THE BC TEACHER / DECEMBER 19[illegible]
VOLUME 48, NUMBER 3

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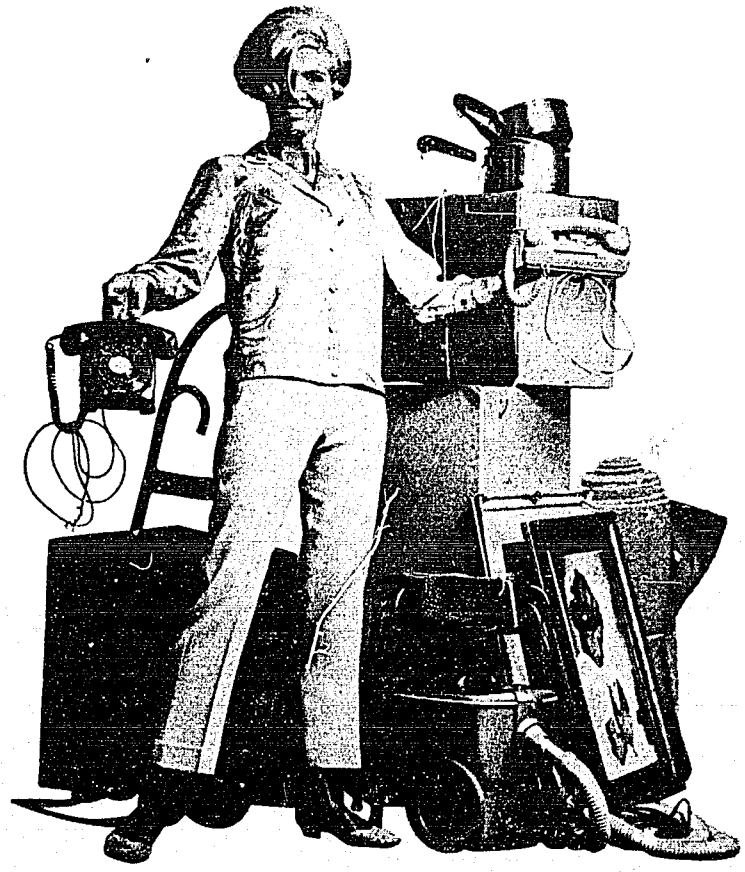

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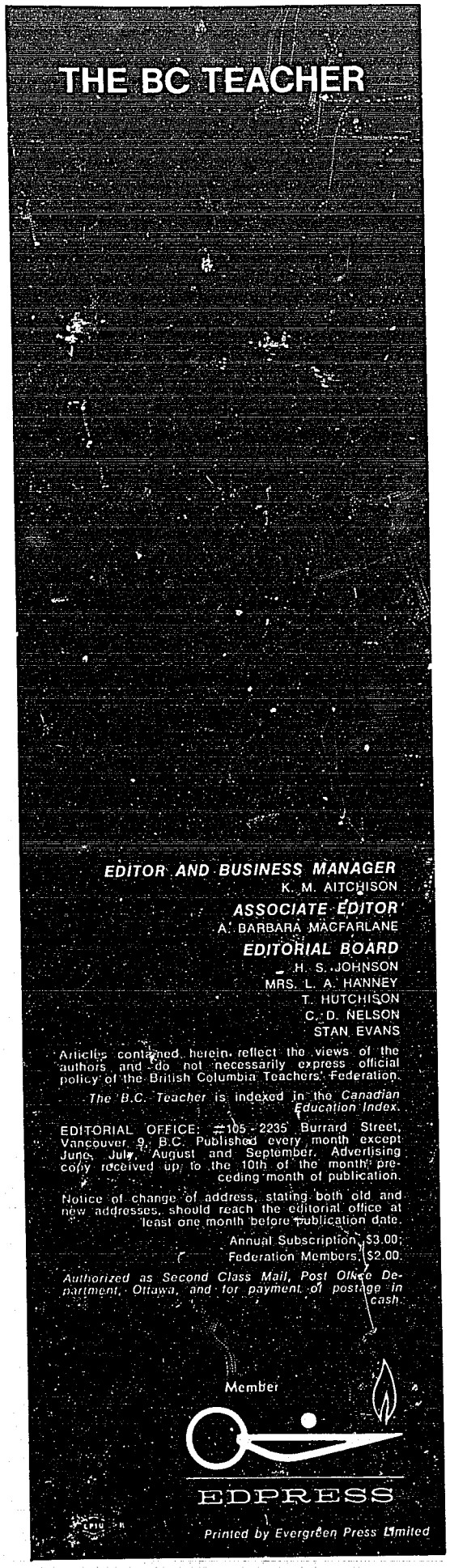

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COVER PICTURE

The acrylic painting on the cover this month is the work of Taisto Makela, a student of Windsor Secondary School in North Vancouver. On his work, the painter comments: 'The artist being a recorder of the present is one of Marshall McLuhan's assertions. Art, therefore, tends to be a "mirror image" of the environment in which it is conceived. This image is individual to the viewer, but the viewer tends to be subjected to being told what art should be approved or disapproved. This, I believe, is seriously incorrect. The viewer should be able to choose what he likes by his own standards.'

PHOTO CREDITS

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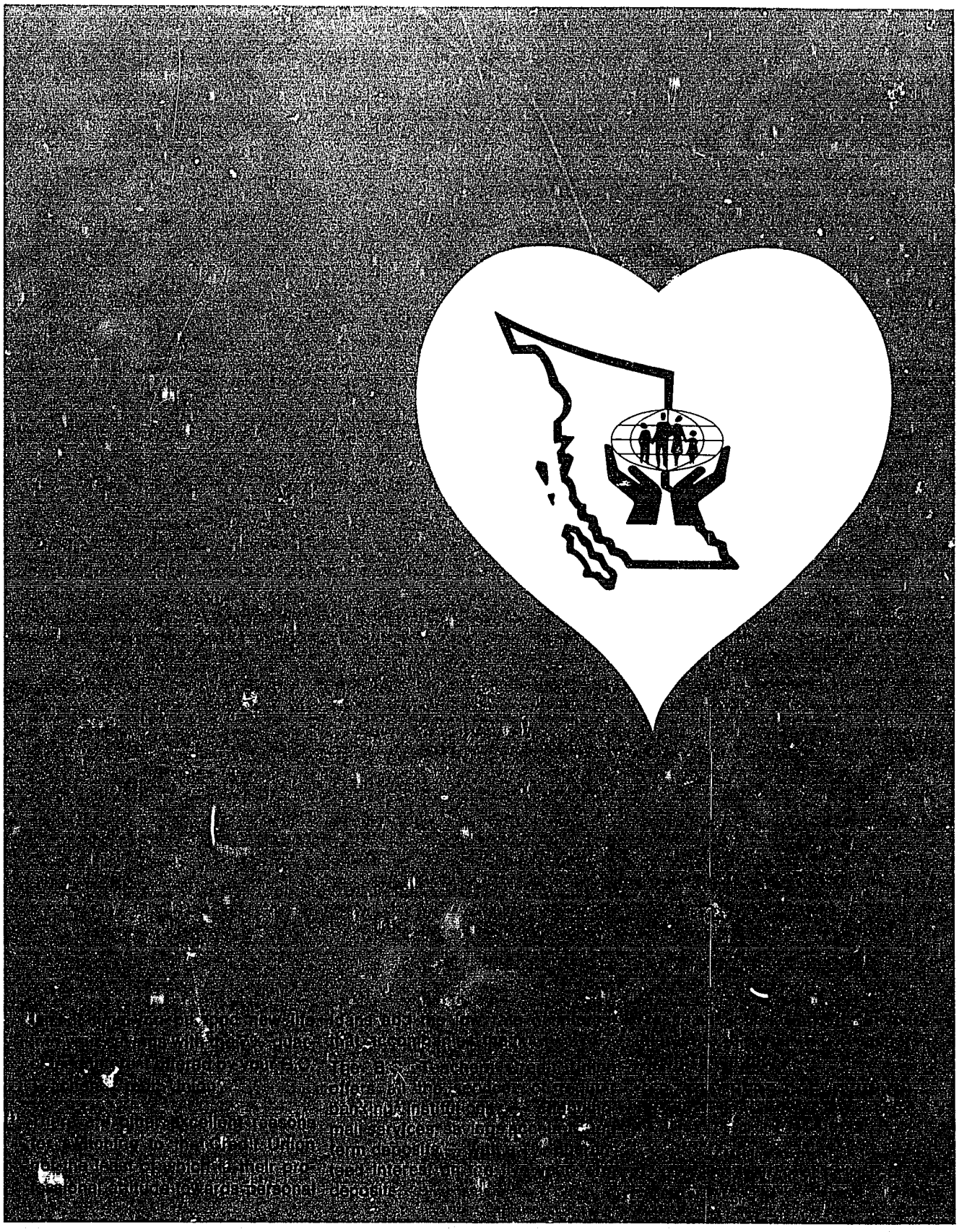
TIME FOR A TRANSPLANT...



Season's Greetings

For many of us Christmas is the season
of sudden realization that a term is gone,
that June exams are next week and the kids know nothing.
For others it's the season of frenzied preparation
of Christmas pageants, and reams of red and green
paper for decorations. For all of us I hope
it's a season of pleasurable recognition that we
and our students have developed communities of learning.

May I wish you, on behalf of the Federation,
a Merry Christmas and a Happy New Year.
Have a good vacation—
and don't take any marking home.

Jean Hutchison

President

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EDUCATION'S PRIME OBJECTIVE

Twenty years ago this month the United Nations adopted the Universal Declaration of Human Rights. To mark that historic event, 1968 was proclaimed Human Rights Year by the U.N. That human rights have been ignored, abused and violated all over the world in 1968 does not detract at all from the importance of Human Rights Year. Indeed, the many violations underline the fundamental and paramount importance of human rights to mankind's efforts to achieve peace and goodwill among nations.

Last month we included an article on human rights by Sir Ronald Gould; this month we have included one by Dr. J. F. Leddy, President of the University of Windsor. Both men have messages of importance to teachers.

Education has an important role to play in assisting human beings everywhere to win and keep their rights and freedoms. The preamble to the Universal Declaration states: 'A common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration in mind, shall strive by teaching and education to promote respect for these rights and freedoms, and by progressive measures, national and international, to secure their universal and effective recognition and observance. . . .'

Consequently, human rights are a prime concern of teachers—or should be. Teachers everywhere will agree with the first part of Article 26 of the Universal Declaration that everyone has the right to education. But do we pay more than lip service to the other two sections of that article? They read: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms,' and 'Parents have a right to choose the kind of education that shall be given to their children.'

Does our school system contribute significantly to 'the full development of the human personality'? The BCTF Commission on Education thinks not, and has offered various suggestions for changes which would enable schools to come closer to achieving that objective.

And to what extent are we successful in strengthening 'respect for human rights and fundamental freedoms'? The many manifestations of student unrest seem to indicate a sorry lack of success. On one hand, responsible protesters are criticizing a lack of respect for student rights and freedoms; on the other hand, irresponsible elements seem incapable of recognizing the rights of others.

