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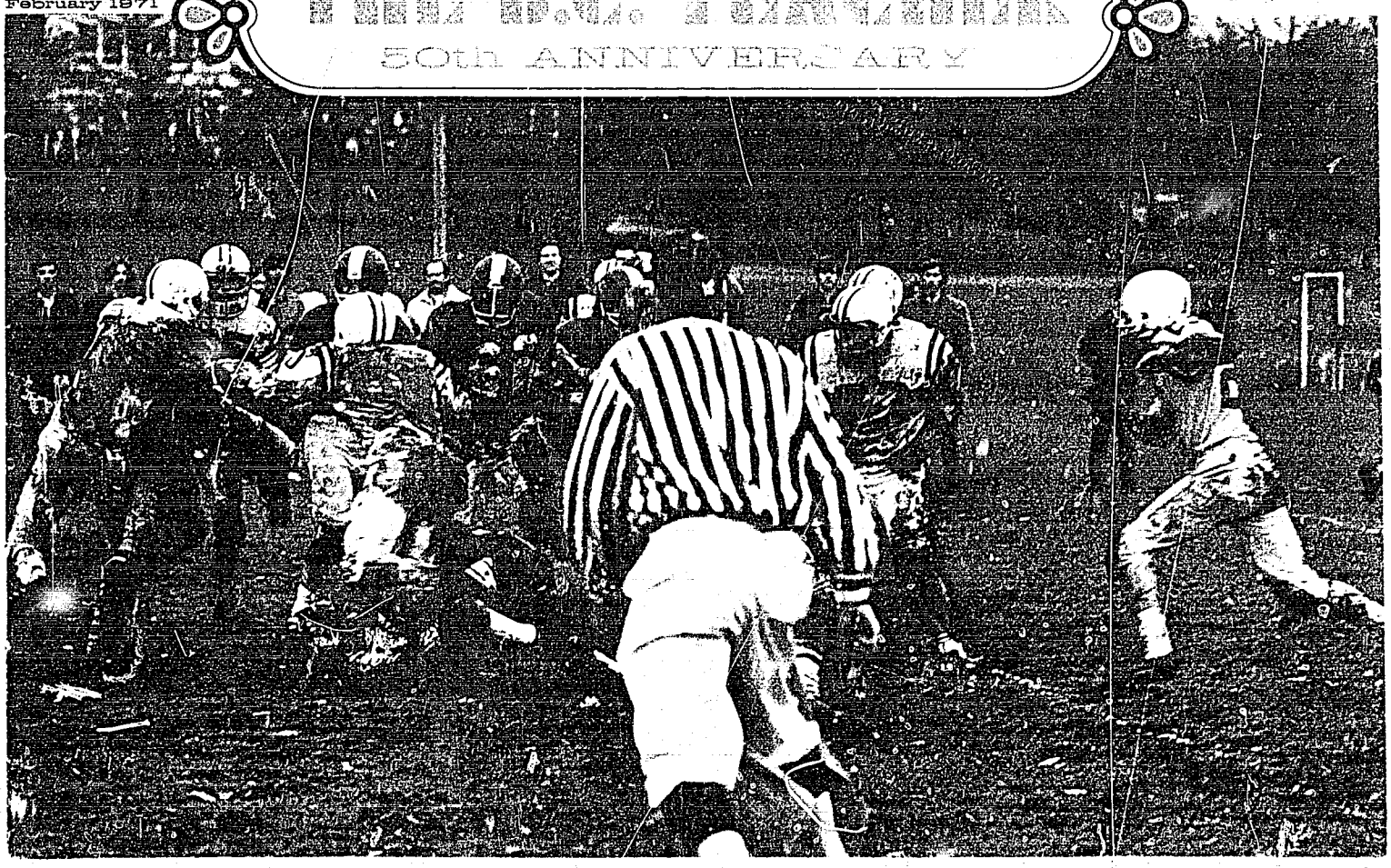
February 1971

THE B.C. TEACHER

50th ANNIVERSARY



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ANTHROPOLOGY	320	Ethnology of a Selected Area
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The Accelerated Industrial Education Programme will offer the prerequisite courses Education 200 and Education 406.

SPECIAL COURSES AND WORKSHOPS

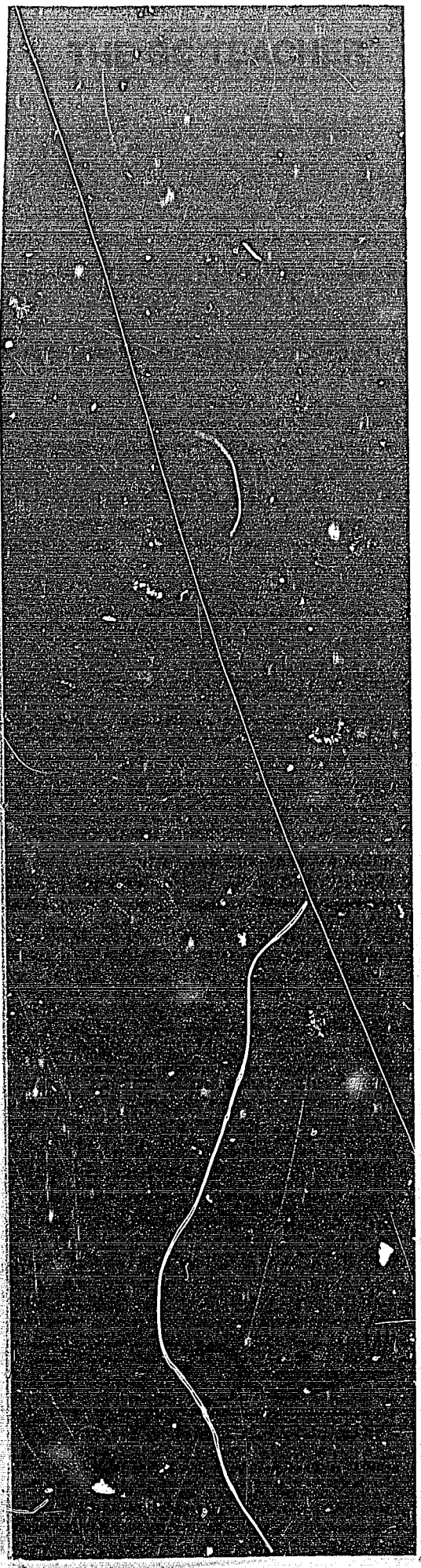
La Maison Francaise—June 28-August 13. Oral-aural teaching by **Voix et Images de France** method. Both credit and non-credit courses will be offerod.

Counsellors' Workshop—August 17-20. The theme this year will be: Humanizing our Schools—the Counsellor's Rolo.

University Transition Programme—August 23-September 3. A short intensive programme designed to assist students to improve their reading and study skills before entering University.

Summer Camp for Boys and Girls—July 5-30. Under the direction of the physical Education Department, the Camp aims to provide a recreational and educational experience with an emphasis on outdoor activities.

For further information or a calendar write to the Director of Summer Session, University of Victoria, Victoria, B.C.



PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
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Vol. 50, No. 5 **February 1971**

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COVER PICTURE

Physical education in the schools may have changed in nature over the years, but both basketball and football are still popular team games. The picture of the Victoria High School basketball team was taken in 1923 and is used here by courtesy of the Provincial Archives. Dave Looy took the picture of the Kitsilano Secondary School team during a game last fall.

PHOTO CREDITS

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(c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)?		
(d) Diabetes, Kidney disease or abnormality of the urine?		
(e) Tumor or growth?		
(f) Epilepsy, Paralysis, nervous or mental disorder?		
(g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder?		
(h) Any disease, impairment or deformity not named above?		
8. Have you, during the past five years, been under observation, had medical or surgical advice or treatment, other than stated above or been hospital confined?		

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NOTICE OF ANNUAL MEETING

BUSINESS

Pursuant to Section 30 of the Credit Unions Act, 1961, the Twenty-Ninth Annual Meeting of the B.C. Teachers Credit Union will be held on Monday, April 12, 1971, in the Boardroom, Hotel Vancouver, at 1 p.m.

1. Directors' Report.
2. Credit Committee Report.
3. Supervisory Committee Report.
4. Treasurer's Report.
5. Distribution of Surplus.
6. A special resolution reviewing the borrowing powers of B.C. Teachers Credit Union.
7. Election of Officers.
8. Any New Business.

