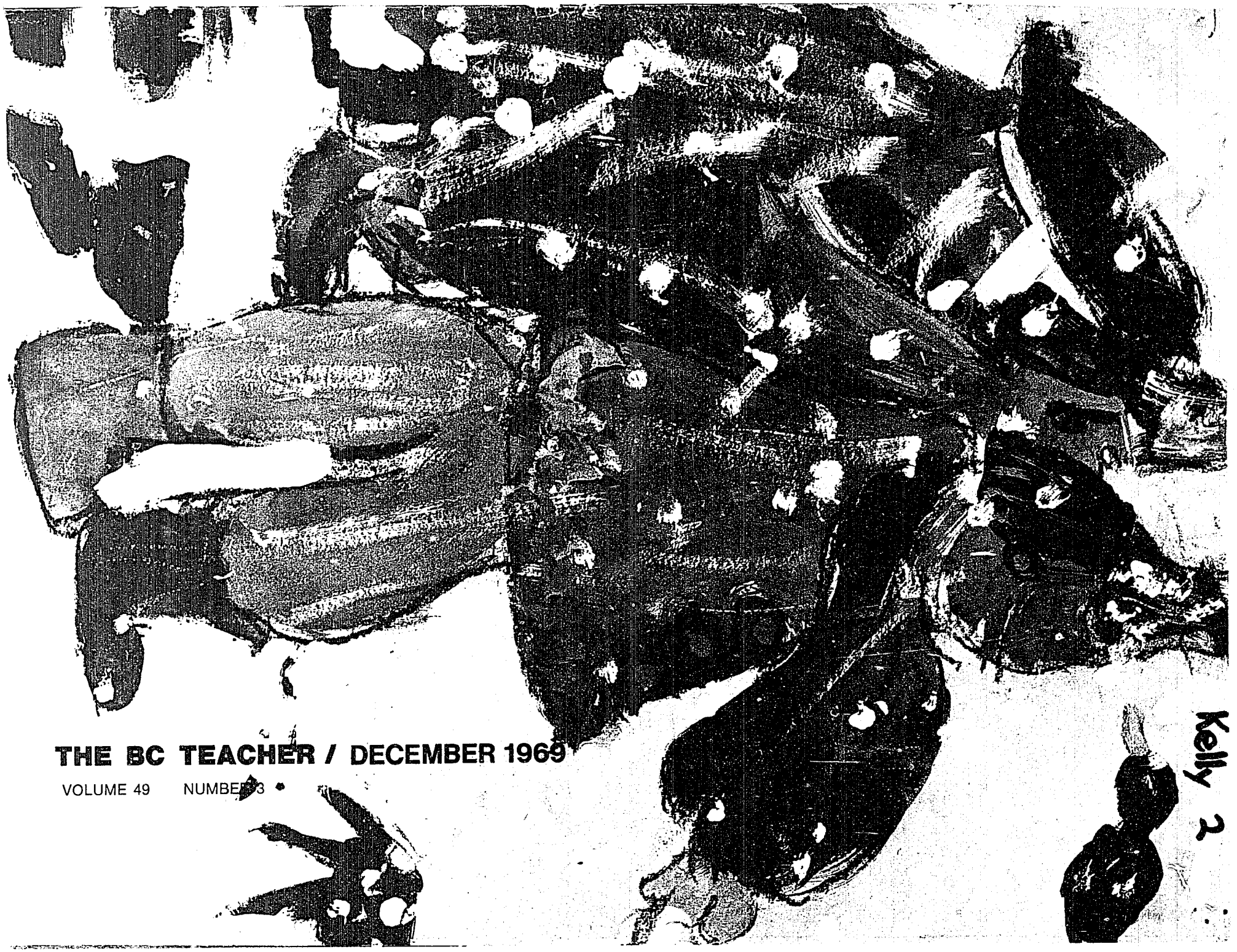

THE BC TEACHER / DECEMBER 1969

VOLUME 49 NUMBER 3

Kelly 2

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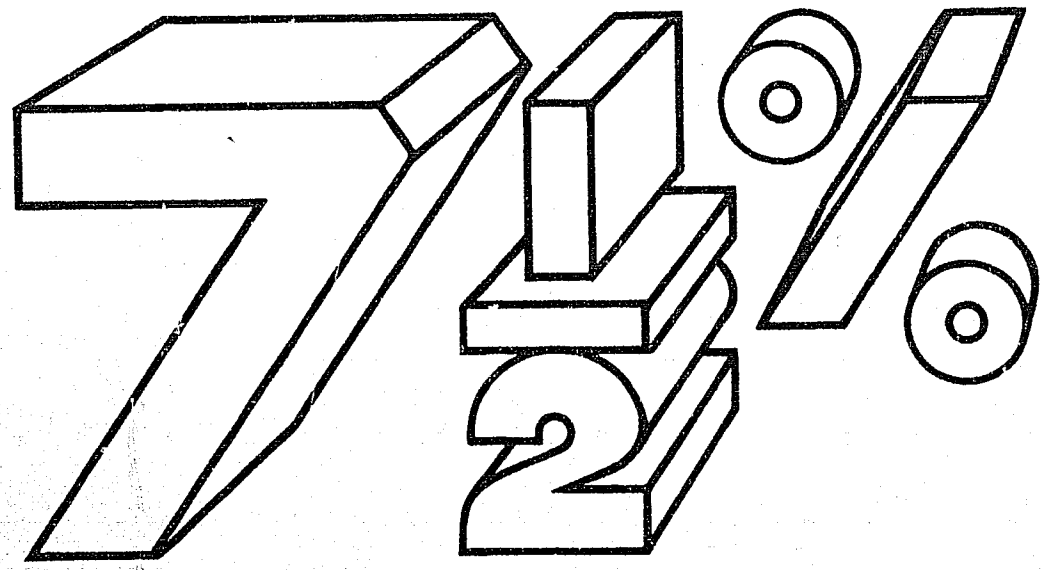
NO TERM NECESSARY TO EARN



COMMENCING JANUARY 1, 1970

All investments received in our offices during the month of January 1970 (up to and including January 31) will be interest bearing from January 1, 1970.

(The minimum interest bearing balance is $50.00)

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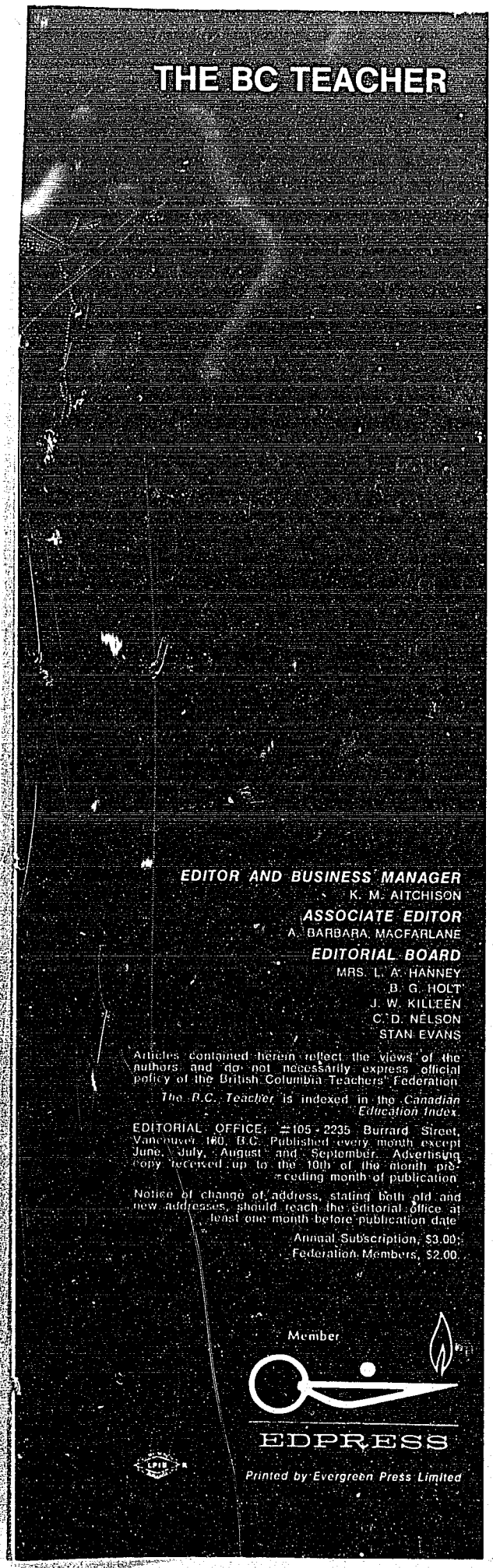

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
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Volume 49, Number 3 **December 1969**

COVER STORY:

This painting was done by Kelly Bradley of Gabriola Elementary School. A Grade 2 and 3 split class in a Vancouver school felt that Kelly's painting was very good because it was 'so colorful and it showed the season that was coming.' The painting is indeed vigorous, the colors beautifully integrated and the forms and masses large and simple. It is a good example of work by a Grade 2 pupil.—Margaret Carter.

PHOTO CREDITS:

Pp. 94-97, 109—Bob Bodlak; pp. 99, 101, 113, 115, 116—Simon Fraser University; pp. 100, 102—supplied by authors; pp. 103-105—Eric Hamber School students; pp. 108, 121—Harry McPhee; pp. 118, 119—Visual Education Dept., Vancouver School Board; p. 120—Don Ryan; p. 128—supplied by author.

Let Us Remember the Spiritual

Sir,

As a probationary teacher who has just returned to Canada after many years' service in India, a non-Christian country, I would like to comment on Mr. Robertson's article 'Let's Cut Out School Religious Exercises.'

I realize that Mr. Robertson wrote his article out of an experience of the Canadian scene that I do not have, and for this reason I am a little hesitant to put a different point of view.

I was interested to note that the present legislation in B.C. dates back to 1944, the year of the Education Act in Great Britain, which also made some kind of non-sectarian religious instruction obligatory in the State system. For B.C. apparently this was a revolutionary step, taken to placate 'public feeling about religion' which had grown during the war.

I think this is an important point. The change was due to a new appreciation of old values built up during times of unparalleled stress. Perhaps in our affluent society we do not cherish the same sense of values, but surely we should pause before going back from what was considered, at that time, a step forward.

But is anything worth doing if it cannot be done properly? This is a practical consideration of real importance. What are some of the hindrances to its being done properly?

The presence of objectors? It need not be so. In India, in a school with a Christian tradition, attended by an overwhelming majority of non-Christians, not one child abstained from morning prayers, though each was given the liberty of doing so. The point was that it was clear that no conscious attempt would be made either to proselytize or criticize others.

The classroom? Not necessarily. Surely it is a good thing to show the relevance of the sacred to the secular, of the spiritual to the physical and intellectual.

The stereotyped form especially with the repetition of the Lord's Prayer? Here I would make two suggestions. One is the plea for the use of any modern version which makes the language more intelligible; e.g., 'publican'—government official or revenue officer. This does not come under the category of explanation but translation. The other is the use of silent prayer. This gives an opportunity for each to use his or her own prayer. In the case of youngsters who know little or nothing of prayer, it at least gives them the opportunity for a few moments of quiet, reverent silence. Perhaps a book of school prayers, approved by the Education Department, could also be used.

The lack of enthusiastic teachers? I think this is, and probably will be, the biggest hindrance. Just one point here. I think that teachers sometimes refrain from conducting these exercises because they sense a certain hostility in the children. But this is no reason to refrain. They meet the same kind of attitude in other subjects and overcome it by trying to create interest. I am sure that perseverance in this matter of religious exercises will also bring good results.

As I said earlier, I do not know the Canadian scene well enough to pass a judgment, but as one who believes in the value of religious instruction, I recommend that the exercises be continued, on a voluntary basis, in the highest interest of the children, and that as many teachers as possible engage in them.

Westbank — Donald S. Fox

Keep the Bible in School

Sir,

I wish the people who are pressing their campaign to ban the Bible from our schools would state the real reasons for their actions.

The reasons I have heard thus far, whether they come from individuals, or are found in such documents as the 1965 Consultative Committee Report on Religious Exercises in the Schools, hardly appear valid when examined closely.

Those findings of this committee, cited by Mr. Dave Robertson in the Sept.-Oct. issue, can be refuted with little difficulty. The findings can be summarized as follows:

1. The assertion is made that to be of educational value, the exercises (i.e., Bible reading) would require explanation and comment, now prohibited by the Act (Sec. 167), and that the exercises should not be automatic.

2. A further problem, claims the committee, lies in the fact that classroom atmosphere hardly lends itself to devotional exercises (if the devotional aspect is intended).

3. Another objection is that many teachers are not, or do not feel qualified to lead devotional exercises or instruct in religious matters.

Regarding the first objection, one might well wonder what kind of comment would be required to make the Ten Commandments plain—or the stories of Joseph, Sam-

son, or Jesus. The call for comment by the teacher sounds rather out of step with current thought, which admonishes us to let pupils discover for themselves.

This element of discovery by pupils may well invalidate the claim that an exercise is 'automatic.' And who can say with any intention of being fair that reading a different portion from the Bible each morning is an automatic exercise? If part of the religious exercise is automatic, let's remember that the automatic responses and exercises (including the singing of our national anthem) in any school day are many. I haven't heard anyone proposing a ban on these because they are automatic, and therefore useless.

In answer to claims that a classroom atmosphere is not conducive to devotional exercises, or that some teachers are not competent to conduct such exercises, I suggest that an atmosphere conducive to religious exercises can exist outside of a church, and that a person other than a member of the clergy can conduct them. Really the only requirements are a tongue articulate enough to read in the language used for instruction, and the quietness and attention that any classroom of pupils who respect their teacher is prepared to give.

I submit the following as reasons for continuing the reading of carefully selected scriptures in the classroom (selected from the point of view of content, interest and ease of understanding):

1. Here is one minute of time (not equal time, just one minute) used to balance such statements made by some teachers, and contained in some textbooks, which many parents feel are in violation of their religious liberties. I refer to statements based on pure speculation, and not on proof, which tend to destroy the religious training given by the home and church, by asserting the basic dishonesty and unreliability of the Bible.

2. Here is the one time of day when all pupils are treated to a reading, without comment, from an excellent literary work. Such an exercise could not be boring, unless the teacher is determined to make it so.

3. It seems to me that when we have a gem that doesn't, we think, quite fit into our setting, we ought to find a place for it. I think the Bible is good medicine and can be used to combat the ills of society. I believe it should be read to anyone who will hear it, or let his children hear, and that retaining it in our schools is a wise investment.

I would go even further. I think, for instance, that frequent, if not daily, reading of the Ten Commandments would help produce a saner society. While we're experimenting, let's give it a try. Is there no place in our schools for the wisdom of Job 28:28?

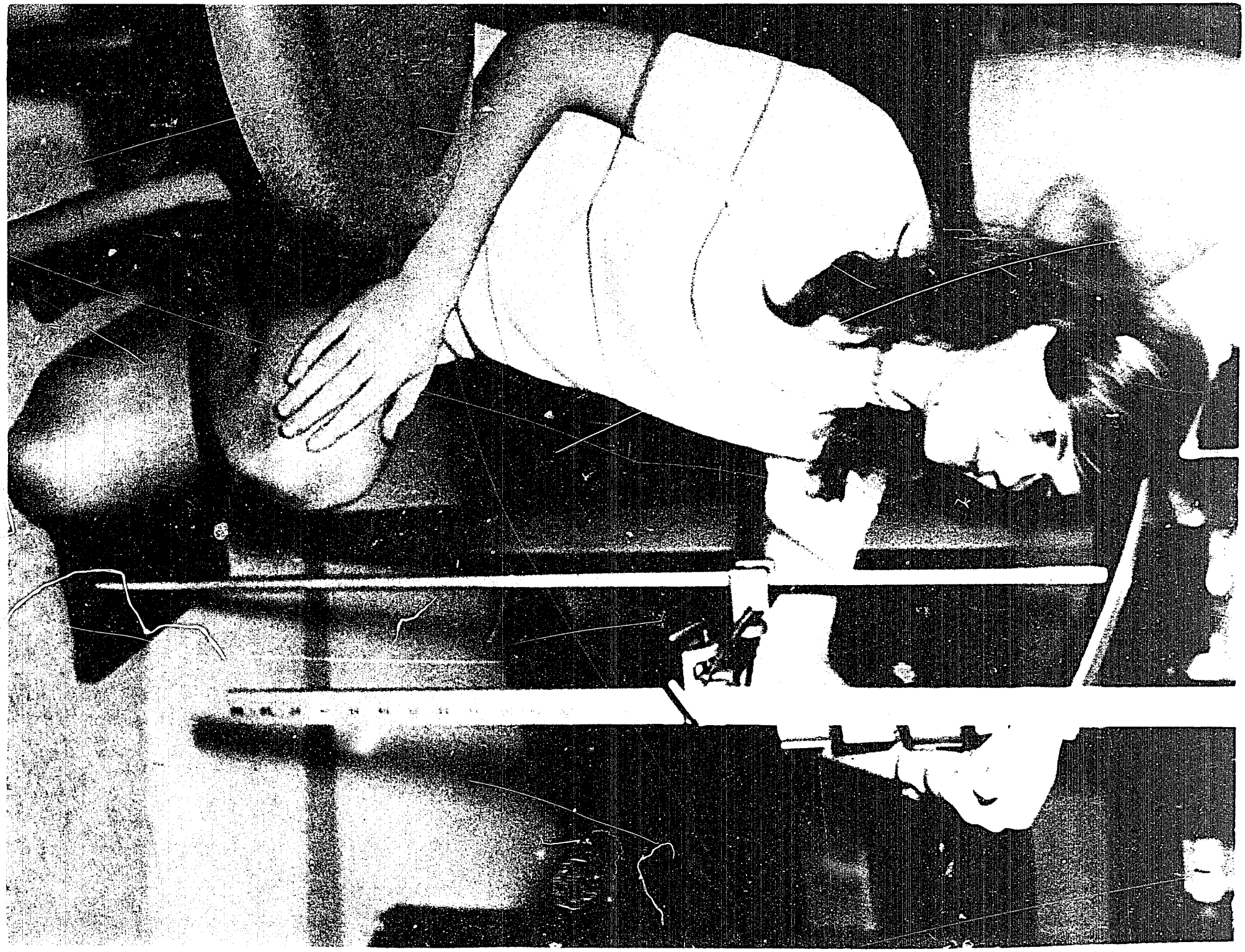
Abbotsford — Henry Hiebert

Vito's Comments Lauded

Sir,

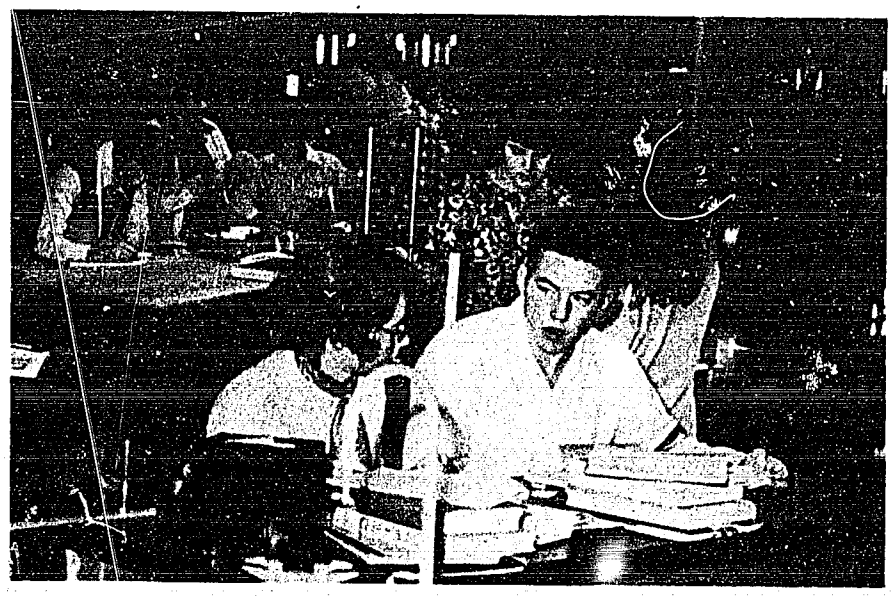
Vito Cianci's article in the September-October issue was first rate.