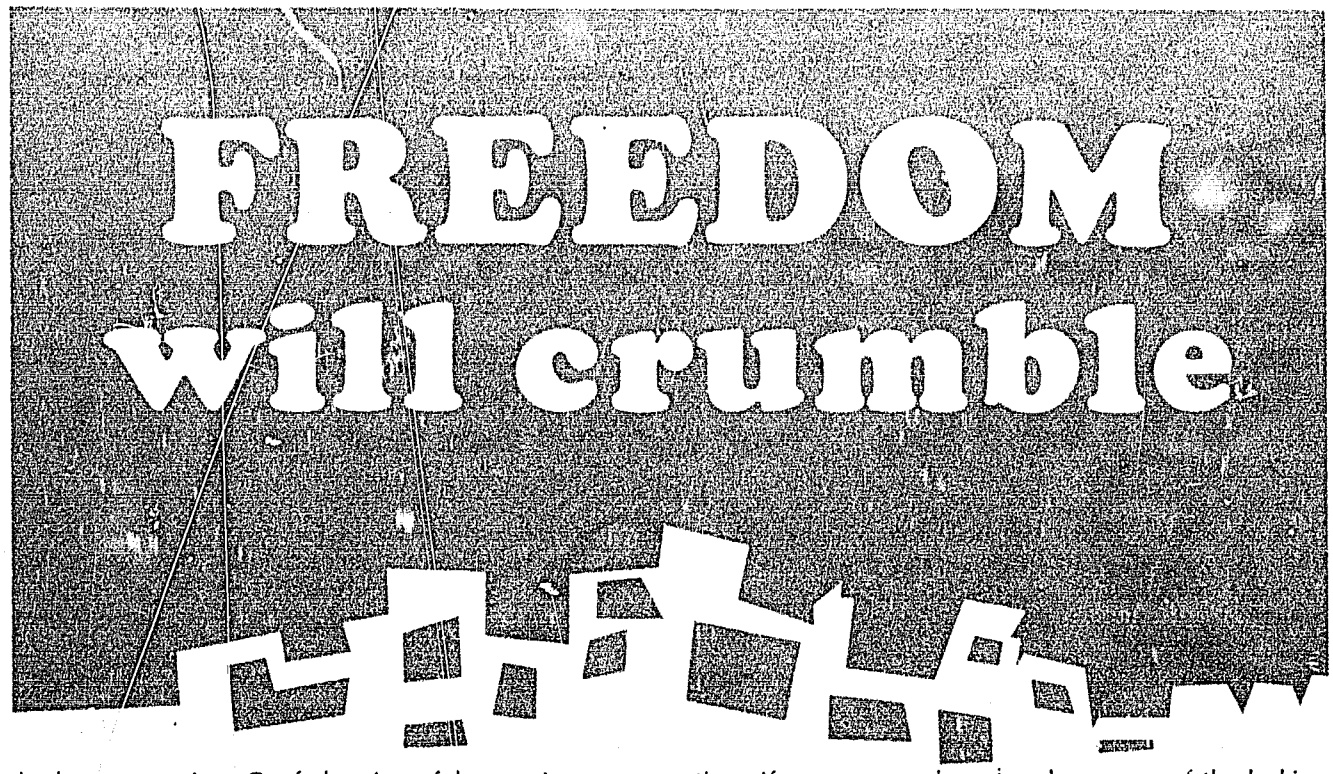
Perhaps one of the most important responsibilities teachers have is to assist students to recognize their own rights and those of other people. In this regard, it is a bit frightening to teachers to think of the tremendous influence they have on the developing attitudes of the children entrusted to them. Moreover, much of that influence is not a conscious thing, but the result of the example teachers set in their everyday contacts with students. Youngsters probably learn far more from the way their teachers act than from the lessons their teachers present.

It is no accident that the first clause of the BCTF Code of Ethics reads: 'The teacher shall speak and act toward pupils with respect and dignity, and shall deal judiciously with them, always mindful of their individual rights and sensibilities. Students are human beings; they therefore have certain rights which adults, teachers included, must respect. The reverse is also true, of course; adults have certain rights which youngsters must respect.

Human Rights Year is almost over; the denial of human rights in all countries—including Canada—continues to be perhaps the most basic problem confronting mankind. It is probably not overstating the case to suggest that if men, women and children everywhere were more conscious of human rights and the need to respect them, many of the world's problems would be eliminated.

Teachers who are truly dedicated to the cause of human rights render an invaluable service by consciously striving to assist their students to recognize and respect the rights of all people. The degree to which they are successful will probably determine in large part whether or not mankind can escape nuclear annihilation.

Education has many important objectives, but the prime objective of school systems everywhere should be recognition of and respect for the rights of all human beings.—K.M.A.



In the century since Confederation of the provinces, our understanding of the nature of freedom has expanded and evolved. We no longer think of it entirely in political terms. We have enlarged its range, realizing that political freedom is incomplete and unstable until it is supported by economic and social equality. Recently, too, we have glimpsed the fact that it does not reach its logical development if it stops short at a national boundary. International freedom is both the extension and the protection of national freedom.

We have also discovered something which would have distressed our forefathers, with their unquenchable optimism and their strong faith in the steady march of progress. We have learned, at least in the abstract, that freedom once gained can be lost utterly—as it has been in some countries in our time—or, short of that disaster, can be slowly eroded, whittled away by the zealous regulations of fussy bureaucrats more concerned with rules than with people.

In our universities we have probed deeply in research for political, economic and social case histories. We have amassed much information, and we now know more about the facts which stand behind the ebb and flow of freedom. Yet it remains difficult for us to take this knowledge completely into our realization, and to accept the full implication that a firm hold on freedom is not always to be presumed. It calls for constant concern and watchfulness, since the reduction of freedom can be insidious and casual, unnoticed at the time. In fact, this seems to be a general trend in history.

A dejected cynic once observed that given sufficient time, all human affairs end badly. Such a decline is the clear and ever-present threat to freedom, even in our time, if we are complacent and unaware of the lurking dangers.

One of these is the rise in temperature in political controversy, an increase in the bitterness and malice of personal attacks so noticeable in recent years. In extreme cases we have seen a flareup of mindless emotion in destructive riots and demonstrations in many parts of the world. When the wild irrational is riding high—and we have seen that grim spectacle in North America—national unity begins to splinter, and freedom is at once in danger.

Our freedom is based on our unity, and would crumble without it. We maintain that unity through our willingness to accept others as they are, reassured by what we share in common, and yet not resentful of our differences. In any democracy, if we expect any indulgence and reciprocity for ourselves, we must extend to others an individual respect and a genuine deference as human beings, whether or not their religion or politics their color or language, are identical with our own.

The large issues of freedom and unity come back in the final analysis to the individual. If we consider the broad sweep of historical movements, the onrush of current events, there may be some temptation to feel discouragement, to assume that the trend of the times is beyond our control, and that no individual action will be significant against grinding impersonal forces. Such a reaction is to be resisted, for it is a denial of the real facts of life. Ingenious men have spun many theories, seeking an intricate philosophic basis for freedom and unity, but in the end they have returned to the individual, and from that fact I draw my own optimism.

The fundamentals are stated with elegant simplicity in the first article of the Universal Declaration of Human Rights: 'All human beings are born free and equal in dig-

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Dr. Leddy is president of the University of Windsor, Ontario.

As individuals, we are not helpless spectators, standing afar off, remote from the scene of decisive actions, when the future of liberty is at stake.

nity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.'

The bright successes and disastrous failures in the history of freedom may reach their climax in high drama in Parliament or in some other public setting, but the real story begins unnoticed on our streets and unfolds quietly in our classrooms. It is here, in the ordinary exchange of everyday life, that the real victories are won, and the dangerous defeats take place, which ultimately, long afterward, cumulatively determine the outcome of some great issue.

There are many choices open to the individual who seeks, within his own range of activity, to make a positive contribution, however modest, to freedom. One line of thought which appeals to me is to ask, assuming that you take the Universal Declaration of Human Rights seriously, what action would be the gravest affront to that statement, and conversely, what alternative would most significantly advance its principles.

There can be many offenses against the dignity of the individual, such as slavery, unfair imprisonment, degrading poverty, political and religious prejudice, and limitation of free speech. All these are grave infringements, but there is another which is an even more profound affront to the individual—deliberately to deprive him of access to knowledge, or even, carelessly, to fail to open up the way for him. It is a sound instinct which prompts the people in developing countries to resent a lack of educational facilities much more keenly than other, material deficiencies. Consequently, I feel that whatever I can do to promote the welfare of education is, in a most direct way, an effective and vital service to the freedom and the unity of the people of Canada. Similarly, whatever we can do for the advancement of education in emerging countries abroad is bound to lead to greater freedom and unity in the world. Education is not the total answer, and certainly not the only answer, but it is the essential process in a modern democracy without which any other activity will miss its full effect.

We cannot guarantee that wisdom will always result from the gaining of much knowledge, but we can be certain that, without knowledge, wisdom will not even begin to emerge. In North America we are therefore committed to continue and to extend our vast investment of time, resources, and people in education, seeing it as closely sustaining the whole fabric of our society and of our democratic system of government. Our freedom and our unity are served by many converging influences but by none more than the advantage which we gain from education.

As individuals, we are not helpless spectators, standing afar off, remote from the scene of decisive actions, when the future of liberty is at stake. Within our immediate environment there is continually available to each of us a significant opportunity for some effective action on our part, in our dealings with others, which will ultimately set up a powerful chain reaction.

It was from just such small, personal beginnings that our freedom today began in another age. What was done in these earlier centuries, by men less advantaged than we are today, can be done again in our time. Some of the events of the past several years puzzle men of goodwill and cause them uneasiness for the future of their country, but this ought not to be our paramount mood.

We have our freedom. We hold our unity, and we shall maintain it. We have a great inheritance from the past, and we shall pass it along undiminished. We are free men, determined to stand tall in history.□

special classes

HUGH McPHERSON

There is perhaps more turmoil in education now than at any previous time. One of the most tumultuous areas is special education.

There is arising what could be monumental inconsistency on the part of educators and others who deal with exceptional children. On one hand we have movements toward individualized instruction, abolition of the grade system, and others designed to increase the flexibility of the structure. Presumably a more flexible system should be able better to accommodate a broader cross section of the children one finds in the public schools.

On the other hand, we are faced with an increasing demand for further proliferation of special classes of different types, which presumably would syphon an increasing number of children out of the regular school structure.

Those advocating this expansion include good classroom teachers who have been given massive feelings of inferiority by the vocabulary special educators and others have developed and are using to replace acceptable English words. These good teachers have grown to accept the mystique that there is, in fact, some all-healing performance that goes on in special classes, without realizing that special education techniques have been used by regular classroom teachers for many years when faced with situations which necessitate the introduction of differential methods.

The writer is Supervisor of Special Education for School District #41 (Burnaby).

. . . may be a mistake

More special classes are also desired by teachers who are simply incapable of handling children who deviate from the group, and by physicians and child psychiatrists who discover the inadequacies of their professional knowledge in dealing with many children who are referred.

The group demanding more special classes also includes parents who have become desperate in their search for help in dealing with their exceptional children. These parents too often find themselves on the diagnostic merry-go-round, being passed from point to point by people who, with honesty or not, feel that someone else has or should have the answers.

The growth of special classes has also been fostered by special educators and educational administrators who find the class concept much neater than other procedures for dealing with these children.

Although special classes solve some of the difficulties of parents, child psychiatrists and teachers of special classes, evidence is sorely lacking that they solve many of the problems of children without creating still further problems. 'Experts' are prone to justify this failure by pointing to poor placement practices, inadequately-trained special class teachers, lack of financial assistance, and other factors over which the experts, much to their own secret satisfaction, have no control.

Looking at these justifications for failure is not a reassuring task. The first — the advisability of having 'pure' classes — is similar to the arguments for homogeneous grouping. The objective is simply not possible to reach because children do not come in categories, regardless of the time, effort and resources spent to guarantee the purity of diagnosis. Special classes are almost always made up of children who fit the nominal category of the class, but who may be, and often are, emotionally disturbed, culturally disadvantaged, perceptually handicapped or brain-injured, or who have that current and most fashionable syndrome known as 'special learning disability.'

In any given group of special class teachers a questionnaire would probably get a 100% affirmative reply to the query, 'Do you have children in your class who do not belong there?' If one asks who these children are, he will most often find they are those who are not 'pure' members of the diagnostic category purportedly served by the class.