W. N. SWANZEY, *President* E. J. SIMPSON, *Treasurer*

The Basic Problem Is What, Not How, To Teach

Sir,

Mr. Frizell's article, 'A Plan for All Seasons,' in your December issue, is a mind-numbing plan based upon outmoded ideas of what constitutes education.

Can there be an aware, alert, sophisticated educator anywhere who would suggest that the serious problem facing education in the 70s can be overcome by tinkering with such inconsequential matters as semesters, tetramesters, grade levels, timetabling, credits for courses, quarterly courses, etc.?

Almost all our schools are in deep trouble because too many teachers, and the general public, think that all we have to do to improve the schools is to tinker either with the administrative organization of the schools or improve the so-called 'methods of teaching.'

Why don't more educators perceive that the fundamental problem facing education is *what* to teach, not how to teach it?

Education has very little to do with courses, promotions, staff arrangements, rotating blocks and all the rest that so many schools fraudulently attempt to pass off on unsuspecting students and the gullible public.

Most of us are guilty of the sin of confusing means with ends.

Can any alert teacher seriously suggest that 'taking courses,' whatever that means, and passing them is tantamount to . . . getting an education, which is what is suggested in Frizell's article?

Humanity stands in the most urgent and insistent need of a new generation that will value co-operation over competition, group goals over unbridled individuality, human needs over technological requirements, personal expression over social reforms, personal rights over property rights, distribution over concentration and consumer rights over producer privilege.

If mankind is to survive, our schools must eliminate the violence that is fraudulently passed off as education.

Love and respect for the rights of children should be enshrined in our schools, but these will remain hollow sentiments so long as schools continue to punish children, label them, pass them, fail them, grade them, coerce them, tetramester them, timetable them, prerequisite them, strap them, detain them, I Q them, stream them, quarter them, segregate them, special-class them, module them, expel them, or otherwise inflict other forms of violence on them.

Rather than 'A Plan for All Seasons' we should be attempting to find ways and means of making our schools truly responsive to the humanistic needs of all our children.

In conclusion, I cannot refrain from commenting upon what is probably the most distasteful and humiliating paragraph in Mr. Frizell's article. The paragraph reads as follows:

'The Curriculum Branch of the Department of Education will review all present courses, and redefine their contents so that they can be divided up into units that can be covered in 55 teaching hours.'

First, the Department of Education is sensibly moving away from the concept that it should prescribe what a teacher should teach. The Department is wisely moving in the direction of expecting professional teachers to accept responsibility for what they teach and how they teach it.

Second, no teacher can expect to gain sympathy for an idea, or a plan, so long as he thinks in terms of expecting other people to make decisions for which he alone is responsible.

As long as we have teachers and principals who rely upon the Department of Education for directions, rather than upon their own brains and ideas, it may be just as well that the Department continue to exist.

Campbell River — John A. Young

Two Writers Appreciated

Sir,

I should like to comment upon two items in your December issue.

1) 'A Tribute to Franklin P. Levirs' is an excellent appraisal. Thank you, Mr. Ovans.

2) 'Survival Is at Stake' is a credo challenging us to face reality and to learn, teach and lead accordingly. Thank you, Mr. J. H. Robertson.

It is not too much to expect that a student will come to understand that current scientific concepts and so-called laws are but functional and tentative way-points in the fulfillment of human destiny.

To embrace the concept of disciplined change as vital in *every* field of human thought and endeavor requires nothing short of true adulthood.

As individuals we may by the bewitchment of our emotionally tinged language hold to values and beliefs that, personal treasures though they be, lull us to immature communication with the world about us . . .

At this point we return, with deep appreciation, to a re-reading of Mr. Robertson's letter.

Victoria — Eric H. Whittingham

THE TEACHER STANDS ON SHIFTING GROUND

RABBI BASKIN

¶What are some of the basic and unvarnished realities that teachers and students will face in the volatile and exciting 70s? Undoubtedly, there are a great number of these, but I should like to confine myself to seven broad areas of educational concern.

The first of these is the realization that education itself is a subject of infinite complexity about which educators seldom agree. A study of the history of education reveals that theories popular in one generation are denigrated in the next, only to reappear with renewed vitality in the third. What to teach, how to teach and the very aims and objectives of education are largely unresolved problems. In other words, strange to relate, there is no consensus among North American educators as to curriculum, teaching methods and educational goals.

And, of course, the problem is compounded by a legion of articulate detractors. Speaking of modern education, Marshall McLuhan says it is 'irrelevant.' Norbert Wiener says it 'shields from reality.' John Gardner says it 'educates for obsolescence.' Carl Rogers says it 'avoids the promotion of significant learning.' Paul Goodman says it 'induces alienation' and Edgar Friedenberg says it 'punishes creativity and independence.' I have the feeling sometimes that these distinguished authorities are trying to tell us something.

And if you can withstand this concentrated assault from the pundits, you ought to listen to the students. Last year a professoral team from 28 American colleges and universities conducted a campus poll across the nation.

Forty-six percent of the students interviewed said that the number one need was for better teachers. Fifty-four percent said that the grading system was a source of constant irritation. But the real contention came at the level of requirements. Students argued that they were being asked to conform to the rules of a society with which they were not sure they agreed.

One student commented: 'I am required to take courses that are of no essential interest to me; they are based upon arbitrary and archaic criteria of what an education is supposed to mean. I do not particularly enjoy conforming to something that came out of Germany several centuries ago and which has been debated ever since.' Another said: 'The college catalog says we are being trained to be mature, well-rounded citizens, equipped to face the responsibilities of life. My required courses do not accomplish this.'

At this point I can't resist a brief quotation from an American professor who wrote: 'A requirement deters education because it is a contradiction of what education actually is. Requirements imply that a student "takes" certain subjects and after he "takes" them (like the measles), he has "had" them and if he has "had" them, then he is "immune" to them and need not take them again. This is the famous "Vaccination Theory of Education."'

In his recent book, *Future Shock*, Alvin Toffler argues: 'Why, for example, must teaching be organized around such fixed disciplines as English, economics, mathematics or biology? Why not around stages of the human life cycle: a course on birth, childhood, adolescence, marriage, career, retirement, death. Or around contemporary social problems? Or around significant technologies of the past and future? Or around countless other imaginable alternatives?

'The present curriculum and its division into air-tight compartments is not based on any well thought-out conception of contemporary human needs. Still less is it based on any grasp of the future, any understanding of what skills Johnny will require to live in the hurricane's eyes of change. It is based on inertia—and a group of academic guilds, each bent on aggrandizing its budget, pay scales and status.

'This obsolete curriculum, furthermore, imposes standardization on the elementary and secondary schools. Youngsters are given little choice in determining what they wish to learn. Variations from school to school are minimal. The curriculum is nailed into place by the rigid entrance requirements of the colleges, which, in turn, reflect the vocational and social requirements of a vanishing society.'

I don't want to belabor the obvious, but do not the problems of the teacher begin with the fact that he stands on constantly shifting educational ground and is hard-put to maintain his footing? Pity the poor harassed teacher, trying to do his best and baying at his heels an assorted group of principals, students, parents, home and school councils, boards of education, etc.—each of these trying to assert fixed positions in a culture that is undergoing constant educational change and re-evaluation.

Axioms Are Now Questioned

The second reality—a corollary of the first—is that many long cherished educational axioms are now being vigorously questioned. For example, don't we all accept the concept almost as a truism—that the more available money, the better the school? Yet, James S. Coleman of Johns Hopkins University, who in 1966 headed the largest and most thorough examination of American public schools ever undertaken, was amazed to find otherwise. He wrote: 'The evidence revealed that within broad geographic regions, and for each racial and ethnic group, the physical and economic resources going into a school had very little relationship to the achievements coming out of it.'

The most detailed report now available on any large city school system, that of New York City, indicates that reading and arithmetic achievements in the highest expenditures schools ($1,100 per pupil and up, median $1,330) average between five and seven months behind those in the schools with the lowest expenditures (below $600 per pupil, median $510).

Let us turn to another long cherished ideal. Most programs for educational improvement place their main emphasis on reducing class size. But it has long been known

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Rabbi Baskin's Keynote Address to the 1970 Convention of the Provincial Association of Protestant Teachers (Quebec) is reprinted with permission from The Sentinel *(November 1970), the PAPT newspaper.*

from hundreds of research studies that there is no correlation between class size and pupil achievement.