Vancouver — David Macdonald



A LEARNER-PACED APPROACH IN THE SENIOR SCHOOL?

WHY NOT?



Is continuous progress for students possible in secondary schools? A North Vancouver senior physics teacher describes how he uses the approach successfully—to the benefit of his students and himself.

W. G. DUNLOP

¶For the past four years I have taught senior physics at Handsworth Secondary School, using the PSSC physics program.

For the first three years I used a rather standard discussion-lecture-laboratory approach. I did my best to select problems related to the laboratory work and to check laboratory reports regularly so that post-lab discussions would be meaningful.

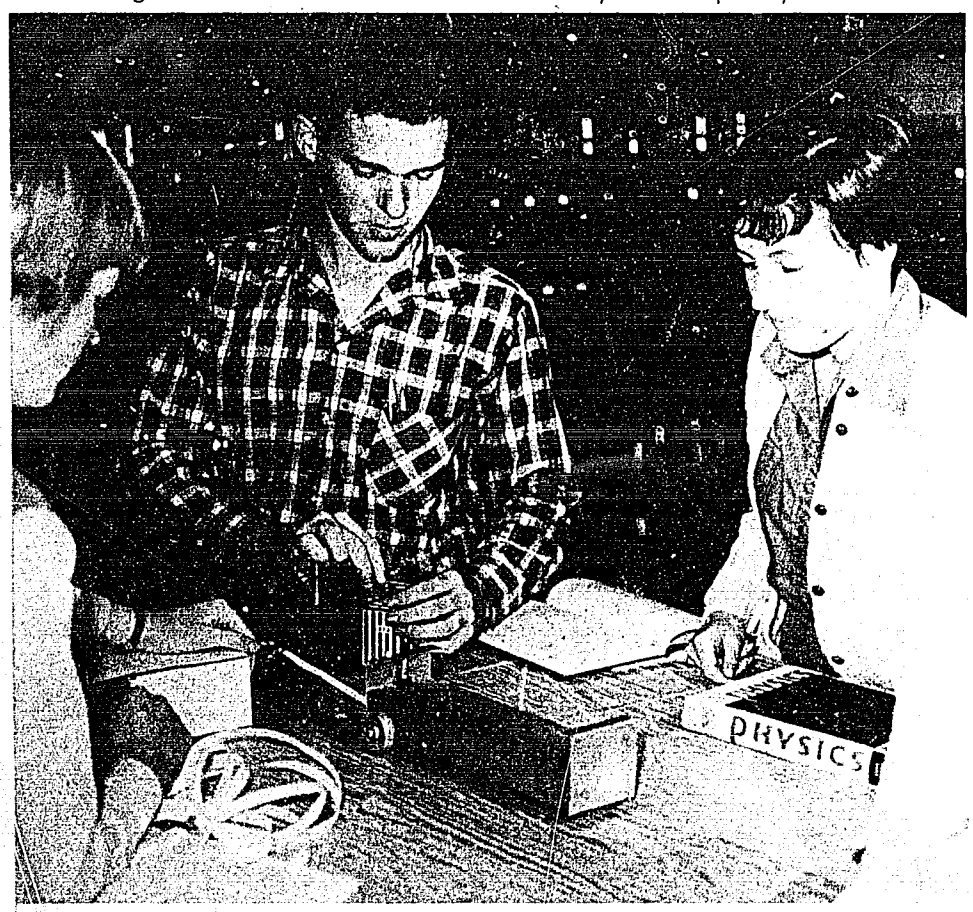
It became increasingly evident, however, that I was not reaching many of the students. Because it is extremely difficult to conduct discussions with class-sized groups of students of various intellects, abilities and backgrounds, students were being forced to proceed in a fairly rigid 'lock-step' fashion. There was no provision to individualize instruction, and as a result the brighter students were not challenged and sometimes appeared bored. When the discussions took on more depth, the slower students become more and more restless and uninterested.

The enrollment in physics has not been high in recent years. Students entering physics have generally been limited to those proceeding to a science specialty at university. Perhaps there are many more students who are capable of and would benefit from secondary school physics, if it were more interesting and less formidable to the student.

Just over a year ago I began to develop another means of presenting the physics course. The approach I instituted is not new or

revolutionary. The basic concept is that of 'learner-paced' or continuous progress instruction. If I intended to provide situations compatible with learning and more attractive to the learner as an individual, I had to abandon most of the formal class meetings and leave the students free to work at their own rates.

I believe a teacher must have some definite ideas about what aspects of a course will be of value to his students. He must adjust the curriculum to suit the particular needs or requirements of the students' program and to suit the learning abilities of his students.



An experiment in Physics 11 on straight line kinematics, finding the relation between velocity and time, was the project of (from left) Sandy Richardson, Bruce McLellan and Beverley Smith.

In September 1968 a new set of ground rules was established for physics. The first regular classes were used as orientation meetings during which the ground rules were explained and the projected goals discussed.

Each student is to work as nearly to his own capacity as is conveniently possible. In laboratory work this means that students may work individually, in pairs, or in small groups. The stereotyped partnership which used to last all year no longer exists. Students change partners as they progress, and as the individualized nature of the program dictates.

The very nature of this new approach results in students arranging themselves into small groups. In a class of 24 students there are generally six to ten students studying a particular problem or lab at one time. I am available to help students with these problems or labs when they ask. Frequently the better students teach the slower ones for me.

The better students can receive credit for physics upon satisfactory completion of core requirements of the course. Outside reading for enrichment or clarification is encouraged, and additional 'in-depth' laboratory exercises are available for these students.

Students who complete the course requirements by mid-May or early June are permitted to do additional 'student devised' experiments, to utilize their time for scholarship study, or to work in other subject fields.

To know what my students are doing on a day-to-day basis, I check their laboratory reports regularly and 'spot check' solutions to assigned problems. Less capable students usually do the easy or average problems. Better students usually do the problems most likely to help them interpret the theory.

This year I divided the course into several sections of work. I tried to include in each section the work and problems related to a particular concept. I drew up a schedule indicating the requirements for the completion of a section. The schedule, which I posted, indicated minimum requirements in laboratory work and problem-solving as well as suggested enrichment activities. A suggested time for completion was indicated on the schedule so that students could be aware of their position in relation to the time required to complete the course effectively.

Besides the lab and problem schedule, the student is given information about where tests fit into the program. When a student completes the designated material in a section, he requests a test on that section. Although test dates are suggested, the student selects the date and time for each test. After all students have taken a section test, it is discussed with the class. I use a series of tests, designed somewhat parallel in structure and depth of required subject matter for each section. Each student chooses a test at random, so the problem of transfer of test information is limited.

I expect that each student will do his best to complete the course requirements by the end of the year. I believe that to gain some knowledge of and some appreciation of each of the major concepts of the course, a student must encounter each concept at some level. The better students receive credit for com-

Students (from left) Dave Radcliffe, Ernest Kenward, Chris Robinson and Jim Conner worked as a team to find a value for the acceleration of gravity, a Physics 12 experiment.

pleting the course and the additional optional labs. Students who have difficulty in grasping the facts and concepts proceed more slowly and receive credit for the work they do complete.

My chief roles in this program are to see that lab materials are available as required and to serve as a resource person or tutor for students when problems arise. Since several different labs may be under way during any given class, several sets of laboratory equipment may be required at one time. Physics students who are on a scheduled 'spare' may also come into the lab to do additional work. It may appear somewhat chaotic to an outside observer to see some students working on labs (usually on different labs), some solving problems or studying alone, some in small groups, some checking solutions to problems at the bulletin board, and some, perhaps, in the prep room writing a test.

Although the type of program outlined requires the teacher to be very active and creative during class time, it does free him from the previously required series of lecture-type lesson preparations. It is necessary to plan the course at least a section in advance. Having had one year's experience, I now believe it would be better to plan the entire year in advance.

Generally, the students soon come to enjoy the new or different procedure. In September I had some difficulty in convincing students that if they were going to progress as individuals at their own pace, they would have to abandon partners, perhaps several times during the year. The results, in terms of numbers of students satisfactorily completing the course, are indeed gratifying. Fewer than 10% of the students had difficulty completing the course.

It would be presumptuous of me to conclude after only one year that this is *the* way to teach physics. However, the learner-paced approach has several advantages over my previous approach.

1. Students tend to group themselves into small groups, which makes it possible to give more individualized instruction.
2. Within the schedule limits the student can spend as much time on a lab as he feels he needs.
3. Better students may work ahead on their own if they wish. Often the better students become leaders in the group and help to tutor other students.
4. The student can schedule his own time for a test. The results have shown that the majority of the students understand the concept well before they request to write a test.
5. The students are generally 'sold' on the different approach and, for the first time to my knowledge, they have been encouraging other students to enroll in physics.
6. The teacher is available for a greater amount of time to help students with individual problems.

We have instituted flexible modular scheduling at Handsworth this year, and this approach to teaching physics lends itself to the new program. Student timetabling is more individualized, making it possible to develop more fully the concept of continuous progress.

It will now be possible for students to complete a course early in the year and to begin the succeeding course if they wish to do so. Those who progress more slowly will be permitted to continue the course to its completion sometime during the next school year, if their program includes this provision.

The predicted increase in enrollment in physics has come to pass. Although all students who have elected to study physics may not succeed, I believe the learner-paced approach will make it possible for more to do so than was possible previously. This approach has renewed and revitalized both student and teacher interest in physics in our school. §

¶This is the first of four articles concerning Computer-Assisted Instruction (CAI) which we hope will provide an introduction to a wide variety of topics about CAI.

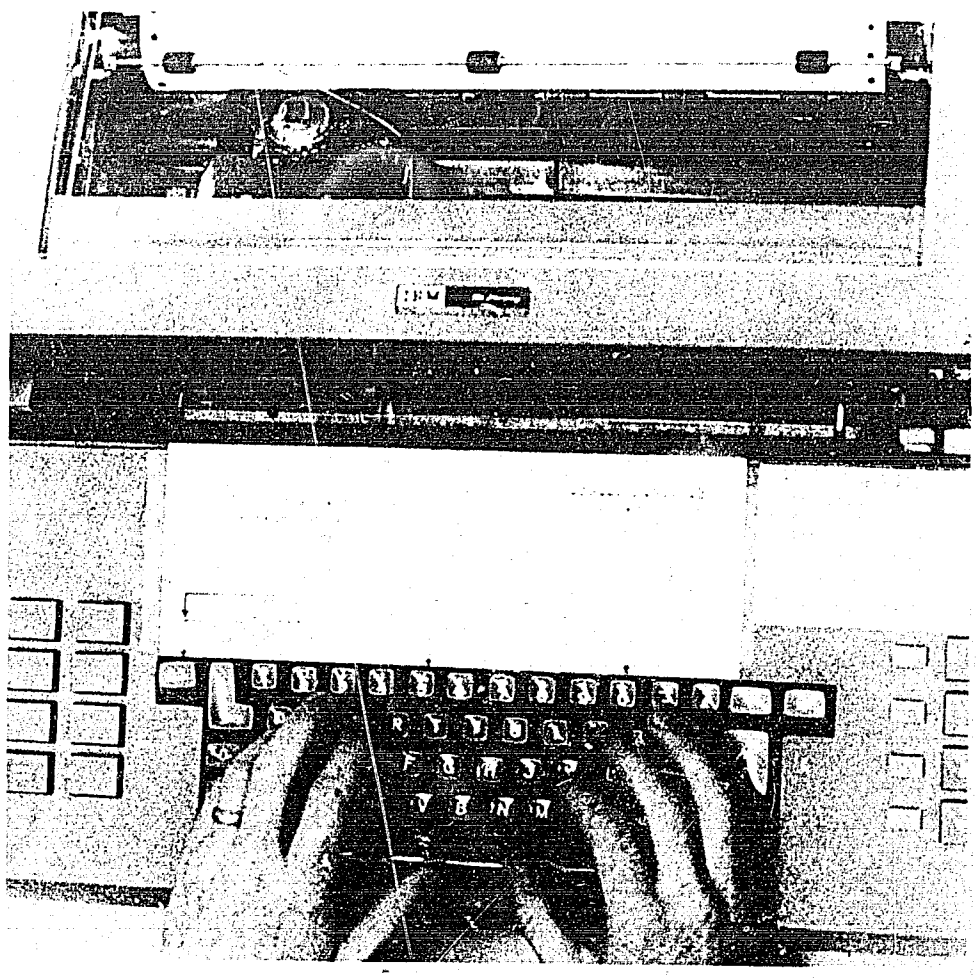
Specifically, in this first article we have directed our discussion to the question: Where is CAI in the process of individualizing instruction? To that end, we discuss the advantages and educational uses of CAI, as well as cost factors.

The second article will deal with the future of CAI in B.C. CAI activities in Canada will be reviewed, and the article will conclude with a discussion of CAI activities in B.C.

The third article has been written specifically for those readers who are interested in pursuing the topic of CAI further. It is a response to the question: What are some of the major sources of information on CAI? Tables will be provided to guide the reader to sources of information most in line with his interests.

The final article is aimed at answering the following question: How might one implement a CAI system in the schools and what are some of the problems encountered?

It is our hope that this series of articles will assist readers in considering the future of CAI in B.C., and will also open some paths for those who are interested in pursuing the topic of CAI further.



What constitutes individualized instruction? For the purpose of this article, individualized instruction refers to the capability of adapting instruction to coincide with the prior knowledge, skills and abilities of each student. Individualization of instruction is, then, the process of providing for individualized instruction. CAI can be viewed as one of a variety of media that can make a contribution to the individualization of instruction. CAI, by itself, does not necessarily constitute individualized instruction and of course it is possible to have an individualized instructional program without including CAI.

Although there is not yet a conclusive set of research evidence on CAI effectiveness, the findings to date support the general statement that CAI does facilitate and enhance the individualization of instruction. The following is a short summary of the findings regarding CAI and individualization of instruction.

1. CAI can provide a one-to-one or tutorial learning situation.

2. CAI can allow each student to work at his own rate and level of difficulty.

3. CAI can provide adaptive instruction. Through accurate records of responses and learning paths, CAI can diagnose learning problems of each student and vary the instructional content and sequence as a result of the findings.

4. CAI can increase instructional flexibility for each student, allowing students to review or branch ahead.

5. CAI can provide sequential testing. Test items can be matched with each student's prior performance. Individuals are not competing as much with a group of students as they are with themselves.

6. CAI can control feedback and individualize the feedback.

7. CAI can vary instructional assistance as well as the content of the assistance.

8. CAI can offer selection potential to each student. Each student may have a choice of pursuing each topic in more detail or simply 'mainlining' the program and learning the bare essentials.

9. CAI can allow inexhaustive repetition of responses and presentation of learning sequences.

While the above list is not all-inclusive, it does show the potential of CAI for individualizing instruction.

The effectiveness of CAI in providing assistance and individualization to the instructional program is totally dependent upon the quality of the instructional program. It should also be noted that students may spend only a small portion of their learning time during any day at a CAI terminal (15 to 60 minutes would be a reasonable estimate). The remainder of a student's time would be spent interacting with

Computer Assisted Instruction

WALTER DICK
RAYMOND LATTA
LeROY RIVERS

PART 1

CAI TODAY

The first of a four-part series on Computer-Assisted Instruction. This month's article discusses the use of CAI in individualizing instruction and looks at the costs involved.

other media and students.

Most educational uses of CAI fall into one of four categories: (1) drill and practice, (2) tutorial, (3) simulation and gaming, and (4) information retrieval. Descriptions of instructional uses vary from one author to another. Fortunately, however, these descriptions contain common characteristics.

1. *Drill and Practice*—supplements classroom instruction in that the teacher supplies the instruction in introducing concepts, following which the students proceed to the terminal for drill and practice relating to the concept. The difficulty level and the number of problems can be adjusted to individual students.

2. *Tutorial or Socratic Instruction*—utilizes the same approach as a good tutor or teacher. It can be used to present concepts and to provide initial learning experiences for students. Student interaction within the instructional or tutorial process is also provided. This mode of instruction provides for flexibility in adapting instruction to each individual depending upon each student's skills, abilities, and past and present performance. The adaptive process might involve providing a student with assistance, branching to remedial material, selecting another instructional strategy, or other alternatives provided by the program.

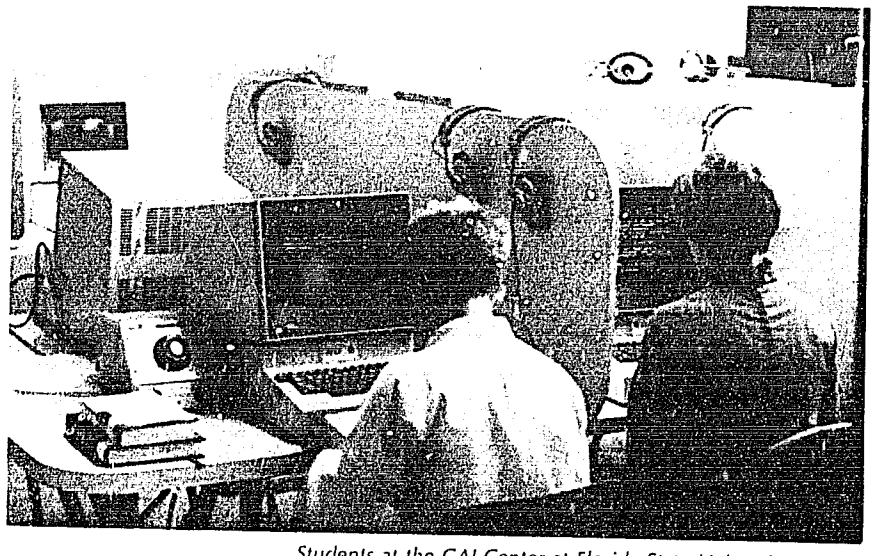
3. *Simulation and Games*—usually involves the repetition of a learning experience, and allows the students to work through the experience and make decisions without paying extreme consequences. The power to change variables and examine outcomes as a function of the change is usually provided to the student. Students are permitted to practise with the concepts they have learned, thus adding realism to the educational process and reducing the artificial environment often present in educational systems.

