year in June, one hundred forty-nine teachers said farewell to their classes for the last time. Eleven other teachers, whose names are also included here, retired during the six months prior to June 30. To all these colleagues the Federation extends its good wishes for the future.

Miss Jessie Isabell Acorn, Vancouver
Joseph Patrick Albo, Campbell River
Miss Ethel May Aylwin, Victoria
Arthur Loynd Bagshaw, Victoria
Miss Edith C. I. Barlow, New Westminster
Thomas Gordon Bateman, Delta
Mrs. Freda Belcher, Vancouver
Claude Oswald Bell, West Vancouver
Miss Olive Pearl Benedict, Burnaby
Thomas Edwin Bennett, Nanaimo
Miss Ida Billi, Nanaimo
Mrs. Eva Alberta Brean, Vancouver
Robert Campbell Brown, North Vancouver
James Talbot Bruce, Victoria
Walter Charles Brynjolfson, Victoria
John Mervin Buckley, Vancouver
Mrs. Marion Steven Burke, Burnaby
Mrs. Jean Watson Burton, Coquitlam
Gordon Cameron, Vancouver
John Evans Clague, Vancouver
Mrs. Lillian Helen Clare, Chilliwack
Miss Viola Irene Coatham, New Westminster
John Arthur Colbert, Vancouver
Mrs. Anna Beryl Corkle, Cowichan
Terence Crowley, Abbotsford
Miss Hilda Luella Cryderman, Vernon
Miss Anna Iola Davis, Vancouver
Mrs. Annabel May Delaville, Salmon Arm
Maurice Percy Des Brisay, Vancouver
Harold Dew, Vancouver
Noel Gerard Duclos, Kamloops
Miss Gladys M. B. Edgecombe, Vancouver
Mrs. Ivy Jane Ellis, Abbotsford
Joseph Parnell Emery, Victoria
Miss Alice Lydia Estey, Vancouver
Mrs. Jean Etter, North Vancouver
Miss Kathleen Elizabeth Everest, Victoria
William Harold Fanning, Vancouver
George Ferguson, Coquitlam
Richard Keith Found, Vancouver
William Douglas Franklin, Vancouver
James Angus Fraser, Vedder Crossing
Miss Jean Hamilton Fraser, Vancouver
Mrs. Winnifred Hannah Freeman, Vernon
Mrs. Elizabeth Friesen, Abbotsford
Mrs. Dorothy Telfer Frisby, Vancouver
Mrs. Dora Alice Furiak, Kamloops
Miss Anne Moira Gale, Kelowna
Miss Grace Anne Galliford, Victoria
Mrs. Henrietta S. G. Gibbon, Agassiz
Mrs. Evelyn Mary Gourlay, Vancouver
Mrs. Mildred Marion Grant, Williams Lake
Mrs. Mildred Evelyn Haas, Courtenay
Miss Blanche Evangeline Hagerman, Victoria
Miss Margaret Ruth Hamilton, Vancouver
Ernest Arthur Harris, Vancouver
Miss Alethea Marjorie Hasler, Vancouver
William Ancil Henke, Nelson
Mrs. Enid Gretta Harron, Coquitlam
James Edward Hill-Tout, Vancouver
Miss Lydia Margaret Hinke, Peace River South
Miss Alberta Mary Hobson, Powell River
Miss Lorraine E. S. Hodge, Burnaby
Frederick Owen Holm, Victoria
Mrs. Dorothy Mildred Horsmon, Vancouver
Miss Norma Alfreda Irving, Prince Rupert
Richard Vanderlip James, Victoria
William James, Burnaby
Thomas Gordon Jamieson, Vancouver
Edwin Leslie Jenks, New Westminster
James Garner Jickling, Cowichan
George Daniel Johnson, Vancouver
David Ralph Jones, Vancouver
Miss Mary Elizabeth Kirk, West Vancouver
Miss Bessie Lamb, Vancouver
Miss Katherine Mary Lamont, Trail
Mrs. Elva Irene Lane, Vancouver
Mrs. Ruth Thelma Leckie, Vancouver
John Proudfoot Ledingham, Vancouver
Mrs. Jessie Isabel Lee, Surrey
Mrs. Rhoda Jean Liddle, Langley
Frank Pearson Lightbody, Vancouver
Miss Jessie J. G. MacDonald, Burnaby
Miss Joyce Marguerite McDonagh, Vancouver
Miss Ida McFadyen, Vancouver
Miss Helen Elizabeth McIntosh, New Westminster
Donald Barclay MacKenzie, Vancouver
Mrs. Margaret Henderson McSweeney, Vancouver
Mrs. Gwendolyn Manzer, Maple Ridge
Mrs. Dorothy Iris Martin, Nanaimo
Lyman Everest Meadows, Vancouver
Charles James Merrick, Vancouver
Reginald Charles Mills, Victoria
Miss Lillias M. I. Milne, Victoria
Mrs. Adelaide Annie Miltimore, Salmon Arm
Mrs. Laura Joanna Mitchell, New Westminster
William Harold Mitchell, Burnaby
John Charles Mizibrocky, Richmond
Miss Helen B. H. Morrison, Vancouver
Miss Reta Evelyn Munro, North Vancouver
Mrs. Gwendolyn Minnie Murphy, Richmond
Miss Jean Isabell Musgrave, Richmond