The aforementioned Coleman report, for example, found that the teacher-pupil ratio 'showed a consistent lack of relation to achievements among all groups under all conditions.' But the myth that pupils learn more in smaller classes still flourishes and the demand for cutting class size increases, while resistance to technological progress, such as programmed learning with the help of machines or television and films, continues to grow.

Consider for a moment the widespread practice of tracking or streaming students. This would seem to be a progressive and desirable method of dealing with a difficult problem. But the opposition is rising. Harry Kemmelman in his recent book, *Common Sense in Education*, writes: 'To divide pupils by intelligence tests scores is to divide them on the basis of a single measuring device, one that primarily tests speed of mental reaction. This is like dividing all athletes on the basis of their speed in the hundred-yard dash with no consideration of such other faculties as the ability to run a long distance or to jump or to strike a ball or to lift a weight.'

There is also the effect on the classroom situation. In an unsegregated class the quick-witted students serve as pace-makers to their slower classmates, who respond to the challenge. Nor does the quick-witted student lose by the situation. There is a kind of mental exhilaration in the interaction between his mind and the rest of the class that in turn spurs him on to greater endeavor.

Another aspect of the track system is that the student soon finds that it is a railroad track; he is on rails and cannot get off. Although he can be dropped from a higher track to a lower, he cannot possibly climb from a lower to a higher because he will have missed the additional work that is taken in the higher track. Thus, the slow starters, those whose minds develop a little later than the average, are particularly hurt by the system.

Just as the public eventually soured on psychiatry when every court action produced psychiatric experts on both sides of the case, so education is now a kind of no-man's land where explosive shells are being detonated from all sides.

Increasing Doubt Emerges

A third reality is that all of us—but especially the young and immature—find ourselves in a world of frightening technology and in a society of uncertain values and conflicting ideals. Just consider, the average youngster experiences 2,500 hours of exposure to television before he even enters school. This is the first generation in history that is taught as much or more by a box in the living room as it is by a parent or teacher.

North America is now on the threshhold of becoming the first trillion dollar society in the history of the world. But from this figure of affluence, of technical mastery, of mushrooming growth, of constantly enlarging markets, there emerges increasing doubt about our purposes, individual and national. At the very peak of our progress the air is foul, the beaches are filthy, the lakes and rivers die, some plants wither, birds flee, the garbage piles up.

Last year America built a mountain of rubbish which included 26 billion bottles and jars, 48 billion metal cans and 65 billion metal and plastic cups. To this, add the human waste, the manufacturing wastes, the chemicals, acids, the algae-destroying insecticides, the whole range of biocidal materials which are already making visible inroads on photosynthesis—and without nature's photosynthesis, we are without oxygen. Leo Cherne, the well-known economist and social scientist, predicts: 'By the year 2000 millions of Americans may be wearing respiratory devices.' And this profound social dislocation is made without reference to drugs, family breakdown, racial conflict and war as an ever-present threat.

How Do We Establish Rapport?

The fourth reality flows inexorably from the third. How do we establish rapport or effective communication with a generation produced by our kind of society whose interests, enthusiasms, judgments and values are so different from our own? In increasing numbers young people do not acknowledge the validity or legitimacy of the school. This is perhaps the greatest failing of the modern high school—it does not derive its authority from the consent of the taught. Educators have long maintained that teachers derive their authority from the concept of 'in loco parentis' or 'in place of parents.' In the average community the teacher is not in place of parents, either as perceived by the students, the teachers, or the parents. Hence without legitimacy many schools are operating dead-end custodial programs.

In no area is this matter of consent more important than in dealing with problems of discipline. Discipline, in a democracy, is, of course, basically self-discipline. That is, there have to be inner controls which cause the person to weigh his own interests against the common good. There are standards of authority which are clear and unequivocal, but they are set up by the group—rather than by some outside authority. Crime has been defined by Durkheim as 'behavior which shocks the collective conscience.' Often students do not behave responsibly because they do not share a collective conscience; they have no built-in control which stems from a responsibility for good citizenship.

Students Will Have More Freedom

A fifth reality—one that follows from what has been said and is not likely to be viewed by many teachers or principals with equanimity—is that out of the tensions and conflicts of the present school situation will probably emerge greater freedom for the student.

Some months ago the National Education Association held its annual convention in San Francisco. An extensive preliminary report charged that elementary and secondary school administrators and teachers have failed to comprehend and protect their pupils' rights as

citizens and as 'clients of the educational system.'

Recently in Toronto a brief was presented by high school students to the Minister of Education. This brief demanded the freedom to determine the learning environment best suited to a student's needs, interests and abilities. What it wanted for students was freedom of speech; freedom of assembly; freedom of publication and distribution; freedom of conscience and thought; freedom from arbitrary invasion of privacy; freedom from any humiliating or degrading forms of punishment; and the right to effective participating in school governments.

At about the same time, teachers at a Toronto collegiate-institute sent a private note to the Toronto Board of Education demanding 50% of the total representation on any selection committee that might be set up to choose a new principal for the school.

What emerges from all this is the certainty that arbitrary rules, particularly on discipline and dress, will be widely debated and opposed. Representative student government is certain to gain far more effective control over students affairs. 'Due process' is sure to replace administrative fiat. Options for independent study and for less standardized academic requirements are clearly in the offing. Students will enjoy a greater voice in the shaping of reform. Whether all of this is regarded as good or bad will depend on the experience, sagacity, imagination and inventiveness of the school, the administrator, the principal and teacher.

Certainly, if the school is going to reach out to the student, it cannot as an institution contradict what it is trying to teach in the classroom. It cannot teach the value of freedom of inquiry and at the same time censor books and ideas. It cannot teach the value of individual dignity and disregard student opinion. It cannot call for responsible behavior without allowing students—and teachers—to have responsibility. It cannot be built around the governmental structure of a boss who dictates school policy and then expect to produce students who really believe in a majority rule, or even that a human being matters.

How Can We Teach Tolerance . . .

In the sixth place, the school must be increasingly concerned with the problem of mutual tolerance and understanding. This is the recognition that in a pluralistic society, racial, ethnic and religious animosities can tear asunder the very fabric of our society. How do we teach students that prejudices are the children of their fears and ignorance? How do we teach students to avoid the invidious generalization and the cruel stereotype and the need to seek scapegoats for their own sins and inadequacies?

I think it is true to say that young people today are open to differences. They are willing to accept the weak, the unfortunate and the vulnerable. They are essentially fair and open-minded until the prejudices of their elders poison their hearts and minds. How can our schools bring to students a recognition of the importance and dignity of every human being despite his color, religion, social status or place of origin?

. . . And Inculcate Moral Values?

Finally, I am sure that it is going to be increasingly difficult to inculcate moral values—even in the broadest sense—at a time when the church has become largely ineffectual, the so-called Puritan Ethic discarded and the traditional sources of authority weakened.

Recently, the American poet Archibald MacLeish related a conversation with a friend who had attended most of the Broadway plays this season. MacLeish asked if any of the plays had a plot that accorded man any basic dignity. His friend thought for a moment and said, 'No, they really didn't.' MacLeish commented, 'In times gone by there were those who thought that great art should ennoble or exalt. Now, many prize that art which "tells it like it is," not like it could be. We are raising whole nations of young people whose steady musical diet has been the physical gratification of rock music, never even exposed to the exhilaration of Beethoven, or the tranquility of Mendelssohn, or the sheer joy of Mozart.' And he concluded, 'Talk about poverty and underprivilege!' How can our schools drive home the thrill of creativity? The wonder of an infinitely diverse universe? The insights and satisfactions that flow from a keen appreciation of the world of the spirit?

Before I conclude, and despite a tone and impression I may have imparted, I should like to confess the admiration I feel for the idealism I discover in many young people, their sense of integrity, their desire for service, their essential fair-mindedness, and often their quest for knowledge. How adequately to channel and utilize this reservoir of good will and dynamism is a prime challenge for parents, teachers, principals and, I suppose, clergymen.