4. *Information Retrieval*—is a relatively new use of CAI. This function is now being referred to as Computer-Managed Instruction (CMI) and Computer-Monitored Instruction. The latter is simply a computer-based data evaluation system to aid the teacher in monitoring individual students' progress. The former is more sophisticated in that, in addition to the monitoring function, it is both diagnostic and prescriptive. For example, the computer, under computer-managed instruction, based on earlier validation data for each student, can select for each student a mosaic of learning experiences involving the prescription of many different media uniquely tailored to each student.

How do students learn? How do individuals differ from each other, and who should receive instructional treatment A as opposed to treatment B, and why? How do such learner variables as personality styles, conceptual styles, attitudinal processes, interest patterns, and

need for autonomy interact with media?

CAI has the potential of providing educators with perhaps the most powerful research tool ever applied to educational research. With CAI one can trace learning paths, examine accurate response patterns, vary one learner variable while holding the others constant, compile accurate unbiased data during the collection procedure, eliminate contamination of instruction by maintaining maximum consistency, and most importantly, provide one with data for evaluation almost immediately—i.e., reduce the time lapse between the collection and the evaluation of the data.



Students at the CAI Center at Florida State University receive tutorial instruction on cathode ray tube (CRT) terminals.

CAI Costs Are Going Down

Before discussing actual cost figures, we should note that the cost and use of CAI in public and private schools depend on the following:

1. Development of instructional materials. For example, the developmental cost of material for drill and practice use is considerably less than the developmental costs of software for the other uses—e.g., tutorial or simulation uses. The developmental costs referred to below are independent of the type of CAI system. One cannot avoid these costs.

2. Utilization and type of system. There are two types of systems: (1) rented or purchased systems and (2) time-sharing systems (TSS). While the former requires no further description, the latter refers to systems in which terminals are linked by regular telephone lines to a large central computer that may be many miles away from its users. TSS may have as many as 200 or more terminals linked to the central computer, each terminal sharing its central processing unit in such a fashion that each user feels he has the undiminished attention of the system.

Educational uses of a TSS are somewhat restricted when compared to the flexibility and sophistication of rented or purchased systems. Because users of the system all *share* the central processing unit of the computer and because information must be transmitted over distances, TTS cannot provide extensive storage facilities or text-processing languages. Since the tutorial mode typically requires both a text-processing language and extensive storage facilities, TSS users usually avoid this mode of instruction.

The cost of instructional systems varies with the type of system and its use. The cost of a rented or purchased system depends largely upon the hardware; the larger the central processing unit and the greater the storage capacity, the higher the cost. Financial resources must be spent or allocated for such a system regardless of its amount of use. In short, this cost is unavoidable.

The cost of CAI per student per hour becomes less as the number of students using the system increases. Ideally, one attempts to maximize both the number of students receiving instruction and the utilization factor for each terminal in the system (utilization factor refers to the actual time a terminal is in use divided by the total time the terminal is available for instructional purposes).

Since the cost of the hardware is fixed and unavoidable, it is advantageous to use multiple terminals to spread the fixed purchase or rental cost over as many terminals as is feasible. Without multiple terminal use, CAI costs per student per hour would be unrealistic, using such an instructional system.

On the other hand, if a school is on TSS, costs result only when the terminal is using the central processing unit. Unlike the rented or purchased instructional system, the utilization factor is not important when terminals are linked to a TSS, for one is paying only for the time each terminal is actually used. Additional terminals in a TSS have a multiplicative effect in that if one doubles the number of terminals the fixed costs also double. Each additional terminal requires a separate data line to the central computer; thus additional terminals accumulate a fixed cost independent of the number of terminals.

Some TSSs offer a very slight reduction to individual users for increasing the number of terminals. However, these reductions often do not result in significant savings. Obviously, as in the case with a rented or purchased system, the cost per student per hour for a TSS decreases as the *number* of students using each terminal at any one time increases.

Some costs are actually independent of the type of system used. One such cost, development of instructional materials, has already been

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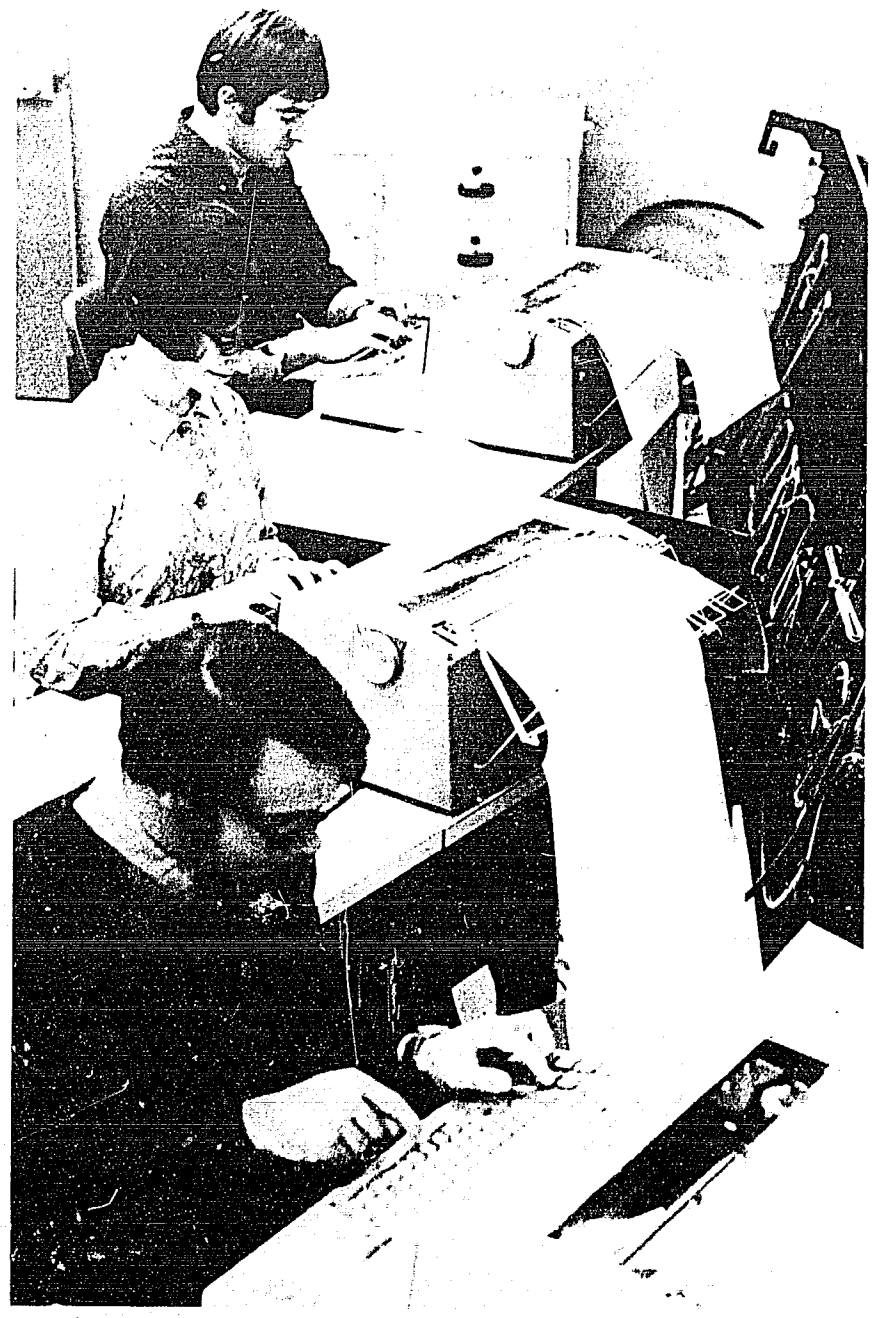
Dr. Dick, assistant professor of educational research at Florida State University, is also research associate in the CAI Center. Mr. Latta, a former B.C. teacher, and Mr. Rivers participated in a recent year-long CAI institute at the university.



CAI is being used at Simon Fraser University for a number of courses at present. These students are working on individual projects in the chemistry program.

discussed. Another is the cost of peripheral gear per terminal—the more equipment per terminal, the higher the cost of instruction. Additional equipment per terminal in a TSS often requires separate communication lines.

To illustrate the increasing cost factor with the addition of equipment, the additional rental per terminal per month for an IBM 1500 instructional system is as follows: teletype, $90; image projector, $100; audio unit, $100. (These costs are approximations.)

As a result of costs, the vast majority of the public and private schools using CAI in Canada and the United States will be involved with it in the following way this school year.

1. Most schools will be connected to a TSS, each user having only one or two terminals. The main factors contributing to the use of this type of system are cost and experience. This type of use allows the user to gain experience at a minimal cost, and to consider the advantages and disadvantages of CAI with respect to their objectives. After such an experience, users may decide to terminate the use of CAI, continue present activities, add more terminals, or rent or purchase a computer of their own for CAI.

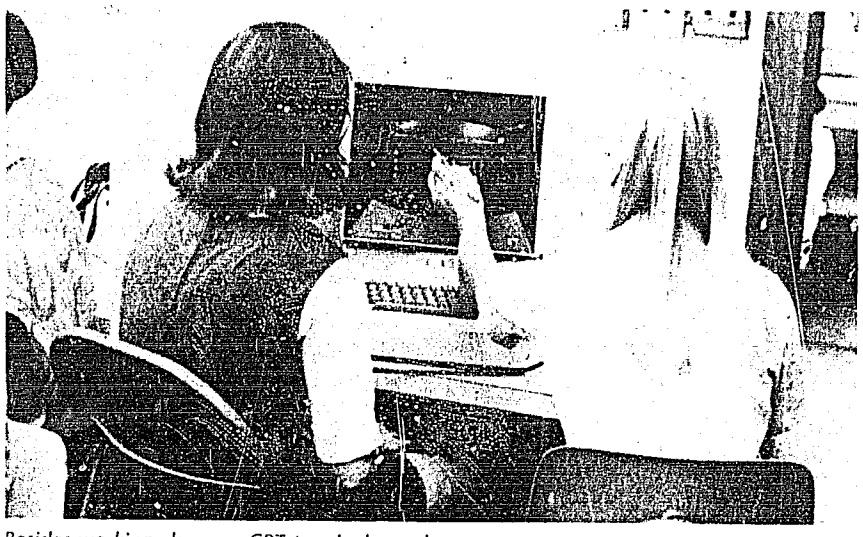
2. The majority of schools will be using drill and practice material. The main factors contributing to the use of this are cost and ease of application. As mentioned earlier, the cost of the development of materials for drill and practice is considerably less than the costs for developing materials for the other uses.

The second factor contributing to the overwhelming use of drill and practice material is its ease of application. Schools can easily adapt to this use, because drill and practice material can be used without disruption, or without interrupting the instructional program. In short, this use does not have to be as inter-related with the existing instructional program as do the other uses.

The actual cost of CAI for a school owning or renting an IBM 1500-32 terminal instructional system would be approximately $8,000-$12,000 a month. This cost figure includes all hardware costs including the 32-terminals (no peripheral gear is included). Other costs not included in the above figure are those of software, facilities and staff. Costs per student hour should decrease rapidly as the number of terminals is increased. The 1500 system, however, can handle a maximum of only 32 terminals.

For schools using a time-sharing CAI system, CAI currently costs approximately $1,000 per terminal per year. This cost factor includes terminal cost, communication cost and hook-up cost. Other costs not included in the above figure are those of software, facilities and staff.

An alternative to the large computer network or TSS concept of CAI is the possible development of a small computer, especially designed for CAI yet capable of performing other data processing and administrative purposes. We antici-



Besides working alone on CRT terminals, students can work together on a topic.

pate that the low-cost computer would be purchased outright, along with 32 typewriter terminals, for approximately $180,000.

This system should be able to provide the following capabilities: (1) computer-managed instruction, (2) computer-assisted instruction, and (3) computer-science instruction (i.e., instruction about computers, such as programming and operation). One should add $75,000 for additional hardware necessary to facilitate such other data processing and administrative uses as student personnel records, scheduling, attendance reporting and many more.

Costs of CAI might be reduced considerably if several students use one terminal. Research strongly suggests that multi-student use of terminals is feasible. A recent study found that two students at one terminal can learn as effectively as one. Such multiple student use of the terminals would depend largely upon the course content, the learning situation and the individuals involved.

If further research in CAI supports multi-student use of one terminal, it could enhance the 'socialization' aspects of CAI. Such a system of sharing terminal time would allow for student interaction, socialization and sharing of learning styles. Regular classroom procedures typically provide for interaction between only one student and the teacher. The terminal-sharing concept could well utilize the 'I've got it' impetus of one learner to motivate, explain and transfer his findings and discovery logic to his peers. Given that transfer occurs, the sharing of discovery logic and learning styles might well result in significant increases in learning.

Research with computer systems which include thousands of terminals is also well under way. One such system is under development at the University of Illinois. A key to the success of this system is a plasma screen terminal that will be more advanced technologically and less expensive than present TV-like (CRT) terminals.

The long-range plans for the plasma display indicate that by 1972 or 1973 a system capable of servicing 4,000 operational terminals will provide more than ten million student contact hours per year at a cost of 27c an hour.

The 4,000 terminals will be connected to the central computer by low-grade telephone lines, which will sharply reduce the communication costs. Such a system, if implemented, would be ideal for countries, states or provinces whose population is sparsely distributed, as well as compacted urban areas.

This year more than 500 schools either own, rent or share the use of a computer for instructional purposes. Some 20,000 students in these schools receive instruction of some form presented by a computer. The majority receive their instruction through terminals connected to a time-sharing system. Terminals are linked to the central computer by regular telephone lines. It is probable that by 1970-71, the number of schools using CAI and the number of students receiving some instruction by means of a computer will double or even triple.

Future Needs for CAI

1. More information regarding individual characteristics (in learning style, special aptitudes, ability, etc.) and interaction between individual characteristics and media.

2. Development of good instructional materials. The materials might well be developed by any combination of industry, teachers and/or educational specialists. Teachers, if involved in the development, will need reduced teaching loads to free them for the added responsibility.

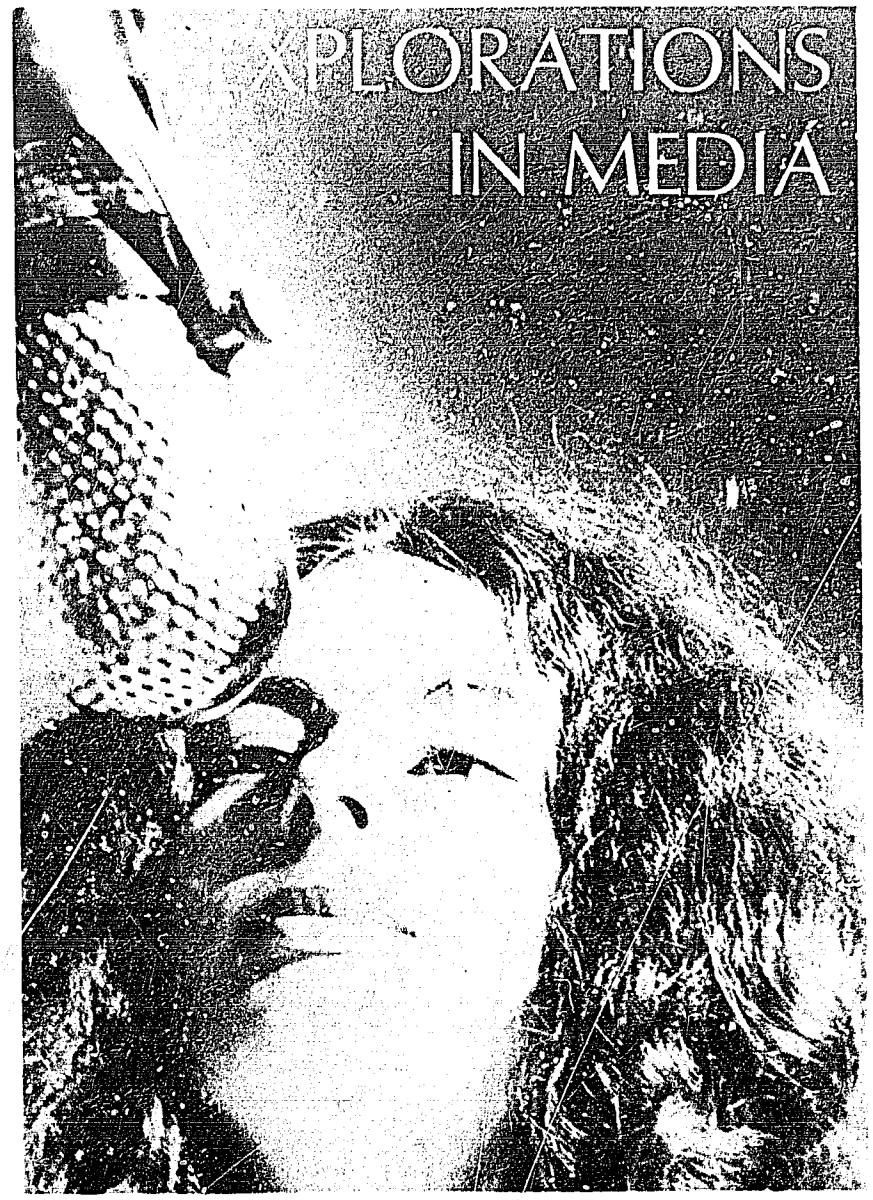
3. A data management system to organize data into usable form for teachers.

4. Trained faculty and staff capable of planning, integrating and implementing CAI systems.

5. Computer response times of five seconds or less, regardless of the number of terminals in use.

Computer-assisted instruction can effectively assist instruction. CAI is simply *one* more medium that should be used with all other instructional resources to facilitate the individualization of instruction. It may also play an important role in managing the individualized instructional process. Time per student using CAI will vary from individual to individual; one hour per sitting will probably be maximal.

It may be anticipated that, as the world becomes more complex and the body of knowledge increases beyond comprehension, the teaching profession will react to bring about positive changes. Although CAI does not propose to offer a panacea, it certainly can become an excellent transmitter of knowledge and should certainly be considered as one more medium available to teachers to assist them in their changing roles. §



JOYCE GARIEPY

In an attempt to show how schools can use audio-visual media effectively, the BCTF sponsored six booths at Pacific Education Showplace in which students of Eric Hamber Secondary School's media program demonstrated the ways in which they use the various media.

¶Fade in registration desk.

Super 'Pacific Education Showplace.'

Cut to LS of couple leaving desk. Pan with them to development center.

Cut to CU of 'Explorations in Media.'

CBC or National Film Board TV crew on location?

Television, yes. But the crew is a class of Vancouver secondary students filming a mini-production of Pacific Education Showplace—'69.

The success of the new media course at Eric Hamber Secondary School in Vancouver prompted the BCTF to sponsor this fascinating approach to learning as a special multimedia presentation at this year's Showplace.

A type of behind-the-scenes approach to learning about living, 'Explorations in Media' was a highlight of the exhibition and attracted many visitors to the improvised theater-film-sound studio.

