THE BC TEACHER / NOVEMBER 1969
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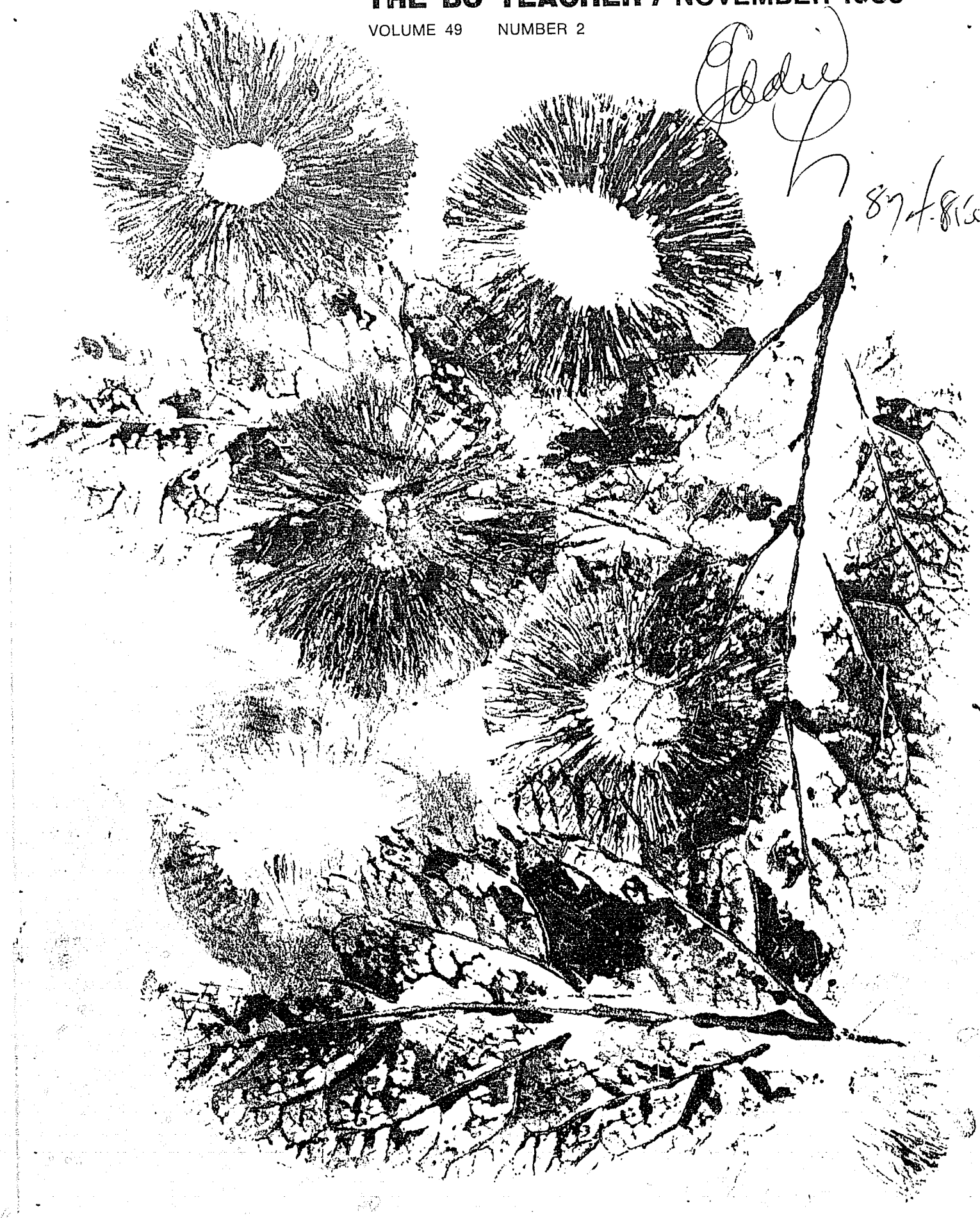
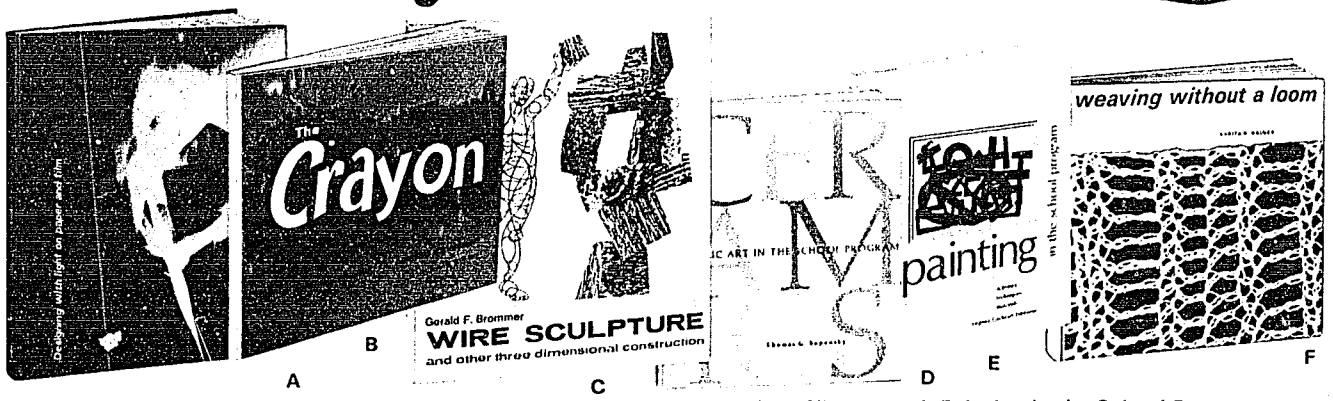


IDEAS/CREATIVE TECHNIQUES Books for Art Education & Library Reference



A B C D E F

A. Designing With Light . . . on paper and film

Robert W. Cooke, Professor of Art
Paterson State College, Wayne, New Jersey

This handsome book is about light and design and how they may be combined in endless variety of imaginative creative ways. You don't need a camera—students simply arrange items on photosensitive paper, film or glass and expose them in ordinary room light—an exciting technique for youngsters. More experienced students enjoy using photo equipment in the darkroom to explore this wide range of visual expression. A superb selection of photos, student and professional, gives a sampling of the exciting design possibilities.

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George F. Horn, Art Teacher and Supervisor
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Gerald F. Brommer, Art Teacher
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Baltimore City Public Schools, Maryland

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

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Sarita R. Rainey, Supervisor of Art,
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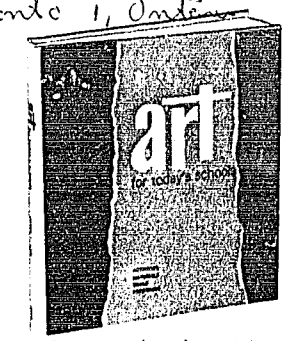

Art For Today's Schools
by George F. Horn, Art Supervisor
Baltimore, Maryland Public Schools

This comprehensive art teaching reference and idea book encourages personal involvement and experimentation in all areas of art expression—helps give students a new awareness of the importance of design in classroom and community. Profusely illustrated, it offers practical suggestions for a school art program including specific "how-to" techniques for using tools and materials. You'll find an impressive range and depth of subject treatment in this volume. Chapters cover: Sculpture, Printmaking, Crafts, Commercial Art, Drawing and Painting, The Esthetic World Beyond the Studio, Organizing School Art Programs.

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by Vera P. Guild
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Editor, Good Housekeeping Needlecraft Magazine

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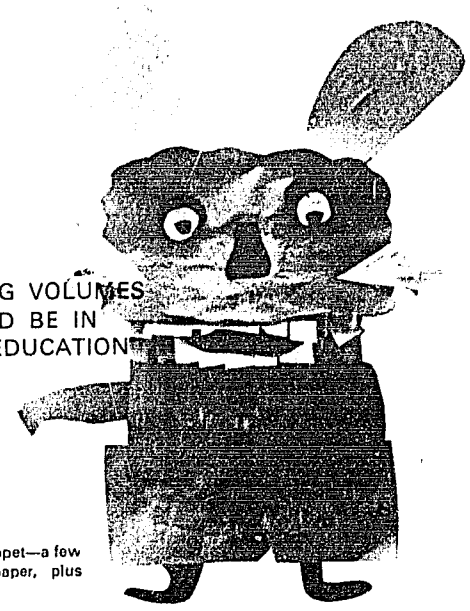

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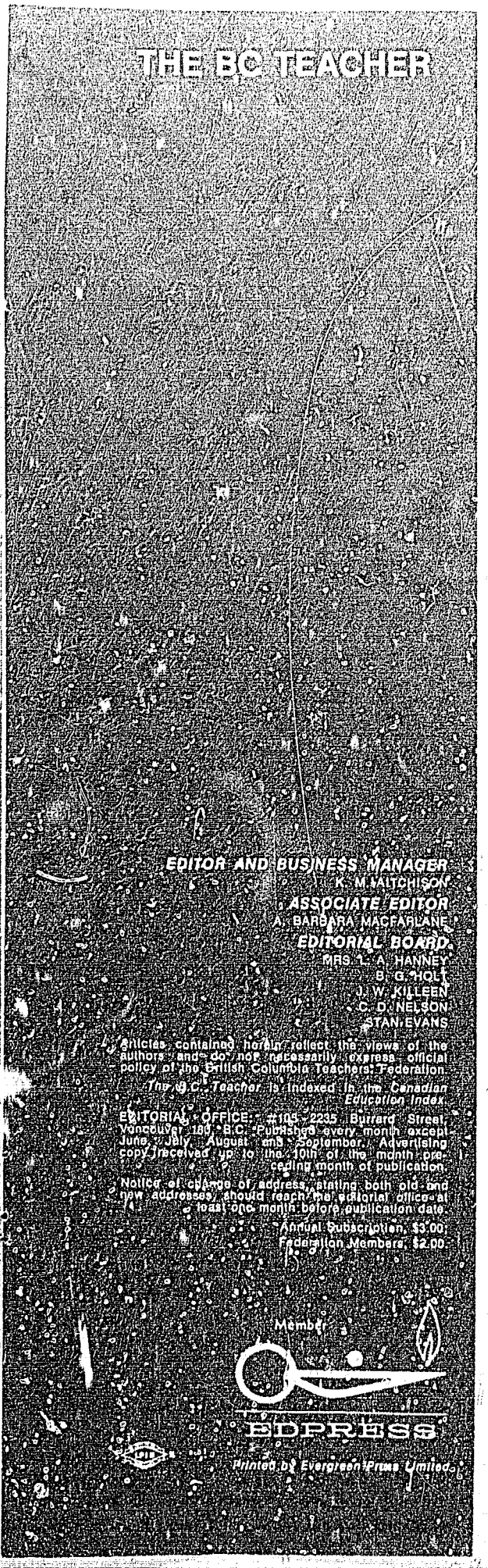

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COVER PICTURE

This loaf and flower print is by Ron Taknaka of Winfield Elementary School, Winfield. Printing from nature gives the pupil a direct experience of form and an opportunity to build his composition through the mobility of subject matter. Ron has created a delicate yet vigorous design which suggests rather than defines form. This work shows sensitivity and is a satisfactory expression at the Grade 7 level.—Margaret Carter.

PHOTO CREDITS

P. 52—W. L. Reid; p. 56—Andrews-Hutt, Ottawa; pp. 57-61—Debbie Robertson; pp. 66-67—Bob Bodlak; pp. 68, 71, 76—Visual Education Dept., Vancouver School Board; p. 73—supplied by authors; pp. 74-75—supplied by author; p. 85—CBC.

Educato[illegible]e in the Communications Business

Sir,

Whether they recognize it or not, educators are in the communications business and use a variety of communications tools. It seems inconceivable, therefore, that educators have largely overlooked the greatest communications tool of the second half of the 20th century — coaxial cable.

Recent announcements by the Canadian Radio and Television Commission have all but handed a million miles of cable to educators just for the taking. It is also equally clear that unless educators move rapidly in the next few months this tool will be snapped up and filled with more media mediocrity.

CRTC is exerting considerable pressure on cable operators to provide a 'unique service.' The priorities for broadcast they have established place 'educational programming' above American channel reception. The net effect is that cable operators are being pressured into providing 'local programming' to get a licence.

A few of these people are looking to local school boards to take up the slack. If school boards act with their traditional speed, these cable owners will solve their problem and forget about school boards.

Most cable systems in B.C. have three or more open channels. These will be filled with weather reports, stock market data, old movies or even horoscopes, for each could qualify under the local programming label. With their licence and existence at stake, don't count on cable TV companies wait for school boards to solve their problems.

The point is that even if a school board were to run straight audio information from a tape recorder down a TV channel it would qualify as local programming and thus tie up a channel for a variety of future uses. Some of these future uses may well turn out to be even more valuable than television.

The fact is that cable can also be used to provide remote access to a central language lab, a computer or a test-marking device. Such mundane but important services as fire alarms, surveillance against vandalism and timed door-locking devices from a central source via cable are technically possible.

There's plenty of precedent for all these things. The cable is there and its owners are anxious to negotiate. Now is the time for educators to begin to recognize and use the greatest communications device we've ever had.

Campbell River G. L. Goodship
District A/V Co-ordinator

How Does Your Reading Program Stack Up?

Sir,

In April 1969, while I was an Associate at Simon Fraser University, a survey of current practices in the teaching of reading in B.C. schools was conducted to examine trends in light of current research. A questionnaire was mailed to a randomly selected half of the student teachers (elementary level) in the Professional Development Program.

The students were asked to describe the reading program in the classroom in which they had spent most of their 16-week practice teaching period. Of the returned questionnaires, 76% of the students were in schools containing from six to twenty classes. Slightly more than half the classes were at the intermediate level, 30% at the primary level and the remainder a combination of both, or the homeroom teacher did not teach the reading class.

Practices used in the teaching of reading were described as follows: basal readers used—24.2%; individualized reading—27.3%; a combination of basal and individualized —45.5%; and other—3.0%.

The prescribed basal series was used by 61% of the classes (presumably as just another book, when used in an individualized program). Supplementary readers were used in at least half the classrooms, either with or in place of the prescribed books. Other materials used with or in place of basals were tradebooks in 30% of the classes, and SRA kits in 12% of the classes.

With regard to grouping, 82% did group in the one or more ways. It should also be noted that more than ⅓ of the classes used more than one of various grouping methods.

Free reading time, including library periods, was allowed in 91% of the classes. Weekly free reading allotments were: up to 30 minutes —12.1%; 31 to 60 minutes—15.2%; 61 to 90 minutes—21.2%; 91 to 120 minutes—12.1%; and more than 120 minutes—24.2%.

'Skip the kid lit and give me something with some real substance in it!'

Surprisingly, almost all (97%) schools boasted central libraries, and about ¾ had additional library books in the classrooms as well. The books per classroom were: up to 35 books—33.3%; 36 to 70 books—21.2%; 71 to 105 books—12.1%; and more than 105 books —12.1%.

The research literature makes it relatively clear that any one type of reading program is not superior to others, that it does not provide for all reading requirements, and that it is not best for all children.

Furthermore, as the *Guide to Teaching the English Language Arts in the Intermediate Years* (1968) states, 'The school should provide materials and facilities for all types and levels of reading so that, in addition to grouping for basal instruction, grouping for special interests and remedial work is made possible. Schools may wish to study the feasibility of individualized reading programs.'

These objectives apparently are being realized to some extent. Only about ¼ of the schools used the basal program exclusively, about 40% did not use the prescribed basal at all (possibly because it was not at the appropriate level for the pupils), and supplementary readers, tradebooks, and SRA kits were used quite extensively. Also, some library books were found in 82% of the classrooms, with some free reading time being provided in 91% of them.

Some individual differences are being recognized in most classrooms through various grouping procedures. Eighteen percent of the classes contained four or more reading groups. Also, 27% of the rooms had individualized programs and an additional 46% used some elements of an individualized program.

Although the picture of our state of reading looks relatively good it must not be forgotten that, when using measures of central tendencies, half generally fall below, half above.

How does your reading program stack up?

Bellingham Victor Froese

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WILLIAM A. SIMPSON

Letter to Ronny

In a poignant letter to a former pupil, a teacher recalls his first year of teaching—in a one-roomed rural school.

Dear Ronny,

Much time has passed since you and Sunnyside Cannery and the Skeena River were part of the life of a young, beginning teacher filled with ideals and enthusiasm.

As time has passed and the experiences of Sunnyside School pass before me, the realization of both what I did there and what I left undone overwhelms me and I become ashamed. I want to try to make clear what I mean. I hope that you will be able to understand.

I am sure you remember the small school with its barren walls and its 30 desks screwed tightly to the floor, its windows which wouldn't open to let in fresh air, and the six oil lamps which used most of the air which was left after the oil stove in the back had received its share.

