

THE BC. TEACHER - JANUARY

VOLUME 48 NUMBER 4



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JANUARY 1969

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EDPRESS

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COVER PICTURE

Patty Case, of Williams Lake Junior Secondary School, was the artist who produced the marbled design which appears on our cover. She said of her work, 'I just got lucky. I just happened to catch the right design at the right time.'

PHOTO CREDITS

Pp. 128, 130, 131—supplied by author; p. 132—BCTF; p. 134—left and center; Bell & Howell Co., right—*Teach Me!*, National Education Assn.; pp. 138, 139—supplied by author; p. 140—Bob Bodlak; p. 144—supplied by author; p. 147—Bob Bodlak; p. 148—supplied by author.

GIVE US TIME

Almost everyone connected in any way with education laments that it is almost impossible to keep teachers in the classroom. Some leave teaching entirely; others accept supervisory or administrative positions offering higher remuneration. (Some may think that such positions offer a less hectic pace and fewer frustrations, but unfortunately the positions seldom, if ever, do.)

Many suggestions have been offered for solving the problem, but scant attention has been given to one we think would not only go a long way toward solving this particular problem, but also improve greatly the kind of education we are able to offer young people.

One of the main reasons why teachers forsake the classroom is that teaching is incredibly hard work. Unfortunately, no one who has not taught can have any real conception of the constant pressure and strain faced by teachers every day. As one former teacher put it to us: 'Life's too short to live it that way.'

The answer seems obvious—make the job more bearable, more attractive. Any teacher could list dozens of ways of making teaching more attractive and satisfying, but we suspect that the first suggestion of almost every teacher would be—give us some time.

Teachers probably need time more than they need anything else. They need time to do the innumerable tasks associated with preparing material, arranging learning situations for their students, and evaluating the learning that has taken place. They need time to help students individually. They need time to preview audio-visual materials. They need time to keep up to date, and to select from the mountains of printed materials that come their way the publications from which they will benefit most—and they need time to read them.

They need time to relax, to get a brief respite from the very real strain of working all day every day with large groups—to escape from the constant press of people. They need time, too, for their families. Should the children of teachers have to do without parental attention just because their parents have devoted themselves to developing the children of others?

Teachers need time for a host of things, but above all

they need time to think. The responsibility for developing our young people is probably the most awesome one anyone could have placed upon him, yet we expect our teachers to do this job by working as if they were processing *things* on an assembly line. It's high time society learned that the start-with-the-whistle-stop-with-the-whistle pattern of production just doesn't apply to developing people.

Society long ago learned this lesson with respect to universities. No one expects university teachers to hold classes all day every day. They are given time to ensure that they remain in the forefront of education. Why is it important that university students receive the benefit of time given to their teachers, but not important that elementary and secondary school students receive similar benefits? Is this attitude a hangover from the days when only the elite were considered worthy of being educated? Perhaps society still considers only the elite worthy of being given the best possible education.

Giving teachers time, instead of keeping them constantly on the firing line, would benefit education in many ways. Not the least of these is that some of the pressure and strain on teachers would be alleviated. Teaching would then become a much more attractive way of life than it now is. We suspect that, given better conditions, many of the teachers who are now leaving the profession would remain in it, and that more teachers would truly enjoy their work enough to make classroom teaching their careers rather than to move into administration.

Giving teachers time would cost money, of course. But as with other money spent on education, the outlay would be an investment, not an expense. We're convinced that, as a result, our youngsters would get a better education than they are receiving now, and that society's return on its investment in education would be correspondingly greater.

The 'in' word in educational circles today is 'change.' We suggest that one of the most beneficial changes that could be made in our school system is to give teachers some time.—K.M.A.

CLASS SIZE RESEARCH

TOM HUTCHISON

measuring the immeasurable?

A recent editorial in the *British Columbia School Trustee* is entitled 'Folklore in Education.' It discusses briefly two of the vexing and unanswered problems in education, the relationship between qualification and performance and that between class size and learning. Each of these subjects has called forth volumes of literature, and neither is briefly discussed; but leaving qualification to another time, I wish to consider some aspects of class size.

The editorial quotes, first, Dr. William Georgiades, professor of education at the University of Southern California, and, second, an unnamed B.C. educator as follows:

'One of these barriers is the myth concerning class size. This is one of the worst frauds ever perpetrated on the American and Canadian people. The myth says, "the smaller the class the more kids learn" and "give me 30 kids per class and I can teach them—any more than that and I can't." It's an absolute myth; our research shows that 25 to 35 youngsters in a class is the least effective size for any learning purpose.'

'I should point out to you that research on this topic has been going on for over 50 years and that there is no conclusive evidence that class size or pupil-teacher ratio is a significant variable. Only today, I received in the mail an article which appears in the *Administrative Note-book* (September 1968) which indicates that class size is not a significant variable in effecting pupil achievement, nor is it significantly related to other factors.'

First, we should realize that there is more than one folk myth in our society. Every age has its high priests, its authorities, for we are comforted by the thought that someone knows the answers. In our TV age a major authority is the white-coated figure of indeterminate science quoting statistics and research. The research shows . . . as a read-in to a statement commands our respect and awe. And yet, this naive trust in research has grave limitations.

Research is concerned with the establishment, through close observation, controlled experiment and statistical analysis, of a body of scientific fact. 'Scientific' implies that the data obtained from an experimental process are verifiable and constant, given that the experimental conditions can be reproduced.

Education, long the handmaiden of other disciplines, in its search for academic respectability has adopted a number of research techniques. Historically these techniques have depended on sampling, experimental and

control groups, questionnaires, establishment of age/performance norms and statistical analysis. There is, fortunately, a growing body of research which is directed to the learning process, quality of experience and self-development.

There are reservations about the assumptions underlying some of our educational research techniques. There is the danger that 'research' perpetuates today's myth. For example, in Rosenthal and Jacobsen's *Pygmalion in the Classroom* there is evidence of the strong connection between Western society's faith in individual difference, extended to faith in difference in general intellectual ability, and the use we have made of the normal distribution curve. That study showed that teachers 'conditioned' by the use of IQ figures based on statistical curves illustrating the distributional tendencies of groups, make the figures 'come true.' We have also tended to assume intelligence as a given that can be measured, although there is little agreement on the nature of intelligence—which may be nothing more than a syndrome of socially accepted behaviors.

The research on comparison of groups also suffers from the assumption that single variables can be isolated from the multitude of relationships and influences that exist in a group of growing children.

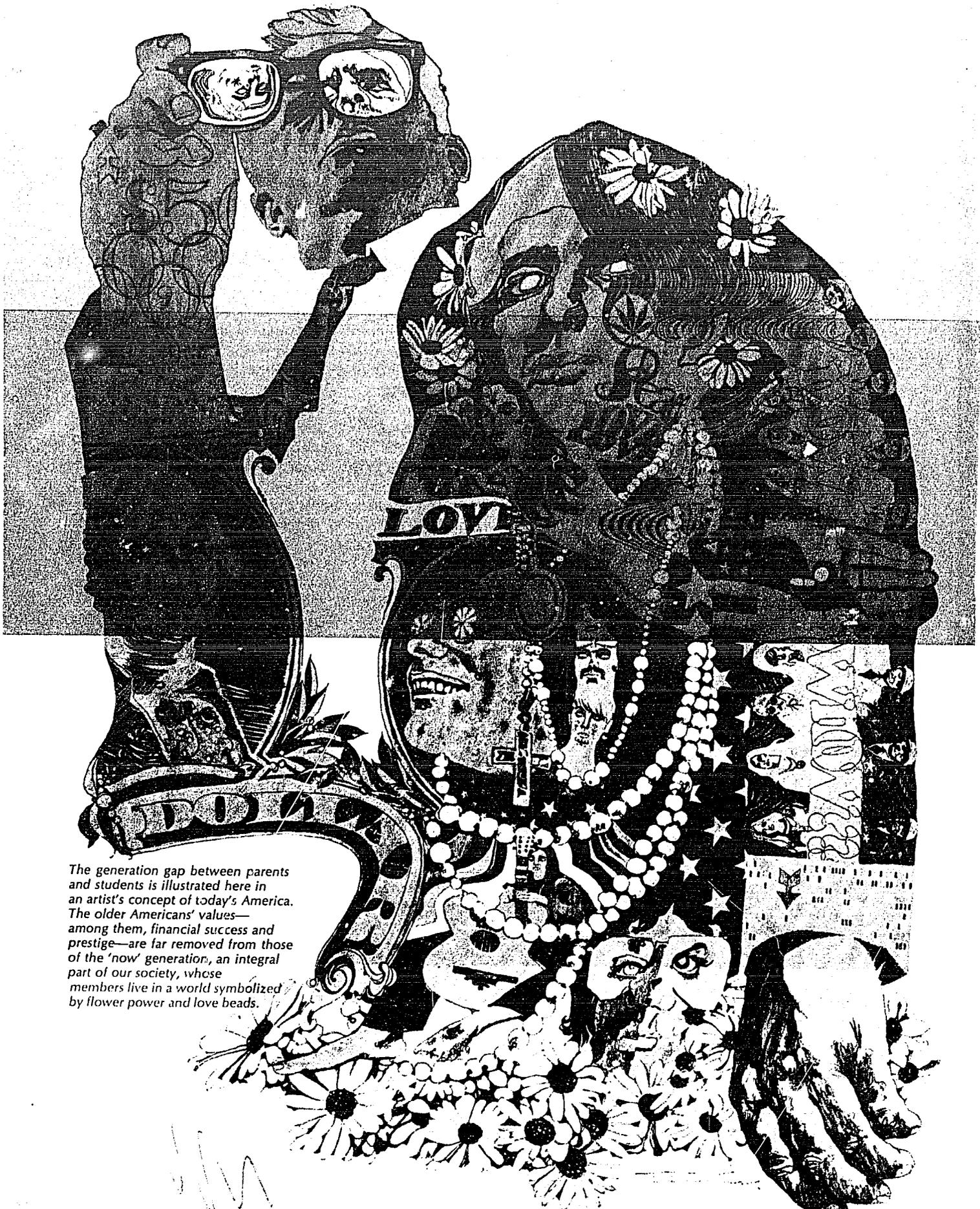
It is also possible to question the use of norms gained from one learning situation for comparison with a new learning situation. An example of this problem is the fact that research has produced no significant difference between results from TV teaching and results from the use of standard classroom techniques. What can be questioned here is the validity of using a new tool in terms of the old. What has to be investigated with TV is its potential for new learnings and modes of expression, rather than how well or badly it produces the outcomes developed by former methods.

The summary of research on class size published by the National Education Association this year lists 81 articles. The following is quoted from that summary:

Can conclusions be drawn from existing class size research? Opinions have differed on this important question. The present survey suggests that it may not be so much that research is not conclusive, as many have thought, as it is that research has not been comprehensive. Many variables are present in the classroom environment—the pupils, the teacher, the subject matter, and the teaching methods, to name a few. Although the study of classroom environ-

Continued on page 151

Mr. Hutchison is president of the BCTF.



The generation gap between parents and students is illustrated here in an artist's concept of today's America. The older Americans' values—among them, financial success and prestige—are far removed from those of the 'now' generation, an integral part of our society, whose members live in a world symbolized by flower power and love beads.

Why do they do their own thing?

On either side of today's generation gap, the young and the old often see each other as guided by opposite values. Each group insists that his own value system is the right one. Students insist that their parents' values are misguided and out of date. Their parents fear that youth either lack values or are adopting new ones that are unwholesome.

How much do student values differ from those of their parents?

The most striking change in student value systems is in the direction of values which lead to immediate gratification. Students today have little reverence for the past and little hope for the future. They are trying to live in the present.

The most important reason for this is the ever-increasing rate of change which characterizes our society. When no one can predict what the world will be like in 20, 10 or even 5 years, man must alter his psychological perspectives. The lessons of the past become less relevant; planning for the future appears futile. One is driven to gear his value systems toward enjoyment of the present.

Financial success and competitive striving for success have a revered place in the North American value system—the person who devotes himself to the long-term struggle for acquisition of status and goods will be rewarded in the future. Where the future is unpredictable, however, such values lose meaning. Youth who are in the process of preparing themselves for adult roles are more likely to appreciate the uncertainty of the future than their parents.

Consider, for example, the different perspectives of a

Dr. Halleck is a professor of psychiatry at the University of Wisconsin. Reprinted by permission from THINK Magazine, published by IBM. Copyright 1968 by International Business Machines Corporation.

mother and son in discussing the boy's prospects as a physician. The mother sees a doctor as a scientist and helper, one who does good works within the community and is rewarded with prestige and money. The son, however, is aware that by the time he spends 12 years training to become a medical specialist the nature of medical practice will hardly resemble what it is today. If he has hopes of using medicine as a vehicle for satisfying his needs for personal interaction with people, he may become uncomfortable at the thought that medicine of the future may be highly scientific and impersonal. Medicine may not, of course, go in such directions, but no one can really tell him in which direction it will go. One can consider almost any profession in a similar manner.

'You Got Me, Dad'

The differences in perspectives of the generations is beautifully illustrated in *The Graduate*, a film in which the main character is 'a little worried about his future.' When he is angrily asked by his father, 'What did I send you to college for?' the graduate replies, 'You got me, Dad.' I am told when this scene is viewed by student audiences they break out into wild cheers. When I saw the movie with a much older audience, the reaction was one of dismay. The graduate's remarks poignantly reflect the differing perspectives of the generations. Youth are no lazier, no more hedonistic or passive than their parents. Rather, conditions do not favor future-oriented values, and youth are being forced into the role of the 'now' generation.

This, perhaps, is one reason why college students tend to downgrade the acquisition of property, why they are unimpressed and sometimes even contemptuous of it. Recruiters for industrial firms on our cam-



puses are learning that some of the best students are not interested in business careers. Few young people can view a life that is dedicated to trade and the acquisition of wealth as meaningful. Some conservative adults fear that this new devaluation of capitalistic enterprise represents a shift to communistic or socialistic philosophies.

This fear seems exaggerated. Acquisition of capital is a rational enterprise only when there is some reason to believe that it will have the same usefulness in the future as it does in the present. When this is not true the amount of self-expenditure involved in obtaining capital seems wasted.



The rejection of material values may account for certain kinds of selective stealing on the part of college students. It is probably true that more students than ever engage in shoplifting. This behavior is usually rationalized by the argument that big companies are too impersonal to be affected by minor pilfering and that since property is not very important anyway, there is no harm done in taking some of it away from those who have too much. Surprisingly, no large organization, even those created by students themselves, is immune: at the University of Wisconsin a new student co-operative is in danger of going out of business because of shoplifting.



As reverence for property has diminished, youth have come to value the intrinsic worth of human relationships. There is an emphasis on being rather than doing. Youth are preoccupied with the need for being good people who can form good relationships. Whether they are more capable than their parents of finding such relationships is debatable, but their commitment to the search for intimacy is indisputable. A 'beautiful' person, in the vernacular of today's youth, is not one who is physically attractive or one who has the personal qualities that guarantee success. He is an individual who has the capacity to relate openly and warmly with others.

In focusing upon one another's personal worth, youth have emphasized the development of their innate potentialities. Unwilling to evaluate themselves by the measure of what they can produce or sustain, they focus on the process of creativity and its appreciation. The attractiveness of psychedelic drugs may be related to this new emphasis. By altering the state of their own consciousness many students hope to find new truth and power—creativity—by looking inward. But in using such drugs they also demonstrate their lack of conviction that they can shape the world and are searching for a strength and constancy within an unreal inner world.

Increasing Skepticism



Not only creative activities but also intellectual pursuits are increasingly valued as ends rather than means.



This change has important ramifications for our educational system. Adults are accustomed to thinking of education as a means to success and progress. Since these values do not have the same meaning to youth, they are skeptical of the practical benefits of learning.

They tend to see education as an end in itself, something to be enjoyed, even worshiped as a noble activity of man. There is much emphasis on doing away with the competitive aspects of education, with the regimenta-

tion and emphasis on grading) that has served to produce citizens who would easily fit into an industrial society. Nothing enrages students more than the feeling that they are being processed to take their place in a competitive society rather than being educated to become better people.

It can be argued that youth's rejection of some of the values of the Protestant ethic or of capitalism is a result of newfound affluence and leisure. It is probably true that those who have been raised in an affluent world do not find it easy to appreciate the value of sacrifice and hard work. Yet, while affluence seems to play some role in reinforcing an emphasis on 'nowness,' it is also true that all classes of youth, even those who have been raised in poverty, show similar characteristics. Poor and oppressed youth may still be committed to finding a place in this capitalistic system, but even among them the rumblings of discontent with our society seem to be related to more than their inability to share in our affluence. They, too, seem to be showing an increasing skepticism toward hope and planning.

The rate of change in our society also seems to make youth more aware of the problems of commitment and fidelity. Earlier generations resolved this ambivalence by institutionalizing their commitments. Only 20 years ago the young college man's obligations to his family, his career and his community were clearly defined. Today, young people talk about the need for fidelity and at the same time emphasize the philosophy of 'doing your own thing and being responsible to no one but oneself.' The problem here is that while an orientation toward life in the present is more likely to increase concern with human values, it also puts a premium on flexibility. It is not easy to be flexible and committed at the same time. When the future is uncertain, one must travel lightly, must be wary of how he invests his emotional energy and must be ready to move on when there is change. Where 'coolness' and intimacy are valued concurrently there exists a situation of conflict which produces a variety of unpleasant emotional reactions.

Social change influences other values, including society's attitude toward change itself. Throughout history youth have always been more open to change than their elders. There are natural reasons for this. As one grows older, his commitments to others encourage him to hold onto his position in life by supporting the status quo.

Youth today, as in the past, seem to revere change but they are also peculiarly wary of it. They are highly indignant of injustices perpetrated by the status quo. Nevertheless, in their uncertainties as to the future they have difficulty in coming up with the long-term plans for change. The New Left can propose few alternatives to our present society and can speak only of tearing it down.

A second major shift in the value systems of today's youth is also related to changes in society, particularly to the impact of new communications media. The rearing of children requires a certain degree of protectiveness and even deception, if children were prematurely

exposed to information about the harsh realities of life, they simply could not tolerate it. But the new media deluge today's youth with information. Children learn the cynical truths of life at a very young age. They can sense when parents and other authority figures are mildly deceptive and know when those in authority are outright deceitful or hypocritical. No institution—family, church, the university or even the law—can any longer hide behind dogma or tradition.

One of the things that is happening in every society exposed to new technology and new media, is that young people are vigorously questioning whatever arbitrary structure is imposed upon them. When students begin to perceive what is so often a weak intellectual base for behavioral demands made upon them, they become angry and rebellious. Simple answers such as, 'We should do it this way because it is right,' or 'because we have always done it this way,' will no longer satisfy them. It is futile to demand that young people bring more order into their lives unless the merits of such order can be persuasively described.

Excessive Freedom, Emotional Chaos

At the moment, youth's capacity to decipher the inconsistencies and hypocrisies of the older generation has led them to adopt some rather extreme value positions with regard to the issue of freedom. Young people place increasing emphasis on the virtues of a structureless world and many seem convinced that total freedom from the dictates of authority would be an ideal existence.

This new emphasis on freedom is not without emotional consequences. Even the most rebellious student is still dominated by certain dependency needs which create an almost automatic drive toward obedience. Furthermore, as I shall attempt to elaborate later, structure and the need to rely on the wisdom or strength of others seems to be an innate human need. There comes a point when too much freedom, particularly freedom to choose from an almost unlimited set of alternatives, becomes incapacitating and paralyzing. In the struggle for autonomy some youths seem to achieve a premature or pseudomature autonomy which does not satisfy their needs, and tends to breed emotional chaos.

Another aspect of value change related to the impact of media has to do with the issue of self-revelation. In a world where deception can be easily exposed and where youth have seen so many of their faithful beliefs ruthlessly destroyed, there is a tendency to value openness in interpersonal relationships. Many of today's youth are quite willing to reveal themselves. They will talk openly of things that would have shamed their elders.