Mrs. Hester Lillian Nelson, New Westminster
Mrs. Marianne Nelson, Enderby
Miss Margaret Jean Nichol, North Vancouver
Mrs. Bessie O'Connor, Vancouver Is. North
Philip A. J. Oldham, Kamloops
Percy Dan Parfitt, Victoria
John Goffe Parker, Nanaimo
Mrs. Aileen E. L. Patterson, Vancouver
Mrs. Agnes Clara Payne, Sooke
Mrs. Mary Leona Paxton, Richmond
Miss Jennie Severina Pearson, Powell River
Miss Dorothy Campbell Peck, Vancouver
George Lindsay Phillips, North Vancouver
Mrs. Mabel Viola Preddy, Ocean Falls
Mrs. Florence M. M. Reid, Burnaby
Frank Rendle, Vedder Crossing
Miss Ellinor Grace Richards, Vancouver
Archibald Philip Robertson, Qualicum Beach
William Marshall Robson, Vancouver
Mrs. Margaret Elizabeth Rottluff, Abbotsford
Mrs. Edna May Rowlands, Trail
Albert Edward Russell, Vancouver
George Watson Russell, Vancouver
Herbert Sagert, Vernon
Osbert McLean Sanford, Vancouver
Miss Ethel Margaret Silver, Vancouver
Mrs. Mildred Mary Sinclair, New Westminster
Mrs. Josephine Smales, Trail
Alexander George Smith, Vancouver
Mrs. Hope Ruth Smith, Vancouver
Miss Patricia Hamilton Smith, Victoria
Mrs. Winifred Mary Smith, Saanich
Miss Ruth L. G. Soderholm, Kimberley
Miss Edith Hilda Stanners, Vancouver
Miss Mary Gardiner Steele, Burnaby
Heber James Stephenson, Richmond
Frederick Charles Stevenson, North Vancouver
Mrs. Blanche Wilhelmina Sullivan, Langley
Mrs. Mary Kathleen Sutton, Vancouver
Miss Ina Belle Tait, Victoria
Miss Bertha Hazel Thompson, Vancouver
Miss Gladys Mina Thompson, Victoria
Mrs. Dorothy Matheson Toder, Victoria
Mrs. Eleanor May Truscott, Creston-Kaslo
Mrs. Lois Priscilla Tulloch, Vernon
Mrs. Catherine Tupling, Vancouver
Miss Alice Verna Turner, Victoria
Arthur Edward Vogee, Powell River
Mrs. Mary Esther Wagner, Howe Sound
Alfred Thomas Warder, Victoria (now deceased)
Mrs. Joan Odette Warner, Nelson
Mrs. Grace Harsman Watson, Victoria
Mrs. Alice Webster, Burnaby
Harry Nelson Wells, Chilliwack
Wilfred Ewart Whatmough, Vancouver
Miss Dorothy Evelyn Williams, North Vancouver
Miss Jean Clover Woodrow, Vancouver
Stanley John Wright, Vancouver

C. D. NELSON
Book Review Editor

BOOK TALK . . .