But do you remember your first assignment? Remember the scissors, the colored paper and the paste with which I showed you how to make a box? When the three other Grade 1s took the materials, you just stood and shook your head.

Being anxious to begin the Grade 2 arithmetic lesson, I became angry and ordered you to pick up the scissors and other materials and return to your seat. When at last you slowly removed your hands from your pockets, revealing the tiny stump which was your right hand, I said *without thinking*, and with much the same force as before, 'Well, use your left hand then!'

You did so and made a good box, too, and for the remainder of the year, you became my devoted slave, following me to and from school,

¶Ronny is not a fictitious character. He was a student in Grade 1 in a small, one-roomed school in a place called Sunnyside Cannery, in 1956. The school was composed of 29 Indian students and a Japanese girl who spoke little English at the time. It was not an Indian School, in the sense of being under federal jurisdiction, but happened to fall within the borders of the Prince Rupert School District.

It was my first teaching experience, and the incident referred to in the letter actually did occur—and long before I had made the acquaintance of Jerome Bruner, E. S. Neill, William Golding, Kahlil Gibran, Albert Camus, Nikos Kazantzakis, Erich Fromm and others.

The reader may judge my kinship with these men, some of whom are very close friends; others, acquaintances only. Had I met them before meeting Ronny, I am sure that he and I would have been friends more and strangers less.

and along the docks, answering my carefully-framed questions with the words which were so much a part of your schooling, 'yes' and 'no.'

I want you to try to understand why I now wish that I had said more such things to you and to the other 29 pupils, *without thinking.* You see, so much of what I tried to accomplish had been thought out either for or by me in advance.

The manuals and the courses of study were fairly new to me, and I felt it necessary to follow them religiously. In trying to tell you about my world, I was forced to phrase my questions in such a manner so that they could be answered by your shy yes's and no's.

I became discouraged, and wrote a letter to the school board saying that I wished to leave so that a more experienced teacher would come. I tore it up when the storekeeper told me that no one would.

On Friday afternoons, when I walked down the seven miles of railroad track to the road and you would follow me for a while, you never knew that I was on my way to the Inspector's office for help. I'm sure you felt that I needed no help whatsoever. I did. So deep in thought was I that I didn't see that you were the help I needed.

That is why I am ashamed. I feel ashamed, also, when I consider the time I spent telling you things when I should have been *looking* at you and *listening* to you.

Listening became a little easier when October came and we hung the ropes from the tall evergreens behind the school, and tested them to see that they were safe to swing on. You all chattered more freely then, until we re-entered the school and once more you respected the silence I had authorized and reverted to the quiet one-word answers.

Observing you became easier, too, when the heavy snow came and the outdoor swings had to be abandoned. What physical education we were to have, had to take place inside the school. 'Yes' and 'no' were quickly abandoned when we were working out how to put the desks on runners. How far apart each should be from the one in front and what size screws we would need, and how many, all coincided conveniently with the Grade 6 unit on fractions, and somehow we all found tasks to do.

Although I felt guilty in abandoning the manual and the texts which were replete with illustrations, I was happy because everyone seemed so interested in transforming the school into a gymnasium, complete with mattresses upon which to tumble and wrestle. You always managed to climb to the top of the human pyramids we built, and laughed gaily as they collapsed underneath you.

I watched you singing as I played that wheezy old organ we rescued from the damp net loft, and I watched you draw beautifully. These were happy times.

Remember the crisis in the spring when the maintenance man discovered that a fire-ladder was missing from one of the many shacks built on poles over the water? We had *talked* about *community helpers;* the farmer, the mailman, the policeman and the fireman. Remember the parade of sullen boys, each holding a splinter of the smashed ladder we had found behind the school after the snow was gone? We all paraded down across the tracks, up the dock and past the store until we found that big man, who asked in a very loud voice, 'Who the hell did that?'

That man was your *community helper,* Ronny, something like a fireman. You may not have recognized him without the uniform, or the brass pole, or the spotted dog which you saw in the book. He certainly wasn't smiling and friendly, but, in a way, he was your helper. But the whole thing happened outside school hours—it was different then, for it was how things actually were.

What I am asking you to understand and forgive is my blindness. It took me quite a while to discover that your restlessness in class was due, not to lack of respect, but to lice. I had had no experience with them—they were not a part of my world.

Neither was cramped housing, poor ventilation, and poorer sewage disposal, or foul-smelling candlefish. Furthermore, I had both my hands, and was unaware of how you had learned to adjust to your handicap in that world of yours, and to a larger extent than I care to admit, uninterested. I was too busy telling you about my world, as it was prescribed and described in the manuals.

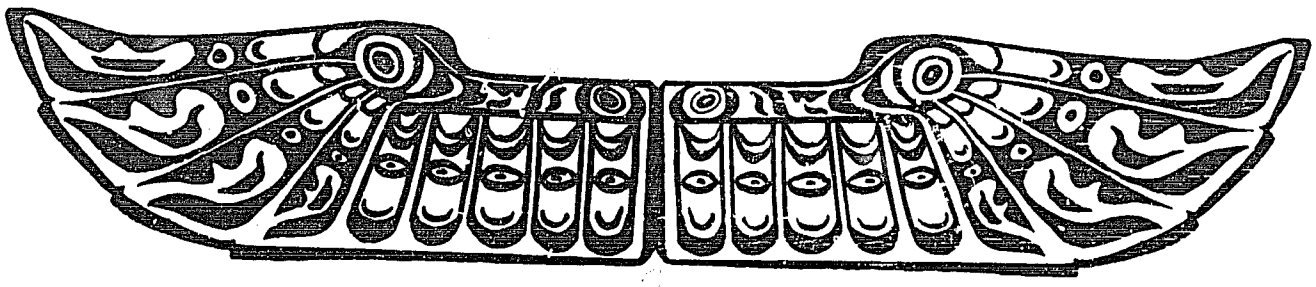
Perhaps I shall remain forever ignorant of the harm I did in attempting to force upon you the values of my world when I should have been helping you to live more healthily and happily within yours. You see, I had little knowledge of your world, Ronny, and 'yes' and 'no' were the main tools you gave me to work with in the school. Moreover, I was more interested in *hearing* these words than in really *listening* to them.

When these words failed, as they often did, you sat in a silence which should have spoken a world to me,

had I had ears to listen. From it, I should have learned what was precious and important to you. I could have been provided with more material than all those manuals combined, had I looked and listened more and lectured less. But I was blind, so how could you see?

How can I explain to you that even if I could have spoken your Tsimshian dialect well, if we had had firmer structures than the shaky bridges of 'yes' and 'no' with which to close the distance between us, we still would have been in different worlds. Even your brothers, although they live in the same house as you do, nevertheless live in worlds of their own.

The author is the elementary counselling psychologist for Langley School District.



But, in spite of these barriers, we could have had many more happy experiences, had I not been so concerned with pre-primers and prescribed programs. Such misplaced emphasis created a bigger barrier than did our language difference.

I see now the harm that such blind adherence on the part of well intentioned people has done to your race. I see the rotting totem poles behind your villages and the old men sitting in silence smoking and I wonder.

I wonder how many of your tiny totems I managed to make you feel ashamed of. How many did I topple and not replace? You see, what one thinks about, feels deeply about, or believes in is like a totem. I lack the skill to carve my totems in wood, but I have many.

If you were to ask one of the old men about totems and potlatches, he could perhaps tell you about them, if he too has not forgotten the world of his youth, in which these things were important. A chief would invite other chiefs to his potlatch and give blankets and beads and precious things to other chiefs to show how powerful he was and shame the guests with his generosity. These guests would return to their homes, and try to outdo him at later potlatches of their own.

Teaching is like a potlatch, but its purpose is different. Although it is a display of the power of knowledge, it is not meant to make you ashamed. Gifts of beads and blankets are replaced by skills such as reading and writing.

If teaching is properly carried out, it should enable you, in your turn, to give gifts to others, at different and perhaps more important potlatches. A wiser teacher than I would have been able to give these gifts in such a manner as not to make you ashamed, but, rather, proud.

Please try to realize that I was but a little teacher, too young and proud to admit that I didn't know, and in my ignorance too blind to see the many totems and gifts you brought to me; your faith, your hope, and your trust for which, in exchange, I unknowingly gave confusion, shame and despair because my totems were foreign to your house.

If I had it all to do again? I should encourage your laughter at my expense, for I could learn more. I should apply soap to lice-ridden scalps sooner, for then you would be made not only more comfortable, but also more aware of how to comfort yourself. If I used a manual at all, I think it would tell what happened that day, but not what was scheduled to happen tomorrow.

I should have more time for the games and the songs you liked so much, more opportunity for you to do things in which you are interested, and occasions for you to interest yourself in new things, rather than spend your time carrying out my instructions.

I should try to promote understanding of your world in both of us by guiding as you lead, not controlling as you follow. I should study your people and their history more thoroughly and attempt to make you proud of their accomplishments and understanding and more accepting of the failures of both our races.

And I should try to find ways of making you richer and freer in your world, rather than poorer and more fearful in any false and foreign world which I might try to create with your welfare in mind. I should study and try to learn from your many withdrawals into silence, but should not make silence in the classroom a rule, based upon fear.

Most important of all, I should try to eradicate rather than add to your feelings of fear. How much more could I have learned had I allowed you freedom instead of enforcing my arbitrary rules! I *should* have given you more respect and less remorse.

And now it is I who am ashamed. I know I must have added to the fear which prompted your withdrawl to the point of 'yes' and 'no,' and this fear is at the root of problems of hate far removed from Sunnyside on the Skeena. You may have learned to hate by now. For how much of that am I responsible?

I killed a little of your fear that day when, without thinking, I told you to use your left hand. Had I taken thought I should probably have pitied you and found another less-challenging task for you. Your incapacity may have been a source of pain and fear to you, and in accidentally ignoring it, I perhaps freed you to do likewise for a while. I don't know.

In future, I shall keep a keener ear and sharper eye attuned for opportunities to use the gift you gave to me. Truly, you shamed me at our potlatch. Had I been less proud and preoccupied, I should have perceived sooner the fact that you were the true chief, not I.

Much time has passed and the lesson your gift implies has been learned, slowly and with some sorrow in the knowledge that I cannot give you in return anything to compare to it in value. I can only hope to bring it with me to the huge potlatch which is life itself.

There are those who think that the left hand is the dreamer, the receiver, the intuitive hand, while the right hand is the active one, the doer. Thank you for showing me how to use *my* left hand more effectively.§

MAUREEN SCHUTZ

WHAT IS A TEACHER ?

How do beginning teachers view teaching? Last spring the Canadian Teachers' Federation sponsored a conference for beginners to find out. Here is the reaction of one of the four young teachers the BCTF sent to the conference.

¶'Who are you?' they asked.

'We are teachers,' we answered. 'Beginners.'

'But what is a teacher?' they persisted. 'What kind of people are you?'

'We are all different. We are people who like people, care about people, want to be involved with people, and so have chosen a people-centered profession, namely teaching, yet we have each approached it in our own way. She is from St. John's, she from Stratford, he from Ponoka and I from Fort Nelson, yet we are very much alike and our habitats are the same: living classrooms, communities of 20, 30, 40 people, living and working together five days a week.'

'Why are you here?'

'Because "THEY" want to know how we feel. You see, we look at the job with new eyes, we hear the kids say what we heard ourselves say not so very long ago, and we try to understand with hearts not much older than their own. The sharp edge of our enthusiasm hasn't had long to be dulled, nor our idealism the experience which can destroy it.'

'And can you tell "them" now how you feel? What *are* your reactions? Are you frustrated, disenchanted, or stimulated and exhilarated? Tell us about these "communities" you mentioned. How do they work? What is your role in them? What are your reactions? And the larger community of the school,

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Miss Schutz was teaching in Fort Nelson when this report was written. She is now teaching in Kamloops School District.

within whose confines you must practise—how are your relations with it? Where are your problems?'

He could say no more.

Eager voices tumbled over each other in a torrent of shared problems, joys, frustrations, concerns and criticisms. Group dynamics? Seldom had one seen so much dynamism, so many leaders.

These were teachers? The quiet standard-bearer of the middle-class morality and the *status quo* was not evident. These were people involved in a dynamic society, in at the roots, working with its building blocks—children, who were desperately anxious about the complexities of their role.

We want to talk about our training; it's superficial. And our qualifications; are we getting the right kind of people?

The school in the community; public relations.

Humanizing the schools; are we a diploma factory?

What about our aims?

And innovation?

Don't forget curriculum and discipline.

There were so many urgent topics. We had the whole Canadian educational problem to solve. Could we ever do it in two days? (Egotists, you say? Perhaps. Idealists? Maybe.)

'Yes, yes,' they said patiently, 'but how are you going to organize all this discussion?'

'Organize? Why not unstructured? With an assemblage like this, every individual so involved in his own special concerns, will not structure hinder the free flow of ideas, whereas homogeneous groups will evolve around these common concerns?'

They did.

And they revolved around two themes: teacher-training and humanizing the schools.

How did our institutions fail us? Why weren't we prepared for what we met? Because we didn't know children, nor understand the learning process within our classrooms and our role in this process.

Why not? Because we hadn't spent enough time in the classroom with those children. We read that learning is doing, yet we didn't *do* it. If we are to lead a child into self-direction, so our program must lead us into it.

It was a sharing experience, a self-analysis, and an exercise in critical evaluation. From St. John's to Victoria the story was the same, with one exception: it was exciting to realize how many of the recommendations for the improvement of teacher preparation were already practised at Simon Fraser University.

Woven through the training talk were the threads of the qualifications theme—what kind of person should a teacher be?—the social awareness theme, and sensitivity training.

Sensitivity! How little there is in our world where the mechanical roar of nothingness echoes in minds which cannot communicate, blanketed in the sound of silence. Are our schools, with their bigger and better everything, just factories designed to produce one more marketable machine? Controlled by a board of directors, called the administration, and operated by skilled workers, known as teachers, they turn out graduates labeled first quality and seconds.

How do we break down the walls, open the channels among administrator, teacher and student, and as a community learn to live, learn and love, with the vision that a society will develop in which people are aware of one another's needs, and can communicate? It has to happen in our schools.

The BCTF delegation of young teachers, shown here with President Jim Killeen (top right), were Peter Marsh and Robert Mitchell (top left and center) and Mrs. Birgitte Harris and Maureen Schutz (bottom left and right).

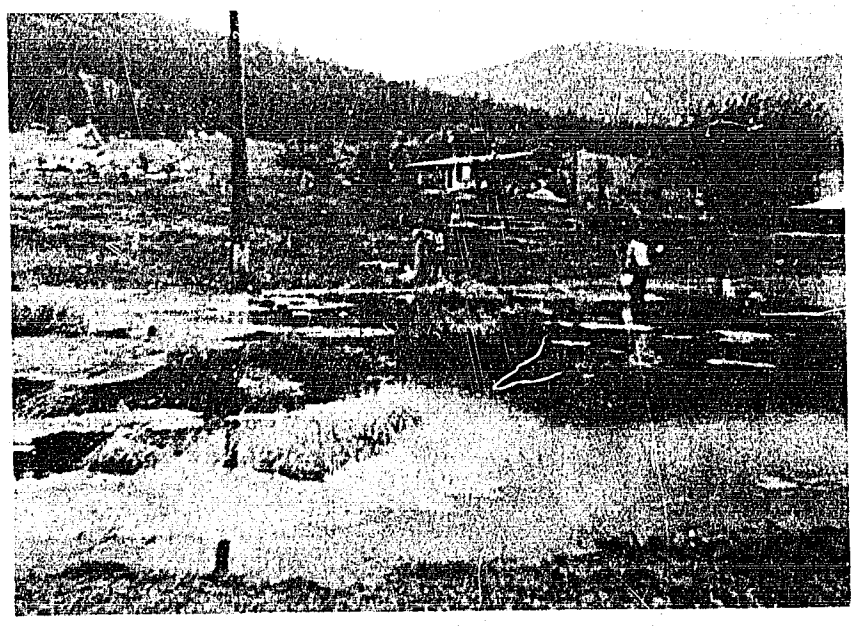
And on we talked. Discipline and self-discipline, curriculum and learning environments, parents and the public—all these became involved in the humanizing process.

Minds, stifled by the humdrum of running off enough stencils to get them through tomorrow, revived. Authorities within their classroom walls broke out and were humbled. Friendships happened. Resource people stimulated, teachers acted, observers reacted. Little was new, but little was old and irrelevant. We learned from each other. We grew.

It was good.§

DEL TURNER

The new elementary science program calls for sciencing out-of-doors. A member of the Kamloops sub-committee of the joint BCTF-Department of Education committee that prepared the new program comments on the adjustments needed, and offers suggestions for implementing the program.



MISS JONES GOES OUT-OF-DOORS

¶One thing is apparent from the contents of the new elementary science program and that is that Miss Jones is asked to move out-of-doors.