It is rare but refreshing when a child is referred back to regular class. The feeling of refreshment is too often short lived, however, when we find that the child has become so used to the style and pace of the special class that he can't function in the regular group. The feeling turns to discouragement when we discover that a child branded as being 'from special class' must actually function superlatively to survive. It degenerates into hopelessness when we become aware that the child has suffered so much stigmatizing social damage that even if special class placement had helped some specific difficulties, he can no longer function with his peer group.

Coming to the second justification for failure — the lack of trained teachers — we have to ask what a trained teacher in special education is. The 'acceptable' answer is a teacher with a special education major and preferably some graduate courses. Advocates of better training have succeeded in getting special education certification established in many parts of the continent. When one looks at what this entails, he usually finds certain specified courses most often taken in a vacuum by tired teachers after school or in the summer. Rarely is any particular experience a part of training. When practical experience is available, it is usually given in clinical schools on a short-term basis, with adult-child ratios which will never be duplicated in the public schools. If prospective teachers fail with these laboratory children, they have a great advantage over teachers in the public schools in that they don't have to live with their mistakes. The clinic schools can return their specimens to the public system, and the institution of higher learning to which they are attached can point with pride to the existence of quality programs.

If someone suggests that 'trained' teachers would be more useful if they had been exposed to special education programs in the public schools, he is told, 'We don't think the students would learn anything there.' One of the reasons for this statement is that much of special education has been built on psychological and medical models, and training is too often under people who have had little contact with the regular school system and whose contact has most often been only with the most deviant situations.

Actually, what prospective special education teachers might learn is that good work can be and is being done using special education techniques without creating the 'special class' child. If this concept is not acceptable, it is because it denies emphasis on refined diagnostic procedures aimed at fitting children into the professionalized categories. It ignores the practical experience which strongly suggests that the variability within groups is as great as, or greater than, the variability between groups.

The third justification for failure — the lack of finan-

cial support -- does not lend itself to any valid research. Some highly funded experimental classes have indicated short-term gains for certain kinds of youngsters, but these have rarely presented sound evidence on long-term follow-up. In addition, the results have frequently been vitiated by highly selective acceptance procedures. These resources could not possibly be duplicated for large numbers of exceptional children in any educational structure.

Research on alternative programs designed for keeping similar children in regular classes with sufficient supportive help is almost non-existent and the clear implication is that the only choices are special class placement or sinking in an unadjusted traditional regular class. Special educators have not taken account of the fact that the traditional class, as they have known it, seems to be rapidly disappearing.

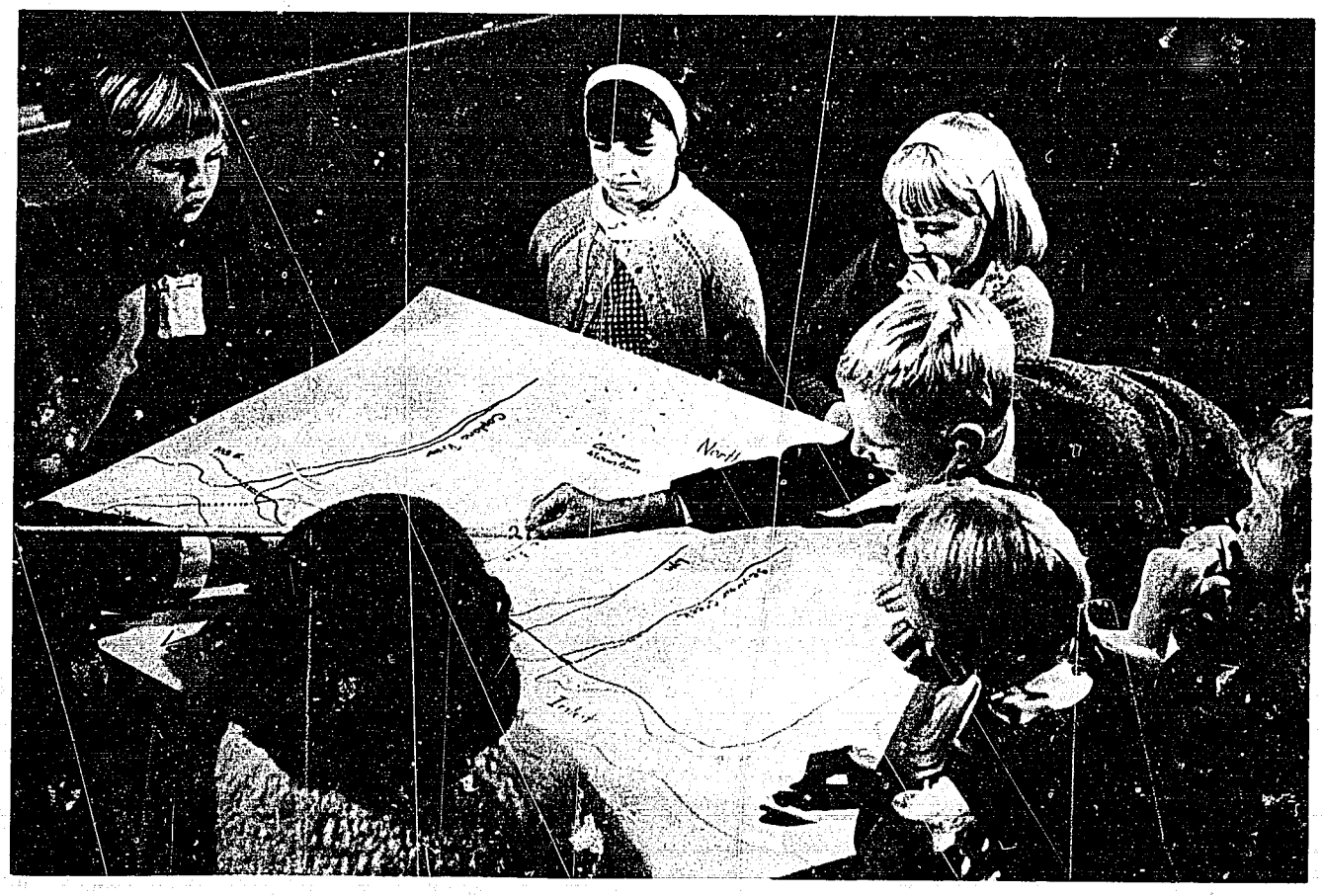
One cannot be too all-encompassing in condemning special classes. They have fulfilled a number of useful functions, and undoubtedly will continue to do so. First, they have provided training for certain youngsters who, because of inherent disabilities, will never be able to take their places in an adult world without the protection of a sheltered environment. If such an environment is going to be required eventually, children may as well get used to it early. These children include the trainable retarded, the more severely handicapped of the educable retarded, and very few others.

Second, the classes have eased the consciences of the establishment by offering placements to children who seemed unable to function in the traditional school systems. For these we have adopted the 'separate but equal' theories so prevalent and so unacceptable in the area of race relationships.

Third, the special classes have provided the controlled setting in which certain methods could be tried. In the earlier days of special education it was very difficult to make innovations within the traditional structure of the school. These days have gone, however, and now almost anything that can be done usefully in a special class can be done just as well in a regular class, either by using technological advances or by using teachers' aides or similar forms of assistance. These things could be done without increased financial cost, and doing them would eliminate the very expensive social costs which have resulted from segregation. Modern technology might even be able to reduce the need for such 'respectable' special classes as those for the hearing-impaired.

Special education is now at the point where it should be considered as part of the individualization of instruction, not simply as special classes. We are constantly bombarded with figures on the percentages of children requiring special classes for great varieties of reasons.

It may be possible, with modern technology, to reduce the need even for special classes for children with hearing impairments and return them to regular classes.



Children requiring some additional educational consideration should have it available to them in regular classes with their own teachers.

If we were to take these statistics seriously and add them together, we should have about 25% of our school population in special class and probably more than half our teachers teaching them.

The great majority of children requiring some additional educational consideration should have it available to them in their regular classes with their own teachers. Teachers have a right to expect assistance from principals and from others employed by the school system for the primary purpose of assisting teachers in the education of children. For a smaller number of youngsters, the next step would be reinforcing by such specific supportive measures as crisis teachers, remedial teachers, teachers' aides, itinerant teachers and elementary school counsellors.

Only when these resources have proven inadequate should special class placement be considered. Moreover, the great majority of special class placements should be made on a transitional and part-time basis, so that specialized personnel can develop a means by which a child can be taught more effectively in a regular class. It is in this area of transitional and part-time placements that special classes have their greatest future. Their function, however, should be clearly defined as being for the study of children and for the training of staff. This training should be available to teachers of regular classes, to reach the objective of involving all teachers in special education. The children in such classes should rarely be there full-time and should be kept only until an effective program for dealing with their problems has been developed. No child should be admitted until those referring him have laid out the changes required to enable him to survive in a regular class.

Long-term placements should be used only when children must be trained for a type of living very different from that of their peers. Such placements should not be made for those youngsters who could be cured were special day-schools and residential facilities more readily available. It is questionable whether the onus for treatment should be on the educational system or on health and welfare systems. Be this as it may, the time must surely have passed when children must suffer because provincial departments can't get together.

If our society provided services of the kinds I have outlined, it should be possible for the various disciplines to contribute to what the child needs, rather than what he is. By following such a procedure, we could keep to a minimum the 'hardening of the categories' which is becoming such a major occupational hazard. We must admit that we have tended to establish classes primarily to take the strain off the system, and that in so doing we have helped some children, but have permanently relegated others to an evergrowing sub-culture of society.

The key is to normalize experiences. Service from elementary counsellors, from helping teachers and crisis teachers, is more in keeping with living than is special class placement, and there is no evidence that it is less effective. A partial special class placement is preferable to a self-contained special class, and day-schools and residential treatment centers are certainly preferable to institutionalization.

In our endless search for something which will solve our problems in special education, we seem to have become more preoccupied with diagnosis than with methods and techniques. We haven't grown much closer to our real objective, but in progressing along the [illegible] have lost some of our social consciousness [illegible] forgotten that the children we deal with must eventually be able to function in society. To function in society a person must be aware of his own position in relation to all society, not simply in relation to one subgroup of it. Certainly, if it is at all possible, children should not be removed from their society until all possible resources have been brought into play.

Above all, teachers must have confidence in their own ability as educators. This is their profession, not that of psychologists or of child psychiatrists, although people in both these disciplines can assist as para-educational resources. Teachers have the knowledge and the skills, but too frequently have been hesitant about using them. Their reluctance stems partly from the fact they have been downgraded by the 'experts' and partly from the fact that even the most competent teachers have been inhibited by a structure which, by its nature, resists deviation from traditional patterns.

Let us hope that such reports as the BCTF Commission on Education's *Involvement: The Key to Better Schools* will accelerate the inevitable changes in the system.□

TWO REPLIES TO MR. MANNING

From A Retired Teacher

G. J. REEVE

The opening sentence of Mr. H. C. Manning's article 'Education Should Return to Drills and Skills' (September-October issue) reads as follows: 'It is high time that education be brought into line with the times we live in.'

Mr. Manning's views on the objectives of education cannot be faulted. His primary concern is with the pupil in his role as human being. He wants education to produce human beings of top quality, capable of enjoying the finer things of life—beauty, art, music, etc. The things of the spirit get top priority with him.

He feels strongly that the development of a spirit of responsibility is an integral part of any sound education.

He rejects, quite properly in my opinion, William James's pragmatism ('if it works, it's good'), in favor of Bertrand Russell's dictum that 'It appears to me that the dignity of which human existence is capable is not attained by devotion to mechanism.'

But although I subscribe unreservedly to these objectives, I can't see that a return to drills and skills will help achieve them.

