



THE BC TEACHER / NOVEMBER 1968 VOLUME 48 NUMBER 2

ART IDEAS AND ACTIVITIES FOR TEACHERS



Painting in the School Program

Virginia Gayheart Timmons
Art Specialist, Secondary Schools,
Baltimore City Public
Schools, Maryland

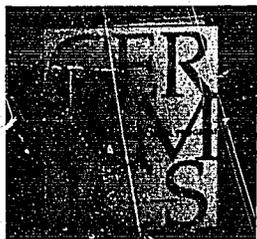
This book, perhaps more than any other single volume, presents the subject of painting with the public school teacher uppermost in mind. In essence, it gives help and guidance that will develop in students an understanding and appreciation of fine painting, past and present. Coupled with this essential element of education are the practical aspects of painting in the classroom.

Essential to the success of any book on painting are the illustrations. From her vantage point as teacher and supervisor, the author selected from hundreds of examples of work of students, professional artists, museums, even private collections, the balanced, comprehensive range of pictures presented.

You see in the fresh, new ways the material is presented the reflection of an experienced, effective teacher with ability to blend the aesthetic and practical aspects of a painting program in most helpful and appealing ways—ways that have stood the test of the classroom.

136 pages fully illustrated (8 in color)

\$12.75



Ceramic Art in the School Program

Thomas G. Supensky
High School Art Teacher, Baltimore
City Public Schools, Maryland

Early in this book the author sets its tone and purpose:

"... to indicate the basic techniques of clay construction and to show a variety of good ceramic work in order to instill in the mind of the reader an open and free concept of ceramics so that he will be able to creatively express his feelings in clay."

An outstanding feature of this book is the variety and scope of the photographs. For example, when a technique is demonstrated the "here's how" photos and captions give essentials—quickly and easily—and the superb examples of contemporary ceramics adjacent to them help students visualize results—give them confidence to explore this versatile medium—to make their personal statements in ceramic art.

You'll find the six big sections present the subject in a most helpful and stimulating way: Clay • Tools and Equipment • Clay Construction • Decoration • Firing the Kiln • Glossary and Glaze Recipes.

This book offers a helpful and exciting method of presenting a complete course in ceramic art—graphically—effectively—with contemporary emphasis.

112 pages fully illustrated

\$9.25



Wire Sculpture & Other Three Dimensional Construction

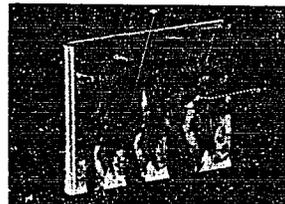
Gerald F. Brommer
Art Teacher, Lutheran High School,
Los Angeles, California

Have you tried the exciting experience of taking a piece of ordinary wire and making a three-dimensional construction—a balanced, unified construction that sparkles with originality? For challenging the imaginations and inventiveness of your students, you'll find this book has much to offer for at its core are the ideas, techniques, and the stimulation they look for to personalize their three-dimensional art forms.

The author, an experienced and versatile teacher and artist, is deeply involved with young people. He knows how to motivate and encourage them to "see" the many and varied sources for three-dimensional design and construction that surround us; how to use construction to give life and meaning to ideas; and how to make imaginative use of materials in exploring this challenging—highly personal—art form.

128 pages fully illustrated

\$9.50



Self Expression in Classroom Art

Material—Process—Idea
John Lidstone
Associate Professor
Queens College, New York City

How do you move a classroom of eager youngsters from idea to action in art? Implementing an idea can be a frustrating experience but with the help this book offers you, the role of the teacher is easier—more rewarding.

There are sixteen fresh, imaginative activities directed especially to the elementary art classroom. Emphasis is on the use of everyday materials as a means of helping students discover original, personalized ways to express ideas; to explore techniques; to learn the basics of design.

The wide range of activities in this book gives your students a rich source of ideas and help for everyday use—and a springboard for exploration into the challenge of Material—Process—Idea.

96 pages fully illustrated

\$6.95



Weaving Without a Loom

Sarita R. Rainey
Supervisor of Art
Montclair, New Jersey Public Schools

Simple imaginative weaving that sparkles with originality! This book helps all age levels become aware of the exciting design possibilities in weaving. No need for a loom! Weave into scrim, cotton or wire mesh, burlap. Use reed, corn husks, weeds, cattails. Weave on cardboard, pencils, drinking straws. All these are covered plus needlepoint, tapestry, rug hooking. A 12-page section in full color gives over 40 original examples of techniques and media. This book will give a refreshing lift to all weaving activities.

132 pages fully illustrated (12 in color)

\$8.95



ORDER FROM
MOYER DIVISION VILAS INDUSTRIES LIMITED
MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON
VANCOUVER

Distributors in Canada of Books Published by Davis Publications, Inc., Worcester, Massachusetts

ART IDEAS AND ACTIVITIES FOR TEACHERS



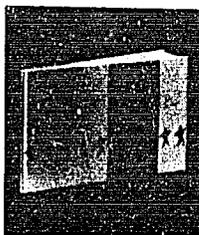
Art for Today's Schools

George F. Horn
Art Supervisor
Baltimore, Maryland Public Schools

A major new contribution to contemporary art education! This comprehensive art teaching reference and idea book encourages personal involvement and experimentation in all areas of expression. Many months in preparation, it is an impressive volume with exceptional range and quality. Its exciting range of good design encourages a new awareness of the importance of design in classroom and community. Profusely illustrated, it helps develop the spirit of adventure and creative discovery in students. Challenges teachers to achieve new artistic heights, while offering practical suggestions for developing a school art program, including specific "how-to" techniques for using tools and materials. You'll be delighted to find such breadth and depth of subject treatment in one volume. Chapters cover: Sculpture, Printmaking, Crafts, Commercial Art, Drawing and Painting, The Esthetic World Beyond the Studio, Organizing School Art Programs.

272 pages 597 illustrations

\$17.25



Printmaking Activities for the Classroom

Arnel W. Pattemore, Coordinator of Art,
City of St. Catharines, Ontario, Canada
Foreword by C. D. Gaitskell, Asst. Supt.,
Curriculum Div., Ontario Dept. of Education

Printmaking becomes an exciting adventure with the ideas and help in this book.

Only a few simple tools and materials needed, plus imagination. Nine comprehensive chapters include: Printmaking for Young Children, Stenciling, Relief Printing, Activities for Senior Students, Classroom Printshop, Teaching Tips. 39 full-color prints by children. Techniques for making color prints. Hints for further exploration. A book for imaginative minds looking for new outlets.

112 pages (8 in color) fully illustrated

\$8.40

18 MORE OUTSTANDING VOLUMES THAT SHOULD BE IN EVERY ART EDUCATION LIBRARY

Art Activities for the Very Young, by F. Louis Hoover	78 Pages	Fully Illustrated	\$5.95
Art from Scrap, by Carl Reed and Joseph Orze	100 Pages	Fully Illustrated	\$4.75
Bulletin Boards and Display, by Randall & Haines	77 Pages	Fully Illustrated	\$4.75
Cartooning, by George F. Horn	72 Pages	Fully Illustrated	\$4.25
Clay in the Classroom, by George Barford	118 Pages	Fully Illustrated	\$6.95
Collage and Construction—in Elementary and Junior High Schools, by Lois Lord	112 Pages	Fully Illustrated	\$6.95
Creative Expression With Crayons, by Elise Boylston	100 Pages (6 in color)	Fully Illustrated	\$4.50
Creative Use of Stitches, by Vera P. Guild	52 Pages	Fully Illustrated	\$4.75
Design Activities for the Elementary Classroom by John Lidstone	48 Pages	Fully Illustrated	\$2.85
Design in Three Dimensions, by Randall & Haines	72 Pages	Fully Illustrated	\$6.25
Exploring Finger Painting, by Victoria Betts	132 Pages	Fully Illustrated	\$7.25
Exploring Papier-Mâché, revised, by Victoria Betts	134 Pages	Fully Illustrated	\$7.25
How to Prepare Visual Materials for School Use, by George Horn	74 Pages	Fully Illustrated	\$4.25
Lettering: A Guide for Teachers (revised and enlarged) by John W. Cataldo	96 Pages	Color Throughout	\$7.75
Mask Making, Creative Methods and Techniques, rev. by Mathew Baranski	112 Pages	Fully Illustrated	\$6.50
Murals for Schools, revised, by Arne W. Randall	112 Pages	Fully Illustrated	\$6.95
Paper Sculpture, Revised and Enlarged, by M. Grace Johnston	88 Pages	Fully Illustrated	\$5.95
Posters: Designing, Making, Reproducing, by George F. Horn	96 Pages (8 in color)	Fully Illustrated	\$7.00



Young Sculptors

Edited by F. Louis Hoover
Head, Department of Art,
Illinois State University, Normal

(Now in new,
durable
slipcase)

An inspiring new portfolio of 29 outstanding sculptures created by high school students. Includes their own revealing comments about their work and what they were trying to achieve. The examples are sensitive and varied; the statements are frank and perceptive. They communicate easily in the everyday language of young people. Each student's work and statement are handsomely reproduced on a large, sturdy 18" x 12" sheet that is ideal for display or for individual study. This unique teaching portfolio will inspire students to achieve new levels of self-expression and to experiment with various materials. Works illustrated are made from varied materials such as papier-mâché, plastic, ceramic, vermiculite and plaster, bronze, wood, lava stone, asbestos-mâché.

30 plates, 18"x12" Art Resource Publications

\$5.95



Puppet Making Through the Grades

Grizella H. Hopper
Miami Public Schools, Florida

Fresh new techniques for classroom puppetry—to emphasize a point, or dramatize an event or an idea. Gives a basic introduction to puppetry, plus stimulating new ideas. Describes how to make 15 different kinds of lively, imaginative puppets—using everyday materials like paper bags, tongue depressors, cardboard boxes, socks, balloons, styrofoam. Includes many sharp, clear photographs of puppets made by students. Gives ideas for dressing and manipulating puppets and staging puppet plays.

64 pages fully illustrated

\$8.95



ORDER FROM MOYER Division VILAS INDUSTRIES LIMITED

Serving education and industry since 1884
MONCTON • MONTREAL • TORONTO • WINNIPEG
SASKATOON • EDMONTON • VANCOUVER

Distributors in Canada of Books Published by Davis Publications, Inc., Worcester, Massachusetts



COMMENCING NOVEMBER 1, 1968
B.C.T.F. Co-operative will pay an unprecedented

6.80%

on your Investment Savings

- Minimum Initial **INTEREST BEARING** Investment \$50.00.
- **Any** Amount May Be Invested Over And Above The Initial \$50.00.
All Of Which Will Be Interest Bearing,
- There Are **NO TIME REQUIREMENTS** Necessary To Earn
The 6.80% Rate.

This New Rate Applies To All Present Investments As Well As To New Investments.

JOIN NOW

— Just \$5.00 For A Lifetime Membership —
AND INVEST

*Your investment funds held provide housing for members in all parts
of the province through mortgage loans made available by the Co-operative.*

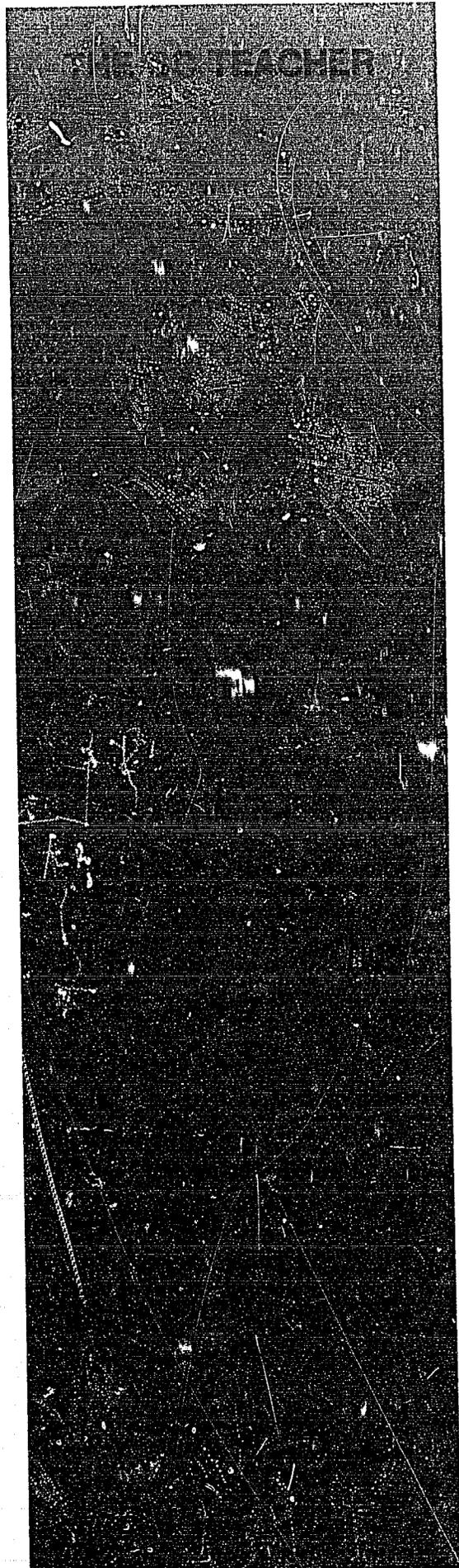
B.C.T.F. Co-operative Association

206 - 2235 Burrard Street

Telephone 736-7741

Vancouver 9, B.C.

OFFICE HOURS SEPT 1 - JUNE 30: MON. THROUGH FRI. 9 a.m. - 5 p.m.
SAT. 9 a.m. - 12 noon RECEPTIONIST ONLY



PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
Affiliated with the Canadian Teachers' Federation

Volume 48, Number 2

NOVEMBER 1968

- 49 THE EDITOR COMMENTS
- 50 THE ROLE OF EDUCATION IN HUMAN RIGHTS
Sir Ronald Gould
- 54 TO TEACH THE NEW CURRICULUM
WE MUST REVERSE THE TEACHING OF HISTORY
Neil Sutherland
- 57 INNOVATION—IS IT JUST LABEL SWITCHING?
Norman Robinson
- 61 WHY WRITE? WHY NOT TYPE?
S. H. J. Sugunasiri
- 64 IS THERE A PLACE FOR CORPORAL PUNISHMENT?
Lloyd Mitchell
- 66 PROJECT COLE PRACTISED WHAT IT PREACHED
Milton McClaren and Allan Sinclair
- 69 LANGUAGE EXPERIENCE DE LUXE
Bernice McDonough
- 71 LA MATERNELLE FRANÇAISE
Kathleen Symes
- 73 WHY ARE WE IGNORING PLASTICS?
Fergus Dudley
- 75 TEACHING'S LEARNED SOCIETY MARKS ITS TENTH
YEAR
Sybil Shack
- 80 A MATTER OF OPINION
- 82 QUOTES AND COMMENTS
Vito Cianci
- 84 FROM OUR READERS
- 86 NEW BOOKS

COVER PICTURE

Arist Bill Hood, of North Vancouver's Handsworth Secondary School, says of his work: 'The picture is a batik. This is cloth which has been painted with molten wax, and then dyed. Successive waxings and dyeings produce the various colors and designs. I am leaving it untitled because I feel that to title a work is the worst thing an artist can do. If a person looking at it cannot see what the artist saw, the title only misleads him. It is better, I feel, to leave it untitled and allow the viewer to read whatever he wants into it, and interpret it according to his own imagination!'

PHOTO CREDITS

P. 51—Williams Bros.; p. 53—UNESCO/Paul Almas; pp. 55, 56—The Public Archives of Canada; pp. 61, 62, 63—supplied by author; pp. 66, 67, 68—supplied by authors; pp. 71, 72—Bob Bodlak; pp. 73, 74—supplied by author.

**THE VICTORIA INSURANCE COMPANY
OF CANADA**

NOW OFFERS YOU

LOW COST AUTOMOBILE INSURANCE

IF YOU QUALIFY FOR PREFERRED RATES

FOR DETAILS WITHOUT OBLIGATION APPLY TO

REED SHAW OSLER LIMITED

1203 WEST PENDER STREET

VANCOUVER 1, B.C.

Telephone 688-4442

LET'S TALK IT UP

The report of the BCTF Commission on Education, *Involvement: The Key to Better Schools*, could prove to be one of the most significant reports ever published in this province. Whether or not it will be, of course, depends on the extent to which its suggestions are discussed by educators, trustees and legislators.

The report offers guidelines for the school system of tomorrow, and gives a challenging and exciting view of what education could be, given far better conditions than schools have today. The Commissioners caution, however, that their report should be viewed as a whole, not as a series of separate recommendations. They have attempted to paint a picture of a forest, not of individual trees.

The report is not a report by the BCTF; it is a report to the BCTF. The Commissioners—all four of them outstanding members of our profession—have stressed that their findings are the conclusions of only four people, albeit based on the many submissions they received from individuals and groups in all parts of the province. It will be no surprise, therefore, if the report provokes much discussion and debate.

Indeed, that is exactly what should happen. Last year, while the Commission was engaged in its study, teachers all over the province held extensive discussions on education—past, present and future. What is needed now is a new dialog on the Commission's findings. We hope that staffrooms and local association meetings will see lively discussions of the Commissioners' vision of tomorrow's school system. Out of those discussions will come suggestions for changes in BCTF policies and proposed new policies to be debated by the Federation's Annual General Meeting.

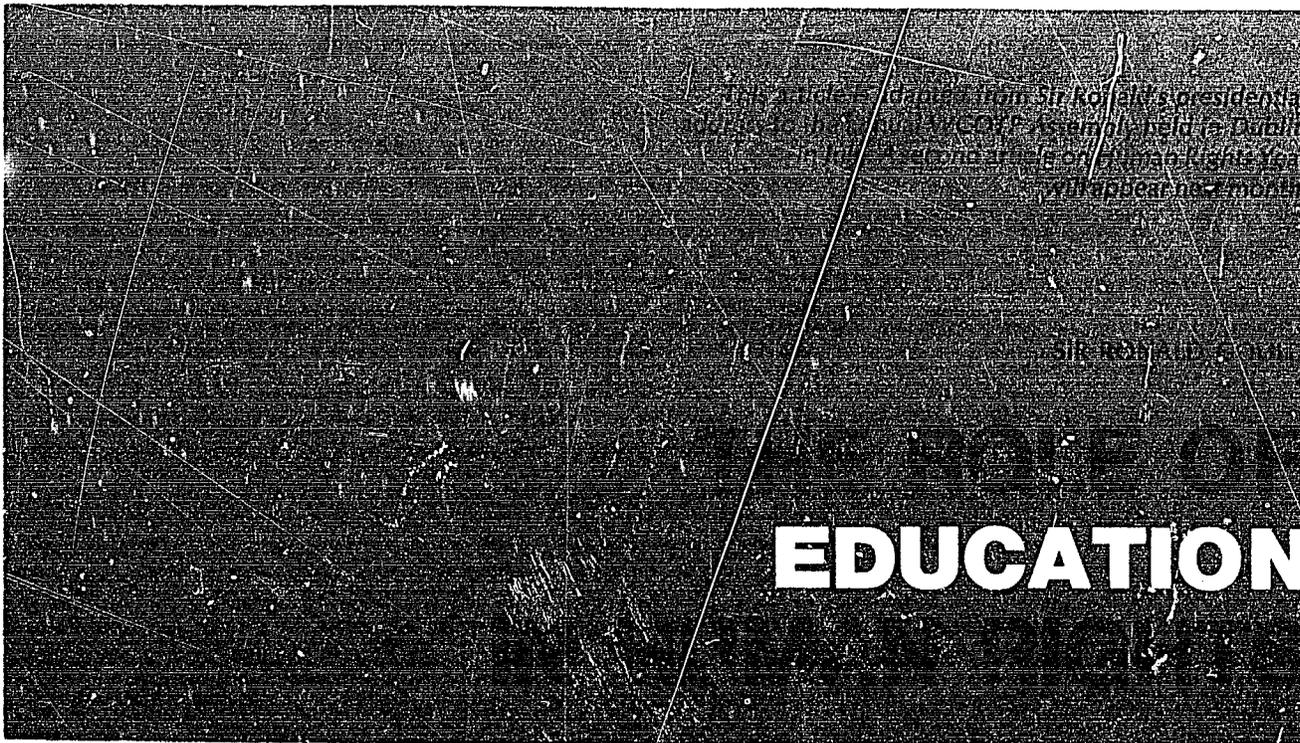
But teachers should not be the only ones discussing the report. Certainly many of the changes the Commissioners have suggested could be carried out by teachers in a single classroom, school or school district. Others,

however, will be possible only if the provincial and municipal authorities provide adequate financial support for education. School trustees and municipal and provincial officials and policy makers should study and discuss the report to ensure that the B.C. school system does not fail the youngsters of tomorrow.