Under the direction of Hamber teachers Jim Mulholland and Terry Barker, the student-manned exhibit demonstrated some aspects of the experimental media course now being tested in the school. While some students made on-the-spot news broadcasts, others filmed Showplace scenes, which were shown on closed circuit television at intervals during the three-day exhibition. Still others demonstrated film production and the techniques of cinematography.

Within the limited scope afforded by the Showplace buildings, the students were able to demonstrate an amazingly complex variety of methods for exploring media. Television pictures were bounced off a gigantic balloon used as a satellite screen; films and taped interviews became components of learning situations; news reports were gathered, scripted and broadcast from the news desk; students were available to answer questions and explain the workings of various mechanical devices used in their

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Mrs. Gariepy is editorial assistant in the BCTF's Division of Communications.

Above: The camera is one of the most important instruments used to explore media. Students at the Showplace display sponsored by the BCTF explained how they use various types of cameras from 35mm to the large television camera shown here.

Right: The right lighting and an effective set are a necessary background for any production. Students created their own props and experimented with different lighting angles for unusual stage effects in preparing for the display at Showplace.

course; and students willingly expressed their opinions, all the while recording the reactions of people—to be used later in further explorations.

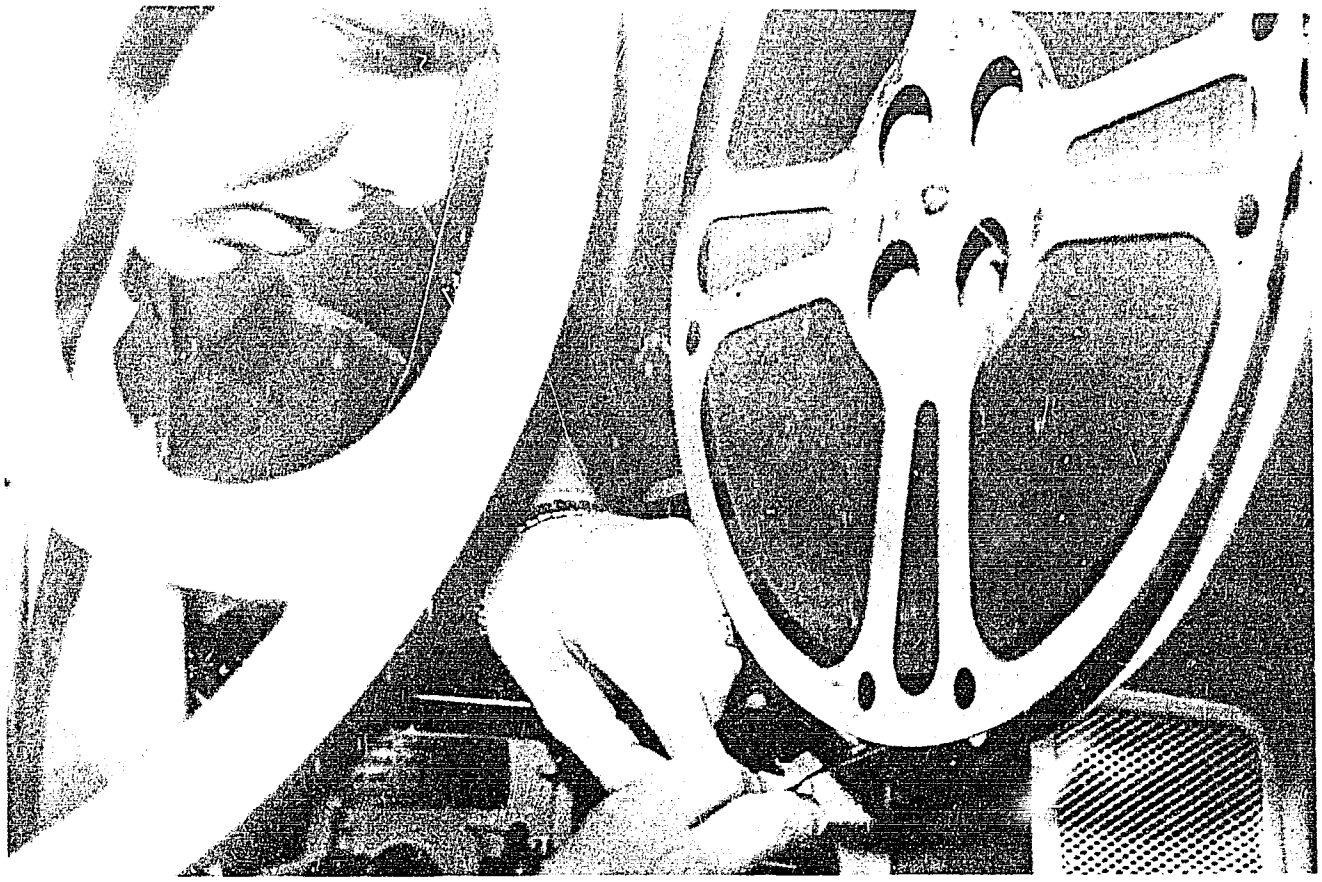
But the television productions, films, video-tapes and newsreels on view at the educators' exhibition are only a minor part of the media course potential, according to Mulholland and Barker.

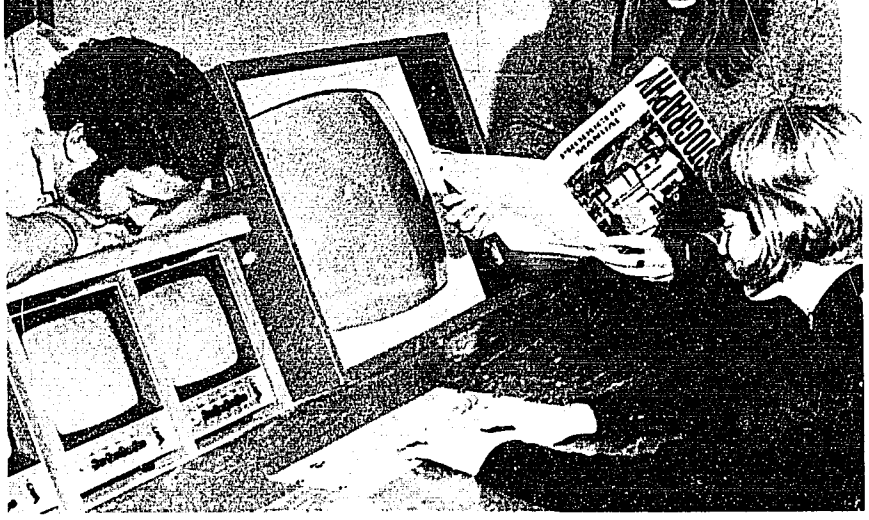
Both men envisage the use of multi-media as an integral part of every classroom experience. The cameras and film, tape recorders and Moog synthesizers are only instruments used to probe and explore environment. The purpose of the media course is to enable students to find new dimensions of learning and to experience the immediate impact of their work on the environment.

Mulholland says the course seeks to stimulate in the student a series of discoveries about himself as a feeling, responding being, and about media as a modern language through which he can give shape and expression to his experiences.

He sees the media method of study as freeing the student from the outworn patterns of learning and believes it will bring unprecedented understanding between generations.

The 20th century teacher and parent, he says, are chronological thinkers—events follow events and achieve a goal. The student on the





Above: Classroom discussion and viewing the work of professional film makers is an integral part of the media course, this student explained to Showplace visitors.

Left: Given the opportunity and needed encouragement, students can create wonders. Here three of Hamber's student TV crew make last minute check of equipment before broadcasting show produced for BCTF-sponsored exhibit 'Explorations in Media,' a highlight of this year's Pacific Education Showplace.

brink of the 21st century lives in a world of immediacy. He knows only now. By talking to adults, asking how they see it, and then comparing the same subject as he sees it now, a student experiences a new understanding—and builds a bridge between the generations.

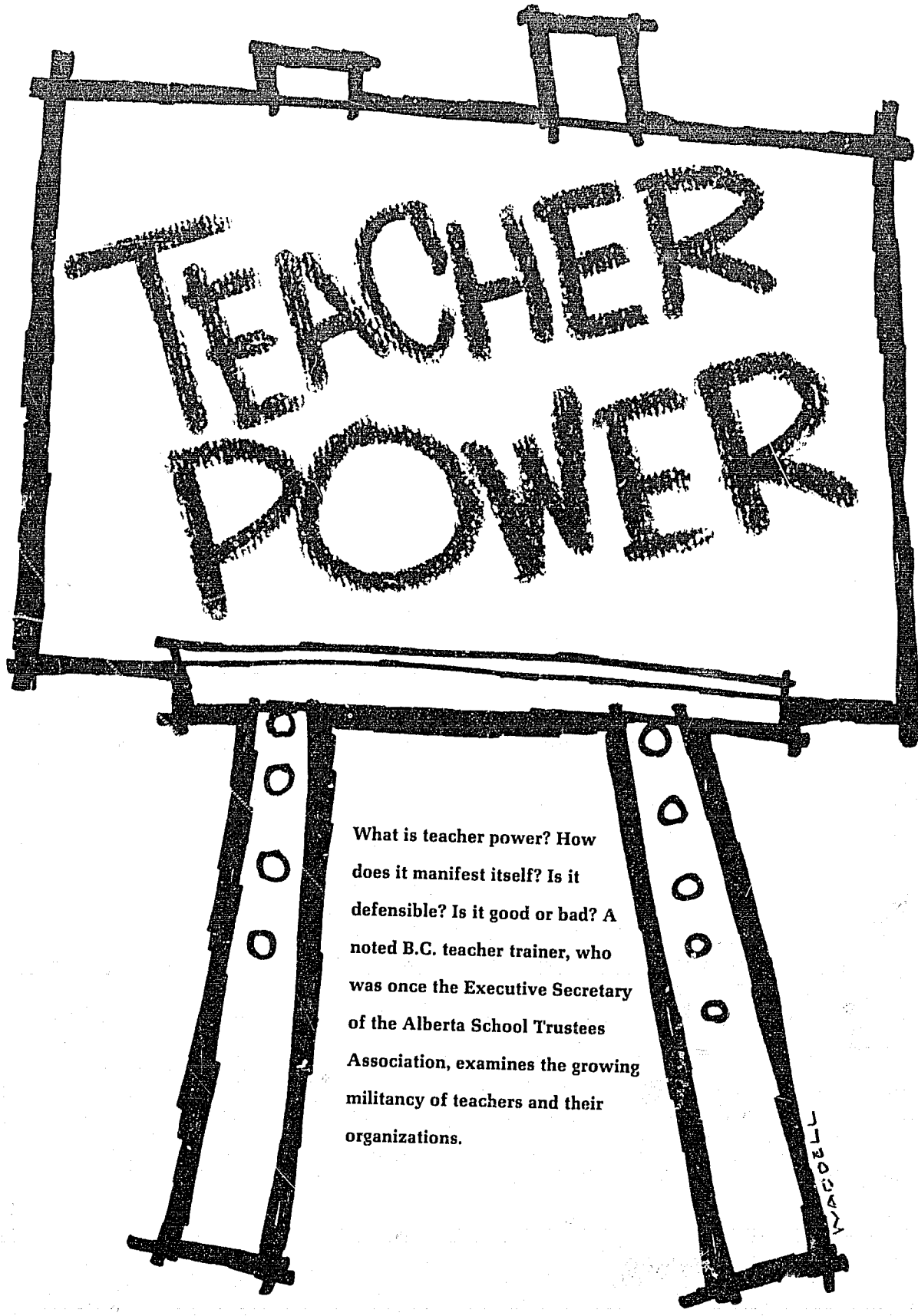
Mulholland says the media course is in effect a sociological and behavioral study.

Barker agrees that the media course is an 'intellectual experience' and can be adapted to the teaching of any subject. But he also points out the practical potential of the course, and suggests students put their media education to extra-curricular use.

Producing a television film, for example, gives a student an opportunity to pursue knowledge on his own. He originates the theme or story he wants to tell and tackles the problems of research and script development. Then he must rely on his own imagination, resourcefulness and skill with camera equipment to translate his ideas to film and sound track.

Each student has his finger in every phase, from planning to actual filming and editing for a finished product.

So what's wrong with using that knowledge outside the classroom Barker asks—either as a hobby or the basis of a career in television, photography or another related medium? §



What is teacher power? How does it manifest itself? Is it defensible? Is it good or bad? A noted B.C. teacher trainer, who was once the Executive Secretary of the Alberta School Trustees Association, examines the growing militancy of teachers and their organizations.

ARTHUR KRATZMANN

¶Here are a few quotations which appear in the *American School Board Journal*[1] just before the turn of the century.

'Lima, Ohio, Board of Education has forbidden the teachers to take part in politics, except to vote.'

'The Steubenville, Ohio, Board will dismiss teachers who do their buying out of the city.'

'Grand Rapids, Michigan. The School Board has decided that each school teacher, before signing her contract, must swear that she will entertain no matrimonial propositions during the year.'

'The Blue Mound, Kansas, School Board has a peck of troubles on its hands. The teacher objects to making the fire and sweeping out any longer and demands a janitor.'

Readers with considerable tenure in our chosen career could add many more gems to the list, drawn from periods in time which in all probability extended into the forties. In fact, in my own first teaching assignment in Canada in 1949, my rights to normal personal and civil liberties were occasionally in jeopardy, and I was very much aware of the fact that three local elected school officials shaped a goodly share of my destiny for three years.

These manifestations were reflections of an era, the first in public education in North America, which saw the major policy-making and policy-execution functions in the hands of local school politicians in a multitude of school districts. The non-educator was in strict control of the situation; most districts were small; boards of education were supreme; and teachers were subservient employees. Few, if any, administrative intermediaries stood between the hirer and the hired.

Dr. Kratzmann is Director of Teacher Education at the University of Victoria and chairman of the Teacher Qualification Service. The article has been adapted from a paper given to a conference of educational administrators, sponsored by the Alberta Council on School Administration, a specialist association of the Alberta Teachers' Association.

The locus of power changed with the appointment of professional assistance by local school boards. The superintendency developed and through an extension of this role came additions to the central office staff of school districts, as well as the development of the positions of principal, vice-principal, department head and the like. For many years, the most influential person in both American and Canadian education was the superintendent of schools. In some cases he still is.

Now, we see a third phase emerging, one which took shape in Canada at least a couple of decades before it became evident in the United States. Teachers and teachers' organizations have demanded, and are continuing to demand, a voice in decisions which bear upon any of the concerns they have for their jobs. Western Canadian teacher groups have been particularly visible in this regard.

Much impetus has been given to the movement by the involvement of U.S. teachers in drafting viable relationships with their employers at the bargaining table. There has been a large spill-over from what began as purely welfare issues. Teachers are more vocal than ever before in matters of working conditions, role specifications, relationships to administrative personnel, curriculum-making and so forth. They are mustering and exerting considerable power.

As a recent editorial in *Phi Delta Kappan*[2] stated, 'The Romantic Age has given way to an age of realism which recognizes, among other things, the reality of power. People act in their own interests and in the interests of the groups to which they feel loyal. They have learned that the way to act in behalf of these interests is to wield the power they have. Why, they ask, should management wield its power through organization and labor not do the same? Why should Whites exercise their power and Negroes not exercise theirs? Why should School Boards use the power that is theirs while teachers sit back and complain about the way this power is sometimes exercised? The realist is not content to complain or petition; he has learned that the healthy response—and the expected response—is to use whatever power is available to him.'

What *is* teacher power? In what *manner* does it manifest itself? Upon what *motivations* is it developed? Is it *good or bad?* What are the *defensible dimensions* for its application? This article attempts to deal with these and other issues.

Horvat[3] states: 'Power is the ability, either real or imputed, which when possessed by one entity enables that entity to cause another entity to behave in a manner in which it would not have behaved if the threat or actual application of action by the first entity were not possible.'

By this definition, if Miss Jones can, by marshaling support of parents, offset an administrator's recommendation for a transfer which would otherwise have been effected, she is using teacher power.

If a teachers' association can, through group action, modify established school board policies with regard to kindergartens, classroom enrollments, or the employment of para-professionals, it is employing teacher power.

If a teachers' organization can operate, unilaterally, a teacher qualification service, much against the wishes of other educational agencies which could not offset the development, it has exercised teacher power.

Obviously, the exertion of power is often closely related to what is termed the politics of education.

Campbell and others[4] maintain that 'Educational policy-making at all governmental levels is immersed in politics and by definition educational policy-making is political action.' Iannaccone[5] defines the

politics of education simply as the governing of education. If teachers accept these definitions, and if they realize that policy-making for education takes place around them as educators and at the levels of local and provincial governments primarily, and if they further understand that they want to affect those decisions, teachers must be involved in political action.

There is always the element of power or influence present in such action. Political scientists stress the use of this power and include it in their definition of politics.

Fromin[6] is typical of these people when he says: 'Politics, in its broadest sense, is concerned with the distribution of advantages and disadvantages among people.' He sees politicians making decisions that affect people, and says that some of these decisions are definitely involved in the distribution of pay-offs of one kind or another.

To Fromin politics is a matter of what kinds of people receive what kinds of pay-offs or advantage, and under what circumstances. Obviously, by his definition, those who are more influential will gain a larger share of the advantages to be distributed.

Groups Exert Power

Individuals and groups therefore become concerned with influences as related to the decisions in politics. They exert power. Corey[7] defines power as 'the organization and implementation of the activities and influence of a somewhat homogeneous group in an attempt to gain conscious and desirable ends.' A logical extension of the definition of power would be that it includes the individual as well as the group.

While other forms of teacher power may attract newspaper headlines and hence public attention, the pulse of public education rests with the development and maintenance of the individual teacher's power as evidenced in his or her influence in changing the behavior of students. This is the ultimate criterion of the viability of teacher power in any form.

Intermediate criteria, related to such other evidence of power as welfare gains, curriculum modifications, or legislative enactments, are of little consequence unless there is some demonstrated linkage with the greater professional power of causing beneficial behavioral change in learners.

The individual teacher's power can also reside outside the classroom. We have seen such a person's influence on colleagues, principal, parents, or board members. However, this type of power is usually a product of a particular circumstance, is informal rather than formal, is unstable, and has a minimal effect on the overall picture of teacher power.

The type of power which has received most attention is that of the thrust of the teacher organizations through group action. In North America, this activity has been predominantly the prerogative of the provincial or state organizations, for obvious reasons.

'Pressure groups tend to adjust the form of their activities . . . to the effective power within a governmental apparatus.'[8] On this continent the crucial decisions have been made at the provincial or state level, and teacher power has drawn a bead at that same point. Not so in Britain, where the national Ministry has held legal control of education and the National Union of Teachers has exerted its influence at the same level.

I shall make no attempt to document the historical development of Canadian provincial associations and their increasingly influential position in the ten (or really eleven) power structures for education in this country. Suffice it to say that in this country, particularly in the West, teachers' associations exhibit most of those characteristics wished upon such organizations in the United States by Myron Lieberman,[9] who claimed nine years ago that the American groups' futility in protecting the public interest and the legitimate vocational aspirations of teachers was a national tragedy.