Let us not forget that the drills-and-skills type of education is the one that has produced today's adults and today's affluent society, run by the affluent in the interests of the affluent.

The complacency and cynicism of today's world are coming under increasingly heavy fire. Most of us, for instance, are appalled by U.S. doings in Vietnam, by wide-spread support for South Africa, Rhodesia, Spain, Greece and their tyrannical governments, and by failure to deal adequately with poverty, housing and racial discrimination at home. The younger generation are society's severest and most vocal critics.

Mr. Reeve, a retired Winnipeg high school principal and a constant reader of this magazine, died three days after he had arranged to have these comments sent to us.

It is good to know that, over the length and breadth of Canada, thousands of dedicated teachers are trying, by every means in their power, to get rid of the dead hand of authoritarianism in education and to give their pupils a chance to make the best of themselves. The concepts of 'total involvement' and shared-decision-making are beginning to come into their own, and child-oriented education is on the march.

A word of caution here. The child doesn't exist in a vacuum. He's a member of a community, even to the point of trying to change it, should change be desirable. His freedom of choice (which should be as wide as possible) must be such that he will be able to make a meaningful contribution to the well-being of his community.

Unless vital changes are made in its outlook, the affluent society will be a menace to the world.

Its giant mergers and fantastic technological advances will inevitably lead to more and more centralization and ever-increasing authoritarianism. The effect of this on the individual will be catastrophic. Except for a handful at the top, he will become a faceless robot, a vegetable. But does this matter?

The way of salvation lies along the road of decentralization in every aspect of life, political, economic, educational. If the individual is to retain any semblance of human dignity, he must have some sort of share in making the decisions that control his life. He urgently needs a stake in life if he is to have any meaningful sort of existence.

Decentralization (a dirty word these days) may conceivably (though not necessarily) lower the standard of living, but it will in any case immeasurably raise the *quality* of that life.

It may be that drills and skills may have a contribution to make to today's affluent society, but they'll be of little help to the teacher who is trying to build a half-decent tomorrow.□

In our September-October issue H. C. Manning gave a layman's view that 'Education Should Return to Drills and Skills.' The article aroused much interest. Here are two reactions.

From A Student

MERILYN CAMPBELL

I agree with Mr. Manning's opening statement that our education systems are not in tune with the times. However, I cannot agree with his propositions to solve the problem.

Mr. Manning has stated that '. . . students are rebelling against a mass-minded society dominated by the middle-aged. And the society is the product of our education.' However, if this were so, there would be no student rebellion. Our institutions of learning would keep turning out students year after year, who would fit into established society because they had all been 'programmed' with the same concept of what society should be. This is not the case.

I think, rather, that education is the product of society, dictated by the needs of society. Even in the most primitive society this is so: the education is neither formal nor elaborate. It is designed to transmit to the young the things they will need to survive in their society. Students are rebelling today because our education systems no longer do so — society is rapidly changing, but education is not. This, rather than just the 'generation gap,' is the cause of student revolt on campus.

Mr. Manning also writes about the needs of youth for individuality, and our resentment of 'the implications of "togetherness," "relating" and "understanding" as being a form of coddling, leading to security in the money-minded world about them.' 'Young people want to express themselves, to thrill to a sense of accomplishment,' he says. Yet he advocates a return to skills, drills . . . and mental discipline for character must be stressed. He speaks of individuality and then strips it away by suggesting a system which will press our youth into molds and deny us some form of intellectual freedom. He brings up 'self-expression,' but would deny us an audience, and thus also the 'sense of accomplishment.'

Another point in the article brings out the idea that 'the utilitarian idea . . . creates a sense of emptiness' . . . 'the dignity of human existence . . . is not attainable by devotion to mechanism.' But will skills and drills bring us closer to his desired true thoughts, great feelings, attention to the world of beauty and abstract truths? I do not see how any skill is not utilitarian: even the smallest object or most modest skill has a use, and is therefore utilitarian in some way. And if the utilitarian detracts from the aesthetic and the abstract, then skills and drills would defeat their own purpose.

Miss Campbell is a Grade 11 student at Port Coquitlam Secondary School.

This idea of abandoning utilitarianism for the spiritual is very idealistic; especially in a society which is not ready for such a drastic change. This is borne out by the reaction to hippie ideals. I believe that something so integrally personal as self-actualization must come if and when each individual is ready for it. It cannot be forced by a formal learning situation.

Mr. Manning also writes, 'The speed of social change puts a premium on flexibility . . . to provide instruction for the individual so that he may best meet the demands of society the system must be flexible.' Our education does fall far short of this goal today, but I fail to see that a system of skills and drills would provide more flexibility than a situation where students are being stimulated to think for themselves. The ability to think and reason for oneself is the most adaptable possession of any man.

'It is essential that our school systems create a learning situation that will be conducive to the discovery of basic truths, and which will produce a climate of spiritual experience,' Mr. Manning has written. However, supposing that such an atmosphere were to be striven for, it would affect only a percentage of the class, for, I think, everyone experiences things on different levels from anyone else, even though, for appearance's sake, the end result may seem similar. This would necessitate a much smaller pupil-teacher ratio than can ever be achieved in Canada.

Last, but not least, Mr. Manning brings in 'the ways and means of intellectual life,' and the churches. Most of our society (termed 'middle class') are working people, far from intellectuals. As for the churches, in society today they are more an economic institution than a way of thinking and acting. Also, contrary to what Mr. Manning says, the church has been a very large contributor to the 'generation gap.' In its (the church's) ranks you find adults steeped in one way of belief, in conflict with young people who are searching for deeper answers and more realistic applications. What is more realistic, individualistic, and flexible than that? And yet, this is part of the 'revolt' Mr. Manning began by commenting on.

Though many of Mr. Manning's ideas sound very good, practical application and acceptance would prove difficult. For myself, I think stimulating a child to think and to enjoy will be far more valuable to him in the end than any amount of skills and drills will ever be.□

THE STORY OF CHI

Christmas is described in song as 'the season to be merry.' It's also a season steeped in rich traditions—some of which evolved from customs practised before the birth of Christ.

The use of greenery at Christmas, for instance, grew out of ancient customs of Roman, Greek and other origins. Romans made lavish use of green boughs and garlands to honor Saturn, their god of agriculture. Early Greeks awarded laurel wreaths to victorious athletes.

Holly was a favorite Roman decoration. The Druids of ancient Britain thought it sacred.

Mistletoe was regarded as a charm against evil in Greek mythology. It was a symbol of hope and peace to the Romans. The Druids believed it had healing powers. The Norse considered it to be sacred and a symbol of love.

It was in heavily-forested northern Europe that the Christmas tree custom was begun by St. Boniface, an 8th century monk. He converted to Christianity the pagans living in what is now Germany, and ended their human sacrifices to Odin's sacred oak. He convinced the people, instead, to adorn fir trees and place them in their homes in tribute to the Christ Child.

Although Christ's birthday was celebrated—on various dates—as early as the 3rd century, its observance wasn't sanctioned officially for another century. Until then, Church fathers withheld their blessing because they feared the occasion would be tied in with pagan festivals.

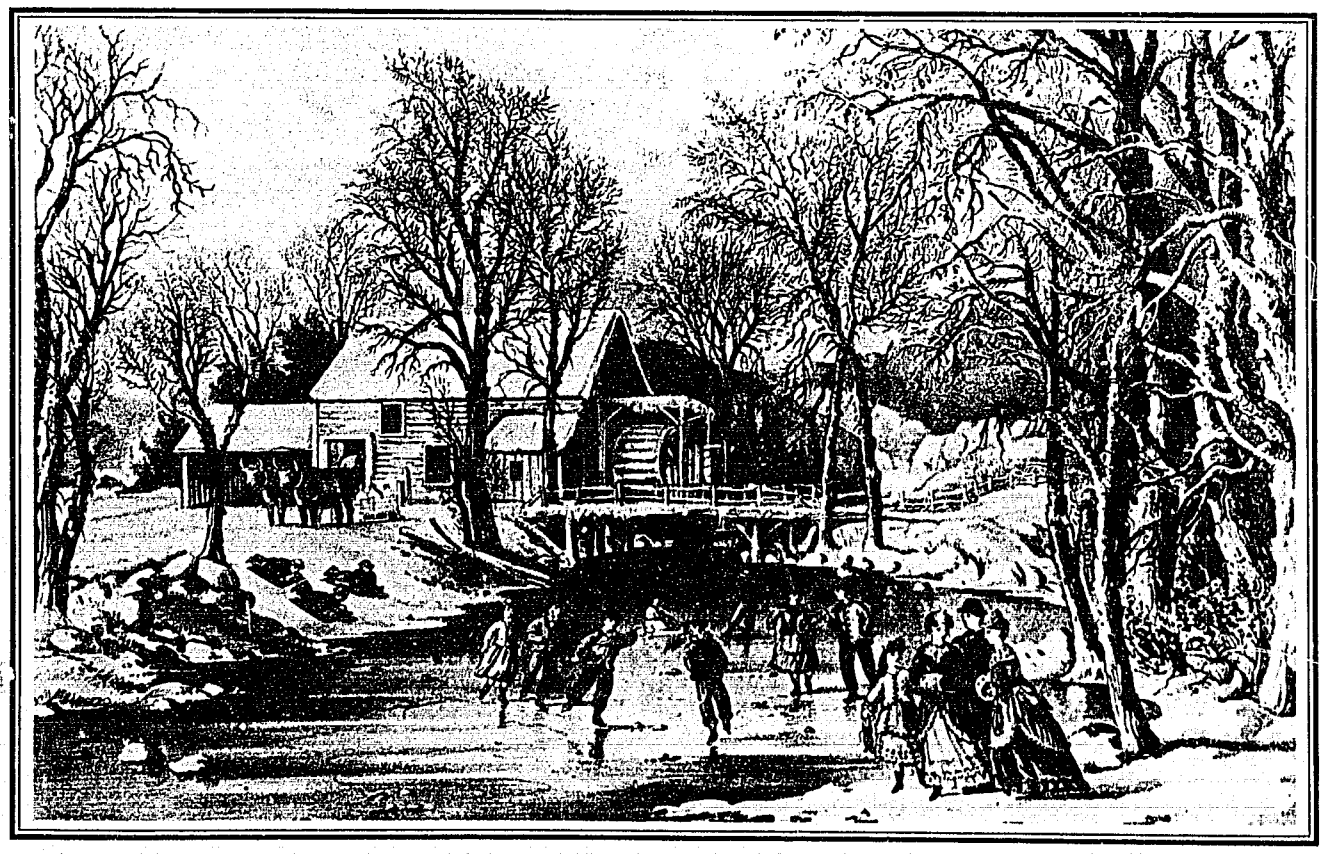
Finally, to satisfy a growing desire among Christians, Pope Julius I authorized an investigation to determine Christ's probable birthdate. This led to the selection of December 25. On that day in 353 A.D., the Feast of the Nativity was first observed in Rome.

Exchanging Christmas cards is a fairly recent custom. It began in England in the 1840s—the exact date is in dispute. The identity of the first sender is also a source of argument. At least four persons, including a 16-year-old artist, are credited with being the first to send a Christmas card.

Christmas cards were introduced to the U.S.A. by Louis Prang, a German immigrant who settled in Roxbury, Mass. Known as the 'father of the American Christmas card,' Prang printed his first card in 1873. By 1881, he was turning out five million Yule cards a year.

It was in the 1870s that nostalgic winter scenes by the famed lithographers Currier and Ives became highly popular as Christmas card illustrations. Even today Currier and Ives Christmas cards are perennial best sellers.

Winter Pastime—Currier & Ives



RISTMAS CUSTOMS

The prime Christmas favorite of children is, of course, jolly, old Santa Claus. The original Santa Claus was St. Nicholas, a 4th century bishop famous in his lifetime for his great generosity, especially to children.