It is all very well to agree, for example, that we should be developing children as individuals and that each child should discover and learn for himself, but our schools will be no better off if they continue to lack space, supplies, equipment and a host of community resources with which children can discover and learn for themselves. And it is one thing to call for individual attention for each child, but an entirely different thing to try to provide it when one has so many pupils to care for that individual attention becomes impossible.

The changes that have occurred in the world during the last ten years defy belief; the changes possible in the next decade boggle the imagination. Education must change continuously to meet ever-changing conditions. There is some doubt that we are adequately preparing students today for life in the 1960s, never mind the future, but there is no doubt at all in most people's minds that today's schools will simply not be adequate to develop children for life in the waning years of this century and the early years of the next. Yet the children who started school *this September* will graduate from secondary school in 1980. Preparing them for life in the 60s is pointless.

The Commission report indicates possible avenues of progress. Anyone who is sincerely interested in the welfare of young people and in the world we shall all be living in in years to come, will do everything he can to make sure this report does not suffer the fate so many other reports have suffered—that of being ignored. □



This year is Human Rights Year, but I doubt whether most people realize it. In my own country, the year started with an impressive rally in London and a moving service in Westminster Abbey. I had hoped that almost everybody would understand its significance, that considerable enthusiasm would be aroused, and that by the end of the year activities would rise to a grand climax.

But the dedicated sponsors have had to struggle with apathy, indifference, and the opposition of a minority of declared racists, and the latent racism of many more, so I began to fear the year would be like a speech described by Aneurin Bevan, beginning with a bang, turning into a gurgle and ending with a whimper. I am more optimistic now, but I deeply regret that what to me is an obvious proposition—that a person is a person—is rejected by some and treated with indifference by others.

Let me be blunt. We pride ourselves that the rack, the pillory, thumb-screws, stocks and the executioner's axe are all things of the past, but another sort of cruelty continues—the denial of human rights. This also must be eradicated.

The Nature of Human Rights

When the United Nations was founded in 1945, its first declared objective was to save the world from war, and its second to establish fundamental human rights. 'Is not peace, in the last analysis, a matter of human rights?' said John F. Kennedy. The United Nations thought it was.

In 1966 the United Nations unanimously adopted two Human Rights Covenants; the first, civil and political, to be applied immediately, and the second, economic, social and cultural, to be applied progressively. Why?

Because civil and political rights, liberty of thought and expression, security of the person, freedom from arbitrary arrest and equality before the law, all cost little and, given the will, can be applied immediately.

But economic, social and cultural rights, the right to work, protection from unemployment, equal pay for equal work, adequate food, clothing and housing and the right to education, are all impossible to apply immediately, even given the will, if the countries concerned are economically under-developed. To provide education for all, for example, buildings and teachers are needed, and we know only too well that some countries lack the financial resources to supply them. These, then, are not rights men have now; they are rights men should have.

The recognition of human rights demands more than eloquent and enlightened statements of principle by governments, more than political and legal action; it demands the right attitude from individuals. Whatever governments may say or do, the words and actions of individuals on shop floors, in factories, in trade union and employers' meetings, in dance halls, in pubs and on the street, are important, too. Social attitudes often deny human rights no matter how enlightened legislation may be.

The Teaching Profession and Human Rights

We represent teachers' organizations; why should we be concerned about these questions? Strangely enough, we always have been, often unconsciously. For is not education basic to all other human rights? What use is freedom of expression if you've nothing to express, or equality before the law if you're denied access to education, or the right to life if you're so ill-educated you can't



earn a living? 'Only the educated are free,' said Epicurus, which is perhaps the same as saying, 'Only the educated enjoy human rights.'

When teachers' organizations have struggled for better educational facilities and for the elimination of all inequalities except those that are inborn and personal, when they have urged that education should be available to all without restriction or discrimination, and that the effects of poor environment should not be passed on to children, have they not been advocates of the most fundamental of all human rights? Indeed, at their best, teachers' organizations are a great moral force.

But if this is too idealistic and highfalutin' for some teachers, let me say this: teachers' rights are attainable only if political and social rights are first secured. For teachers, there is no security of employment, no guarantee of promotion on the sole criterion of professional merit, no restraint on unjust dismissal, no right to free expression or freedom of worship and no right to teach the truth, unless others have the same rights. Human rights and teachers' rights are interdependent.

What, then, should teachers' organizations do? All of them—for no country observes all human rights—should identify themselves with Human Rights Year and with the demand for civil, political, economic, social and cultural rights. Above all, they should relentlessly pursue equality of opportunity in education. Much of the prevailing ignorance is man-made, for educational opportunities depend on wealth, sex, race and religion, all of which are vulgar irrelevancies.

Unequal opportunities are evil: they dehumanize children; they deprive them of the right of choice; they deny them intellectual, moral and spiritual development. Equal opportunities are good; they treat children as human beings; they will not, and cannot, make them

all alike; they give them the right of choice; they are the product of deep moral insight which enables us to see ourselves in our brothers. Thus fraternity produces equality, and equality in its turn produces fraternity, for fraternity and equality are both ends and means.

Human Rights and Schools

Now to human rights within the school. We must be realists; the school cannot work miracles. Clearly it cannot establish political rights, or organize society to establish economic, social and cultural rights. Equally it cannot even be completely successful in achieving tolerance and understanding among groups. For children come from homes and environments that are prejudiced, fearful and selfish. No matter how devoted the school may be to human rights, no matter what its intellectual, moral and material resources, it has to battle for the soul of the child against the opposing attitudes of individuals and groups outside the school. Complete success is unattainable, for the forces operating outside the school are more pervasive and powerful than the forces within. The school can but do its best.

But even where there is little or no conflict between values of the school and the home, the task is formidable. If teaching human rights were merely a recital of declarations, conventions and laws, it would be easy, but it is more—it is the development of moral attitudes, of sympathy, compassion and imaginative insight; it is the elimination of prejudice, fear and selfishness. What a fantastically difficult and challenging task!

Take, for example, the elimination of prejudice—that is, of pre-judgment, of judgment on inadequate evidence, or rejection before understanding, or, in Ambrose Bierce's words, vagrant opinions without visible means of support. It is bound to be difficult to grapple with something so powerful, subtle, seductive and irrational.

How would you have argued with Cromwell, for example, who allowed Jews to return to England but denied liberty to Roman Catholics, or Milton, who preached tolerance but would not extend it to Roman Catholics, or the urbane and civilized Harold Nicholson, who wrote: 'Though I loathe anti-semitism I do dislike Jews,' or with a Southern United States Congressman, who rounded off his peroration with, 'The one thing, brethren and sisters, that Ah hate is racial intolerance and niggers.'

Perhaps it is even more difficult to grapple with discrimination, which is prejudice, fear, domination or self-interest in action; which is treating people differently and unfairly in many ways because they are different in some ways.

Some groups use alien languages, follow different customs and live as a community within a wider community, and the unthinking behave as if they are different in every way. Thus the white sometimes discriminate against the Negroes or gypsies, regarding and treating them as lazy, irresponsible, dull and instinctive, with the implication that nothing much can be done for them.

Various people in various parts of the world discrimi-

nate against such commercially successful groups as the Chinese, Jews or Lebanese, condemning them for qualities which in others would be praiseworthy. If they work hard, they are grasping and compete unfairly; if they save, they are accumulating the means for further exploitation; if they use their brains, they will not soil their hands and are parasitic; if they agitate for their rights, they are subversive. As Edmund Burke remarked, 'No passion so effectually robs the mind of all its powers of reasoning as fear.'

Educating in human rights means grappling with the prejudices, fears, irrationality and selfishness in human nature. Discrimination may be scientifically false, politically disastrous and morally indefensible, but let's not fool ourselves into believing that eradicating it is easy.

Human Rights and the Very Young

Fortunately, there is no problem with young children, for they do not discriminate. Children work, play and make friends with other children from groups shunned and despised by their parents. In many ways they put adults to shame. They are willing to sacrifice. They trust one another. They are compassionate.

The task of the school is to nourish these child-like qualities—not, I hasten to add, by teaching five-, six- and seven-year-olds the Declaration of Human Rights, which was prepared by adults for adults and which, with all its abstractions about freedom of speech and worship, is not even intelligible to all of them, but by making the schools a reflection of what society could be at its best.

This is precisely what most schools try to do. Every minute young children are taught human rights, not by talking about them, but by encouraging responsibility for others, by fair treatment and by concern for human dignity through the ordinary routines of the school, meals, concerts and games.

Human Rights and Older Children

Teaching human rights to older children, however, presents different problems. Older children can grasp the relevance of human rights to their own and others' well-being. But alas, they are more influenced by adult prejudices and fears. How, then, do we teach them human rights?

First, by giving them knowledge of human rights, and the various declarations and conventions. Our history, in the main, is the story of conflict. Surely the deliberate rejection by all the nations of the world of settling disputes by 'bloody slaughters and barbarous brawls' (to quote Oscar Wilde) and the substitution of reason and the recognition of human rights are so significant historically that they cannot be sensibly omitted from anyone's education.

Second, human rights can be taught by cultivating the critical, cultured, scientific mind. What other sort of mind can say with Voltaire, 'I disapprove of what you say, but I will defend to the death your right to say it'? It is a highly critical, cultured and scientific mind that seeks truth by trial and error, that discards theories and policies that no longer fit the facts, that suspends judgment

on matters on which certainty is unobtainable, that imbibes truth from any source, that accepts criticisms and tolerates the opinions of others.

Such minds are out of place where men are persecuted for their beliefs, opinion is State-controlled, and the non-conformist condemned on the principle that 'he thinks too much; such men are dangerous.' Wise teachers, however, recognize that when all think alike, no one thinks very much, that indoctrination allows no dissent, and has no respect for individual personality, so they allow free expression of opinion from children and accord them the right to disagree and to object.

But more than this, teachers must encourage children to expose fallacies, and to understand the nature of prejudice, rationalizations, stereotypes and scapegoats. Why, for example, should not children understand that race, as popularly understood, is, as Jacques Barzun said, 'a modern superstition,' which is based on no scientific facts, and which falsifies the teaching of biology? Why should they not be shown that the problems of living together are social in origin and not biological, and that what religions emphasize history confirms—that all people have common origins and are linked together, and that history and environment have produced differences, and that differences in intelligence are derived not from the color of skin or from sex, but from difference in income and education and cultural opportunities?

Often the absurdities of prejudiced opinions can be readily exposed if children are encouraged to question them.

Third, to under-pin human rights, teachers must encourage the development of sound moral attitudes. For in the last analysis human rights depend not on knowledge of the facts and critical minds, but on moral qualities. The purpose is to turn egos into gentlemen. I wish this were more generally accepted today, for it has never been more needed.

Eleanor Roosevelt once said, 'Human rights should begin in small places close to home—in the home itself, the factory, the farm, the workshop and the school.' Let teachers begin, then, with the practice of human rights in school. Let them respect the dignity of the child. Let them remember Pestalozzi's advice: 'Teacher, be persuaded of the excellence of freedom. Let the child be as free as he can.'

And let there be close liaison between school and home. A child who lives in a prejudiced atmosphere at home will absorb prejudice and act with prejudice. To avoid conflict between the home and school, therefore, seek the co-operation of parents. Difficult though this may prove, it must be done.

Quite by accident I came across an excellent summary of all that the schools should be attempting—in a letter Freud wrote to Einstein in reply to his question whether there was a way to relieve the world from the horror of war and to influence the world's mental development so that it became less susceptible to hatred and the impulse to destroy. Freud thought the 'aggressive impulse' an inherent and unavoidable human



Teachers must relentlessly pursue equality of opportunity in education so that the potentialities of young people like this Nigerian high school student may be developed to the full.

characteristic, and disbelieved reports of people and races which were free of such impulses and their effects. He was equally suspicious of the hope (and he quoted Bolshevism as an example) of relieving people from aggressive impulses by satisfying their materialistic requirement. Freud pinned his hopes on emotional ties. 'Everything which creates emotional ties amongst people is working against war,' he wrote. 'Relations as to a love object' and 'identification' (that is, everything which creates significant communication among people) and 'evokes such fellow feelings' were to him the way of overcoming the 'aggressive impulse.' 'We must educate a class of people,' he said, 'who think independently and who are inaccessible to intimidation and fight for the truth, upon whom the responsibility for guidance of the dependent masses would fall,' but his ideal solution was 'naturally a community of people who have submitted their instincts to the dictation of reason.' Wise advice, which should be reflected in the life and work of all our schools.

Marshall McLuhan has recently said, 'Electronics have turned the world into a global village.' This global village contains villagers who are not neighborly. Vietnam and Nigeria are torn apart by conflict and there is widespread fear that tensions there and elsewhere may plunge the world into greater conflicts.

This global village is witnessing a population explosion. Today's population of 3,250 million will reach 7,000 million by the year 2,000—more than doubled in less than 30 years. And the biggest increase will be found in the most impoverished parts of the world.

This global village is sharply divided into the haves and the have-nots. The haves, a third of the villagers, have an income per head more than ten times the average of the have-nots living in Asia, Africa and Latin America. The latter are often hungry, diseased, physi-

cally and mentally under-developed and frustrated because they are denied the opportunity to develop their potentialities.

In this global village the technology of the haves advances faster than the technology of the have-nots. So the gap between them widens rather than narrows, and since the haves, in the main, differ in color from the have-nots, the tensions caused by hunger, disease and lack of educational opportunity are intensified.

Is there, then, any hope of harmony and peace in this global village unless we all recognize human rights? What does it profit us if we know more and more, if our standard of living rises, if we explore outer space, if we split the atom and even discover the secret of human life, if our brother hungers, thirsts, is oppressed, denied human dignity and even the right to live, and the whole basis of civilized living is undermined?

The denial of human rights in Vietnam, Nigeria, Rhodesia, South Africa and in varying degree in every country, will continue so long as so many lack conviction, are apathetic and indifferent, avoid involvement and opt out.

Whatever the response of others, we teachers must opt in. For are we not one of the most potent influences in the lives of children? Do we not help to shape their lives and the future of the world? And have we not allies, enlightened thinkers, politicians and writers? And are not our greatest allies the undertaker and the midwife? For the old and prejudiced are not immortal; they will die.

If the children in our schools and those yet unborn can be persuaded to accept their kinship with all men, '... a loftier race

Than e'er the world hath known shall rise,
With flame of freedom in their souls
And light of knowledge in their eyes.' □

NEIL SUTHERLAND

TO TEACH THE NEW CURRICULUM WE MUST

REVERSE THE TEACHING OF HISTORY

This autumn, in most B.C. secondary schools, the new social studies curriculum made its first appearance. Content, organization, and teaching materials have all been radically changed from the pattern with which, over the years, we have all become very familiar.

In my experience, most teachers were more than ready for a change—almost any change—if it meant that new teaching materials would at last become available to them. Nevertheless, the eventual success of the new curriculum in meeting the goals we have for history teaching rests much more in how we propose to teach it than in the new topics and the new materials—intrinsically interesting as these may well be.

Before articulating the principle I feel is the fundamental key to improved history instruction, I should like to present a particular 'case study' as a specific example around which an analysis of method can be built.

Let us suppose we want a Grade 9 class to understand something of the great mass migration to Canada from continental Europe in the two decades before World War I. We could simply tell the students that in this period hundreds of thousands of people came to Canada from Europe and that, after many difficulties, most of them succeeded in making some kind of life for themselves in the new land. Alternatively, we could phrase a question in a blackboard or mimeographed exercise which would draw their attention to this typical school textbook statement in Canadian history:

From continental Europe arrived a great mixture of nationalities—Germans, Ukrainians, Austrians, Hungarians, Norwegians, Swedes, Italians, Poles, and many other races. They started with little, worked hard, stayed out of trouble, and many became well-to-do farmers in a few years.

On the other hand, we could begin by reading (or having the class read) these two Ukrainian folk songs

which were written in Canada (in Ukrainian) in this period, and posing the question, What do they tell us about the movement of peoples to the Canadian west?'

*In search of fortune I rushed here
To such a far and distant place
I've suffered much
And I still endure all kinds of hardships.
But happiness is a rare thing here,
And few will ever find it.
More people perish in the mines,
And not one will ever hear again of them.
Others have their hands cut off—
Victims of the machines,
While others die of hunger
Because they don't know the language.
O save us, Mother of God
And all you heavenly powers above,
So that we can earn
A hundred dollars for our pockets,
So that we can sail back to our families
Over that frightful ocean—
It is there that our hearts will be lighter
And the black days will be forgotten.¹*

*Go to Canada, don't put it off,
Although you'll suffer for a year or two;
But later, you and your children
Will all be living the life of a lord.
Here everyone is equal,
At home or in the lawcourt, everyone is a 'sir';
And 160 acres of land is owned
By every Harry, Pan'ko or Ivan.
Work where you want, mow where you can,
Cut the forest where you wish;
Work for yourself, not for parasites,
And pay only five dollars tax.
Here everyone pays five dollars,
Be he a Ruthenian, Pole or Englishman;
And after you've finished your two days on public works,
You've got peace for a whole year.²*

In an analysis of these two selections the students can discover the motivation behind much of the immigra-

The writer is an associate professor in the Faculty of Education at the University of B.C.

tion, the problems, the hazards, the anguish, the happiness and even the occasional joys which made up the immigrants' lot, and also something of their perception of the land which was their host.