Seven Problems Need Attention

Here, then, are seven areas which we must face realistically in the days and months that lie ahead. (1) The very unstable nature of the educational process itself. (2) The uncertainty and even break-down of long cherished educational ideas. (3) The complexity and contradictions in our deeply troubled and muddled affluent society. (4) The need to communicate effectively with students who often are on a different wave length or who do not even accept the validity of the school system itself. (5) The probable increased freedoms that will be afforded to the student in the foreseeable future. (6) The furthering of tolerance. (7) And the paramount task of bringing the values of our culture at their highest and best to our students in an enduring and practical fashion.

Some years ago I went through a period of personal discouragement. Problems were mounting up which I found frustrating and burdensome. I went to a wiser and older colleague to complain. He said: 'Who ever told you that a minister's job was easy?' Ladies and gentlemen, confronted by the host of problems that you face, I can only say to you, 'Who ever told you that the work of a teacher was simple or easy?' §

ADVENTURE PLAYGROUNDS
THE 'NEW' WAY TO PLAY

Adventure playgrounds are fun, cost very little, and develop both mind and body. Here's how to go about developing one for your school.

GERRY REYNOLDS

Vice-principal
Fromme Elementary School
North Vancouver

¶Were you one of those 'underprivileged' youngsters who had to make his own fun? Did you head into the woods or the nearest vacant lot to build treeforts and playhouses? Did you build dams in the ditches or streams? With these structures, did you build dreams?

You weren't underprivileged; you were lucky!

Increasing urbanization and the trend toward living in concrete canyons deprive more and more children of the chance to get close to nature. Their opportunities for constructive play are sharply reduced. Research published by Dr. D. M. Fanning in the *British Medical Journal* shows that children living in apartment blocks suffer a higher rate of sickness than do those living in houses, not to mention the higher incidence of psychoneurotic disorders among their mothers. This can be attributed to lack of fresh air, exercise and creative play with others of their age group.

We British Columbians are more fortunate than people in heavily populated countries. For most of us the great outdoors is still quite close. But even here our urban centers are growing rapidly. Many children in low-income, city families have only the streets and aesthetically bare, sterile schoolgrounds on which to play. And this brings us to my point.

We can, to some extent, provide play areas in the city and on schoolgrounds that have the advantages of the woods. They are called 'Adventure Playgrounds.' The forms they can take will be as varied as their designers' imaginations will permit. The philosophy, however, is the same.

The purpose of the adventure playground is twofold—to develop the mind and the body. The various structures encourage children to invent games. Loose building materials in one section of the playground permit construction, so creativity with concrete objects develops. (This works best if there is a playground supervisor who can supply tools, nails, etc.) Secluded nooks—like a seat on a stump or up a tree—provide solitude for just dreaming.

For physical development the adventure playground is excellent. A good selection of devices causes children to exercise and develop most of their muscles without even being aware of it. Along with increased strength, they gain such motor skills as agility and timing. They also develop a better sense of balance. Perhaps most important of all is the self-confidence generated by success in the myriad activities of the playground.

If the children themselves design and build the playground, there are additional advantages. They glow with the pride of accomplishment and proprietorship. They learn to work co-operatively with others. They receive training in working with tools. They can, if skillfully

See also 'Adventure Playgrounds Have Proved Their Worth' by Gary Pennington, September-October 1969 issue.

Top: What are these youngsters playing? Are they chickens on a roost?

Center: Commercial products can be used in conjunction with home-made. A general view.

Bottom: This is another general view of the school's adventure playground, from the opposite direction.

guided, learn lessons in drawing, physics, economics, horticulture and landscaping.

A final advantage, of interest to school boards, is the low cost of this type of playground. Utility and logging companies will usually donate poles. Rough lumber, galvanized spikes and pipes are fairly cheap. The labor is free and is part of the fun.

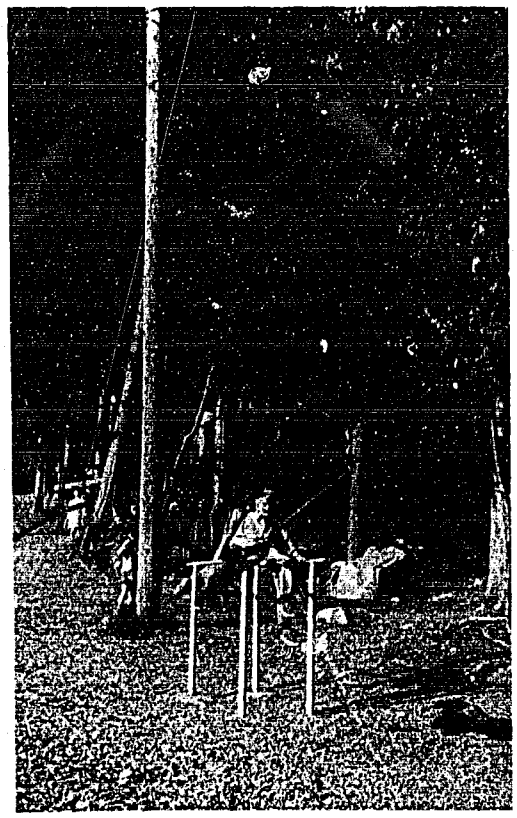
'Theory is fine, but you can't eat it,' some philosopher (I think it was myself) once said. So, for those readers who have stuck it out this far and are still interested, we shall progress to a few suggestions on how to go about building an adventure playground. Much of what follows presupposes that pupils will be participating in the construction and that the playground is located on school property.

The first step is to select a site. You may have very little choice in the matter, but anything—rough or smooth, large or small, treed or bare—will do. A rough area adds interest. Steep earth-banks can be held together with logs, bricks, groundcover, etc. If the area to be used is adjacent to the other play areas, supervision will be easier. I have found, however, that an adventure playground requires a minimum of supervision. Trees improve the aesthetics and, if large, are useful structurally. If there are none, or not enough, it is easy to plant some. Fall and spring are the best times for planting.

The second step is to motivate your building crew. This is very easy. Just ask the senior pupils (minimum, Grade 6 or 7) if they would like to build a playground—and then try to hold them down.

Planning, the next stage, should not be unduly protracted. If it is, enthusiasm to get on with the job will be lost. One thing to watch: boys often want to build sophisticated devices that are far beyond their capabilities and that would be unsafe without constant adult supervision. A lot of guidance is needed at this stage. Children between 12 and 14 years of age have difficulty in expressing their ideas in the form of working scale-drawings. It helps if they can see and measure their building materials before they start to plan.

The planning depends not only on the shape and contours of the site, but also on the materials available. Almost anything can be utilized. Imagination and a bit of skill turn logs, trees, old power poles, concrete blocks and culverts, truck tires, old cable spools and rough lumber into all sorts of interesting devices. Old cars, trucks and boats are extremely popular. They have merely to be immobilized. Their cushions should be removed, also, because they get wet and soggy. Some thought should be given to positioning devices so that their users will not interfere with each other.



When the actual construction starts, the boys should be divided into groups, each under the direction of a 'foreman.' Each group is made responsible for one part of the project. The teacher oversees all groups and assists when any tricky work has to be done (such as drilling a hole through a tree, some 20 feet from the ground, for a swing). For foremen choose boys who have displayed leadership ability and give them some advance instruction, stressing the safe use of tools.

To proceed from the general to the particular, it may be helpful to give you a description of the building of our adventure playground at Fromme Elementary School in North Vancouver. We were blessed with a beautiful site—approximately three-quarters of an acre between the school driveway and a mountain creek, the center of which forms the schoolground boundary. It had many large hemlock, cedar and alder trees and was covered with dense brush, deadfalls, rotten logs and stumps.

It took 34 Grade 7 boys about two months to clear two-thirds of the area. They used machetes, axes, mattocks, shovels, wheelbarrows and rakes. Heavy logs and roots were pulled out with the tug-o-war rope. All the big trees were preserved. The boys burned most of the debris, but some was removed by truck.

The next step, which actually began before clearing was finished, was smoothing the ground. General contours were left, but small holes were filled and areas of loose boulders covered with fill.

Once the ground was cleared, construction began. The groups got to work on utility poles donated by B.C. Hydro and planks supplied by the School Board Maintenance Department. Logs were sawn with a two-man crosscut saw. The notching of steps involved some axe work, and this, for reasons of safety and accuracy, I looked after. Where logs had to be split we used wedges and an eight-pound sledge hammer. The boys moved the logs from the driveway to the building sites by dragging them with the tug-o-war rope. Many hands and lots of push put them into position.