Legend has it that St. Nicholas secretly tossed bags of gold into the home of three dowerless girls as each reached marriageable age. On one of these occasions, the bag of gold fell into a stocking hung near the chimney to dry. And so began the custom of hanging stockings on Christmas Eve.

'St. Nick,' who lived in Asia Minor, became the patron saint of children in several countries, including Greece, Holland, Russia and Belgium. As his fame spread to Scandinavia, he acquired his reindeer and sleigh.

Santa's rosy cheeks, white beard and portly frame came from the pen of Dr. Clement Moore of New York who immortalized him in 'A Visit from St. Nicholas.' This poem, written in 1822, starts with the famous line, 'Twas the night before Christmas . . .'

Cartoonist Thomas Nast popularized Santa Claus even more in 1863 by depicting him in a bright red, fur-trimmed suit.

The use of poinsettias as Christmas decorations isn't old as customs go. Dr. Joel Poinsett, of Charleston, S. C., after whom the flower is named, introduced the plant into the U.S.A. in 1828. In Mexico and Central America, where the flower apparently originated, it was known as the 'Flower of the Holy Night.'

One of the most revered of Christmas customs is the re-enactment of Christ's birth with a crêche, or crib scene. Although it actually began several hundred years earlier, the custom wasn't widspread until the 13th century. At that time, there were few books available and very few people could read anyway. To give an understanding of the meaning of Christmas, St. Francis of Assisi dramatized the Nativity in 1224 at Greccio, Italy.

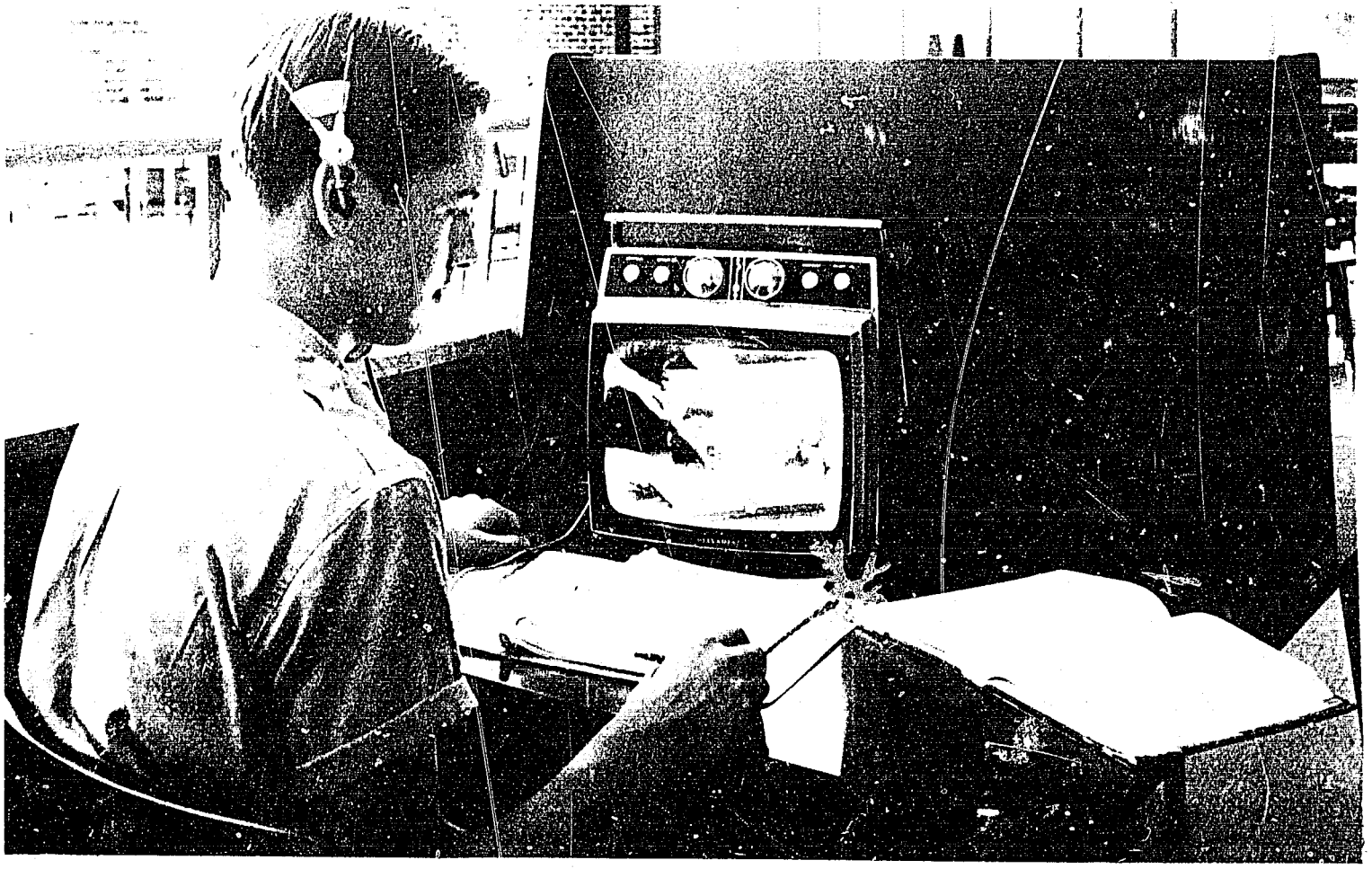
Villagers took the parts of Mary, Joseph and the shepherds and live animals were used. The Christ Child was represented by a life-sized wax figure, which was placed in the manger. This living crêche attracted large crowds from nearby and distant areas.

And, as the pilgrims stood admiring the scene, St. Francis led them in joyous songs written in the vernacular. Thus was born another great and popular custom—Christmas caroling.□

This material was prepared for Nationwide Mutual Insurance of Columbus, Ohio and supplied by Precis, *an editorial service.*

Winter in the Country—Currier & Ives

1980



LEONARD MARSH

what's ahead in education?

When social scientists, politicians or ordinary people are confronted with the job of talking about the future, they quite commonly blanch and stutter a bit, and usually make reference to a crystal ball, the suggestion being that only fools and fortune-tellers play this particular kind of game, whereas sensible men grind away at what they are doing now and simply hope for the best.

I suggest that educators can't avoid responsibility in this way. I've chosen the year 1980 to signalize this, because in 12 years all the children we are teaching now, even in Grade 1, will either be leaving secondary school, or will already be at work (or perhaps not at work, if they dropped out).

Whether we like it or not, a large part of the future, not just of Canada, but of all mankind, is in the hands of teachers. I say flatly that a teacher who doesn't give serious thought to what the next generation must face is not a true educator. I go further, because I am a social scientist as well as an educator. I assert unreservedly that a social scientist in 1968 who does not help others to visualize the challenges of our immediate future — and this again must be on a world scale, as well as in terms of that renewed crisis of our country's history, the unity of Canada — is not recognizing the social purposes of the social sciences.

We are only one generation away from the 21st century. There is abundant evidence that youth-groups of many kinds — serious, idealistic, rebellious, or disillusioned — are conscious of this. They are uncertain, they are striving, they are looking for direction. They are frequently misunderstanding — they are confused about the issues — and they are even more frequently misunderstood.

There is, if we are honest, equal evidence that too many influential citizens are still in the 19th century in their comprehension of events and in the policies they are pursuing. This is true of government, particularly local and provincial government; it's true in business, particularly insofar as economic doctrines — as distinct from the use of technology — are concerned; it is true in other important areas which include health, social welfare and, I regret to say, education.

There is also a '21st century fantasy' way of confusing the issue. If there is one area of so-called prediction I want to repudiate, it is the glittering realm of new technological wonders, when they are written about as if they can do the job all by themselves. This is educational space-fiction. Schools all built with plexiglass and plastic tile, eminently adaptable, wired for four-dimensional total psychedelic involvement. Machines which will teach our children while they sleep, so they can learn French with either a Parisian accent or a Quebec one, according to which button they press. Computers which will solve the 'real' problems, like getting all the pupils to the right class on time, or totaling up their marks properly so that they get passed on to the right colleges.

Of course, I am being a little satirical. But there are two reasons why I am allergic to this kind of educational space-fiction. First, it is dangerous to divorce technical improvements from the *personal components which*

This article is adapted from a longer paper. The full text is available from the writer, who is a professor of educational sociology in the Faculty of Education at UBC.

must come with them from the teachers and the *changes in organization and policy involved in their utilization.* These we must have, if we are to use them properly and not have them run us. Perhaps we should understand better the need for policy and human participation if we called the things 'social inventions.' This is what they are; this is what we need. As a prime example, the 'open-area school' may be one of the most valuable social inventions of our era, but if it is not properly understood and properly developed, it may be only a gimmick.

The second reason for my conviction that we must not be led down the path of glorifying technology (or science, for that matter) is that the social issues of our world, and our children's world, slip away from our attention all too easily, particularly in schools. We have become so curriculum-bound in certain ways that modern social issues have a hard time getting enough attention. The basic issue of the 20th century is not the new technologies which have accelerated so fantastically since the end of World War II, and which were given new emphasis and even panic-stimulus, after the first Sputnik. The critical issue is whether we can harness the knowledge and the insights of the *social* sciences in time to stave off the Armageddon of nuclear war; to stave off the authoritarian, mindless, technological tyrannies made so real for us by Orwell's *1984,* or Huxley's *Brave New World,* and all too many related crises — the growing threat of the population explosion, world food supplies, pollution, erosion, and the still unrestricted plundering of our planet; and the newly liberated forces of all the former colonial empires, including the possible issues arising from the new significance of the Commonwealth. The old colonial areas of yesterday, which today are a hundred independent countries, are a confused and explosive mixture of desires for freedom and educational emancipation on the one hand, but of passionate and intolerant nationalisms on the other — sometimes even tribalisms.

Finally, mixed up with all of this, and preventing us from seeing the issues properly all too often, is the all-pervading 'cold war,' which is cold in the sense only of its spine-chilling propensities every time it gets hot.

There are five major issues which point up vividly the social context of education for the future: (1) the education explosion — the vast numbers, from kindergarten to university, who now seek better education; (2) the dominance of secondary education — something we take for granted, but which within half a century has become a major issue all over the world; (3) the new and urgent questions of what are we to teach; (4) the related but quite different questions of how are we to teach; (5) the consequences of all these for teaching as a profession. I should like to comment on the last three of these.

What are we to teach? The trouble with curriculum is subjects. It's almost impossible to break up the framework; and people get impatient if you ask, 'What are we trying to offer the whole child — in the whole world?' I don't need to remind you that there have been cycles in recent history. One was the era of 'progressive education' — which really was concerned with social responsibility as a vital ingredient in adulthood — under the impetus of Dewey, but also of the American dream of grass-roots democracy. How much we followed in Canada and how much we followed other leads, English and Scottish among them, is a complex story I can't go into here.

The next big tidal wave was concerned with science teaching. The Sputnik panic led to the development of some healthy questioning of the methods of *all* teaching (or, if you prefer it, as I do, of all learning), as well as many new thoughts on curriculum balance. I suggest that this is now a major concern — much more important than how best to teach the new mathematics.

Can you believe that there might be something even more important than science teaching? The big issue for the next two decades will be how to incorporate the social sciences into the whole curriculum. The signs are already breaking out all over, particularly in new approaches to the social studies. Valuable as this change is — and there is still much to be done in that area — it has also to be wrestled with in the humanities, particularly in English. Enlightened English teachers know this

After Sputnik there was an upsurge of interest in science and science teaching. These British students and their science master, using discarded government radio gear worth about £25, discovered the orbit of a satellite which did not conform to their previously plotted Cosmos satellite orbits. From the information gathered, they plotted the probable launch point of the new space vehicle.

and struggle with it, but somebody will have to take up the question of how to let the social sciences into English as well as into history and geography. I suspect that you will see it happening first in Quebec (which is undergoing a revolution which many people still don't understand) and then in the rest of eastern Canada. With luck, this may have some influence on schools in this blissful part of the world.