First-hand Accounts Give Picture

From the songs they can go on to other first-hand accounts which will enable them to reconstruct a clear and a personally-held picture of the period. They can read John Wendelbo's description of the move of a group of Ukrainian settlers from Winnipeg to Stuartburn, Manitoba:

Although some nine or ten families of this party had very limited means wherewith to settle on land, yet I am confident, that they will manage to live much better in the country than they could in the City, where expences are greater and competition for employment much keener. I may mention, that as soon as they have erected shelters for their families, a number of them have been promised employment on Threshingmachines intending to work near Dominion City.³

From this item they can turn to Mykhailo Stashyn's recollection of the same move:

After two weeks' stay in Winnipeg, we were taken to Stuartburn some sixty miles south of Winnipeg. We were brought to the big farm of a man who was raising stock, and he allowed us to use his stables as our temporary dwellings. We slept indoors, but all housework was done outdoors. There the laundry was washed, the bread was baked, the meals were cooked, and we, the children, played near our mothers. Our fathers went to select homesteads with the surveyors and to cut the lanes, because all land was covered with bush.⁴

To Father Nestor Dmytriw's account of a visit to the settlement:

*The first homes of many of the settlers were much like this one near Carberry, Assiniboia.
(The original oil painting by E. Roper is in the Public Archives of Canada.)*





In the twenty years just before World War I, hundreds of thousands of Ukrainians, Germans, Austrians, Poles, and other Europeans came to Canada. Although the people in this picture are Germans, they are a representative group.

Not far away there stood a small house of a poor settler who arrived in Winnipeg with only four cents to his name. He even showed me these four cents and said that he will keep them until he dies. 'These were—dear Father—the last drops of my blood,' said the poor man. This unfortunate peasant was robbed in Galicia by everybody, beginning with the District Governor and ending with Moshe, the village inn-keeper, who most brazenly demanded the repayment of some debt, threatening to wire police authorities at Lviw to stop him from leaving the country if he did not pay. The poor peasant, frightened to death, paid everybody what was demanded, only to get away. During the journey he was cheated again by everybody, and when finally he arrived in Winnipeg from Borshchiw, all there was left of his eight hundred gold florins was four cents. It was indeed the last drop of his blood. He was able to earn a little money in Canada, and what he earned helped him to settle on the holy earth. He received nice rolling acres—you could hardly see the boundary of his farm—but how could he start working them? Should he begin to fell poplar trees with his head? But the good man did not despair. He cut some logs during the bitterly cold winter weather and built himself a little house. A modest house, a poor house it was, but nevertheless it was his house, and he does not lose hope and faith in the future. 'At least my children will have it better,' he said.⁵

In addition to these materials, the students can examine photographs of Stuartburn in the period and, finally, analyze a table of immigration statistics—each digit of which should by this time represent a living breathing individual to them.

Now what theme does this small example embody? It is this: if we are to fulfill our aims for history in the school curriculum, our ideas on teaching our subject need the same sort of drastic re-thinking which the scientists, mathematicians and geographers have so successfully given to the nature and functions of their disciplines as part of the school curriculum.

Teachers and scholars in these fields have given considerable thought as to the best method by which the unique natures of their disciplines can be reflected in the content and the teaching of their subjects in the elementary and secondary schools. The successes

achieved in mathematics and science have come about because a serious effort was made to harmonize, in the new curricula in these subjects, both the views of the academic specialist on the nature of his subject and the views of the psychologist about how children learn.

Despite recent criticisms of his formulations, Jerome Bruner has clearly and effectively articulated the teaching process which history teachers must apply to their discipline.⁶ Since most teachers are familiar with Bruner's work, I shall draw briefly from it just enough to make my own position clear.

From his basic premise that the intellectual activity of the child in the classroom is identical to that of the scholar or scientist at the frontiers of knowledge—that there is no difference in the *kind* of thinking that goes on from one to the other—Bruner draws three basic theses for the improvement of teaching. First, if the relatively brief time which is spent on any one subject is to be of any permanent value to the student, it is essential that he grasp the structure of that subject. Second, the child is ready when he begins his schooling to grasp and use these basic ideas of a subject. Third, intuitive thinking—'immediate apprehension or cognition'—is better taught or cultivated when the pupil has a grasp of structure in a subject.

Bruner suggests further—and I think this suggestion is crucial for teaching history—that inductive discovery by the pupil of structure in a subject is far more fruitful of learning than deductive presentation to the pupil by the teacher. If Bruner's ideas are applied to history and implemented in our history classrooms, we can expect a much better realization of the pious aims we have in mind for its study.

Students Must Be Taught Historical Method

The natural question at this point is, of course, how do we go about translating all of this theory into classroom practice? I believe the answer is much less difficult than it may appear. Since historians apprehend the structure of their discipline through the practice of their unique methodology, students must be taught to study the history we want them to learn by using historical method. Through their attempts to solve historical problems (such as: what was the nature of the second 'great migration?') the students will learn the skills of the historian and, through using these skills, gain an insight into historical structure.

The historian arrives at his conclusions and derives his generalizations from a study of primary sources—diaries, letters, log-books, travelers' accounts, folk songs, minute books, magazines, newspapers, coins, pictures, the remains of historical sites, historic buildings, government papers, treaties and constitutions. Our students must have these materials so that they can frame their own questions about history and arrive at their own conclusions, not only about the events of the past, but

Continued on page 78

INNOVATION

IS IT JUST LABEL SWITCHING?

NORMAN ROBINSON

One of the dominant themes in education today is the need for educational change. Change is the theme of countless conferences, articles and books, and innovation is seen as the key to quality education.

Educators, if they are to appear forward-thinking, are under pressure to introduce innovative practices in their schools or districts. Not to do so is a mark of professional retardation. Thus, educational organizations all over this continent lay claim to improved programs related to curriculum development, organizational practices and teaching strategies.

In the past decade particular attention has been paid to organizational innovation. Administrators have been attempting to modify the traditional organizational structure of the school through various plans for team teaching, nongrading, individualization of instruction, computer-built schedules, new staff positions and different physical arrangements in the school. These organizational modifications are supposed to overcome some of the traditional organizational problems schools face, the goal being an improved learning environment for children.

How successful have the innovations been in achieving this goal? The answer is that these innovations have not affected to any great extent the kinds of experiences children undergo in school. In many ways, schools are not very different from what they were 10 or even 25 years ago. Most of the so-called organizational innovations are really a form of 'label-switching'—pinning an innovative label on an obsolete practice.

Nowhere is this more apparent than in the development of nongraded programs in elementary schools. Names of grades are being abolished; instead they are called levels. The educational practices carried on under the new nongraded structure do not, however, differ from those of the old graded structure.

Goodlad has summarized the situation as follows: 'Nongrading is supposed to raise the ceilings and lower

Mr. Robinson is a member of the Faculty of Education at Simon Fraser University.

the floors of expectancy for the class group, reduce the importance of age as a factor in determining the student's program, and encourage greater flexibility in grouping. But a study of the supposed nongraded elementary schools in the United States found little movement in these directions.¹

What is true of nongradedness is also true of other areas of organizational innovation. Computer-built rigid schedules are replacing hand-built rigid schedules. Teacher aides are employed, not to free teachers from nonprofessional tasks, but to help teachers in the continued performance of nonprofessional tasks.² Team teaching, in many cases, has involved a reorganization of teachers in the conduct of tasks which have no relevance to improved staff utilization.

Organizational innovation is a meaningless kind of activity unless it results in certain fundamental changes in what learners do when they learn and what teachers do when they teach. Changes in learning and teaching cannot be effected through 'label-switching,' but only through a basic concern with the fundamental and unique organizational problems schools face.

As one kind of a formal organization, schools are not too different in their broad structure from other kinds of formal organizations. Like other organizations, schools have been established to achieve certain goals. In the pursuit of these goals, schools practise a division of labor. Once this division of labor begins, there is an immediate necessity for a system of hierarchical offices to exercise a controlling and co-ordinating function; and there is also the need for a system of rules and regulations to guide the conduct of the organization's members.

However, schools do have certain basic and unique organizational characteristics which give rise to unique organizational problems. These problems are not usually considered by administrators when organizational innovations are planned.

A sizeable number of these problems could be identified, but three of the most serious ones are: (1) the high degree of goal ambiguity found in schools; (2) the problem of institutional inertia in schools; (3) the excessive reliance on authoritarianism in schools.

Ambiguity of Goals

Schools, perhaps more than any other kind of formal organization, experience considerable goal ambiguity. Many schools are not sure what goals they are pursuing; there is often disagreement within a school on what the goals of the institution are; and there is often a lack of awareness that the real goals of the school differ from the stated goals. In any case, the absence of a sharp focus on goals is perhaps the most important organizational problem schools face.

The goals of schools are not only ambiguous, but are usually stated in vague, diffuse terms, presumably because measurement of goal attainment is highly indeterminate. We should recognize, however, that schoolmen tend to hide behind the problem of measuring goal attainment. So long as teachers and administrators say that the most important objectives they are trying to

achieve cannot be measured, they are protected from public criticism for failing to meet these objectives.

The truth is that goal attainment is not all that immeasurable. In other words, the plea of immeasurability serves as a protective device which gives teachers and administrators considerable professional latitude in determining educational practices. Consequently, administrators can innovate by implementing open area plans for schools, team teaching, nongraded programs, etc., without having to account for whether or not these practices in fact contribute to improved learning.

The most important innovation most schools could profit from would be to develop organizational structures and procedures that would reduce goal ambiguity and increase goal measurability. More specifically, some of the activities schools could engage in are as follows:

Activities to sharpen goal focus. In a healthy organization goals are reasonably clear to the participants and are accepted by them. This clarity and acceptance of goals is simply not found in schools, particularly among the students. To sharpen goal focus, schools must develop mechanisms that will involve all the participants (administrators, teachers and students) in the setting of goals. In addition, groups in the school's environment (parents, business, labor, etc.) must be allowed a voice in educational goal-setting.

This wide involvement of non-educators in goal-setting would in no way restrict or reduce the authority of educators. In fact, it would probably increase it. The role of the professional educator would be to aid the non-educator groups in discerning desirable goals, and to enlist their full support in the pursuit of the goals.

Activities to increase goal measurability. Educational goals should be stated in terms that make them both achievable and measurable. This means they must be stated in terms of certain behavioral outcomes. For a science teacher to say that one of his primary goals is to develop in his students the spirit of scientific inquiry is a meaningless goal statement. What is more appropriate is for the teacher to obtain a measure of the extent to which students exhibit behaviors that indicate the presence of this spirit. This is quite possible. For example, the AAAS Commission on Science Education has developed a curriculum which states behavioral objectives, develops process exercises to elicit these behaviors, and then tests behavioral outcomes.

Inertia of Institutions

A second basic organizational problem schools face is their high degree of institutional inertia. Schools resist change. Why schools are slow to change their practices has interested investigators for a long time. Data gathered by Mort and his colleagues from the 1920s to the 1950s indicate that: "Once a 'practical invention' (such as kindergarten) has been devised to meet an underlying need—a process itself occupying fifty years on the average—approximately fifteen years elapses before three per cent of school systems install the in-

novation. Though adoption rates increase rapidly after the three per cent "tipping point," complete diffusion of successful inventions appears to take approximately fifty years after the first "authentic introduction."¹³

As a result of this slow diffusion process, Mort concluded that "the average American school lags twenty-five years behind the best practice."¹⁴ He stated that the slow diffusion of new educational ideas can be attributed to the absence of a scientific source of innovation in education, the lack of change agents to promote new educational ideas, and the lack of an economic incentive to adopt new ideas.

In the last decade, the pace of adopting new educational ideas has quickened considerably; the diffusion rates of the late 1950s and 1960s are considerably higher than in the period studied by Mort and his colleagues. Studies⁵ investigating the diffusion rates for programmed learning, language laboratories, team teaching and new curriculum materials all show rates of adoption of these new practices in schools to be higher than would have been predicted by Mort. However, adoption rates in education still compare unfavorably with those in industrial and commercial firms and among professional groups. An innovation in medicine, for example, is adopted universally in about two years.⁶ Educational organizations thus present a particular kind of problem in institutional inertia. The task of improving schools thus becomes one of developing organizational structures to overcome at least some of the reasons why schools resist change.

Change structures at the provincial level. There is a definite need for a provincial organization devoted to developmental tasks in education. This would be an organization like the regional educational laboratory in the United States, whose primary function would be to implement productive change by mounting innovative programs throughout the province. The agency would not be a research institute; its function would be to narrow the gap between research findings and existing practice. Poor accessibility to knowledge about recent educational developments is a greater deterrent to improved educational practice than is poor availability of knowledge.

Many worth-while educational programs and practices are closer to hand than school people often realize. In education the mistaken idea prevails that a good idea will somehow sell itself. Emphasis on the communication-diffusion-implementation continuum would be the most important *raison d'être* for the provincial developmental agencies.

The developmental agency would not be a governmental body. It would be an autonomous group bringing together all parties in the province concerned with improving education. Membership would include universities with their research knowledge competence; schools as agencies of practical implementation; the Department of Education where political responsibility for education is lodged; and such other interested groups as industry, labor and social and welfare agencies.

Change structures at the school district level. At the district level we need organizational structures that include one or more staff positions whose function would be to help plan, promote and implement desired educational changes.

These positions need not be—probably should not be—permanent. They could be staffed by people, temporarily removed from their regular school positions, who have been given special training in change processes. These people (who could be called district development agents) would be assisted by consultants from outside the district.

The district development agents could engage in many useful activities. They would be in charge of the training of school personnel in change processes, familiarizing them with the content of change, and providing school personnel with the knowledge and skills for the evaluation of change. They could also provide for staff inter-visitations. Teachers are generally skeptical of new ideas unless they can see them at work in a teaching situation comparable to their own. Providing opportunity for teachers to see promising developments in other schools is therefore a highly desirable practice.

One of the most fruitful activities a district development agent could engage in would be guiding schools in self-appraisal techniques, to assess the degree to which

principals emphasized hierarchical authority in their dealings with their staff, teachers expressed low job satisfaction and gave a low effectiveness rating to the school. In addition, an emphasis on hierarchical authority was negatively related to pupil productivity as measured by standardized examinations.

There is evidence that the experiences teachers undergo in schools affect their personality development by making them more deferent and obedient. A study done by Guba, Jackson and Bidwell reveals that the educational experiences teachers undergo tend to erase the initial personality differences teachers possess when they begin teaching, and these experiences result in the formation of a modal teacher personality. This personality is characterized by high needs for order, deference and endurance and low needs for heterosexuality, dominance and exhibition.⁸ In addition, these researchers found that the more nearly teachers approximated the typical teacher personality, the less likely they were to feel satisfied, effective and confident in the ability of their administrators, but the more likely the administrator was to regard them as effective teachers.⁹ In short, the deferent, orderly, enduring teacher is the one highly prized by the administrator, the one who is viewed as an asset to the school.

Organizational structures like the ones present in

It seldom occurs to today's eager innovators that the concern of the much-maligned traditional school was really more with teaching processes than facts. But the process selected for primary attention was memorizing. Today our technical advances have made it possible to rely on technology for memorization. Consequently, today's learning processes include far more emphasis on how to find and store information outside the memory than to retain it inside.

—Don Robinson in *Phi Delta Kappan*

they are meeting their objectives. As a result of this self-diagnosis, schools can develop remedial measures to correct inadequacies.

Authoritarianism in Schools

A third basic problem schools and school districts have is their heavy reliance on authoritarianism as a control and co-ordinating mechanism.

In each province there is a long line of hierarchical offices in education from the Minister down to the pupil. In the past decade there has been a growing tendency to lengthen this line of command. Such new offices as directors, supervisors and consultants have been created at the district level. Similarly, in schools, second vice-principals and department heads have been added. Although some of these offices (e.g., supervisors) were originally designed as staff and not line positions, most of them have evolved into informal, if not formal, line positions.

The effect on teachers and students of this strong emphasis on hierarchical authority has not been investigated fully. What evidence there is, however, seems to indicate that the effects are negative from point of view of personality development, morale and productivity. For example, in an investigation of bureaucracy in Alberta schools, MacKay⁷ found that in schools where

schools today cannot be considered good if their effect is to produce self-effacing functionaries. If teachers are to serve as worthy exemplars for students, they should be people who exhibit positive self-images. Administrators should value people who are more nonconformist and individualistic.

What can be done to reduce the extreme authoritarianism of our educational structures?

Reducing hierarchical authority in schools and school districts. A deliberate effort could be made to shorten the line of command in education by eliminating a number of positions. Supervisors and consultants could be eliminated without any great loss. These roles were designed primarily to be helping roles, particularly for poorly-trained or inexperienced teachers. More particularly, they were designed to help the beginning teacher. Formanek,¹⁰ in a study done in an urban center in Alberta, found that central office staff were not much help to beginning teachers. Only 19% of beginning teachers turned to consultants for help in their first year of teaching. Similarly, Wiens,¹¹ in a study done in three large Western Canadian school systems, found 62.5% of the teachers in these systems never ask for the services of consultants.

As teachers become better trained, the roles of super-

visor and consultant can be phased out. A much more desirable way of assisting the beginning teacher is to assign him to a team of experienced teachers. He can work into a position of full responsibility gradually under the guidance of the experienced team. This is much more desirable than the present arrangement in which the beginner has full responsibility assigned to him from the first day. It is also desirable from another point of view; research evidence indicates that teachers are more likely to go to another teacher for help than to expose their needs to a central office figure.

A careful look should be taken at the role of the vice-principal. This role is perhaps the most ill-defined, least understood and least productive role in school organizations today. In most cases a good teacher has been promoted to the position to perform low level tasks which could be better performed by an administrative assistant. Such an appointment would, in most schools, obviate the need for a vice-principal.

In secondary schools, the role of the department head should be reconsidered. This role, in many schools, is emerging as a line position with attendant supervisory and informal evaluative functions. Instead of permanently appointed department heads, consideration should be given 'task force leaders' in subject areas, who would head up special study projects. These task force leaders would be elected by the collegial group and would hold office only until the force had completed its task. The leaders would be suitably recompensed in time and money. In short, these leadership positions would be temporary and task-oriented positions, not permanent positions in the hierarchical structure.

Reducing coercive authority and strengthening normative authority. Although there is an encouraging trend for schools to move away from the use of coercive authority toward voluntary or normative authority, schools today are essentially coercive institutions. They have a long way to go in becoming institutions in which students accept the organization, not because they are forced to, but because they have adopted the institution's values.

The noted American sociologist, Etzioni, indicates that there is considerable doubt 'whether the higher in rank can serve as leaders for the lower ranks in coercive organizations. Officials, it seems, must either reduce the coerciveness of the organization, or give up hope of effective formal leadership.'¹²

One of the greatest organizational weaknesses of schools is the lack of student commitment to the organization. Students are not involved to any large extent in planning, implementing or evaluating what goes on in schools. Present schools are considered liberal if they allow students to participate in 10% of the decisions concerning their education. Students should be involved on a more nearly 50-50 relationship. This does not mean that students should have a 50% control of the school; it does mean that they should be involved in at least 50% of the policy decisions which concern them.

If students are involved, along with teachers, as members of idea teams, curriculum teams, communica-

tion teams and evaluation teams and if they meet frequently with administrators to discuss the problem of improving the school, educational policies and processes within the school will be greatly improved. If students are not involved more in policy-making in schools, there is every indication they will take strong action on their own to gain a greater voice in the conduct of schools.

Today's sophisticated and knowledgeable students will not tolerate for long the repressive and antiquated methods of control still exercised in many schools. They will also question, with increasing frequency, the inclusion of subjects in their study programs which have no relevance to their needs and whose inclusion can be justified only by habit or tradition.

Nor is it likely that students will accept for much longer the organizational myth that good grades in school are the key to future success and happiness in life. Research evidence indicates that marks in school subjects are virtually useless as predictors of future creativity, inventiveness, leadership, good citizenship, personal and social maturity, family happiness or honest workmanship.¹³

Schools must develop organizational structures that truly involve students in policy-making. If this is not done, students will probably form unions to bargain as a group for the improvement of educational conditions, or they will develop such less formalized but equally effective forms of action as wild-cat strikes.