From the very beginning the western associations represented breaks with tradition that were destined to move them to the *avante garde* position they hold. They were for teachers only, providing an independent source of power, free from internal influences of school inspectors, departmental officials, and lay citizens. And they stressed a homogeneity of membership, with all teachers having equal status.

Such independence and solidarity, when combined with a high degree of combativeness in the educational arena, has brought teachers' organizations in this region to a level of very visible and very considerable influence.

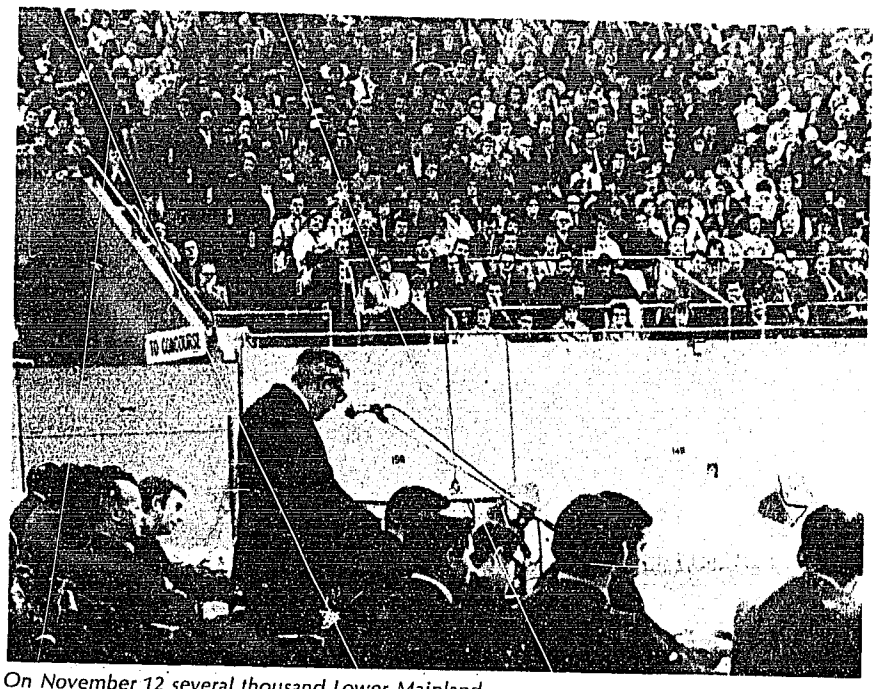
Teacher Susan Mackie participated in the one-day work stoppage in Powell River last spring.

Many Causes of Teacher Unrest

Teacher power is here, and is here to stay.

Recent publications have advanced many motivational bases for such displays of teacher power; some economic, others psychological, sociological, political and professional.

Teacher unrest is seen by some as one aspect of a larger societal unrest sweeping this continent. Students, minority groups, occupational asso-



On November 12 several thousand Lower Mainland teachers gathered in the Agrodome in Vancouver to protest the stalemate in salary negotiations and to demonstrate their solidarity of purpose.

ciations in the private sector, age factions, the man in the street—all seem immersed in a state of general restlessness with their lot. Some writers believe that the current upsurge in teacher power is related primarily to this unrest.

Perhaps the most recurring motivation attributed to displays of teacher power is that of material benefit. Unquestionably this was the common theme in the early years of Canadian organizations, and it has been without doubt the focus of the recent impetus to teacher influence in the United States.

At least one writer[10] advances a thesis related to a psychological basis. The drive, he claims, is based on a drive to emancipate teachers from the role of the subservient, the apathetic and the meek. That may have relevance on the American scene, but it is hardly descriptive of the contemporary scene in Western Canada.

However, emancipation from a bureaucratic structure may be another thing. Teacher power has increased in intensity in the United States in direct relationship to district size and the number of levels of authority present. In addressing an audience in Saskatchewan, I insisted[11]—and would still maintain—that first and foremost teachers are bureaucrats. They are bought at a price by a board, they are superintended by superintendents, inspected by inspectors, proctored by principals, co-ordinated by co-ordinators, and controlled by clocks. They are custodians of the public's children, and in many ways parent surrogates.

Groups May Be Filling Vacuum

The model of an independent educator is hard to come by and the power movement could well have roots in a drive toward a degree of professional emancipation.

Is it possible, others ask, that much teacher power is attributable to the upward mobility of a group drawn somewhat disproportionately from the lower socio-economic levels of society?

Or is the new emphasis in teacher action based upon an insistence on a tenet of democratic action, in which educators are demanding that they be extended the right—not merely the paternally ascribed privilege—of influencing, and perhaps sharing in, decisions which affect their professional lives?

Or could teachers be attempting to circumvent a hierarchy of authority which is not working well? Corwin[12] states that educational bureaucracies—such as Departments of Education and district central office structures—are not working very effectively, that school systems appear to be failing to come to grips with many of the problems of the day, and that administrators are not coping adequately with the ailments of inadequate financing, competing objectives, educational failures, student dropouts, and the like. Perhaps teacher groups are moving to attempt to fill vacuums, and to correct deficiencies in the status quo.

Unquestionably, the increased educational and professional specialization of the teaching force require that some of the traditional administrative processes of decision-making be modified to include the teachers' voices. But neither elected nor appointed officials have relinquished their traditional authority willingly. I suggest that this teacher demand and this reluctance to respond to the demand are at the center and circumference of the currrent positions of teacher power.

Teacher knowledge (and knowledge always provides a potent basis for influence) and teacher specialization have not only challenged the conventional authority of laymen; they have placed teachers in positions of having superior information to that of the administrators who hire and evaluate them. The traditional roles which line administrators have played as curriculum leaders have already become unfeasible.

Organizations Are of Four Kinds

Blau and Scott[13] identify four basic categories of persons who can be distinguished in relation to formal organizations: the members, the owners, the clients, and the public-at-large. Classifying organizations in terms of which of these four categories of people are the prime beneficiaries, they have established the following *cui bono* typology:

1. mutual-benefit associations, where the prime beneficiary is the membership;
2. business concerns, where the owners are the prime beneficiary;
3. service organizations, where the client group is the prime beneficiary;

Continued on page 120

One of our favorite humorists recalls the Christmas concerts he starred in as an elementary school pupil in the 1930s.

Christmas

Sir,

Re your letter of September 14, 1962. I mean the one in which you ask me to help you track down someone from the Little Red Schoolhouse era who could write you a light, nostalgic piece about Christmas Concerts, something that would add a festive and hysterical air to some December issue.

During the seven years that your letter has been on my desk and conscience, I have carried on the search. But without success. All I have been able to discover is that none of the squares who make up my circle of acquaintances suffer from anything resembling total recall about Christmas Eve in the Little Red School House.

I guess we'll just have to admit that the Little Red School House is no longer the Happy Hunting Ground for educational memoirmongers that it once was. Surely it's time now for the proper authorities to announce that it's Open Season for reminiscers on those urban preserves most of us knew during the Thirties and Forties.

If this were done, I might even be able to write you a merry set of Christmas Concert memories myself, although I am not *absolutely* convinced that what happened to me on the stage of Vancouver's Lord Kitchener School during the mid-thirties was all that laughable.

Nor am I entirely certain that I could remember enough to make the length of story you'd want. Let's see. I can somewhat dimly recall being dressed up as an Elf and joining my Grade 2 classmates in a timorous rendition of 'Rudolph The Rude-Nosed Reindeer' (1932 was a bad year for head colds), while our teacher waved her arms desperately and contemplated going on permanent exchange to some Pagan country.

Having built up this much reminiscent steam, I find I can also remember what happened in Grade 3. Once again I was trussed up in an Elf's costume, this time as part of the background in one of those traditional forest idyls. It was called, I believe, 'Robin Hood And His Merry Christmas Men.'

Things got even more dramatic in Grade 4 when our class of 38 scholars produced a little number called 'Snow White And The Thirty-Seven Dwarfs.' (You'll notice that all-out participatory democracy was strong at Lord Kitchener even before the Trudeau era.) During the casting of this production, I lost out in the race for the lead role to a sleepy blonde, and once again had to settle for being an Elf, albeit a somewhat jaded and experienced one.

For some reason Grade 5 is a complete blank. Perhaps that was the winter of the Great Snow when the roof of the gymnasium leaked. Or perhaps it was simply that the brilliance of what happened in Grade 6 has cast into eternal shadow my memories of what kind of

in Concert

an Elf I played in Grade 5.

What did happen in Grade 6 was that I got my first more or less starring role. This was in a Coronation Pageant that was, so I have been told, second in its splendor only to the original cast production that had been the rage of London earlier that year (1937).

Dressed in a Japanese kimona, I was the Archbishop of York. My only worry throughout the long performance (other, of course, than the fear that from sheer habit I would approach the throne in an Elfin hop) was that my winter boots (the only shoes this archbishop owned in 1937) might in some way detract from the oriental and theological splendor of the rest of my costume.

This little pageant was an artistic success. It won parental plaudits, and—I hope—tenure for the dear lady who produced it. But as propoganda on behalf of the monarchical system, I can see now that it was a failure. Even the star of the production (my good friend the Archbishop of Canterbury) is no longer among us, he having made his considerable contribution to the brain drain by becoming a professor of metallurgy somewhere in the Republic to the South.

But the peak and, indeed, the terminal moment in my career as the neighborhood Mickey Rooney came a year later when I attended Kitsilano Junior High School for Grade 7.

In those simpler days, you may recall, the educational approach to pubescence was that boys should be with boys, and girls with girls; and that the twain should meet only in the giggling hallways.

I was, therefore, in an all-boys class, a fact that is relevant here only because it leaves forever unexplained why someone in their mysterious wisdom decided that this class's contribution to the Christmas concert should be a scene from *Alice In Wonderland,* starring Alice.

Since I was among the class's late bloomers (my voice was still so high-pitched that only attentive dogs heard half of what I said), the finger was put on me to be Alice. This I took immediate steps to prevent. It wasn't that I resented being among the late bloomers but just that I had no strong urge to appear in public wearing a pair of them. However, the close-call taught me something. I never again spoke up in class until second year university, when I was sure my voice had changed. And I have had nothing to do with Christmas concerts since.

I realize, sir, that I haven't helped you to brighten up some December issue. Still, I hope this won't stop you from calling on me again when you are faced with some other problem that I won't be able to help with, either.

As ever,

Alan Dawe.

ANTON VOGT

Simon Fraser's Teacher Education Program

HOW SUCCESSFUL IS IT?

A member of SFU's Faculty of Education examines some strengths and weaknesses of his university's unique method of training teachers.

After more than three years of operation, some assessments can be made of the work of the Department of Professional Foundations, Simon Fraser University.

The principles underlying the operations are sound. In essence, they are principles held by the BCTF, and supported by psychological research.

As a professional organization, the BCTF rightly wants the profession to have major responsibility in the training of recruits to the profession; and this is achieved in a program in which half the time is spent in schools and a major part of the work done in the university is spent with teachers brought in from the schools.

The underlying psychology is at variance with that customarily assumed in teacher-training institutions, but appears to be sound. Instead of getting massive theoretical preparation before going into the schools, our students are sent into the schools for two months with scarcely any briefing at all.

In the words of Dr. J. F. Ellis, they are invited to form their own 'percepts' of the nature of the job; to recognize its problems as the result of 'immersion,' and to form 'concepts' about strategies needed to cope with them.

If this method is at variance with normal procedure, it is, nevertheless, in accordance with the ways in which most of us usually learn. Learning consists largely of identifying problems and solving them. Theory unconnected with problems identified by the learner seldom has any transferability—as is frequently demonstrated by students with good grades in Principles of Education who, nevertheless, are incompetent in the classroom.

From the students' point of view, there are other advantages in the Simon Fraser system.

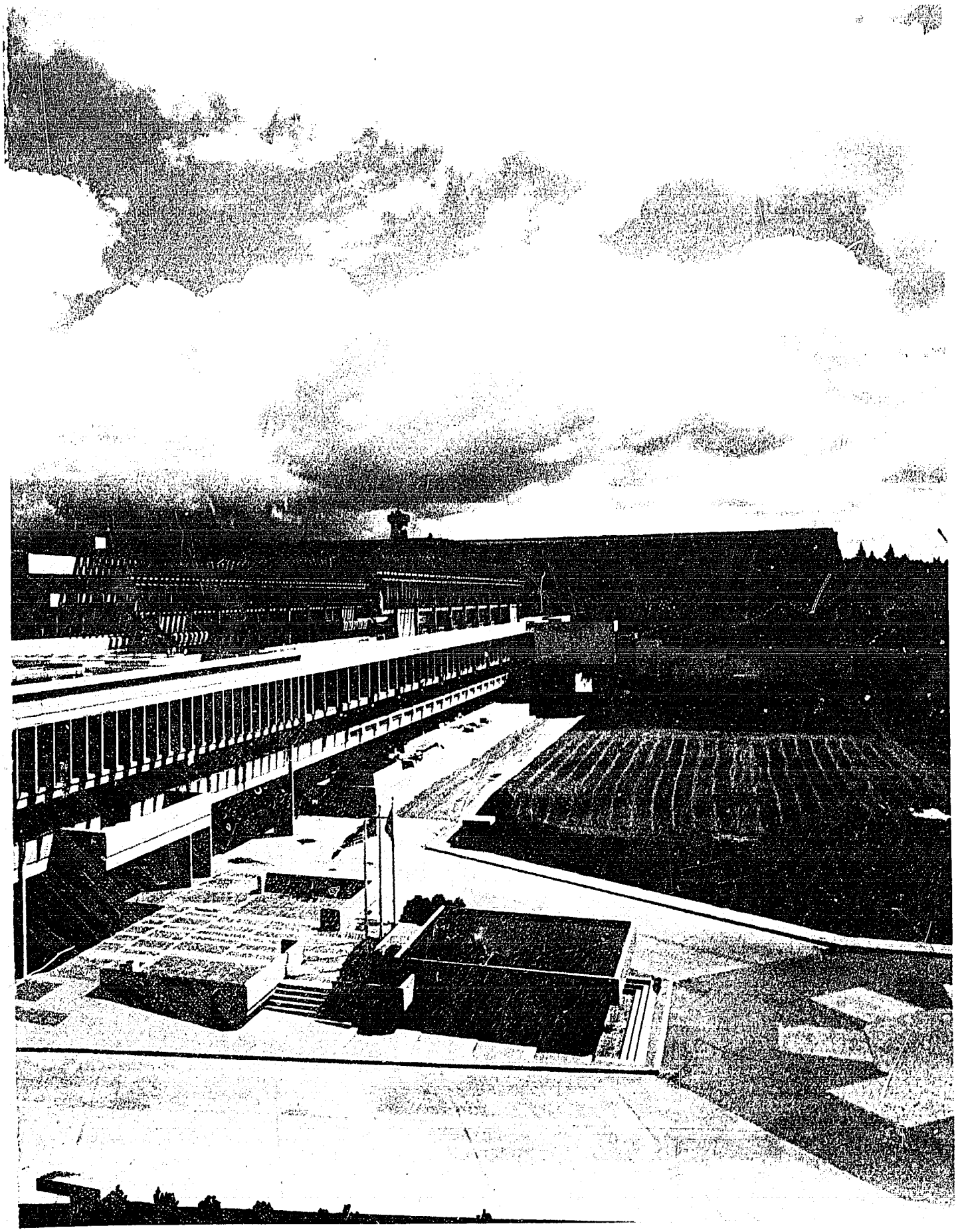
One is that those who are unsuited to the profession find out that they are unsuited to it in the first few weeks of their training, and can withdraw, or be persuaded to withdraw, without much financial loss or loss of time. This is in sharp contrast to other systems, under which students may spend four or five years preparing theoretically for a profession which turns out in practice to be something with which they cannot cope.

The early 'immersion' without preparation is deliberate. The 'percepts' to be derived from the first weeks can only be personal. If they were to be elicited in question form, the questions would be: 'Do you like working with children? Do you enjoy being back in school in a new role, as teacher rather than pupil? Do you want to improve yourself as a teacher after this initial experience? Do you feel that it is your vocation?'

The first eight weeks are not designed to shatter confidence. On the contrary, SFU students are given strong support, in different but related ways.

First, they are sent out in teams of three or four.

Second, they are sent to 'approved' teachers: Associates, appointed by district superintendents, who are paid modest honoraria for work professionally in keeping



The writer is an associate professor in the Department of Professional Foundations. His views are not necessarily those of the Department.

with the aims of the BCTF—i.e., the training of others entering the profession.

Third, they are visited regularly by Associates of the Center, teachers of proven ability, employed by the university for that purpose, and to conduct seminars during the weeks on campus. In addition, members of the faculty are available for consultation.

In practice the organizational plan is subject—like all other plans—to human fallibility. 'Teams' do not always 'jell.' Approved teachers do not always, themselves, approve of having students foisted upon them. Associates of the Center, who are by definition themselves in a new and temporary role, often find it difficult to brief students and teachers on a program which is new to them, too.

Faculty members, despite their own lack of pretensions, can scarcely escape the 'Ivory Tower' aura, which led to the adoption of an anti-Ivory Tower organization in the first place. They are therefore sometimes not approached by the students who need them most.

Nevertheless, there are few failures, except in communications. Most of our students do reasonably well in the first eight weeks, in the 401 program. Those who withdraw voluntarily, or are asked to withdraw, lose relatively little. The vast majority choose to remain, and are permitted to enter the second phase of the program, 402—eight weeks on campus, for lectures, educational and curricular seminars, and individual study. Most of them arrive with an inchoate bundle of 'percepts,' strongly opinionated, and full of reforming zeal.

Meanwhile, the teachers with whom they have been associated in the schools range from those who despair of young teachers trying to teach without any background of methods to those who try to give them the on-the-job training they are there to get. With the best of them, the on-the-job training includes a continual dialog, not only on methods, but also on objectives. With the worst, the students are non-professional assistants, to be used for menial tasks only, including giving lessons whose content and format are wholly determined by the teacher.

Freedom Is Misused

The 402 program is subject to human fallibility in more subtle ways. Students are given more freedom, both in unscheduled time and in choice of scheduled activities, than most of them have ever had before in their formal education. Insofar as the faculty can be said to have a common philosophy of education, freedom of choice by the learner is consistent with that philosophy; but there are obvious pitfalls.

One factor, in 402 as always, is time. Eight weeks is too short a time for many students, who may have been regimented through most of their school years, to learn to use their freedom responsibly. A number seem to drift through the first weeks, exploring rather than undertaking any study in depth, whereas the intention is that they should be engaged in both.

Moreover, once work in the classroom has been savored in 401, even some of the most enthusiastic beginning teachers—perhaps especially the most enthusiastic ones—chafe at what they regard as 'mere theory.'

The 402 program is designed to combat this in several ways, not all equally successful, and never successful with all students. The 'smorgasbord' approach is presented because it is thought to be the best approach pedagogically, for students at all levels, in the school system as well as at the university. In other words, it is itself designed as a method, to be learned by experiencing it, so that it may be used for teaching others.

Students—given 'free' time and a wide variety of choices in determining their use of seminar time, and attendance at lectures—almost invariably 'enjoy' 402. Nevertheless, many of them are convinced that they do not learn anything, or at least that they do not learn anything that will be useful to them as teachers.