The relation between the social sciences and social studies is an enduring issue which is being threshed over by many curriculum committees, but no really radical changes have been made. I am sure, however, that there are going to be many in the next 20 years. For one thing, there is the new wave into the profession of socially-oriented geography teachers. This is very welcome, but is not enough. It is best to see this question big, and to see it in comprehensive form for the whole school. Can the contribution of the social sciences enliven all teaching, and even in the early grades? I have no patience with those who say that sociology or political science, for example, is a subject which can be taught only when someone reaches the age of 16, 18, 60, or whatever. It depends on how it is taught.

I am not suggesting for a moment that teachers are not aware of social questions. Many are already using, intuitively, the methods of the social sciences, or drawing on the materials of those sciences. But why is it urgent to increase this? If you think my special pleading is a result of my being a social scientist, just think for a moment of what the future adults *whom we are now teaching* already have to face. A new Canada, weaving French contributions into our national texture as never before. The over-mobilization of scientists into space programs, military projects, commercial super-products; their under-mobilization into such vital matters as food supplies, pollution control, disarmament, the organization of peace.

The revolution demanded of vocational counselling which is being created by automation; the 'new leisure' and what it means for parents and youth, to say nothing of teachers, writers, artists, and so forth. The need for social skills to offset the increased growth, but the increasing narrowness — deadening narrowness, quite often — of technical competence. The revolt, which cannot be much longer delayed, against the scandalous capture of television by commercial advertising. When it comes, it will open up new vistas for the social purposes of youth education and adult education, constructive entertainment, social awareness, public responsibility. If this is not written into the needs for the next generation, then I know nothing at all.

How are we to teach? New roles for the teacher. I have great regard for the definition of the teacher as an organizer of learning situations. I think we have to treasure this and work away at it. We have to use it in the

'It's called multi-media'

presentation of the teacher's image and that of the new school.

A new era, long heralded at all the progressive fringes, is now at hand. Changes in the techniques of teaching, revision of the roles of the teacher — only exceptional so far — will become the rule. Programmed learning, visual aids of all kinds, language laboratories, filmstrips, all the rest of it, are irresistibly on the wave of the future because of the big welcome extended to everything technical; the desire of parents to have the schools up-to-date, and the activities of hundreds of companies eager to sell their equipment.

Less readily, but equally inevitably, will be the breakthrough in getting people — not machines, but people — to help the hard-pressed, over-worked, and wastefully utilized teacher. Obviously there must be more clerical staff and a variety of teacher aides. What I want to point to is some of the implications for the classroom and for the school system.

Teachers are going to have to be given better accommodation. There are going to be technical assistants in the schools, and that's a good thing, because they are usually able to *demand* accommodation. Teachers don't do this enough. I wonder if the best chance of getting a welcome for these newcomers (including the teacher aides, who seem to be resisted by some teachers) will be to accompany it with a companion revolution; i.e., of providing teachers with rooms of their own, where they can rest, or study, or mark papers, or even eat meals in decency and dignity!

As for team teaching, if the profession is wise, it will associate team teaching with all these other developments; it will make sure not to detach it from everything else as a separate panacea. We must all fully understand *why* team teaching makes sense. Not just because of teacher shortage, but because of the greater demands made on 20th century teachers; because of the need to emancipate the learning process; because of the variety which must be built in if secondary education is not to become a machine or a fetish. Not least, to overcome the resistance of the adolescent to school, if in his eyes it is a custodial and regimental institution.

Perhaps the greatest change is another human one. Better teachers will be offered more scope, whether they be the better informed ones or those who are most temperamentally suitable to be teachers, or both. (There are two kinds of teachers, those who know their subject and those who love teaching — and they aren't always the same.) There are going to be many more young teachers than ever before. The big question is, are the innovators going to be given a chance, or counselled not to rock the boat?

Progress in teaching as a profession. There is a revolution breaking out all over. But its course is going to depend on the extent to which the teaching profession can cope with the fact that (like other professions, only more so because of its large numbers and myriad schools) it embodies two generations: the enthusiastic, liberally emancipated types who want to change things, and the others who, if not content with the way things are, still believe that they work well enough.

The whole teaching profession is now pulsating under the stress of all the things I have mentioned: the increasing enrollment, the dominance of the secondary schools, the technical changes, etc. The profession has to be at the receiving end, and that will depend on the extent to which teachers are willing to act as members of a professional body, and on whether or not they can do a better job of communicating among themselves (on innovations, for example) and with the public at large. This is an adult education job, not a matter of advertising or unfocused public relations.

We should take our cue from Expo — which was superb in winning the respect of both adults and young people — not from commercial advertising, which has so debauched television and radio that most people now turn off either their sets or their minds when confronted with it. The credibility gap which yawns before both big business and big government should warn us against a public relations approach. What is needed is honest information and exploration of issues, no matter how controversial. Education (and the tasks of teaching) cannot be sold; it demands two-way, not one-way, communication.

As important and as welcome as the work of the BCTF Commission on Education was, teachers should also pay close attention to the three-year study of teacher preparation and certification launched by the Canadian Teachers' Federation in May 1966. A series of position papers is already available, and a preliminary analysis of the issues of teacher qualification has been made by

Dr. James Paton, well-known Ontario educator.

Also, the most notable developments of recent years occurred in Britain — the establishment of the Schools Council (1966) acting for the whole country, primarily with teacher membership. With the co-operation of the Nuffield Foundation, it has produced a series of reports and recommendations on examinations, curricula and methods of study; and they are being implemented. Of course, all this is a challenge, too. Teachers have to make up their minds about what they know and what they don't know; but what they *do* know must have accepted channels and not be left to the administrators.

It will be obvious, from only the few examples I have mentioned in our rapidly-engulfing future, that teachers will have to have much more exposure to the social sciences. This is not only for 'subject' reasons (notably the social studies), but also to broaden the base of professional training.

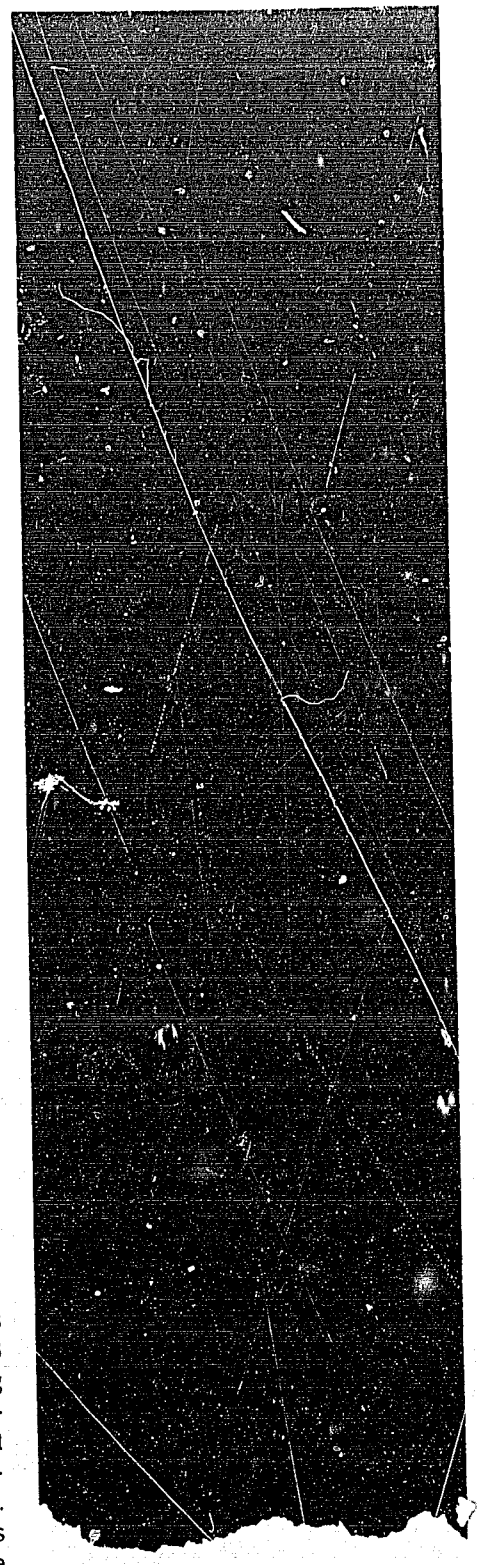
It is not enough to rely on new teachers, however; a clear implication is an organized development of refresher courses, orientation courses, in-service training. These will have to be envisaged as distinct from the summer courses which already engage so large a proportion of teachers seeking advanced status and promotion. Refresher courses or orientation courses must be 'built in,' with proper adjustment of workloads, not merely added to existing teaching duties. I shall be surprised if this does not come up as a major topic when the BCTF Commission on Education's assessment of needs has been debated and absorbed.□

Is the title fair? Does the magazine truly warrant such drastic action? The title certainly blasts out the tone of my concern. In its present form *The B.C. Teacher* is, in most of its articles, missing most teachers' needs.

I think there is need for a change in its basic philosophy. At present *The B.C. Teacher* is a sort of social magazine containing a little bit about everything for everyone. It often has articles applying to specific subject areas. For example, there were articles last year on arithmetic and mathematics, art, drama, music, English, foreign languages, physical education, science and social studies. Such articles belong in the subject-matter journals of the special areas concerned.

Many articles are aimed at primary, intermediate or secondary grade levels. If there is a need for a grade level magazine, let it be published separately from and in addition to *The B.C. Teacher*. (Incidentally, there is a need here which should be filled.) The result of aiming at instructional areas like these in *The B.C. Teacher* is to produce a fragmented journal with only one or two items in a whole magazine which are of interest to every teacher and a couple more of interest because they relate to the subject of a particular teacher. This makes the rest of the articles of no interest to that one particular teacher.

There is another area where I believe the basic philosophy needs changing. In his speech to the 1968 Annual General Meeting, according to the article 'Tell It Like It Is' (May-June 1968), Mr. Buzza told us that meetings can waste time in polemics. In my opinion, *The B.C. Teacher* does just that. Many articles are fraught with opinion, this one among them. One has only to look at the titles of the articles over the last year to see how many of them expressed opinions only. We all have our opinions and we all know that opinions are emotion-laden. Can we depend on opinion to improve the classroom learning situation? Opinion is needed, no doubt, but so much? Can we not get a little fact, experiment and research between these covers as well? This to me is an urgent need so the teacher can improve the learning atmosphere in his classroom.



HARRY TURNER

Mr. Turner teaches in Burns Lake at Lakes District Secondary School.

Having suggested where I consider the magazine to be in error, I should like to submit the following proposals. Perhaps following these suggestions will improve the magazine and in consequence give us a little empathy about our role and direction in education and in the classroom.

1. Introduce regular monthly columns about:

a) What is news in education? Here could be related significant happenings in other countries and provinces about their methods, their laws regarding education, their buildings, their progress, their needs, etc. To get these articles we could try to make exchange arrangements. We could send other publications copies of *The B.C. Teacher* and allow them to reprint any articles which they can use in exchange for the same privilege being extended to us. (Ed. note: Such exchange arrangements are present practice.)

b) A law forum. Practising lawyers could be invited to write an article for each issue about the Public Schools Act and other acts concerning the schools or teachers. Law cases fought in the courts about teachers or teaching instruction could be reviewed. Legal situations of which teachers need to take heed could be written up by our own legal counsel. Acts from other provinces could be examined and compared with our own legislation. This would provide a continuing view so teachers would be 'up' on the law governing themselves in the school system and governing the school itself. Every teacher would then have a background from which to judge for himself the impact of new legislation and to decide better what should be done in light of it.

c) Experiments or new approaches tried by schools in the province. Each school in turn could be requested to describe something interesting it is now trying. At present many schools in the province know little about what the others are doing. Hence good new ideas are slow to circulate and come into effect. As members of a professional organization we have the obligation

to inform each other of our beginnings and doings which are promising.