In summary, I believe that organizational innovation in schools is important only insofar as it facilitates basic changes in what learners do when they learn and what teachers do when they teach. In the past decade much of the so-called organizational innovation that has occurred in schools has simply been a form of 'label-switching,' and has not come to grips with the basic organizational problems schools face.

Although I have mentioned three basic problems and have made a number of suggestions for attacking them, there are other equally basic and serious problems that deserve analysis. Some of these are: (1) the absence of appropriate measures for determining total organizational effectiveness in schools; (2) the paucity of appropriate incentive systems for students and teachers in schools; (3) mechanisms for resolving inadequate conflicts; (4) improper utilization of human resources; (5) the unique communication problems schools possess; (6) the protected monopolistic position of public schools and the absence of appropriate means to render schools truly accountable to the public.

Organizational innovations then must be concerned with providing solutions to the basic organizational problems which schools face. Only after these problems have been solved can schools be truly innovative in other areas of endeavor, particularly curriculum and teaching strategies. Organizational innovation will not solve non-organizational problems, but the failure to solve organizational problems can impede innovation in non-organizational areas. □

References available on request.

Basic math skills offer a parallel situation. The need for children to calculate can be readily met by any of a variety of mechanical aids—adding machines, abacus, etc. However, this is not the primary aim of mathematics education. It is far more important for children to learn the conceptual basis of mathematics—number systems, set theory, etc. In the case of children learning penmanship, this kind of conceptual rationale is lacking; the skill of writing could be rendered minimal by using typewriters.

The Concise Oxford Dictionary defines writing thus: 'To trace symbols representing word(s), specially with pen and pencil.'

Before going into the main discussion, I should like to dispel an erroneous notion this dictionary definition may give to the reader. The definition says that *words* are represented by symbols; this is not true. The symbols in writing represent *sounds* of a language, not words. A word is the product of a grouping of symbols. The definition should be revised to read: 'To trace symbols representing sounds, . . .'

Tracing symbols is a twofold process. Before actually tracing the symbol, one must have its image fixed in his mind, so that the first phase of writing, in linguistic jargon, is 'recognition' of the symbol. ('Discrimination' is perhaps the earlier step, since the writer must realize that the shape of the letter he is to write differs from all other letter shapes he knows and from other shapes of all kinds.) The writer selects from the 'internalized' symbols stored in his memory, the ones which match the sounds he wants to represent on paper. Consider a child selecting (i.e., recognizing) his favorite toy from among all other toys. Once he recognizes the symbol, the second step of the process is a manual transfer of that image onto the paper.

This second part of writing smacks strongly of the period of hard manual labor which preceded the industrial era, and which has been followed by the electronic era. Imagine the number of hours wasted by a beginner in learning to make those funny curves and lines and loops called letters!

On many an occasion I have watched my 3½-year-old son struggle to match on paper the image of a symbol he has in his mind. 'O' is simple enough for us adults, but making the two points of that circular line touch is no simple task for little Manu. Again, one 'o' is drawn fat; another thin; still another crooked. The 's' is often written 2, particularly at the beginning, and no two s's are similar in size.

If there are problems to writing single letters, how much more difficult it is for a child to put together two letters on a line. Manu loves to write his name. M is up-down-up-down, but the 'down' line is longer than the 'up' line. Up-down and a line across gives him his A, but A is smaller than M, and not in line. N is again up-down-up, and U a funny curve, and both are out of line and size with the rest.

These observations point to another aspect of writing. Writing is more than 'transferring the image onto paper.' Manu has known the alphabet since he was two,

and it is not unreasonable to assume that the images of the letter symbols are well ingrained in his memory. He can always point to a letter in a word on a printed page, yet he struggles to 'trace symbols.' And several years will go by before he is able to write well. You might say he has not yet perfected his motor skills.

A friend points out that reversed writing (2 for S, above) is a sign of neurological unreadiness or inability to see that 2 is not S. Certainly. But there is an activity he can do even at such a developmental stage which fulfills the same task of 'tracing symbols'—that activity is typing.

In Nimnicht's experiment, three- and four-year-old Mexican-American children, who had 'language problems and a different culture,' learned to type English words and stories. By painting their fingernails to match the colors of the typewriter keys, they learned the accepted touch system, when they discovered the matching relationship of the colors.

My own Manu's experience is a similar one. Although he doesn't use the touch system—no attempt was made to teach him that—he no longer spends hours on writing his name. On the typewriter he gets all the letters in one straight line and the same size and shape! How excitedly he shows me his achievement. Then he goes on to type other words he knows—and some he doesn't know, by looking at the book. I am sure he would easily learn the touch system, too. Overnight he has learned to 'trace symbols on paper.'

Let us now look into some of the theoretical considerations of introducing the typewriter at the earliest possible age.

Typing gives Manu an exciting sense of achievement because the letters are all the same size and in a straight line.



The human child is an active and competent organism with greater perceptual abilities and response capacities than we had ever imagined. It is our duty to provide him with the materials which will help him to develop and use his capacities to the fullest. In fact, we should be depriving the child of his rights should we fail in this responsibility.

A decade ago, we would not let a child touch a piece of equipment, but today, at least some science teachers encourage their students to explore and discover natural phenomena by touching and feeling the objects of their interest and the instruments used to study them. How involved the children are in their work! How much they enjoy it, as is evidenced by their beaming faces.

We sometimes wonder why an infant keeps on gazing at a rug for a long time. It is simply that he is exploring the world around him. He is experimenting—trying to find out what is there. A child allowed to handle equipment is sure to find many a thing worthy of exploration.

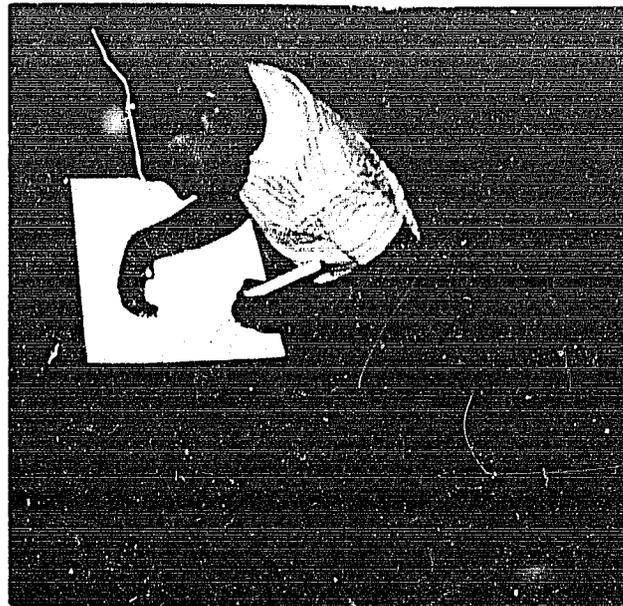
Parents have all had the experience of seeing their children use a toy in the most unexpected and novel manner. At first the very young child is more interested in finding out what's going on underneath the cover of the typewriter rather than typing itself. This natural curiosity makes it easy to introduce the typewriter at an early age.

Another important aspect is the time saved by learning to type early.

Ralph (see bibliography) has pointed out that there are no significant differences between a child who has attended a nursery school and one who has not, other things being equal. While I am not competent to question this position, I still feel that a child who has had more opportunities or specific kinds of training in early life—say before the age of four—certainly has an advantage over others who haven't had these experiences. It may well be true that it does not matter when a particular skill is perfected. But what about the other kinds of interactions that such an experience would bring about in the young mind?

For example, let's say a child learns to type in three months, instead of taking a couple of years to master writing. He saves at least a year, and surely, during this time, he is interacting with a wider range of experiences in yet other ways not necessarily related to writing. Thus, his experiences are much richer than those of a child who spends his time on writing. Ralph found that negative child-child interactions decreased among children who had had nursery experience as opposed to those who had entered regular school at age 5.

In his *Understanding Media*, McLuhan suggests that the typewriter even helps write poetry! '... poets like Charles Olson are eloquent in proclaiming the power of the typewriter to help the poet indicate exactly the breath, the pauses, the suspension, even, of syllables, the juxtaposition, . . . of parts of phrases which he intends, observing that, for the first time, the poet has the stave and the bar that the musician has had.'



Manu loves to write his name, but doing it by hand is very hard work—and the letters don't come out right.

A possible overriding objection to replacing manual writing with typewriting is that a person will not be able to write at all when the necessity arises (e.g., at the store, in the bus, etc.). I believe that once a person has the letter symbols well ingrained in his memory, and has developed the motor skills with age, he should have no difficulty in using pen or pencil to write. The problem of manual writing during the early stages is a lack of motor co-ordination; once this has been perfected, a child should not have any problems. This must, of course, remain a hypothesis to be tested by investigators.

If a young child whose motor skills are not sufficiently developed to master the complex activity of writing can be taught to type, why have we been insisting on training him to write? A typewriter is not an excessively expensive item, and it can be even cheaper with mass production.

In technologically underdeveloped countries, of course, this idea is not feasible at the moment. In my own country, for example, a standard typewriter costs more than an average wage earner's monthly income!

A machine with large letters can be manufactured for the specific use of youngsters in school and toddlers at home. Such typewriters are already in use at the Duke of York (experimental) School of the Toronto Board of Education and many other elementary schools across North America. Its cost need not greatly exceed that of some of the audio-visual materials now in use in the classroom.

What educator or parent would not want to save years of boring and frustrating time for their children?

What educator or parent would not want to enrich his child's early contacts with the world, extend his experiences to areas heretofore not readily accessible to him until a later age?

Let's teach youngsters typing, not writing. □

Bibliography available on request.

IS THERE A PLACE

Is corporal punishment really a bad thing? Is it a good thing? A stand on either question can be supported by much educational and psychological opinion. But there is another question, often unanswered: What makes corporal punishment necessary?

Corporal punishment is often used as a 'quick cure' when Authority does not feel inclined to assess a situation in its entirety but, rather, wishes it 'over and done with.'

If we are to understand student behavior, we must always consider it as interaction—between student and peers; student and teacher and/or principal; student and society, as represented by school rules and the values of society; student and curriculum, and student and family.

Self-discipline as the long-range goal of teachers for their students is a philosophy with which few will argue. Any disagreement is about how or by what means self-discipline is developed.

Research results now becoming available indicate that schools which truly allow for individual differences in learning abilities and behavior, and which require self-discipline from their students, have little, if any, need for corporal punishment. The opportunity given teachers in such schools to become fully functioning staff members in matters of instruction as well as of administration permits of their being evaluated as educators, not just as classroom teachers. This extension of professional responsibility permits teachers to be less concerned that classroom control will be the prime factor in evaluations of their competence and this, in turn, allows them to be more tolerant and more flexible with respect to classroom behavior.

Teachers today are having to become initiators and directors of experience that extends thought and knowledge. This change of function enables structured classroom operations to develop a climate for thoughtful interchanges of ideas, feelings and attitudes.

Opportunities for disrespecting other people become less numerous as individuals come closer to a common ground and feelings of superiority/inferiority are not continually aroused. A search of the records of several schools has shown that much of the corporal punishment administered has been a result of disrespect for teachers. As changes in school and classroom organization take effect, the need for punishment should be eliminated, because acts of disrespect will tend to disappear.

Improved curricula and increased use of teaching aids, in association with better-functioning and, recently, more-adequately-prepared teachers, are resulting in greater feelings of satisfaction and accomplishment among students. This change in attitude, which has tended to reduce much of the boredom previously experienced by students, has been effective in curbing that element of the student body which initiated much of the behavior that required punishment—frequently of the corporal variety.

'It is thrilling to see children who were hostile toward

Mr. Mitchell is special counsellor for Vernon schools.

school or, at best, bored, unmotivated and indifferent, strain to answer questions, present their own particular solutions on the board, remain at recess to discuss a point further and do extra "fun" assignments on their own time.' So commented a teacher of disadvantaged children who so altered her mathematics curriculum that it became a 'prestige' course in her school.

The introduction of the levels system and other such groupings that offer each child opportunity to succeed and to see school as a place of positive relationships all aid in reducing the tendency of children to behave in ways that require restrictive and authoritarian interference.

Extracurricular activities, organized and managed by the students themselves, through which they participate in interesting and challenging activities, tend to correct much of the poor behavior associated with poorly run or very inadequate extracurricular programs initiated and directed by teachers.

We teachers constantly interact with children, who, in turn, constantly interact with their parents. We should therefore establish good communication with parents so that all facets of children's personalities may be better understood. Communication with parents only when their children have misbehaved or are under-achieving, or at the customary 'Open House,' offers little opportunity for the growth of that mutual understanding and trust that will eventually benefit the children.

Face-to-face conferences, either formal or informal, with parents two or three times a year during which both teachers and parents may exchange ideas, attitudes and values seem to be the most promising way of

FOR CORPORAL PUNISHMENT?

The author wrote this article at the request of the BCTF School Mental Health Committee, which endorses the opinions expressed.

LLOYD MITCHELL

developing better teacher-child-parent relations. Giving children opportunities to confer with their teachers and counsellors would also be beneficial, for it would allow the children to develop greater self-awareness and to realize what other people in their environment require.

To aid teachers to understand and meet satisfactorily the problems of the children who may frequently receive corporal punishment, suitable auxiliary services would, presumably, be provided. A qualified and adequately functioning counsellor is a *must* for all schools, elementary as well as secondary, of all sizes, from one room to a hundred rooms. This may require the employment of itinerant personnel, but it has been found much more useful to have such a service than to do without counselling completely.

Another source of help and guidance for children, parents and teachers is a regional mental health clinic to which children may be referred as necessary. Speech therapists, school nurses, doctors, social workers and the personnel of such volunteer agencies as are involved with children and/or parents all may be helpful also.

The lack of any of these workers and services should be a matter of concern to teachers, parents and all others interested in the welfare of children and should spur them on to taking local and regional action to remedy the situation. Failure to make use of such services as are available or failure to attempt to obtain those that are lacking can only indicate a desire to maintain that state of misinformation and malfunction that contributes to the 'need' for such actions as corporal punishment.

Several administrators and teachers have said that they would like to stop administering corporal punishment, but they are 'pushed into using it' by parents and other members of the community who wish the school to remain authoritarian and disciplinary. Surely we must question such an excuse for continuing a form of punishment that is contrary to the philosophy of the school staff.

Such a problem as this forces us to determine 'who shall lead them?' Is it the responsibility of the schools to lead the way with respect to the management of youth? Or are the schools to follow the dictates of some members of society? Surely it is the right and duty of a school staff to show the community that it is competent to handle the affairs of the school without interference with respect to philosophical attitudes and values regarding child behavior! (This latter point does not alter in any way what I said earlier about parent-teacher conferences through which various points of view may be clarified.)

A recent survey of current practices shows that, in several school districts, little use is made of corporal punishment in either elementary or senior secondary schools. Pupils of junior secondary schools seem to receive most of the 'whippings.' The inference is that teachers generally believe that elementary school children should receive more understanding and should be punished in other ways before corporal punishment is considered. Senior secondary students are thought to be 'past the age' when strapping will have any beneficial effect. It is, then, the young teenager going through a period of much personal indecision and frustration about the problems of growing up who becomes the main 'target' for the strap.

Do we expect from our junior secondary pupils behavior that we have little right to expect—because we have failed to help them to grow into adequate, self-disciplined children? Yes, we do, think many educators, in whose schools steps are being taken systematically to help students to develop effective self-discipline and positive interpersonal relationships. Let us be certain that we don't punish children for something for which we ourselves should be held responsible.

I shall summarize briefly by stating that I do not oppose corporal punishment—nor do I uphold it. For some children it may be a necessary punishment, and for some teachers it may be an effective aid to child management. We teachers must, however, look at ourselves honestly so we may understand how we influence the behavior of those we teach. We influence our pupils through the kind of punishment we mete out and through the depth of the understanding we have of every child we instruct.

Let us try to consider each child in terms of 'what must I do to have this student benefit most from this particular situation? Shall I administer corporal punishment, or not? Why is it necessary? What good will it do the child?'

Surely punishment should benefit the child, not the teacher. □

PROJECT

COLE

Project COLE was first presented in Cranbrook's Mount Baker Secondary School on Friday, February 16, 1968. (COLE, incidentally, is an acronym for 'Creation of Learning Environments.')

As occurs on most opening nights, the authors of the project engaged in some figurative breath-holding while waiting to hear the reviews of their work. Then, near closing time on Saturday, a man joined them for a cup of coffee and an informal discussion. His eyes were red and he looked tired. He was. For almost ten hours that day he had been viewing films and slides and had been listening to tape-recorded information. His appearance betrayed his weariness, his remarks sparkled with the excitement of discovery: 'This is tremendous! There is so much to be gathered here, so many ideas. Everytime I think I should leave I find something else and another hour slips by. I spent five hours here yesterday and I still haven't finished. When is Project COLE going to be in Nelson? I'll just have to drive down there to finish.' The effort of two and a half months of preparation was obviously worth while.

Although the gentleman's reaction was more extreme than most, it was typical of the response Project COLE was to receive from most of the more than 3,000 people who took part in the conference during its two-month tour of B.C. centers. The attempts of participants to see, hear and do *everything* in the project was a surprise even to those who planned and developed the unique conference. It was a surprise, but it confirmed that there is a demand for information on a wide range of subjects and that there is a need for effective and stimulating new ways of making that information available to a great many people.

Project COLE had its beginning in early November 1967 when Allan Spragge, BCTF Assistant Director of Professional Development, approached Dr. John F. Ellis of Simon Fraser University with a request for faculty members to speak at several teachers' conferences on the subject of the 'Creation of Learning Environments.'

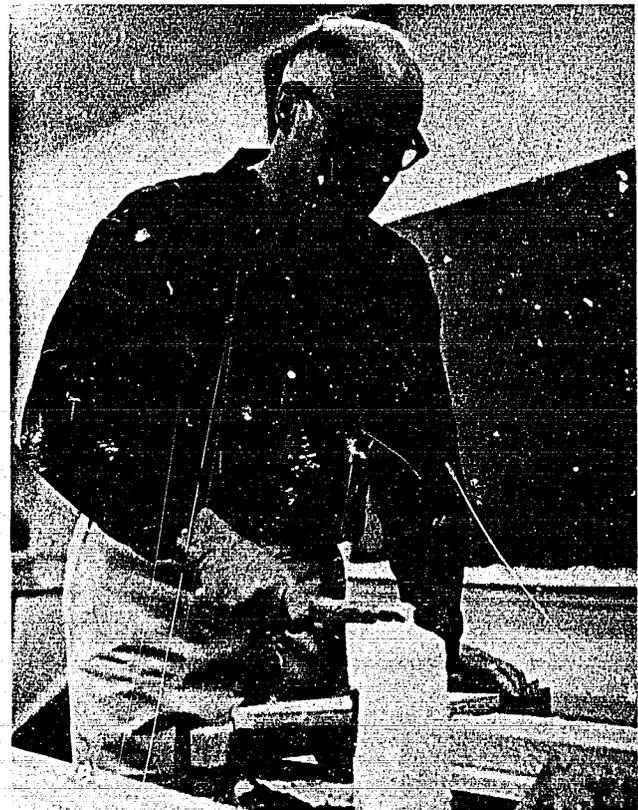
Dr. Ellis is Associate Dean of the Faculty of Education at Simon Fraser and head of the Department of Professional Foundations within the faculty. This department

is responsible for the operation of Simon Fraser's unique and successful Professional Development Program for teachers.