Tolerance and Morality

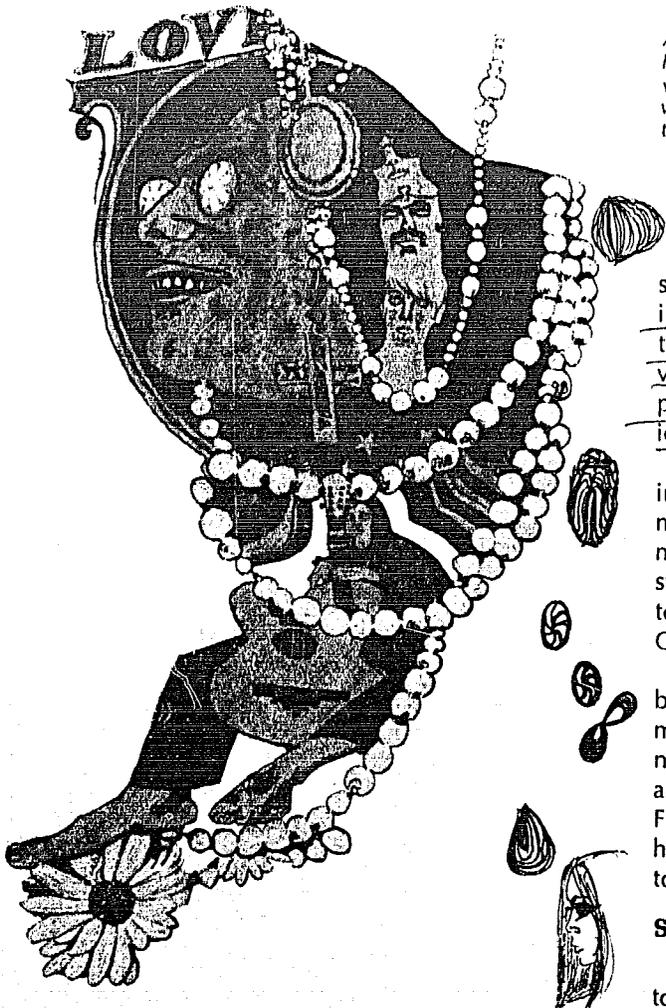
A final aspect of value change related to the impact of media has to do with the issue of power. Youth are keenly aware of the capacity of the establishment to oppress others. They are also sensitive to what is often an irrational basis by which established power justifies its tenure. Students are learning they can diminish cer-



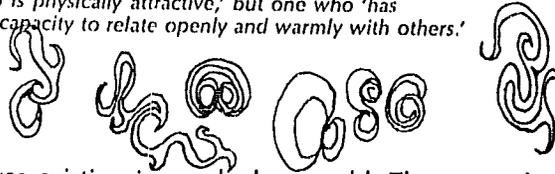
tain oppressions in their own life by attacking what often turns out to be a highly vulnerable and surprisingly defenseless authority.

Sometimes value differences between generations cannot be phrased in terms of direct conflict. Both adults and students, for example, advocate racial and ethnic tolerance. Yet, youth are probably more capable of adhering to this value than their parents. An adult would be more likely to limit his advocacy of tolerance when that value began to interfere with such other values as stability, status or wealth. In other situations, what appears to be a value conflict between generations is in reality an argument over which generation is more honest in its pursuit of values.

In emphasizing personal values and good relationships youth tend to maintain that they are more concerned with the needs of mankind and more compassionate than their parents. It is probably true that young people raised in a world which has been perceptually shrunk by the new media do have a great awareness of the plight of their oppressed fellows. Yet, it is rare to see this awareness translated into calls for action. The percentage of young people who are prepared to sacrifice comforts in order to help their fellowman is not overwhelming. I doubt that compassion either as a value



As youth have rejected traditional values, they have become preoccupied with forming good relationships with others. 'A "beautiful" person . . . is not one who is physically attractive,' but one who 'has the capacity to relate openly and warmly with others.'



selves existing in a valueless world. There may be an inherent rightness in doing away with traditional values that seem irrational and cannot be justified. Yet, if such values are indiscriminately destroyed before they are replaced by more rational values, our society will experience an unprecedented degree of chaos.

Those who are entrusted with the teaching of values in our society—educators, theologians, law enforcement officers and parents—seem totally unprepared to move from dogmatic to rational presentation of value systems. As their authority is threatened, some resort to preaching and exhortation rather than to reflection. Our youth respond by despair and violence.

Our society has an obvious need for a value system based on rational efforts to enhance the well-being of man. Such a system must recognize man's biological needs. It must be practical enough to provide answers as to how men can live together in peace and stability. Finally, it must recognize that certain values at times have to be institutionalized if for no other reason than to provide stability during periods of intensive change.

Some Values to Live By

It is presumptuous for anyone, including a psychiatrist, to attempt to tell other people how they should live. Yet I am convinced if one is concerned with other people's health and happiness he can find only so many guidelines by emphasizing adjustment or adaptation to what is. I do not believe that man can go on adjusting to changing conditions of our world and still be man. If there is to be a healthy society of the future we must search for positive values which transcend the nature of the immediate environment. No one can present a value system that is relevant to all men in all ages. I believe, however, that we know enough to at least try to describe certain basic guidelines.

- There is ample scientific evidence that without some capacity to share strong feelings of affection with another person it is not possible to lead a happy or useful life. Most varieties of mental illness and many physical ailments may be traced directly to feelings that one is not receiving enough affection. This condition arises when man lacks the capacity to relate himself intimately to others. Any society then must come to value intimacy or love. Closely related to this is the value of compassion. Man is a unique animal insofar as he is able to identify with the feelings of others. He needs to feel a sense of community, to identify himself as a member of a society in which he is not a bystander.

- A second value is openness to experience. I use this expression in a broad sense to include the ability to seek

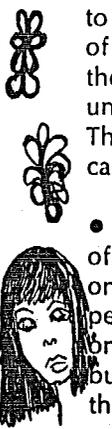
or as an actuality is an exclusive possession of any generation. In this regard we must be aware of the existence of contradictory value systems among youth. While some are talking about the brotherhood of man, others are talking about the need for individual values and the importance of putting individual needs ahead of society's.

If we consider the values of adhering to principle versus willingness to compromise, we again find little change but much criticism between generations. Both parents and students at times accuse one another of being unwilling to adhere to principle. Both accuse one another of being unable to compromise. Students accuse parents of 'selling out' for personal gain. Adults accuse students of being unwilling to compromise their idealism in the face of the realities of existence. Students accuse adults of blind adherence to irrational causes, an accusation particularly relevant to the war in Vietnam; most students see it as a conflict perpetuated by an adult generation unwilling to compromise ill-founded and destructive principles.

Is there a value crisis in North American life today? In my opinion we are moving toward a crisis related to the manner in which values are generated and maintained in a changing world. As old values are attacked we are not creating new ones to replace them. There is a real danger that values of any kind may be losing their power, that young people in particular may find them-



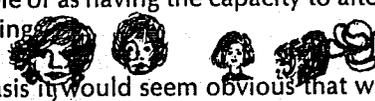
and evaluate without prejudice the wide variety of experience possible within the limits of one's commitment to others. Openness to experience means openness to change and personal growth. This includes the capacity to be aware of oneself. A person cannot be fully aware of the world unless he has some capacity to understand the manner in which he perceives that world. Self-understanding also implies being at ease with one's past. The healthy man cannot live wholly in the present nor can he base his existence on future rewards.



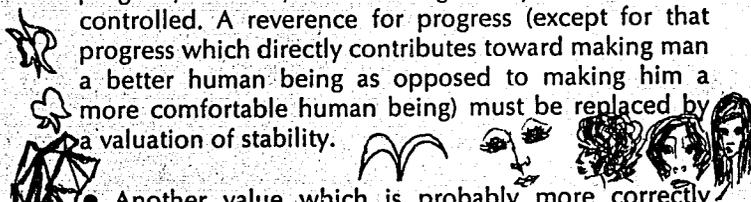
- A third value is the ability to find an optimum amount of freedom. Although man needs to love others and rely on others if he is to survive, he must also be able to experience his distinctiveness. When man sacrifices autonomy or freedom he finds a certain amount of comfort, but this is always at the expense of adopting the role of the lesser being, someone not quite as good as others.

- Because man is the only animal who is physically and psychologically helpless for a large part of his young life, he learns to rely on structure and authority as a prerequisite to comfort. Whatever tendency he might have to outgrow this need is thwarted by his appreciation of the imminence of his own death. Man is the only animal who comprehends his own mortality and he cannot live with this knowledge without belief in some power that transcends his own. For some individuals belief in a supreme being suffices. Others sustain themselves through belief in the perfectibility of man. In either case, man must have an ideology that he can value.

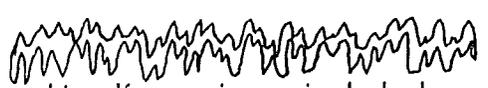
- Man also has an innate need to interact with his environment and alter it in a manner which provides him with a sense of mastery. It is not crucial how he gains mastery. He may find it in daily work, in organized play or in efforts to create new art, music or literature. What is important is that man must to some extent be active and must experience his activity as either having an impact on other people or as having the capacity to alter his physical surroundings.



- On a pragmatic basis it would seem obvious that we must come to value order. Man can tolerate only so much change without experiencing his existence as chaotic. I am not speaking of change which relieves oppression and injustice. Such change is obviously useful. Changes brought about by scientific and technological progress, however, need to be rigorously scrutinized and controlled. A reverence for progress (except for that progress which directly contributes toward making man a better human being as opposed to making him a more comfortable human being) must be replaced by a valuation of stability.



- Another value which is probably more correctly based on pragmatism than biology is the capacity to assume responsibility for one's own behavior. Adherence to this value provides dignity for the individual and stability for the group. It is the belief in this capacity to lead a responsible life which allows man to experience



himself as a unique animal who has some choice in his own destiny. He who denies responsibility for his actions or thoughts cannot be free since he must live as though he were governed by uncontrollable forces.

- Another pragmatic value is honesty, the willingness to avoid deceiving oneself or others and the willingness to search for truth. Men could lead dishonest lives and survive with comfort. Yet almost any philosophy concerned with the betterment of man advocates the honest life. While there is much disagreement as to the content of the truth, few individuals—young or old—would argue with the contention that he who deceives himself or others is leading an inadequate life.

- The events of the past months in the U.S.A. have convincingly demonstrated society's urgent need to find a way of inculcating the value of nonviolence. Because man is an aggressive animal it will no doubt be necessary to resort to institutionalized, even programmed methods of forcing real acceptance of this value. It seems to me we have no other choice.

- Finally, every society must find the means of revering their elderly members. When aging means being less respected, less powerful and less relevant to this society, there can never be any joyous anticipation of the future. The question of how we can find some means of evaluating older members of our community may ultimately be the most illuminating issue in our quest to understand student values in a changing world.

The Price of Wisdom



The calamity of modern existence is that the world changes so fast that there is little likelihood that the old will continue to remain very much wiser than the young. In this regard it is distressing to note how few young people can identify one older person whom they deeply admire.

As the old become relatively less wise, their influence is maintained primarily by the acquisition of political and economic power. The values which they pass onto the young are then more likely to be shaped by institution and custom than by their understanding of actual human needs. I have previously described how youth are increasingly capable of recognizing the arbitrary nature of power and values which are imposed upon them by their elders. It is likely that they will continue to use their knowledge militantly to search for more rational values and for more pragmatic divisions of power. But even as they attack the adult world they become trapped in destroying themselves. For if they make their parents irrelevant, they will surely make themselves irrelevant.

In drifting into a youth-oriented culture we have ignored the teachings of philosophers who have since the time of Plato emphasized the need to revere maturity. We are often told that our youth are our future. Yet, unless we can create a world which offers the possibility of aging with grace, honor and meaningfulness, no one can look forward to the future. □



To market? These Ethiopians were met on the highway near Debre Zeit.

During last July, before leaving London for Nairobi, I attended two performances of the best show in town: 'The House of Commons in Session.' Racial discrimination, Rhodesian sanctions and the status of British passports were on the program, vi,tually an agenda of vital social-political problems eliciting the best of British tact, wisdom and compromise. Emotional scenes in sequence—historic without histrionics—with drama? Yes! A show of dignity, at home, in Parliament. What in Africa would I find related to this experience?

Via Athens (home of the sun, the Acropolis, politics and Glifada golf) I reached Asmara on the Red Sea-side of Ethiopia. Oh, yes, Abyssinia, former biblical Land of Cush, now gaited to 'Cush and Carry,' where native head-porters and weary donkeys daily round-trip the open market circuits; futility wrinkled on the face of man and beast. What price, what purpose, life?

From the blue Red Sea (known as the 'Dead' Sea since Suez closure) we flew on and up, among the rifted Abyssinian Highlands that isolate the capital, Addis Ababa. High altitude, rare atmosphere, primitive roads, maimed waifs, eager beggars, proud peasants, frenzied bazaars are mixed reminiscences of this Coptic country, home of the venerable Solomonite, Emperor Haile Selassie I; castellated by tame lions, trained horses and athletic body-guards. ('Operation Overseas' headquar-

tered in the Imperial Ghion Hotel which adjoins the Emperor's palace—more convenient than cosy.)

What was new in Addis Ababa? Here are a few 'between lions' from the July 21 edition of the *Ethiopian Herald*. First, 'agreement by Nigeria and Biafra to hold peace talks under chairmanship of Haile Selassie'—familiar good intentions! Second, 'new series of Ethiopian peace stamps being produced in seven-color photo-engraving by government printers in Jerusalem, Israel'—flash for philatelists. Finally a head-lion: '230 Peace Corps Arrive.' This shipment of well-trained, prepaid American know-hows brought the Kingdom-come total to 473—Ah, yes, Peace in our time!

Meanwhile, back at the Olympic training camp at Debre Zeit, the long-distance fire crackers were being prepared for Mexico. Coach Ato Roba was emphasizing running techniques rather than natural capacity. Later one of his proteges fused both requirements and banged home medals to prove it. Yea Roba! Which way was Run looking?

Are Ethiopians the gifted Africans? Seems that everyone wants to give them something: buildings, utilities, equipment, money and, recently, a rather unusual delivery from Russia—several tons of DDT for locust control. Someone asked, 'What does Ethiopia export to balance international payments?' A shrewd tourist might three-corner an answer: 'colorful stamps, Imperial dignity and noisy democrats.'

P.S. The best show advertised: 'Il Garofano Verde' in

Mr. Henderson, a teacher at Kitsilano Secondary School in Vancouver, was a member of CTF's 1968 Project Overseas team.

HARAMBEE!

(A KENYAN CRY MEANING HELP ONESELF)

technicolor starring Peter Finch (before he met Kim Novak in *Lylah Clare*), Yvonne Mitchell and James Masson (sic) in *Italian*. (Shades of Mussolini!)

P.P.S. However, I must say that the Ethiopian teachers who did such a fine job of meeting and entertaining their Canadian guests are a superb lot; charming, attentive and genuinely friendly. Native decor and distinctive music backgrounded the fellowship dinner of exotic dishes served by them in Ethiopian fashion and on African time. A good show, a fine farewell!

By VC10 from Addis (8000 ft.) to Nairobi (5000 ft.) suggests a flight downhill; not so. I liked the up-and-coming modern Kenya capital, particularly the people: Kikuyu, their Mau Mau society launched a campaign of terrorism against European settlers, 1952-56, resulting in the present multi-racial government (representative but not responsible) now controlled by President Jomo Kenyatta; Kamba, the backbone of the army; Masai, legendary warriors, red-ochred, aquiline-nosed, classic-statured nomads, lion hunters and cattle owners; Luo, black Nilotics of the Kisumu area; and Swahili, or precisely Wa-Swahili, the heterogenous Arab-African slave mixture whose toneless Bantu dialect, Ki-Swahili, has become the lingua franca of the country. Yes, the people! In our work we met teachers and students from these tribes and others; Kambu, Embu, El Molo, Kalenjin—all with tribal dances, customs and crafts cherished as part of the country's rich cultural heritage.

Our Nairobi CTF team was registered at the Safari

Park Hotel on suburban Thika Road; palmed driveway, soft music, linen-and-silver dining, discreet lounge, billiard room, TV closet, plus a jacaranda-blue lighted swimming pool and cabana. Dark Africa? Tea at 6:30 a.m.—dinner at 8 p.m.! Chris Sultani, Swahili expert on the Kenyatta College staff, who co-ordinated the Kenya National Union of Teachers (KNUT) and CTF program, had arranged it in two sessions, the first, a series of speedy visits (seven of us in a chauffeured KNUT Peugeot station wagon) throughout Kenya to visit rural schools, meet KNUT regional officers, teach demonstration lessons, and address staff and students of teacher-training centers.

First, northwest to Naivasha, with a side-trip into Nakuru National Park, home of an estimated million pink flamingoes (most of them at home too; what a noisy lot), many ponderous pelicans and rare sacred ibis. Next, northeast through historic Fort Hall, around Mt. Kenya (19,058 ft.) through the open markets at Embu, to Meru where we were guests overnight in the Coffee Growers' Co-op Hotel; on, across the equator—tea at Isaac Walton's Nanyuki Inn, on to Nyeri, site of the fine Outspan Hotel where 'by guide only' tours originate for the world-famous Treetops game-viewing hang-up in the National Park.

At Kagumo College, Nyeri, I met Len Lemoine and his family, Canadians from Oakville, Ontario. In 1964 we had trained together in Toronto (between rounds of golf at Don Valley) for External Aid Office assignments;

he to Africa, I to Sarawak. From Len and his associate, Mr. Shaw (North Vancouver), I obtained several Kenya-oriented tapes, texts and a curriculum that I used successfully later, during my TEAL lectures and demonstrations at Kenyatta College.

Ah! East, next, toward Mombasa, through the 8,000 sq. miles that cover Tsavo National Park—a vast game reserve featuring 10,000 many-tonned, large-eared, gentle-footed, ivory-tusked, lateritic-red-powdered elephants, grazing on the veld south of the Yatta escarpment in the company of giraffe, ostrich, zebra, hyena, impala, francolin, African buffalo and prides of lion. At the air-stripped Kilaguni oasis we joined the animal-gazing, zoom-lensed tourists for lunch at the Lodge buffet; unique setting, intimate view, fine cuisine. So the oasis!

Onward and eastward. Soon salty cumulus sentinels heralded our descent to Mombasa, former Arab-Portuguese port, with inner and outer harbors and the ruins of Fort Jesus. Mr. Ndaa, Coast School District Officer and Mombasa-booster, claimed that few tropical African scenes could match the cliff-high site of the Oceanic Hotel which overlooks a palm-fringed crescent beach, surfed and bubbled by the Indian Ocean, all blanketed by a wind-sheltered, year-round golf links. Make mine Mombasa! Fore!

Then, back to Nairobi (300 miles) and part two of KNUT-CTF program. Having seen the country, met officials, visited primary, secondary and college classes, seen the children and met the teachers, we had gained experiences and information invaluable to us as we attempted our senior function—the summer course at Kenyatta

The author met Miss Salome Davies, principal of Highridge Teachers' College, Nairobi, in the course of his visits to schools and colleges.



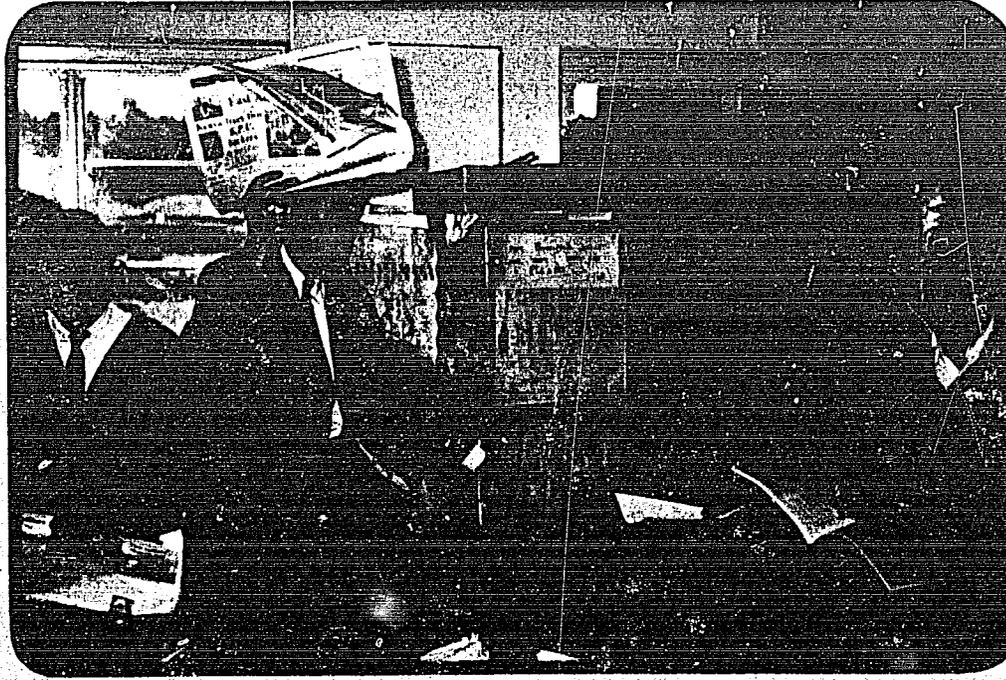
College, 12 miles from Nairobi. From 27 districts, 120 candidates came to register—all primary teachers eager to study, to learn and hoping to raise their professional teaching certificates through P4, P3, P2 or P1 levels. An 8:30 a.m.-4:30 p.m. timetable, six days a week, kept all of us busy. Happy, well-planned dances (watch that Watusi between waltzes), day-trips (popular with students from remote villages making first trip to Nairobi), vocational tours (woollen mills, Bata boot factory, government-inspected meat plant), film showings (Canada night encored), and chat-ins—'Do Europeans and Canadians keep a white book as well as a black book?' 'Are people concerned about the infallibility of the Pope or the Pill?' 'Could a Canadian have faith in an African God, much feared?' (Is fear the beginning of wisdom?)—all were provided to vary student-teacher activities. The course went well!