That 'sciencing' out-of-doors should be just as realistic as that advocated for our classrooms comes through strongly in the statements of philosophy and objectives, but we must recognize that what we used to call 'nature study' does not entirely fill the bill in such terms.

You might recall your Scouting or camping days when a trained guide led you and others along nature trails, pointing to the characteristics and beauties of the out-of-doors. They were pleasant days and, indeed, such approaches to nature still have a charm and a use.

But something is missing in the 'nature walk' that limits the education that takes place, and we must recognize the factor before we can successfully carry out the new program.

Teachers are aware that understanding anything means taking part in the acquisition of the learnings involved, and it is on this point that the nature walks fail us. The instructor *tells* of the balance of nature, *tells* of the properties of objects in the environment, and *tells* of man's obligations concerning the use and conservation of such things.

Good instructors of nature study catch the poetry of the moment, however, and do manage to instill in their listeners the appropriate awe and sentiment tending to open

Mr. Turner is principal of Haldane Elementary School, Chase. Debbie Robertson, a Grade 5 pupil at Dallas Elementary School, Kamloops, took the pictures during an out-of-doors project.

minds to the possibility of problems associated with the out-of-doors. It is doubtful, however, that any deep commitment to the ideals expressed ever develops in any but a few of the listeners, for they are only listeners.

An alternative form of nature study calls for an outdoor education program in which the children themselves carry out the inquiry, do the sciencing. If a child interprets the environment himself, he might be better prepared and disposed to act intelligently upon that environment at some future date.

And it is the future date that must concern us very seriously at this time in history: our planet is apparently well on its way to a state of absolute pollution, the depletion of our irreplaceable natural resources being the fuel of our folly. But what can mere children learn of such complexities?

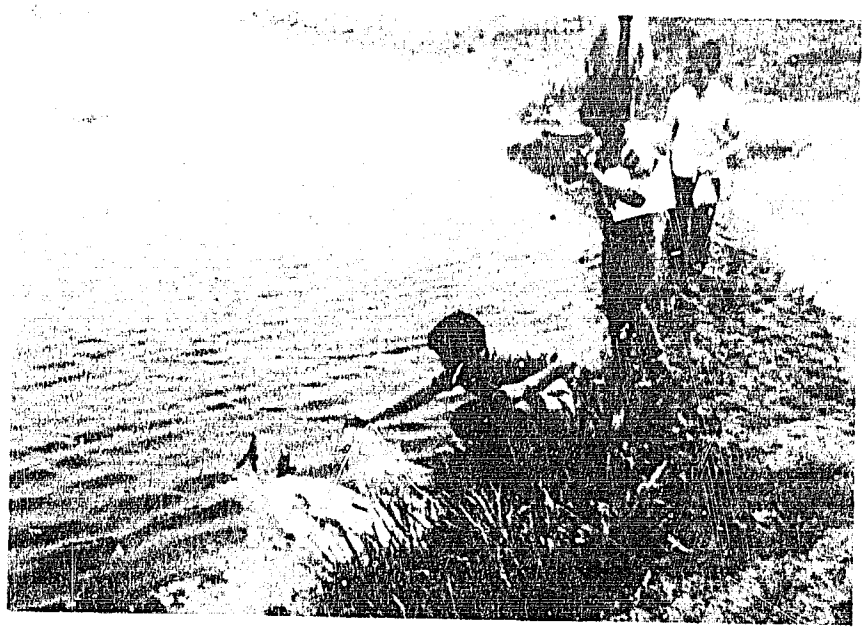
As an addition to the attitudes obtained through recreation and nature study in the out-of-doors, children might be asked to pursue deeper objectives through different means, for one thing.

If we arrange it so that children may use the procedures of science while out-of-doors, they might come to look upon their environment as more than just a place to indulge in fancy: children might learn through a program of planning, collecting, measuring and recording to be less wanton in their ways when they become citizens in the tomorrow they will live in.

Such an approach to the out-of-doors suggests a much greater participation by children than heretofore and, in turn, implies not only a strong shift in teaching role, but also a multitude of techniques not now in the repertoire of the teacher. Sciencing out-of-doors with children requires some adjustment for most of us.

The Out-of-doors Offers Surprises

The out-of-doors is a multi-stimulus environment full of surprises and distractions for child and teacher. There are the problems associated with transport and safety, the considerations regarding hygiene and teaching facilities, the dangers of mutilating the environment during study, and the uniqueness of the education at each site to make such undertakings quite different from those we do indoors. But there are solutions to all of these problems if we put our minds to work.



Boys of the Pond Group collected and recorded specimens of plant and animal life in the water.

School buses might or might not be available, but charter buses (at very reasonable rates) can always be financed through funds from the PTA or even solicited from home. Parents and colleagues may also be asked to furnish automobile transport, and the supervision gained is an asset; such assistance is quite necessary in working with very young children.

Parents, by the way, should always be advised of outings and might be asked to sign notes acknowledging their agreement with your plans. Such notes have no legal weight, however, and do not prevent accidents. Through forethought, though, you can circumvent them. In other words, planning and organization will give you and the children more security than any note you obtain from the parents.

Let's turn to an anecdotal approach and look at some of the ways a teacher might put sciencing into the hands of children out-of-doors.

Miss Jones, a Grade 5 teacher, decided to introduce her children to outdoor sciencing by undertaking a study of a local pond. She investigated the site and found that it was only a 15-minute walk from the school, thus requiring no transportation.

She found out, too, that the property was owned by the city and upon her return to the school, phoned the city hall for permission to enter it. It was not until she had thoroughly investigated the site that she broached the topic with the children.

In her opening discussion, Miss Jones asked how the class might find out what goes on in a pond. John thought they might consult the encyclopedia; Pete said that he, personally, would look for tadpoles; Mary became excited about the possibility of collecting leaves; and Henry was anxious to pick up a variety of rocks.

But Miss Jones held off decisions and just listed the comments and suggestions on the chalkboard.

Three Groups Collect Specimens

Referring to the lengthy list which had been produced, Miss Jones suggested that three groups of workers would be in order and asked the children to examine the list to see how best the enterprise might be divided.

The outcome was that the children decided to have groups with jurisdiction over pond life, plant life and animal life. The teacher divided the class into the three groups, taking into account the wishes and needs of her pupils, and even saw fit to appoint an assistant

Left: While one girl removed bugs and worms from her net, the other displayed her record of their collection.

Below: Parents who drove the children to the pond also became interested in what was collected.

for herself when one youngster found himself left outside the process.

The next lesson was to concern itself with ways of investigating pond life, they decided.

Miss Jones mentally noted that she wanted the children to devise ways of collecting, measuring and recording without destroying the environment, and guided that lesson by these thoughts.

It was soon agreed that not everybody need enter the water and that only a few samples were really required to find out about the pond's contents. Harry, Joan and Dick (all who had waders available from home) were designated as the only ones who would collect offshore, while others were designated as shoreside collectors.

Did it matter where one collected a sample? The children decided that it might have some relevance and, after discussion, it was decided that samples should be collected from the surface and at various depths and locations, including bottom mud.

Replying to a question posed by the teacher, Joan said that she thought that the temperature of water varied with depth and even proximity to shore because her wading activities at the seashore showed this. Two boys were appointed to obtain such temperatures, and two more sets of waders found to accommodate them.

It wasn't long before the necessity of recording locations of sampling and temperature-taking came up and ways and means of doing so were needed. Greg suggested that each sample should be labeled somehow (maybe with masking tape), and his plan was approved, along with an appropriate numbering system reading A-1, A-2, etc., to keep track of events of the Pond Group.

The teacher suggested a notebook log might be a necessary supplement to the numbering system and saw that such a record might be maintained by the group leader and her recorder. Each child would take samples to the leader, who would issue a number for labeling and enter the nature of the sample and the name of the 'scientist' in a catalog.

When the lesson ended, the Pond Group and the class had devised not only the collecting procedures and lists of samples they thought they might find, but also each child in the group knew his part in the coming event: there were a group leader, a recorder, in-water and pond-side collectors, temperature-takers, a photographer, an artist responsible for recording pond-side plant aggregations, and even a depth-measurer—all quite ready to get on with the tasks of preparation and sciencing at the site.

Sampling Is Carefully Planned

The members of the Plant Group at first were quite keen to collect randomly, with some intention of getting certain species in their collection, but Miss Jones offered another possibility. She suggested that one way of carrying out their inquiry might involve the use of a transect: a ten-yard cord would be staked from the shoreline up the pasture and sampling would be done only along the transect so formed.

The children liked the alternative because it showed purpose and they soon became involved in discussing how such sampling should be done. One boy remembered the concern that had been expressed with environment damage when pond collecting had been discussed and asked how they could prevent such damage when they intended to take out a whole line of plant samples.

John immediately responded with the assertion that one need

only take out one of each species, but Henry said this wouldn't work because 'you wouldn't know much that way.'

Discussion revealed the possibility of taking a frequency count along the transect without removing the plants, and even the idea of mapping the ten-yard line to show what species had been located where was decided upon. It was agreed that one sample of each species would be collected, however.

The group leader (motivated by what had been done in the Pond Group) wanted labeling and cataloguing to be part of her enterprise also. And so it came about. But the teacher saw at this stage that the children had not recognized the possibilities of subsurface sampling, as they had done in the pond planning session, so she asked whether they thought such procedures had relevance to their task.

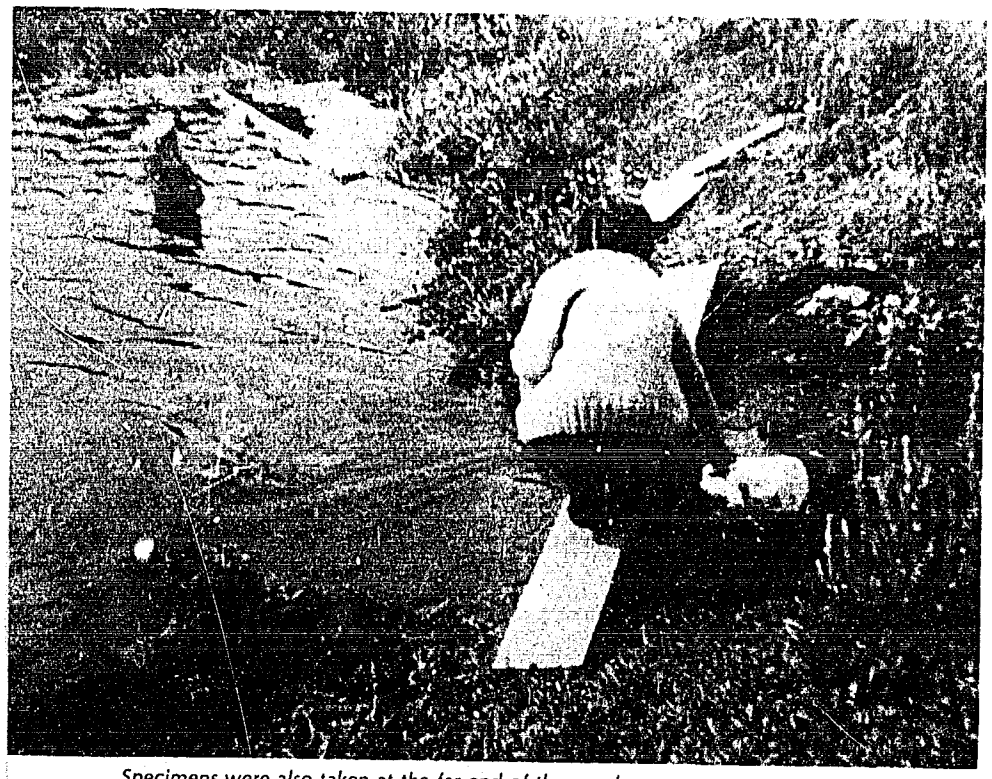
Several group members seized upon this 'exotic' idea and proposed digging a trench for a couple of feet along the transect, where soil samples and even photographs of the layers and root systems that were exposed would be realized. When Allan jumped up to suggest that the trench should be carefully dug, be as narrow as possible, and filled again after the collecting, Miss Jones knew she was making some headway.

By the time the animal life study came up for discussion, the relevance of collecting procedures, measurement and recording was well established.

The pill jars decided upon for water sampling would be useful for collecting insects, worms and other small animals. The labeling and cataloguing procedures were extended to include a plan-map of the pond with appropriate notations of where samples had been taken.

The necessity of replacing rocks and organic material that were lifted was obvious. Frequency counts of insects and their proximity to the pond had roots in the transect and pond procedures. Even the taking of small samples was seen to be possible if one noted the number of animals near where the sample was taken.

Miss Jones put off discussing the classroom activities that would follow the field day because she realized the children's interest was in the immediate objective. She did, however, lay down a few rules regarding the field day program.



Specimens were also taken at the far end of the pond at the point where a stream ran out of it.

She pointed out that each group leader was directly responsible to her not only for ensuring that all preparations were complete before they left the school, but also for liaison while on the site. She would carry a whistle which she might use if she thought they should all get together for some reason including the possibility of changes in plans. The class agreed on the procedures of the stroll to and from the site, as well as on the necessity of removing all litter (lunch debris especially) by carrying it back to the school for disposal.

As the environment was safe for children (there were no cliffs to fall down, no steep paths from which boulders could fall on those below, no fast-running creeks or deep water to fall into, no Rocky Mountain ticks or rattlesnakes to beware of, and so forth), Miss Jones merely told the children that she would take along the school's small first aid kit.

Preparation for the safety of the children is an important part of outdoor study as far as the teacher is concerned, but you should not be frightened from any but a few sites, once you have achieved techniques for working with children out-of-doors.

If this outing is Miss Jones's first one, she is probably wise in her choice of site, for it is a safe one. She will soon see how she may anticipate child reactions at sites and, with meaningful preparation, may later venture even into rattlesnake country quite confidently.

Class Makes Further Inquiries

But let's return to her classroom to see how she is making out.

The field day had gone pretty well as planned, even though John did squabble with Henry and have to be placed in other than the Pond Group.

The class now was able to pursue inquiries derived from the collected data and samples. Each group became the topic of short class discussions, and microscopes, handbooks of species descriptions, hand lenses

and other apparatus came into use.

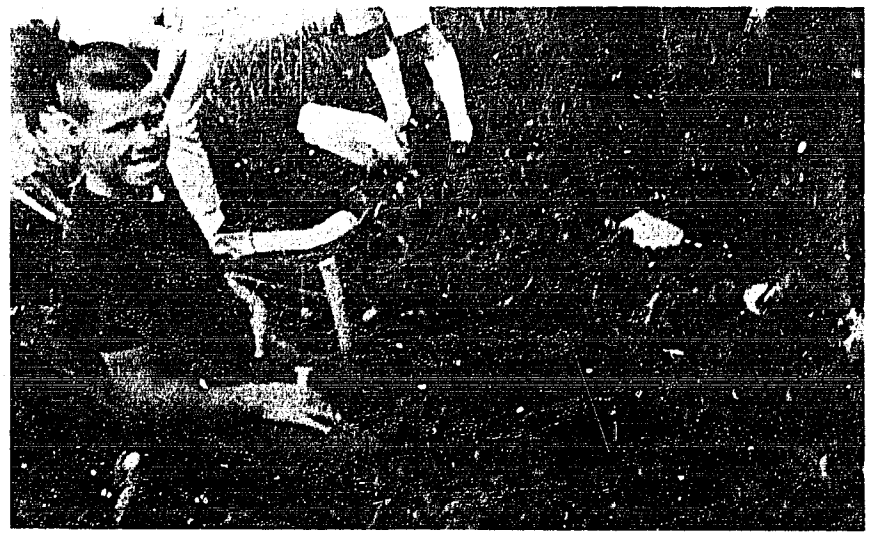
Detailed sketches to scale were proposed for a study of the pond samples and some of the shore life; the hand lens was suggested as one way of looking at soil more closely; sketches of animals and plants were thought to be found in handbooks as well as in encyclopedias.

There were plans to develop cultures of green plants in soil, molds on sterile tomato soup, algae and pond animals in muddy water and insects in terrariums.

A great wart-covered toad that had been collected (and which Miss Jones avoided) inspired reference to a book on how to keep such animals in the classroom—and the beast somehow or other acquired the name 'Jones'!

Above: The girls collected a variety of plants along a transect line which extended into the water.

Below: Some of the boys dug deeply to look at the soil and to take samples from the various layers thus exposed.



Specimens Were Preserved

The preserving and mounting of specimens interested quite a number of the class. Leaves were placed between sheets of Saranwrap, which sealed of its own accord; insects were mounted on pins, following instructions found in a book obtained from the school library; worms were preserved in alcohol, and live animals were housed in everything from wide-mouthed fish bowls (where they could get lots of oxygen) to an old aquarium quite proofed against the sneaky ways of a garter snake which shared the setting with some transplanted plants and a few rocks.