Read any good books lately? At this writing the air is blue with cries of 'shame' and such, all caused by a one-syllable, four-letter word that appears in an English 12 B-issue text. Nobody seems to be concerned much about three-, seven- or nine-letter words like 'war,' 'poverty,' 'disease' or 'ignorance' in or out of books. . . . A good writer tells good stories, and such a one is Mary Stewart. Secondary school libraries should have her books in generous supply. Some popular titles are *Nine Coaches Waiting; My Brother Michael; The Moonspinners;* and *Airs above the Ground*. . . . Are you a bargain-hunter? If so, you should get the Larousse books on mythology, astronomy, geology, and European art in *paperback* format; then have them Permabound at a cost of $1.20 or so each. An $18 book costs about $6.50 this way! . . . I like science fiction. Most students do, too, preferring such authors as Asimov, Heinlein, Hoyle, and also anthologies like *Analog* and *Tomorrow's Children*. . . . Did you know that Maurice Sendak's little gem, *What Do You Say, Dear?* is now available in French and Spanish editions? . . . Memo from the reference desk: very young girl asks anxiously if we have any books about 'yoga or yogurt.' We ask which one; she counters with, 'Is there any difference?' We lead her tenderly to the dictionary, and tiptoe out. . . .—C. D. NELSON.

ENGLISH

Paths to Poetry (1), by John M. Donohue and Ronald C. Lougheed. Longmans Canada Ltd., 1966. Price not indicated

The most fitting description one can apply to this stuffy little anthology is that it is a most unexciting and unimaginative book. The selections cover heavily anthologized works from the medieval period to the dawn of the modern period. Unfortunately it lays heavy stress on the Victorian and Romantic periods and is sketchy in its treatment of earlier periods. In the Modern Period only very innocuous works are selected with the major poets being largely overlooked.

The work is crammed into rather watery compartments which are labeled with such dreary mind-grippers as 'nature,' 'poems for comparison,' and 'passports to pleasure and pain.' Other areas, such as 'ballads,' have wandering members who appear in other categories instead of their own.

To be sure, the poems included are those which have enjoyed great popularity in previous times and they have also been chanted aloud by urchins fearful of their English teacher's wrath should memory fail. There is, however, too large an accumulation of old chestnuts here to make this work anything more than a newer reprinting of them. Strangely enough, though, several major names, such as Donne and Milton, do not rate a niche for some reason or another.

A short comment on the lives of each poet is added at the end, together with a listing of their works. This is very slight and should provide little help to a student checking into the lives and works of the poets.

The printing and binding are unassuming and sleepy, like the contents, but will be quite adequate under ordinary handling.

The work will be best suited for minds and approaches of a highly traditional nature. For those who believe that good verse was written only in the period from 1800 to 1900, the book will be a delight; for those who wish a handy collection of Victorian and Romantic favorites in verse, the work will prove fairly adequate.—S. Nankivell

FICTION

Boss of the Namko Drive, A Story from the Cariboo Country, by Paul St. Pierre. Ryerson Press, Toronto, 1965. $3.75

Boss of the Namko Drive first appeared in the 'Cariboo Country' series on CBC-TV. The book is every bit as good as the television production, and the flavor of the Cariboo country is as successfully conveyed. The characterizations are excellent, and the Indians are portrayed with considerable insight.

Fifteen-year-old Delore is given the responsibility of bossing the cattle drive, 197 head of cattle, 200 miles to Williams Lake. He does the job adequately, but that is what was expected of him. There are no histrionics—as one Grade 7 boy said, 'It's just what could have happened.' The realism is refreshing.

The trade edition seems reasonably well bound. There are no illustrations, but the dust jacket is adequate for setting the stage, and the imagination then takes over.