Closing exercises warranted 'Voice of Kenya' television coverage, ministerial recognition and hearty congratulations for the director, his multi-lingual staff and the enthusiastic students. At the airport, on the day we left, the BCTF's Operation Overseas gratuity was presented to Director Chris Sultani, with thanks and best wishes from all of us. (Chris now believes in a Santa Claus and a Great White Father.)

Our team attended a Canadian High Commissioner's dinner—Mr. and Mrs. Hicks charmed their guests: Tanzanians, Ugandans, CUSOs, EAOs, Peace Corps, Kenyans—a lovely terrace and pool home, wallcovered with Canadian prints: Jackson, Harris, et al. A delightful affair: tangos, turtle soup, sherry, curried shrimp, English trifle—and talk! Mostly striking Canada talk: 'Any mail from home, yet?' (Ed. note: During this time Canada was in the midst of a nation-wide postal strike.)

Home, yes! But which September way? By upping my return fare equity \$50, I was able to choose an itinerary which would complete a round-the-world trip: Nairobi to Bombay (overnight in the Palace Hotel; with so many sacred cows in the parking lot, I thought of deifying the premises along San Franciscan lines—'The Holy Cow Palace') to Bangkok (nine holes and a shower at the Sports Club; phone call to CUSO director, Paul McInnes; yards of turquoise Thai silk wrapped around a regal hand-engraved Celadon vase from the Thai Kilns, Chiangmai—Merry Christmas, Ann); to Hong Kong (Chihaw ma) at the Peninsula Hotel, in lobby met Harold and Ruth Campbell, CTF resource team of Ottawa (we'd met last during the July Fredericton orientation lectures—small world); to Tokyo—real Palace Hotel, moat side to the Imperial Palace—train to Yokohama; subway to Ginza; monorail to airport. Fell asleep dialing educational TV program—English, French, cooking, drama and the best math lesson I've ever seen—Japanese truly the literate people of the world—and serious about it.

A Japan Air Line over-sell crisis resulted in a hurriedly improvised Pan-Am trans-Pacific non-stop Tokyo to Los Angeles flight; then Portland-Vancouver, which regrettably failed by two hours to reach Vancouver International Airport, where our son Neil, recently back



Books from British Columbia were received enthusiastically at Thogoto Teachers' College, Nairobi.

from Sarawak, had boarded a B.C. Airlines Grumman Mallard ferry, accompanied by his wife Sharon and their son Ian—off to teach in Tahsis Secondary School. However, we had a happy West Coast Thanksgiving reunion. Hi, grandpa!

Home. Glad? Yes! We live in a beautiful city in a wonderful province.

I'm tempted here to stress the first word in our province's name—throughout many parts of the world the British have usually managed three significant contributions in areas they have had time to influence: a supply of good water (brews good tea); an adequate golf course (provides regular exercise); and a good educational system (develops civil servants).

Let us agree that B.C. is not British; Kenya not Canadian. However, the CTF Operation Overseas objectives involve B.C., Canada, Britain and Kenya in matters not white and black, but, rather, gray. This colorless blending has been revealed from several sources. First, for example, from a Bantu-speaking Education Officer: 'English should be taught in Primary 1 as a subject, later used as the medium of instruction, for a foreign language it is to be preferred to Ki-Swahili, the common Kenyan dialect.'

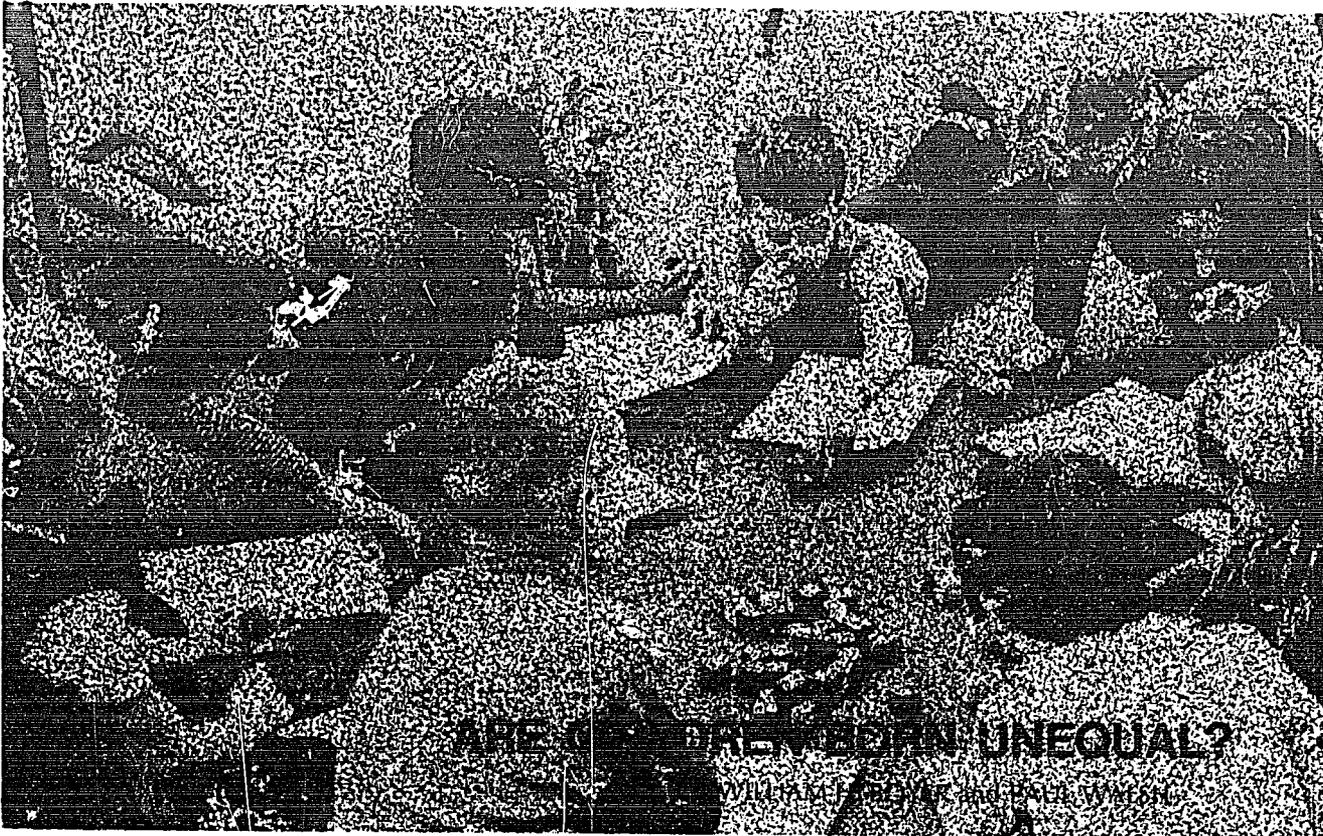
Second, another blending—free education. KNUT General Secretary Kioni, recently returned to Nairobi from the 1968 WCOTP Assembly in Ireland, said: 'Our

schools are under-staffed—principals should not be used for days as collectors of district school taxes—education should be paid for through direct taxation, and be free.'

Finally, a dark recollection on which to base light, hope and vision—Dr. J. S. Kiano, Minister of Education: 'One of the greatest tragedies of African colonial history was the constant attempt by imperialists to undermine our self-confidence. Today, instead of mental colonization, we must develop mental attitudes of self-confidence and freedom of dynamic thinking.' (A dignified challenge.)

In the remote shadows of the Ministry stands, often alone, the teacher, who, regardless of what administrative scheme provokes the issues, must face literally hundreds of curriculum decisions, some of which may turn pupils toward or away from scholarship and influence their feelings of respect for themselves and for other people. (Broad-minded courses, for example, help pupils understand that the British and the colonists were neither devils nor angels, but men and women of their time reacting in ways which were valid for them.)

I hope that the new African schools will challenge the native student to see a clear image of himself, his own worth, his own humanity—what Goethe called 'personality'—and that he will help to build a world in which everyone may live with dignity and hope. □



In societies where power and privilege are not equally distributed, it has always been consoling to those with favored positions to assume that nature has caused the disparity. When man himself creates unequal opportunity, he can be obliged or even forced to change his social system. But if nature creates inequality, man need only bow to supreme forces beyond his control, and the less fortunate must resign themselves to their inevitable disadvantage:

The metaphysics of natural inequality has served aristocracies well. The Greeks had wealth and leisure as a result of the labor of slaves. Plato expressed the wisdom of the established order with the claim that nature produces a hierarchy of superiority in which philosophers, such as himself, emerge at the top. Aristotle's belief that all men possess a rational faculty had more heretical potential, but it was not difficult to believe that some men are more rational than others.

In later periods, nations that possessed economic superiority explained their advantages on the basis of innate superiority. Sir Francis Galton was convinced that the English were superior and that the propertied classes were even more superior than the general population. They were the repository of what was the most biologically precious in mankind.

The democracies of the new world shattered many elements of the old order, and brought a new, radical, equalitarian outlook. In principle, if not always in prac-

tice, man became equal before the law, and the idea of 'the worth of the individual' established a principle of moral equality. Yet legal and moral equalitarianism did not necessarily mean that men were intellectually equal. So the assumption upon which American schools and the American market place developed was that democracy should mean *equal opportunity for competition among people who are genetically unequal*. This creed has satisfied the requirements of modern wisdom even for the more liberal founding fathers such as Thomas Jefferson, and it equally fit into the social Darwinism of an emerging industrial society.

In contemporary American education many of these assumptions remain. People are usually assumed to be not only different in appearance, but also innately unequal in intellectual capacity and therefore unequal in capacity to learn. The contemporary creed urges that schools do all they can to develop *individual* capacities, but it is usually assumed that such capacities vary among individuals. Ability grouping is standard practice and begins in the earliest grades. Intelligence tests and the burgeoning armory of psychometric techniques increasingly facilitate ability tracking, and therefore the potentially prosperous American can usually be identified at an early age. If it is true that people have inherently unequal capacities to learn, the American educational system is built on theoretical bedrock, and it helps construct a social order based on natural superiority. But if people actually have inherently equal capacities, the system is grounded in quicksand and reinforces a system of arbitrary privilege.

Four types of evidence are typically offered to prove

The authors are, respectively, an associate professor and an assistant professor at the College of Education, University of Hawaii. Reprinted with permission. Copyright 1968, Saturday Review, Inc.

that people are innately different in their capacity to learn. The first is self-evidential, the second is observational, the third is logical-theoretical, and the fourth is statistical.

The self-evidential position is based on high levels of certainty which include a strong belief in the obviousness of a conclusion. Many people are very certain that there is an innate difference between people in intellectual capacity. However, such tenacity of feeling is not itself a sufficient basis for evidence, for it offers no method of cross-verification. The mere certainty of a point of view regarding the nature of intelligence must be discounted as an adequate basis for verification.

The observation of individual differences in learning capacity cannot be dismissed as a basis for evidence; useful information for hypotheses requiring further verification can be obtained in this way. For instance, parents may notice different rates of learning among their children. People from different social classes learn and perform at different levels. The city child may learn particular skills more rapidly than the rural child. Observations require some care if they are to produce reliable evidence, but it is possible to observe carefully and such observation can be cross-verified by other careful observers.

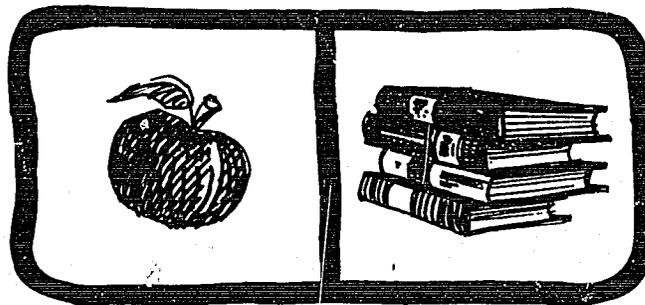
But if people learn particular tasks at different rates, does it follow that people must therefore be innately different in their learning capacity? It does not necessarily follow. Increasingly, as we know more about the role of environment, we see that there are not only differences between cultures, but also differences within cultures. Even within families, no child has the same environment as the others. Being born first, for instance, makes that child different; he is always the oldest sibling. A whole host of variables operates so that the environment as perceived by an individual child has elements of uniqueness (and similarity) with other children raised in proximity.

Observational evidence can be a useful part of the process of understanding when it raises questions that can be subjected to more conclusive evidence, but it is often used as a way of selectively verifying preconceived notions which are endemic in the culture. Western culture is strongly rooted in the belief in a natural intellectual hierarchy. Few observers have been taught to make observations based on assumptions of natural intellectual equality. Observational evidence must be carefully questioned, for it is often based on a metaphysics of differential capacity which encourages selective perception and a priori categories of explanation. Yet these preconceptions are rarely admitted as an interpretive bias of the observer.

Theories based on carefully obtained data provide a more adequate basis for reaching a defensible position on the nature-nurture controversy than either of the previous procedures. A general theory in the field of genetics of psychology which fits available information would be a relevant instrument for making a deduction about the nature of intelligence. If a logical deduction could be made from a more general theory about hered-

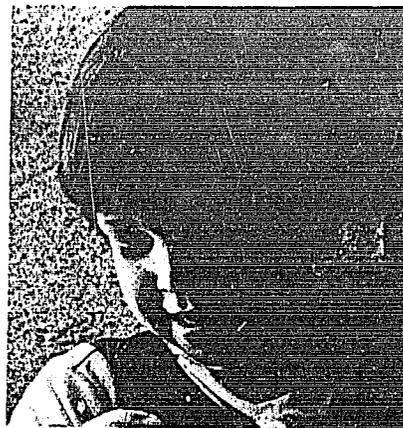
ity and environment to the more specific question of innate intellectual capacity, the conclusion would be as strong as the theory. Such deduction is a commonly used procedure.

Both genetic and psychological theories have often been used to support the belief in inherited intelligence. Genetic connections between physical characteristics such as eye color, hair color, and bodily stature are now clearly established. Certain disease propensity has a genetic basis, yet the best established research is now between single genes and specific physical traits. It is commonplace to assume that if a heredity basis for differential physical traits has been established, there is a similar connection between genes and intelligence. The conclusion, however, does not necessarily follow. Intelligence defined as the capacity to profit by experience or as the ability to solve problems is not a function of a single gene. Whatever the particular polygenetic basis for learning, it does not follow that intellectual capacity is variable because physical traits are variable. Current genetic theory does not provide an adequate basis for deducing a theory of abilities.



Similarly, the Darwinian theory of natural selection is often used to ascribe superiority to those in the upper strata of a hierarchical society. Yet a system of individual economic competition for survival is actually a very recent phenomenon in human history, characteristic of only a few societies, primarily in the 18th, 19th, and early 20th centuries. It is very likely that it is irrelevant to genetic natural selection because of its recent origin. American immigration came largely from the lower classes, a fact which could condemn America to national inferiority if the Darwinian theory were used. In the long span of human history, most societies have relied mainly on co-operative systems or autocratic systems for their survival, and individual competition is an untypical example drawn largely from the unique conditions of Western, particularly American, experience.

Psychological theories which emphasize individual difference have often assumed that the descriptive differences in physical characteristics, personality, and demonstrated ability are all due largely to heredity. Psychology has had strong historical roots in physiology, but as social psychologists and students of culture have provided new understanding of the role of experience, hereditarian explanation has shifted toward environmentalism. Even the chemical and anatomical characteristics of the brain are now known to be modifiable by experience. Psychologists such as Ann Anastasi point out that, 'In view of available genetic knowledge, it ap-



'We should base our educational policy on the most generous and promising assumptions about human nature, rather than the most niggardly and pessimistic.'

pears improbable that social differentiation in physical traits was accompanied by differentiation with regard to genes affecting intellectual or personality development.'

Anthropologists, with their awareness of the effects of culture, are the least likely to place credence in the genetic hypothesis. Claude Levi-Strauss, a social anthropologist, claims that all men have equal intellectual potentiality, and have been equal for about a million years. Whether or not this is true, it is clear that the best-supported general genetic or psychological theory does not validate the conclusion that individual intellectual capacity is innately unequal.

Statistical studies under controlled conditions, on the other hand, can provide some of the most reliable information. For instance, when animals are genetically the same, there is the possibility of inferring genetic characteristics through experimental studies. Identical twins develop from the separation of a single egg and have identical genetic inheritance. If human twins could be raised under controlled experimental conditions, much could be learned about the respective role of heredity and environment. Many studies have been made of twins, but none under sufficiently controlled experimental conditions. The results, therefore, permit only speculative conclusions. Most twins are so similar that unless they are separated they are likely to be treated alike. When they are separated, in most cases, one twin is moved to a family of the same social class as the other twin. And people of similar appearance tend to be treated similarly—a large, handsome child is not usually treated the same as a short, unattractive child. The resultant similarity of IQ scores of separate twins has not been surprising.

Even if particular identical twins were to show marked differences in ability when they live in substantially different environments, as they occasionally do, the evidence does not prove the *environmentalist* thesis unless a significantly large number of random cases is compared with a similarly random selection of non-identical twins. In a small sample, difference could be due to the experience deprivation of one twin. It is possible to stultify any type of development, and so the variation between identical twins, identified in some studies up to forty points, by no means disproves the hereditarian position. Consequently, current studies do not provide

conclusive statistical evidence to support either position over the other.

The second most commonly used statistical evidence to show the hereditary basis of intelligence is the constancy of IQ scores at different age periods. Usually, IQ scores do not change appreciably, but occasionally the changes are dramatic. It is now understood that a standard IQ test is culturally loaded toward middle-class values, and so the general constancy of most IQ scores can be explained as the expected result of limited mobility between social class and the resultant constancy of sub-cultural experiences. So even the statistical 'evidence,' so often used to support a belief in innate intelligence, is really not conclusive.

Studies of innate intelligence, then, have not produced conclusive evidence to justify the claim for an innate difference in individual intellectual capacity. Equally, there has not been conclusive evidence that the innate potential between people is equal. The research is heavily marked by the self-serving beliefs of the researchers. Psychologists have usually created 'intelligence' tests which reflect their own values, predetermining that their own scores will be high. When they have discovered they are high, they have often proclaimed such tests to be indicators of innate superiority.

Many studies are built on simple-minded assumptions about the nature of environment. Psychological environment is related to the subject. A researcher who says that two children live in the 'same' environment is quite wrong, for the environment that each child perceives may be quite different from that perceived by the researcher.

Also, it is often assumed that environment is only postnatal, but evidence is now available on the role of prenatal environment, both psychologically and nutritionally. Malnutrition of a pregnant mother can, and often does, have permanent debilitating psychological and physiological effects on her child. Certain diseases contracted by the mother (measles, for example) and certain drugs (thalidomide, for instance) can produce destructive 'environmental' effects which limit intellectual capacities. Clearly, people do demonstrate varying capacities to learn, but they have had varying prenatal and postnatal opportunities. If they are female, they are generally treated differently than if they are male. Negroes are treated different from whites—one social class

is treated different from another. The *kind* of employment people engage in has a profound effect on what they become. They probably become different through different treatment and different experience, yet our institutions, reflecting our culture, usually operate on the assumption that such differences in ability are innate.

There are at least three ability models which can be supported by current evidence. Each is based on different assumptions about human nature and therefore provides a basis for different social philosophies and different conceptions of government and education.

The first model assumes a great variety of innate ability and a high level of intellectual demand on the average person. In this model, there are hereditary geniuses and idiots, while most people have an intellectual capacity about equal to the demands of their society.

The second model assumes that the innate ability potential of everyone (who has not been injured pre- or post-natally) is equal and far exceeds the normal demand level. (The actual opportunities a person has may produce differential performance similar to model No. 1.)