2. Another area I should like to see stressed monthly is educational psychology and sociology. I put this as a separate item because I feel it warrants special attention. The importance of these two subjects is shown by the curricula of teachers' colleges. No student teacher graduates without several courses in these two subjects. Yet in looking through last year's articles I can find hardly any which could be classified directly under these two headings and there is no major heading in the index for either subject. Perhaps there is not much research being done in these areas in Canada, but I suspect there is a lot more being done than we hear about. Could the professors of UBC, SFU, UVIC and universities in other provinces be requested to submit articles on a series basis about their formal research and the results which occurred?

3. We have very few articles in the magazine from related disciplines.

a) Psychiatry. Some interesting things have been done in group dynamics by psychiatrists. In his book, *Teaching and Learning,* Laycock states, '. . . it is probable that the teacher education of the future will increasingly involve a knowledge of group processes and a training in skill in their use on the part of the teacher.' Later in the book he continues, 'He (the teacher) will do well, too, to make use of the results of studies in group dynamics *as these become available.*' (Italics mine) The psychiatrists may have made some useful discoveries that we can use.

I read in *The B.C. Teacher* about a committee designed to investigate emotional problems in school children. Perhaps we can have comments by this group on a regular basis as to how the emotionally troubled child can be spotted and perhaps even therapy the teacher can administer in co-operation with the psychiatrist. We have a stake in the mental health of our students. I often think the schools unwittingly are promoting poor mental health in many students.

b) Medicine. Doctors could write articles teaching us to discover the diseased child (outbreaks of such contagious diseases as measles and mumps have occurred in every teacher's classroom at one time or another) or the drugged child. Doctors at Woodlands and similar schools may have some interesting information on identifying the retarded child. There is hardly an educational psychology textbook which does not emphasize the need to know about a child's exceptional physical or mental skills. Advances made in medicine to enable the teacher to discover and help the child with deficiencies in sight or hearing, or who has orthopedic or other physical handicaps, should be part of every teacher's bag of tricks.

I should also like to see more articles on memory drugs and other advances in the bio-chemistry field.

c) Philosophy. How do we give the child more awareness of this world? How can we accept and work with the values of children from different socio-economic classes? What were some of the earlier school philosophies and how do they compare with the current one?

d) Computer Science. Since computers are becoming so important, maybe we could start an educational program through *The B.C. Teacher* on their use in schools. This would educate those who cannot go to workshops. We might even try a 'through the magazine correspondence course' in how to use them. They are now being used in all the areas we teach in: English, French, law, business and, of course, the sciences. Should we teachers, then, not do some in-service learning about them? How else but through our own journal can we reach everyone?

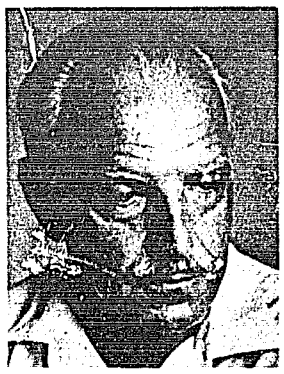
4. The BCTF should enlarge its library to cover the latest educational journals and books in educational fields. The BCTF library should be second only to that of universities. The journal articles should be looked at carefully for material of interest to B.C. teachers. Especially enlightening articles should gain circulation through reprinting in *The B.C. Teacher.*

Now, there is one area I have been carefully avoiding throughout this article because of its spelling, M-O-N-E-Y. Some of the ideas suggested are going to cost. The budget barely enables us to publish the present contents of this journal. I suggest we vote more money for the magazine. Then we could afford to commission authors to write articles rather than just accept voluntary contributions of material. However, we must not forget to try to make bilateral agreements with the magazines of such other associations as the Canadian Medical Association. These would be of the form I suggested earlier. In addition to such agreements, however, our magazine should have money to solicit any article it wants, especially those written by highly qualified B.C. authors.

I have an alternative to the improvements suggested above. *The B.C. Teacher* could become an entity separated from the Federation and a subscription price could be paid for it. It is extremely unfair for the magazine to have a captive market when it does not fit the needs of every person in the market. With no captive market, the magazine would have to live up to the expectations of its subscribers or perish.

I should like to emphasize that I favor the first proposal, namely, improving the magazine. I think we need a means of communication, but it must fit the needs of its readers. As teachers, we have both a right and an obligation to seek out and inform ourselves on recent advances in our own field. Let us try to add to the total-environment type of change which opinion articles evoke, and pick away at small areas of change as well. More change may come from evolution than from revolution. If we can combine the two, that would be even better.

If you have read this far, perhaps you see some needs of your own. If so, I ask that you send in those ideas to help *The B.C. Teacher.* □



KINDERGARTEN POWER AND THE NEW BARBARIANS

Ed. note: This column was written before students occupied the Administration Building at Simon Fraser University.

Two facts emerge with startling clarity from the current exhibitions of local student unrest. One is that, short of actually killing someone, students can defy regulations or break laws with the greatest freedom. The other, that established authorities are afraid to take any kind of positive action to stop them.

There are no end of examples. A mob takes over the Faculty Club at UBC, inspired by an imported goon; at UVIC another lot repeatedly crashes a closed meeting of faculty; with this sort of example to follow, a group of infants at Port Alberni choose to go on strike because they didn't have a gymnasium.

The president of the Canadian Union of Students is quoted, 'What power we have comes from our potential to bring the institutions to a stop.'

The vice-president of the UBC Students' Council follows the same line: 'It's possible that change will occur in proportion to the number of people the university administrations think might be dangerous.'

The president of the Students' Administrative Council at the University of Toronto, 'I can't accept the sanctity of private property in a university community, the idea that this building belongs to them and I can't go in there.'

Talk about the barbarians being at the gates—they're right inside, and I'm wondering just how long it's going to be before they get through to the high school level. I have a feeling that almost any time now some gang of immature activists is going to take over a high school, and what's more get away with it, since the pattern has already been established that authorities must give in to student demands or face further violent action.

Just for once, somewhere along the line, I'd like to see someone in authority (after all, that's what they get paid for) take a firm stand and do one of several things.

They might, for instance, actually close down an institution and tell the activists to rustle their own education. Or they might expel (remember that old-fashioned word?) the unruly minority—and they *are* a minority everywhere.

This might be interesting to watch. They might turn the place over to the students and tell them they could have the fun of running the show themselves, financial responsibilities and all.

Of course, responsibility is the key word to this whole business. The activists, the noisy minority, have seldom, if ever, had to accept the responsibility of meeting such demands as they make. (It's all free! It's ours and we want it now! Quote from Jerry Rubin.) They have seldom, if ever, been challenged on their ideas; throughout their activist careers they've been surrounded by yes-men, and as a result have been deluded into thinking their ideas have some validity.

Their use of the word democracy —as in Students for a Democratic Society—is a joke. One speaker from SFU, in a radio interview, said something to the effect that he represented a minority on that campus, on the order of 23% or so. If that is so, where do these people get the idea they are acting democratically?

I have a notion that some of these characters are not in the game for the advancement of education, but

We Shall Miss Them

Active Teachers	Last Taught In	Died
Mansell Morris Billings	Smithers	September 1
Gilbert Helmn Coggin	Surrey	August 11
Alexander Cameron Fairbairn	Victoria	October 18
Mrs. Winifred M. G. Rance	Victoria	October 11
Retired Teachers	**Last Taught In**	**Died**
Mrs. Frances M. Hampton	Department of Education	August 8

for the advancement, largely political, of themselves. The university campus is merely a testing ground for future political activity, and the apathetic majority of the students are simply a body to be practised on. The campus is really quite a safe, not to say amply protected, place to practise rabble-rousing. (If you remember, one individual first gained notoriety by butting in on a private matter of discipline at a secondary school in Vancouver with which he had no connection whatever.)

The assumption by the student power lot that they alone are aware of the magnitude and urgency of the problems facing education is arrant nonsense. Many of the rest of us are just as aware, if not more so, but we do not believe that solutions are going to be found by giving in to barbaric behavior and threats. There is still the civilized way of consultation and discussion.

In addition to dealing with curriculum, I feel that it is part of my job to develop in my students this attitude of reasoned discussion, and to accept the idea that they should be free to comment on or question any phase of their education. I do not feel that it is part of my job either to tolerate or give in to threats and bullying demands, and I object to authorities at higher levels of instruction doing so.

Here is where I stop making noises like a teacher and make noises like a taxpayer. As an individual who is helping to foot the whopping bill for education in this province, and as one who, like many others, had to pay for his own higher education, I feel that authorities should accept their responsibilities and use the power they have to cope with this problem. (At this point the word pusillanimous keeps popping up.)

I would remind the noisy minority that I owe them nothing; that I don't feel like paying out good money to encourage goons to wreck a campus or bring it into disrepute; that I don't see why a Canadian campus should be a stage for imported trouble-makers and parasites on the student body to spout out-of-date and ill-digested Marxist doctrine.

There are problems enough and more. They are not going to be solved by the antics of squalid barbarians or irresponsible activists.

The Spanish philosopher Ortega y Gasset said many years ago, 'The world is being overtaken by a vertical invasion of the masses.' In my present state of irritation, I would say it more simply. The scum is rising to the top.□

> *I say that you are failing us—in failing to learn and respect discomforting facts; in failing to learn how to think (it is easier to complain); in using violence to shut down colleges; in shamefully denying the freedom of others to study and to teach; in barbarously slandering and abusing and shouting down those who disagree with you; in looting, stealing and defiling; in failing to see how much more complicated social problems are than you blindly assume; in acting out of an ignorance for which idealism is no excuse, and a hysteria for which youth is no defense.*
> *You confuse rhetoric with reasoning. Assertions are not facts. Passion is no substitute for knowledge. Slogans are not solutions. Your idealism takes no brains. And when you dismiss our differences with contempt, you become contemptible.*
> *Leo Rosten, 'To an Angry Young Man'* (Look, *November 12, 1968.*)

French Should Be a Privilege, not a Punishment

Sir,

I had been working on my own protest when I received the September-October issue and found the 'A Matter of Opinion' article on French. That article gave me the impetus to send you these thoughts.

Some years ago the Chant Commission recommended that French be taught to secondary students beginning in Grade 8, with few exceptions permitted. The students were to pursue the study of French through French 11, if they were in the academic stream.

There has been time to evaluate the recommendation. First, its implementation, as conceived, failed. Why? The right tools—teachers, tapes, tape recorders, and markers for the routine exercises to re-reinforce mastery of patterns—and the right conditions — small enough classes to ensure opportunity for feasible articulation—were not provided. Second, the philosophy of the older teachers of French was faulty. Their Utopian goal, to have everyone learn French, permitted their zeal to override common sense in urging such a recommendation. Third, a new factor, the threat of separatism, has entered the scene.

I suggest that the last is important. The fact of geography must not be overlooked. The Rockies that make us a separate province divide us in many ways from the rest of Canada. We are oriented as much westward or southward as eastward. The events in Quebec evoke little real interest or concern.

If Canada is to remain one, we must reverse our thinking, that of forcing an unwanted language on students when the total environment is not conducive to it. It is important that Canada remain whole. We teachers of French should have that in mind as we teach the language.

The present curriculum has not produced many students who are interested in the language or articulate in it. I suggest that this number could be increased by permitting French to be a privilege, rather than the punishment it is in many cases. By all means, expose Grade 8 and 9 students to all possible aural media, daily for a limited period, but after that allow them to pass French by if they wish. The psychological barrier would be removed; there would be a more receptive attitude, and more rewarding results, I am sure.