There was no doubt about it—the classroom looked more like a biology laboratory than its usual sterile and bookish self, but one could identify an organization, for the children had agreed to keep their work displayed so that outsiders and other classmates could see what they were about.

Labeled tack - board arrangements, tabletop displays, and graphs of temperatures were sprinkled with identifications of species and mapping efforts. Poems and copious theses (not all original) found some place in the scheme of things, too, until Miss Jones wondered when it would ever end.

She did manage, however, to bring into focus the measuring that had been carried out on the site and ushered a semi-formal inquiry into the matter.

What was the significance of the frequency counts along the transect, if any? Did the water samples differ from location to location? Was there any correlation between sample and water temperature? These were questions that led to some good sciencing.

A month after the start of the unit, Miss Jones dropped a new 'bombshell' which brought life back to 'scene' well before a third of the pupils had dropped their inquiries. Actually, it was Harry who prompted the turn of events when he asked whether she had seen the television show on pollution.

Harry's comment that pollution did not occur in their town provided the inspiration Miss Jones needed. Did the children think their community environment was polluted or otherwise misused? How did it compare with others?

Quite a discussion developed, but continual challenges by Miss Jones and individuals in the class revealed that they were really quite short of evidence. But how could they, themselves, carry out the investigation necessary?

Miss Jones had learned much from her successes with the pond study, and it wasn't long before classroom plans were formulated. Cameras were to be the initial tools of inquiry, with low-priced black and white film the resource they could afford. The pictures were to be taken after school hours, different groups taking various sec-

Continued on page 79

The report of the BCTF Commission on Education suggested what the schools of tomorrow should be like. An Education class at the University of Victoria decided to find out the reactions of secondary students to several of the report's key recommendations. Here is the result of the survey.

WHAT STUDENTS THINK OF IT

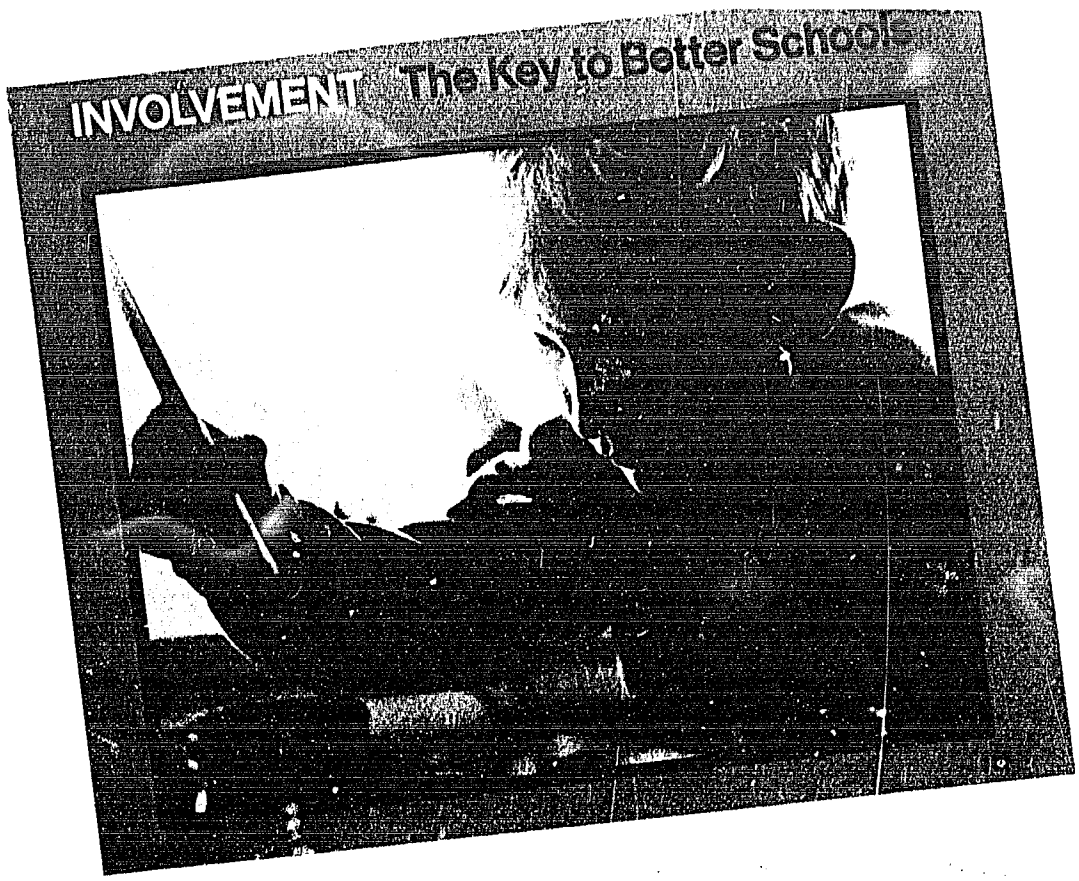
PETER ALEXANDER
JOHN FLOYD
and DENNIS LACKEY

¶Although the recommendations contained in *Involvement: The Key to Better Schools* are based upon opinions expressed by teachers, administrators, student-teachers, and other interested citizens, very little weight seems to have been given to the opinions of students themselves.

This prompted us to try to discover whether or not students were in agreement or disagreement with the BCTF on recommendations which, if enacted, would affect them.

As a result of this initial curiosity we administered 192 questionnaires to students in Grades 9, 10, 11 and 12 in four schools in the Victoria School District.

Although our means of distribution was largely one of convenience rather than one of statistically sound sampling, the results obtained from the four schools appeared to be in full agreement with one another. For this reason we have not separ-



ated the statistical results by school, but rather by grade level.

The statistical results presented in the next section need little comment. It should suffice to point out that recommendations 3 and 4 (as contained on the questionnaire) were the only recommendations with which the students disagreed.

This disagreement may have been caused by lack of understanding on the students' part or to ambiguity in the two recommendations. It should be stressed, however, that students overwhelmingly emphasized their desire for a greater selection and wider choice of subjects.

Recommendation 6, which stated that 'corporal punishment should be eliminated,' produced one interesting result. Although students agreed that corporal punishment should be eliminated, *one in four* students favored its retention.

The other recommendations will be presented without comment. We should note, however, that in the section on 'student comments' we have tried to select comments which cover the complete range of student opinions—from those who strongly agree to those who strongly disagree.

It is our hope that those who read this summary, short as it is, will be a little more aware of students' opinions on some of the latest recommendations promoting modification of our present school system.

Statistical Summary

These are the statistical results of the questionnaire given to the 192 students. The students were asked to give their reactions to 10 of the recommendations in the report of the BCTF Commission on Education. The results are given in percent, to the nearest one percent.

The combined results of two classes are shown for each grade level. The combined results for the girls and for the boys are shown separately. Abbreviations used are M: male, F: female, Cl: class (boys and girls combined), D: disagree, N: neutral, A: agree.

The table is read in the following manner. In response to Question 1, 79% of all Grade 9s agreed, 13% disagreed and 8% made a response of 'neutral.' Of all students responding to Question 1, 82% agreed, 10% disagreed and 9% were neutral.

Student Comments on the Recommendations

The primary purpose of this questionnaire was to find out what students in local schools thought of several 'key' recommendations proposed by the BCTF. As a result of this inquiry we have diligently read each questionnaire.

The comments by these students have often been insightful, sometimes unexpected, frequently very conservative, but invariably stimulating and informative.

Thus many 'typical' comments are now presented. It is our hope that these comments will somehow con-

		Gr. 9			Gr. 10			Gr. 11			Gr. 12			Totals		
		D	N	A	D	N	A	D	N	A	D	N	A	D	N	A
Ques. 1	Cl	13	08	79	00	07	93	14	08	78	14	12	74	10	09	82
	M	06	09	85	00	08	92	07	16	77	15	18	67			
	F	24	08	68	00	06	94	20	00	80	12	00	88			
Ques. 2	Cl	21	23	56	20	06	74	23	17	60	33	18	49	24	16	60
	M	17	22	60	24	06	70	20	27	53	37	23	44			
	F	28	24	48	12	06	82	25	10	65	25	19	56			
Ques. 3	Cl	51	32	17	57	10	33	57	23	20	49	25	26	53	29	17
	M	43	31	26	56	12	32	40	27	33	52	33	15			
	F	62	32	08	59	06	35	70	20	10	44	12	44			
Ques. 4	Cl	34	29	39	67	11	22	54	32	14	53	12	35	51	20	29
	M	30	35	34	59	17	24	73	20	07	52	19	29			
	F	40	16	44	82	00	18	40	40	20	56	00	44			
Ques. 5	Cl	22	10	68	20	18	62	17	12	71	16	22	58	19	16	65
	M	17	14	69	21	20	59	07	26	67	18	26	56			
	F	28	04	68	18	12	70	25	00	75	13	24	63			
Ques. 6	Cl	31	18	51	25	22	53	20	20	60	16	31	53	25	22	53
	M	27	27	46	30	16	54	27	20	53	19	33	48			
	F	36	04	60	18	29	53	15	20	65	13	24	63			
Ques. 7	Cl	03	05	91	02	04	94	03	17	80	09	17	74	04	09	87
	M	06	06	88	03	06	91	07	13	80	15	22	63			
	F	00	04	96	00	00	100	00	20	80	00	06	94			
Ques. 8	Cl	11	25	63	16	10	74	11	11	78	30	14	56	17	16	68
	M	06	31	63	14	14	72	00	13	87	33	11	56			
	F	20	16	64	23	00	77	20	10	70	25	19	56			
Ques. 9	Cl	13	04	83	13	09	78	00	17	83	07	30	63	09	14	78
	M	14	06	80	13	12	75	00	13	87	11	33	56			
	F	12	00	88	12	06	82	00	20	80	00	25	75			
Ques. 10	Cl	12	18	70	04	07	89	09	11	80	16	24	60	10	15	75
	M	09	14	77	02	09	89	13	20	67	11	15	74			
	F	16	24	60	06	05	89	05	05	90	25	37	38			

tribute to a fuller and more meaningful student-teacher relationship.

The Comments

1. Every student in the secondary school should be on an individualized program. (Students shouldn't be made to fit the programs; the programs should be made to fit the students.)
- Every student is an individual and should be treated as such.
- Yes because some students have the natural ability to do things that others can't.
- French should decide what financial bracket you are in because if you fail French you do not gain entrance into a university.
- This is great but also set a mandatory retirement age of 55 and give all teachers annual psychological examinations.
- This is good to a certain extent but to accommodate it fully, expenses would become too high for our society.
- The average student who graduates under the present system has only a generalized education in a field which he may not even like, but was forced to take because his preferences were not available.

2. Grades should be replaced by a plan for continuous progress. (Schools should be organized so that students proceed at their own pace.)
- Many people are held back and bored by the pace.
- Why should I have to be slowed down or speeded up because of the system.
- Students would not work and they need reports as stimulation.
- This may be fine for some people but others have to have a speed set for them or they would slack off or stop altogether.
- This may be the coming advancement in the schools, but I still believe that the 'old system' is better in the long run.
- It would reduce the dropout rate as morale would be raised; i.e., students would not have to worry about failure.

3. The number of courses to be taken at any time should be drastically reduced.
- If anything is to be changed as to the number of courses, we should be allowed to take more.
- If the number of courses were reduced, it would mean that the students would have to concentrate on a few things for a long period of time. They would quickly become bored and this would defeat the purpose.
- A student needs at least five different areas of study so he will not become bored or frustrated.
- A student has far too much to do at one time; he should have only two or three subjects in which to study.
- The number of courses is insignificant; it's whats in the courses.
- I feel that any student *should* be able to carry at least 6-8 subjects without too much difficulty.
- It is an individual thing. Some people can handle a large number of courses at one time and thrive on it.

4. Human relations and communication should be the only required areas of study in the secondary school. All other areas should be optional.
- We should be forced to take some subjects for our own good.
- Personally I would like more courses. Perhaps so that the student is not pressed too hard some kind of a semester programme could be

worked out.
• English, maths, and a choice of one or more languages should be compulsory.
• Human relations should be stressed. This is how we live and we need this more than specific academic courses.
• A person at the secondary level needs more subjects to find out what he *really* is interested in.
• All courses should be optional.
• There have to be science courses.

5. A single graduation certificate should be issued listing areas of study satisfactorily completed. (This certificate would be issued no matter when a student completed or dropped out of school.)
• A student should be accredited with what he does.
• This would at least give poorer students a rating of some sort when applying for a job.
• It would be easier for the student who has dropped out to get a job.
• Too much emphasis is placed on the Grade 12 certificate.

6. Corporal punishment should be eliminated.
• At sixteen according to provincial law we can leave school. If we stay, why are we subjected to juvenile forms of punishment?
• With some impossible people it is the only way.
• A situation as such would end in disorder and lack of progress.
• Such methods are archaic and the product of a warped mind.
• Corporal punishment serves absolutely no purpose and only creates resentment for the administration.
• I feel that corporal punishment is necessary for some students. If it works for just a few it will be worth the effort.
• Many students would act up if they knew there was no punishment.
• It is necessary when the time of a whole class is wasted by one person.

7. Extended field trips should be provided for all students.
• It is fitting that the world be a classroom too.
• Excellent!
• Some students are not mature enough to be taken out on trips.
• Not for all students because for some it's a waste of time. For students (most) a field trip is missing a few periods of school and no more.
• They say 'a picture is worth a thousand words,' but I think that the only thing kids really get out of it is a good time.

8. The responsibility for school attendance beyond the age of 15 years should be assumed by the student and his parents, and should no longer require the close attention of school personnel.
• Some students don't care, but will later; some parents don't care either.
• I think it is up to the student if he wants to fail or not. Attendance by students in Grades 11 and 12 should not be compulsory.
• If the student doesn't want to learn, you cannot force him to.
• Bringing a note from home is ridiculous and childish.
• The average 15 year old isn't mature enough to assume this much responsibility.
• A waste of time and trouble for the school. A student should know whether or not he can afford to miss a subject.

9. The nature and amount of homework in an individualized, continuous progress scheme should become the responsibility of the student.
• After several months of nothingness we will realize where this will lead us and get down to responsible homework.
• Most students, like myself, would never do anything.
• I would be too easy on myself and regret it later.
• I agree although a teacher should give the student a course guide so he knows what he is responsible for.
• The student is the only one who can get himself through, so if he wants to do homework it's up to him.
• Sounds good, but is it possible?

10. Students should participate in the running of their schools to the maximum of their maturity and competence.
• I think that students should run schools to some extent. They should be able to choose the curriculum, what types of clubs they should have, punishment, and some rules.
• Students should be allowed to prepare for adulthood by running their lives as they will in years to come.
• I think that this is too much of an equality basis. After all, the kids are there to learn, not to run the school. If they want to run schools, they should go in for teaching.

Additional Student Comments:

Many students included supplementary remarks at the end of their questionnaires. They did this entirely on their own with no prodding from us. We think that this in itself says much for the necessity of teacher-student communication.

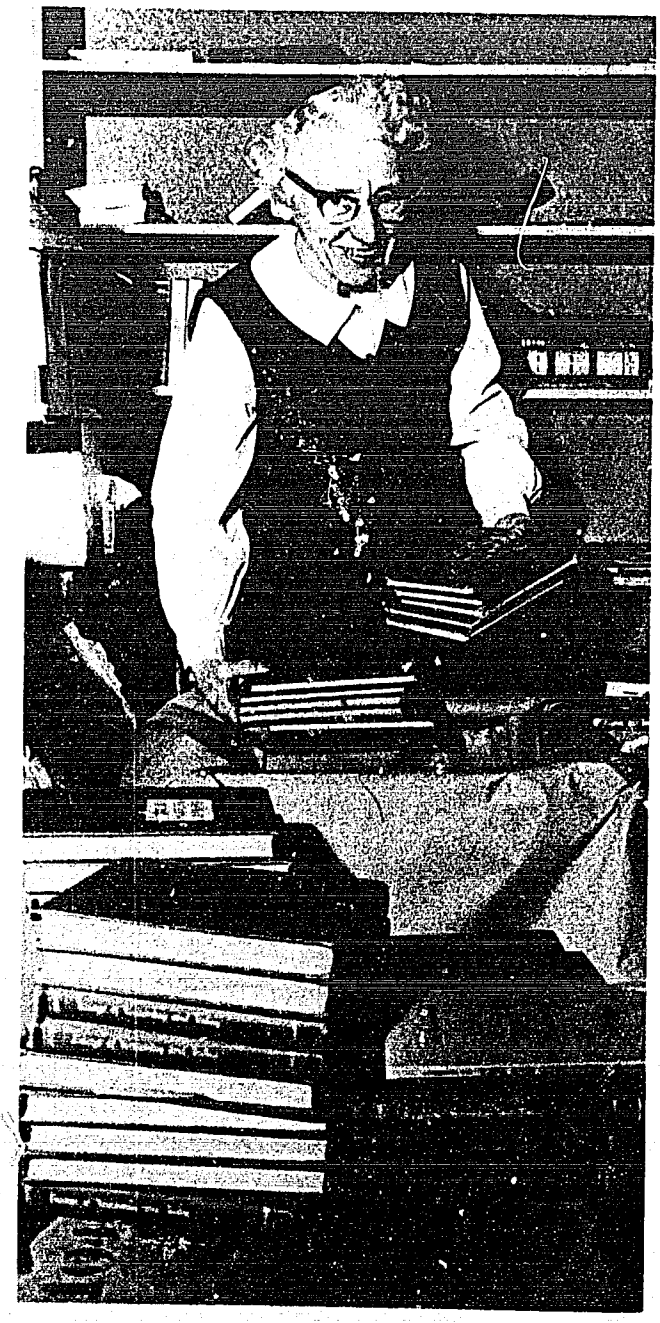
We believe that the comments of one 17-year-old girl drive this point home better than we could hope to. For this reason her additional comments follow in their entirety:

P.S. Do you think that the teachers, principals, and parents would be willing to change. Some parents feel what's the use of changing. 'We did all right on the old system so why can't they?' If this system ever comes to a reality it will probably be too late for me to enjoy it. I wish we could have it right now, but systems have to be introduced gradually or people scream. I also feel homework should be cut down so extra-curricular activities can be participated in. I myself am expected to do two hours of piano practising, one hour of clarinet and two hours of homework each day. As a result it's like being in school all day. I don't even get a chance to relax. I feel relaxation periods (in between classes) or spare periods should be given to students during the day to allow them time for relaxation. As of now most students work almost all day.