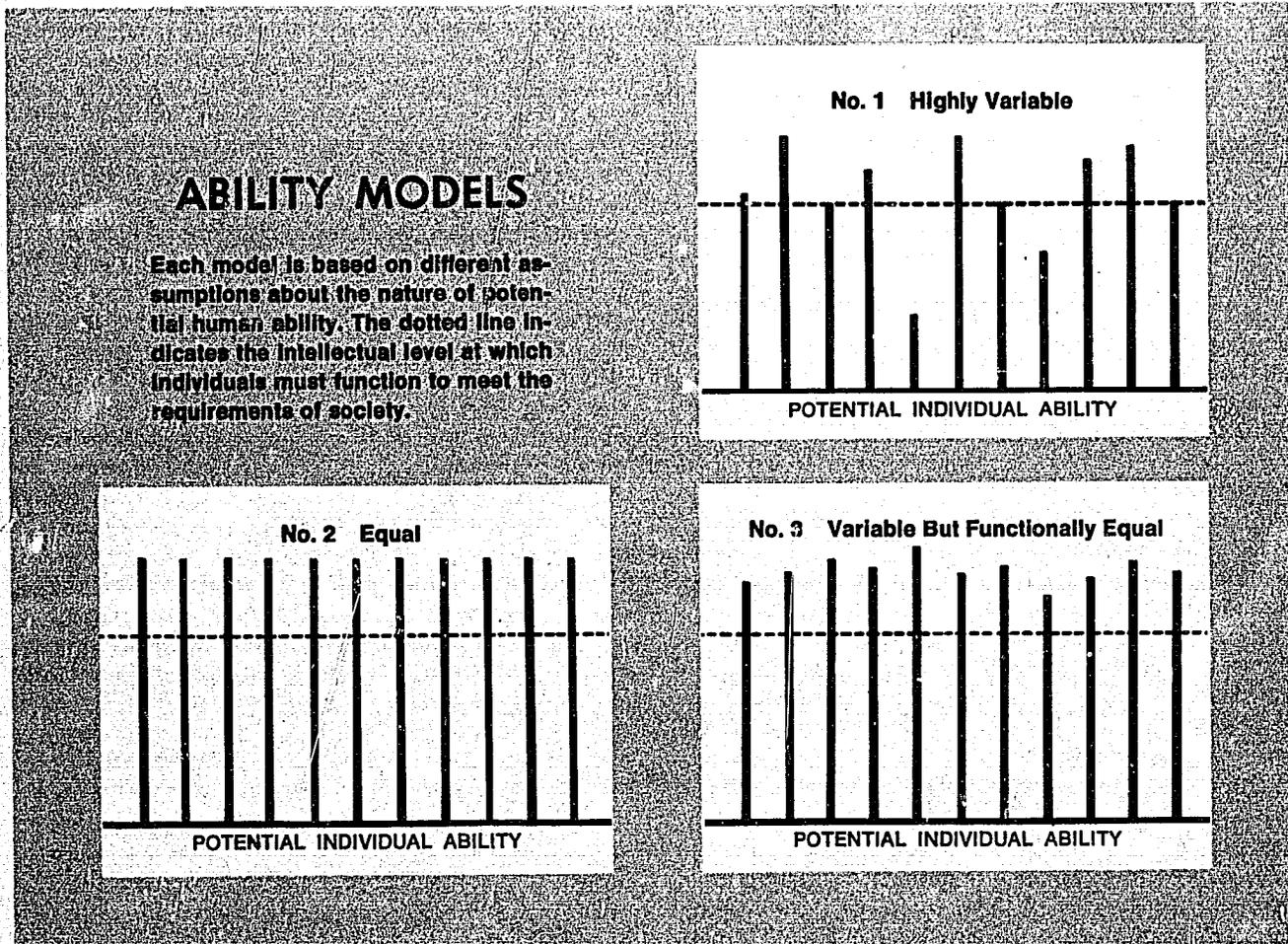
The third model assumes the possibility of some variation, but since all of the ability potential is well beyond the normal demand level, the variation makes virtually no operational difference.

In an economic or educational system, model No. 1 would justify the usual culling, sorting, and excluding through screening devices to create a 'natural' hierarchy of ability. It would also justify the common belief in

'equal opportunity for competition between unequals,' where sorting is achieved through competition.

Both models 2 and 3 would justify maximum social effort to develop the abilities of all people, and the failure to achieve high levels of ability in all people would constitute social failure rather than individual failure. American society, with its considerable disparity of wealth and power, is largely a success based on the inequality assumed in the first of the three models. It is largely a failure based on the equality assumed in the second and third models.

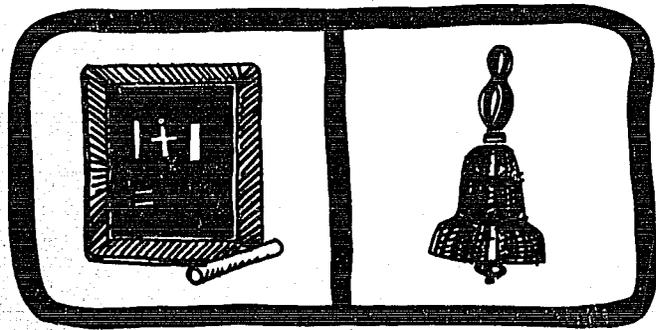
Schools make little effort to develop the kind of equal ability assumed in models 2 and 3. IQ tests are widely used to identify presumed differences in innate ability so that culling and grouping can make the management of the school easier and more efficient. The disastrous effects of the schools on lower-class children are now finally becoming known. The 'compensatory' concept has gained some headway, but most educators are so overloaded with work and so traditional in outlook that the schools have become partners with the economic system in reinforcing a system of privilege that usually panders to the children of those in power and finds metaphysical excuses to make only minor gestures toward the less fortunate. The 'special programs for the gifted' would be more accurately labeled 'special programs for the privileged,' for the gifted are primarily the children from socio-economic classes which provide the most opportunities. The less fortunate (usually lower-



class children) are ordinarily neglected or convinced that they are innately inferior. Once they become convinced, the prophecy is soon realized.

Part of the problem is the way 'intelligence' is defined. It can be defined in many different ways, each leading to a somewhat different educational direction. We can view it as environmental adaptation, as ability to solve problems, as ability to use logical convergent thinking, or it can emphasize divergent thinking and the creation of ideas and problems. When intelligence is defined as abstract verbal-conceptual ability drawing on the modal experiences of middle class environment, as it is in most IQ tests, a selection has been made which excludes many other plausible and often more useful definitions.

The capacity to become intelligent does, of course, have a genetic basis. A cat is not capable of becoming a psychologist. But this does not mean that demonstrated differences in intelligence among psychologists are innate. What is particularly important is whether intelligence is defined primarily as the input or the output. The input is not subject to control, but the output depends on experience; so it is intelligence as output that should be the central concern of the educator.



Until the particular beliefs, which are endemic in many cultures, including American culture, are seen to be part of the heritage of an ancient, anachronistic, elitist tradition, there is little likelihood that the official liberal and equalitarian goals of many modern nations are likely to be realized, even though the wealth of modern technology gives every promise that they are capable of being achieved. Government, industry, education, and virtually all other institutions are now part of the problem, hobbled by a metaphysics of innate inequality. Elitist assumptions about the meaning of ability permeate all fields of education. When teachers of music, mathematics, art, or physical education find that a student doesn't demonstrate the requisite ability, they often reject him (low grades can be a form of rejection). The counselors shuttle the student to courses where he shows 'ability.' All this assumes that the school should not develop abilities, but only grant them opportunity to be expressed. The Rousseauian belief in the pre-existing self is widespread.

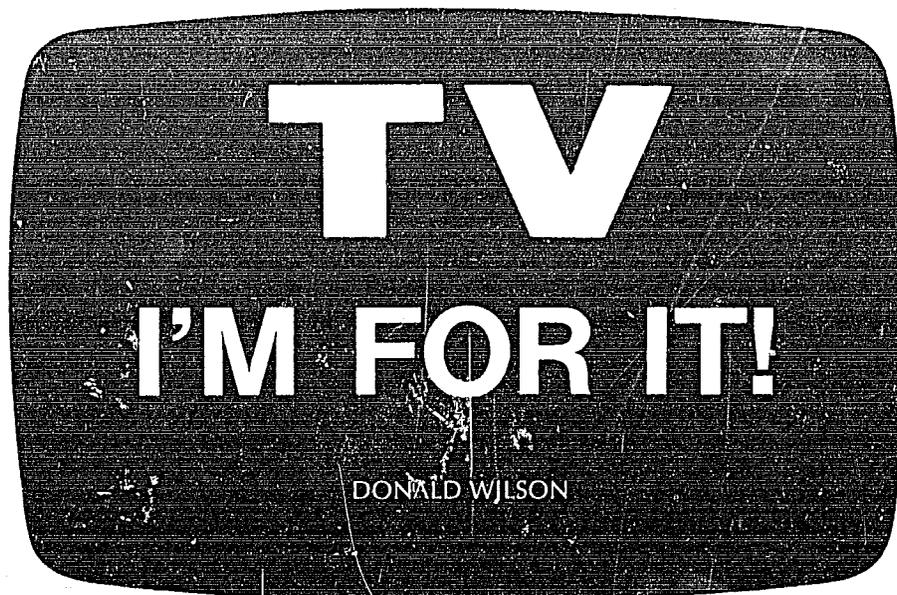
The environmental hypothesis may be wrong, but if it is, it should be shown to be wrong only after a society has done everything possible to develop the abilities of people. We should begin with prenatal care, and should eliminate the experience of economic deprivation, ghettoized living, and elitist schools and businesses. *Lacking*

definitive scientific evidence about human potentialities, social policy should be based on moral considerations. We should base our policy on the most generous and promising assumptions about human nature rather than the most niggardly and pessimistic. Men will do their best only when they assume they are capable. Liberal assumptions and conservative assumptions about human nature create their own self-fulfilling prophecies. We now create millions of people who think of themselves as failures—as social rejects. Their sense of frustration and despair is a travesty on the potentialities of an affluent nation.

Poor teaching is protected in the American educational system through the assumption that the child doesn't have the ability. An American environmentalist commitment (toward liberal rather than totalitarian goals) would aim at *creating* ability, at *increasing* intelligence, at *developing* interests. The meaning of 'education' would need to be broader than merely institutional schooling. It should also include community responsibility, especially for business and the mass media, which must supplement the work of the school if Americans are to receive more equal educational opportunity. This requires more social planning and more public responsibility than Americans have previously been willing to undertake.

Most American institutions, including the schools, still base their policy largely on the old conservative ideology. This outlook resists change and condemns many to inferiority. Ideological rigidity is not exclusive to the United States; in fact, many other nations are even more rigid. Yet the expanding wealth produced by modern technology is beginning to encourage the have-nots within the United States and throughout the world to demand their share by force and violence if necessary. Violence is likely to be an increasingly common road to social change unless a new public morality based on new assumptions about human potentiality is translated into both foreign and domestic policy. It is not merely racism which bogs down American progress, but also the more pervasive belief in intellectual inequality. The failure to develop the abilities of people was useful to the early American aristocracy and to the power elite of an industrial-scarcity economy. But modern economies of abundance flourish through the maximum development of the abilities of people. There is potentially plenty for all. More widespread development of the capabilities of people would not only add greatly to the wealth of nations, but it can also permit people to participate in a social and cultural renaissance.

Aside from the compelling moral obligation to create equal opportunities within nations and even between nations, the excluded millions in the world are starting to force the changes which should have occurred long ago. Some of them don't believe they are inferior and they are understandably impatient about changing the old processes of exclusion. All institutions, including the schools, will either need to re-examine their self-consoling elitist beliefs and create real and equal opportunity, or else risk that violence and revolution will increasingly become the dominant instruments of social change. □



In the September-October issue, Dr. Milton McClaren of Simon Fraser University made a plea for a careful assessment of audio-visual educational media. However, his assessment of the media, in particular television, in my opinion, was highly inaccurate.

Like those of so many other 'media specialists,' his argument is totally invalid because it is based upon tradition. He stated that television was a special presentation medium, with certain built-in technical limitations; that it needed special technical support staff and special buildings, which did not allow for individualized instruction; and that its expense was not warranted because of its limited use. From this he developed a *basic dichotomy*—'high cost special presentation media versus low cost media which can be used at the control of the learners.' I contend that this dichotomy doesn't exist.

Television has been with us for a long time. It came first as a medium for the masses; as entertainment for all. As the new medium developed, certain public affairs programs were presented. Along with news dissemination, these became the first 'educational television.' Quite unexpectedly, then, the people most concerned with getting information to large numbers of people, the American armed forces and education institutions, took hold of this new communicative tool and exploited it as much as they could.

To encourage these programs millions of dollars were spent, both by the American government and such philanthropic organizations as the Ford Foundation. Be-

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cause of the amounts of money that were made available, large and extravagant installations were developed and the early uses of television were solely for massive audiences. Experimentation continued along this line.

Following this lead, and continually encouraged to do so by the huge grants, American universities and schools began experimenting with and creating large educational networks. By evolution, then, television developed certain associations. It was a mass medium, needing central control, and more akin to entertainment than to education.

Naturally, because of Canada's proximity to the U.S.A. and the availability of American research in this field, Canadians have followed this trend. Now some Canadian school districts are beginning to use television in the classroom, following what they think to be sound research and years of proven practice. They are spending thousands of dollars, most of it without their being fully aware of *all* the uses of television. Unfortunately, the decisions are being based on the belief that television must be and can only be expansive, centrally controlled and expensive. Thus the broadcasted, 'time-slotted,' highly inflexible traditional style is what we are getting, and what many are crying out against. So television, no matter how we use it or might try to use it, is being discredited.

Before we reject television completely, however, why not examine it more closely? As a medium it is extremely versatile. It can present the inaccessible, be it microscopic or macroscopic; it can present the instant as it is now, and compress or expand time; it can multiply, associate and store images; it can mix media and thereby program them, and transform images, either filmically



Television can be a valuable and important tool for education. Let it answer some of the diversified needs of the classroom.

or electronically; and it can allow for a paced presentation. All this can be done with the present technological development of television and the instruments and machinery associated with it.

Its content can vary also, with all the breadth and depth necessary; it can be general or specific, can present many or single concepts, and can be educational (ETV) or instructional (ITV). Commercial TV can be educational, at times more so than others. (Who can deny this after viewing one of the recent National Geographic Society specials?)

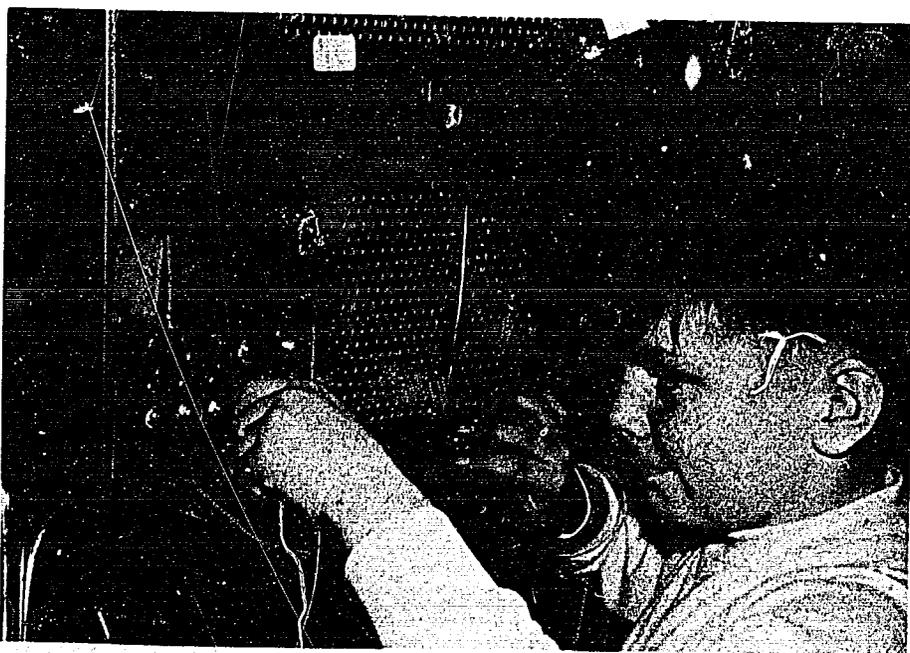
This type of public service broadcasting can be used by teachers as special viewing assignments or, if the school district is so equipped, be video-taped and used at a later date in the classroom as either a specific part of course content or as enrichment for a class, a group, or a single pupil. To date, this kind of television forms the basis of most Canadian educational television provided by the CBC.

Instructional television—the type designed to teach a specific body of material—is seldom produced com-

mercially, although such programs as a cooking series aimed at an adult audience is an example. To a limited degree, this is also the pattern of the CBC's and CTV's educational departments and of the few public school and university studio installations.

What ultimately is selected by the teacher, be it produced commercially or otherwise, can be brought to the pupil in several ways: by a country-wide network, as the CBC and CTV now do and as the NET network does in the United States, or by a system of local distribution either by broadcast or cable. This, however, perpetuates the inconvenient all-at-one-time system. Inherent in this system are many problems: the inability to preview the programs; the frequent necessity of having to alter school timetables; the intolerable doubling up of classes in one room; and the frustration of having to keep watching a program, once it has started, that quite often is wrongly paced for the class.

However, television can be used in conjunction with video-tape recorders. One way is to wire a school with co-axial cable and create a central distributing studio.



Pupils can easily learn the 'complicated' skills required to use VTR machines, as is demonstrated (left to right) by these pupils of Bayview.

This, however, would tend to impose the all-at-once style, even if some kind of electronic system of feedback control were installed. By this I mean that the delivery of the material would be out of the teacher's or pupil's personal control. A better way of using television requires that there be in the classroom a television and video-tape recorder/playback machine. In this case the equipment remains portable and all teachers are able to use it as easily as they now use any other type of audio-visual hardware.

Because of the simplicity of VTR machines, any teacher or pupil can easily learn the 'complicated' technical skills required to use them. And if the school or school board audio-visual department records programs, the teacher will have at his request a vast and excellent source of material. A tape could easily be put on the recorder and within a few minutes a whole class or a small group of only two or three pupils could be using another valuable audio-visual medium. In such a situation the teacher controls the medium (not vice versa), which allows a more individual classroom approach better related to the acceptance and retention rate of the pupils. He is teaching *with* television, not *by* television, which the broadcast method dictates. With the touch of a switch the picture can be 'frozen,' rewind or repeated; hence the medium has unlimited value for individualized uses. And incorporating a 'listening center' into the set-up makes the learning situation even more individualized, for now one pupil can choose a tape, put it on the machine and pace it to his own requirements. In fact, a pupil can use only a segment of the tape, if that be the need. I know this is possible, for I have seen it being done in a classroom.

The VTR-TV conjunction can also be used in other ways. Use it as a medium to be studied. The *Guide to Teaching Language Arts* reminds teachers that communication involves 'much more than the spoken and written word . . . much more than "verbal skills";' and goes

on to state that 'with the importance of non-verbal communication in mind, many educators include *observation* as one of the language arts to be taught along with listening, speaking, reading and writing. Observation fits into a broader concept, that of *awareness*, which forms the basis for all the language arts.' Following this, the *Guide* suggests several goals in the teaching of awareness, some being:

- to provide a variety of meaningful experiences through field trips, films, pictures, television, recordings, creative dramatics and excellent literature.
- to help pupils observe in greater detail.
- to involve as many of the senses as possible by using a 'multi-sensory' approach to instruction.
- to consider non-verbal communication and the teaching of increased awareness as important facets of the language arts curriculum.