For some time Dr. Ellis had been considering ways in which technology could be used to assist learning. When Mr. Spragge made his request, Dr. Ellis recognized an opportunity to explore a new approach in presenting and facilitating the movement of large amounts of information.

'I was concerned that a traditional conference format, apart from causing a considerable drain on the human resources of the department, would be of questionable value as a learning experience in the subject put forth. Therefore, I suggested to Mr. Spragge that, instead of talking about it, we would be prepared to attempt to create a *learning environment*,' recalls Dr. Ellis. He described a conference where people would choose the subjects of greatest interest to them, select information about their interest area from a vast array of films, tapes

Faculty involvement in Project COLE ranged from carpentry



Dr. McClaren is an assistant professor in and Allan Sinclair is the information officer for the Department of Professional Foundations at Simon Fraser University.

MILTON McCLAREN and ALLAN SINCLAIR

COLE

PRACTISED WHAT IT PREACHED

and graphic material; a conference where those attending would be participants and where they would spend as much or as little time as they wanted, according to a schedule of their own making. If the description had a 'ring' of Expo 67 to it, it is quite understandable; that fabulously successful venture had just closed and had been acclaimed everywhere as a dramatic learning experience. Surely there were parallels to be drawn.

In mid-November, Allan Spragge advised Dr. Ellis that the BCTF liked the proposal and had agreed to a joint sponsorship of the project with the Department of Professional Foundations.

When the go-ahead signal was received from the BCTF, meetings of the department were held to formulate detailed plans and schedules. All faculty members were invited to take part in the preparations. It was decided that the presentation would contain three main areas.

The first of these, to be called the Theme Area, would

to photography.



be erected in a school gymnasium and would offer 'pavilions' dealing with mathematics, science, evaluation, physical development, individualizing instruction and the school environment. In addition, there would be 'mini-pavilions' presenting ideas on art education, teaching children to read, learning to classify and learning about time. The subjects were not intended to be exhaustive; rather, they reflected the competencies of the faculty member who assumed responsibility for each pavilion. It was agreed that all pavilions would offer ideas that would have application to current educational concerns generally, instead of limiting their focus to particular subjects.

A second area, designated the Listening Area, would house a large number of tape recorders in which taped interviews, lectures, discussions and dialogs on many topics would be available. Each unit would be equipped with a set of earphones for individual listening.

Because a number of excellent motion pictures dealing with educational matters have been produced recently, it was decided to offer a Film Area as the third section of the conference. Films made in Canada, the United States, France and the United Kingdom were obtained for the area.

A major criterion of the conference was that ideas presented should be ones which could easily be applied by teachers who visited COLE. Those which could be labeled 'pie-in-the-sky' were quickly shunned. 'Will it stand up on Monday morning?' became a standard question.

A tangible indication that Project COLE was a promising concept came when Dr. Ellis approached two giant international firms to seek technical and material assistance for the conference. Philips Electronics Industries Limited enthusiastically responded with a contribution of a large number of cassette-type tape recorders and headsets while Canadian Kodak Limited arranged a loan of projection equipment valued at several thousand dollars.

All equipment and material for Project COLE had to be packed and transported in one five-ton truck. Every Thursday morning for two months the vehicle backed up to a school where from 12 to 15 hours were spent in unloading and setting up the project for its Friday and Saturday presentation. Dismantling and repacking was

done on Sunday morning. (By the end of the tour, this operation could be accomplished in a relatively quick five hours.) On successive weeks these operations took place in Cranbrook, Kelowna, Chilliwack, Burnaby, Coquitlam, Nanaimo, Nelson and Prince George. In each location the basic three-man COLE team was assisted by local teachers and students.

What was it all about? What did Project COLE attempt to do?

It is not suggested that the project contained a great deal which was new. What was new, however, was the format of the conference. While not attempting to be critical of traditional conferences, the planners considered it important that new possibilities be explored to assist learners, possibilities which require the active involvement of each individual rather than a passive reception of information which may or may not be of value to him.

Using existing technology and media, it was possible to assemble a great wealth of information and material. For instance, the thoughts of more than 50 guest speakers were available instead of the three or four usually brought to a conference.

The abundance of resources placed a responsibility on each participant to pick and choose those things which satisfied his wants and needs. He had to establish his own priorities, his own timetable for his involvement in the conference. In truth, he had to design his own conference.

By its very nature, Project COLE posed interesting questions concerning the use of space in creating conditions for learning. When a school gymnasium can be transformed by easily erected, inexpensive pegboard panels into exciting and stimulating areas from which individuals can draw a multitude of resources, the value of adaptable and flexible space as an aid to learning has been graphically demonstrated.

It is interesting that several members of professions other than teaching recognized in the project an interesting potential for in-service education in their own area of concern. Architects, social workers, doctors and nurses were among those who saw value in a similar approach to the continuing need to provide easy access to the tremendous amounts of information being developed in all disciplines.

What has the project already accomplished and what aspirations do its planners have for its future influence?

To these questions, Dr. Ellis answers, 'We hope the project will serve as a stimulus to teachers in school districts, either individually or collectively, to prepare materials, to experiment with material and to discover ways in which children seem to learn more advantageously.'

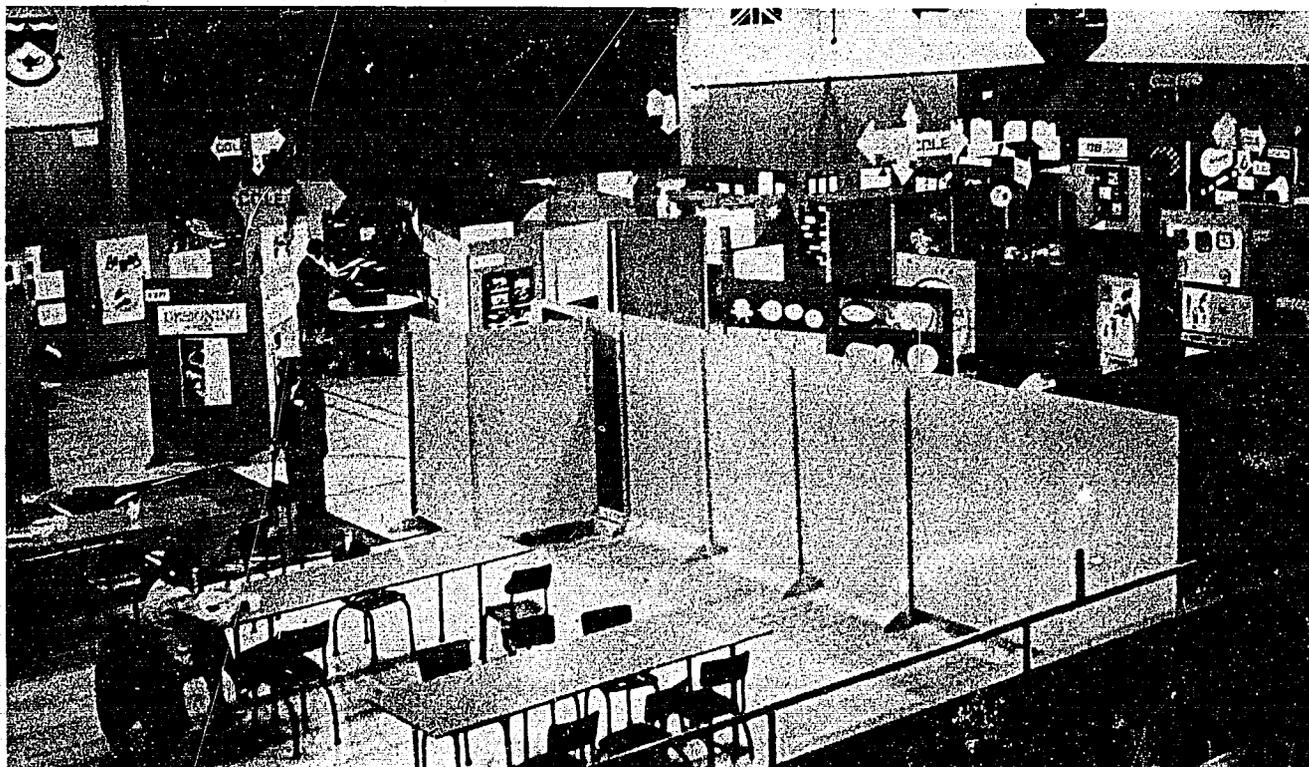
'The COLE project has mobilized a very significant set of energies on the Simon Fraser University campus. In addition, it has occasioned the development of a large array of software which can be put to a very wide range of purposes. We think this gives us the basis for further developments that can be in the very best interests of learners, both at the university and in the wider community.'

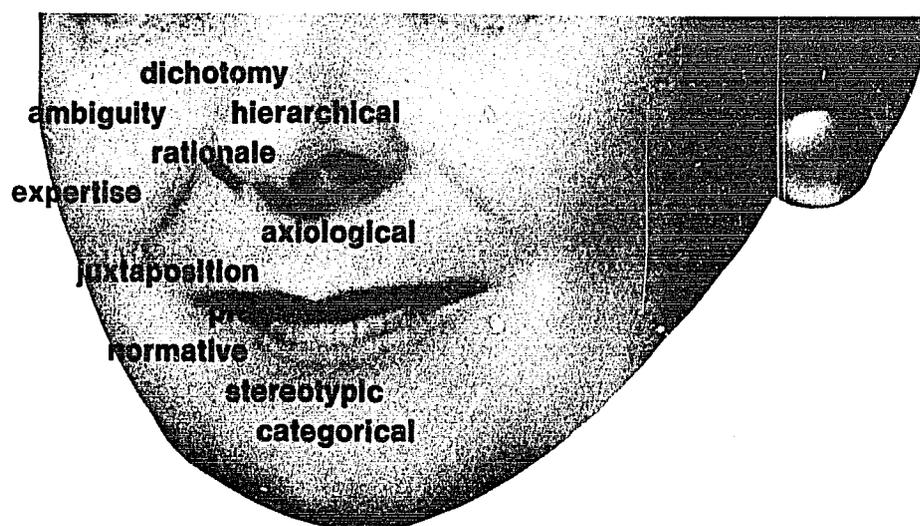
'We are looking forward to the day, not too far in the future, when the university itself can be thought of as an information center intent upon the easy dissemination of its information to the people who want it and need it, instead of a rather remote and austere edifice placed upon the top of a mountain.'

The response of those who attended Project COLE suggests that a major step toward the goal has already been taken.

By the way, the crew traveling with the project was curious to see if the gentleman referred to at the beginning of this article really would drive the 500 miles to continue his experience with COLE. He did. □

Theme Area . . . inexpensive partitions transferred gymnasium into 'pavilions.'





In her perusal of the educational journals of 1968 Amelia Twittlehurst, Grade 6 teacher at Outer Oyster, began to come upon vague and unfamiliar terms in the educational jargonese of the enlightened. She felt put-down.

She hadn't had much time for serious professional reading in the last year because she had been co-ordinator of the 'Oysters All' drama club. They had produced four plays during the fall and winter season between the salmon and the herring runs. Amelia was entranced by the glamor of the green room, the applause of the audience, and the naked admiration in the eyes of Bill Smallboy, the local butcher.

But the theater season ended in March with the first run of the oolichans and Amelia decided that for too long she had neglected *The Journal of Higher Aspirations* and the new publication called *Friday Afternoon*. She sat down to catch up in an evening or two on the latest developments in the educational thought of the nation.

It was with some chagrin that she realized that while she had been engrossed in upgrading the cultural life of Outer Oyster significant changes had been fermenting in the field of education—changes significant enough to upgrade or erode the whole structure of the country's educational underpinnings.

Some of the great thinkers in the educational field had been quietly gestating and had now been delivered of various revolutionary ideas—ungraded classrooms, level systems, open area schools, student involvement, individualized instruction, discovery method, the language experience approach to reading.

Amelia pondered. Ungraded classrooms—that wasn't so new. She had only to recall her year's sentence at Bulging Butte with Grades 1 to 10 plus Mike Milanchuk and she felt that she understood this concept thoroughly. Surely we weren't going back to that? Why had she taken all those summer courses, year after weary year, if not to fit her for teaching Grade 6? If not to provide her with an avenue of escape from the cultural wasteland of Bulging Butte?

Open area schools—nothing new to that idea. It

Mrs. McDonough, a Burnaby teacher, is doing post-graduate work at UBC this year.

LANGUAGE EXPERIENCE DE LUXE

BERNICE McDONOUGH

seemed to refer to the arrangement she and Hedy Smith and Bjarne Bjarneson had endured the year that they taught school in the town hall at Summit. The Doukhobors had burned the school one warm September evening when the moon was full and the three of them had established one of the original open area schools in the wide and windy spaces of the Moose Hall.

According to the article they had been quite unknowingly in the forefront of the educational vanguard—moveable desks, sliding partitions, disappearing blackboards, wet areas—it rained a great deal at Summit and there were plenty of wet areas—student involvement, team teaching. Amelia sniffed in derision as she remembered the noise, the confusion, the odors, the mucky wet areas. She believed that the architects and assistant professors advocating such nonsense should be condemned to stew for ten months in their own creations.

She turned the page and here her pale eyes popped. The Language Experience Approach to Reading. This was entirely new to Amelia. She read avidly. The gist of it seemed to be that if you could get a kid to talk, you wrote down what he said and then in some magic way he was able to read it back to you. Amelia reread that page because her own reading rate and comprehension were not statistics to be broadcast. Yes, that's what it said.

She thought about Dennis Douda. He was in Grade 6, having been a subject for social promotion, continuous progress and advancement by means of self-

initiated activity for the last five years. He was a super-charged member of his peer group. Though he couldn't read as well as most first graders, he had one of the richest and spiciest vocabularies Amelia had ever encountered in the upcoast regions.

She wondered which parts of the conversation you wrote down. Dennis said things she didn't even understand, but his peer group always snickered appreciatively. If only she could separate the printable from the profane, if only she could corner Dennis in one of his better moods, she might be able to teach him to read. She knew that such a triumph would not go unobserved in Outer Oyster. Everyone knew that the Doudas, great fishermen though they were, could read the name of their own seiner and not much else. They were all perversely and proudly illiterate.

Amelia decided to try this new method. Better still, she'd go to summer school and take a course in Language Experience and come September she would be ready to embark on a program which would lead to Her Finest Hour. The word *approach* bothered her, because her common sense told her that she wouldn't get far by merely approaching Dennis. She dismissed the doubt. She would rely on the university. She knew that the forward-thinking professors there could be counted on to furnish her with new concepts and insights as well as add to her learned and jingoistic vocabulary.

Amelia reflected with a kind of nostalgic wonder that before she started summer sessions she had never had a concept or an insight—she had just gone along ignorantly with those tired old words *ideas* and *understanding*. Yet any educated person knew that the latter were much less sophisticated and plebeian and could never be relied upon to impress the laity at all.

Amelia really relished her university vocabulary even if she seldom had occasion to use much of it on the Outer Oysterians. How had she ever lived happily without knowing such words as dichotomy, ambiguity, hierarchical, juxtaposition, rationale, implicit, expertise, pragmatic, normative, categorical, stereotypic, axiological and ideological? How could she have felt a mastery of her intellectual environment before she became adept at tossing about such phrases as relevant and irrelevant stimuli, functional dyslexia, structured environmental influences and cynergetic self-images? But it was the Latin words and phrases which in Amelia's estimation gave her learning its transcendent glow; how fine she felt, how thoroughly educated, now that she could sprinkle phrases like *vis-à-vis*, *a priori*, *ad hoc*, *ab ignoramus tandem*, *de pis en pis*, and in *basementia gloria*, and almost know what she meant by them.

So at the end of June Amelia left Outer Oyster and Dennis with a fervent sigh but a firm resolve that next year, this time next year Dennis Douda would be able to read or she would send half her June cheque to educate the illiterates on the Lower Limpopo.

Thus the first Monday in July found Amelia sitting in the front seat at Ol' B'cécée U. She leaned forward eagerly with a receptive attitude evident in every line

of her dumpy figure. The professor, a tall, precise duenna of indeterminate age and a dedicated, humorless approach, began to reveal the intricacies and the rewards of the Language Experience Approach.

She began, 'Language is essentially an aural-oral code, a unitary process in which the essential symbols represent the same ideational fixation. The child is engaged in developing patterns of decoding and encoding main form classes that have strong meaning fields in and of themselves. Main form classes bear the burden of lexical connotations and denotations and are essential if a broad conceptual base at the ideational level is to be derived from the sequence of concepts to be decoded.'

Amelia settled herself happily. Now this, this was really educational and inspirational; this was university education scaling the sublime heights; this was pristine theory clothed in shining jargon, quite unsullied by a spot of practice; this was what she got for her hundred dollar fee.

As the weeks reeled by Amelia sometimes felt that her conceptual base was too narrow to really arrive at an insightful appreciation of the devious and authoritative underlying principles presented. She learned that hearing was now known as *auding*, that reading had become *decoding*, that writing was *encoding*, and that speaking was 'framing the meaningful utterance with due regard to pitch, stress, intonation, and ultimate receptivity.'

She was astounded to hear (aud) that Language Experience is a carefully developed sequence of skills and concepts related to five broad areas of directed and undirected human activity common to all societal groupings and that these areas are inextricably interwoven and form the background for all intrapersonal and extrapersonal communicative patterns. Amelia cowered when she contemplated her former ignorance. How could she have thought that people simply spoke, read, and sometimes at Outer Oyster wrote out a grocery list or a friendly letter?

With valiant effort and much late night cribbing of random paragraphs from various journals in the library, fitting them together with a meaningful encoded sentence or two of her very own, Amelia produced a term paper. It was called 'The Subliminal Effects of Auding with the Left Ear at an Angle of Forty-five Degrees on the Culturally Deprived Sibling.' It was a masterful mish-mash culled largely from the *Journal of Interdisciplinary Listening* and quite the finest work Amelia had ever produced.

Then suddenly it was September and Dennis reappeared fresh from a summer spent on the seiner with numerous other Doudas. He had experience, plenty of experience, to draw upon; and Amelia, dedicated anew to the task of teaching every individual child individually via the language experience approach, could hardly wait to try these new concepts and insights out on the unsuspecting Dennis.

After the class had settled in for a day or two Amelia

Continued on page 76



la maternelle française

KATHLEEN SYMES

Danny runs to the window and sets the box on the sill.

'Où est le rat?' asks the teacher.

Hands shoot up from among the children squatted about her on the floor, but a few, in their eagerness to be asked, chorus, 'Le rat est dans la boîte sous la fenêtre!'

'Oui, tres bien,' exclaims the teacher, and breaks off into a lilting nursery rhyme in which they all join.

This class of five-year-olds is part of an exciting new venture at Alderson Elementary School in Coquitlam, the first completely French kindergarten class in B.C.'s public school system.

Except for one half-hour of English instruction each day, everything is taught in French.

The method is total immersion, and the teacher, Mrs. Phyllis Robb, a graduate of the University of New Brunswick and primary educator for six years, is highly optimistic about the class.

'The children are adapting very well,' she said. 'The parents are enthusiastic and co-operative. One-third of the total enrollment is from English-speaking families and these children are picking the French up very quickly.'

Last year, Mrs. Robb taught pupils from completely English-speaking families in a French kindergarten in Montreal. Here, she says, in the predominantly French-speaking district of Maillardville, children from both backgrounds have the advantage of working and playing with each other.