Perhaps an innate Puritanism suggests that learning and enjoyment are mutually exclusive? Our view is directly opposed, but in many instances we obviously fail to communicate what should be obvious.

Meanwhile, the Ivory Tower aura is built up in one area and exploded in another. The 402 program includes two or three lectures a week by university professors. Some, but not all, are from the Faculty of Education. A few, but not the majority, are asked to talk on various aspects of the school curriculum.

Key to course names, and time-sequence, in the
SIMON FRASER PROFESSIONAL DEVELOPMENT PROGRAM

Semester 1	Semester 2	Semester 3
401 in schools, in teams of 2 or 3	402 on campus	405 in schools, alone	404 on campus

'It takes courage to be a teacher, because we are so exposed to criticism every minute of the day.'

Dr. Selma Wasserman, shown with two of her students, is Acting Head of the Department of Professional Foundations.

The chief concern of Professional Foundations, through the co-ordinator of the 402 program, is to introduce students attending the lectures to significant ideas: social, historical, scientific, aesthetical, cultural and ethical, as well as educational.

Again, the smorgasbord type of presentation is followed. It is hoped that everyone will find something significant; but no one on the faculty expects that everyone will find everything equally valuable. Needless to say, students with such expectations are as often disappointed as students in any other kind of lecture series. It is because of such expectations that lectures form such a small part of the total program. Lecturing to the whole class has its uses, but it is a minor, and largely out-moded, ingredient in good teaching practice.

An entirely opposite approach in other activities should further dispel the Ivory Tower aura. First, students have more unscheduled than scheduled time—to pursue their own interests, in their own way, at their own speed, with the entire university and its personnel to draw on as 'resources.'

Second, in whatever seminars and workshops they choose to join, most of the 'teaching' is done by Associates of the Center, who were in the schools in the preceding year, and will be returning to the schools in the year following. Faculty members who enjoy teaching naturally join in, and sometimes direct programs in areas of special interest to themselves, but the major liaison and responsibility is between Associate-teacher and teacher-to-be, here as in the 401 experience.

Both Associates of the Center and students, especially in the first semester of Associates' appointments, find certain difficulties in this deliberate decentralization of authority, just as Associates in the schools sometimes find difficulty in their own roles, as extensions of university personnel, performing faculty functions.

The idea is wholly in keeping with the declared objectives of the BCTF —to share professionally in teacher-training. Moreover, to achieve it, budget allowances for Associates' salaries and honoraria make up so large a portion of costs that permanent faculty is too small to do all the teaching. It was never intended that it should.

With one semester completed in Professional Foundations, on which half has been spent in a 'team situation' in a school, students go out singly to a full semester of on-the-job training. Education 405 tends to make or break. If screening has been adequate before entry and during 401 and 402, it usually makes a promising young teacher. But again there are pitfalls.

Student Weaknesses Show Up

The mere fact of being 'alone'—as a student-teacher, without support from other student-teachers—may reveal weaknesses not exposed in 401. Preparation in 402, in all likelihood, is inadequate; not for 405 so much as for expectations raised in both the student and his new Associate. The student may feel confident about being adequately 'trained' already. His Associate may expect him to be, and expect him to cope as a fully-fledged teacher, to be allotted classes and subjects on a

Head of the Department of Professional Foundations, Dr. John Ellis, is currently on a research semester.

scheduled timetable, with few opportunities for observation, and little joint planning or joint evaluation.

That such attitudes vitiate the intentions of the program can be made clear by stating that if the student were indeed adequately trained there would be no need for 405, or 404, or further in-service training.

Curriculum and other seminars in the brief eight weeks of 402 can perhaps widen horizons and give some indications of possible methods. But it is in the four months of 405, if anywhere, that methods can be learned, and tried, and modified as the result of experience and of discussions between novice and teacher. Clearly, the Associate in the school has here a major role—as mentor to his student, as well as teacher of his class.

The designers of the program—Dr. Ellis and his colleagues—chose the 'prentice-master system not only because it is hallowed by tradition and pedagogically sound, or only because teachers, in their move toward professional status, demand it. The hope was also that it would lead to an on-going 'up-grading' of teachers, with built-in opportunities for dialog.

For the most part, this is taking place. However, even in the largely one-to-one relationships of 'prentice and master in 405, our human foibles get the better of us. After all, the chief concern must be with the class, and teaching any class is difficult enough, as any teacher knows. But in addition, frank dialog requires a letting down of barriers—and we all hate exposing our weaknesses, either to those 'above' us or those 'below' us.

Students in 405 are unfortunately, like other students, over-concerned with grading. The Associates, in many cases, are like the rest of us, over-concerned with saving face. Perhaps too few of us have the requisite humility, or the genuine pride, to accept ourselves as we are and to move forward rationally from where we are, profiting from our own mistakes. It takes courage to be a teacher, because we are so exposed to criticism every minute of the day.

Similar weaknesses are observable in the third and final semester of the Professional Development program. Designed to round out and complete what is still, by the standards of other professions, a short period of training, it does not always achieve what it sets out to do.

Certainly it cannot in any sense 'complete' teacher-training; yet a number of students make this assumption, and do not even seriously attempt to 'round out' their educational experience in that direction. On the contrary, resenting the obligatory aspects of the 404 semester, some deliberately choose 'soft option' courses at first-year level, stating that they do so to maintain their grade-point average.

If this is a corrupt practice—and I think it is—there are corrupting influences leading to it. One suspects that it is the trade-union element in the BCTF and in the Department of Education that is concerned with time-serving rather than effectiveness, as part of professional training. In B.C. Socrates himself would not be allowed to teach without certification through the normal channels, and an eye to his grades.

Meanwhile, the program is completely successful in at least one respect. It lures three times as many applicants as we can cater for, physically or financially. Moreover, many schools are as impressed by our students as we are. §

„Pleez, I Wish to Speak zee Eenglish"

Teaching English to immigrants is a specialized field of instruction because of the many problems of pronunciation and word order faced by newcomers learning a new language. A teacher of this special field describes Vancouver's program of teaching English to New Canadians and tells why such teachers as herself need training for this work.

PATRICIA WAKEFIELD

The number of immigrants pouring into British Columbia has been steadily increasing over the last few years. Demand for instruction in English is increasing too. Who is going to teach them?

Forty years ago Leonard Bloomfield deplored the fact that teaching language without a knowle dge of its nature could only 'waste time and reach a poor result.' Have we made much progress in the intervening years?

Britain has long offered teacher training courses in this field, and graduates from there are teaching all over the world. It is only in the last decade that Canada has recognized the need for special training for teachers of English as an additional language. Laval University was the first to offer instruction at the university level. The Ontario Department of Citizenship has taken a strong lead in providing courses for students, training for teachers, and emphasis on becoming happy, useful citizens.

The enthusiasm of the late M. L. Henderson, Co-ordinator of New Canadian Classes for the Vancouver School Board's Adult Education.Department, prompted the opening of a course here. The Federal Department of Citizenship, the Vancouver School Board and the University of British Columbia co-operated to offer the first training program three years ago. The university brought in as director a renowned authority in second language teaching, A. V. P. Elliott, of the University of London, England.

Mrs. Wakefield, a teacher of English as a second language, wrote this article last spring while attending university.

The fourth such course began on the UBC campus in January, under the direction of Dr. R. E. McConnell, who is assisted by a team of experts which includes Dr. R. E. Gregg, a phonologist. It is quite possible that such courses will soon be an option within the regular teacher education program.

The large numbers of immigrants—adults and children—seeking instruction in English has strained the professional resources available in B.C. and the need for doing the best possible job has become a matter of grave concern for responsible educators and government officials. The urgency of this problem has also focused attention on the similar plight of our Indian people. For many of them English is also a second language, and they have been offered little special help in overcoming the handicap in an English-based school system.

Programs for New Canadians vary throughout the province. In Vancouver, classes are sponsored by the Vancouver School Board. The Adult Education Department offers two-night-a-week classes in many of the secondary schools, as well as a few four-night-a-week classes. Manpower has purchased all adult places at Dawson School, which is operating on a shift basis from 7:30 a.m. to 10 p.m., five days a week.

Children under 17 attend classes in the elementary schools. These are under the Special Classes Division, and are scattered at various schools throughout the city. Children are taken by bus to the class assigned them. As soon as they can cope with the language, they are transferred to a regular day class. Some secondary schools have classes also—Kitsilano, for instance, has three this year.

Teacher Doris Standly, of Vancouver's Laura Secord Elementary School, teaches English to children of many nationalities.

There is a great need, but little provision, for day classes for adults. The VSB offers four half-day classes at the YMCA, but facilities are not available for more. Consequently, there are private classes springing up throughout the city and in the surrounding area. Victoria has an enterprising program for adults. New Westminster started night classes last fall and has now day programs as well. Prince George, Ocean Falls, Powell River and Kitimat all have classes. In fact, there are more than 60 centers in B.C. offering instruction in English as an additional language.

TEAL Teachers Must Be Trained

What training is necessary for a 'TEAL' teacher and why?

It is not enough to know how to speak the language; a teacher must have a conscious awareness of the structure, of the system or systems which constitute a language. Each one has its own phonology (sound system), morphology (word formation) and syntax (sentence patterning).

An Arab student hears no difference between p and b because in his language the difference is not significant. It is significant in English if he asks for a 'pill' instead of a 'bill.' To Spanish, Greek and Italian students, 'bit' and 'beat' sound the same. 'Today I saw a beeg sheep een the harbor.' How often we have smiled when Chinese people substitute l for r. If you hear a student determinedly muttering over and over 'a loaf of rye bread,' you will know he has been to English class.

It is not practical to expect that a teacher can know the native languages of all the students. In a class of 15 students. there may be 12 countries represented! A trained teacher, however, will know the main areas of probable interference in transferring from one language to another, and will be prepared to correct the difficulty quickly and efficiently.

Many people are not aware that the plurals of dog and cat are different sounds. We are so 'print-bound' that we associate sound and letter without thinking. Listen as you say 'dogs' and 'cats.' Are the final sounds the same?

A foreign learner must hear the sounds and become adept in imitating them long before he sees the written form. German students, for instance, will say 'doks' instead of 'dogs.' His teacher will know what drill will help him quickly before the error becomes a habit.

Word order in English is very important. A change usually means a change in meaning:

The dog bit the man.

The man bit the dog.

Some languages are not so dependent on order. When they transfer patterns from their own languages the order is often distorted in English:

Did you come from Victoria over?

He sold last month a car to me.

TEAL teachers analyse the structure of the language and begin teaching the students the basic patterns, gradually progressing in difficulty as each one becomes familiar. The ultimate goal is automaticity, but this requires hours of practice. Here are a few examples of simple patterns:

This is a chair. Is this a chair? Yes, it is.

This is a table. Is this a table? No, it isn't.

Now I am walking to the door. What am I doing? You're walking to the door.

Your name is Maria. What's his name? His name is George.

The emphasis is always on oral language—listening then speaking.

Untrained teachers may not realize the primacy of speech. All societies have language—spoken language; the written language is merely a graphic representation of it. This does not indicate a deprecation of the importance of the written words; it underlines the developmental process of language learning—listening, speaking, reading, writing.

In the last few years, linguistic research has uncovered a great deal of knowledge about language. These discoveries and theories are being applied to the methodo-

logy in second language teaching with remarkable results. A New Canadian student will not be able to recite the definition of a noun or verb, but he will be able to generate a sentence from a given pattern, and he will be able to transform the basic pattern into other kinds of sentences.

A TEAL teacher cannot stop with knowledge of 'applied linguistics,' however. In his classroom are people from many different cultures, all trying to adapt to a new way of life as well as to a new language. Language and culture are so intricately interwoven it is almost impossible to consider them separately. Culture embraces everything that determines how people live and think; it is an intimate part of every human being and he is comfortable within it.

What happens when a person shifts his environment to an entirely new culture? What interferences will be a problem for him? Must he shed the old culture entirely as he tries to fit into the new? And how should a teacher react when Indians of different castes refuse to remain in the same room, when a German and an Austrian glower angrily at each other, when an Israeli and an Arab almost come to blows?

Anthropology has discovered many of the answers, and provides a wealth of information painstakingly documented. A TEAL teacher must at least open the door to this field of study for background knowledge. Such knowledge will reinforce his techniques and strengthen the sympathetic bond between him and his students.

Sociology is a closely allied discipline. A newcomer to Canada faces the problem of fitting himself into a new society, an existing class structure. He has come from an entirely different class structure, often a very rigid one, where mobility is rare and difficult, not matter of fact as we like to think it is in North America.

Many people in Canada are blissfully unaware of the structure of their own society and the forces which predict it. A TEAL teacher cannot be so because it is part of his job to be cognizant of the problems his student faces and to help him in the process of acculturation. Why? Because the enormity of these problems bears directly on the student's ability to learn the language.

Are we biologically programmed for language? How do we learn to speak? Does language acquisition involve the same processes for a child learning his first language as for an adult learning a second language?

These are indeed deep open-ended questions, but questions which concern all teachers of language—in fact, all teachers! Experts in this area are doing important research. Studying the results of their work is part of the continuing education for a TEAL teacher.

Being able to speak English is as important for adults as it is for children. Here the late Mel Henderson is shown working with two New Canadians in a night school class in Vancouver.

At the conclusion of the present 'crash' course at UBC, there will be approximately 100 trained TEAL teachers in British Columbia. Some of them will not stay in the province because, although our need is great, the need in other parts of the world is greater. In fact, the demand is more than twice as great as the supply.

Yet the number of immigrants arriving in British Columbia is steadily increasing. The newcomers are bringing with them skills, traditions and ideas which make a valuable contribution to the Canadian 'mosaic.' They are anxious to become useful, involved citizens.

Are they wasting their time in classes where teachers are well-meaning but untrained? Are we derelict in our responsibility as Canadians by neglecting training in citizenship? §

Teacher Power

Continued from page 109

4. commonweal organizations, where the prime beneficiary is the public-at-large.

Canadian teachers' associations must be considered in three of the four categories. As I indicated earlier, they have been most active as 'mutual-benefit associations,' concerned with teacher welfare issues—salaries, tenure, pensions, living and working conditions. Yet one cannot deny a relationship between the attainment of better social and economic conditions for teachers and the services they render. In addition, teachers' organizations on this continent (with the exception of the American Federation of Teachers) have concerned themselves with more directly client-oriented activities—action research endeavors, sub-association activities of specialists, seminars and workshops, to name only a few. They have therefore possessed the attributes of a 'service organization.'

Furthermore, catering as they do to a multiple clientele, the professional teachers' groups can hardly escape the pursuit of certain goals designed to promote the common good. When the organizations called, and often were among the first to call, for equitable financing arrangements for education, the equalization of educational opportunity, the development of viable administrative units, the unification of provincial teacher education and the provision of free adult education, they typed themselves as 'commonweal organizations.'

The significance of these observations? Any analysis of teachers and their influence which restricts itself to emphasis upon a particular type of organization is inadequate. Teacher power has slipped beyond the bounds of benefit to the membership only. The only meaningful dialog on this point can be in terms of value judgments as to the balance among the various emphases.[14]

Teacher power in Canada has manifested itself in diverse structural forms. Here are a few examples.

Because most crucial decisions are reached at provincial legislative levels, and since teachers are collectively numerous (and most of them do vote), there has been a predominant emphasis upon direct appeal to elected members of government. Discussions with the local member, keeping communication pipelines open to the Minister and the Cabinet, persistent and continuous dialog with senior Departmental officials, the wining and dining of both majority and opposition members, the securing of candidates' identification with association policies—these and other similar approaches have been very evident.

Such voter influence has been enhanced by the public's general apathy toward education. It is rather a sad commentary on the democratic process for education that, on occasions, teachers have made legislative gains despite the strong and unanimous opposition of school trustees and Departmental officials. When legislators have apparently counted heads, they were at times obviously convinced—as was I when I worked with a trustee association—that the voting strength represented by the elected trustees did not add up to that marshaled internally by the teachers' organization. It makes one wonder who represents whom, and how little use one of the groups in the educational power structure is able to make of the influence of its theoretically existing electorates.

Eckstein[15] claims, and I have referred to this tenet, that a group in command of specialized knowledge will exert pressure on the specialists in the governmental structure, chiefly the bureaucrats. There are a number of senior civil servants and district superintendents who can attest to the validity of this generalization. Because teachers are each year in greater command of specialized knowledge, as indicated by improvements in their education, this form of activity is not likely to wane.

Appeals to the public through carefully planned publicity and

Al Blakey of VESTA (left) and Bob Pyke of VSTA (right) discussed the education finance formula with the Hon. Donald Brothers, Minister of Education, as part of the lobby involving representatives of local associations throughout the province during the 1969 legislative session.

public relations programs have been evident in Western Canadian teachers' organizations. In some instances, these have been geared to direct vote-getting; most, however, appear to be designed to bring public pressure to bear upon politicians. In other instances, such as with the Alberta Teachers' Association's sponsorship of Education Week activities, and the BCTF's recent provincial pre-election publicity, the attempt has been to generate public and public representative concern for crucial policy positions of the organizations.

Funds and Power Related

The availability of funds must be related to the efficiency of the power thrust of any group. Teachers' organizations in Western Canada are, relative to any other organized group on the provincial educational scene, including the employers' association, abundantly wealthy. That most of them spend more monies on welfare matters alone than is found in the total budgets of trustees' groups indicates that significant countervailing forces to teacher power have been, and might be, hard to locate at this level.

I need not enlarge on certain more obvious structurings of influence. The business of strikes, slowdowns, black- or grey-listing, delays of negotiations through district recruitment periods, and the like, are familiar to us all. We are also aware of the direct and indirect benefits to organizations of legislated compulsory membership, a system of check-offs for dues, and other concessions normally found in the private, labor section of society.

While the foregoing has not been exhaustive, we are forced to conclude that the influence of teachers shows in diverse structural forms.

Is teacher power, as currently manifested, a good thing? Is it defensible? What is on the horizons? A number of value-laden comments follow.

It must be admitted that people do indeed have a right to influence decisions which will affect their living and working conditions. If they can bring the impact of specialized knowledge to the decision-making table, knowledge which otherwise is not available to the educational politicians or is withheld from them, this is appropriate and defensible.

And if the present decision-makers do not provide answers to certain educational needs, surely it is only a reasonable expectation that teachers, with a dedication to rendering quality service to students, will combine this drive with their specific knowledge to fill perceived vacuums.

I believe that teachers' organizations should continue to marshal their resources behind defining the means they will use to exert the power they possess and, having done so, apply such power with all the vigor they can muster.

Political scientists appear to agree with this point of view. To quote Eckstein,[16] who undertook a perceptive study of the activities of the British Medical Association, 'Democratic systems seem to work most effectively, from the standpoint of action, where parties work least effectively, from the standpoint of representation. For in democratic systems parties must perform simultaneously two functions which are, on the evidence, irreconcilable: to furnish efficient decision-makers and to represent accurately opinions. The best way to reconcile these functions in practice is to supplement the parties with an alternative set of representative organizations which can affect decisions without affecting the positions of the decision-makers. This is the pre-eminent function of pressure groups in effective democratic systems, as the competition for power is the pre-eminent function of the parties.'