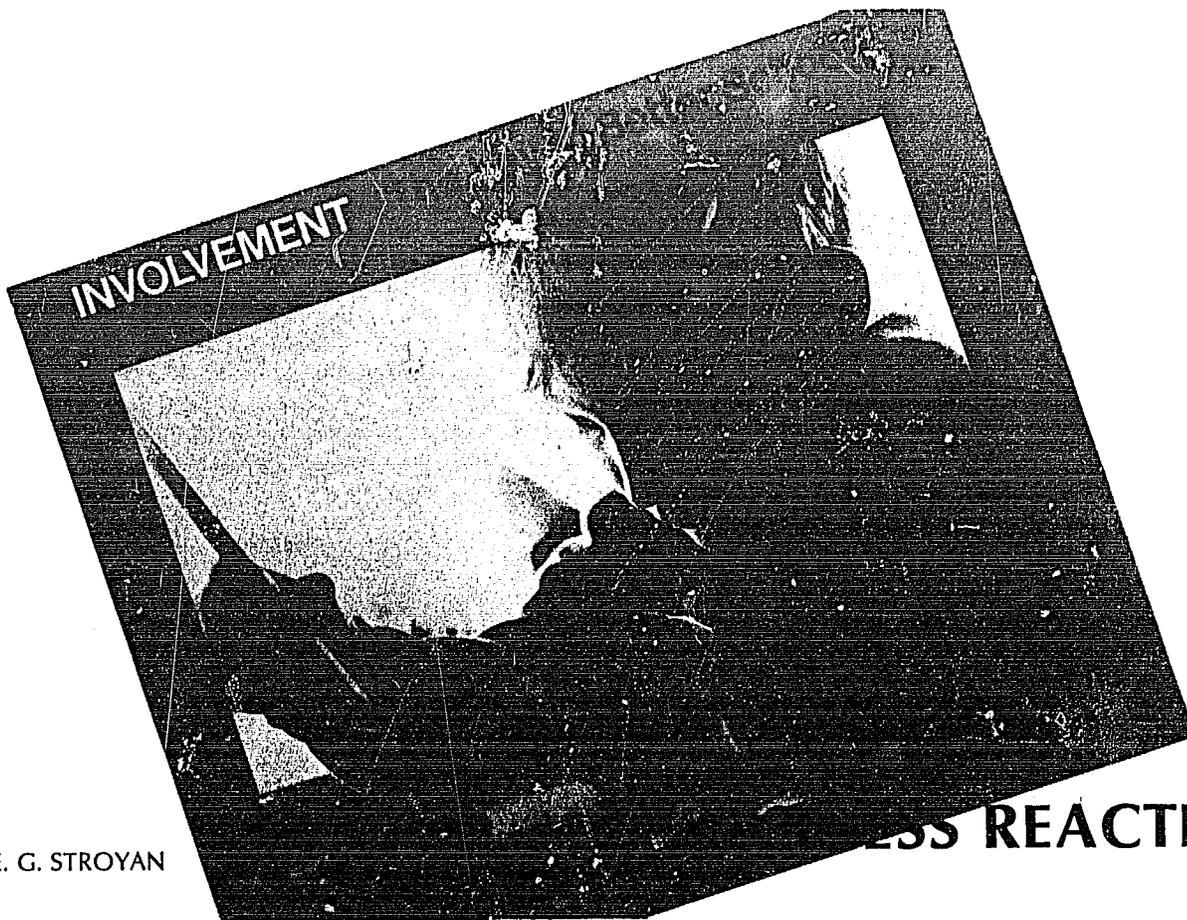
Two of several things can result if these thoughts are kept in mind. Pupils can be taught to 'read' television as they are taught to read the printed word. They listen and watch for details and main concepts, learn methods of note-taking, and follow this by aural, written or visual feedback and reporting. By adding a camera to the television receiver and its video-tape recorder, one can have a relatively inexpensive way of involving his pupils in all facets of modern communications.

Thus, for a cost of approximately \$2,300—not the \$50,000 to \$60,000 that have been spent by some schools—television can be a valuable and important tool for education. Teach with it, enrich with it, and study it. Let TV answer some of the diversified needs of your pupils. Control it for your class or let individual students direct and pace their own learning . . . and, if the occasion arises and warrants it, 'tune in' on the world.

Think of the invaluable learning that can take place in your classroom if your pupils are part of what's happening! And for yourself? What better or more immediate source of in-service education? □



Technical
trained
school.



E. G. STROYAN

LESS REACTION

I hope the recent report submitted to the BCTF by its Commission on Education will be looked upon by teachers as an exciting, stimulating comment upon today's trends. I hope, too, that it will lead to a complete analysis of B.C.'s education system.

The report, *Involvement — The Key to Better Schools*, brought into focus the opinions of a great number of educators. This was the declared purpose of the Commission when it accepted its terms of reference. These stated in part that the general purpose was 'to stimulate and provoke a study and debate *within the teaching profession of B.C.* (italics mine) of major educational issues in the hope that out of such study and debate will emerge guidelines for the future design of education.' In this sense the Commission has completed an excellent work. What now remains to be determined is whether or not these guidelines are related to the viewpoint of the community.

There is a great need to remove from the elite group of trained educators the complete authority to determine the goals and aims of education. This opinion is supported by some of today's outstanding educators — among them Dr. Max Rafferty, Superintendent of Instruction for the State of California. In an address at the University of Victoria, as reported in the *Victoria Colonist* of March 31, 1968, he said, 'The goals of education must be decided by the public. Educators should be concerned with the problems of how to make the public's desires a part of the educational system. . . . Surely if education is to have a future it must reflect the desires

of the great public which populates the schools.'

In its conclusion the Commission states ' . . . no plan or design for education can be final. It must be constantly evaluated and adjusted as conditions in the school, the community and the world, change.' However, the Commission itself overlooks at least one of the forces of change by not taking into sufficient account conditions in the community, using this word in the widest sense.

It is not possible to analyse each individual recommendation and comment of the Commission, but a few excerpts will indicate a trend upon which I should like to comment.

Number 21: 'Students should have opportunities to develop the skills of self-evaluation.'

Number 36: 'Department of Education regulations concerning Grade 7 examination should be eliminated.'

Number 46: 'Grades should be replaced by a plan for continuous progress.'

Number 89: 'Students should be evaluated and move ahead on the basis of their individual growth.'

And Number 91: 'All Department of Education Grade 12 and 13 examinations should be eliminated immediately.'

These 'recommendations for action' indicate that the Commission would do away with standardized examinations, with class standings and with report cards as we now know them. It would replace these with parent-teacher counselling of the student, with psychological tests, with progress at the pupil's own rate — and a host of other procedures designed to assist the pupil to develop at *his* rate, in *his* way, in *his* world.

The major problem with this revolutionary change is

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that ultimately the student must recognize that the world is *not* his; that exactly the opposite condition applies. He must learn to live in friendly rivalry with others. He must accept the fact that there is such a thing as failure, that there are goals which he perceives but cannot achieve. Even the most successful persons in the world will finally reach a position where 'I wish' must be substituted for 'I will.' The student must come to realize that the freedom he enjoys can be maintained only if it is accompanied by acceptance of some responsibility.

Whether the student likes it or not, the world for which he is preparing himself is a world in which *his* standards are not paramount, a world in which progress at the student's own rate and according to his own achievement is supplanted by a set of standards imposed by authority other than his own.

No one who is aware of the achievements of youngsters today can accept for a minute that we should revert to the completely authoritarian type of school with its rigid standards, fixed timetable, and narrow selection of courses. However, I believe we have to impress upon those who leave the academic atmosphere — at whatever level this takes place — that society does have requirements of achievement, conduct and morality. Young people must understand that external standards of achievement will be imposed upon them ultimately and that failure to meet these may have serious consequences for them.

If we abolish all forms of external evaluation of the student as recommended by the Commission, with what do we replace them? At some stage in his life each young person is going to face the hurdle of standards — where can this be done more appropriately than in school, where trained people can help him to evaluate his capacities?

I wonder if educators accept this full responsibility when they fail to create a bridge which will assist the student to pass from the somewhat permissive atmosphere of the classroom to the more fettered environment of adult society, where freedom has a partner, that partner being responsibility.

By omitting from the terms of reference of the Commission's study significant reference to school-community relationships the BCTF has ignored the fact that at least a portion of the education which students obtain must be related to earning a living.

In his widely acclaimed book, *The Vertical Mosaic*, John Porter says, 'The content of education is affected by the emphasis in industrial societies on the marketability of skills. In terms of its social function, education should be thus affected, because an educational system fails when it does not train people in sufficient quality and quantity for occupational roles. Knowledge for its own sake, so prized by the education purists, is something which could perhaps come at a later stage of social development.'

Porter may be too extreme in his statement, but in honesty we must admit that each person should be trained to perform a useful function by which he can earn enough to maintain himself, to support government which provides him with broad services, and to

contribute usefully to other elements of society.

I do not believe that schools should be, or should become, training grounds for industry. I do not believe that industry should dictate school curricula. At the same time, I do believe that benefits could result if educators and businessmen could discuss the implications involved in certain curriculum changes.

To be specific about this, I refer you to recommendation No. 54: 'All occupational classes should be disbanded immediately.' As I have told groups of educators, occupational classes were doomed by the manner in which they were established. Had there been discussions between educators and business representatives prior to establishing the classes, they might not have been created, at least in their present form. I say 'might not' because there is no guarantee that a dialog would have revealed all the problems. But it is certain that an exchange of views would have helped to anticipate some of the pitfalls.

There are several recommendations which have to do with the cross-pollination of knowledge within the community, notably Number 173: 'The public must be kept informed of the direction and purpose of educational change.'

Number 137: 'Each school should communicate its educational policies to the community it serves.'

And Number 40: 'Parents should have the opportunity to become actively involved in the operation of the school.'

With these thoughts we all must agree. Schools and teachers cannot operate in isolation from the community. Each child will live his life under the influence of many groups of society; including teachers, parents and those with whom he works. Each makes separate demands upon the child or young adult. In fairness to young people these groups have a responsibility to communicate their views to each other so that a unified program may be developed. To their credit educators have now taken this step.

I wish that representative parents and businessmen would compose their recommendations. I wish that some authority would take the initiative to mould all three opinions into a 'guide for today' and keep it up to date. This could provide realistic direction for the design of education suited to the times and the needs of those it serves.

The BCTF Commission on Education has done an excellent job, within its terms of reference. It has excited a discussion *among teachers* about the future of education. Regrettably, the terms of reference did not state that the Commission was to relate these goals and aims to the community in which we live — to be certain that they are pragmatic, that they satisfy the needs of the community, and that they are in step with the mores of today's society.

Possibly, it would have been presumptuous of the BCTF to carry out this wider study. At the same time, I wonder who is better equipped with expert knowledge, manpower, and finances to carry out the second step of this so very important project. □

I disagree!

GRAHAM G. CAMPBELL

I flatly disagree with most of what Neil Sutherland had to say in the November 1968 issue about the new social studies curriculum, and I hedge on the rest of it.

As one of the classroom teachers who have to do the 'really hard work' of taking over where the 'planners' left off, I am appalled that his comments could so fly in the face of teaching realities and the objectives of the social studies curriculum.

'Content, organization, and teaching materials,' he states, 'have all been radically changed. . . . I don't agree.

Content has been re-organized. What used to be prescribed for Grade 11 has been split between Grades 10 and 11, and the former material for Grade 10 is now spread between Grades 8 and 9. Geography has indeed been given a hitherto unrecognized status, for now it is an equal partner, in time allotment, with history. But little new subject matter has been introduced.

And teaching materials? We expect to be using, Mr. Sutherland theorizes, a rich assortment of exciting primary sources: diaries, letters, folk songs, newspapers, pictures, coins even. But what are the facts? The 'planners,' via the Department of Education's Textbook Branch, have provided us with about 20 books and pamphlets for the history section alone of the new Grade 8 course; and, of these, two at the most could be described as primary sources. These are the scrappy and disjointed *Human Side of World History* and the more useful source-book *Renaissance to Revolution*.

The two major texts, *The Shaping of Modern Europe*

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and *Every Day Life in Renaissance Times*, are the very antithesis of first-hand, lively source-books. Drab in format, pedantic in style, they range over the same narrative of wars, revolutions, successions, treaties, and assorted irrelevancies (the wars of Louis XIV, for example).

Their impossible vocabulary is a final discouragement to our young Grade 8 readers, for it is several years ahead of their understanding.

Are these the 'new materials' Mr. Sutherland found 'intrinsically interesting'? (Incidentally, 70 Grade 8 students of mine haven't found them so.)

If as he recommends, however, we teachers should supplement the allotted teaching materials with documents, photographs, and the like, may I re-acquaint him with some hard realities we face in the secondary schools?

Money, first of all. Who is to pay for the jack-daws, \$5.00 records, filmstrips, and the whole 'range of interesting and appropriate materials readily available now for classroom use'? Would it be possible to return to the Department of Education most of the still-new books and receive a cash grant in lieu of them?

Our lack of time and resources to assemble suitable primary sources is another factor apparently forgotten by Mr. Sutherland. From the university, where time and facilities for research are not so obviously lacking, he is able to describe a 'case study' he found useful to develop an understanding of the great migration to Canada before the First World War: John Wendelbo's description of the move of a group of Ukrainian settlers from Winnipeg to Stuartburn, Manitoba; Mykhailo

Stashyn's recollection of the same move; Father Nestor Dmytriw's account of his visit to the settlement, and so on.

Now I have never heard of any of these gentlemen, nor of Stuartburn, Manitoba; I presume it would take—apart from hours of work—library resources beyond those of our modest school collection to make their acquaintance. The fact is—and any practising teacher knows it—we simply cannot make these recondite forays into the nooks and crannies of history to illustrate, not just one event, but—literally—the scores of topics that we deal with when teaching as many as four or five courses.

Yet despite this fact of classroom life, Mr. Sutherland can blandly speculate that 'probably most of the time will be spent in the handling of historical documents ...'!

There is little 'new' in the new social studies curriculum, either in content or in the teaching materials supplied. Both are merely 'more of the same' somewhat re-ordered, with the latter, ironically, being not even of the kind prescribed for the new case study approach.

What Is Learned Is Secondary

Implied in Mr. Sutherland's article, however, and in the topical outline of the revised program, is something that is new, namely, that *what* is learned is quite secondary to *how* the learning takes place.

We are told, for example, that the success of the new program 'rests much more in how we propose to teach it than in the new topics and new materials'; and further that 'its coherence, relevance, or logic' is secondary to what he calls giving the students 'the feeling of grasping what history is all about.'

Though his language is not unambiguous, he seems to be saying that our goal should be teaching the 'how' of historical research, to be training students in the technique of the historian.

This is a novelty, then, in the revised program—not relevance or coherence of content, just *doing* history is what matters. Methodology, in short, is to be the focus of our efforts.

Not so long ago our social studies instruction was condemned for unduly emphasizing the acquisition of knowledge and giving too little thought to how it was acquired. Note-taking was the standard procedure. Now we are urged to give priority to method and, indeed, to a particular one, the method of the historian. And what about course content—its logical organization and relevance to the lives of our students? According to Mr. Sutherland, these are not even to be considered in evaluating the success of the program.

I wonder who is talking here, the university historian or the classroom teacher? And a further question: would it matter *what* historical problem was studied, so long as the student learned the skills of the historian and gained an insight into 'historical structure'?

Of course it is obvious that the means of learning are important, not only the ends. All of us recognize that, where possible, the student should discover his own answers by studying original data, for not only does he

learn better what is to be learned, he also achieves, en route, so to speak, some of the very ends we think it desirable for him to reach. However, while acknowledging the value of the inductive method, we at our school reject the prescriptive terms of Mr. Sutherland that 'this is the teaching process which history teachers *must* apply to their discipline.' It is only one method among others and, for reasons given above, it is not usually the practicable one. We reject, too, his apparent slighting of course content and its manner of organization.

However, my main criticism of Mr. Sutherland's article is not just that he puts too much reliance on a single means of learning. It is that he converts his means—the historical method—into the actual end of the curriculum. His argument, as I understand it, runs as follows:

1. The 'discipline' of history has a 'unique nature,' 'basic ideas,' a 'structure.'
2. 'It is essential that he (the student) grasp the structure.'
3. It will be grasped through the practice of the 'unique methodology' of the historian.

I don't really understand his argument—for example, I don't know what the structure of history is—but that apart, I think it is fair to say that, logically, he does unite his ends and means, since the outcome, appreciation of 'structure,' whatever that may be, is inherent in the use of the method, and presumably would be realized regardless of what history was studied. So it is not surprising to find content downgraded.

Our Purpose Is to Train for Citizenship

Our social studies department rejects this subtle transformation of method to objective. Implicit in the new curriculum, it is now put forward more directly.

Social studies teachers—at our school at any rate—have worked on the assumption that our purpose is to train for citizenship not historical scholarship.

Rather than *teach* history, we *use* it, along with the allied social sciences, to develop within our students the understandings, attitudes and skills that will enable them to become worth-while members of our community, local to international.

We are not convinced that learning the 'discipline' of the historian will serve this end.

This is not to disparage the subject of history, however. In our view it is, to repeat, a valuable source of lessons in social living. But it is one thing to take this utilitarian view of history and quite another to regard it as, somehow, a self-justifying academic pursuit. It is the difference between emphasizing the citizen and the historian as our end product.

I want to make one qualification in my criticism of Mr. Sutherland's article. I may have failed to see the connection between his stated goal and mine. That is, he may discern a very clear relationship, unnoticed by me, between giving students 'a feeling of grasping what history is all about' and equipping them for effective lives in a community. I hope, therefore, that he will devote a further article to explaining first, just 'what history is all about' and second, exactly how 'the feeling of grasping' it would benefit our future citizens. □



DEANNA ENJOYS BEING A TEACHER AIDE

NAGA TERADA

*Principal, Webster's Corner
Elementary School, Surrey.*

I don't think it is difficult for any teacher to realize that in many communities of British Columbia there are mothers who are genuinely interested in being involved with pupils, especially with those in the elementary schools.

Deanna Owens, a mother of two children, came to Webster's Corner Elementary School last January as a teacher aide. She is a high school graduate, but has had no teacher training and, therefore, has no certification.

In a few short months Deanna has won the affection of many of our children and the admiration of staff members. Her success is obviously attributable to two important factors: her desire to understand youngsters and to establish rapport with children in the classroom and these are, basically, the qualities of any good teacher.

As a principal I am concerned about staff morale, and sensitive to the ways in which children react to school personnel and learning situations. As I have been especially interested in having a non-professional person on staff, I talked with Deanna one day with the specific aim of exploring and possibly determining how teacher aides can improve pupil involvement in the learning process within the classroom. My questions and her answers went as follows.

How do pupils react to your being a non-teaching staff member?

As I work with them, they look upon me as a teacher; at least the children identify me as one. Many of the older students come to me with problems when they feel reluctant to go to their teachers. Many of the child-

ren are proud to see someone who has lived in the community for a long time working at the school.

Do you enjoy supervising pupils in the classroom during lunch-time?

Yes, although one class at a time is sufficient. I enjoy reading library books aloud while the children munch on their lunches. Reading to them does result in a relaxed lunch-hour for the kiddies. On rainy days many of the primary pupils stay inside the school building; then I usually take the Grade 1 class for 20 minutes and play games and sing with them. For the next 20 minutes I supervise the Grade 2 group. If the gym is available, I take both groups there and get the youngsters involved in various games. This is really hectic, so I usually get extra help from senior students.

Do you sometimes wish you knew more about child behavior?

I do believe a teacher aide should have some knowledge of the psychology of child behavior. I don't think one could ever know enough about children. Each and every child is different in attitude and ability. I find it most interesting dealing with these differences.

What kind of teacher do you like working with?

I think each teacher has a unique personality. I feel an aide has to be flexible in her ways and able to adjust to the temperament of the teacher she is working with. I believe respect for others is most important—and it is the basic element of our day to day living. It is really a pleasure to work in a classroom where the teacher has the respect of and is in control of the students.

How many pupils can a teacher and an assistant like yourself manage without depriving any pupil of attention?

We have 22 pupils in the beginner's group this year and I think that is ideal as far as the teaching and my part in helping individual youngsters are concerned. From my observation of classes over 30, I can see that it is almost impossible to give every pupil satisfactory attention. In large classes I usually supervise one group while the teacher instructs another.

How, in your opinion, are you helping the teacher improve the actual 'teaching' of pupils?

I can answer that in two parts. When I'm in a classroom the teacher usually assigns me to a small or a large group depending on the class situation, while she attends to pupils with problems. I believe this arrangement is a definite asset to the teacher and I think I am helping the children learn in an indirect way. I am directly involved in the learning process when I help those who tend to get very little work done because of restlessness, daydreaming, or distracting others. Some, I think, are bright enough, but need constant reminding that they are supposed to be working. Pupils working independently need guidance in many ways and I can understand why I, as a teacher aide, can help the teacher improve the efficiency of teaching in the classroom.

What do you think of marking test papers for teachers?

I feel that this, also, is a time-consuming job and that an aide can be a tremendous help—but only with marking certain papers. Some papers should be marked only by teachers so that they can identify problem areas and weaknesses.

What kind of work do you find most satisfying?

I enjoy doing the jobs I'm asked to do, but the most satisfying and rewarding one is working with the slow learners and seeing them getting ahead. Last term I worked with a student who could not count to ten. All he really needed was drill. I worked with him for 15 minutes each day for about four days and he finally experienced success. He also read orally to me from a reference reading book and soon began remembering those little words like 'the,' 'and,' 'is.' This was a very rewarding and satisfying experience for me. I find that slow students are very eager to learn and that they appreciate the extra attention they get from me.

What do you think is most challenging to you as a teacher aide?

I believe supervision of a large group in the gym, playing games or in a class checking on student behavior is a challenge. Children seem to have a way of testing their supervisor and it's a challenge to pass that test, whether it be Grade 1 or 7.