This book would be good to read to a Grade 6 or 7 class, and should prove popular for Grades 7-10.—Pamela C. Harder

Enemies of Outer Space, by James W. Kenyon. McDougall, Edinburgh, 1964. (Can. Agt. Clarke, Irwin) $1.20

An exciting title for a somewhat less than exciting book. Our present preoccupation with space exploration provides a fertile field for writers of science fiction. Unfortunately this excursion turns out to be somewhat dull reading. The writing style is labored, the sentences short and 'written down.' It may be that the author has attempted to include too many aspects of what should be a fascinating study, and as a result doesn't do justice to his theme. The ending—'The future was a bright one for everybody'—is hardly acceptable for even the most unsophisticated elementary reader. Not recommended.—Pamela C. Harder

Great Stories about Dogs. Eleanor Middleton Edwards, compiler. Hart, 1965. $3.29

This collection of thirteen short stories about dogs should prove useful both for the animal story fan of Grades 4, 5, and 6 and for the reluctant reader.

For the most part the stories deal with the animals' courage, and there is an all too brief section about heroic dogs of World War II. Many of the stories are sentimental, but this, to children, is not a serious defect.

The type is of medium size, the margins wide, and the small black and white illustrations quite attractive. The book is library bound, and the yellow buckram cover has an attractively colored illustration—Pamela C. Harder

A Trick on a Lion, by Robert Sargent. McGraw-Hill Book Co., 1966. Price not stated

This slight picture-story book has little to recommend it. The plot is weak and disjointed, and the 'trick' is inane. The illustrations, in pastel shades of blue and yellow, and black and white, are quaint, but would probably confuse a young child. The binding of the book is poor.—Pamela C. Harder

West with the White Chiefs, by Christie Harris. Atheneum, 1965. (Can. Agt. McClelland and Stewart) $4.95

This book is based on a journal by Viscount Milton and Dr. Cheadle, two young Englishmen studying conditions in British North America. They hire as a guide an Assiniboine, Louis Battenate, whose wife and young son accompany them on their trek. The antagonism between the Indians and white men is well done, even though that of the ne'er-do-well Irishman is overdone. The depiction of the hardships endured by the early explorers and settlers in North America makes this a good addition to books dealing with frontier life.

The format is attractive, the pages well broken up with the descriptive passage interspersed with plenty of conversation. The woodcuts by Walter Ferro help to set an old world atmosphere. Grades 4-7.—Pamela C. Harder

LIBRARY

Books for Youth; a Guide for Teenage Reading. 3rd ed. Ed. by Catherine C. Robertson, and others. Toronto Public Library (College and St. George Sts., Toronto 2B), c1966. Paperbound. $1.50

A classified (by categories, not Dewey numbers) and annotated list of some 1,400 books and 30 periodicals suitable for junior and senior secondary libraries. It includes 500 more titles than the previous edition, which came out in 1956.

Librarians should welcome this well-balanced list as a useful aid in book selection. Like it or not, we should perhaps defer to the sound judgment of Toronto librarians who are at the center of the publishing industry in Canada, and so are in a position to offer sound suggestions to their less knowledgeable colleagues.

About a third of the titles are fiction and story collections, and it is with some reassurance we note the inclusion of such hitherto bothersome books as *Catcher in the Rye, Sons and Lovers* and *Exodus*—all of which are infinitely superior to the readily-purchased paperback garbage our B.C. teenagers often read because their school library fiction is so 'safe' and insipid.

A most useful section lists, by periods, the historical fiction, and the approximate dates of the plots are also added. Special sections deal with Canadiana: in general terms; Eskimos, Indians, explorers and fur traders; New France; pioneers and settlers; rebellion and confederation; and so on. Altogether, a must for secondary school libraries.—C. D. Nelson

MISCELLANY

Shipwrecks, Skin Divers and Sunken Gold, by Dave Horner. Dodd, Mead, 1966. $5.95

By remarkable coincidence, two items on treasure trove appeared on my desk at the same time. One was an article in the *Star Weekly* telling how a team of divers salvaged $700,000 worth of gold and silver coin from a sunken ship near Louisburg. The other was a book on *Shipwrecks, Skin Divers and Sunken Gold* by Dave Horner.