P.S.P.S. If you have gotten this far without giving up on me—THANK YOU. I'm glad to know students' opinions are now being taken into consideration. Thank you very much.§

Mrs. 'Johnny' Troupe, a member of the Retired Teachers' Association, fills a tea case with spelling textbooks.

Below right: Because the Overseas Book Center has limited storage space, sorting has to be done quickly to allow room for packing.



The plea is urgent and is directed to Len C. Curtis, chairman of the Overseas Book Center in Vancouver. It comes from Rita Han, a high school teacher in Java, Indonesia. Her school has only 45 books for more than 300 students. She, along with many other teachers abroad, constantly receives appeals from her students for more 'western' books and magazines. 'For them, books are like oases providing water to the thirsty travelers,' she writes in a letter.

Hers is only one of the myriad requests Curtis receives daily from educators and schools in all parts of the world, even from as far away as Monrovia, Liberia. He ships more than 300,000 books a year to 66 different countries, including China, India, Korea, the West Indies, Malaysia and East Africa.

The Canadian Council for International Co-operation, formerly known as the Overseas Institute of Canada, sponsors the Overseas Book Center, which has eight branches across Canada. The CCIC is a private, voluntary organization formed in 1961 to promote greater participation in international development.

The Vancouver branch, at 3844 Oak Street, was formed in 1964. In that year Curtis shipped 75,000 books overseas; last year his total shipment exceeded 375,000 books.

'It started as a hobby, and I worked during my leisure hours,' he reflected when I talked to him. 'But now, because of the tremendous response from book sources and the increasing requests for books, it's becoming a real job.' In his 'non-leisure' time Curtis is principal of Hastings Elementary School in Vancouver.

He said that the Vancouver center is entirely self-supporting. 'All the other branches depend on the main body for financial help, but, although we do receive support from various clubs and organizations throughout B.C., we operate on a non-profit basis.'

The B.C. Teachers' Federation makes an annual grant of $2,000 to the center and the Federal Government contributes a matching grant for every dollar the center obtains. 'By the end of 1968, we had received $10,000 in donations,' said Curtis. 'The March for Millions campaign recognized the kind of aid we were engaged in and presented $2,500 directly to us.'

The OBC's main expenditures include the actual shipping charges and some cartage costs. 'We can supply books to overseas countries at a cost of less than 5c a copy,' said Curtis. At present the annual income just meets current costs—'which are always rising.'

This is a voluntary organization with no full-time personnel or office facilities. Mrs. Blanche McAllister, the part-time secretary, has worked with the center since its inception. Members of the Retired Teachers' Association and some of his fellow principals donate time twice a week to help Curtis pack, label and wheel the books into and out of trucks. The Richmond Rover Scouts work every Tuesday evening.

Several Vancouver companies donate materials for

Mrs. Symes wrote this article while still a member of the BCTF staff. Other articles by her appeared previously.

KATHLEEN SYMES

Schools in the developing countries are desperate for books, while Canadian schools discard thousands of books each year. A voluntary organization headed by a Vancouver principal is doing its part to solve the problem by shipping 30,000 books a month overseas.

'share your books with us'

the book center. Safeway of Canada and Nabob Limited supply the tea chests, which are lined with waterproof brown paper donated by St. Regis Paper Company. The cases are filled, addressed and strapped by the packers, and are then transported by truck to the docks, where they begin their long journey.

Eastern Canadian centers ship books to the west coast of Africa, because of its proximity, while the Vancouver OBC concentrates on the eastern coast of that continent and Pacific ports. Saguenay Shipping Company, owned by Alcan, takes books free of charge from Kitimat to Port Esquival in Jamaica, whence they are distributed to other islands of the West Indies. After four months of vigorous negotiation, the Canal authorities agreed to allow the ships through the Canal without extra freight charges for the books. Curtis also commented that ships of the Canadian Navy based at Esquimalt will soon be taking books with them to the countries they visit.

Shipping charges have been reduced considerably since 1964 when one ton of books cost $72. (One ton is approximately 2,000 books.) In 1966 the cost was reduced to $58 a ton and last year a further reduction to $32 was effected. 'This is a result of good public relations,' said Curtis. 'We can now make a substantial increase in our shipments—provided we get the books.' Thirty thousand books is the usual monthly shipment. 'Right now our stock situation is very poor. Our shelves can't be holding more than 5,000 pieces, which is the lowest they've ever been,' he estimated.

Curtis added that there is an almost complete lack of elementary books, 'and two-thirds of the demands are for primary textbooks and fiction.'

The center will ship anything it receives. Last year the University of British Columbia donated science apparatus which went to a school in the West Indies, and six tons of paper from Evergreen Press Limited was shipped for classroom use in Liberia. In one corner of the stockroom was a stack of records, all ready for packing.

Canadian teachers overseas under the auspices of CIDA (Canadian International Development Agency) and CUSO (Canadian University Service Overseas) volunteers are the main contacts with the center, according to Curtis. 'But news travels so fast by word-of-mouth that we never know where the next request will come from.'

Book contribution is the vital and sole basis of the OBC's existence, and to date it has never had to make a formal request for books. Curtis remarked that the center does receive a good number of excellent children's books from the Vancouver and West Vancouver public libraries. 'But,' he added, 'I surely would like to see more B.C. schools contributing. So many books, still in good condition, are simply discarded at the end of June because newly revised editions come out every year.

'Schools that pay shipping charges from their schools to the OBC headquarters will receive a refund from the Department of Education,' he stated.

At the end of her letter, Rita Han entreats, 'Do something extra please—share your books with us to make them do double duty, instead of throwing them out if they're out of date. Thank you very much in advance.§

NORMAN and JOYCE L. ROBINSON

AUXILIARY PERSONNEL: HELP OR HINDRANCE?

More and more auxiliaries are being used in our schools. A husband and wife team examines the trend and the resulting changes in the role of the teacher.

¶Educators and trustees have been slow to recognize the inherent possibilities in the idea of adding new kinds of auxiliary personnel roles to the instructional force of schools. The prevailing personnel structure of the typical Canadian school today includes only a few nonteaching or administrative roles. These are the school custodian, the part-time nurse (in more fortunate schools), and the school secretary.

Left to teachers, as the chief manpower source in the schools, are many, many functions not directly related to the professional task of instruction. As a result, teachers have found it difficult to give much attention to individual needs of pupils when a considerable part of their time must be spent on noninstructional activities.

Within the last few years there has been a growing interest in B.C. in the idea of introducing new kinds of auxiliary personnel roles in schools. These roles include those of teacher aide, school aide, theme marker, laboratory assistant, intern teacher, and a number of others.

Nearly all districts, whether they are actually employing auxiliaries or not, have many questions regarding the proper utilization of nonprofessionals in education. To meet the informational needs of educators and trustees in the province, a number of study groups have been operating; and in some instances reports of a district's or a school's experience with auxiliary school personnel have been circulated.

After a careful review of informational materials being circulated among teachers and trustees in the province, we have come to the conclusion that there is a need for clarification on a number of points concerning the employment of auxiliary personnel in schools. Most of the information being circulated tends to be rather personalized and based on experiences with auxiliary school personnel in a certain school or certain district. There has been little attempt to examine the research evidence that is available on this topic and to use this evidence as a guide to policy formulation and to educational practice.

Dr. Robinson is currently on leave from SFU to work with the B.C. School Trustees Association. Mrs. Robinson is teaching in North Vancouver.

This is somewhat tragic, for the decision to employ auxiliary school personnel is a costly one; in addition, the decision has widespread educational implications. Schools and school districts could avoid costly errors if they understood better the whole question of the role of auxiliaries before they actually implemented auxiliary school personnel programs.

Research evidence on the proper employment of this kind of personnel is available. Studies investigating the use of auxiliary personnel in schools have been carried out since the early 1950s. Representative of these studies are the following:

A Co-operative Study for the Better Utilization of Teacher Competences,[1] more commonly known as the Bay City Study, which investigated the use of teacher aides over an eight-year period, particularly as a solution to large classes;

Teacher Assistants: A Report of the Yale-Fairfield Study of Elementary Teaching.[2] This study examined a number of broad questions as they related to elementary teaching, one of which was the feasibility of employing recent high schoo graduates as teacher aides;

School Aides at Work: Catskill Area Project in Small School Design.[3] This report discusses the contribution school aides can make to the total educational services provided in small schools;

The Teacher Aide in North Carolina's Comprehensive School Improvement Project.[4] Auxiliary school personnel in this project were employed at the primary level as part of a total innovative package which included team teaching, nongradedness, and the extensive employment of technological aids; and

The Okanagan Staff Utilization Project.[5] One part of this study was concerned with an in-depth analysis of school organizational effects resulting from the employment of teacher aides, school aides, and intern teachers.

In this article we attempt to present some of the commonly asked questions about auxiliary school personnel and to present answers to these questions based on available research evidence. We hope that educators and trustees will find this information helpful.

What are auxiliary school personnel and what do they do?

Auxiliary school personnel are individuals brought into schools to assist teachers and administrators in the professional task of instructing children. They may be paid or volunteer personnel. About eight main categories of auxiliary school personnel can be identified on the basis of the functions they perform:

Teacher aide. This is a person assigned to one, two or three classroom teachers to relieve them of the necessity of performing certain nonprofessional tasks. The duties of the aide can vary widely depending upon the classroom, but can include checking attendance, preparing stencils, entering report card marks, etc.

School aide. This individual is not assigned to a particular teacher or team of teachers, but instead is deployed by the principal to serve the needs of the whole school. The school aide has a general, all-purpose function, assisting teachers and the principal by performing a wide variety of nonprofessional duties.

Theme marker. Theme markers are individuals employed to mark, evaluate, and correct written works of pupils. These markers usually work at the secondary level, on a part-time basis, with a group of subject teachers.

Laboratory assistant. This is the most common type of auxiliary school personnel role in Canada at the present time. Laboratory assistants work with science teachers by looking after equipment, setting up experiments, and assisting in a general way during the laboratory period.

Learning resources center assistant. With the increased emphasis being put on learning resources centers in schools, there has developed a need for learning resources center assistants. This role is concerned with book processing, supervising the resources center during evening or weekend hours, maintenance of displays, distributing audio-visual materials, etc.

Supervision assistant. As the title implies, this role is concerned with the provision of services designed to relieve teachers of recess, noon-hour and after-school supervisory duties.

Administrative assistant. The administrative assistant is a noneducator who performs business managerial functions under the direction of the school principal. He is not a line officer in the school, as is the vice-principal, but is strictly a staff officer.

Intern teacher. Student teachers who serve for relatively lengthy periods of time (two months or more) as interns in a school can quite properly be considered a kind of auxiliary school personnel. These intern teachers are really preprofessionals, not nonprofessionals, as are all the other groups listed above; and they are more intimately connected with the direct provision of instructional services. The interns do, however, provide teachers with considerable help in the performance of nonprofessional tasks.

In addition to the above eight main categories of auxiliary school personnel roles, there are a number of newer roles emerging. These include data processing assistants, audio-visual technicians and compensatory program workers.

What are the causes of the current widespread interest in the use of auxiliary personnel in education?

A number of political, social, economic and educational factors have contributed to the current widespread interest in the use of auxiliary school personnel. Some of these factors are:

Increasing scope and complexity of school services. In many ways the job of today's teacher has become unmanageable. Teachers are, on the one hand, expected to be alert to significant developments in their subject or grade specialty, to be

continuing students of the educative process, and to be current with respect to innovations in teaching methods and materials. On the other hand, teachers find themselves hopelessly bogged down in a mire of clerical and technical duties.

The trend of the times is such that teachers are required to have higher and higher levels of professional skills. If teachers are to acquire and practise these skills, they must be relieved of the many nonprofessional tasks with which they are currently burdened.

The valuable contributions non-educators can make in schools. Teachers are not alone in realizing that they are being asked to perform tasks for which their background of training and experience does not equip them.

This situation is recognized by trustees, parents, students and other groups. For example, many of the vice-principal's duties are business managerial in content and yet very few vice-principals have the business managerial training needed for the successful performance of these managerial functions. Many of the vice-principal's tasks thus could be performed more competently by a noneducator trained in business management.

Vice-principals, with the rich background in educational experience they nearly all possess, should devote themselves more exclusively to matters of high educational concern. For example, they could be primarily responsible for curricular adaptation and development. In addition, they could be of immeasurable help to principals in planning, directing and co-ordinating the activities of teachers, paid auxiliaries, interns and volunteers.

It should also be pointed out that there are a certain quasi-instructional tasks in schools that can be performed more competently by non-educators drawn from the school's immediate neighborhood than by teachers.

In slum areas, for example, many children have a great deal of difficulty relating to teachers of middle class background, but have less difficulty relating to non-educators working in the slum schools who are drawn from the immediate neigh-

Teacher aides, both paid and volunteer, can assist teachers in many ways. They can, under guidance, work with and encourage children who perhaps need more help than their teacher can find time to give them individually.

borhoods of the schools.

Increased availability and flexibility of grants for human resources in schools. Within the last three to four years in the U.S.A. and Canada, there has been a trend toward liberalization in the provision of government grants for the employment of noneducators in schools. Grants tend no longer to be tied to a teacher entitlement formula, and in some areas special grants have been set up for auxiliary school personnel.

In B.C., for example, the teacher entitlement formula has been abandoned as the basic formula for human resources funding in schools and it is now possible for a school district to employ any particular combination of educators and non-educators in its schools. In the U.S.A., special federal funds have been provided for the employment of non-educators.

What qualifications and training do auxiliary school personnel need?

Auxiliary school personnel do a variety of jobs; therefore the job qualifications for auxiliary school personnel of necessity will vary. The supervision aide, for example, does not need the same level of academic qualifications as the theme marker in secondary English. Teachers and administrators must, then, develop job classifications with specific requirements for each job laid out.

As a general rule, almost all programs in the U.S.A. and Canada have used three basic criteria in the selection of auxiliary school personnel: (1) a secondary school education; (2) experience or interest in working with children, and (3) pleasing appearance. These have proved to be adequate basic criteria, although it should be remembered that certain jobs will require more specific abilities.

In all communities where auxiliary school personnel programs have been operating, there has been no shortage of people available to fill the roles. Communities, large and small, appear to have a huge reservoir of underutilized human resources with diverse skills.

This reservoir includes not only married women whose home and family responsibilities do not consume all their available time, but also retired persons, secondary school graduates, university students not pursuing studies, etc.

One of the most important aspects of an auxiliary school personnel program is the need to provide pre-service and in-service training for all those involved in the program. The most successful training programs have had the following characteristics:

(a) They have had a pre-service and an in-service component.

(b) They have been co-operatively planned by representatives from all the agencies concerned with the auxiliary school personnel programs. This involvement has meant, in most cases, only local school district personnel, but in many cases there has been involvement of the community colleges and other community agencies. For example, welfare agencies have had to be involved in the case of programs dealing with culturally disadvantaged children.

(c) Pre-service programs have been relatively short (two weeks to two months). These programs have included basic ideas about school programs, children and the learning process; they have attempted to develop concrete skills in the trainee (preparation of curriculum materials, operating school equipment, etc.); they have had a practicum component; and they have included training for those teachers and administrators who are to be working with auxiliaries on how to use these new kinds of personnel effectively.