What are some of your non-classroom jobs that help teachers and pupils indirectly?

Besides classroom work, I keep the bulletin board up to date, keep the stock room tidy and give out supplies, keep the picture file up to date, do research on the class social studies courses, give extra help at report card time, check classroom registers, order and show films, sing songs with the primary classes, help with eliminations for sports events, print flash cards and charts, send out bulletins, use the duplicating machine and Gestetner, display students' work, assist sick students, make costumes and supervise plays, collect money for different school activities, mark standardized tests and objective class tests, and help the principal with registrations of new pupils and transfers, incoming mail, students' cards and other office work when the need arises.

Do you think there should be some organization to upgrade teacher aides and justify annual increases in pay?

I'm sure some day there will be an organization for teacher aides, but right now they are relatively few in number. In time there will be changes. If the aides are used only for collecting money, making coffee, feeding fish, filing pictures and the like, I think the hourly wage should stay at a low scale (\$1.45). But as the aides' responsibility is broadened, I feel the wage scale will have to increase. My personal opinion is that my work at Webster's Corner Elementary is so interesting and satisfying that I would be willing to volunteer a few days a week. I feel happy working with teachers and youngsters of all ages. □

DOWN UNDER



EVERYTHING'S UPSIDE DOWN AND BACKWARDS

RICK KNIGHT

Ask most school children about Australia and they will inform you of many unusual facts: winter occurs in July and Christmas is in the middle of summer; the North Star and the Big Dipper disappear; the man-in-the-moon is upside-down; travel south and it gets colder instead of warmer.

But then, we all realize these facts are true, not only of Australia but also of all the Southern Hemisphere. What we don't realize about Australia (and the Australian authorities are not likely to correct this) is that time stood still at least twice in this country. The first hiatus allowed the development and preservation of some of the world's strangest animals — the marsupials. The second allowed the preservation of administrative techniques and behavior patterns more suited to a few decades ago, in the fields of sociology, economics and education.

As you read this, glance around your staffroom and see if you can spot some of the estimated 2,000 Australian teachers who left here for Canada between July 1 and September 1, 1968. Canada observes a gentleman's agreement with Australia not to attract immigrants, but to the embarrassment of Canadian authorities, Australian teachers are leaving for Canada — and at an alarming rate. A few advertisements for Canadian schools do appear in local papers, but they are not sanctioned by the Canadian government.

One advertisement, placed by the Toronto School Board, advised prospective applicants to write to a certain hotel in Sydney, where they would be interviewed in a month's time. When the recruiters arrived, they were overwhelmed by more than 800 people.

The writer, a former Prince George teacher, taught in Australia for some time before moving on to England.

'We had expected only 30 or 40 applicants,' remarked one dazed official.

Faced with an apparently large exodus of teachers, state education authorities are threatening to advertise in Canada to start a similar flow in the opposite direction. I do not know if such advertisements have yet appeared in the Canadian press. If they have, read this before responding to them. I taught here for four months and the following comments are based on this experience and conversations with other teachers in other schools.

I did not start teaching at the beginning of the school year because I had heard enough about the poor pay and conditions to make me want to find other employment. This was not as easy as I had expected it to be, however, and two months after the beginning of the term, I was applying for a teaching position. All applicants for teaching in New South Wales are processed at the Department of Education in Sydney — there are no local school boards as in Canada. This made me a little uneasy because I knew the demand for my services as a geography and English teacher was not as great as that for science. Since I had no desire to be sent out of Sydney (there is no difference in pay scales, although the cost of living is higher), I decided to apply as a science teacher. Fortunately, I had enough of a science background in my BA that my application was accepted.

Accepted, did I say? It was grabbed at! The interviewer next asked if I could begin the next day, as he looked for the address of the school to which I was to be assigned. Because I had commitments for that week, I was not able to start right away, but agreed to visit the school the next day.

The salary had not yet been discussed so I naturally

asked about this. Then I learned why it had not been discussed. With my PB and two and a half years' experience, I was to receive the equivalent of \$4,800 Canadian a year spread over 12 months. (The cost of living in Australia is comparable to that of Canada. Fresh food might be a bit cheaper but manufactured goods are much more expensive.) As he filled out the forms I noticed he put down only one year's experience. When I questioned this he replied, 'Well, we can't count six months teaching in Hong Kong and we always knock overseas teachers back a year.' No argument was allowed.

I was classed as a 'temporary assistant.' Apparently there are no 'teachers' officially — a school has a headmaster, a deputy headmaster, an assistant deputy headmaster, subject masters (department heads) and assistants. Assistants may be 'casual' (paid on a daily basis, even though they may stay at one school for several years); 'temporary' (annual salary without a contract); and 'permanent' (annual salary with a contract).

'Permanent' assistants are usually teachers fresh out of teacher training colleges who have borrowed from the government and pay the debt back from their salary. Otherwise there is little difference between temporary and permanent assistants, for the contract can be broken simply by resigning. In such a case, the same resignation forms are used by all the classifications. The very existence of resignation forms struck me as an interesting comment on the educational system.

At this point I still had to prove my qualifications, but I was given a month to do so. Happily, I noticed that my school was co-educational. Many public schools are still segregated by sexes.

The next day I arrived at the school at about 2:30

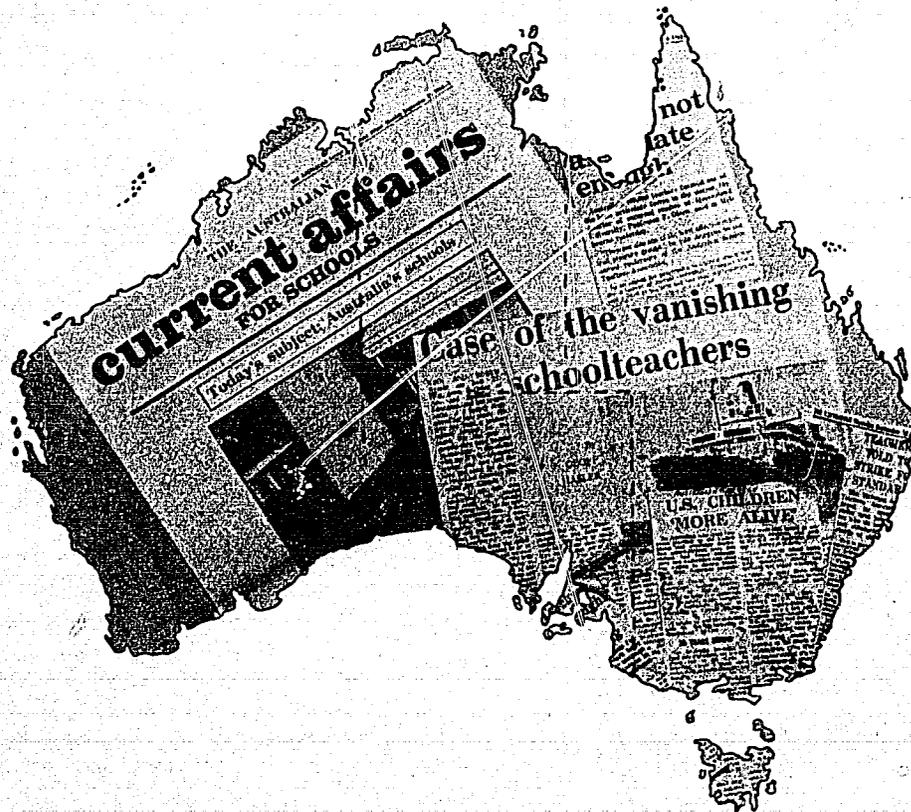
p.m. to meet the science master and headmaster. The school appeared to be relatively new and was composed of several blocks. The administrative offices were in a block by themselves and I presented myself there for inspection. Word that I was coming had preceded me and the masters made no attempt to hide their surprise that a Canadian teacher wanted to teach in Australia. Their first statements were prefaced with the apologetic remark, 'It's probably not as good as in Canada, but . . .' This was a preface I was to hear many times during the next four months.

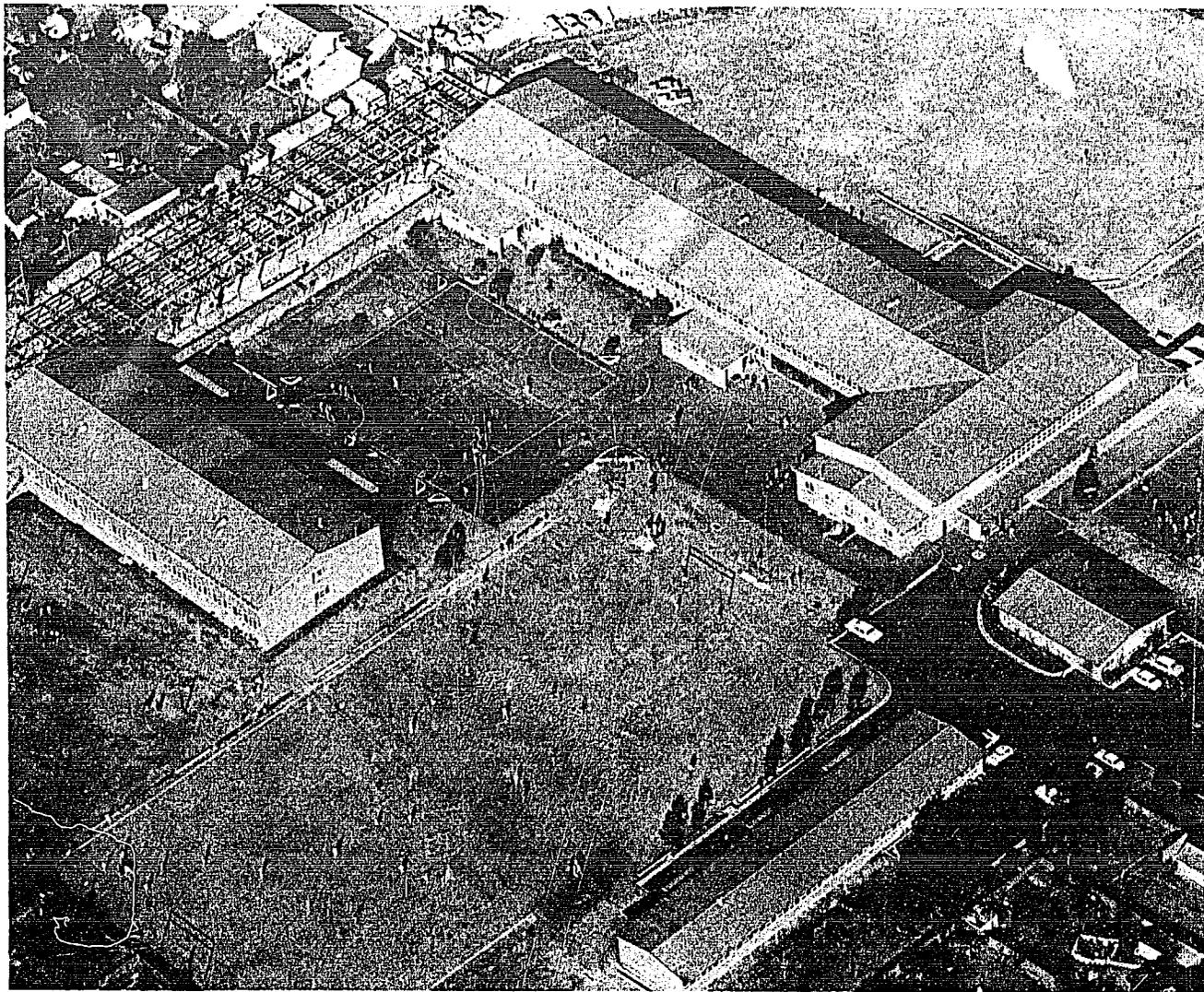
I left the administrative block with the science master to have a look around the school. The first thing I noticed was that there were no pupils in the classrooms, although a few were wandering aimlessly about the grounds. Questioning this, I received the reply, 'Oh, today is Tuesday — sports day.' The idea of having sports day only two months into the school year struck me as unusual, but this explained itself later.

I was shown the room where I was to do 'most of my teaching.' I was to receive one class for English as well, so I had to go to another classroom for that. As I looked around the science room, several things immediately struck me: there were tables for desks and two pupils sat side by side at each; there was no desk for the teacher; heating (which despite publicity brochures is quite necessary in Sydney in the winter) was provided by a gas heater in one corner of the room; blackboard space consisted of two boards, each about seven feet long; there was no storage space; there were no lights; there was no PA system.

'I know it's probably not what you're used to in Canada, but . . .'

When I queried the lack of a teacher's desk, my





This aerial photograph of my school was taken on a Tuesday afternoon—Sports Day. The block on the left housed science, maths and 'commerce.' The long narrow block in the foreground houses the manual arts shops; the small block to the right of the shops is the administration block; the gymnasium-auditorium makes up the right-hand end of the largest block. A new wing is under construction in the upper left corner.

guide seemed puzzled.

'Won't I need something to keep my records, exams, and such-like in?'

'Oh no, not in this room. You'll have a desk in the staffroom.'

'Well, don't I have to use this room as a home-room?'

'Home-room? What's that?' He was genuinely puzzled, but I thought this was only a difference in terms.

'Don't the pupils go to a certain room each day to have their attendance checked?' I asked.

'Oh, you mean roll-call. No, roll-teachers check their rolls at the noon assembly each day—not in certain rooms. You won't have to worry about this, though, since you're not a roll-teacher.'

He went on to explain that the last 15 minutes of each lunch-hour (45 minutes actually) was a general assembly in the courtyard bounded by the main teaching blocks. The pupils assembled in their roll-classes and the teachers came to see who was absent. This might be the only time a teacher sees that class, and

there is no record of absentees passed on to other teachers. I had the feeling that if this were the method in Canada, most schools would have tremendous attendance records at lunch-hour, but be half-empty during classes.

During this assembly the headmaster read out any notices of importance. Teachers involved in various activities with pupils did likewise. This method replaced the public address system.

When I was shown the other science rooms and equipment rooms, my guide explained that much of the equipment was begged, borrowed, stolen, or made in the school. I was to learn later that we had one of the best-equipped science departments in New South Wales because of this, so it was a matter of pride. Of the five rooms used for science, only one was equipped properly with gas jets and sinks. This was to be increased to two or three 'in a year or two.'

There were about 1,000 pupils in the school, but as we wandered through the building, I did not see any pupils' washrooms. I learned later that the two wash-

rooms were on the far side of one of the blocks. There were no others for pupils.

I was then taken to the staffroom where I truly received a jolt. For a pupil population of 1,000, there were about 55 teachers on staff, but as I entered the staffroom, I could not imagine more than ten people co-existing comfortably in it. There were only seven desks.

The question must have been written in my eyes for it never had to be asked.

'Oh, this is just the science-teachers' staffroom. Each subject has its own staffroom. When we all have to meet together, we use a classroom. However, there's going to be a common staffroom in the new block being built.'

At this point I was asked again if I could start the next day. I explained that this was impossible because of commitments on Wednesday and Friday, but assured them I would be there the following Monday.

'Don't you have anything doing on Thursday?' I shook my head.

'Well, why not start then? You can take Friday off. You might as well start your salary as soon as possible, and taking Friday off will be no problem. Don't worry about the Department frowning on it. They'll get their blood back from you soon enough, so get what you can while you can!'

I started on Thursday.

My first week was spent mainly in trying to figure out how the system worked. I was to teach science to one third form class, two second form classes, and one first form class, and English to one first form class. These would be equivalent to Grades 9, 8 and 7 respectively. I was the fourth teacher the pupils had met in two months, and few of them could tell me about anything they had done during the year so far.

Slow-learners Are Neglected

The classes were streamed and most teachers wanted the bright classes since the curriculum seems to have been designed for bright pupils. The average pupils have to struggle, and 'slow-learners' (there is no such term in Australia) fight a constant up-hill battle. All but one of my classes would have been classified as slow-learners in Canada. As nearly as I could determine, their previous teachers had been untrained graduates and the pupils had soon achieved the upper hand. When the 'teachers' lost control, they also lost enthusiasm, and returned to their previous occupations.

Since the emphasis in Australian education seems to be on getting the bright pupils to university, there is little or no training offered to potential teachers of slow-learners. Thus all pupils are subjected to the same general teaching methods; individual attention is usually reserved for the bright ones. Counselling services are available to very special cases, but the counsellor visits the school only one-half day a week. He is also responsible for many other schools and there is therefore little liaison between the counsellor and the teachers.

The teachers I met appeared to be largely people who were doing a job. In many secondary schools there are as many untrained graduates as trained teachers. Our science department was more fortunate than many, having three trained science teachers plus three other trained teachers and only two untrained science graduates. However, even among the trained teachers I met, there is a tendency to treat their profession as a cushy 9:00 to 3:30 job. There is a definite lack of spirit or morale among teachers for their profession, which is certainly not improved by dividing the teachers into subject staffrooms. Several teachers at my school had not even met some other members of the staff.

At a recent teachers' convention, it was revealed that the overall percentage of graduate teachers had been dropping for 20 years. Mr. D. Broadfoot, spokesman for the New South Wales Teachers' Federation, agreed, adding, 'At present only 40 to 45% of teachers in high schools would be adequately trained. There certainly are far too many teachers trained for primary work employed in high schools.'

Supplies and Storage Space Are Lacking

Lack of general supplies poses another major problem. Since there are no storage spaces in most classrooms, teachers are expected to carry their two blackboard brushes and a few pieces of chalk to class with them. Foolscape, duplicating paper and other paper supplies are always difficult to obtain. In each subject staffroom, one teacher is designated to do the duplicating. In my school there were only three machines and the teachers responsible ran off material at their convenience. The machines were seldom used, except at exam time.

The telephone presented a major problem to the administration since phone calls are charged on a five-cents-a-call basis in Australia. This could mean an astronomical phone bill for the school. Our headmaster tried to solve this problem by putting a coin box beside the phone and placing teachers on an honor system. He also restricted personal phone calls to the 12:30 - 1:00 period. This failed miserably, however; the quarterly bill which I heard read out was over \$200. The box contained a little over \$5.00. The teachers treated this quite lightly, feeling that the telephone was one thing they could use to make up their low salaries.

There were virtually no extra-curricular activities or clubs in the school. Occasionally a teacher of drama or music might make an attempt to form a club, but this is the exception.

Sports, however, are a major, integral part of the school system. When I received my timetable, I learned that every Tuesday is sports day—or at least every Tuesday afternoon. At the beginning of the year all pupils must select a sport in which to participate. The players are graded as to ability and then placed in various teams ranging from 'house' level (the poorest players) to first-grade school team (the best). Since the facilities of the school are inadequate to cope with

1,000 pupils, these teams may be sent all over the neighborhood to various parks, playgrounds and sporting grounds to play and practise.

Obviously the physical education teachers cannot handle all the pupils, so all the teachers go with them. Every teacher must be responsible for some activity; the more fortunate ones are given a sport about which they know something. I was designated to supervise house basketball with another teacher. The basketball game was played on an open field about two or three miles from the school. The playing field was half dust bowl, half grass tussocks. There were no backboards for the hoops and no court-lines marked on the field. Since the teams were made up of pupils who had no real ability and very little desire, we felt we had succeeded if we managed to keep some degree of order, following very generalized basketball rules.

The emphasis placed on sports appeared to me to be out of all proportion to what it should be, and seemed designed more to produce winners than good sportsmen. At one noon-hour assembly I can remember the boys' sports master instructing pupils that if they had the ability, '... it is your duty to play for the school team and to play your best!' During exams everything came to a halt—except sports day.

Courses and Duties Are Different

School dances, which are major events in Canadian schools, were almost non-events in this school. One formal had to be canceled because none of the boys wanted to go. One female sixth-former explained it to me very simply—'They'd rather watch some stupid football game on television!'

Commerce teachers will be alarmed to learn that their services are not needed in secondary schools in New South Wales. What Canadians consider to be commerce courses are taught at only a few technical and vocational schools. Commerce in New South Wales means geography, economics and political science—the 'social studies,' with the exception of history, which is firmly rooted in the English department.

Teachers' duties at the school included all the ones familiar to Canadian schools. However, there were a few others that were different. I was responsible for bus duty one afternoon a week. This consisted mainly of being a traffic policeman, with one major difference—I had no authority. There are no special speed limits in the areas which surround a school, park or playground. The speed limit in Sydney is 35 mph everywhere. It was my duty to keep the pupils from crossing until the road was clear. I could not stop the traffic, however, and there were never any police around to watch the crosswalk, which was on a busy street. Teachers at both elementary and secondary levels must do this, there is no school-boy patrol.