For a short time, I thought that this was a solution to my financial problems until I realized that the book applied strictly to the Atlantic area. However, there were excellent tips on how skin-divers were to behave and the rules they should follow in both shallow and deep dives. It was because of the precautionary measures stressed in this book that its value was recognized.—Grant M. Paterson

SOCIAL STUDIES

Nets Overboard; The Story of the Fishing Fleets, by Jack Coggins. Dodd, Mead and Company, 1965. $3.59

This is a very comprehensive, concise account of commercial fishing, including types of fish and their uses, a brief life cycle of the ocean, primitive fishing as well as modern. The illustrations, in black and white and blue, include many detailed, clearly labeled diagrams which complement the text. Technical terms are printed in italics, and the meanings of these are given in a glossary. The book is well indexed, and the table of contents includes sub-headings.

The book is well-bound with clear medium-sized type, wide margins and attractive format. There are illustrations on every page, so it could well serve as bait for the older reluctant reader.

To this landlubber the book proved fascinating reading, and should be useful for Grades 5-8.—Pamela C. Harder

SPANISH

Breve Historia de la Literatura Espanola, by Diego Marin and Angel del Rio. Holt, Rinehart and Winston, 1966. $6.60

This work, which is certainly a most unusual one to find in one's shelf for reviewing, should prove to be most interesting to the beginning student of Spanish literature. It is, as the title indicates, 'breve,' and therefore it treats only briefly with each period and section of Spanish writing. No long quotations are provided and the book departs from a strict essay style only to the extent of giving titles and occasional lines. It is divided into five chronological areas, which are not radical divisions, except that the 18th and 19th centuries are entitled, 'La Edad Moderna.'

Throughout, the work describes major trends in the literature of Spain (not Spanish America) and concentrates on central literary figures for expansion of its themes. These are well within the scope of the introduction and the work does not attempt any half-done coverage of extra material.

As a very special note, anyone setting up a basic collection of Spanish literature would be very well advised to examine the good bibliography as a check list.

Physically, the book is prepared in a tasteful, simple way which should endure the rigors of usage easily. As to using the book—perhaps it had better be said that we shall have to await sunnier days in the foreign language program for B.C. schools. It is not likely to be of use in a system where French and German predominate, leaving but scant consideration for such minor tongues as Russian, Spanish and Italian. For those who read Spanish, it will be a very good, brief reference work—S. Sonkivell

SPECIAL EDUCATION

Occupational Preparational Science, Level 1, School Series 2, by Edward M. Wilson. Gray's Publishing Co., Sidney, B.C., 1967. $2.00

This workbook has been designed as a self-contained unit for the first year occupational science student. The book's main virtue lies in the fact that many teachers giving occupational science are at a loss about what to teach these students, and this book offers a solution. The workbook guides the student through short exercises and experiments with a minimum of unfamiliar terminology. The print is quite readable and any difficult terms are simply explained.

The workbook touches on simple machines and work, basic electricity, heat, water, some basic botany, soils and some nutrition. The workbook assumes very little science background on the student's part. Each lesson requires a thorough introduction by the teacher, but extensive science background on the teacher's part is not a requisite.

For the beginning teacher, or the teacher with a sketchy science background, this workbook will prove an invaluable tool when used in conjunction with other science materials. It should not be considered as THE first year occupational science course in itself.—Lynn D. Nash

A Matter of Opinion

Continued from page 79

from the pedestrian humdrumness of the regular classroom.

We need to stimulate students by purging the familiar and the jejune materials and methods which bore the young into a stupor or drive them to drop out of school. We must encourage teachers as well as pupils to radical behavior. One cannot be radical without becoming active. If there are no new worlds to conquer and if there is nothing left to be radical about, then we will be forced to face some unhealthy alternatives: passivity, apathy and alienation. I am sorry to say that most principals I know seem to prefer to adjust to this trilogy rather than to cope with deviancy and innovation.