In-service education programs have emphasized an expansion of the basic features of the pre-service training programs.

How does the employment of auxiliary school personnel affect the work of the teacher in schools?

In the past, teaching as a social act consisted primarily of putting 35 children in a room with one teacher and allowing certain kinds of activities and interactions to occur. Putting an aide into a teacher's classroom upsets the traditional idea of the self-contained teacher in the self-contained classroom. Above all, it means that the teacher now has responsibility for planning, scheduling, directing and organizing the activities of an adult as well of 35 children.

The research evidence indicates that some teachers are not effective in directing the activities of another adult and should not be given a teacher aide.[6] Almost all teachers require orientation in the proper direction of adult personnel in the classroom.

This problem of leadership is compounded when auxiliary school personnel are shared by a number of teachers, because one of the teachers has to assume responsibility for the overall co-ordination of teacher-auxiliary school personnel efforts.

The benefits outweigh the disadvantages . . .

Research shows that the use of auxiliary personnel in schools results in changes in the amount of time teachers devote to various duties. Essentially, there is no overall change in the gross amount of time teachers devote to in-school and out-of-school activities that are job-related, but there is a redistribution of the amount of time they spend on various activities.

In the Bay City Study, for example, the use of aides enabled teachers to spend 23% more time on activities closely related to instruction (lessons plans, preparation of assignments, pupil counselling, etc.) and 48% less time on those activities not closely related to instruction (correcting papers, housekeeping duties, monitoring pupil movement, etc.)[7]

Nearly all studies report an increase in job satisfaction among teachers when auxiliaries are employed to help them.[8] The most probable reason for this increase is related to the fact that the employment of auxiliary personnel in schools leads to a restructuring of school social

roles. This restructuring enhances teacher status because teachers are no longer at the bottom of the work hierarchy in schools, and because they are freed from performing many menial tasks.

One of the main concerns teachers have regarding the employment of auxiliary personnel in schools relates to the possible infringement by auxiliaries upon the duties and prerogatives of certificated teachers. Many teachers and schools have attempted to handle this problem by stating that auxiliary school personnel can perform only noninstructional activities in schools.

There exists a very thin, grey line between instructional and noninstructional activities and it appears, on the basis of studies done to date, that it is neither necessary nor desirable to develop an approved list of noninstructional duties for auxiliary school personnel.

The proper perspective on the involvement of auxiliary school personnel in offering instruction seems to be 'that as long as the auxiliary's participation results from mutual agreement by members of the teaching team and contributes in a positive way to the pupils' learning, such involvement is both reasonable and desirable.'[9]

In short, the teacher remains the organizer, director and evaluator of the instructional experiences offered, and can delegate to the auxiliary whatever responsibilities he feels the auxiliary can perform. The only reasonable limitation on the activities of an auxiliary school worker, therefore, are those which recognize the auxiliary's own personal limitations. Any arbitrary, uniform list of duties for all auxiliary school personnel is simply not justifiable.

How successful have school volunteer programs been?

In the U.S.A. today there are more than 250,000 unpaid volunteers working side by side with teachers and pupils in schools. The range and variety of activities in which these volunteers are engaged grows with each passing month.

Interns are preprofessionals and as such are more intimately connected with the direct provision of instructional services. This intern is helping a small group in arithmetic.

Some volunteers work directly in classrooms assisting teachers in offering instruction to individuals or small groups. Others perform clerical functions, serve as library workers, help with cafeteria supervision, assist the school nurse with health check-ups, teach conversational French, or take children on field trips.

Regardless of the task involvement of the volunteers, the message conveyed to the school by the willingness of volunteers to contribute their services is the same: we care about what goes on in our schools, and we want to be involved by making a contribution.

Many schoolmen have misgivings about using unpaid volunteers in schools for a number of different reasons. Some see the volunteers as parental spies, while others are concerned about the problem of supervising programs that depend upon nonemployees.

The evidence to date indicates clearly that the benefits outweigh the disadvantages in a volunteer program if the program is properly planned and conducted. Essentially these are the guidelines that should be followed in establishing and operating a school volunteer program.
(a) Define the objectives and policies of the volunteer program. Since school needs vary from neighborhood to neighborhood, statements concerning objectives and policies will differ from school to school.
(b) Involve in the planning all those school personnel who will be working with volunteers. This may include teachers, administrators, paid auxiliary school personnel, and interns.
(c) Anticipate space requirements; people need room to work in.
(d) Develop a coherent plan for selecting, assigning and co-ordinating volunteer services. There are several ways of handling this. In some schools it can be done by the vice-principal; in others it can be done by a teacher, a paid auxiliary or an experienced volunteer.
(e) Provide pre-service and in-service training experiences for volunteers.
(f) Develop tough-minded guidelines for volunteer participation; insist on regular attendance by quickly eliminating those who fail to keep their weekly schedules; do not accept all volunteers who offer their services, choose only those that can meet the needs of the school; and finally, reject those volunteers who are not ready or able to take professional direction and advice.

This last point is critical, for research evidence indicates that the relationship between unpaid volunteers and teachers tends to be a reciprocal one, not a superordinate-subordinate relationship as in the case of the paid auxiliary-teacher relationships.[10] This means simply

Continued on page 76

D. E. GOOS

Nicomen Island Elementary School in Mission School District is trying to make its safety programs real experiences for children rather than don't-do-it sessions. The school principal tells how a member of the Legion of Frontiersmen conducted a novel bicycle safety program.

BICYCLE SAFETY BLITZ

Above: Mr. Oliver starts the children off in single file so he can gauge their control of their bicycles.

Right: Straight riding and steering through narrow 'gates' takes lots of practice.

¶Making safety education a real experience for very young children can be a very difficult task.

Young children seem to feel, even more than the rest of us, that accidents are something that happen to others. To give students drill in good safety habits, it is more effective to provide a motivation beyond dire warnings about 'what will happen to you if you don't follow the rules.'

That's why, when I learned that Clarence Oliver had tried out a novel bicycle safety program at West Heights Elementary School, Mission City, I immediately telephoned him and asked if he would try it out at our school. He very eagerly agreed to do so.

Mr. Oliver is a member of the Legion of Frontiersmen, an organization that performs supervisory policing duties for groups that require such a service—e.g., supervising parking lots and corridors for school dances.

Because the Legion frequently comes in contact with the youth of the community in this authoritarian role, Mr. Oliver thought it would be good for the Legion if it could do something for the children in a related but more positive way.

It was also obvious that Mr. Oliver loves children and perhaps his Legion affiliation merely gave him the justification for doing something he wanted to do. In any case, our

Being able to steer his bicycle in such narrow zig-zags will ensure that a rider knows what he and his bicycle can do.

school was to enjoy the benefit of Mr. Oliver's interest.

Our school, Nicomen Island Elementary, is a two-roomed school in Mission School District. Our students attend from Grade 1 through 5. At the time of the program they ranged in age from six to twelve years.

There were 49 students in the school, 39 of whom normally rode bicycles to school. All but five of these students took part in the safety program.

The program Mr. Oliver has developed is similar to the car roadeo program established in many communities for teenage drivers. The program sets a number of tasks related to safe bicycle control which the pupil then practises in preparation for a final test.

The skills tested include: how well a rider balances his bicycle, particularly at slow speeds; the skill with which a rider can control his bicycle in small, slow turns; the ability of the rider to brake rapidly and safely; the rider's knowledge of signals and his ability to use them without endangering himself or a passing motorist; and finally, an evaluation of the condition of the rider's bicycle with regard to safety is added to the scores obtained in the skill tests.

We began the program on a Monday afternoon at three o'clock. Mr. Oliver came to coach the children through the course and returned every day that week at 3:00 p.m. to help the children as they practised for the final tests, which were to be held on Saturday morning.

On Thursday afternoon the children were shown a film called *'I'm No Fool,'* a cartoon on bicycle safety obtained from the B.C. Safety Council.

We hoped that on Friday afternoon an RCMP officer would talk to the children about safety, but the police were unable to find the time to do so and the pupils were disappointed.

There was disappointment again on Saturday morning when we awoke to cloudy skies and rainy weather. However, by 10 o'clock, when everyone was assembled to begin the tests, the rain had stopped and we were able to continue in comfort.

Mr. Oliver, assisted by two other Frontiersmen, conducted the tests. It was a pleasure to see the improvement that had taken place during the week of practice. Within an hour the testing of the 34 contestants was completed and we went into our classroom to present the awards.

Never had the room been so quiet. Trophies, donated by the Legion of Frontiersmen, were presented to the best rider overall, to the best boy rider and to the best girl rider.

A bicycle light, donated by a local bicycle shop, was awarded to the owner of the safest bicycle. In addition, Mr. Oliver presented a crest to the pupil he believed had shown the most improvement during the week.

Ice-cream, donated by the local Dairy Queen, topped off the presentation ceremony for the bicyclists and their mentors.

Both the children and the adults taking part in this program felt it had been an unqualified success. As a teacher, I know it was much more effective than just telling students to obey the safety rules. It made the children think about those rules.

Excitement and adventure in the process of learning the rules added meaning. The uniforms of the Frontiersmen gave color to the program. I hope Mr. Oliver achieved his goal of teaching the students and the community that his organization is interested in helping children.

We hope to make this safety program an annual event so that our bicycle riders will be encouraged always to practise the safety habits they learned. Safety consciousness may then become a habit.

And, as Bob Greenwood of the B.C. Safety Council suggested after observing our program, perhaps this safety consciousness will remain with these children as they become teenagers and start driving cars. That's when they really need safety awareness.§

Auxiliary Personnel

Continued from page 73

that a teacher does not have any real formal authority over the volunteers, and he must convince them of his professional knowledge to enlist their co-operation in mutual endeavors.

Obviously, then, those volunteers who are not ready or able to be convinced are a threat to the teacher, and a decision to remove them will probably have to be made.

(g) Develop a plan for evaluating the success or nonsuccess of the school's volunteer program.

One final point—any school or school district contemplating a volunteer program should contact The National School Volunteer Program, 24 West 40th Street, New York, N. Y. 10018, for information on implementing and operating volunteer programs.

Does the employment of auxiliary school personnel improve the teaching-learning situation in schools?

Auxiliary personnel can be used in schools without any perceptible change in the educational program or in the quality of instruction. Schools can remain dull, stifling and unimaginative with, as well as without, auxiliary personnel. However, the use of auxiliaries can trigger a genuine reform in the nature of a school's activities. Auxiliary school personnel can be used to facilitate an examination of all the traditional roles and programs in the school, to promote individualization, and to build stronger, positive relationships between the home and the school.

What is the evidence to date on how the use of auxiliary school personnel affects the teaching-learning situation in schools? A few studies have attempted to examine the relationship between gains in pupil achievement and the use of auxiliary personnel in classrooms. The results of these studies indicate positive, but small, gains in pupil achievement in favor of classrooms where auxiliary school personnel are employed as compared with classrooms where teachers are working unassisted.[11]

The fact that the employment of additional personnel in a classroom does not result in increased pupil achievement is not too surprising when one remembers that much of the variability in pupil achievement (as measured by standarized tests) can be attributed to factors largely outside the control of the school.

For example, Dave[12] has shown that 64% of the variability in pupil achievement can be accounted for by differences in the educational environments of the homes children come from and that an additional 11% of the variability can be accounted for by differences in pupil intelligence. This means that 75% of the variability in pupil achievement is attributable to factors over which the school has little control.

Although the evidence relating gains in pupil achievement to the use of auxiliary school personnel is not too encouraging, there are other benefits that can accrue to pupils when auxiliary school personnel are employed.

Perhaps the most important of these relates to the fact that additional human resources in a school increase the probability that each child will have the opportunity to be recognized as an individual. The use of auxiliaries simply increases the chances that a child will be listened to emphathetically and that he will have the strong personal support of some adult in his life space.

Future research on using human resources in schools should focus on the question of whether there is a relationship between growth in pupil self-concept and the employment of auxiliary personnel in schools. There is already a growing body of research evidence to indicate that the higher the pupil self-concept, the higher the pupil performance, other factors being equal.[13] What needs to be verified is the contribution auxiliary school personnel can make to improving self-concepts in pupils.

There is evidence to indicate that auxiliary school personnel are very useful in helping children become self-directive. One auxiliary worker in Berkeley, California explains her experience in helping a child become more self-directive in this way:

'One day I went to a child as I had been doing every day for several weeks to give him help in reading certain words. The child gave a beautiful smile and said proudly—"I don't need you any more." He was on his own. He knew I would be there if he needed me, but he now felt sure enough to work by himself.' [14]

One frequently hears teachers say, 'If we just had more time, we should do things differently.' Do teachers teach differently when

Auxiliary personnel are particularly helpful to teachers of the early grades, where a child's attitudes to his schooling really begin.

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they are freed from the performance of menial tasks? In other words, does the use of auxiliary school personnel help teachers become more creative or innovative in their teaching behavior? The answer to this question, as reported by the Okanagan Study[15] and the Bay City Study,[16] in general terms is 'no.'

The Bay City Study, which examined the question of changes in teacher behavior in classes where teachers were assisted in their work by aides, reported after an eight-year study period that teachers do not significantly change their teaching behavior when they have assistance of an aide.

The use of auxiliaries means fewer teachers.

In other words, merely freeing a teacher from the performance of nonprofessional tasks will not generally result in the teacher's developing creative and innovative ways of doing the job. To produce changes in teacher behavior apparently requires much more than providing teachers with additional time to devote to instructional tasks.

The use of auxiliary personnel in schools facilitates experimentation in staff utilization and program development. The use of paid auxiliaries, intern teachers and school volunteers offers opportunities for developing new programs and new patterns of staff utilization not possible in the conventionally staffed school.

The use of auxiliary school personnel results in an increase in the use of technological media by teachers. Developments in audio-visual education offer real promise to teachers in making learning situations more interesting and meaningful for the learner.

Effective use of audio-visual media requires considerable preparation and know-how. Auxiliaries absorb most of the time-consuming tasks of material preparation, equipment operation, and minor maintenance associated with audio-visual media; teachers therefore make more use of these technological aids.

The use of auxiliary school personnel, both paid and unpaid, results in closer home-school relations. Nearly all schools which have been involved in auxiliary school personnel programs report that auxiliaries serve as excellent public relations officers for the schools. They form a new pipeline from the school into the community.

What is an ideal staffing pattern for schools?

In this article we have attempted to examine some of the basic questions frequently asked by schools and school districts contemplating the introduction of an auxiliary school personnel program. We have restricted ourselves to the educational dimension of each question.

We have not attempted to treat the very important legal and economic dimensions of these questions, such as: What increased costs are associated with an auxiliary school personnel program? What problems does such a program create with regard to union bargaining? What impact does such a program have on a school's physical facilities? What is the legal responsibility of boards and teachers for auxiliaries' activities?

These are critical questions which deserve considerable comment in the future. In the meantime, any school or school district contemplating an auxiliary school personnel program would be well advised to contact either the B.C. School Trustees Association or the BCTF for advice.

The answers to the questions discussed in this article all suggest that schools can benefit from the employment of auxiliary school personnel. One question remains: What is an ideal staffing pattern for schools?

Schools should be staffed by teams composed of a mix of administrators, teachers, paid auxiliary school personnel, intern teachers and volunteers. The exact mix required for a school will depend upon the particular needs a school has, and this in turn will depend upon the characteristics of the student and adult population served by the school.

It will also depend to a very large degree on the extent and variety of technological assets available to the school and on the program objectives of the school.

A typical neighborhood school in a suburban area might have the following staff: (a) principal, (b) vice-principal (with responsibility for curriculum development and co-ordination of human resources utilization), (c) administrative assistant (to handle business managerial duties), (d) school secretary, (e) a paid auxiliary and an intern teacher for every ungraded module of six teachers (one of the six would be a senior or co-ordinating teacher), (f) school volunteers to assist with supervision duties, resources center duties, and the preparation of curriculum materials (in addition, the volunteers would be involved in such special interest programs as conversational French, instrumental music, etc.), (g) specialists (either resident or circuit, depending upon the size of the school) in the field of music, art, physical education, special education assisted by auxiliary school personnel, (h) circuit personnel in the fields of health services and psychological services, and (i) custodial staff.

The key question in staffing a school with a mix of professional and nonprofessional personnel is how many teachers are needed. Is the usual 35 children to one teacher any longer a reasonable ratio?

The research evidence available indicates that fewer teachers can be employed when auxiliary school personnel are used in schools. For example, Hagstrom suggests that six adults, two of them nonprofessionals, could probably do as well as for six classes of pupils as six teachers now do.[17]

In view of the tremendous backlog of unfinished business in schools, particularly in the field of curriculum development, it seems wise to argue for supplementary personnel in schools at this time rather than for any cutbacks.§

References available on request.