We made sure that every installation was very solid and secure, even if not exactly in the Chippendale tradition. Heavy galvanized spikes of approximate lengths—from four-inch for planks to twelve-inch for logs—were used for fastening. If spikes larger than twelve-inch are used, holes somewhat smaller than the diameter of the spikes should be pre-drilled to prevent splitting. A fireman's pole was set in concrete and held at the top by a horizontal plank.

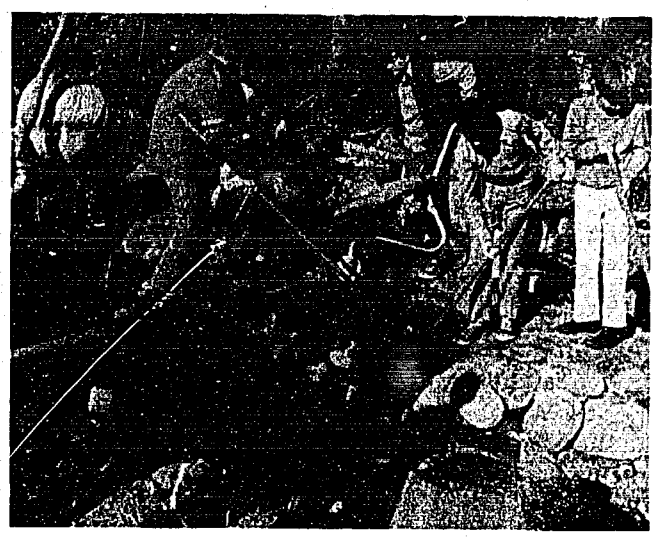
The accompanying pictures show the kinds of devices the boys built. Not shown in any picture is a single-cable swing suspended from a leaning tree. This, however, is in process of being re-rigged from a stronger, lubricated suspension point. The first swing wore out the shackle connecting it to the eyebolt through the tree. As I suggested earlier, the variety of devices that can be built is limited only by the imagination of the designers and the physical limitations of building materials and skills. As our pictures show, we have confined ourselves to devices having a minimum of moving parts. Some manufactured items have been used because they were available. The metal slide, too, was easy to build into the platform.

The construction of our adventure playground is a continuous process. This year's Grade 7 boys have cleared the remainder of the site and have built an island in the creek. They plan a bridge across the creek, additions to some of the existing devices, park benches made of split logs, another swing and a few other items. One lad is negotiating with a neighbor to obtain an old boat, which, although no longer seaworthy, will still provide hours of make-believe voyaging.

If you should decide to build an adventure playground at your school, you will find the project extremely rewarding. Not only is it a worth-while achievement for the student-builders, but also it provides hours of fun on schooldays and weekends for children of all ages from toddler to teens. §

Stepping blocks provide opportunity to develop agility.

These lads are working on the now-completed island.



S. R. LAYCOCK

the human factor in the classroom

The human factor is all important in the development of students. No teacher can afford, either for his own or his pupils' sake to dislike any student.

The school of today is under fire and the school of tomorrow may well be even more so. Just as, since World War II, there has been growing distrust of the established churches, so the public's confidence in the schools is being increasingly undermined.

There are many reasons for this. One is that suggested by Rollo May[9] in his recent non-fiction best-seller, *Love and Will*. May points out that overemphasis of the technological revolution has resulted, in our day, in a sense of emptiness, depersonalization and alienation. These characteristics, he believes, lead to apathy, which, in turn, leads to violence.

These feelings of alienation and depersonalization are probably important factors in the unrest and protest of students, strife on the labor front, racial conflict, the revulsion against war, and the cheapening and banalization of sex as portrayed in the *Playboy* philosophy and as depicted in many of the current novels and movies.

One aspect of the public's feelings of depersonalization and alienation is shown in dissatisfaction with the schools. This expresses itself not only in the defeat of plebiscites for school construction but also in the spate of such books and articles of criticism as those of Holt,[7] Illich,[8] Hart,[6] Goodlad and Klein,[5] Silberman[14] and Postman and Weingartner.[10]

The dissatisfaction with today's schools expresses itself in two main ways. On one hand is the hard-line approach of those who demand greater efficiency in the teaching of reading and other basic skills. This is seen in some American school systems that are entering into business contracts with commercial firms whereby the latter are paid for measured improvement in pupils' reading skills. On the other hand are those who are dissatisfied with the school because of its emphasis on subject-matter, administrative devices and teaching techniques to the detriment of the development of the child as a person.

This second point of view is interested in the humanizing of education, in teacher-pupil involvement and interaction, and in the development of healthy self-concepts in pupils. The Association for Supervision and Curriculum Development of the National Education Association[1] has, for example, issued several publications dealing with the humanizing of education.

Combs's[3] study of the helping professions has shown that effective teachers and counsellors are characterized by: (1) perceiving themselves as reasonably secure and adequate; (2) perceiving their pupils as able and worthy, and (3) perceiving their job as one of *freeing rather than controlling*. Certainly, the full acceptance of the last-named principle by teachers at all levels (including university) would amount to a full scale educational revolution.

Another facet of the study of the human factor in education has been the work of Rosenthal and Jacobson[12] and of Rosenthal[13] in studying the effects of teachers' expectations on the self-concepts and achievement of pupils. A dramatic example of such effects is found in Lowry's story of 'The Mouse and Henry Carson' as cited by Purkey.[11] This story describes how a mouse ran into the office of the Educational Testing Bureau and accidentally triggered a delicate point in the apparatus just as the College Entrance Board's data on one Henry Carson were being scored.

Henry was an average high school student who was unsure of himself and his abilities. Had it not been for the mouse, Henry's scores would have been average or less, but the mouse changed all that, for the scores that emerged from the computer were amazing—very high in both the verbal and the quantitative areas.

When the word reached Henry's school, news of his giftedness spread like wildfire. Teachers began to re-evaluate their gross underestimation of this fine lad, counsellors trembled at the thought of neglecting such ability, and college administrators began to recruit Henry for their schools.

New worlds opened for Henry and as they opened, he started to grow as a person and as a student. Once he became aware of his potentialities and began to be treated

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The help a teacher gives a child should be based on the youngster's own individual strengths and weaknesses and her own unique style of learning.

differently by the significant people in his life, a self-fulfilling prophecy took place. Henry gained in confidence and began to put his mind in the way of great things. Lowry ends his story by saying that Henry became one of the best men of his generation.

This story is not as fantastic as it sounds. In his article in *The Unstudied Curriculum,* Rosenthal brings up-to-date, through 1969, research data on the effects of both experimenters' and teachers' expectations on achievement. He cites 59 studies of experimenters' and seven studies of teachers' expectations. In both groups he found that about 7 out of 10 experimenters or teachers are likely to show the effect of their expectation on the performance of their subjects or pupils.

A major aspect of the studies referred to has been the effects of expectations on pupils' self-concepts. Certainly, there is increasing evidence that how an individual feels about himself very greatly influences his reactions to others and how he tackles life's problems, including school problems. An increasing awareness by teachers of the role of the self-concept in pupil achievement as well as in personality growth and social development is likely to result in changes in teachers' attitudes toward pupils and the methods they use in the classroom.

An increasing number of studies are being made of teacher-pupil interaction. Spaulding,[15] for example, found that the type of emotional interaction between pupils and their teacher affected both the pupils' self-concepts and school achievement. Pupils' self-esteem and achievement were raised when the teacher had a warm supportive attitude and were adversely affected when the teacher was cold, aloof, dominating or threatening or when she taught in a formal fashion emphasizing knowledge of facts as such.

Children Sense Attitudes

In my work in teacher-education, I have long used the cliché 'Few people can resist being liked.' Applied negatively, no teacher can afford, either for his own or his pupils' sake, to dislike a pupil. Through the subtle process of non-verbal communication, the pupil responds to the teacher's attitude of dislike or disinterest and is likely to become a learning or behavior problem. Then the teacher, in self-congratulation, says, 'I had a hunch that child would be a problem,' when he created his own problem.

Watzlawick[16] in his *Pragmatics of Human Communication* says that we cannot *not* communicate; that behavior has no opposite; that we cannot *not* behave. Even ignoring an individual is a form of communica-

tion. While teachers have always consciously used non-verbal communication through the smile, the frown, the shaking or nodding of the head, tone and inflection in speaking, placing the hand on the shoulder of the pupil, etc., they have not always been aware of the unconscious non-verbal communication by which they convey to pupils their dislike, disapproval, embarrassment, fear, tension, annoyance, boredom, or whatever.