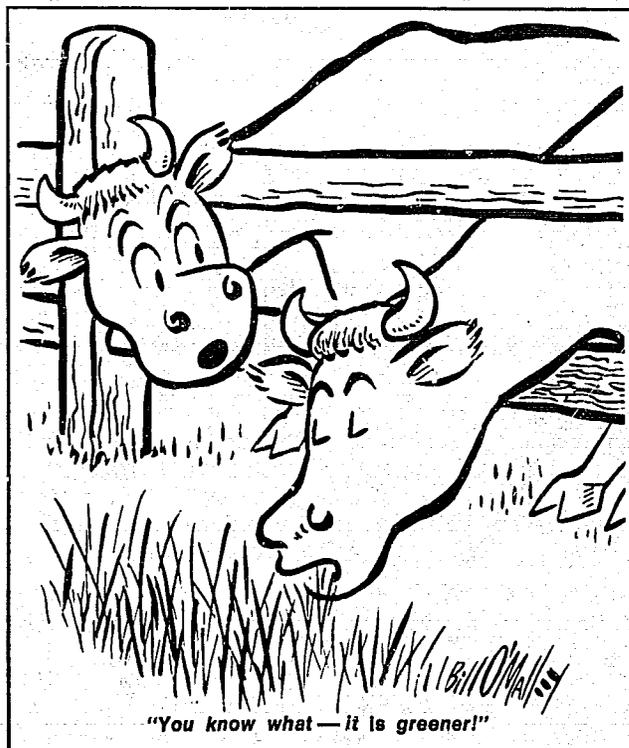
Another duty, which has recently broken out into the open as a major grievance of teachers, is the 'extra.' There has never been a substitute teacher system for absent teachers. The absentee's classes were babysat by teachers who happened to have spares in those

periods. Teachers have recently threatened strike action unless this is changed, and the government has compromised by sending in substitutes when a teacher is absent for more than four days.

My science master was a rabble-rouser in many respects, and was instrumental in taking action on this point in our district. When he first explained extras to me, he quizzed me as to how this situation was dealt with in Canada. When I explained the substitute system to him, he decided this was what was needed, and asked me to speak out at an upcoming teachers' meeting. At this point I was an idealist and agreed to do so. I explained to about 200 teachers the Canadian system of substitutes and urged them to do away with all extras—not to try for the four-day offer the government had given to another area. I managed to convince only about 40% of them, so the motion was defeated; but according to the science master it had not failed at all. My radical proposal had so frightened the fence-sitters that the four-day motion passed unanimously. It had been in danger of being defeated.

During the exam period, all pupils had to attend every day all day, whether they were writing or not. The pupils wrote together in their roll-classes, which meant that half a class might be writing and the other half studying. Since the classes were overcrowded, the system presented great distractions to the pupils, and was very difficult to supervise properly. It seemed to serve no good purpose other than to keep the non-writing pupils off the street. In this respect the school became a babysitter, for many youths were just putting in time until they were 15 and could leave.

School administration is distinguished by its absence. Many administrators are afraid to implement reforms for fear of rocking the boat. Since advancement to



senior positions comes with age as well as ability, this fear exists among many of the younger teachers as well. My science master scoffed at this fear, but acknowledged it to be present. He pointed to the fact that, as a rabble-rouser, he had been a constant thorn in the side of the Department. At the same time he was chairman of the committee re-evaluating the science curriculum in New South Wales and had been responsible for many reforms.

'I know it's probably not as good as in Canada, but ...'

At the end of three months I had only one reply to this remark: 'Then why don't you do something about it?' I gave a month's notice, by filling out the required forms.

Idealists might see this situation as one which would provide a great challenge. I thought so, at the beginning. However, any new ideas are met with skepticism and suspicion. The majority of teachers and pupils, as individuals, will do little or nothing to improve their lot. The ones who do try eventually become very frustrated and quit in disgust. Unfortunately for Australia, many of the best teachers are the first ones to leave. Refusing to put up with frustration, they leave so they can teach.

To be fair, I must admit that at times a teacher can realize tremendous rewards in pupil achievement. Since so many pupils are slow-learners only because their entire education has been mis-handled, a bit of personal attention and counselling by a teacher can often set a pupil right. However, as with so many other things, personal attention is the exception. Thus, when it is offered, pupils are suspicious and resentful and other teachers distrustful. When these barriers can be overcome, results can be achieved. Unfortunately, the barriers have had six years to build before a pupil reaches the secondary level, and they are very formidable obstacles.

I think that if a teacher were truly to reach 50% of his pupils, he would have accomplished a truly remarkable feat. Most teachers seem to follow the advice given to me by an elderly teacher: 'When you've been here long enough, you'll develop a set of routines like a vaudeville show—that keeps them occupied and amused, while you try to shovel in some knowledge!'

In late June 1968, it was reported that 250 teachers and their families were on board the *Canberra* sailing for Canada. A spokesman for the New South Wales Department of Education recently stated that 1,900 resignations had been submitted in the first six months of the school year. Many of these no doubt helped fill the ranks of the 2,000 I mentioned earlier. Unfortunately, not enough publicity surrounds this exodus, and the public is only vaguely aware of it.

Teachers cannot speak out as individuals since, as public servants, it is illegal for them to criticize the government. Some teachers do write letters to the newspapers, but many are never published. I know of one teacher who wrote a letter of criticism and signed his name, hoping to be a test case. His letter was published, but a pseudonym replaced his name—put there,

no doubt, by a well-meaning editor.

Since education has never been a major factor in Australian development, most people attach little importance to it. The sixth-formers at my school were very complacent about having completed secondary school, although between third form and sixth form, 70% of their classmates had dropped out. The pupils had no desire to implement reforms in the system—'After all, we made it!'

Until the Australian public wakes up to the realization that they need their teachers, the exodus to Canada will continue. If you, a Canadian teacher, are planning to come here, know your Canadian geography and be prepared to discuss the various educational systems in Canada. I don't think I met a single Australian teacher who did not quiz me on these points. And you will probably find, as I did, that you seem to be more of a recruitment officer than a teacher.

My next stop will be in the Middle East and I am tempted to try for a teaching position there. It couldn't be any worse than Sydney—according to recently-published figures, Turkey and Afghanistan spend the same amount on education as Australia does. □

Measuring the Immeasurable?

Continued from page 121

ment is a multi-variate problem, most class size research conducted to date has tended to use a single variable approach.

Research findings do not indicate that there is a one best class size, nor one best teacher-pupil ratio. However, it seems clear that in a small class a good teacher can devote more attention to individual pupils and their particular educational and emotional needs than the same teacher can devote in a substantially larger class. It appears that the teacher, his instructional methods, and his personal outlook are important factors that make a difference as class size varies. If the teacher approaches a small class just as he does a large class, the measurable differences between the two groups may be negligible. On the other hand, a teacher who is a master of effective techniques in instructing pupils in small classes can be completely frustrated and ineffective when faced with a large class.

In general, both opinion and research tend to agree that in order to produce optimal results—for both pupils and teachers—the size of class must be appropriate to the intellectual-emotional needs of the pupils, the skills of the teacher, the type of learning desired, and the nature of the subject matter.

A change in class size is not in itself a cure-all for education's problems. We must, nevertheless, look at the reality of the present situation. The class concept is itself old-fashioned, but we have classes, and we shall have them for some time to come. In B.C. recent financial regulations have led to the building of 'essential classrooms,' while other building which might provide for more varied instruction and learning has lagged. Given present circumstances, there is a physical limitation to class groupings and to our potential for more imaginative groupings. We're stuck with classes, and the standard situation is still a class and one teacher, with little external assistance.

The old Madras school system provided for very large groups. The learning expectations from these groups was not high by our standards, and learning was by rote. It is almost axiomatic that the larger the size of the class,

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the greater the tendency toward automatic rote procedures and the less time the teacher has for individual consideration and programming.

Again, it is emphasized that reducing class size is not by itself enough, but in the absence of other improvements, it is the obvious point of attack to give the teacher a more manageable task. If we have one class-one teacher, the simplest way to decrease the number of children a teacher has to deal with is to reduce class size. It would be much better to increase the number of people involved in education, to improve the pupil-teacher ratio by a variety of personnel, and to build schools which lend themselves to more flexible groupings; but in the absence of these methods, smaller classes are needed.

Theory into Practice, the organ of the College of Education of Ohio State University, devotes its September 1968 issue to 'Pressures on Children.' One of the most tragic aspects of pressures on children is that they are not remarked, because the individual is not known. If school is to be seen as humanistic, as a way of life in which students may participate meaningfully and not simply as an institution in which certain norms are met, a better overall pupil-teacher ratio is required. Many of our secondary school teachers meet more than 200 students a day, and many of our elementary teachers are responsible for from 35 to 40 children, with all the handicaps this entails for individual learning.

In researching class size, one cannot refuse to admit what the teacher himself knows. The more students he has to deal with, the more difficult and less effective his job becomes. The conscientious teacher who faithfully attempts to provide the best possible for each child is hampered by a large class. Our present school system, which is coming under fire from the students themselves, suffers from over-regimentation. It is difficult to escape the conclusion that the regimentation is produced by the physical difficulties of handling large groups.

The research on class size, as is true of the research on almost any aspect of education, is not conclusive. What does emerge from the research is that a small class taught by methods adapted for the large class shows no significant difference from the large class. What also emerges is that, unless specific provision is made for the training of teachers in the potential of the small class, that class is unlikely to show significant improvement. It is also obvious from the research that there is no optimum class size; the best class size is the one that works in a specific situation. But the research will show that in innovation and inter-personal relationships the small class is superior, if it's given the chance.

I quote with feeling from a paper on *The Anatomy of Teaching*, by P. J. Lawrence:

'Perhaps some of us could spend less time on sophisticated experimental designs using gross variables about whose structure and function we know little, and more time on the practical anatomy of teaching; a messy but necessary descriptive base for any life science.' □

For three days last fall two buildings on the PNE grounds in Vancouver housed thousands of dollars worth of equipment and materials designed to help teachers do a more effective job of educating our children.

During the three days hundreds of educators perused the showings of television equipment, projectors of various types (16mm, 8mm, overhead, slide, filmstrip, film loop), language labs, books, record players, films, tape recorders, records, etc., displayed by the manufacturers.

The event was a great idea. Teachers, administrators and trustees would have a chance to catch up with some of the latest educational developments. As potential customers, either directly or indirectly, they would be able to obtain first-hand information on audio-visual materials and their uses. And it was a good business opportunity for the manufacturers. Salesmen would be able to make contact with prospective new customers.

Yes, Pacific Education Showplace had the potential for being one of those rare occasions when salesman and customer make each other infinitely happy.

But it was not successful. And the reason it wasn't the great success it should have been was that one very essential item was excluded from the show—adequate demonstration of how all the hardware was related to the teaching-learning process.

Somewhat, with all the television cameras pointed around and at you, with records playing out of synchronization with their filmstrips, with buttons to push and dials to twirl, it became difficult even to imagine using this equipment in a teacher-student situation.

Just looking at equipment and materials does not arouse any great desire to have it in a school. A teacher needs to be shown how these particular items can make him a more effective teacher before he will want to have and use audio-visual materials in his classroom.

The problem with Education Showplace was that it was only a showplace—it should have been more. The products were displayed instead of being demonstrated. Oh,

A MATTER OF OPINION

PACIFIC EDUCATION SHOWPLACE WAS A DISASTER

ALWYNN POLLARD

I know the TV cameras were on and visitors could listen to tapes and see slide showings. But that type of display does not show the teacher why he needs the product. Surely one of the fundamental principles of sales-

An elementary school teacher and school librarian, the author is at present an M.A. student at UBC.

manship is to make the customer feel a need for what one is selling. This is the basic theme of all the advertising with which we are constantly bombarded.

It wouldn't require a 'hard sell' to convince teachers they need the kind of equipment and materials displayed at Education Showplace. I think most of the people who attended the show were already more than half-convinced that today's technology has the potential for revolutionizing education, and that the revolution will be a worth-while one—one that will benefit both teacher and student.

Those who came to the show as doubters should have been converted by what they saw happening. Instead, Education Showplace tended to lose some of the would-be advocates of audio-visual materials and probably solidified the opinions of those people who look upon audio-visual materials as just so much hardware.

Why did this happen? Why didn't people come away from the show enthusiastic about and excited by the potential of audio-visual materials? The answer is that the potential of audio-visual materials for making teaching and learning a more enjoyable, satisfying and worth-while experience was completely obscured.

First, the equipment appeared much more difficult to operate than it really is. Visitors to Education Showplace were surrounded by knobs, wiring, dials and buttons. For many people all this gadgetry seemed overwhelming. Some teachers I talked to expressed feelings of impotence and inferiority when faced with all the equipment. At the back of their minds was the thought, 'I could never operate all this apparatus.' They were relieved to think that this kind of equipment is expensive—so it would probably be a long time before their school would have anything like it.

Actually, all the equipment is unbelievably simple to use. The manufacturers have gone out of their way to make their products uncomplicated to operate. Elementary school children have no problems in running projectors, operating tape re-

We Shall Miss Them

Active Teachers	Last Taught In	Died
Mrs. Catherine Mary (Kilty) Gares	Vancouver	November 26
Miss Juliana Elizabeth Myrtle	Vancouver	October 20
Retired Teachers	Last Taught In	Died
Ebenezer Crute	Vancouver	October 31
Miss Rachel M. MacDonald	Vancouver	September 1
James S. Rodger	Vancouver	October 31
John A. Scutt	Burnaby	November 4

corders and even televising material. All one needs to know is the right buttons to push. But when you are surrounded by so much equipment, the simplicity of each item is obscured.

Second, and more important, there appeared to be little relationship between the devices displayed at Education Showplace and education. All the equipment was wonderful—but how does it relate to the teacher and student? Educators were not shown the relationship of audio-visual materials to the classroom. The possibilities for individualized learning, group instruction and more effective use of teacher time that the use of audio-visual materials can make available were not demonstrated.

What was needed at Education Showplace was much less displaying and much more purposeful demonstrating—not just demonstrations of how something works but showing the potential user how it could benefit him.

For example, if a salesman wants to sell Mixmasters, he has to do more than just display his item. Demonstrating how it works is not enough to make a housewife want

one. Telling her how to turn the control knob, what different speeds the motor will run at or how much electricity it takes to operate the machine will not make her determined to have a Mixmaster in her home.

But show her how it will cream butter and sugar so much better than she can do it by hand, show her what delicious morsels she can create with its use, point out how her family will appreciate her improved cooking techniques, make her aware of how much time it will save her—then she will want one, and she will use it.

This same type of sales technique should be used with audio-visual materials. Today's technological resources can do all the things for the teacher and his students that the Mixmaster does for the housewife and her family. But, like the housewife, teachers need to see how using modern devices will be an improvement over their present methods.

Educational resources must be demonstrated as an integral part of the process of education. One of the TV monitors at Education Showplace showed a beautiful model

provocatively munching on a chrysanthemum. It was absolutely fascinating—but it hardly made one think about using television with Grade 6 pupils. If the display had shown a teacher televising the activities of some children, the viewers would have been able to see TV in an educational setting.

If the manufacturers want to sell their equipment, they should get together to plan demonstrations that involve not only technological resources, but also teachers and students. Simulated teaching situations should be set up. Different ways of employing media in the classroom should be demonstrated. Teachers should be shown how certain types of audio-visual materials are superior to others in particular situations. Unique innovations that teachers have developed should be presented.

It was most unfortunate that, instead of indicating to educators how technological resources can assist and amplify their efforts, the planners of Education Showplace presented audio-visual equipment as marvellous machinery merely to view as interesting for some time in the future, or—worse yet—as machines to feel awed or threatened by.

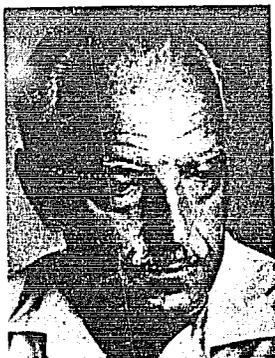
Education Showplace should be more than a showplace of equipment; it should be a showplace of new ideas in education—a place from which educators would come away feeling stimulated and enthusiastic about exploring the valuable potential of audio-visual materials and equipment. □

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LET'S TRY A 'SIT-OUT'

As a variation to the tiresome catch-phrases all ending in '-in' (teach-in, sit-in, step-in, drop-in, ad nauseam), I offer the idea of the sit-out, in the old-fashioned meaning of 'I think I'll sit this one out.'

The idea occurred to me one morning in the middle of the mild sort of hassle familiar to every teacher of English 12, when he tries to figure out how to get a reasonable show of interest and some common basis for discussion of a literary topic from the wildly assorted bodies in front of him.

Wildly assorted is right. There are in this particular class a couple of sharp characters I strongly suspect are smarter than I am; two or three more who make me step lively if I hope to keep a jump or two ahead of them; a few wispy, withdrawn, delicate types off in a sphere of their own; half-a-dozen girls more aware of the boy-friends parked outside the annex, waiting to pick them up for noon-hour adventures, than in discussing anything Pinter has to say; another half-dozen boys fretting through the period, which obviously bores the daylight out of them, anxious only to get back to a job they can handle—the construction of another annex out on the grounds.

There are the interested, the tolerant, the bored, the truculent. The standard assortment. What brought me up short was the realization that, almost without exception, these types take it for granted that it is my responsibility to make things interesting and lively for them; that it is my responsibility to see that they get the work done; that it is my responsibility to make sure they pass the course.

Then an idea which has been lurk-

ing around in the back of my mind came right out for attention; i.e., that many of these people are influenced just enough by now by the example of the university activists to stage some sort of protest, sit-in, or whatever, if they get the idea that we aren't taking what they think of as our responsibilities seriously enough.

Suppose, I thought to myself, I were to get the jump on them, and hand them an ultimatum. Suppose instead of wheedling, cajoling, entreating or whatever I ordinarily do from time to time, instead of beating what's left of my brains figuring out new and entertaining ways of appealing to their interest, I lay it on the line with one inescapable and brutal fact.

Tell them plainly that I know perfectly well that most of them are in school just to get that piece of paper which proves they have been exposed to 12 years of schooling. Point out to them that for all practical purposes the final word as to who gets through the course depends on me, that I can wangle it so that they pass or fail, that I can

set examinations of a sort which will sort out the deadwood from the serious students and that there won't be much they can do about it. Hammer it home to them that it is *their* responsibility to prove to me that I should let them get through the course.

Make it plain that no certificate may mean no job, and that if they want that certificate, they'll have to play the game according to my rules.

Give them an assignment which they'll have to sweat through by themselves, without a bit of help, and maybe they'll find out that I am of some use after all. And for a grand finale, and an effective exit for the scene, tell them to let me know when they are ready to get down to work, and walk out on them.

'I think I'll sit this one out.' It might just work. Certainly the hat-in-hand approach is played out. We have the authority; we hold all the cards; they *have* to play the game according to our rules. It would be a good, if new, experience for many students to be made aware that we expect them to meet us on *our* terms. □

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FROM OUR READERS

Why Not Go All The Way?

Sir,

Mr. Sugunasiri's article, 'Why write? why not type?' in the November issue raises a good question at a time when reading and writing difficulties and their impact upon the total education of a child should be very much in teachers' minds. I do not think there is a good answer to the question, unless it be that if we do abandon writing, a man's intellect may soon be measured by the quality of typewriter he owns, much in the way his automobile now tells about some of his other qualities.

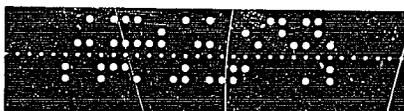
But should we accept such a proposition, why tie ourselves to Sam Remington's idea of the ultimate digital language? It was devised to meet the necessities of a mechanical gadget. There is, in fact, a digital language in active everyday use for the transmission of plain English which is rapidly making illiterates of us all, because we do not own the transcribing equipment. Here is the basic alphabet:



This language is used in international commerce and communication to an increasingly large extent. The instruction of the computer in this language helps keep the computer a mystery to most people. Even among people who work in these fields, few bother to learn to read this language, preferring to let several thousand dollars' worth of tape-reading typewriter do it for

them. Yet these few will tell you it is easy to learn. I know of one who has made a hobby of reading the international teleprinter circuits on short wave radio at a speed of more than 100 words per minute. He says it is just like listening to a conversation.

A gadget to write this digital (has to do with fingers) language on tape could be built at a cost small in comparison with that of a typewriter. We could even have the tape 'read' as a group of musical tones by another inexpensive transistorized gadget. Our season's greetings would then look this way, in perfectly clear English:



A HAPPY NEW YEAR TO YOU
Port Coquitlam Bruce Ewen

Was Vito Fair to Youth?

Sir,

I disagree with Vito Cianci's comments in his December 1968 column.

The sons and daughters of the parents who fought for the right to protest, at any time in our long history, are not 'scum.'