It seems meaningless to get caught up in the 'union versus professional' debate. Teachers' groups exist both for their members' well-being and for that of the larger clientele. Any association with anything to offer must merge both emphases. United States national organizations have seriously limited their impact by either restricting their activities (as is the case with the American Federation of Teachers and their sole emphasis on welfare matters) or by devising semantic means (as did the National Educational Association with its emphasis on professional negotia-

Teachers in Powell River staged a one-day strike last spring to publicize the effects of the defeat of a school referendum in their district. Leaders of the two opposition parties attended a meeting called by the teachers on the day of the strike. Dr. Pat McGeer is shown here (right) discussing the issues with some of the teachers.

We Shall Miss These Teachers

Active Teachers	Last Taught In	Died
Miss Gloria J. Parkhill	Lillooet	August 22
Retired Teachers	**Last Taught In**	**Died**
Augustus J. Devereau	Vancouver	October 1
Miss Vera M. Smith	Vancouver	September 17
Miss Mary R. Wilson	Vancouver	September 25
Mrs. Evelyn Wood	Department of Education (Castlegar)	October 22

tions and sanctions, rather than collective bargaining and strikes) to offset a possible image akin to that of the competing agency.

Yet this type of debate persists. Those who criticize teacher activity as being non-professional, and really mean it, had better be prepared to see teachers truly act professionally — including assuming control over (1) the methods and techniques they use in their profession, (2) the criteria for entry of new persons into the profession, and (3) decisions which affect the practice of the profession and those being practised upon.

I suspect that often they do not mean what they say and really wish to relegate teachers to the ranks of hard-working, powerless employees, who place their faith in the benevolence and capabilities of their elected and appointed superiors.

As teachers move to a higher plane of activity in the decision-making process, they might well expect that they will be called upon for a greater accountability for their actions. Only in instances of gross misconduct are questions of accountability raised now. Cunningham[17] expressed this point of view this way: 'We can expect even greater press for participation in more and more areas of educational decision from teachers as well as from other professional groups.

'What may not be expected, but is bound to emerge, are elevated expectations for the performance of professional personnel, especially teachers, since they are the advance guard in the present power display. As teachers gain a larger voice in policy affairs and as their compensation is improved, the public inevitably will be expecting improved services. The performance "monkey" will be squarely on the backs of teachers. Questions as to "Why Johnny can't read" will not be directed as much to school boards, or administrators, as to teachers. The responses teachers are able to give to performance questions will feed back directly into public acceptance or rejection of further participation in policy areas as well as compensation levels. Time will determine whether teachers can carry the responsibilities which accompany their new authority.'

Time will also determine whether Cunningham and others who share his view are reasonable prophets.

The desire of groups to assume greater autonomy must always be questioned in terms of their ability to cope with such autonomy. With respect to teachers' groups, one has certain misgivings.

First, while the educational qualifications of teachers are being improved, there are still large numbers in their ranks who, because of youth or inadequate education, or both, are ill-equipped to enter the decision-making arena intelligently.

Second, one has to be impressed by the degree to which teachers have been magnificently resistant to change (an evidence of true teacher power even if inadequately directed).

Third, if, because of these shortcomings, we are to rely upon the strength and wisdom of the teachers' organization itself, we had better beware that individual teachers do not merely substitute a professional hierarchy for the currently constituted legal ones. In fact, the role conflict of teachers in terms of political, legal, professional and parental expectations, particularly in Western Canada, would be an interesting area of research study.

The final emphasis must be given to teacher power with a purpose. By any honest definition of professionalism, the most professional teachers are those who have the greatest degree of power to cause beneficial change in the behavior of learners. The appropriateness of any individual or group action must be assessed ultimately in terms of whether it helps or hinders such change.

Teachers' organizations would do well to document all their demands, all their political activities, all their decisions, and all their accomplishments, in terms of what they mean to the prime client—the student. §

References available on request.

Complete texts of Dr. Kratzmann's address and other papers delivered at the conference will be printed in monograph form and will be available for $5 from the Alberta Council on School Administration, 11010 - 142 Street, Edmonton 50, Alta.

A MATTER OF OPINION

A TEENAGER ASKS—

WHAT'S THE MATTER WITH YOUTH?

SANDRA HOFFMAN

¶Young people today are frequently misrepresented by the mass media. Adults often look down on kids as if the latter were contemptible creatures. Drugs, sex and the generation gap are being discussed now more than they have ever been discussed in the history of mankind.

But as a teenager myself, I'd like to ask, 'What's the matter with youth?' Granted that this generation is different from the last generation, but wasn't the generation before different from it? The last generation lived through the war and the depression; but because it did, should we be deprived of the things we have now?

Circumstances today are very different from those of past years. Through mass media the students of today learn more about the world and the conditions of the world than their parents could even have hoped to learn at the same age. Improved technologies and scientific advancements have given students the opportunity to learn more and do more than some parents will ever be able to learn or do.

But is the change caused by these advancements restricted only to young people? Are not adults profoundly affected too? The economy of the country has certainly improved since their youth. In fact, a two-car family nowadays is common—one car just isn't enough. Whereas in the past generation food, clothing and lodging were the bare necessities, nowadays these are nothing. Comfort, luxury and convenience are among the most primary concerns. People cannot just have the things they need; they must compete with their neighbors to have the best of everything.

It is this type of competition that affects today's youth. Because of their need for the best of everything, adults often become too concerned with monetary problems to be bothered with family problems. It is not unusual for both parents to have a full-time job, or at least for the father to work full-time and the mother part-time.

Because their children are older now, they think it doesn't affect them as much. This is a great mistake. Kids of high school age often need their parents just as much as those in elementary school—sometimes even more. It is at this age that the individual begins to change in so many ways. Physically, emotionally and mentally, the person is trying to find his identity in life—he is trying to fit in, but many young people do not want to conform to a way of life in which so many things are wrong. Students see things every day that they don't understand, and they often see things that make them fear coming adulthood.

Parents who work most of the day and get involved in social activities at night simply do not have time to help their children struggle with their problems.

One girl at our school informed me that her mother held down two jobs. One week she met her mother leaving the house as she was entering. After a short hello and goodbye, the girl turned to me and said, 'That's the first time I've seen my mother this week.' It was Friday.

This, of course, is an extreme example, but it does happen. The lack of adult attention to and interest in activities and needed discipline leaves kids to find their own activities. These kids get the impression, and rightly so, that adults really don't care about them. They are at the age when they begin to lay foundations on which they can base their morals and ideals, but when they look around themselves, what do they find? Newspapers filled with crimes of burglary, murder, rape and assault. They see people entering the so-called marriage state for life and, within a year or two, off to divorce court.

They see TV filled with sex, violence and immorality. Almost every movie has the wife with a secret lover just around the corner, and the husband who's having an affair in the other room. Is it any wonder they can't find a base for their morals? They see a world full of contradictions; they hear parents tell them what they can't do, and the next day see the parents go out and do it themselves.

People whom they respect and admire, they try to imitate; but if the people set a bad example, what can they do? If they admire them, they follow anyway; but if they become disillusioned, where can they turn?

The behavior and values of parents act less and less as models for the young since they are contradicted and outmoded by the alternatives offered by the mass media. Adults increasingly adopt the dress, music, dances and even the heroes

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Miss Hoffman is a student at David Thompson Secondary School, in Vancouver.

of youth—thus depriving teenagers of the tradional safe areas of rebellion and challenge, and driving them, perhaps, to unhealthy extremes to find other areas where they can express their youthful differences.

Uncertainty among parents about which basic values and morals remain essential for social survival results in a failure of necessary limit-setting for their adolescent offspring. Here, too, parents often remember their own childhood and the strict discipline they received to keep them in line. They remember the things they wanted to do and couldn't, and now permit their children so much freedom that their parents would be shocked.

Drugs of today enter here. For the past generation it was alcohol, but now it seems to be more serious. Motivations behind the use of drugs by youth are highly complex and highly individual—curiosity, defiance of authority, outside group pressures, escape from frustration and a sense of existential despair, pure self-indulgence, a search of mystical experiences, unsatisfying family life, and so on.

Once they've tried drugs, however, they often continue because it's a good way to lose themselves—they don't have to think about the state of affairs they're in as a result of home life, school life, etc. Drugs become their way of expressing their youthful individualism.

But although a large portion of today's youth have tried drugs, only a small portion stay with them and become addicts.

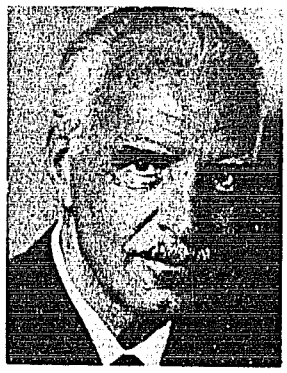
Outside of drugs, most students today are concerned with reformation of the educational system. One group in particular, The Vancouver Inter-High School Union, is working on a program to permit students to work at their own rate, non-competitively, for their own personal satisfaction.

The student would learn things related to his interests and work with variations on a basic course theme or outline. The teacher would become a resource person and counsellor. In this the student would learn things relative to his environment and situation instead of some facts that have nothing at all to do with his present life. Students of today take a much more active interest in their education than students of yesterday did.

Parents and adults often tend to criticize students who rebel without really listening to their cause. More often than not, I think, they might find the cause quite worthy. Quite a number of students have remarked on how unfair adults are in judging individual kids and groups of kids.

I have personally heard grownups refer to a group of kids innocently walking down the street as a gang or a bunch of hoodlums. This is really quite unfair discrimination. Outward appearances that seem odd to adults do not necessarily represent something wrong or bad.

I hope I have succeeded in giving you a better understanding of adults as today's youth sees them. If I had to make only one comment on the situation, I'd say that the so-called troubled youth of today are that way only because of their upbringing.§



A LITTLE LESS TALK . . .

¶ There used to be a popular song years ago, warbled, on one record I had, by a chick with a sort of little-girl voice who plaintively kept nagging her reluctant admirer for ' . . . a little less talk, a little more action, please . . .'

This phrase leapt instantly to mind when I picked up the October issue of *The English Journal*, and read over the program planned for the annual love-feast of the National Council of the Teachers of English, and no sooner had that one registered than another one popped up, 'English literature is over-taught and under-read.' To which I would add, 'and over-talked-about.'

You should take a look at that elaborate program. Even allowing for the American genius for organizing and planning and allowing for everything, the doings planned for this convention stagger the imagination.

I know it's a nation-wide affair, and presumably must cater to an attendance of thousands, but—*one hundred eleven* section meetings, with from two to six speakers and panelists at each one? And this is not counting 22 special meetings, sittings of commissions, seminars and conferences; 13 study groups; 12 open meetings; 28 closed meetings, and the usual breakfasts and banquets.

The topics ranged from the banal and the platitudinous ('Poetry in the Classroom,' 'Reading and Writing Skills in High School with Emphasis on Individuals,' 'Before Writing, Preparation Is Important') to the esoteric ('Media for Disseminating Critiques').

I wonder what really useful purpose all this elaborate yakking serves. As one of my pupils is fond of saying, undoubtedly it's an ego trip for the speakers, but at the practical classroom level, where reading and writing and speaking is going on among the students, does any of it really matter?

I keep wondering, too, how much of all the palaver arises out of deeply-felt experiences, or sound knowledge and skills on the part of the speakers, or whether it's just stuff they dredged up by digging around in the mass of material turned out each year by others like themselves? How many of the speakers have ever done anything except read others' opinions about literature and language, and teach it?

Inflated commentary on literature seems to be an occupational disease among teachers of English, especially at the university levels. I once read a comment on a poem by Robert Frost, 'Nothing Gold Can Stay.' The poem consisted of eight lines—40 words. The commentary ran to 1,600 words.

But the prize for flatulent commentary must surely go to the effort in one university quarterly. This consisted of 13 pages, including one and a half pages of foot notes, with a total of just over 5,000 words, on —'Dover Beach.' To save you looking it up, this poem has 37 lines, 260 words.

This sort of thing, to my way of thinking, is not much more than a form of talking to yourself, for self-aggrandizement. I think the reaction to a work of art is so personal a matter that elaborate analysis is often an interference, when not actually an impertinence. What happens when I read 'Dover Beach' is strictly a matter between me and Matthew Arnold. All others keep out, with or without their 5,000 words.

The change that I feel when I listen to the Violin Concerto in D is absolutely a matter between Beethoven, Jascha Heifetz and me. Any sort of critical mumbo-jumbo is only an irritation. (Does anyone else besides me find the lofty and superior sort of talk that accompanies so much radio music programming annoying?)

The only question that has any value for me—and I suspect for many of my pupils as well—is, 'Has this offering any message for me, do I get something out of it *by myself*, regardless of what anyone else says about it?'

Do we, honestly, need the ego-boost that makes us kid ourselves that they can't get the message without our help? §

CELLULOID WARS PACK QUITE A PUNCH

¶Back in the warm womb of the Faculty of Education we were instructed to think in concepts: Love, Nationalism, Poverty in the Andes, Bennett.

Once we were in the classroom it didn't take us long to see that some conceptualizations were more difficult than others. Like, man, you can talk your lungs out about the Mahatma and the Southern Christian Leadership Conference, but you can also bet your bottom pension dollar that when you start the next period off with a short test all that will be remembered will be the gory details of the assassinations.

(Except, of course, for the little girl in a bulky sweater and hair down to her shoulders. She will remember all about the salt monopoly and the 1954 Supreme Court decision. And Joan Baez.)

Maybe because it's more dramatic, because it's closer to human nature, because it's more tangible a concept, war is much more rewarding classroom discussion subject than peace. For Canadian kids it is also a concept viewed through the large end of a telescope, which tends to make it far away in space as well as time.

At the movies until recently world wars were periods of time during which Robert Taylor and Vivian Leigh found it altogether fitting and proper to fall in love. Also, it was a convenient time for John Wayne noisily to storm Mount Suribachi. As seen by Hollywood, it was the time to find out what living was all about and/or to utter some profundity before dying of a wound carefully hidden by a Marine Corps tunic. No wonder that in classes liberally peppered with late show fanatics there was so little enthusiasm for the concept of peace.

But there is hope. The new war pictures have changed their character.

There is the semi-documentary approach, which no longer regards war as an irksome complication for Alan Ladd's or Greer Garson's family life. There is an attempt made to mold the plot on historical facts rather than the other way around. Granted that the two pictures in this category that come to mind—*The Longest Day* and *Is Paris Burning?*—were not that memorable. But they were, after all, pretty much pioneers in the field.

Much more viewable is this year's *Battle of Britain* and, judging from the number of kids who have seen it, this is by no means an isolated opinion. First of all, it is in color. The Spitfires and the Messerschmidts are no longer just black spots, exploding after the obligatory five- or ten-second staccato of the machine gun. They are very clearly the labile craft which so often served as a coffin for the young man at the controls. Since real planes were used in place of the usual models, their movement is more natural. What is more important, our involvement is less superficial as a result.

The semi-documentaries usually do not question the causes, but they do attempt to show relationships between the two sides in a sober manner. This, too, is a welcome innovation and it frequently serves as relief from the our-cause-was-blessed-by-God approach.

True, it will take a while before another new breed of the war movie—the protest picture—will make a massive entry into our living rooms via TV, but some of the forerunners of the current crop are already with us.

The Americanization of Emily, made in 1964, was a financial failure maybe because it was too articulate, but it seriously questioned some aspects of World War II heroism. And that was definitely a first.

Lester's *How I Won the War* was a later attempt to prove war is madness, but it missed the very important point that in satire one doesn't use a sledgehammer, but a needle.

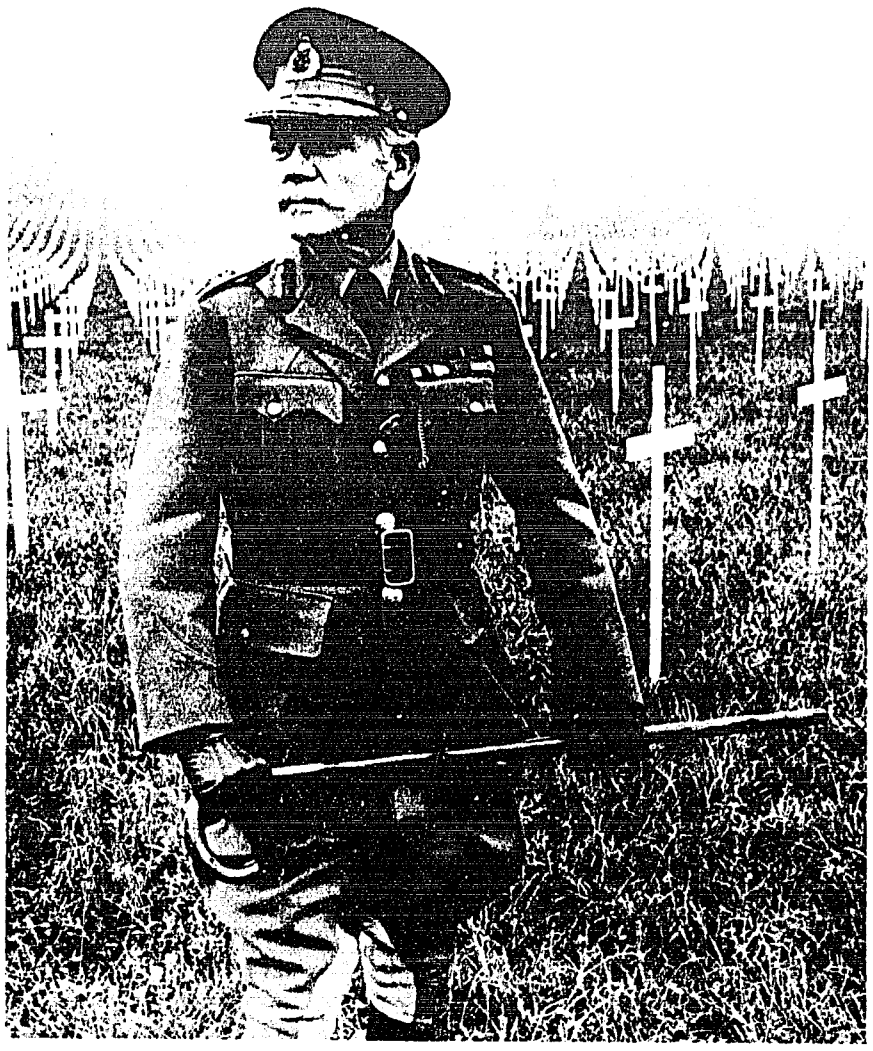
This year's most notable endeavor in the field is Attenborough's *Oh What a Lovely War!* Despite its unevenness, it depicts World War I with biting sarcasm, unabashedly compares its events to a boardwalk show at Brighton. The petty and vain concerns of the leaders are stressed. In one poignant scene Sir Douglas Haig is shown praying for Allied victory 'before the Americans arrive.'