Non-Verbal Clues Give Hints

Sometimes what teachers do in their non-verbal communication drowns out what they say in words. Children and teenagers are particularly sensitive to feelings conveyed by non-verbal clues. Certainly, the teacher's liking and respect for his pupils must be real, not phony. In any case, respect for the child as a person is more likely to lead to Combs's idea that the teacher's job is one of freeing rather than controlling and to focusing on the child's ability to discover, inquire, experiment, investigate, and to solve problems and to be creative.

Although teachers necessarily make use of generalizations and classifications, when it comes to dealing with individual pupils, labels can be dangerous. In labeling a child as dull, bright, average, emotionally disturbed, brain damaged or perceptually handicapped, teachers are likely to set up expectations that affect the youngster's performance. In addition they assign him a general pattern of characteristics, many of which are not his. As a result, he is taught in terms of abilities, traits, and qualities he may not possess.

It is as ridiculous to assume that all the children in a class for the retarded have the same deficits, strengths and styles of learning as it is to assume that this is true for a class of average children or for that matter children of the same IQ. Sometimes teachers use the child's IQ in an unprofesssional manner to stereotype him and to restrict what is done for him rather than use this information as one bit of evidence about where the child is in his development.

When it comes to handicapped children, Barbara Furneaux,[4] in discussing the evil effects of labeling, says, 'It may well be that soon the whole method of categorizing children for special education will be revised and be based not upon their disease or defect but upon their learning characteristics as well as their immediate level of intellectual and emotional functioning.' Every teacher of normal children also needs to take that statement to heart, basing the help he gives in teaching a particular child on the youngster's own individual strengths and weaknesses and his own unique style of learning.

Labels can be dangerous. In labeling a child . . . teachers are likely to set up expectations that affect the youngster's performance.

If a teacher is going to help a child to build a healthy self-concept, he will have to see that the youngster is provided with a good backlog of success experiences. The weight of evidence in modern learning theory is that nothing succeeds like success and nothing stultifies like continued failure. A major criticism of the traditional school is that, with its grade system and emphasis on competition between unequal pupils, it has often damaged the self-concept and, therefore, the achievement of pupils. A basic principle in schooling is that every child has a right to school work at which he can succeed after reasonable effort.

The self-concept of pupils is affected not only by the attitudes of their teachers, but also by the attitudes of their fellow-pupils. Often there is a close connection between the two. The attitudes of the principal and classroom teachers in a school powerfully affect the attitudes of a child's peers toward him whether he is conceived of as average, dull, gifted or handicapped. This makes the teachers' attitudes doubly important.

Recently, in an address in a prairie city, I was challenged by a panel member to the effect that my ideas were radical and revolutionary. This was because I had listed the goals of the school in the following order: (1) the development of a healthy self-concept; (2) growth in the ability to establish effective interpersonal relationships; (3) school competence in reading and learning techniques; (4) growth in responsible social behavior; and (5) the achievement of self-actualization.

The critic claimed that the traditional role of the school was to transmit the culture of the race and that the school existed for society's sake, not the child's sake. I believe that the two goals are not antithetical but interlocked—that one can ensure citizen competence and responsible social behavior in adequate fashion only when the goals of a wholesome self-concept and effective interpersonal relations are taken fully into account.

The effects on pupils of the goals of the school has been studied by Biber[2] and Minuchin, who found that the general goals of the school made a significant difference in both the pupils' self-concepts and their school achievement.

Human Factor Is Important

It seems, then, that the human factor in the development of pupils is of high importance. This human factor relates not only to teacher-pupil interaction, but also to the teacher's relationship to his principal, supervisor, colleagues and the parents of his pupils as well as to the general public. A discussion of the latter aspects is beyond the scope of this article but is none the less important.

While research in the use of educational technological hardware as well as that of administrative devices and methods of teaching and learning must go on, increasing attention should be given to research in the human factor of the teacher's relationships within the classroom and the school. Advances in technology will not displace the teacher; rather they will require that he make more skillful use of the human factor in the development of his pupils. §

References available on request.

NORMAN ROBINSON

NEEDED:

The local school district continues to be the basic administrative unit in education in Canada and the U.S.A. Because this is so, legislators, school trustees and educators continue to be concerned about the development of school district units that are viable in both an educational and an economic sense.

Changing political, economic, social and educational forces in society give rise to a continuing need for school district reorganization. What may today be an effective and efficient school district unit can become an ineffective and inefficient unit through a change of the forces operating in society.

In British Columbia we need a comprehensive and systematic reorganization of school districts. My purpose here is to discuss some of the reasons why this need arose; to provide a set of criteria for determining what constitutes an adequate school district in B.C. in the 1970s; and, finally, to suggest how a reorganization could appropriately be effected.

There are 76 school districts in B.C. at the moment. The present pattern differs only to a minor extent from the one that has existed for the past 24 years.

Dr. Robinson is assistant professor in the Professional Development Center at Simon Fraser University.

In 1944 the provincial government appointed a Royal Commission to make a comprehensive study of the administration and financing of education in the province. Named as a one-man commission was Dr. Maxwell A Cameron, head of the School of Education at the University of British Columbia.

Cameron's investigation brought to light substantial inequalities among school districts in terms of educational opportunities for students and taxable resources for school support. For example, some districts, particularly city districts, had large tax bases and could support adequate educational programs. In many rural districts, however, it was difficult to find even three residents who had paid their taxes and thus possessed eligibility to serve on the school board.[1]

Cameron concluded that, to ensure that all students received adequate educational programs and services, two basic reforms were necessary in the provincial educational system. First, a foundation program of educational grants had to be instituted. Second, an extensive and comprehensive reorganization of school districts had to be effected to reduce the number of districts in the province.

Cameron recommended that, to achieve the twin goals of equalization of educational opportunity and equalization of educational support, a school district in B.C. should have the following characteristics:

1) The district should be 'large enough to justify a reasonably adequate schooling from Grades 1 to 12. If one test is more important than others, it is this one.'
2) The district should disregard existing municipal boundaries and take in extra-municipal areas.
3) The district should be 'understandable or comprehensible to the local people. It should, if possible, be a community, an economic entity, or a trading area.'
4) The district should employ at least 40 teachers, although 100 would be a more desirable number.
5) As much as possible of the province's area should be included in the districts to be organized.[2]

Cameron stated in unequivocal terms that not only was the question of the foundation program of educational grants a provincial responsibility, but so was the establishment of adequate school districts. He said:

'. . .education is at root a Provincial responsibility. If this statement has any meaning whatever, the size and powers of the local districts cannot be left to local discretion. It is the duty of the Provincial Government to put into operation the

A MAJOR REORGANIZATION OF SCHOOL DISTRICTS

The author contends that there are far too many school districts in the province. He analyzes how this situation developed, provides a set of criteria for determining what constitutes an adequate school district and suggests how reorganization could be effected.

school districts which it thinks will best serve the Province's children, just as it would be the duty of the government to abolish school districts entirely if it were convinced that centralized administration would provide the best service.

'For these reasons, it is recommended that the government through its Council of Public Instruction proceed to redistrict the school system without seeking local approval of its proposals.'[3]

The provincial government of the day accepted Cameron's conclusions. In a single legislative enactment in 1946, B.C.'s approximately 700 school districts were reduced to just over 70 and a foundation program of educational grants was instituted.

The implementation of the Cameron Report resulted in substantial improvements in B.C.'s educational programs and services. It also resulted in a more equitable means of financing education.

In a 1954 study of the changes in B.C. education resulting from the establishment of large school district units and the institution of a foundation program of educational grants, Dr. J. F. K. English found improved programs and services being offered at both elementary and secondary levels, improved school plant facilities, less local friction and local politics, better educated persons standing for school board office, and greater tax equalization between urban and rural areas.[4]

A large number of studies done elsewhere in North America support English's findings as they relate to the superiority of larger school district units in terms of their ability to produce substantial educational and economic benefits to students, teachers and taxpayers.[5]

Widespread political, economic, social and educational changes have occurred in B.C. since 1946 and all have had an impact on the province's school districts. Their general overall effect has been to bring into question the effectiveness and efficiency of a large number of the districts that were established in 1946.