The emphasis in examining the student should be on his ability to communicate in the oral form, using a basic vocabulary. As long as students do not have to show competence in aural/oral communication, they lack the stimulus to do so. Only in French 11 or 12 should examinations testing written expression be included. Many hampered by spelling deficiencies in English are even more hampered in French. The written examination should not exceed 50% of the total value of marks.

Is the role of the senior secondary teacher to prepare students for a university literature course, or to produce students able to articulate in our second language after four years of study? If the latter is true, and I think it is, it is time that the Grade 12 examinations in June took a different form.

In conclusion, I say let us be realistic. The recommendation of the Chant Commission is not a good one and should be rescinded. Set reasonable goals for teachers of French. We don't want to go to the moon; we just want to bridge the space across the continent.

Victoria — An Islander

Scholarship Appreciated

Ed. note: This is typical of the kind of letter the BCTF gets from the winners of its Student-Teacher Scholarships.

Sir,

As the recipient of a B.C. Teachers' Federation Student-Teacher Scholarship this year, I should like to express my deep appreciation to the Federation. I feel deeply honored that I was considered for this award. The money is perhaps not the greatest factor for me. Rather, the knowledge that organizations such as the Federation, of which I shall soon be a member, are concerned enough about those coming into their ranks to help them in a tangible way is most rewarding.

I am indeed looking forward to that time when I shall be able to make my contribution to secondary education in our province as a teacher of English. I look forward to the ever-increasing challenge that the field of education offers. The courses in educational psychology and sociology which I am studying this year are helping to make me equal to the task which I have set for myself. Along with these courses, I am completing my work in the Honors English program. During my professional year next year, I shall be completing my Honors Thesis in English with a professor who is currently on leave at Cambridge.

My university education has been, and continues to be, stimulating and rewarding. Your recognition has made it even more so, and I hope I shall be worthy of that recognition.

New Westminster — Stephen Bailey

C. D. NELSON
Book Review Editor

ON OBSCURITY . . .

'(The artist's) abstractions, consequently, are transmuted into abstractions themselves; and their meaning grows so disingenuous that they appeal to smaller and smaller segments of the population. Without profundity, lost in an expressive "paralysis of action" resulting from that "excess of imagination and imprisonment in the void of infinite possibilities," the work becomes stifled by a Prufrockian dullness, complete with its "peculiar privacy which admits no wide sympathies" and hinders an articulate, sensitive, recounting of the points of view of others.'

The above quotation from an article in an educational journal is, admittedly, shamelessly removed from its proper context. However, it illustrates the point I wish to make: our writing is too often woolly, either in or out of context. What simple translation of the above passage is possible? Do teachers ever resort to verbiage and jargon? (It comes easily with a little practice!)

Advance New Year's resolution: resolve to express your thoughts as simply as possible.

AS TIME WILL ALLOW . . .

Here are some suggestions for gift books this Christmas (all prices list, varying discounts): *At Wit's End*, by Erma Bombeck, is a very funny book that takes a shrewd look at today's domestic scene, Doubleday, $4.75; *Nobody Ever Tells You These Things about Food and Drink*, by Helen McCully, is an absolute mine of information for teachers of home economics, science and social studies, Holt, Rinehart and Winston, $6.95; *North American Indian Mythology*, by Burland, is one of a remarkable series published by Paul Hamlyn at the unbelievable price of $3.95—the art work alone is far better than that found in many $10.00 books—other titles include *Chinese Mythology*, *Egyptian Mythology* and *Greek Mythology*. And don't overlook the authorized biography of *The Beatles*, by Davies, published by Methuen at $5.95; it's a lively account of a modern phenomenon.

SEASON'S GREETINGS . . .

to all our readers and reviewers. Keep reading!—C. D. Nelson.

FICTION

Iroquois War Trail, by Fred Swayze. Ryerson, Toronto, no date given. $3.75

For those in search of a readable book for boys on the history of New France, between the years 1683-1690, this one offers information, excitement and adventure.

In 1683, three companies of marines were sent from France to defend Canada against the attacks of the Iroquois. Seasoned veteran fighters had been requested, but for the most part the marines who came were untried youngsters of 16 and 17 years of age. It is with the varying adventures of three of these lads that the book is concerned.

I would have liked a more dramatic style for this interesting subject, possibly more interesting conversation, and some useful illustrations. The print is fairly small, but the general composition of the book is good. —Betty Holt

The Mukhtar's Children, by Sally Watson. Holt, Rinehart and Winston, Toronto, 1968. 248 pp. Grades 5 - 7 $5.50

This is the story of the struggle for existence in an Arab village and a Jewish kibbutz after the 1948 War of Independence. The village mukhtar (leader) is bound by Arab tradition, and his strong belief in the will of Allah causes him to ignore the small group of fanatics in his own village intent on destroying the developing kibbutz, as well as the young Jews so feverishly busy nearby. His own children, from whose viewpoint the story is told, are far from inactive, however. His son, Khalil, secretly conspires with the village rebels, while his daughter, Jasmin, resenting the Mohammedan tradition of the inferiority of women, secretly learns to read, and also visits the kibbutz. The kibbutz's goodwill, which overcomes the tensions, troublemakers and violence, is sometimes strained beyond the point of credibility, and the overly dramatic ending —the daughter's being called back from near death by her father—adds a jarring note to what could have been a good introduction for young people to the complex Middle East situation. Nevertheless, this book will prove of some use, particularly in Grade 6 where the Middle East is studied, as it does give some insight into the complexities of co-existence of two diverse cultures. There is a glossary of Arabic and Hebrew words.—Pamela C. Harder.

Britannia Mews by Margery Sharp. Little Brown, Toronto, 1946. Can. Agt. Popular Library) Paperbound. 95c

This Book-of-the-Month Club selection has been highly acclaimed by critics and may be included in the paperback section of our senior secondary libraries, although librarians catering to students with strict parents should be wary of this long novel of Victorian London. It is the story of Adelaide, who struggled against adverse conditions to become 'a passionate woman with the power to break men's hearts—and the strength to shape their destinies.' I have found that even the hardcover edition had no appeal to the students, and certainly the print in this edition is very small and a strain on the eyes. I feel that this book falls into second or even third class category, and then only for very mature students.

—Betty Holt

GUIDANCE

Eye to the Future, by Lorne Kelsey, Russell Morgan and Carl Safran. J. M. Dent & Sons (Canada), Toronto, 1968. $2.00

Designed by a group of Calgary teachers for use by those students who are going to leave school early, this book is intended as a basis for study and class discussion. The authors point out that automation will mean the disappearance of many existing jobs, but that the qualities needed for success in any occupation will remain.

Each section is presented in the form of a story well within the comprehension of a group of slow-learners. Then follow questions intended for individual thought or class discussion.

In the introduction it is pointed out, quite rightly, that materials suited to use by regular guidance classes should not be watered down for use by slow-learners. Teachers of occupational classes would find it worthwhile to peruse this paperback volume with an eye to its use in the classroom. There is also a teacher's manual to accompany the text.—G. D. Corsan.

HOME ECONOMICS

Clothing—A Comprehensive Study, by Hazel T. Craig. Lippincott, 1968. No price given

This is an attractive, well-bound reference

book for teachers of clothing and probably of theater.

The history of fashions is very comprehensive, with many colored and black and white illustrations of the different periods.

The section on consumer buying is up-to-date, very detailed and well illustrated. It includes planning a wardrobe for girls and boys of all ages (infancy to adulthood).

The sections on sewing are not as well done as the foregoing topics.

There is an abbreviated but useful illustrated glossary of clothing construction.

Hazel T. Craig's book would be helpful in any clothing teacher's library.—Elva P. Hanson.

POETRY

The Wind Has Wings. Comp. by Mary Alice Downie and Barbara Robertson. Oxford U. Press, 1968. $5.95

A delightful blend of the old and the new, this book of Canadian poetry should be on the shelves of every elementary school library. It appeals primarily to the 8 - 12 age group, but teachers looking for extra resource material in Canadian poetry will find something for everyone.

The Wind Has Wings contains 77 poems representing 48 poets, covering the spectrum of Canadian poetry from Carman, Service and Johnson to the moderns. The illustrations, in both lino-cut and full color, are very effective and appropriate, enhancing the attractiveness of the poetry.

The book is easy to handle. The binding is strong and the paper is of good quality. There is a list of contents, an index of authors and a page of sources and acknowledgements.—David B. Hughes.

SOCIAL STUDIES

The Italians, by Luigi Barzini. Bantam Books, 1965. Paperbound. 95c

This is an excellent book for adults, particularly those who have spent or who intend to spend a considerable time in Italy. As far as the school library is concerned, I do not feel that the book will have much appeal for the general run of students. There are many more pocketbook editions that would have more value for those below the university level. I am glad to have read the book myself, but I do not see that it has any place in the public school system.—Betty Holt.

(Ed. note: Why not share the wealth, Betty? After all, the world *is* getting smaller.)

Buffalo Kill, by Gardell Dano Christensen. Archway Paperbacks, Washington Square Press, New York, 1968. 50c

An exciting and informative description of how the Blackfeet Indians lured buffalo herds to their destruction, this book offers good material for those teachers who need material on the Plains Indians for project work. The illustrations by the author are excellent and in themselves offer additional information.

This is a pocketbook in format, but the quality of the binding is fairly good, so the book should last for some time. The print is particularly clear.

This story has been recommended by the *Library Journal* for use in American schools. British Columbia teachers, however, may feel that it is of more use to talk about our own native tribes.—Betty Holt.

SOCIOLOGY

The Scalpel's Edge, by Alfred A. Weinstein. Lancer Books Inc., 1967. No price given

Here is a book that I feel would be read, assimilated and understood better when the reader is more mature and has more knowledge of the world in which he lives than is or has a secondary school student. One must have had personal contact with racial and religious discrimination for this book to make much of an impact. We can all appreciate the great effort that medicine is making to bring more healing to people, but, again as above, the reader of this book must be more adult and adjusted to the adult world to understand the desires and sexual urges of a brilliant man. I do not think, therefore, that this book has a place on school library shelves.—Betty Holt.

SPECIAL EDUCATION

The Teaching-Learning Process in Educating Emotionally Disturbed Children. Ed. Peter Knoblock and John L. Johnson. Syracuse University Press, Syracuse, N.Y., 1967. $3.00

This publication is a report of the Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children held at Syracuse University. Papers by such leading authorities as Wm. Cruickshank, Ralph Rabinovitch and Sheldon Cohen give the reader contrasting points of view concerning the role of brain-injury in the behavior of hyperactive children and the place of remediation and diagnosis in dealing with disturbed youngsters. Maynard Reynolds and Rhoda Lee Fisher deal with the problems of evaluation and research in a public school setting. John W. Wilson has a final chapter on diagnosis and treatment in educating emotionally disturbed youngsters in the field of mathematics.

This is a valuable and readable report which would be of use not only to those engaged in special education, but also to principals and superintendents of schools and to classroom teachers.—S. R. Laycock.

TEACHER EDUCATION

Guiding Student Teaching Experience, by Pauline Hilliard and Charles Durrance. Assn. for Student Teaching, N.E.A., Washington, D.C., 1968. 25 pp. No price given.

This revision of a previous bulletin is designed to be a resource and guide to college supervisors, supervising teachers and administrative personnel in promoting the growth of student teachers in schools.

The authors try to answer such questions as: What are the responsibilities of the principal in a student teaching program? What is the role of the teaching staff of the school? What steps should the supervising teacher take? What assistance is given by the college supervisor? Very practical and helpful answers are given to these questions.—S. R. Laycock.

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