While the semi-documentary must face the danger of neglecting the extremely important emotional side of the war, the protest picture faces the danger of becoming conveniently selective in the use of historical facts, as well as in the choice of the geographic direction from which the war is viewed. To the Westerner World War I, for example, may have been a useless encounter caused by inept diplomats and saber-rattling general staffs, but to the Pole or Yugoslav it was the most classic of all the wars of liberation.

While the new wave in war films on TV will increasingly make its impact felt in classroom discussion, there is one great limitation on its effect. It concerns itself only with wars at least a quarter of a century behind us.

Although some notable films have been made dealing with the Korean War (*The Bridges at Toko Ri, Fixed Bayonets*), these have not broken any new ground in their approach.

In particular, the Vietnam War, when shown on the screen, sadly lacks in originality. In *Green Berets* John Wayne may have fought with the same fury and moral convictions he had while assaulting Suribachi, but this time he seems to have been very much the exception rather than the rule.



John Mills as Sir Douglas Haig in Oh What a Lovely War!— World War I compared to a Brighton boardwalk show.

There has not been any serious attempt to bring the Vietnam War to the screen via the movie house. On TV we are treated to an endless series of expertly shot but incredibly shallow and overly tendentious statements, which are usually misnamed as documentaries. Like Beryl Fox's award-winning *Windmills of God*, they show the misery of the Vietnamese, which photographers are allowed to film freely south of the 17th parallel.

One exception to this was last month's *A Face of War* which, instead of simplifying solutions, underlined the complexity of the problem.

What goes on in the north is told either by technically inferior official North Vietnamese films, or by those grateful Western newsmen who have been taken around by a representative of the Hanoi government.

Admittedly, the wounds are too raw for the satirical approach. But what is sorely needed is a movie which would show Diem's ruthless dictatorship *as well as* the 800,000 refugees who streamed out of Ho Chi Minh's republic after the signing of the Geneva Agreement. It should show Thieu's government's corruption *as well as* the mass graves at Hué, B-52 bomb craters in Hanoi *as well as* Saigon's houses destroyed by rocket shells.

The trouble is that no one wants to inform anyone about this war. Everyone is out to persuade. With that kind of attitude, it looks as though we had better start looking for new ways to conceptualize war.

. . . Because peace as a concept will remain an elusive devil. §

C. D. NELSON
Book Review Editor

WRITING AN EDITORIAL . . .

is a little like making out lesson plans for five weeks in advance. I guess all editors have to be a bit schizoid to do this. I mean, here it is two weeks into November, and these lines will appear around the third week of December. At this writing Apollo 12 is en route to the moon; my daughter is recovering from yesterday's blistering 25-mile walk in the Miles for Millions; teachers' salaries are all up in the air—in short, everything that is going on right now will all be stale news by the time you read it! It gives one to think.

MANY THANKS . . .

to the dozen or more people who took the trouble to write and offer their services in reviewing books. You will be seeing their work in issues to come. We invite any others who are interested to send in their names at any time. It was particularly gratifying to hear from such faraway places as Fort St. John and Burns Lake, as well as other closer areas. Interestingly enough, all replies so far are from what we city types call 'rural areas' except one, which came from darkest Vancouver.

MY ANNUAL REMINDER . . .

is here again: when in doubt, buy *books* as Christmas presents! And if you have no one to buy books for, treat yourself to one. These days there are books to suit every taste and pocket. As teachers, you probably appreciate the written word better than any other professional group.

HAVE A HAPPY CHRISTMAS!

—C. D. Nelson

COMMUNICATIONS

T.V. in Education and Industry, New Era in Teaching, by T. D. Connochie. Mitchell Press, Vancouver, c1969. Illus. $5.25

Two separate items in a Vancouver newspaper recently should be considered together by teachers:

Item 1: Longshoremen could be automated out of their jobs.

Item 2: A consulting firm which has opened offices in B.C. hopes to advise school boards on the application of computerized teaching, television and teaching machines to education.

Who is going to advise the teacher? How is he (or she) going to get some understanding of some of the implications of appyling more technology to education? One way is to read *T.V. in Education and Industry* in which Mr. Connochie explains in the simplest terms possible how the television medium works and how it is organized, in addition to surveying its present uses throughout the world.

The book is well illustrated and contains an excellent glossary of television terms.—J. Tothill

ELEMENTARY EDUCATION

Life in Classrooms, by Philip W. Jackson. Holt, Rinehart and Winston, Toronto, 1968. $4.35

This is a discourse on traditional elementary school classes which were, and some still are, 'institutionalized' institutions of learning. The author makes one quite uncomfortably aware of the conformity forced on children in the classrooms, pinpointing the labels we too often put on them, and the adjustment all children must make to these and other trivia of daily classroom life. The book is scholarly, and gives one much to think about, particularly now when there are so many changes in the patterns of education evolving.

Recommended for teachers' professional libraries, and of particular interest to administrators.—Pamela C. Harder

FRENCH

Chez les Français, by Alice Langellier, Sylvia Narins Levy and the Holt editorial staff. Holt, Rinehart and Winston, Toronto, 1969. $6.50

This book, although given a new title, is, in effect, a new edition of *Le Français: Parler et Lire*. The revision has been extensive. The following things have been added:

1. A section of colored pictures at the beginning of the book. These are attractive and up-to-date, and should provide material for considerable conversation and 'reading' of the pictures.

2. New reading and lesson material has been liberally added throughout the text. 'Le petit dictionnaire' has been moved to the end of the chapter, where it looks, perhaps, less formidable to the student. In this position it suggests a reference vocabulary, and is less likely to prompt the question, 'Do we have to memorize *all* these words?

The dictionary has been supplemented by short word drills, synonym drills, and other specialized word drills appropriate to the lessons. These have been set in frames, which tend to call attention to them.

3. Definite drills and exercises on the grammar of each lesson have been added to the body of the text. In this respect, the teaching of grammar will be much more direct, neat and tidy, and perhaps much more thorough.

Whether the teaching of grammar as such is a desirable change, each teacher will have to decide for himself. Many of these drills and exercises are modeled on those in the back of the book, in the teachers' manual and in the student's handbook for *Parler et Lire*.

4. There is a section of questions on the text at the end of each reading lesson. They will be a good source of classroom conversation.

Compared to *Parler et Lire*, this book offers more variety of work for the student. The provocative questions and lively material seem to be a thin disguise for what is essentially just another traditional foreign language text. It will offer less difficulty and less challenge for inexperienced teachers or those who are teaching French without too much preparation or background of their own. They will find here a comforting similarity to the texts they learned from, and a simplicity which should avoid confusing both teacher and pupil.

There is much more 'seat' work than is suggested in *Parler et Lire*. This will be a boon to those of us who lack (alas!) the background that enables us to think quickly of a great variety of snappy questions and activities for oral drill.

Considering these differences, the average pupil and the inexperienced teacher will progress well with this text. There seems a danger that it will also make the pupil more dependent on the written work or printed page. Because exercises are labeled A, B, etc., the pupil is likely to revert to the old pattern of simply doing the exercises, and not developing the skill of *using the language*.

Parler et Lire, in some cases, has been a very effective method of teaching the student to think in French first, and then transfer the thought to the written page, without tying his skill to some particular reference of page and exercise number.

Not having used *Chez les Français* in the classroom, I hesitate to say that the same result could not be obtained with this book with less work, but I do feel that *Parler et Lire*, with more work on the teacher's part, perhaps, does accomplish the result of 'Think French first, and then write down your ideas.'—Faith E. Lort

PHYSICAL EDUCATION

Sports and Games in Canadian Life: 1700 to the Present, by Nancy Howell and Maxwell L. Howell. Macmillan, Toronto, 1969. $6.95

One of Canada's leading authorities on physical education has collaborated with his wife to produce a comprehensive history of sports activities in Canada. This unique book is well written, effectively organized, and has in its pages a wealth of fascinating information which will appeal to readers of all ages. The style is direct and lucid, the illustrations very good considering the age of some of the originals, and the index, notes and bibliography are extensive.

Besides being a vital reference work for specialists in physical education and sociology, the book is an excellent source for the 'in-depth' approach used in the new social studies courses. It should be on the shelves of every school library as an added window into the development of the Canadian way of life.—Brian T. Wightman

SOCIAL STUDIES

The Social Studies: Myths and Realities, by David F. Kellum. Sheed and Ward, New York, c1969. $5.00; paperback $2.45

Should you be so fortunate as to read this book, be prepared to come down from your tower swinging and to return with a good few well-placed bruises, if not compound fractures.

Mr. Kellum, in an all-out assault on pedagookery, presumes that every well-equipped classroom has an essential piece of basic equipment: a well-read, informed, curious, enterprising and cultured instructor who has more regard for the human zoo than most of us evince, in the classroom or elsewhere.

Do not seek a guide or a handy-dandy prescription within these covers. Rather, expect exposure to persistent questioning as to why and how you present this subject or any other. That holy of holies, 'Our Intellectual Achievement,' is by-passed in favor of the abused and scorned entity 'temperament,' for Mr. Kellum bases the effectiveness of any facilitator on just that: how many doors can you open and when they are, are you able to communicate enough impetus and direction to get a young mind through and beyond with a reasonable chance of survival?

The 11 chapters scratch, irritate, exhilarate and confound. They range through REALISTIC testing and evaluation to the relevant use of literature and art in the history program. The challenge to the program based on the firm and secure but scattered and unusable facts is clear and delivered in a straightforward and entertaining style. At every turn is a challenge to the instructor—and some of the turns are tight, provoking and dangerous.

Highly recommended for the self-satisfied (and who isn't?) and the hopelessly lost. There is plenty to chew on for both extremes and for those in the wilderness between, there is a firm indication that somebody else does care.—Bill Calder

The Yukon, by Richard Mathews. Holt, Rinehart and Winston, Toronto, c1968. No price given

One of the *Rivers of America* series, this book deals with the Yukon River from its source in the Yukon Territory through Alaska to its mouth in the Bering Sea at Alakanuk. It traces the history of the river from the time the area was occupied by the Russians to the present.

The style is narrative, dealing with the native inhabitants and early explorers, and recounts in some detail numerous tales of the Gold Rush of 1898. Interspersed throughout the text are black and white illustrations and some diagrams. The binding is sturdy, the format attractive. There are appendices, giving chief tributaries, a bibliography and an index.

This volume is published at an opportune time because of the increasing interest in Alaska as a result of recent discoveries of major oil deposits and the resurgence of interest in the development of the state's natural resources.

This book can be enjoyed by pupils of Grade 8 and up, and can serve as a social studies resource book for the elementary school.—Pamela C. Harder

SOCIOLOGY

Family Living and Sex Education: A Guide for Parents and Youth Leaders, by S. R. Laycock. Baxter Publishing, 1967. $2.00

Catching up with our Children: New Perspectives in Sex Instruction, by John Rich. McClelland and Stewart, 1968. $5.00; $2.50 paperbound

These two recent publications deal with a topic which is of increasing concern to educators. They can be considered as guides only, since with a topic so controversial no one book will meet the requirements of every community. Both can be considered good resource books, not only for their content, but also for the extensive bibliographies.

The Rich book deals with sex education only, more specifically for adolescents, but is not discursive. The question is left open, but the need for such education is stressed. Scattered throughout the text are occasional pages of questions which have been asked by children, from as early as Grade 5, and certainly indicating a need felt by young people.

The Laycock book is broader in scope both in its coverage and intended reading audience, covering as it does the preschool period up to preparation for marriage. The need for security in the home, of which sex education is a necessary part, is made apparent.

Both books are quite readable, and recommended for a teachers' professional library.—Pamela C. Harder

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).

DEVELOPING SCHOOL SYSTEMS; PLANNING, ORGANIZATION AND PERSONNEL, by T. B. Greenfield and others. Toronto, Ontario Institute for Studies in Education, 1969.

EDUCATIONAL SPECIFICATIONS AND USER REQUIREMENTS FOR INTERMEDIATE SCHOOLS. Toronto, Metropolitan Toronto School Board, 1969.

EXPERIMENTS IN SECOND-LANGUAGE LEARNING, by Edward Crothers and Patrick Suppes. New York, Academic Press, 1967.

PERCEPTION AND READING, edited by Helen K. Smith. Newark, Del., International Reading Association, 1968.

STUDY OF EDUCATIONAL PROVISIONS FOR AND NEEDS OF EMOTIONALLY DISTURBED CHILDREN IN THE ELEMENTARY AND SECONDARY SCHOOLS OF BRITISH COLUMBIA, by S. R. Laycock and J. A. Findlay. Vancouver, Educational Research Institute of B.C., 1969.

SUPERVISION: EMERGING PROFESSION, edited by R. R. Leeper. Washington, Association for Supervision and Curriculum Development, 1969.

TEACHER AIDES TO THE RESCUE, by B. A. Wright. New York, John Day, 1969.

YEAR-AROUND SCHOOL. Harrisburg, Pa., Bureau of Administrative Leadership, Pennsylvania Department of Public Instruction, 1969.

CASSETTE TAPES

PHILOSOPHY OF SCHOOL LIBRARIES — James A. Bowman. Canadian School Library Association Workshop, St. John's, June 7, 1969.

THE POPULATION EXPLOSION — Paul Ehrlich. C.B.C., January 28, 1968.

THE ROLE OF THE SCHOOL ADMINISTRATOR AND THE DEVELOPMENT OF THE LIBRARY — Jean Lowrie. Canadian School Library Association Workshop, St. John's, June 7, 1969.

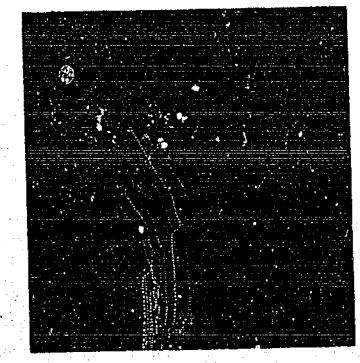
Sex

How do you teach it to students who think they know more about it than you do?

As an educator, you are well aware of the changing concepts of sex education, and the growing demand for appropriate sex education programs.

You are also aware that today's students know more—or think they know more—than any generation to date.

Together, these factors have caused a country-wide dialogue about what should be taught—and *how*. In all the controversy, there is agreement on one point: Menstruation, for example, must be taught in context of a young woman's physical maturation and her healthy identification of self as a female.



At Kimberly-Clark, we have watched with keen interest changing theories and practices of sex education; and concurrently, have engaged in an extensive re-evaluation of our own educational materials. The result has been the creation of the new *Life Cycle Centre* by Kotex products—a complete source of information, teaching aids and sanitary protection products for women of all ages.

We invite you to make use of this new facility, and we call your attention to our educational materials and teaching aids listed below.

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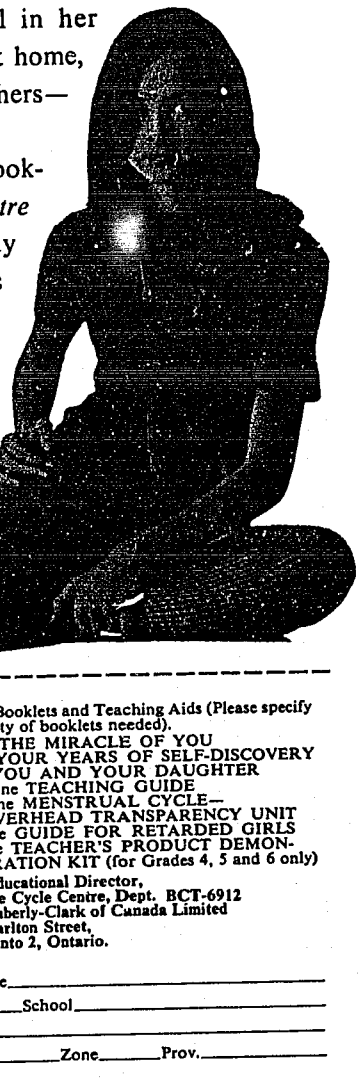
In addition to these booklets, the *Life Cycle Centre* provides a wide variety of valuable teaching aids such as unit plans, overhead transparencies, and a film, "The Story of Menstruation". All are available to you at no cost. Just fill out the convenient order form.



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____YOUR YEARS OF SELF-DISCOVERY
____YOU AND YOUR DAUGHTER
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____One GUIDE FOR RETARDED GIRLS
____One TEACHER'S PRODUCT DEMONSTRATION KIT (for Grades 4, 5 and 6 only)

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Life Cycle Centre, Dept. BCT-6912
Kimberly-Clark of Canada Limited
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City_____Zone_____Prov._____

NOTHING PARTICULARLY NEW ABOUT IT

¶The recently released report of the Department of Education's Committee on School Utilization contains seven recommendations, some of which have received a fair amount of attention—notably those recommending an extended 'day of operation' and a semester system for all secondary schools.

Our first reaction to the report —*so - what - else - is - new?*—hasn't changed much. There is nothing very startling in the report or the recommendations. At least 53 secondary schools are already using the semester system, for example. Although it may be too early to analyze all the advantages and disadvantages of the system, reports we have had indicate that the advantages seem to outweigh the disadvantages. If that be so, the semester form of organization would probably have come anyway, regardless of the committee's findings.

And there is nothing particularly new about extended school days. There may have been a time when schools were empty from 4:00 p.m. on, but that is certainly not the situation now. Indeed, some schools are used by more people in the evening than during the day. Moreover, the idea of making secondary school programs available at any time of the day or evening is not new in this province. Surely no sensible person can disagree with the principle of making secondary education available to as many people as possible.

What is desirable in education is not always done, of course, and the reason is usually cost. A semester system organized on an extended-day basis would inevitably bring increased costs — administrative, teaching, counselling, operational, janitorial and maintenance costs, to list only a few. And if, as the committee suggests, one of the semesters operated during the summer months, air conditioning would be required for schools in most areas of the province.

In other words, the committee has suggested that the people of the province buy more education than they are buying now. We're all for this, but will the provincial government be willing to finance the additional costs? We doubt it.

Our main concern has been that teachers be consulted before any amendments are made to the Public Schools Act to implement extended days and semester systems. It goes without saying that the rights of teachers must be protected in any changed patterns of organization. We are pleased that the Minister of Education has recognized our right to consultation and has indicated that he will be pleased to discuss the matters with us.

One thing about the report that pleased us was that the committee does not favor two shifts a day for elementary schools. In a classic understatement the report states that 'the people of British Columbia would not approve of the disruption that such a system could cause to established patterns of home life.' (If an extended day for secondary schools resulted in disruption of family life, it would not be acceptable either.)

The other recommendations of the committee few people will quarrel with. It is only sensible, for example, to provide legislation 'to permit joint ownership and operation of educational and other facilities at the local level,' and to take steps 'to integrate planning of school and other community developments.'

The recommendation for 'regional patterns of school organization, without the necessity of a single provincial pattern' is a welcome step toward decentralization, and is consistent with the move to consolidate some of the present school districts.

Another recommendation that teachers will welcome, but that the provincial government will probably view with a jaundiced eye, is one that suggests that the Department of Education co-operate with school districts in pilot projects for greater school utilization, even if 'the initial phases of such projects are more costly than normal procedures.'

All in all, there is nothing very startling in the committee's report. What would be startling would be the acceptance and implementation of the suggestions by the provincial government.—K.M.A.

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