It is not possible, here, to discuss fully how the changing political, economic, social and educational forces operating since 1946 have given rise to the need for a reorganization of school districts in the province. Instead, I shall make only a limited examination of two critical educational changes that have occurred during the last 20 years and the impact they have had on school districts. The two critical changes are: (1) the rapid expansion of educational programs and services dur-

ing the 1950s and the 1960s; and (2) the 1968 modification of the foundation program of grants in education.

During the 1950s and 1960s, educational programs and services in B.C. were expanded considerably. For example, regional colleges were established; new and expensive comprehensive programs were introduced into the senior secondary grades; new programs were instituted in elementary schools (e.g., special education classes, conversational French); and new school district administrative and supervisory roles were created.

B.C.'s school districts experienced little difficulty in financing these expanded programs and services as long as the provincial government continued to maintain a foundation program of grants in education as it had since 1946.

Some Districts Get Higher Grants

Under a foundation program of grants, a district computes the cost of the province's approved basic education program for the district, deducts from the cost of the basic education program the amount that can be raised in the district by a prescribed provincial levy, then receives from the province a grant that is the difference between the cost of the basic education program for the district and the amount raised by the required levy.

Thus, those districts that are poor in taxable resources but have high costs in offering the basic education program get larger provincial grants than do those that are rich in taxable resources but have low costs in offering the basic education program.

In 1968 the provincial government adopted a new education finance formula that modified substantially the previously existing foundation program of grants in education. This new education finance formula (which is still in effect) is based on the concept of 'average practice.'

Essentially, the formula is based on a school district's ability to meet the cost of a basic education program, which is defined as the province-wide average of approved cost per 'instructional unit' multiplied by the number of 'instructional units' in the district.

An 'instructional unit' consists of 30 elementary students or fraction thereof, 20 secondary students or fraction thereof, or 60 kindergarten students or fraction thereof. A special class of 15 students or fraction thereof counts as 75% of an 'instructional unit.'

Most (but not all) school districts are required to impose the basic provincial levy to finance their share of the basic education program. The difference between the cost of the basic education program for the district minus the amount raised in the district by the basic provincial levy constitutes the provincial grant to the school district for the basic education program.

Under this financing formula districts with poor tax resources receive higher provincial grants than do those with rich tax resources. In this sense, the formula does possess one characteristic of a true foundation program. It should be pointed out, however, that since the cost of the basic education program is based on province-wide average costs, districts with high operating costs tend to be penalized.

In the sense that the cost of the basic education program for any district is based on 'average practice' and not on a district's particular level of financial need, B.C.'s financing formula is not a foundation program in the true sense of the term.

Some Have to Cut Programs

The use of average practice in determining the cost of the basic education program means that high-cost districts have to curtail programs and services or pay for these items out of supplementary local revenue. Consequently, as Johns, a noted American authority in public school finance, points out: '. . .the use of "average practice" in a state to determine the units of need for the level of support for the foundation program should be clearly recognized as an obsolete practice that will not make it possible for the schools to meet emerging needs.'[6]

That many B.C. school districts cannot provide provincial basic educational programs and services for their students under present provincial education finance policies is a problem that requires immediate attention.

In attempting to solve this problem several approaches are possible. Since the areas of educational programs and services, education finance and educational administration are inextricably interrelated, the provincial government could, and possibly should, examine the total question of programs, services, finances and administration in education in B.C. through a Royal Commission.

If this holistic approach is not acceptable to the provincial government, the government must recognize publicly that certain districts with above-average educational needs and costs must accept a level of educational programs and services below what is generally considered a basic provincial standard.

Alternatively, the government must modify its education finance policies to provide extra assistance to districts with above-average educational needs and costs.

Another alternative is to undertake a comprehensive examination of B.C. school districts to achieve the objective of abolishing ineffective and inefficient districts and replacing them with districts that are workable in both an economic and an educational sense.

During the past two years there have been no public statements from either elected or appointed government officials to indicate a willingness to establish a Royal Commission on education, to make special provisions for educational programs and services in 'needy' districts, or to change present education finance policies.

As a matter of policy, however, the government has encouraged certain school districts, particularly those with financial or program difficulties, to seek amalgamation with neighboring districts.

As a result of this policy of persuasion, a number of reorganizations have occurred. There remain, however, a large number of school dis-

tricts that are experiencing difficulty in offering adequate educational programs with the financial resources at their disposal.

Preliminary data from a study I am now making show a strong relationship between paucity of program offerings, budget overages and smallness of districts.[7] In short, B.C. has a sizable number of school districts that are not workable in either an educational or an economic sense.

To eliminate these ineffective and inefficient districts, there should be a comprehensive and systematic reorganization of school districts. To accomplish this reorganization, two conditions are necessary: (1) a set of criteria for determining school district adequacy in B.C. for the 1970s has to be generated for discussion and consideration; and (2) the provincial government must assume its responsibility for the creation and maintenance of school district adequacy.

Criteria Are Based on Values

Any set of criteria for determining the adequacy of a school district is based on certain underlying values. Organizational structures are developed to maximize opportunities for realizing the values on which the structures are based.

Cunningham[8] has pointed out that three basic kinds of values interact to influence the development of school district structures: (1) program values—which emphasize diversity, flexibility and adaptability of educational programs; (2) financial values—which emphasize efficiency, equalization of tax burden and local initiative; and (3) consumer values—which emphasize citizen participation and sensitivity to local demands.

Any plan for school district organization is based on a mix of these three kinds of values. The degree of emphasis in each of the three value areas will, of course, vary from one province or state to another.

In B.C., prior to the implementation of Cameron's recommendations, the emphasis on consumer values was reflected in the many small, local districts that then existed. Equally apparent was the de-emphasis of program and financial values as reflected in the poor quality of most local educational programs and the imbalances in tax burdens among districts. Cameron's recommendations were designed to place more emphasis on program and financial values in the design of adequate school districts.

The many widespread political, economic, social and educational changes that have occurred in B.C. since then necessitate a review of the criteria that Cameron used for judging school district adequacy.

That many B.C. school districts cannot provide provincial basic educational programs and services for their students under present provincial education finance policies is a problem that requires immediate attention.

In terms of today's educational needs, some of Cameron's criteria for judging school district adequacy can be considered too limited in scope. For example, Cameron made no mention of kindergarten services or of community college services in assessing the adequacy of a district's educational services.

Others of Cameron's criteria are still valid in a substantive sense, but, to be useful in an operational sense, they have to be 'fleshed out' with specific operational definitions appropriate to today's needs. To illustrate this point, one needs only to examine the most important of Cameron's criteria, i.e., that a district should be 'large enough to justify a reasonably adequate schooling from Grades 1 to 12. . .'

This statement, to be useful, has to be defined in operational terms. That is, some guidance must be given as to how many pupils are needed today to operate, for example, a comprehensive educational program in the senior secondary grades, or what services in the field of special education are required in the elementary grades.

In terms of the current political, economic, social and educational situation in B.C., the major criteria listed below, with their constituent operational definitions, seem to be suitable for use in judging the adequacy of a school district. They are designed to achieve a balanced mix of program, financial and consumer values.

The major criteria areas that should be considered in judging the adequacy of a school district are: (1) scope of educational program; (2) provision of adequate staff, services and facilities; (3) provision for community involvement; and (4) economic workability and efficiency.

A school district should provide instruction from kindergarten to Grade 12 that will meet the varying individual needs of the pupils of the district. The program offered should meet standards generally accepted as basic for the province.

At the elementary school level, in addition to the regular instructional services offered, provision should be made for programs to provide for the physically and mentally handicapped, for health, guidance and counselling services, and for remedial services.

The district should offer a comprehensive secondary school program that will, first, provide a general education for all students; second, provide programs for those students who wish to use their skills right after graduation; and, third, provide satisfactory preparatory programs for those students going on to post-secondary institutions.

Minimum Population Is 2,500

To mount this basic K-12 program a school district should have a school population base of at least 2,500 pupils, with the supplementary condition that at least one of the schools in the district that offer senior secondary instruction should have at least 300 pupils in Grades 11 and 12.

At the present time 34 of the 76 school districts enroll fewer than 2,500 students each. The elimination of those districts with fewer than 2,500 students would bring the number of B.C.'s school districts down to 42.