She follows the curriculum prescribed by the Department of Education, but translates it. The emphasis is on oral communication rather than on formal grammar, which comes later.

It is hoped that the French-language classes will continue into Grade 1, but this will depend largely upon general interest, demand and enrollment.

John Hayhurst, formerly vice-principal of Como Lake Junior Secondary School, came to Alderson in September. He says there is sound interest among English-speaking parents. 'Some of the 47 pupils now enrolled come long distances to attend,' he added.

He explained that it was this general interest and desire to become bilingual that sparked the program.

Mrs. Symes is a member of the BCTF's Division of Communications.



Danny put 'le rat' on the window ledge and the French-language kindergarten class at Alderson Elementary School told their teacher where it was.

'The Department of Education granted permission to the Coquitlam School Board to establish the kindergarten just this year,' he said, 'provided that each day there be one half-hour of English instruction at the kindergarten level, and one hour in the elementary grades.

The French-language classes also had to have corresponding English classes at the same grade level in the same school, he added.

One of the parents, whose son attends Alderson, is Mrs. Donna Skoda. Realizing the difficulties of learning French in secondary school, she knows the place to start is kindergarten.

'I am more pleased than I thought I would be,' she says, 'and Andrew is delighted with his class.'

Although she has to drive her son a long distance—and pick up other children along the way as well—she feels it is well worth the trouble.

Mrs. Fernand Bouvier, mother of four, is intent upon keeping French alive in her home. She has one daughter attending the class, and says that if for any reason the class is discontinued, she will send her daughter to a parochial school which offers French instruction in the primary grades.

'I like to encourage the children to speak French as much as possible,' she said, 'as they tend to speak English much of the time, being so surrounded by it at school.'

She added that her daughter is very happy at the school.

The classroom itself is pleasant and attractive. Brightly colored artwork decorates the walls and autumn leaves, squirrels and horse chestnuts trim the windowsill. Designs and drawings of pumpkin, sunflower and orange seeds are arranged on one wall.

The atmosphere is casual, clearly reflected in the pupils' obvious enjoyment.

The children wear slippers in class and have plenty of room to kick up their heels as they dance with their vivacious teacher. Filmstrips, records and even their own voices add to the fun of learning.

Primary Supervisor Olive Stewart says the French instruction provides a 'marvellous opportunity' for children to be exposed to the language within their own environment.

'I should like to see all schools with a program designed to encourage bilingualism, giving French instruction for half an hour a day in kindergarten and an hour a day from Grade 1 up, perhaps through closed-circuit TV,' she said.

'For five years now the Coquitlam School District has provided French instruction in Grades 5, 6 and 7,' she added.

Although Alderson's French class is still in the experimental stages, it is progressing well.

'September was the exposure period during which the children became familiar with the French sounds,' said Mrs. Robb. 'And the young are great imitators!'

Every afternoon she repeats the subject matter she taught in the morning. Her morning class of 25 begins at 9:00 a.m. and finishes at 11:30 a.m. The afternoon class, from 12:30 p.m. to 3:00 p.m., has 22 pupils. Seventeen of the children come from English-speaking families.

'Naturally, much of what I say goes over many heads, but, through the repetition of songs and rhymes, the words soon become meaningful,' she said. 'Total comprehension will follow.'

It is too early yet to assess the children's ability, she added.

Through periodical tests of her own devising, Mrs. Robb can foresee possible difficulties. Once these troubles emerge, she is able to deal more effectively with individual learning problems.

The Coquitlam School Board will evaluate the situation in December and again at the end of the term.

Everyone involved hopes the venture will prove successful and that French will become a vital, integral part of primary education. □

FERGUS DUDLEY

WHY ARE WE IGNORING PLASTICS?



Starting in elementary school, continuing through secondary school and college and into industry, education is imperative in every field of endeavor. Plastics, however, although already a major industry, is unheard of in most school curricula.

The April 1968 issue of *Progressive Plastics* reported that 'nearly two-thirds of the plastics industry in Canada and its end-user customers feel their biggest problems are those connected with education.'

In introducing an experimental course in plastics the New York State Education Department stated, 'The significant role of plastics as a material and of plastic products is vital to our industrial society.'

S. L. Steele, in the article 'Teaching Plastics' in a 1964 issue of *Industrial Arts and Vocational Education*, said, 'This (the plastics) industry has been described as the fastest growing in the U.S. It probably has brought more new products and materials onto the market in the last five years than any other industry.'

These advances have not, however, been matched by advancement in knowledge of plastics materials, processes and technology by the prospective worker, designer, manager or consumer. Plastics should be taught in the schools to familiarize the student with the plastics industry, its materials and processes. The industry needs people for management, production control, design and production and they must have a good knowledge of the field commensurate with the consumers' needs. In addition, the industry needs a consuming public that is literate about plastics.

Plastics units may be organized around any one of several schemes. The course may center on certain processes, materials and processing machines. Courses may be divided into two groups according to their classification: thermosetting¹ and thermoplastic.² Another method is to develop the courses according to the level of student ability.

At Richmond Senior Secondary School the Plastics course was introduced with the pre-employment (Occupational III) students in mind. Instruction in Fiberglass

1. Thermosetting plastics are those which may be formed only once.
2. Thermoplastics — type of plastics which may be formed and reformed an unlimited number of times.



Students in the Plastics class made individual projects like the canoe shown on the previous page. They also made the sports car above as a group project.

Reinforced Plastic hand lay-up and contact molding gave the students an additional skill. In fact, several left school to take permanent jobs in this field. During the year the boys on this program made individual projects of their own selection, ranging from trays and chairs to canoes and boats. In addition they worked on a group project which featured the lay-up and assembly of a sports car.

As a result of the success and interest in the basic Plastics course and with the foresight and co-operation of the Richmond Senior Secondary administrative staff, an experimental course, Academic Plastics, was begun in January. This course focused on research, industrial surveys and the design and fabrication of plastic forming machines. Students made laboratory machines capable of demonstrating such industrial techniques as extrusion, injection, vacuum forming, controlled blowing and vinyl dip coating.

This year a third course has been introduced, aimed at meeting the needs of the general student. This course will give the student instruction in both thermosetting and thermoplastics. It will cover the basics of Fiberglass Reinforced Plastic contact molding, the technology of industrial processes and extensive training in mold design and construction. Such a general information course will familiarize the students with the possibilities of plastics.

A plastics laboratory, as described by Hillpark Industries in a special report for education, and one I think should be set up in every school, would give the student a general knowledge of the tools, materials and processes used in the plastics industry. Should the student decide he is interested in the plastics industry as a career, he will be better equipped to make a reasonable decision concerning his abilities and skills. Also the

The author is Industrial Education instructor at Richmond Senior Secondary School.

knowledge gained will enable the student to become a more astute judge of the worth of the many new products introduced on the consumer market each year.

The need for plastics education has been expressed by educators and industry. The success of such courses has been proven, but still there are no definite steps being taken to fill this need.

Man has stumbled through the Stone Age, the Bronze Age, and the Iron Age and is already embarked on what will be known as the Plastics Age. Will the light of education lead us through this bright new era, or will it continue to flicker dimly somewhere in the past?

Plastics is the newest and fastest growing industry. It is the medium of the future. As the artist has many hues of color on his palette, so the designer and consumer have a multiplicity of plastics from which to choose. If the artist does not know how to select his colors, he may as well be blind; if the designer or consumer does not know how best to use the medium of our new age, he, too, in a sense is blind.

If you, as a consumer, were to purchase an article or, as a designer, create one in plastics, you would first have to select the material best suited for the use of the product. Therefore, if the consumer or designer does not know or is not familiar with the differences between polystyrene and polyethylene, neoprene and nylon, thermosetting and thermoforming, ABS and PVC, etc., he makes his selection of products blindly.

In this age of plastics, be it as a consumer, designer or educator, it is of the utmost importance that a person understand the terminology of plastics. To go one step farther, where there is a lack of capability, it must be due to lack of knowledge, which stems directly from lack of education.

The study of plastics should have a place in our curriculum. □

TEACHING'S LEARNED SOCIETY

MARKS ITS TENTH YEAR

SYBIL F. SHACK

When the founders of the Canadian College of Teachers formed the organization ten years ago, they conceived it as 'a learned society within the teaching profession' and so it is developing. Last July, CCT members paused to assess the College's progress at its 11th annual meeting in St. John, New Brunswick.

The College is growing slowly and, after ten years, it now has about 1,200 members. Those present at the annual meeting agreed that it was important to increase this membership to help further the objectives of the College. They discussed ways and means of bringing the College, its aspirations, its requirements for membership, its local and national activities to the attention of potential candidates. However, there was general satisfaction with the nature of the present membership.

Within the College's ranks are teachers from every level of education—university professors, primary, elementary and secondary school teachers, deans of faculties and principals. Moreover, every sector of education—public, private, parochial and independent—is represented. The common factors which bind these members are a recognized teaching certificate, five years of successful teaching after certification, at least one degree or its equivalent, and a contribution made to education and the community at large beyond the relatively narrow confines of the teacher's job.

The College was given its start in life by the Canadian Teachers' Federation on which it depended considerably until this past year. When CTF moved into new quarters last spring, this financial dependency ended and the College is now housed in its own office at 39 Leacock Way, Kanata—a suburb of Ottawa, Ontario. However, the CTF appoints three representatives to the CCT council.

What does the College have to offer those who contemplate joining? Perhaps one of the most important

membership benefits is the association with an organization dedicated to raising the status of the teaching profession in Canada through self-improvement. In addition, the College gives teachers who in the normal course of events cannot belong to provincial teacher organizations an opportunity to belong to a professional organization which provides a milieu in which all teachers, wherever they work, can meet and share ideas.

A third benefit is direct and individual membership in a national teachers' organization. In a country where education is a provincial concern, it is desirable that somewhere, somehow teachers be enabled to share ideas, interests, findings and hopes. The annual meeting, held in a different province each year, provides one opportunity to do this. For those who cannot attend these annual meetings, the publication of reports on the proceedings provides a permanent record of the exchange of ideas and the learned papers on various aspects of education presented on these occasions.

The newsletter, printed this year under the editorship of Roy Leacock, is another bond among the College's members.

Every large population center now has a local chapter which meets several times a year to discuss papers presented by its members or others. A regular feature of one of these meetings is the presentation by an author of an outstanding thesis. This enables the chapter to give a much wider circulation to an important piece of research in education than it would otherwise receive and helps members to gain knowledge and insight otherwise inaccessible to them.

At the national level, the current project of the Col-

The author, one of Canada's best known educators, is past president of CCT. This article is reprinted with permission from The Manitoba Teacher.

lege consists of the publication of a series of pamphlets, a book or biographies of Canadian teachers. Some of these biographies have already been received from chapters, others are still being compiled.

The 1968 annual meeting in St. John was organized under the direction of a committee headed by Mrs. Betty Chipman. The program gave participants an excellent picture of developments in education in New Brunswick.

G. Forbes Elliot, principal of the University of New Brunswick in St. John and a Fellow of the Canadian College of Teachers, outlined the developments which culminated in the new structure within which the province took over the administration of public health, social welfare, justice and education. Mr. Elliot left no doubt about the qualms of teachers concerning the highly centralized nature of the provincial education system which is organized in 33 districts, grouped in seven regions with seven superintendents under the chief superintendent for the province. At the district level, a district superintendent may be in charge of three districts, but he remains responsible to his regional superintendent. The new instructional program administered by this tightly knit organization is intended to create opportunities for flexibility and variety. It provides for a continuous progress plan all the way through high school, where subject matter promotions, individual timetabling and a variety of courses, in addition to a carefully planned guidance program, are aimed at keeping young people in school and learning.

Language Experience De Luxe

Continued from page 70

called him to the back of the room where she had carefully affixed a fresh piece of newsprint to the large easel.

'Now Dennis, I want you to tell me something exciting that happened to you when you were out with your father on his seiner this summer.'

Dennis cogitated while a concept or two rattled almost visibly in his noggin.

'Well it was like this Miss Twittlehurst,' he burst forth, 'we was out in the Sound and this bloody sou'easter blew up, worsin' a Squamish and my dad said he's never seen such a of a storm in his . . . lifetime and then them Russian trawlers, them spies and Reds my dad says was following us for days and when we made a set they got their boat fouled in the net and my dad swore. He said you get the hell out of Canadian waters . . . or we'll slit your and gut you from stem to gudgeon and use you for herring strip and boy that sure was exciting and then them Risksies . . .'

By this time the class was in hysterics. Dennis had warmed to his uninhibited vocalization of a significant and meaningful experience and was gushing like a turned-on hydrant.

Amelia yelled for order. Dennis was oblivious. He turned to the class and continued the narrative which included the arrival of a patrol boat, the trading of some rare international insults and the temporary incarceration

The Honorable W. W. Meldrum, Q.C., Minister of Education of New Brunswick, elaborated and explained his department's views of the new system and its objectives.

The discussions of the new plan and its implications for teachers, pupils, the general public in New Brunswick and the rest of Canada were carried on by a panel consisting of Muriel Dixon, Lenore McLeese, Kenneth Gilliss, Malcolm MacLeod and Harvey Malmberg, representing teachers and administrators.

At the dinner hosted by the Province of New Brunswick, the Honorable Robert Higgins, Minister of Economic Growth, made a moving plea to the young people. He urged them to stay in their province and in Canada to fashion the kind of life that only they can make for themselves. They have, he said, opportunities which the rest of the world envies.

Yet another highlight of the meeting was the election of officers which saw Kiel Oxley of Montreal elected 1968-69 president of the College. Other officers are R. G. Fredericks, Dartmouth, Nova Scotia—vice-president; S. R. Berry, Kanata, Ontario—secretary-treasurer. Also serving on the council are Ken M. Aitchison, West Vancouver, British Columbia; Sybil F. Shack, Winnipeg, Manitoba; W. J. Bishop, East St. John, New Brunswick; Dr. S. G. McCurdy, St. John's, Newfoundland; and W. Munroe, Granby, Quebec. The CTF will be represented on the College's council by R. G. Fredericks and R. Richter, Saskatoon, and H. Wilson, Peterborough. □



tion of the Russians. Nothing was omitted—the fine ripe flavorful language of the West Coast, the colorful similes so dear to the hearts of the men who follow the sea, the powerful epithets of enraged righteousness—all were present, but alas, unprintable, unusable.

When order was finally restored Amelia knew that dreams of Her Finest Hour were laid in the dust. Dennis could communicate vividly, but mastery of the process of encoding-decoding of the printed symbol, the means by which a pupil learned meaningful concepts in a broad conceptual framework, would have to wait for the efforts of a more highly skilled teacher who would surely someday or other alight at Outer Oyster. □

Kodak

Teaching aids...



the attention-getters.

Getting your students interested, and keeping them interested, is probably one of the biggest worries you as an educator face day after day.

You can stop worrying.

Kodak's Education Markets Division has introduced a complete line of new KODAK EKTAGRAPHIC A/V products to help you provide your students with a more exciting, stimulating atmosphere to learn in.

One of the new products, the KODAK EKTAGRAPHIC 8 projector, is an inexpensive, silent, super 8 projector featuring the convenience of *cartridge loading* and *fast, automatic rewind*. The projector is small, quiet, and has a brilliant viewing screen built right into its cover,



making it ideal for individual study or small groups. In addition, the projector accepts the low-cost, convenient, super 8 cartridge, designed for safe, trouble-free handling of short lengths (8-55 ft.) of super 8 film.

Combine this with the new KODAK EKTAGRAPHIC 8 movie camera: its instant, foolproof loading; variable filming speeds; manual and power zooming; reflex viewing; and automatic, behind-the-lens exposure control, make it just right for applications such as school projects and sports.

For more information on all the new KODAK EKTAGRAPHIC A/V aids and the super 8 films available, call your Kodak A/V dealer, or write:
Canadian Kodak Co., Limited,
Toronto 15, Ontario.

Kodak Ektagraphic A/V Systems



*Your gift is always
appreciated when
"it's from Birks"*

BIRKS
JEWELLERS

GRANVILLE AT GEORGIA
OAKRIDGE — PARK ROYAL

PACIFIC MUSICAL WHOLESALE SUPPLY

6695 Main Street, Vancouver 15, B.C.
Tel. 327-8355

Complete musical facilities for all types of instruments and accessories

KINDERGARTEN COLLEGE
ELEMENTARY RECREATION
JR. SECONDARY CIVIL GROUPS

Call, Write or Phone for Further Information

Complete facilities for rental, lease and sales for all band and orchestra instruments (french horn, bassoon, oboe, etc). Service available to students, adult groups, school boards and service organizations.

**PAMUS RENTALS
LTD.**

195 East 51st Ave. (at Main)
Vancouver 15, B.C.



Reverse the Teaching of History

Continued from page 56

also about the nature of history and historical thinking.

I am not, I should hasten to add, suggesting that we should present each class with enormous boxes of dusty and unselected historical documents from which it must sift out historical truth. But the students, in the process of *becoming* their own historians, must be presented with *carefully selected* primary sources, and must be guided by their teachers in making their own discoveries. The important point is this: the discoveries must be the students' own discoveries, based on their own field work, their own reading, and, most important, their own thinking.

What we must try to do, then, is to reverse the traditional procedure for studying history. Until very recently, good history teaching has begun with the presentation of a narrative (provided either by the teacher or a textbook) and has then turned to the range of teaching materials (historical documents, photographs, and the like) to illustrate or amplify particular aspects of the narrative. To facilitate this method of teaching, narrative textbooks have been written and then various supplementary materials—picture sets, books of readings, records, and the like—have been prepared to help the good teacher to illuminate for his students the conclusions and generalizations he has already made to the class. One could, for example, use the two Ukrainian folk songs and the other material I discussed earlier to illustrate and amplify the textbook paragraph I quoted.

To reverse this teaching process, we use the teaching materials as a starting point for inductive study, which leads the students to the generalization previously supplied by the narrative. In our example this is exactly what was done with the folk songs and other primary material. The class or the teacher poses a general question and then, as they work through the materials, other more specific questions are raised—even some which can't be answered. In this study, for example, one class decided that it wanted to know what proportion of the total immigrating population stayed happily in Canada, what proportion stayed unhappily because they could not raise the fare to return home, what proportion returned home to stay, and, finally, what proportion returned home and then came back to Canada for a second try. Shrewd, sophisticated questions, you will agree and of course, there is, as yet anyway, no answer to any of them!

When history teachers move into their classroom practice from this theoretical base, all sorts of exciting classroom sessions, field trips and even homework activities are possible. Probably most of the time will be spent in the handling of historical documents of various kinds and in various ways. To many this prospect may seem to imply somewhat less than a series of joyful 'happenings,' but when one looks at the already large and rapidly increasing range of interesting and appropriate materials readily available now for classroom use, his hesitation vanishes. In addition to materials produced by publishers and curriculum centers, however,

ingenious teachers have amply demonstrated that they are capable of devising a multitude of interesting and educationally rewarding activities which fit into the general theoretical framework. I shall list only a few of these to indicate the flavor of what is possible.

● A class of learners so 'slow' that many were unable to read or write reconstructed the settlement pattern of Richmond by interviewing pioneers, collecting photographs of housing styles found in the community, and taking a field trip to the UBC library and other resource centers (after they had judged the local library inadequate) so as to put an approximate date to the houses photographed by studying works on the history of architecture.⁷

● A junior secondary class constituted itself into an expanded Canadian House of Commons (containing all the British North American colonies in 1854) and debated Confederation on the basis of the *Confederation Debates* and other primary sources.