Mr. Cianci has used a language emotively, with little understanding, and less feeling. His article is unpardonable and in execrable taste. The use of words: goon, mob, strike, barbarian and scum has been done either without a knowledge of their connotations, or Mr. Cianci is, under the guise of affront, har-

boring thoughts that, expressed in actions, were the very ones that were so soundly 'damned' in the 30s and the 40s and, I hope, are still.

I defend the right of the young, and the old, and you, Mr. Cianci, to protest, emphatically, absolutely and categorically. If they who protest do so awkwardly, noisily and inefficiently, perhaps we have paid less than an acknowledgement to their difficulties, and by our apathy have slighted their intelligence.

If we, when we were young adults, had done a little more active protesting, we might have avoided becoming teen-age soldiers. We might have avoided the blatant mistakes so much in evidence in our society today.

On the debit side of the social ledger, education presents a sorry budget of deficiencies; two world wars, Korea, Biafra, Viet Nam, poverty, greed, starvation, racism, unemployment, Mr. Daley's democratic police enforcement, and, above all, the apathy of the self-centered, self-satisfied, smug, Godless minority who in a period of 'enlightened democracy' rule us economically, socially, educationally and politically. Fine examples for the young dissidents.

In the students' formative years we take off the shackles of ignorance, only to replace them as soon as they have ideas; as soon as they want to protest; as soon as they want to enter a dialog on their problems, their difficulties.

About what are they protesting, in general terms? About administrative inefficiency, apathy and the refusal to acknowledge problems that are real to the young person. About outmoded, outdated trivial regulations that are enforced without reason. They are protesting against the smug pedantry exercised in the modern classroom in its most objectionable form; they are protesting against an

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enforced conformity to a set of standards that are as spurious as counterfeit coin.

In their sometimes embarrassingly noisy, inadequate way, they are protesting about the utter failure of the Church to act as the conscience of the state; the failure of the state to eradicate the imbalance in society; the failure of society to act justly. They are right. We should have done something about this long ago.

Mr. Cianci, from his ivory tower of smug superiority, should have looked down occasionally upon the masses of democracy and have seen how often a minority is expressed executively as a majority. He may have had time to spare from his philosophical browsings to scan the emotive newspaper reports on the university troubles to find mention of anything more than a trivial damage to person or property. He may even remember the initial rumblings at one of the universities was caused by the 'scum' of the faculty contesting the right of tenure of employment.

His concern about the university campus being used as a training ground for young Marxists, Capitalists, Liberals would not, I suppose, extend to the Oxford University debates at Oxford, England, or to the student meetings at Edinburgh. What is a university for, if not for the training of citizens, enlightened, educated citizens who have been exposed to rewarding experiences. And isn't every experience rewarding, in some way?

Mr. Gagg, a noted English educator, once said that a teacher's most valuable attribute was his adaptability. For too long education has been forced out of the classroom by the demands of specialization. For too long brain washing, propaganda, instruction governed by obstructionism and unrealistic standards of achievement have replaced liberal education in many of the educational systems of the western world. These systems have not learned to adapt; they have not listened with sympathy and intelligence to the real problems of the student world and society; they have blatantly refused to discuss the problem with the students, most of

them intelligent, active, virile young people, if at times a little inexperienced.

If Cianci paid for his own schooling, he did so with the aid of a benevolent society which provided him with the work to earn the money to increase the talent with which he was so fortuitously born. On his own he did nothing! In Canada, students are subsidized; without such subsidy teachers would have little to complain about in their tax returns. The noisy minority, the apathetic majority owe your writer nothing. He, however, may find it in his conscience to owe society something; or does he prefer the hammerings of the barbarians and the scum at the gates of the universities in France, Italy, Japan, America, Britain, Russia, Mexico and South America, to name a few?

Young people need young minds to lead them and understand their problems, not the young in age. The 'scum' that rose to salute the rising star of Trudeau recognized the 'young mind' in this experienced intellectual.

If there is, in Mr. Cianci's opinion, so much scum rising to the top, perhaps it is rising to the surface of stagnant waters.

Qualicum Beach R. J. Lattimer

Exams Aren't Really Bad

Sir,

I have read John Munden's dissertation, 'It's vicious, undemocratic, immoral' (November 1968). Now, really, are exams all that bad? It must be that of preceding generations those who survived became great, the rest are in mental hospitals, or dead.

This is the most vicious denunciation of modern teaching I have ever read. If that is the effect of their teaching on *American* youth, I am now more than ever glad to be a Canadian and a teacher (though retired) of science and mathematics. It may have been personality, or both personality and method, but I had no complaints and no mental cases or untimely deaths. In fact I have met many former pupils who seem happy to renew old acquaintances, and several are on my Christmas

card exchange list.

Why should we try to kid ourselves or our pupils that 'life is a bed of roses,' or that success can be attained by 'lounging along the high-way of life'? To use a four letter word, we know *darn* well it cannot be done.

No competition in school, and as soon as they leave, they are thrown into a world where nothing but competition is the way of life! It is a part of western civilization. To belabor the system is futile. Even though you go communal, each must do his share of the work if he wishes to sit at the table.

We go maudlin over Johnnie today, and the result is a generation that expects to have everything handed to it on a silver tray. And we get 'three generations of a family living on the dole.' They should get a kick from behind.

I have already written about the aspects of education, namely, a discipline, a culture (putting letters together to form words, their meaning, and combination to form sentences) and, third, instruction and training to earn one's living. To teach Johnnie that he can pass from one level of learning to another without measuring up to a certain standard is a dangerous fallacy. The average child has a play instinct. Education is not primarily to teach him to play, but to prepare him for the realities he will meet when school is far behind.

It is amazing how, when some new American idea reaches Canada, so many, including some trustees, will fall for it. Leave our teachers alone, and be slow to change well established conditions that have produced a disciplined and effective adult nation.

Change for the sake of change is not always wise. Let the youth of today measure up to the requirements, instead of trying to make him feel that success requires little or no effort.

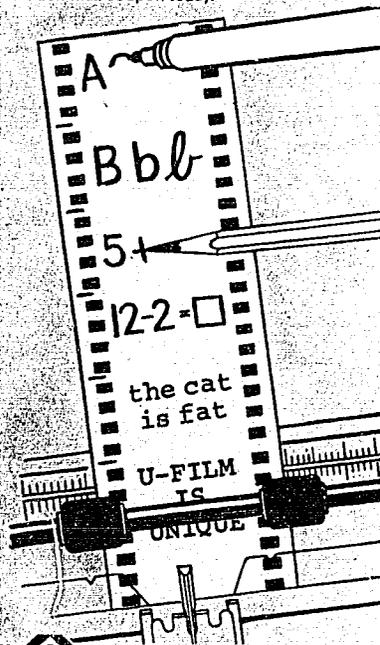
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Each sting that bids nor sit nor
stand,
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Vancouver C. F. Connor

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C. D. NELSON
Book Review Editor



HAPPY NEW YEAR

to all of our readers (all 12 of them). I exaggerate — maybe there are 13. At any rate, it's nice to know that so few teachers have any complaints these days. Outside of salaries, nothing seems to bother anyone. I had exactly two (2) letters commenting on my earlier blast about textbook rentals. One pro and one con. How nice. I wonder how many people will take the trouble to write (or even think) about Harry Turner's lively article in the December issue suggesting no less than that *The B.C. Teacher* be scrapped!

SPEAKING OF EDUCATIONAL READING

how many people realize that an increasing number of mass circulation magazines are featuring fine articles on education? Teachers should be aware of such standard periodicals as *Harper's*, the *Atlantic*, *Life*, and such weeklies as *Time* and *Newsweek* — all of which present articles on education, teaching methods and child study throughout the year. And don't overlook perhaps the best one of all — the *Saturday Review*, which devotes a large feature section to education once a month. These are, of course, in addition to the whole swarm of 'educational' periodicals we all know.

MEMORY LANE (HORROR DIVISION)

The other day we came across a course outline for something called *Effective Living*. (Ring a bell?) Somehow it seems to have mellowed, in retrospect. Not nearly as scarlet as we were told. Sort of a pinky-beige.
—C. D. Nelson.

NEW BOOKS

SPECIAL REVIEW

Invitations to Personal Reading: Curriculum Foundation Classroom Library for Grade 5. Scott, Foresman, Atlanta, c1967 (Can. Agt. Gage) No price given

Ed. note: Our new reviewing policy notwithstanding, we are including a detailed evaluation of a multi-volume reading kit that has been in actual classroom use for an academic year. We think elementary teachers will find it interesting especially in view of the current interest in individualized reading programs. We commend Mrs. Settle for her painstaking study of this kit. Similar kits for Grades 4 and 6 were sent at the same time and used in the same school. The teachers concerned report very similar reactions to those presented here, so we decided not to include them.

A class set of *Invitations to Personal Reading: the Curriculum Foundation Classroom Library* contains: (1) 25 children's books; (2) a Teacher's Resource Book; (3) a class set of individual reading record booklets; (4) a record of poetry readings and introductory sections to some of the books in the *Classroom Library*; (5) posters illustrating the books in the collection; (6) a game designed to teach library skills.

The books in the set are those that children enjoy. They have been chosen from a variety of publishers by a Library Selection Board of teachers, librarians and professors of elementary education. They include sport stories, biography and historical fiction, science and nature, fiction and poetry. Selections popular with the class were:

Secret of the Andes, by Ann Nolan Clark, a story of a young boy of Inca descent who searches for a mystery related to his Indian tradition.

The Story of Caves, by Dorothy Sterling, a fascinating book of cave origins and cave dwellers.

The Winged Watchman, by Hilda van Stockum, tells of the involvement of a Dutch family in the resistance movement of World War II.

The Story of Amelia Earhart, by Adele de Leeuw, is a simply written, moving account of the life of a famous aviatrix.

Chucaro, Wild Pony of the Pampa, by Francis Kalnay, provides an authentic portrait of life on an Argentine ranch.

The biographies include *DeSoto*, *Finder of the Mississippi*; *America's Paul Revere*;

and *That Lively Man, Ben Franklin*; in short, most are based upon American historical figures and places with which the young Canadian readers are not familiar. The books on science and nature are clearly written and have excellent illustrations, correlation with science lessons is possible, and the child receives a new experience—reading for information. The selection also includes such old favorites as *The Merry Adventures of Robin Hood*, *Stories of King Arthur and his Knights*, and *Aesop's Fables*, as well as more recent Newbery Award books. In addition there are books recommended by the American Library Association and the Association for Childhood Education.

Each book varies in format, type and illustrations. For the most part, they are simply written, well illustrated, and interesting in content. There is some variation in reading difficulty, and the stories provide a challenge to the better reader, introducing longer selections with more difficult vocabulary. However, the slower readers, who often have a smaller range of interest in their reading material, are restricted in their choice from the *Classroom Library* collection.

Despite continuous classroom use, the books have worn well. The hard covers, when slightly soiled, may be cleaned with a damp cloth. The books are well bound and have required no repairs. However, the bookcase which accompanies the *Classroom Library* is of flimsy cardboard construction and does not adequately display the books.

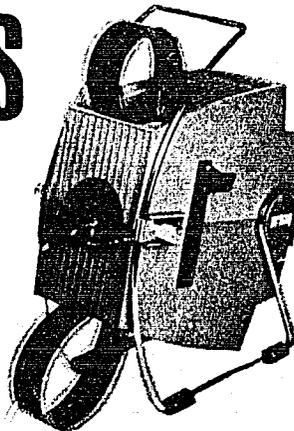
The Title-Author-Subject Card Game is of little practical value, as these skills may be taught in a more meaningful manner using the indexes and card catalogs in the school library. The recording of Eskimo poems from *Beyond the High Hills*, a selection in the *Classroom Library*, is a poor introduction to the book. The quiet beauty and strength of the verse is lost in the recording. There are several recorded introductions to books in the *Classroom Library*; however, the teacher is better able to choose selections with appeal to the class, and to relate the reading experiences to those of the child.

The *Curriculum Foundation Classroom Library* may be used in an individual reading program, but this collection will not form the basis of the individual reading course. The books lack the wide range of reading levels of the average class, and the class is restricted to a choice of 25 books.

To the teacher unfamiliar with individual reading programs, the *Classroom Library* is a good introduction to this field. This collection supplies the child with a choice of good reading material within the level of the average-to-advanced reader on a variety of subjects. The task of selecting a few books from the collection is often easier for the young child than choosing a book from the library shelves. The Record of Personal Reading which accompanies the *Classroom Library* enables each student to keep a record of the books he has read. The Teacher's Resource Book provides excellent suggestions for follow-up activities, record keeping, teacher-pupil conferences, group discussions and a list of favorite children's books which could be used to extend the individual reading program.

The *Classroom Library* set provides pupils and teacher with a good introduction to individualized reading and fulfills the purpose of this collection, 'that of fostering in children the habit of personal reading.'—E. Settle

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SOCIAL PROBLEMS

The Family in Various Cultures, by Stuart A. Queen and Robert W. Habenstein. 3rd Ed. Lippincott, 1967. \$2.30

This third revision of a standard work on the subject contains a new chapter on the contemporary Negro family in North America, and a new section of up-to-date material on recent trends in the kibbutz. These latter changes show some significant changes taking place in the traditional marriage patterns. These changes seem to show a trend toward a more conventional social pattern among the present young adults than the pattern established by their parents, although there is strong resistance to this change from some quarters.

The chapter on the contemporary Negro family deals largely with the effect of the adaptations which have had to be made to the growing residential segregation of urban Negroes. This segregation is spreading to all parts of the American continent, in spite of legislation to the contrary, and its total effect is toward an overall deterioration in all social aspects of Negro urban life: 'inferior housing, delinquency, school drop-outs, broken families, excessive deaths . . . and increased illegitimacy.' This works, inevitably, to the disadvantage not only of the people concerned, but also of the nation as a whole.

While this book is intended for university level, or adult lay readers, teachers of Guidance 11 should find much of the material of interest in the study of group organization and family relationships. Of particular interest to adults is the analysis of the contribution of the early Christian communities and the contribution of the Anglo-Saxon culture, composed as it was of many elements drawn from their sources of contact with many other European peoples. This analysis tends to contradict the traditional view of the value of these contributions, and to show that their end result was a tendency to ignore the needs of children and to nullify the sanctity of marriage. It is interesting to speculate on the actual effect this may have had on English-speaking cultures, with their rising divorce rates and the increasing number of problems confronting young people today.

This is a well-bound, sturdy paperback which should be durable enough for the limited use it will have in the average secondary school library.—Faith E. Lort

Managing Student Behavior, by W. E. Amos and R. C. Orem. Warren H. Green Inc., St. Louis, Miss. \$6.75

Two educators who have been dealing with problem adolescents both at the administrative level and at the actual teaching level, have written a very practical guide to 'the achievement of superior teaching skills' that can be of assistance to both beginning and experienced teachers. The emphasis is on 'gaining and maintaining classroom discipline' because the authors feel that this is 'an indispensable prerequisite for the successful education of children' in any classroom situation. This book can be a significant help for any teacher, administrator, counsellor or psychologist as it gives genuinely effective guidelines for assessing

and improving any 'group' situation where 'juvenile educational and behavioral problems' are likely to arise.

A complete check-list of factors to watch is offered so that objective evaluations can better be obtained. Chapters on such aspects of teaching as: The Teacher as a Manager, The Qualities of the Effective Teacher, Physical and Psychological Factors, and Disturbed and Disadvantaged Children are particularly good and realistic. Each check-point is in heavy print, complete with a brief explanation and reference index to assist even the busiest teacher or counsellor to improve his own techniques. This usable book is really down to earth and no aspects of teacher self-criticism are ignored.

—N. A. McIntyre

READING RESEARCH

Canadian Bibliography of Reading and Literature Instruction; First Supplement (English) 1960 to 1965, by A. Frederick Deverell and L. P. Buckley. Copp Clark, Toronto, c1968. Paperbound. No price given

In 1963 there appeared the *Canadian Bibliography of Reading and Literature Instruction (English) 1760 to 1959*, and I cannot recall whether or not it was reviewed in these columns. If it wasn't, it was a serious oversight, for this work, with the first supplement noted above, surely must rank as a major achievement in Canadian educational research. It stands alone in its field—there is no other comparable work organized so well or in such detail. I note in *Canadian Books in Print* (Univ. of Toronto, 1968) that the basic volume is still available at \$6.75. Every reading supervisor, consultant, curriculum laboratory and district librarian should have a copy.

The work covers, within liberal bounds, all aspects of the reading and language arts programs, sources on the reading of ancient and modern languages, the use of reading in business education, special bibliographies of children's and young peoples' books by or of interest to Canadians, also books on Canadian history, geography and nature studies.

The main subject, reading, is covered under such headings as achievement, difficulties, methods, psychology of reading, remedial reading, testing, vocabulary studies, and the various applications of reading to handwriting, language, spelling, etc. Of interest to librarians are the lists of book selection aids, reading interests, and special subjects, such as books in science and social studies.

There is no index, but titles are easily located once the field of interest is decided upon.

Since many of the entries are master's theses in education, there are many citations here not otherwise available to the researcher in reading. A check with *Canadian Books in Print* showed that a high proportion of titles are currently available. A great many entries are from educational periodicals (including *The B.C. Teacher*), and a full list of such sources is included as the final chapter. It is interesting to note that there are 60 Canadian periodical sources given as against six American titles! Perhaps Canada has come of age in the field of reading research.

The two authors, both associated with the College of Education at the University of Saskatchewan, promise a second supplement covering the years 1966 and 1967, provided our computer technology can keep up the required pace to offset the inevitable time lag. As it now stands, this supplement and its main volume provide a unique work of reading research from Canadian sources, by Canadian authors, one that will gain in value as a historical view of the progress in Canadian education in this field.—C. D. Nelson

REFERENCE

World Book Encyclopedia: Australasia (Vol. 1, A-L; Vol. 2, M-Z) and *World Book Encyclopedia: British Isles* (Vol. 1, A-H; Vol. 2, I-Z). Field Enterprises, c1968 (Can. Agt. World Book-Childcraft of Canada) \$18 per set; \$9 per volume.

World Book has done it again—two new titles to add to their already formidable list of superb educational aids, including the W. B. Encyclopedia, Atlas, Dictionary, and Braille and large-type editions of the basic set, not to mention the foreign translations, yearbooks and science yearbooks! How can other publishers hope to compete with this record, backed as it is by the Marshall Field millions? Needless to say, it's money well spent, and to our everlasting benefit as teachers.

These two new titles should be especially useful in the schools of our province, since they deal with two major facts in our lives—our British background, and our Oriental foreground, so to speak. No one will dispute that our future probably lies in our setting up strong ties with the Far East, both culturally and economically.

Australasia deals with Australia, New Zealand, Indonesia, Malaysia, Singapore and the major groups of Pacific islands. Such other countries as China and Japan are not included. *British Isles* is concerned with England, Scotland, Wales and the two Irelands. In each set the coverage is most detailed and frequently exhaustive, e.g., history of Britain. Numerous cross-references are made to 'parent' articles and related topics found in the main *World Book*, so that these volumes can be considered as supplements to the encyclopedia itself. It follows that these sets should be used in conjunction with the latest edition of *World Book*. Nevertheless, they make fascinating browsing on their own.

Highly recommended for their style, accuracy, maps and illustrations. Probably an essential purchase for junior and senior secondary schools; useful, but not indispensable at the elementary level.

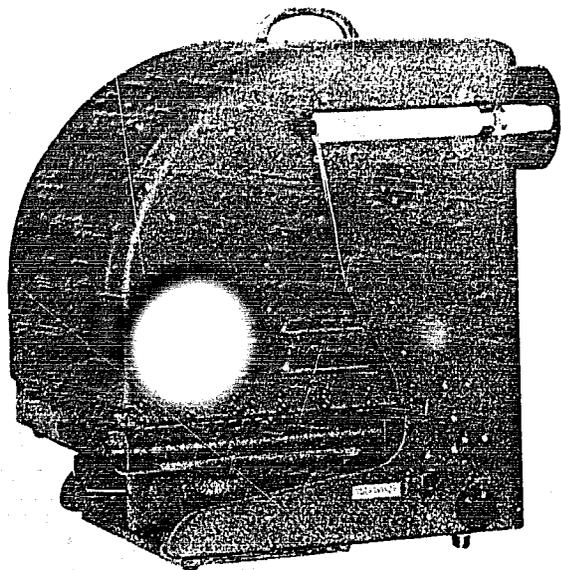
—C. D. Nelson

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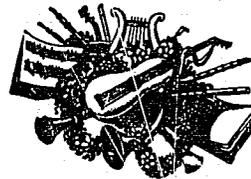
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