We Shall Miss These Teachers

Active Teachers	Last Taught In	Died
Elvin Archibald Abbey	Creston-Kaslo	August 25
Mrs. Amy Gladys (King) Enoch	Mission	August 16
Retired Teachers	**Last Taught In**	**Died**
Arthur L. Bagshaw	Victoria	September 30
Miss Ileen V. Bradley	Vancouver	August 30
Miss Claudia E. Gilpin	Maple Ridge	September 6
Mrs. Mona M. (Graham) Hodsdon	Victoria	July 18
Mrs. Edith G. McCammon	Burnaby	June 28
Alfred J. Richards	Burnaby	September 13
Miss Grace A. Taylor	Vancouver	September 11

Miss Jones Out-of-Doors

Continued from page 61

tions of the community landscape for study.

What might they look for? Known abuses came to mind: automobile exhaust, littering, industrial smoke, wrecked cars, etc., and from these arose the decision that they would photograph anything they suspected might damage the environment.

While the photographers were busy arranging their inquiry, others were looking into the costs of preventing pollution. What did it cost to dispose of a wrecked car? to dispose of the domestic garbage? to rid the homes of sewage? Letters were written to appropriate authorities to find answers.

Eventually, Miss Jones involved the whole class in this topic by scheduling small group discussions with pupil chairmen who were asked to pursue questions that even the adult population has not been able to resolve: who should pay? Taxpayers? Owners of the waste? Industrial-waste producers? The casual picnicker who meets his obligation by paying a fine imposed by the Courts?

Miss Jones knew that all aspects of the problem should not be undertaken by the children in this Grade 5 year, not because it would be too difficult for them, but because she thought she saw that depth study of narrow topics produced more and deeper understandings than the surface 'coverage' of topics she had used more frequently in the past.

And this is the point. Once a teacher undertakes sciencing using Miss Jones's approach, it will not be long before ideas will follow quite naturally from classroom successes and events. A narrower look at a pond (maybe only the water habitat itself), controlled studies of the effects of polluted water on fish, tracing of food chains in an aquarium populated with a variety of animals, are some ideas which may occur to her later.

The use of resource persons from the community to tell of their concern about man's abuse of nature and of his positive efforts to use the environment wisely (because the problem is not one-sided) will be well received if these people are briefed not only on the objectives of their visit, but also on the limitations of their audience.

The success of any curriculum, including the new elementary science program, depends more on the way teachers interpret the stated intentions than on the way the intentions are arranged on the pages of the course of studies. It depends so much upon teachers who, through implementation in their classrooms, are willing to share their insights with others while continually revising what must never be considered final proposals, even though they appear in print.

Within a school, teachers can investigate local sites and devise ways of using them to mutual advantage in their classroom program. Even if a teacher does undertake the task alone, there is no reason why the knowledge gained shouldn't become part of the school and district resources.

One way to ensure such sharing is to take the initiative and get other teachers involved with you in your endeavor. Work through some central agency, like your district resources center, to secure contact with teachers who will join you in your planning. Gather staff members together across the grades of your own school to form productive committees aimed at using local sites or even the schoolyard to best advantage. Write up your efforts as unit guides or merely as lists of ideas that you have found useful.

Above all, be prepared to learn from your experiences and those of the children. If what you plan doesn't work with children, doesn't produce the joy of pursuit and meaningful outcomes, modify your approach.

Sciencing out-of-doors means just that: an approach by children that allows them to invent and test ways of exploring their part in the scheme of things on this planet.

And one thing you can predict for teachers and children who go out-of-doors is that they will have a lot of fun doing so.§

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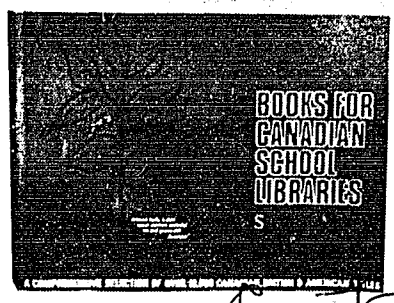

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A MATTER OF OPINION

the taxpayer revolt

C. D. OVANS

¶Professor H. S. Broudy, of the University of Illinois, suggests that we are witnessing today in North America a 'taxpayer revolt against the public school teacher.'

Part of this revolt, he suggests, stems from resentment against higher property taxes, which in many instances have come to threaten home ownership. Part of it stems from the fact that the taxpayer is not convinced that increasing school budgets have increased the effectiveness of schools.

Related to this latter suggestion, Jason Epstein, writing in the *New York Review of Books* on the New York-Ocean Hill controversy, says: 'The point is not that school budgets should not be increased. It is that New York's present school administration has not been able to use its increased budgets for purposes pedagogically more fruitful than MES (More Effective Schools through smaller classes plus extra professional services) or the talking typewriter, to say nothing of the hundreds of other programs which haven't made any difference either. In New York most of these innovations have been sacrificed, no matter what their likely effectiveness, to bureaucratic mismanagement or internal administrative rivalries.'

Broudy claims that some of the so-called school 'reforms,' especially those calling for more freedom or more permissiveness, are challenging the illiberal value systems of some taxpayers. Their discontent about rising school expenditures feeds on their discontent about what is happening or not happening in the schools.

At the same time, contends Broudy, the failure to maintain an effective educational enterprise may lead to social disaster. Quoting Epstein again on the New York situation in support of this contention: 'More than 20,000 new welfare clients are added to the city's burden each month and many of these unfortunate people, perhaps most of them, are the product of schools that had failed them.'

When education is seen as human growth and development, every human being who fails to grow and develop has to be regarded as an educational casualty.

Casualties of this kind are not a peculiarly New York phenomenon. Educational problems vary only in time and degree. Even though, fortunately, British Columbia is not New York, we have too many educational casualties here to warrant complacency.

It seems obvious that we in B.C. must face up to the two serious discontents described by Broudy: discontent about the level of school taxes (which may be a reflection of an over-dependence on the property tax rather than a resentment of the level of spending on education), and discontent about the quality of the schools, coupled with misgivings about the effectiveness of many of the innovations designed to improve them.

What does all this portend? It seems likely that these twin discontents are such that improvement in education will have to depend more upon greater efficiency and less upon increasing expenditures. The cliché that 'there is no problem in education that the spending of more money can't resolve' falls on deaf ears in today's educational climate.

How is greater efficiency in education to be brought about? The economic principles that apply in the business world may apply in education. In business or industry, when the main factor in production is labor, economies are introduced by: (1) using technology to reduce the labor component, or (2) reorganizing to increase the proportion of low-cost to high-cost labor, or (3) upgrading the skills and knowledge of the existing labor force, or (4) dropping of high-cost low-productivity lines.

Applying these same principles to the school scene, we could be faced with the following consequences:

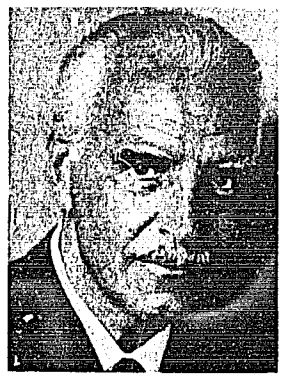
1. a much greater dependence on technology — hardware and software — for instructional purposes, including the creation of new school agencies to develop, distribute and promote the use of packaged materials (resource centers);
2. a separation of teachers into two main categories, teacher-instructors, trained to use the technology, and teacher-educators, responsible for what Broudy calls 'encounter teaching';
3. an in-service education program designed to orient a certain proportion of the existing teaching force away from instruction and toward education seen as nurturing human development — intellectual development;
4. a reduction in the number of technical-vocational courses seen as high-cost low-productivity lines.

In business and industry it is the function of management to keep costs down. If the school system were operated as a business enterprise, it would be much less wasteful of expensive human energy than it is today. Management seen as the combining of human and material resources to produce most economically a desired end does not exist, partly because school boards and school administrators lack management skills and know-how and partly because ends in education are ill defined and indeterminate.

At present the government has intervened in an effort to keep unit school costs from rising, without at the same time accepting any responsibility for making the school system more productive—i.e., to achieve its ends with fewer casualties. To limit expenditures without improving efficiency must inevitably lead to more casualties.

Under this pressure school boards and school administrators may be forced to seek greater efficiency through more effective use of school personnel. More likely, the teaching profession itself will have to adopt, and push to implement, policies leading in this direction. §

Mr. Ovans is the BCTF's General Secretary.



the little red bomb

¶One section of my bookshelf, naturally enough, is filled with books on education. Some of them have been around a long, long time and are beginning to show signs of age. They are not only pretty well battered physically, but the contents have faded a bit as well.

Today, Hilda Neatby and Sybil Shack seem quaint and fussily maternal; Bernard Iddings Bell, Albert Lynd and Mortimer Smith, all of whom raised a fair rumpus a few years ago, now sound merely petulant; Gilbert Highet and Sir Richard Livingston uphold values still sound, but considered irrelevant in some quarters; Jacques Barzun reads like a museum piece, a real ivory tower type.

Among the few whose ideas are as valid, to me anyway, as when they were published are Paul Goodman, John Holt, Myron Lieberman, David Holbrook, W. R. Niblett and A. J. Nock. I find a timeless quality about the last three particularly, a solid foundation from which to examine the education scene. The rest of the books on the shelf are a bit shadowy.

All this is by way of introducing a book I bought last week, one which may blow all the rest away by the force and intensity of the ideas expressed. Appropriately enough, the emblem on the cover is a shiny red apple — with a lighted fuse for a stem.

The book is *Teaching as a Subversive Activity* by Postman and Weingartner. It is a shaker-upper, a disturber of the peace, a deflater of stuffed-shirt officialdom, a blast of fresh air blowing through the muggy atmosphere of education's bureaucracy.

The style is witty enough to leaven the presentation of what the authors refer to as 'practical, bizarre and practical bizarre ideas.' There is not a trace of the soggy involved prose affected by far too many writers on education.

Briefly, the aim of the book is to suggest ways of changing the nature and purpose of education, the chief one being the use of the inquiry method.

The authors speak of 'the futility of planning any new curriculum unless you plan to get a new kind of teacher.' They talk about 'educational innovation that would produce a different kind of person from that valued in school today,' of teachers who 'are afraid to go where the feelings, perceptions and questions of children would take them.'

They feel that the business of the school is 'to subvert attitudes, beliefs and assumptions that foster chaos and uselessness,' this, as they imply, being characteristic of our times.

They suggest a first step for subversion. Write three questions on a scrap of paper:

1. What am I going to have my students do today?
2. What's it good for?
3. How do I know?

Then stick the paper up where you will see it every morning, and the authors hope the questions will make you uneasy 'about shilling for someone else,' about 'teaching things which have a specious value or for which there is no evidence that your anticipated outcomes do in fact occur.'

Most of the book is serious and hard-hitting, and a lot of it hurts, but there are light touches, especially in the section on New Teachers. Here is just one sample:

'Suggestion No. 12: Make every class an elective, and withhold a teacher's monthly cheque if his students do not show any interest in going to next month's classes.

'This proposal would simply put every teacher on a par with other professionals such as doctors, dentists, lawyers, etc. . . . In this proposal we are restoring the American philosophy: no clients, no money; lots of clients, lots of money.'

There are 16 proposals altogether, some serious, some a bit facetious, all worth reading.

In fact the whole book is worth reading — I'd say required reading for everybody in the business. One of these days one of my students is going to get a copy, and in no time it will be all over the class, with interesting repercussions. I'll tell you about them. §

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tv through a jaundiced eye

¶There is one of those lines in the 1950 movie *All About Eve* which tend to stick to one's gray matter because they contain a grain of the universal truth.

'Maybe I should try television,' wails the dejected Marilyn Monroe, portraying a no-talent actress who had just flubbed her big chance on stage. 'Are there any auditions on television?'

'My dear,' replies the suave, Persian lamb-collared Broadway critic played by George Sanders, 'television is nothing but auditions.'

The CBC auditions this year were preceded by an embarrassing half-hour in September when Graham Kerr (The Galloping Gourmet, who did for home economics what the Maharishi has done for philosophy) emcee'd a preview of the new season.

Graham huffed and puffed, smiled and quipped and managed to thoroughly confuse. At the end of the bedlam one wasn't sure whether Knowlton Nash was going to be the fellow who says 'verrry interesting,' or whether he would portray Skippy the Bush Kangaroo.

Since TV series can be canceled at a drop of a hat if the ratings are bad, and since it takes a lot of half-hours to make a week, there is ample room for mistakes. The Canadian and American networks are collaborating in a supreme effort to fill it.

That was our initial reaction after watching a bevy of thirty-minute serials.

On the *Bill Cosby Show* the Negro star plays a Phys Ed teacher, but you'd never know it. He did mention it once when he gave his occupation to a policeman, but that's all. The opening episode gave us a mildly funny monolog, a decidedly unfunny situation and camera work about as imaginative as those airport TV sets which show how late your flight will be.

Turn to *Governor and J.J.;* maybe we can recommend it to the kids the next day as a pleasant way to bone up on American politics. Dan Dailey, the humorous song and dance man of yore, has gone into politics. (Reagan? Murphy? Temple? . . . Lester Maddox?)

But wait. Although the darn thing was not particularly informative, it was extremely well done. Good montage and continuity prevailed, and the cracks were at times so funny that they submerged the plot.

It's becoming increasingly clear that for her occasional anti-American outbursts Canada is being punished with the Doris Day and Debbie Reynolds shows. And unless *That's Canada for You,* through some superhuman effort, has miraculously raised its standards to mediocre in the later shows, it could easily be the big winner in the 1969 big loser of the year competition. To take *Laugh-In* and substitute bad Canadian content in the mold is like trying to film a Yukon version of *Gone with the Wind.* Above all, it's simply undignified.

McQueen is a series about a writer for a column called 'Actioneer,' which is based on the Toronto *Telegram's* 'Action Line' column. If the show seems a bit low-brow compared to its CBC predecessors *Wojeck* and *Quentin Durgens,* take a look at the 'Action Line' in the Vancouver *Province* — an idea lifted from the *Telegram* — and you'll see why.

So much for the situation tragedies. Aside from the regular fare there are notables and expected notables among the less publicized programs, largely documentaries. Many of them should be preserved on video-tape for future classroom use. Among them:

The Royal Family was great—superb. Shown in early September, it was an hour-and-a-half look behind the scenes of official royal life in England. It focused on a queen and her family so endearingly that it must have made even the staunchest republicans waver.

But only for a moment. Because there was also the exciting *Making of the President 1968,* based on the Theodore H. White book, with White doing some of the interpreting. Excellent. That's what TV's all about.

Thursday night documentaries got off to a false start with a thud called *The Last Best West.* It merrily insisted on lumping Saskatchewan with coastal B.C., and the cameraman flying over Vancouver must have had a bad case of hiccups. It was all about the West's animosity toward the Toronto crowd. Ho hum. Someday I plan to produce an Eastern about life in the southern Ontario-Cape Breton Island region.

Sunday night dramas will feature Ben Johnson's *Volpone* later in the season, but the date has not yet been set.

The CBC has tentatively scheduled for late October *Isabel,* a

The Galloping Gourmet—he did for Home Ec what the Maharishi has done for philosophy.

haunting tale with Genevieve Bujold, shot in the Gaspé Peninsula. Here's hoping that the date will be postponed, or that *Isabel* will be repeated — often. Heartily recommended.

A week later the Harry Sommers opera *Riel* comes to TV in a 2¼-hour version, starring Bernard Turgeon. It could be of use to social studies departments, but *Madame Butterfly* it is not. Dissonant and lacking in lilting melodies, it is great news for the esoteric musicologist.

The Nature of Things has been looking at pollution in a six-part series, while *Man at the Center* has Margaret Mead looking at the evolution of human sexuality in a ten-part series starting this fall.

The British Rediffusion production of *A Midsummer Night's Dream* opened this year's morning school broadcasts, but Shakespeare fans should not despair if they missed it. On December 3 a two-hour production of *Twelfth Night* should be a treat. Aside from Alec Guinness and Ralph Richardson, it will have Tommy Steele playing his first Shakespearean part.

The programs of the school telecasts should have been sent out to most teachers. At the risk of being redundant we should mention that the 10 a.m. Tuesday and Thursday telecasts include a five-part science series on matter and energy, and a series of programs examining the factors which determine the growth of our cities.

A most notable CBC omission is its failure to buy the 26-week serialization of Galsworthy's *The Forsyte Saga*. In England, Yugoslavia and New Zealand it was such a hit that even the Russians will be showing it next year. But there is good news for the affluent cablevision set along the U.S. border; the series started on the American educational channel early in October.

At the end, permit me a thought of some pertinency. In *The Gutenberg Galaxy* McLuhan insists that while the western man lives in a visual world, the African tribesman inhabits the world of the ear.