● A senior secondary class divided into teams of Crown and defense lawyers to try Louis Riel on the charge of being a rebel.

● A civics class, following up a field trip to a municipal council meeting early in the school year, arranged to receive a copy of the agenda of each subsequent meeting during the year. Each week the agenda was checked against the report of the meeting in the local newspaper and the class gradually and cumulatively built up a list of municipal functions, problems, areas of conflict with other governments, and a general account of living, vital issues of local government in their area.

● A Grade 5 class constructed a series of parallel timelines—their own lives, their parents' lives, the history of their school, of their community, of their province and of Canada—in an effort to develop in themselves a sense of time.

● An elementary school class, preparing an item for a school concert, decided to present a picture of what Vancouver was like in 1900. Working in groups, the pupils read through two years of the microfilm of a Vancouver newspaper. Their costumes were copied from newspaper advertisements and every word of their sparkling dialog (which they compiled themselves) was made up of items taken from the newspaper columns.

As with all new developments in education, it is only when the planners have finished their job that the really hard work begins, and the classroom teacher does most of it. The new social studies program will not be finally evaluated on the basis of its coherence, relevance or logic, but on how effectively it quickens within our students the feeling of grasping what history is all about. If we tackle our work inductively, we stand a very good chance of success. □

References available on request.

NOVEMBER 1968

HARRY SMITH & SONS INAUGURATES THE MOST COMPREHENSIVE SCHOOL LIBRARY CATALOGUING AND PROCESSING SERVICE AVAILABLE IN CANADA



65,000 TITLES

We have local access to the largest commercial list of catalogued titles for school libraries in North America. It contains more than 65,000 volumes — a total surpassed only by the Library of Congress! Additional cataloguing for Canadian and British titles is now in preparation.

HIGHLY SELECTIVE CATALOGUE

Our 10,000 title catalogue lists the choice selections of recognized authorities in Canada, the U.S. and Britain. It is unquestionably the best list yet compiled for Canadian schools.

UNIQUE SERVICE FEATURES

We will supply cataloguing and processing for at least 80% of catalogued items within 3 weeks of your order. Uniquely, we will undertake cataloguing and processing of books you may have purchased from other wholesalers. We gladly furnish information and prices on alternative sources of cataloguing and processing materials.

FLEXIBILITY . . . DEPENDABILITY

Because we are locally based and owned, we can make decisions and handle specialized needs without delay. Our long experience, professionally qualified staff and knowledge of regional requirements enables us to provide you with a consistently dependable school library service available from no other source.

HARRY SMITH & SONS

1150 Homer St., Vancouver 3, B.C. - Telephone 681-6345

Comparing one child with another and reporting this comparison in terms of letters, percentages or numerals is a vicious, undemocratic and immoral practice.

As a nation we take great pride in fair play, sportsmanship, in our consideration for others, respect for the individual, taking up the battle for the underdog or the deprived because we truly care about people. We make certain that a heavy-weight is matched with a heavy-weight, that all of our ball-teams play in leagues that allow them a reasonable chance for success, even that racing cars meet certain specifications in order to compete.

When it comes to our public schools, however, we set aside all rules of fair play and return to the philosophy of the dark ages when one man was pitted against the other in a life or death struggle for survival. We don't bother to weigh, measure or even look at our contestants as they enter our system of education. We simply sort them off in groups, herd them into overcrowded classrooms of 30 or 40 and begin the competition for the misleading reward of a grade. This statement may sound harsh—but its harshness is exceeded only by the practice that goes on in many of the public and private schools of our nation.

It is appalling that in this age of enlightenment our society still imposes a system of testing and grading that is a throwback to the tradition and ignorance of the late Renaissance. This system assumes that one man is equal to all other men and that he can be competitively graded against some set standard, a standard which more often than not has no relevance to the individual's needs, desires or interests, or to his future. Such practice is contrary to everything we know about human beings and wholly in opposition to the concept of individual differences which we espouse. Yet we continue to pigeonhole children arbitrarily with an outmoded, outdated system of grading that is grossly out of tune with the needs of children and society.

The system is not only unfair; it is vicious, undemocratic and immoral.

A MATTER OF OPINION

IT'S VICIOUS UNDEMOCRATIC IMMORAL

JOHN MUNDEN

It's vicious because of what it does to innocent children. By law, it forces children to attend school, arbitrarily puts many or most of them in curricula where their chances of success are limited (and in some cases nonexistent), and

The author is principal of Jefferson School, Pullman, Wash. The article is reprinted with permission from Washington Education.

then penalizes the children for not succeeding. The children are provided with daily evidence of the degree of their failure, and at each report period, their failures are presented in concrete form to their parents. (I say that failures are reported, knowing full well that all children don't fail, but the end-all of our education system at present seems to be the 'grade.') It's sort of a game. . . in which teachers use a system of curriculum, testing and grading as a means of categorizing children. This, if you please, when the job of the teacher should be to teach, not to test, grade and categorize. Such categorizing has little, if anything, to do with meeting individual differences, respecting individual dignity and leading each child to the maximum of his capacity to learn.

The sad and vicious aspect of this is that after we penalize the child for not fitting our curriculum, he in turn penalizes himself for being dumb and each day his self-concept is lowered and his chance for becoming the kind of truly positive, creative and responsible citizen needed in our society is lessened.

It's particularly vicious when one considers that the system 'picks on' those children who are least fit to be picked on. Consider the youngster who for some neurological, physical, social, emotional or other reason has never been particularly successful and needs desperately a positive, constructive relationship with his teacher and his school. Consider the reason many of these youngsters have not been able to succeed in school: our own ignorance as educators and parents. How many of us can define the neurologically damaged or dyslexic child, and, what can we prescribe in the way of help once we recognize the problem? A good segment of our teachers and the vast majority of parents cannot discuss these or related problems with any degree of assurance, yet these problems are the reason a surprising number of our children 'fail' in school. We say that our children 'fail' when it is truly we who fail our children as a society.

This pattern is part of the tradi-

Must the teacher be judgmental, or should he only teach? When the teacher assigns grades, how can we best assure that the pupil will not associate his own failure in reading or arithmetic with general unworthiness in the eyes of the teacher and ultimately in his own eyes? It is the teacher's major task to distinguish carefully between evaluating the success of the learning, and passing judgment on the individual. It is the teacher's responsibility to make every pupil feel that even though he may be slow in reading, illegible in writing, and a one-man disaster in arithmetic, he still receives an A as a human being.

—Don Robinson in *Phi Delta Kappan*

tion of negativism that pervades our entire society, including our public schools. This is the kind of negativism with which we meet the children who need the most positive help. That we do so is truly vicious.

Our traditional comparative system of dealing with children is undemocratic because it has no regard for individual dignity. In fact, it tends to offend the dignity of most of our children, yet we live in a society which has as one of its basic tenets that of respect for the individual. It's undemocratic because a child has no recourse even when he finds a situation in school to be intolerable. He is a captive who has neither the maturity to understand nor the right to leave when he is psychologically mistreated by a system of testing and grading that is wrong. It's undemocratic simply because it denies most children the rights to happiness and success which are basic to the development of the rational, good citizen.

Such a system is immoral for several reasons. It's immoral because it warps the moral values of children. It may force them to cheat, to lie, to forge names on papers, and worse, often to be dishonest with themselves in order to answer a question in the way they think the teacher wants it answered and not the way they truly feel. It subverts their basic honesty by forcing them to seek ways of pleasing someone else rather than seeking the truth for themselves.

It's immoral because it compares one child with another and picks one as being worthy and the other as unworthy when there is nothing in our constitution, our basic documents or our basic objectives for education that would support this kind of practice. Nowhere in the basic goals of education or in the assumptions about education can be found one that would support the comparative ABCDF grading of children. The only one that might be warped to indicate support for this psychological maltreatment of children is that one of our functions is to give the child a realistic view of himself. Our system of testing and grading has nothing to do with a realistic view of one's self, in fact, it works to the contrary. A system that is educationally unsound can contribute nothing to a rational view of one's self at any level of education.

'Since every child is compelled to attend school, a moral system of schooling should guarantee to every child the experience of honor that comes with work well done,' McDonald and Clements have said. 'A system of schooling that denies to many students the experience of success is immoral. A responsibility of a moral system of schooling is to offer a sufficient variety of studies and tasks to perform to make it possible for every student who is compelled to attend school to find and be rewarded for success. A system of schooling that condemns a

substantial portion of its students to routine failure is fundamentally immoral.'

It is time that teachers and parents look for practical ways of communicating more effectively about the progress of a child in school. We are beginning to get more and more equipment which could make the regular parent-teacher conference more effective. We could be using tape recordings made at a youngster's desk or, in some cases television video tapes of the child in action in the classroom so that parents might really see how their child acts and reacts. There are many other possibilities if we would simply take time to explore them.

At any rate, it's time that we abolished a system described this way by John Holt in his book, *How Children Fail*:

'We destroy the love of learning in children, which is so strong when they are small, by encouraging and compelling them to work for petty and contemptible rewards—gold stars, or papers marked 100 and tacked on a wall, or As on report cards, or honor rolls, or dean's lists, Phi Beta Kappa keys—in short, for the ignoble satisfaction of feeling that they are better than someone else. We encourage them to feel the end and aim of all they do in school is nothing more than to get a good mark on a test, or to impress someone with what they seem to know. We kill not only their curiosity but their feeling that it is a good and admirable thing to be curious, so that by the age of ten most of them will not ask questions, and will show a good deal of scorn for the few who do.'

In its stead we should institute practices in tune with the present world, practices that more factually and accurately report the progress of a child in school, but most important, practices that respect children. □

Remember

**Resolutions for the 1969
Annual General Meeting
are due December 15.**

NOVEMBER 1968

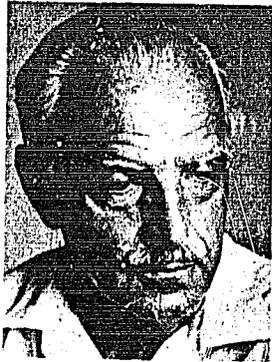
684-5543

MANDEL DODEK FURS LTD.

The Finest in Furs

Direct from our factory to you — why pay more?
REMODELLING AND REPAIRS AT LOWEST PRICES
906 Granville Street, Vancouver 2, B.C.

81



*The Teacher
as a Performer*

As a result of reading a couple of things lately, I think we should take another look at something I touched on very lightly about this time last year—the role of the teacher as a performer; specifically, the teacher in a performing culture.

I have always believed that the successful teacher has to be a bit of a ham, always conscious of an audience, thinking of his material somewhat in the light of a script with props to help out his performance.

What I hadn't thought about much, and what has suddenly popped up for attention, is the competition we face from other performers and performances to which our students are exposed for more hours a day than to those in the classroom. An article in the April 1967 issue of *The Clearing House* started my present line of thought, and another in a May issue of the *Star Weekly* pulled it together.

The latter, a superb bit of ballyhoo, tells elaborately, excitedly (to my way of thinking, hysterically) and fulsomely all about the gay, beautiful and talented (by their own admission) young people who put together the TV program, 'Take 30.'

I think of the way we put on our own shows, four or five 50-minute performances a day, every day. I think of the way we research our own material, write our own scripts, check our own performances. Then I read something like the *Star Weekly* bit, and I wonder if we aren't on the wrong track. I wonder if we shouldn't get ourselves organized the way these pros do.

Do you know how many lovely lovely people it takes to put on 'Take

30'? A double-page color photo shows 20 of them, and this for a half-hour show a day. (I admit the mechanics of TV are beyond me—just what, for instance, is the essential difference between a producer, an executive producer, a technical producer and a host producer? They're all here, as well as a studio director, program organizer and crew leader. Not to mention script assistants, researcher, designer and unit manager. What on earth do they all *do*?)

Think of the shows we could put on with all this high-priced help in the background. Wow.

I see nothing for us but to change our ways, if we are to survive this sort of competition. High on the list of priorities is publicity of the sort these people get, to make the public aware of our personalities and the glamor attached to our shows. We must worry more about our image, let the public in on the 'hours of planning, and agonizing and brow clutching' that goes on behind the scenes (all quotes straight from the *Star* bit). Ask yourself, when did you last clutch your brow over your work? See what I mean?

We'll never amount to much as performers unless our PR people say things about us like, 'gloweringly handsome,' 'beautiful, high-powered and relentlessly undomesticated women,' and 'endearingly ingenuous.' And can any of you

ladies say with one of this show's hostesses, 'We have a certain kind of magic with people, not just because we're a couple of pretty broads, but because they like and trust us'? Oh come now, you're just being modest.

With this kind of publicity, and with a stable of technicians in the background to help with the production, I'll bet we teachers could put on some sell-out shows. Rattling around in the back of my mind is a classroom act put on somewhat in the manner of a TV show. One of these days I'll get around to presenting it here.

Footnote: I was just curious enough to make the effort to see one of the 'Take 30' offerings, to check it with the publicity, and I must say that all the gay, beautiful, mad, mad hoop-la didn't result in very much. Maybe I hit it on an off day, but certainly nothing I have ever done on my worst days in front of a class was as bad as this. It was an interview with Pamela Hansford-Johnstone conducted by the glamorous of the show, and it was awful. The two perched woodenly on their seats, the camera angles were trite, the lighting amateurish, the questions dull. The interviewer might as well have been a ventriloquist's dummy. The only bright spot was the guest herself, who at least had something to offer, even in the face of a poor production. □

We Shall Miss Them

Active Teachers

Miss Eleanor Bessie Alexander
Mrs. Genevieve Somilo

Retired Teachers

Mrs. Lorence B. McCallum
Mrs. Ellen Moses
Mrs. Blanche W. Sullivan

Last Taught In

Alberni
Vernon

Last Taught In

Kimberley
Prince Rupert
Langley

Died

August 14
September 23

Died

August 22
August 18
August 14

The Alberta Teachers' Association

invites applications for the position of

Associate Executive Secretary

The Alberta Teachers' Association is the professional association of the 19,000 teachers employed in the publicly supported schools in the province and organized into 75 locals of the Association. In its head office in Edmonton and branch office in Calgary there are at present a professional staff of 15 and an office staff of almost 50. The executive secretary is the chief executive officer of the Association with responsibility in three main areas: leadership, coordination and administration. The associate executive secretary will share and assist in the full range of these responsibilities.

The person appointed to this position will be a successful professional educator with a firm commitment to the importance of teaching as a profession. In making the appointment, consideration will be given to such factors as scholarship, experience and attainments in education and other fields, and skills in the field of human relations.

Applicants should provide complete curriculum vitae covering academic and professional record and should submit the names of three or more persons from whom references may be obtained.

Salary will be in excess of \$20,000. Personnel benefits include group medical services, hospitalization, life insurance, provision for sick leave and sabbatical leave, salary continuance insurance, coverage under The Teachers' Retirement Fund Act, and five weeks' annual vacation. Salary and other benefits are reviewed annually.

Employment will begin August 1, 1969 or as mutually agreed. Deadline for receipt of applications is January 11, 1969.

Enquiries and applications should be marked 'confidential' and addressed to:

B. T. Keeler, Secretary, Selection Committee

11010 - 142 Street, Edmonton 50

FROM OUR READERS

Who Should Teach Health?

Sir,

In elementary schools at present there is a course, called health, amalgamated with physical education. Health was amalgamated with physical education only because the P.E. teacher seemed the person most likely to know something about health. But is he?

The course offerings at the teacher preparation institutions in B.C. indicate little emphasis on health. UBC, for example, offers one half-year course as a requirement for all physical education majors. Even if this one course could cover all the complexities of health, it is secondary school-oriented, as are all the other courses. Most of the physical education teachers graduated by UBC teach in secondary schools as a result of this four-year conditioning process.

So who teaches P.E. (and, by unfortunate association, health) in the elementary schools? In many cases

it is an unqualified, but interested, person. In other cases it is someone who is not interested, but has been given the choice of teaching P.E. or P.E. After all, the students are so keen to do anything, you just throw out a ball . . . right?

All of these teachers, qualified or not, interested or not, teach P.E. Health is usually left to the individual teacher and what he thinks should be done about it. If he has had *no* preparation for and does *not* care about health, he cannot even begin to set up an adequate program.

Even if the teacher feels he is unprepared, he cannot take courses at B.C.'s universities which will equip him to handle this most complex subject. To remedy this situation the teacher preparation institutions must see that health education is a needed course, and needs attention.

In many areas of the United States health education is taught at universities in separate departments allied with schools of physical educa-

tion or of public health. This is because many Americans seem to realize that adequate health education is more than just teaching about a balanced diet, checking for clean finger nails, and giving one lecture on the facts of life.

Today such subjects as mental health, communicable diseases, consumer education, safety education, sex education, family and interpersonal relationships, and drug, smoking and alcohol education demand the attention of qualified personnel. So much is this so that the New York State government recently enacted legislation making it mandatory that health education be taught in elementary, junior and senior secondary schools by *qualified* health educators.

Before we can attain this stage, we must recognize, first, that physical education is *not* health education and, second, that physical educators are *not* necessarily health educators.

Coquitlam

S. Norman

Canadian Source Book of Free Educational Material

**N
E
W**

- ★ All subject areas
- ★ All graded levels
- ★ All Canadian sources
- ★ Completely indexed
- ★ Teacher reference
- ★ French index
- ★ Stimulate learning
- ★ Student research
- ★ Over 700 listings
- ★ Free-rental AV media
- ★ Revised annually
- ★ Lower teacher price

ORDER NOW—ONLY \$5.00 CASH OR C.O.D.

CANADIAN EDUCATIONAL RESOURCES FOR TEACHERS

Cert Co., Cranberry Portage, Manitoba

Quality comes first at

Anderson FURS

5844 Cambie Street

325-0311

**UNIVERSITY OF OSLO
INTERNATIONAL SUMMER SCHOOL**

Six weeks, June 28—August 9, 1969

Write: Admissions Office, Oslo International Summer School,
c/o St. Olaf College, Northfield, Minnesota 55057.

A Letter to Another Editor

Ed. Note: A reader sent us this letter from Saskatoon's *Star-Phoenix* because it puts into words the rarely expressed but often experienced exasperation teachers feel when someone suggests yet another job should be done by the schools.

Sir,

P. J. Cullingworth expresses (Letter Box, Oct. 2) a justifiable concern about youngsters riding bicycles without being adequately trained to handle them in traffic.

I have no quarrel with his analysis of the problem. It is the pat solution offered in the final paragraph that alarms me: 'Members of the public school teaching staff,' he suggests, should operate a testing program 'after school, at weekends' to prepare these 'untrained youngsters' to face the hazards of the road.

If that is the teachers' responsibility, may I suggest that we immediately organize the architects of the city to supervise children (on weekends, of course) while they indulge in the dangerous pastimes of build-

ing tree-houses and digging caves in the river bank. Members of the medical profession and the clergy must immediately form weekend task forces to investigate all parked cars found within 20 miles of the city. They could offer both medical and ethical advice to young couples, many of whom indulge in pastimes even more fraught with peril than riding a bicycle. Lawyers ought to be granted authority (for weekends only) to enter any house occupied by university students; they must be prepared to offer fatherly counsel and legal advice should they chance upon a 'pot party' or an 'acid orgy.'