Schools should encourage deviation and innovation by meeting individual differences. How often have we heard this phrase in our teaching careers, and how long have we ignored it? Instead of meeting individual differences, most schools have just about succeeded in eliminating them. The most common and effective practice, of course, is simply to eliminate the deviant himself via 'educational means' (special classes) or 'noneducational means' (pushing him out).

We are already living and working in dull classrooms in a dull old world (Look at your colleagues around you!) as we read the same best-sellers, live in the same apartments and houses, drive the same cars, laugh at the same jokes, wear the same hair-dos, eat the same pre-prepared meals, look at the same TV programs, speak the same grammar, and hum the same hit tunes. Thus none will be estranged, for none will be deviating, and all of us will die slowly of dry rot. □

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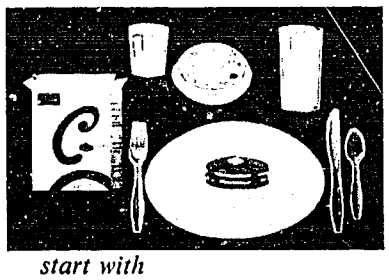

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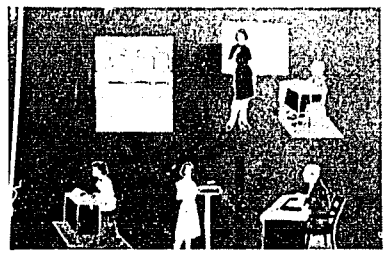

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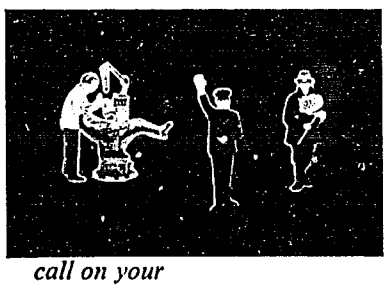

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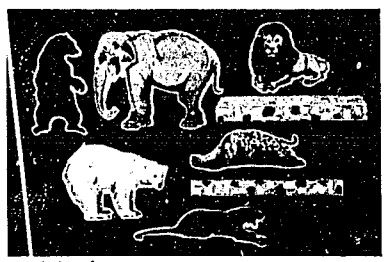

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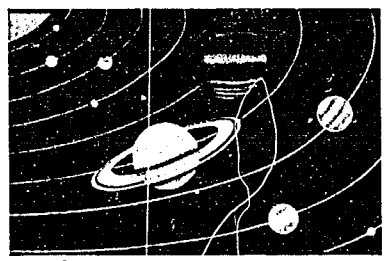

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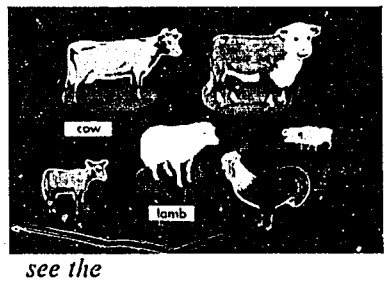

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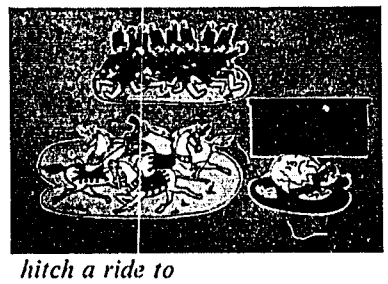

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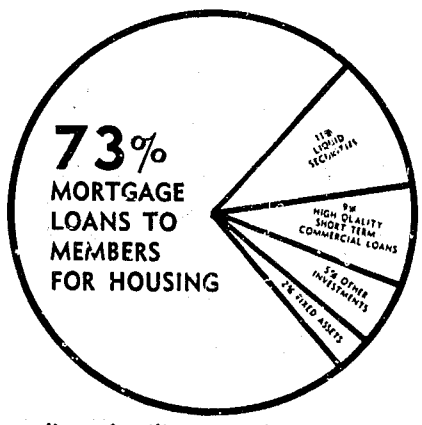

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