The question is: who is the backward one? §

MATERIALS RECEIVED IN BCTF RESOURCES CENTER

(All materials available on loan—by mail or in person. Resource Center hours: (Mon.-Fri. 9-5; Sat. 9-1.)

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GEOMETRY IN THE CLASSROOM: NEW CONCEPTS AND METHODS, by H. A. Elliott and others. Toronto, Holt, Rinehart and Winston, 1968.

PLANNING FOR PLAY, by Lady Allen of Hurtwood. Cambridge, Mass., MIT Press, 1968.

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THE TROUBLED GENERATION; TOWARD UNDERSTANDING AND HELPING THE YOUNG ADULT, by Rudolph M. Wittenberg. New York, Association Press, 1967.

TAPES

DIRECTIONS IN EARLY CHILDHOOD EDUCATION, by Alice Keliher. NEA.

DIRECTIONS IN ELEMENTARY SCHOOL SCIENCE, by Vern Rockcastel. NEA.

DIRECTIONS IN ELEMENTARY SCHOOL SOCIAL STUDIES, by Bruce Joyce. DESP.

THE PRINCIPAL AS AN INNOVATOR, by Fred Sloan. NEA.

SCHOOLS FOR THE 70'S, by Ole Sand. DESP.

SOCIOLOGY; GEOGRAPHY; POLITICAL SCIENCE; HISTORY; ECONMICS. 5 tapes prepared by the B.C. Social Studies Teachers' Association.

C. D. NELSON
Book Review Editor

GAD, HOW THE TIME FLIES . . .

Here it is mid-November already . . . what happened to those lazy, hazy days of summer? And how was Halloween at your place? And how many more teaching days before Christmas? And what have you been reading lately? This issue contains a 'guest review' from Mrs. Alison Armstrong, a member of J. R. Meredith's staff. We are pleased to have the opportunity of bringing it before you.

WHICH REMINDS ME . . .

that we are sometimes in a 'bit of a bind' when it comes to offering reviews, since we receive books from publishers willy-nilly, and the quality of the books is extremely varied and unpredictable. Indeed, some publishers never send the books we should like to have reviewed. So I should like to suggest to readers of this page (who naturally total around 20,000?) that, if they know about important books in the field of education or of general interest to teachers, they send me a review pronto, or, failing that, the author, title and publisher of said book so that we might try to secure a review copy. Any comments?

THE OTHER DAY . . .

I came across what must be the ultimate put-down of an author. In assessing a book (no names, please) in a recent journal the reviewer ended his critique with these words: '. . . and (it) is recommended only for those libraries which already have everything.' Hmmmm . . .

—C. D. Nelson

CANADIANA

Fur Trade Canoe Routes of Canada —Then and Now, by Eric W. Morse. Queen's Printer, Ottawa, 1969. $3.75

As well as undertaking the reconstruction of Louisburg and other historic sites, the National and Historic Parks Branch of the Department of Indian Affairs and Northern Development has planned a series of books dealing with major historical themes. Here is the first one—an unusual combination of geography, history and practical travel advice that links the era of the fur trade in Canada to the present day with an immediacy rarely found in purely historical accounts.

The author is a Fellow of the Royal Geographical Society, has done considerable research in historical records, and has himself traveled the fur trade routes by canoe. In Part I of the book, through a geographer's eyes, the reader discovers the part played by climate, soil, abundant fresh water, and the Pre-Cambrian Shield in creating and preserving these routes. As a historian, the author wastes little time on the standard information readily available elsewhere. Note how the word 'fuel' in the following extract neatly leads the reader into making useful comparisons with today's transportation: 'A North Canoe with six men already carrying 25 *pièces* would need to take aboard four *pièces* of pemmican to "fuel" it for the next 500 miles. This distance was the general spacing between the three North West Company pemmican posts.' (p.23) The phrase 'spare parts' (p.21) is similarly effective in linking the past with the present. Historical accounts also serve the author in his efforts to locate disused and neglected portages of which even local inhabitants are unaware.

It is the author's experience as a canoeist that gives Part II of the book its special dimension. Contending that 'any canoe route once plied regularly by the fur canoes is still good canoeing today' (p.118), he guides the reader along the waterways, suggesting fly-in points to begin trips, warning against dull sections or inopportune times of year, and recommending the Hudson's Bay Company's unique U-Paddle service whereby a traveler can pick up a canoe at one post and leave it at another when his journey is over.

The theme in the title, *Then and Now*, is never lost. Extracts from the accounts of early travelers describe the routes as they were, while the author verifies them or indicates how conditions have changed as a result of dam building, pollution, etc. Past and present coincide when the author recalls meeting old men who have heard their grandparents describe the actual canoe traffic.

The book is handsomely produced, the front cover reproduction of Arthur Heming's 'Canadian Express' setting a high standard. Paintings and photographs from the Public Archives of Canada illustrate conditions, craft and techniques. Clear, conveniently placed maps and suggested voyageur readings will please both scholar and traveler.

The small print (although it is set in good wide margins) and the scholarly treatment, which is sometimes rather dry in style, would make the book a doubtful choice for most elementary school libraries, except as a teacher's source book. However, it can certainly be recommended as first purchase for secondary school libraries and those considering it will note its suitability for two different types of use—to attract students interested in canoeing, and to act as an excellent source of information on the fur trade.—Alison Armstrong

DRAMA

The One-Act Play, A Laboratory for Drama, by James J. Greene. Holt, Rinehart and Winston, Toronto, 1969. $1.32 paperbound

This book contains an Introduction by the author, a reprint of the famous J. M. Synge play 'Riders to the Sea,' Strindberg's 'Miss Julie,' and a lesser-known play called 'Impromptu,' by a U.S. playwright, Tad Mosel, who was educated at Amherst, Yale School of Drama and Columbia University. The first two plays will no doubt be very familiar to teachers of English. The third, according to the author, 'has the power to involve an audience, as an audience, in an emotional situation that is potentially moving and meaningful.' Whether this is a new contribution to the theater will depend on whether one has ever seen any good play performed in a theater before Mr. Mosel wrote his play.

If we exclude the obvious merit of Synge and Strindberg, the best part of the book is the Introduction, covering the first 12 pages. A handy publication for the teacher of English or as an addition to the library shelf.—John Getgood

PHYSICS

Physics, ed. by Samuel A. Marantz. Benzinger Bros., New York, c1969. $5.94 U.S.

Here is a physics text which is 'different' —no pretty pictures to fill up space—just 750 pages of physics! Marantz states his aims in a brief preface: he wishes to show how physicists go about their work; their goals and drives; and the methods they use. To do this he draws heavily on the basic research of the 'greats' from Galileo and Newton in the 16th century to Schrodinger, Chadwick and Fermi in the 20th.

In one sense the book is 'old-fashioned' —it uses the historical approach quite unashamedly. However, the author obviously has an understanding of modern physics which is complete and thorough, and while his feet are planted firmly in the past, he brings out very clearly the full relevance of this to the present and future. The result is a book which is quite outstanding.

At the end of each chapter are useful lists of references and a large number of general questions and numerical prob-

lems; the appendix contains a particularly good collection of physical constants and other data.

This book is strongly recommended for the reference shelf in the Physics 12 laboratory, and it would be useful also for the first year university courses.—Dennis R. Stubbs

READING

Reading Effectively, by Maxwell H. Norman, with Enid E. Norman. Holt, Rinehart and Winston, Toronto, 1969. $1.32 paperbound

This book belongs to a series entitled 'Aspects of English.' The author is the instructor of developmental reading at Phoenix College, Arizona. There is no doubt that a considerable amount of technical research has been done in connection with this publication. Detailed instructions on reading procedure are given; there are chapters to be read as quickly as possible and timed with a stop-watch; at the back of the book a 'Time-Rate Conversion Chart' is given and one is permitted to duplicate this chart without infringing the copyright law. It is also pointed out that rate control in reading may be accomplished without a timing device if special reading 'pacers' are available.

There are seven chapters, arranged in a logical and progressive order, starting with the chapter entitled 'Are You an Effective Reader?' and leading on through a technique known in the book as 'OARWET' to such topics as the elimination of 'no-message' words and 'Effective Semi-reading, Skimming and Scanning.'

The section on 'Eye Exercises—You Have Muscles' is of particular interest. Students may enjoy one exercise which starts with the warning, 'This one will hurt!' and goes on to explain that one should 'lock your head in a level position . . . pull the eye focus-point back until you are looking at the ceiling. Try to see your own eyebrows! Roll your eyes in a clockwise direction, looking for your right shoulder. Continue the rotation, keeping the focus pulled in, looking for your nose. Reverse the movement to a counter-clockwise direction.'

There are many exercises, matching questions and quizzes with which teachers of English will have become familiar. Admittedly, this book deals with the kind of reading and skimming that attempts to convince students that they can cope more easily with an ever-increasing volume of study and information. Reading for the sheer joy of reading and relaxing, unfortunately, is not within the confines of this publication.—John Getgood

OTHER BOOKS RECEIVED

From McClelland and Stewart:

LET X BE EXCITEMENT, by Christie Harris. c1969. $5.95

From Mitchell Press:

TV IN EDUCATION AND INDUSTRY, by T. D. Connochie. c1969. (review forthcoming) $5.25

VICTORIA: THE FORT, by Derek Pethick. c1968. (review forthcoming) $7.50

From Ryerson Press:

RYERSON OF UPPER CANADA, by Clara Thomas. c1969. $6.95

From Holt, Rinehart and Winston:

SOVIET PRESCHOOL EDUCATION: VOL. 1 PROGRAM OF INSTRUCTION. Ed. Henry Chauncey. c1969. $3.50

INTRODUCTION TO FUNCTIONS: OPERATIONS AND PROPERTIES, by Vincent Brant and Mervin L. Keedy. c1969. $1.92

LITERATURE OF THE EARLY REPUBLIC. 2nd edn. Ed. Edwin H. Cady. c1969. $3.25

IN OTHER WORDS, AN INTRODUCTORY THESAURUS, by Dobson and Hughes. c1969. $3.25

'HE WHO PAYS THE PIPER . . .'

Elsewhere in this issue C. D. Ovans, BCTF General Secretary, discusses the taxpayer revolt against education in general and school costs in particular. He concludes that in the future education will have to depend more on greater efficiency than on increasing expenditures for any improvements in the quality of education offered our young people.

There is no escaping the fact that there has been a growing reluctance on the part of property owners to pay school taxes, despite the fact that such taxes in B.C. are among the lowest in Canada. The opposition is particularly noticeable from senior citizens on fixed incomes, from supporters of independent and parochial schools and from farmers, who depend for their livelihood on large land holdings.

The problem is compounded by rising school costs that are unavoidable—those, for example, resulting from steadily climbing enrollments and from the inflation besetting the entire economy. Furthermore, there are increasing demands on all levels of government for larger expenditures on all other areas of governmental activity—health services, housing, pollution control, transportation and power development, to name only a few.

It is not surprising, therefore, that there has been growing pressure in recent years for tighter controls on educational expenditures. Nor is it surprising that the provincial government responded to those pressures by introducing the new education finance formula.

One of the major benefits of the formula was that it was supposed to equalize educational opportunity—no matter where a child lived in the province, he would get the same quality of education. No one can quarrel with the objectives, of course. We disagree, however, with the contention that equalizing the money input will produce equality of output in education. This premise ignores the fact that school districts throughout the province vary greatly, and that their school costs must inevitably vary too. Equalizing the money invested in education increases, rather than diminishes, inequality of educational opportunity.

One of our major problems in convincing taxpayers that money spent on education is an investment is the fact that there is a severe lag between the time when the investment is made and the time when dividends to the individual and to the community become apparent. The time lag makes it appear as if education is a cost rather than an investment. There is no immediate proof that spending more money will result in better education.

We must not forget, however, that the critics of education have not confined their comments to educational costs. Some are dissatisfied with the service the schools are now offering. It is all too easy to dismiss such criticism as ill-informed or misinformed, but we must be careful not to delude ourselves. People *do* show contempt for weak teachers; they *are* concerned about the number of young people who drop out of our school system; many of them do *not* regard teachers as experts on learning, and simply do not trust teachers as individuals or as a group.

Some of the criticisms are probably due to a tendency of people to suspect intellectuals; some, to opposition to the liberalizing tendencies so evident in today's schools.

Whatever the reasons, the fact is that more money for education is going to be increasingly hard to come by. It behooves the profession, therefore, to analyze critically what we are doing, to see if the things we are doing are the best things, and to see if we can do them more efficiently.

Schools do not belong to trustees or to educators. Both these groups serve as agents of the public at large. They therefore have a joint responsibility to the citizens who pay the tax bills to see that full value is received for every dollar spent on education.

Such things as the organization of schools and the roles of teachers are changing rapidly now, and give every indication of changing even more rapidly in the future. If the taxpayer's revolt is partly responsible for the changes, it will not have been a completely negative reaction.

K.M.A.

The challenge in teaching is to learn more than you teach.

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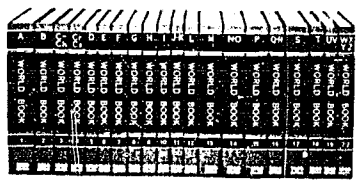

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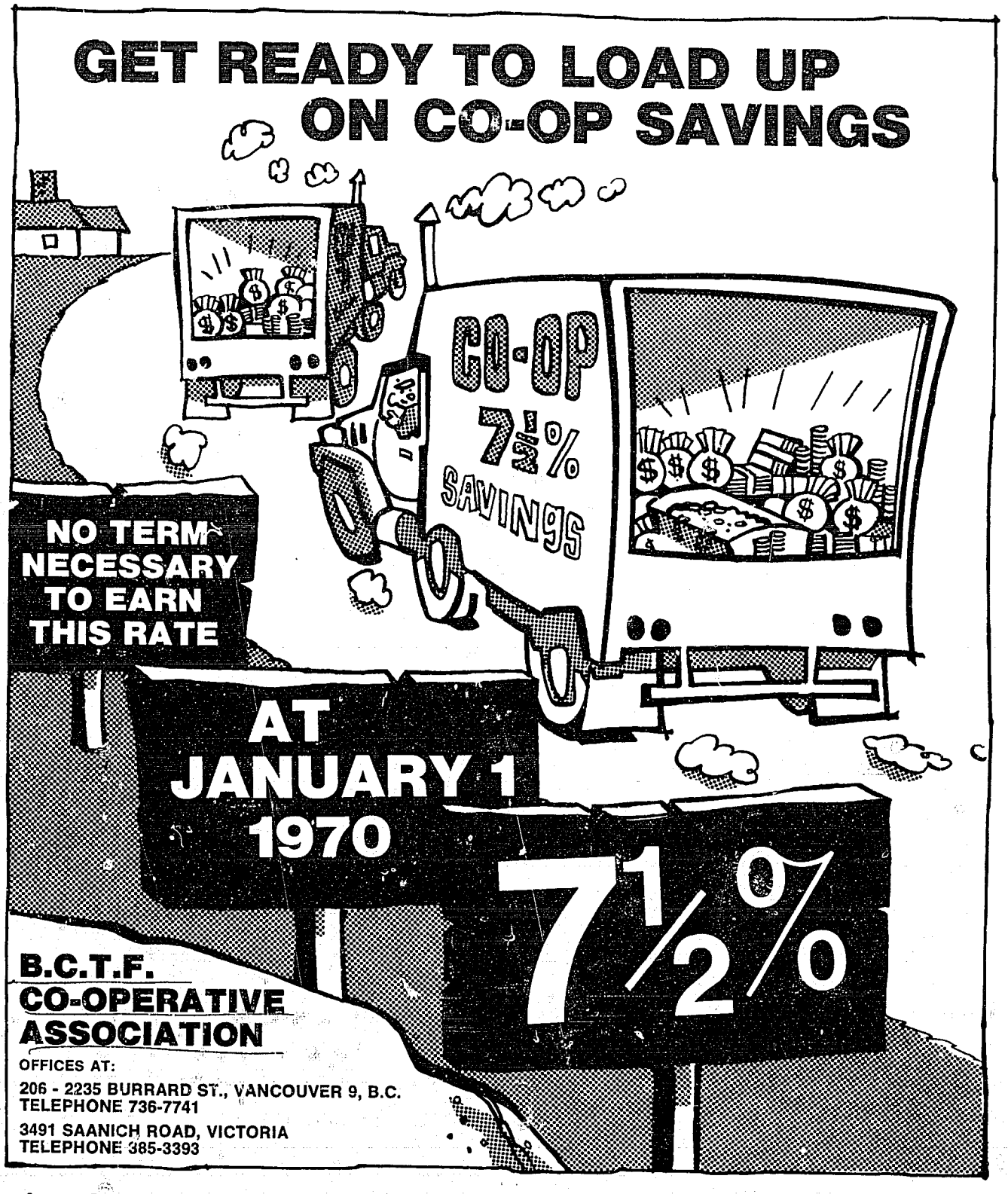

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