Teachers get a little tired of being told that they must conduct bicycle tests, collect money for school photographs, provide driver-education, offer sex instruction, and organize dances for teenagers—presumably because no one else will. Quite a few of us work from eight in the morning till ten at night as it is, and would appreciate some time left to live a life of our own. Not only that, I suspect that such basic matters as English, history, science, mathematics, art and music should be granted

at least an occasional period, if they can be sandwiched in among the 'subjects' the public is now urging us to teach.

My suggestion is that the parents who brought the bicycle-riders into the world take a few minutes off from their busy round of activities to teach their sons and daughters the fine art of bicycle-riding.

I am sure that Mr. Cullingworth did not mean to offend the teachers of Saskatoon. The fact is that, perhaps unintentionally, he has done so. Teachers do their share trying to enrich the lives of young people. But give us room to breathe.

Teaching in 1968 is not so pleasant a task as it was even five years ago. The principal reason, I suggest, is the failure on the part of many parents in the community to assume the awesome responsibility that comes with having a family. If present trends continue, parental responsibility will end when the baby is born. Not a very encouraging future for a boy who would like his dad to teach him how to ride a bicycle!

Saskatoon

J. F. Roy

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

CHARTER FLIGHTS to BRITAIN

RESERVATIONS

Contact Miss V. Scott at the B.C.T.F. Co-operative Association office. Reservations will be made on a "first come, first served" basis and must be accompanied by the full fare. Loans may be made from the B.C.T.F. Co-operative Association if necessary.

CP/901 28 June 30 Aug.	AC/902 29 June 28 Aug.
CP/903 30 June 25 Aug.	AC/904 1 July 30 Aug.
PW/905 2 July 28 July	PW/906 6 July 29 Aug.

CP — Canadian Pacific Airlines AC — Air Canada
PW — Pacific Western Airlines

TYPE OF AIRCRAFT

CP series DC8 pure Jet
AC series DC8 pure Jet
PW series Boeing 707 pure Jet

COST

\$315.00



THREE CHEERS FOR OUR SIDE . . .

on the publication last month of the BCTF's Commission on Education report, *Involvement: the Key to Better Schools!* By now most teachers must have seen it and probably been embroiled in hot arguments over some of its more daring recommendations. We take off our editorial hat in humble appreciation of the tremendous job so capably done by D. B. MacKenzie, Mrs. Lorill Hanney, R. J. Carter and W. V. Allester.

. . . AND THREE FOR THEIRS

on the just released revision of the *Library Manual for the Public Schools of British Columbia*. Those of you who have the first edition, which dated from the 40s and has been reprinted without change as late as 1965, will appreciate the thoroughly modern format, illustrations and content of the new 1968 edition. A second tip of the hat to the committee responsible for this much-needed handbook.

BORN THIRTY YEARS TOO LATE. . .

The other day, in the course of rummaging around in my office (it turned out to be one of my more spectacular rummages), I came across the *List of Library Books authorized for use in the public schools of B.C.*, dated 1940. It made fascinating reading, especially with regard to book prices. Here are some of them, with today's prices in brackets: *World Book Encyclopedia*, 19 vols., \$69.90 (20 vols., \$140); *Canada Year Book*, 50c (\$3.00

or \$5.00); *Webster's New International Dictionary*, \$20 (\$47.50); Kenneth Grahame, *The Wind in the Willows*, \$1.00 (\$6.00); Drinkwater, *Outline of Literature*, \$5.00 (\$12.25); and so on. It's an intriguing list, full of stern-sounding titles like, *Operas every child should know*, and the like. Enough of nostalgia; let's look at some new books!—C.D. Nelson

ART

Ceramic Art in the School Program, by Thomas G. Supensky. Davis Pubs., Mass., c1968 (Can. Agt. Moyer-Vilas Industries) \$9.25

Painting in the School Program, by Virginia G. Timmons. Davis Pubs., Mass., c1968 (Can. Agt. Moyer-Vilas Industries) \$12.75

These two Davis publications are the sort that the enterprising art teacher unobtrusively makes a part of the underground library in his classroom. Unfortunately, the relatively high cost of each will bring the school librarian in hot pursuit, but it's still worth the risk, for the art area is where they belong.

Ceramics is an attractively-bound book with generous illustrations. The preparation and handling of clay is sensitively presented, and, throughout, the emphasis on the flexibility of the medium provides a long overdue breakaway from the traditional approach to design in clay. Glazes, types, textures, colors, preparation and application, kiln management and stacking are all treated in the same rather gentle manner that will attract and involve many more students than it will discourage.

Those desiring more specific information than this book provides can easily find it in more pretentious but less appealing references. The lack of color in the plates is to be regretted, since some of the pieces cry out for it. However, this oversight is more than made up for by the excellent appendix of ceramic terminology which intrigues the young tongue and by the very clearly illustrated section on wheel throwing.

Painting is 135 pages of 'stimulation,' as

NEW BOOKS

the foreword claims, but hardly 'at any grade level.' Given a firm working knowledge of materials, tools and techniques, an understanding of the development of schools of painting, the whys and wherefores, plus a healthy philosophical approach—yes, this is a stimulating book.

It deals with subject matter: painting in oils, synthetic materials, watercolors, collage, crayon and chalk as well as, and often better than, previously published efforts. At the close of each chapter suggested problems are dealt with in a manner that indicates that Timmons has felt the fire of frustration and is making a commendable, constructive effort to aid her fellow. Her message is involvement for student and teacher, particularly the latter.

The book closes with useful chapters on classroom organization, evaluation of work, and with what is perhaps more important than any of the actual content, the unsettled reader, one who will re-evaluate his course and presentation and wonder whether he will do as well as the author of this book.

—William Calder.

CANADIANA

Pauline Johnson — Her Life and Work, by Marcus van Steen. Musson, Toronto, 1965. \$6.50

This volume has a definite place in the school library, particularly in the elementary field where Pauline Johnson's work is studied. The first 42 pages contain a readable biography written by Mr. van Steen, who is an authority on Miss Johnson's life, and containing many little known facts about 'Tekahionwake.' Pages 43 to 174 contain all her known poems, and the remainder of the book gives us six rarely encountered prose selections. Mr. van Steen believes that Pauline Johnson has a permanent place in the literature of our country and he puts his case very sympathetically and appealingly.—Betty Holt

DRAMA

Play, Drama and Thought, by Richard Courtney, Cassell, London, 1968. 42s

Mr. Courtney's objective has been 'to examine the intellectual background of drama in education.' The work is intended as a textbook for education courses.

Using the source book approach, the author looks at the disciplines of philosophy, psychology, and sociology as they relate to dramatic education.

The book is highly theoretical: probably of little use to most teachers; perhaps worth a quick glance to see if it's your cup of tea.—Laurie Lynds

Henry VI (Part 2), The Sonnets, King John. The Folger Library General Reader's Shakespeare. Washington Square Press, New York, 1967. Paperback. 45c ea

Here's another series of Shakespeare's plays, this time in paperback. Its strong points are its low price, good illustrations, and excellent page format—the script occu-

pies right-hand pages only, the footnotes and summaries are on the left, making quick reference much easier. There are few notes, no questions, and the books are low on durability. The books would be a good buy for one's private library, but are not recommended for school use.—Laurie Lynds

FICTION

In Search of Ophelia, by Amelia Elizabeth Walden. McGraw-Hill, Toronto, 1966. No price given.

Here is a good novel for senior girls and Shakespearian students, which also includes some excellent psychology. The main theme of the book is the production of an 'avante-garde' version of *Hamlet*. Quotations are given from this play, but even if the student has not read *Hamlet* she will understand the action and—who knows?—may even be persuaded to read the play for herself.

The main character is actress Miranda Welch who is given the part of Ophelia, but struggles with her interpretation of the part almost up to opening night, when she is wildly successful. Her mental quandary is not helped by her romantic associations with three men, but the climax of the book is very satisfactory.

There are some tense moments in the story and the action is well sustained.

—Betty Holt

Think Wild, by Arnold Madison, Holt, Rinehart and Winston, Toronto, 1968. \$4.55

This well-timed novel opens with a riot

of teenagers and college students and ends with a riot of the 'thinking' people of the town, a sad commentary on our society. The main theme of the story, however, deals with the relations of a car-mad 16-year-old with his friends, his school and, most important, his bewildered parents. The style is fresh and invigorating, the progress of the tale is well thought out, and it should prove to be popular with all boys who are interested in owning their own cars. It is realistic, yet at no time does the story lose its pace. There are many humorous situations which relieve tension at the right moment and the climax is very satisfactory.

The vocabulary is not difficult, so this book could be used by junior secondary, and even older, boys.—Betty Holt

Wildcat Under Glass, by Alki Zei. Translated by Edward Fenton. Holt, Rinehart and Winston, Toronto, 1968. \$5.20

This is a very unusual book, suitable for the larger senior secondary library where there are thinking students interested in world affairs.

On a small Greek island in the year 1936, two girls, Myrto and Melia (who tells the story), are living a normal and peaceful family life under the rule of George II. However, there is trouble in the air, and the main part of the book deals with the coming of a Fascist dictatorship and the changes it brings about. The family is split, some embracing the new regime wholeheartedly because of glamorous propaganda and some enrolling themselves on the side of the 'Freedom Fighters.' With the continua-

tion of the dictatorship comes disillusionment and, at the end, the family is reunited in the cause of democracy.

The characterizations in the book are very good, and we see, in the case of many of the characters, why Fascism was accepted blindly and why others fought bitterly to retain their freedom.—Betty Holt

Pony Tale, by M. Percy Crozier and Margaret Bruce. McDougall, Edinburgh, 1965. (Can. Agt. Clarke, Irwin) \$1.20

Here is a very readable 'horse' story for the lower grades. The plot is somewhat conventional, but the freshness of the writing makes the story attractive. The vocabulary is about Grade 4 or 5 level and the black-and-white illustrations help to explain the story.

However, this is a British book, and some teachers may feel that it is not realistic for Western Canadian students who are not familiar with British riding schools and ideas.

The characters are traditional—the heroine, the bad girl, and so on, but horse lovers may find pleasure in the tale.

The format is not attractive as the volume is small and there is no dust jacket, but for the price this is a worth-while purchase.

—Betty Holt

Screaming Tyres, by M. Percy Crozier and Margaret Bruce. McDougall, Edinburgh, 1964. (Can. Agt. Clarke, Irwin) \$1.20

Although a British story, as may be deduced from the spelling of 'tire,' this is a useful addition to the 'car' books for the junior grades. The print is large and clear and there are good black-and-white illustrations.

TYPOGRAPHERS DESIGNERS PRINTERS
EVERGREEN PRESS BOOKBINDERS DESIGNERS
325-2231 EVERGREEN PRESS PRINTERS LITHOGRAPHERS
TYPOGRAPHERS LITHOGRAPHERS PRINTERS
BOOKBINDERS EVERGREEN PRESS
PRINTERS 682-7722 LITHOGRAPHERS
EVERGREEN PRESS BOOKBINDERS 325-2231
DESIGNERS LITHOGRAPHERS
TYPOGRAPHERS EVERGREEN PRESS
325-2231 PRINTERS BOOKBINDERS
LITHOGRAPHERS EVERGREEN PRESS 682-7722
325-2231 EVERGREEN PRESS DESIGNERS
PRINTERS BOOKBINDERS 682-7722
EVERGREEN PRESS 682-7722 PRINTERS LITHOGRAPHERS

The subject is car racing, and, even though the plot is somewhat conventional, it is exciting and satisfying. The style is easy and colloquial and the vocabulary should not present any difficulties to the Grade 4 or 5 boy.

The format is disappointing as the book is small and there is no dust cover for advertisement. However, for the price, this could well be added to the library's shelf of car books.—Betty Holt

The Moon and Sixpence, by W. Somerset Maugham. Washington Square Press, New York, 1968. Paperbound. 75c

This well-known classic is published in the 'Collateral Classic' series (C C 710) by Washington Square Press, who are making a determined effort to bring well-bound paperbacks to our schools. This fictionalized biography of the French artist, Paul Gauguin, has a particularly good format for the paperback shelf because of the Reader's Supplement on colored paper in the center of the book. This starts with a photograph of Mr. Maugham, and continues for 23 pages with reproductions of Gauguin's work. (Unfortunately, they do not show the brilliance of the original paintings—but what can you expect for 75c?) There is also a section on literary allusions and cultural references, a vocabulary section and a group of criticisms and comments on the book. This edition has a definite place in our senior secondary libraries.—Betty Holt

Panther's Moon, by Victor Canning. Chatto and Windus, London, 1964. (Can. Agt. Clarke, Irwin) \$1.50

I do not recommend this edition of this book primarily because its format is most unattractive. I have found, moreover, that the original edition (full size volume) has not proved popular with even the most senior students.—Betty Holt

MISCELLANEOUS

Laurentian Heritage, by Corinne Rocheleau Rouleau. Longmans, Toronto, rev. 1965. \$1.40

The introduction to this book says, '*Laurentian Heritage* has been a welcome addition to the lamentably small list of books portraying the Canadian background, whether English or French. For all readers it provides a charming and interesting picture of life in the 1870s on an "habitant" farm.' This is true, although I feel that even though this edition was prepared for use by students of secondary schools, it could be used to greater advantage by teachers of Socials 11. The format is unattractive, both the size of the book and the print being small. There are no illustrations.

However, many of the stories in this book, whose chapters deal with separate facts of

habitant life, could well be used to further understanding between English and French Canadians, especially now.

At the back of the book there are a chapter-divided set of questions and a glossary of French terms which might prove useful. Certainly its price makes the book a not expensive purchase.—Betty Holt

Memoirs of a Bullfighter, by Conchita Cintron. Holt, Rinehart and Winston, Toronto, 1968. \$8.65

I do not recommend this book for school libraries for the following reasons: 1. The subject would appeal to a very limited number of students. 2. The style is diffuse and illogical in development. 3. There are far too many Spanish phrases and bullfighting and riding terms which are unexplained. 4. It is too expensive.—Betty Holt

POETRY

Solitary Walk: A Book of Longer Poems, by various authors. Ryerson, Toronto, 1968. \$1.50

There is no clue as to what prompted the compilation of this collection of longer poems with annotations, but the fact that the six sets of notes are claimed by five individuals suggests that this is an academic exercise of some sort. So it was especially pleasant to find most of the comments helpful and meaningful to students at the senior secondary level.

The slim hardback volume contains 'Grandfather,' by George Bowering; 'Portrait of the Poet as Landscape,' by George Klein; Chesterton's 'Lepanto'; Browning's 'An Epistle'; a section from Tennyson's 'Morte d'Arthur'; and Wordsworth's 'Tintern Abbey'—all, save the first two 'natives,' familiar to one brought up in the English Joint Matriculation Board tradition!

The poems come first in a group, and then come individual biographies, comments and notes on the texts (a 'healthier' method than using footnotes, if somewhat less convenient for the less poetically gifted) and questions for review. I am happy to say that for once I did not have to reject any of the questions as being beyond my comprehension, never mind that of the student. The notes, while adequate, afford plenty of scope for teacher and students to make their own interpretations, something to be applauded in this 'progressive' age when we are so often told what the poet means and what we ought to think!

—Glenys Jones

Rhyme and Reason. Ed. John Metcalfe and Gordon Callaghan. Ryerson, Toronto, 1968. \$2.50

The two editors introduce this volume with a statement which should be noted by all teachers of literature: 'No one method (of teaching poetry) or teacher is infallible.' With this in mind, they have compiled some

interesting suggestions and material which they hope teachers will use to supplement their own material and ideas. Most of the poems are modern, since the editors believe they will have more impact on the students if they are able to relate to themselves.

The book is arranged in two sections. Part I deals briefly and competently with technical terms under the headings Connotation, Rhythm and Figurative Language. Illustrations and exercises are included here. Part II contains a lively selection of poems on The City, Portraits, The Countryside, Animals, Pictures, Sorrow and Anger, and Fantasy and Humor. The international gathering of poets ranges from Chaucer to Roger McGough, who, if I am not mistaken, is a 'Scouser' and a member of the group of satirists known as 'The Scaffold' and contemporaries of the Beatles.

Brief notes on Part II come next, points of information rather than interpretation, and finally separate title and author indexes. This would be a valuable text for junior and even senior secondary schools.

—Glenys Jones

SPANISH

Literatura Española, by Diego Marín. Holt, Rinehart and Winston, Toronto, 1968. \$9.35

Let it be said right away: this book is meant to be a university text, but it deserves better. It deserves to be read for leisure and pleasure. Its clear print, down to the smallest footnote (of which there are plenty), its artistic and clever use of a variety of clear types, its organization and uncluttered pages beg you to pick it up and tempt you to read and keep reading.

As an anthology, it offers a selection of works which were chosen for their intrinsic or representative value, and in restricting the number of selections under these two considerations, the emphasis is on the most important figures of Spanish letters and their study in depth. An index with cross-references and a glossary of archaic expressions are provided and prove very useful.

The selected works appear without alterations and, where there are gaps because unessential parts have been omitted, there are ample notes to assure continuity. These notes have been generously added to explain rare or ambiguous words and expressions and are in a Spanish which is fairly easily understood on the intermediate level. The same holds true for the biographical and bibliographical introductions to the authors.

Since we are concerned with an introduction to Spanish literature, the medieval texts have been partially modernized in spelling, syntax and vocabulary, but fortunately not at the expense of the meter.

As there is a growing demand for Spanish instruction in this province, it would be worth while to include works of this high caliber in our personal or school libraries.

—Conrad Schamberger

Nominations for
Honorary Life Membership
must be submitted
by December 31.

SPECIAL RATES TO TEACHERS

Carpet and chesterfield cleaning.
All work done in your home
and guaranteed.
Very reasonable rates.
Free estimates.
JJ Fabric Cleaning Specialists
Phone 254-3727 (between 5 and 7 p.m.)

AFRICAN SAFARI FOR TEACHERS

42-day jet tour around Africa
ALL-INCLUSIVE COST \$3100
For brochure write W. H. W. HARDWICK,
6958 Churchill St., Vancouver 14

**No Tanzania?
No Trans-Canada Highway?
No Continental Drift?**

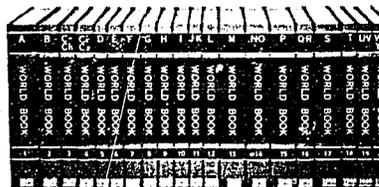


What he's really looking for
is the latest edition of
The World Book Encyclopedia.

And here's how to get it for him. Phone or write:

R. Kelly Robertson
World Book-Childcraft of Canada, Ltd.
4345 Lougheed Highway
Burnaby, British Columbia

Edmonton • Montreal • Peterborough • Vancouver • Winnipeg



B.C. TEACHERS CREDIT UNION

Hours of Business

Tuesday - Thursday
9 a.m. - 5 p.m.

Friday
9 a.m. - 6 p.m.

Saturday
9 a.m. - 1 p.m.

Monday
Closed

1815 West 7th Avenue
Vancouver 9, B.C.
731-6191

Mailing Address:
P.O. Box 4309
Postal Station "D"
Vancouver 9, B.C.



- ★ Deposits of \$500 (or any multiple thereof) will be accepted at anytime.
- ★ interest will be credited annually on anniversary dates to the member's share account.
- ★ As a pre-requisite you must have **\$25** in your share-savings account.
- ★ All deposits guaranteed by Provincial Share and Deposit Guarantee Fund

A Professional Means of Savings and Service