It should be understood clearly, however, that 2,500 is the minimum

Continued on page 190

IT COST ME A NEW PAIR OF TROUSERS BUT...

¶I'd had a week of sitting in with the class teacher—now I was on my own. Apart from 34 five-year-olds!

The class teacher was taking a seven-week course; I was about to taste the implications of the Plowden Report. Naturally I had forebodings, but perhaps they would be unfounded—small voices with which to compete. Tots busily drawing news pictures—idyllic! Of course there might be problems, but after ten years of juniors they seemed minimal. The clouds on the horizon were small and fluffy.

First to call the register and collect dinner money.

'Avril? Avril Jones? Does anyone know why Avril is not here?'

'That's 'er.' A score of fingers point to a sweetly smiling cherub.

'Avril, you must answer when I call your name. If you don't I will think that you are away—then you won't get your mark. I haven't had time to know you all yet.'

The cherub vanishes, to be replaced by a screaming virago wanting only her mother.

Abandoning the register I cuddle the howling mite until her distress subsides to an occasional sob. A request for a handkerchief meets with renewed wails.

'Miss 'as tissues,' offers a neighboring gentleman.

'Where does she keep them?'

BRIAN SWALLOW

Many men have wondered what it must be like to be confronted with a class full of beginners. The writer, on exchange in Vancouver, taught such a class in Britain (five-year-olds), and gives us a memorable account of his experiences.

'In 'er bag.'

Having succored the distressed female with my spare handkerchief, I return to the day's business. By this time the majority of the class have completed their news pictures, their unconcern epitomizing the frequency of such episodes.

'Miriam?' . . . 'Yes.' 'Carol?' . . . 'Yes.'

'Miss writes our news.'

'Yes, I'll do it in a moment. Gwen?'

'Miss writes it and we do it after.'

The register can always be done later. The children must be kept occupied. Thirty odd pictures clamor and flutter before my bemused gaze. Ten minutes later—while still struggling with large and unaccustomed print—comes the first, 'Can I read to you?'

'Just a moment. Now sit still in your own places while I count you. 1, 2, 3, . . . 31, 32. Who sits there? And there? I think that we'll do some puzzles and games now.'

With the aid of bricks and puzzles I stave off the onslaught of potential readers—until I have collected the dinner money. By which time the bell rings for break.

'Sir, will you undo my buttons—my tie—my shoes? Please tie my laces.'

PE time is upon us.

'John's daps (running shoes) are on the wrong feet.'

'Where did you put your shoe bag, Michael?'

'Isn't it on your locker, Jane?'

'Now come on, Avril, change for PE. Oh don't start crying again. Here you are, blow hard. We all have to do PE.'

'Put your foot up, Alan.'

'All right, Avril, but you'll have to do it tomorrow.'

'Now—are we all ready?'

Ten minutes of the period left and we actually troop out to the playground—dishevelled, bewildered, and victorious.

Time to return!

'I wonder how quickly we can dress?'

'Buttons! Tie! Michael's got his shirt on wrong! Tie! Somebody's taken my shoes! My dress is back to front! Tie my shoes please! He's got 'em. Miss says we've got to wear ties. I can't do mine!'

Lunch comes quickly!

So class time rushes on. Children trip between my legs—moving rapidly from locker to sand tray to Wendy house—interests and seats changing with equal rapidity—bricks falling—paint spilling (never mind, my trousers are not new)—water splashing—puddles under chairs.

'Can I play with the water—you said I could after Anne?'

'John spilled it. Can I read to you? Can we play on the bars?'

'Miss said we had to wear daps to play on the bars.'

'The mop's in the cupboard!'

Time to put on coats.

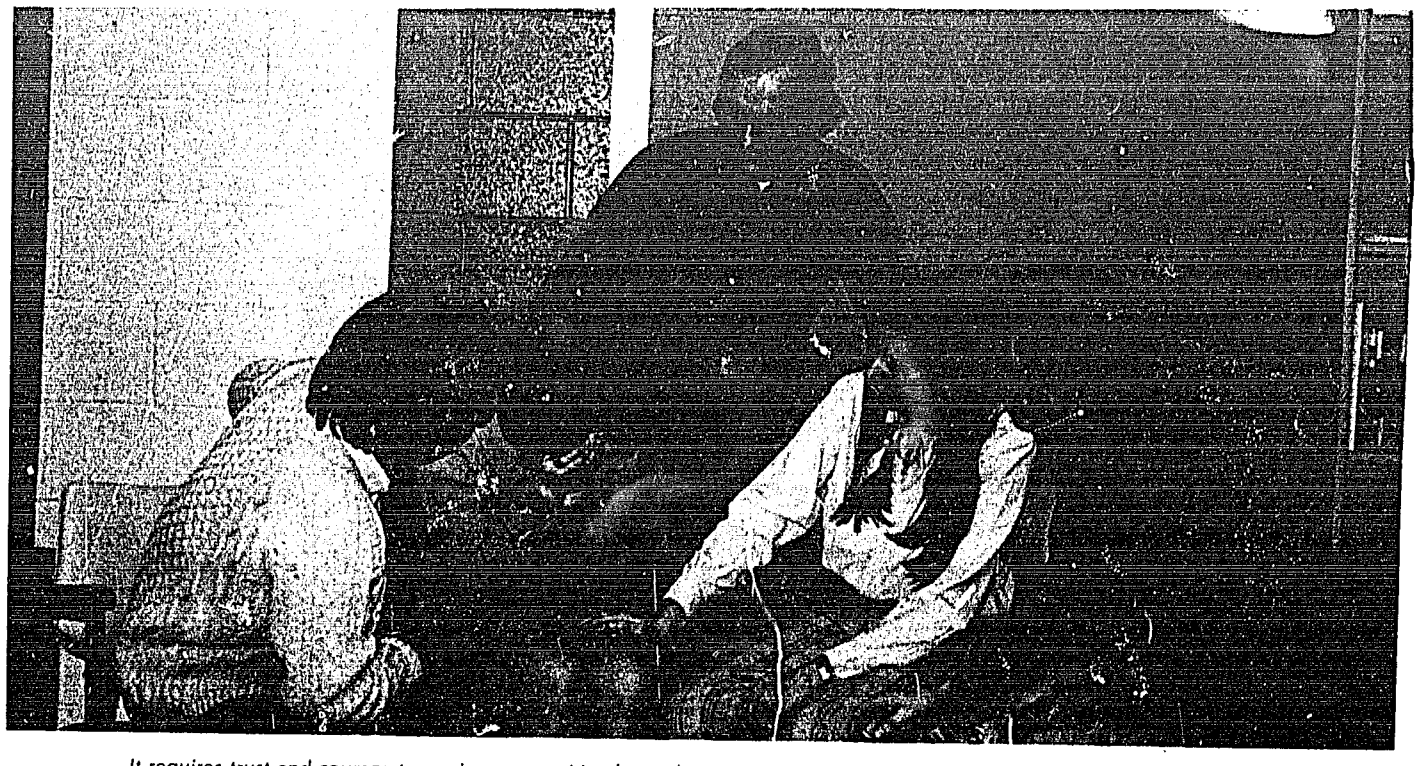
'All ready for the bus?'

'Alan's gone to the toilet. Somebody's taken my coat. I know my gloves was in my pocket.'

At last the children are dispatched. Now I can set about clearing the debris—ready for the next day.

As the term presses on the tempo seems to slow—paints still spill—ties refuse to knot, but Alan can tie his laces. John notices that his feet differ somewhat from each other. Avril enjoys PE, and answers her name with a smile! The walls lose their vacant, baleful reproach and blossom with color. Self-portraits—life size—depict the smallest child as taller than the door. Children mature to individual entities. Small hands steal into large ones. Others, equally grubby, grip paint-splashed trousers. Organization develops and with it, rhythm. The children's piping tones are stilled by mere male whisper. The Wendy house falls over—a fleeting interruption. Hear 30 children read—it really happens. Children's singing no longer flattens to baritone accompaniment.

It cost me a pair of trousers—but it was worth it! §



It requires trust and courage to cry in a group. Members who cry usually report a joyous experience: others usually admire or envy the confidence demonstrated.

A HUMAN MIRROR

Is sensitivity training valuable for teachers? Here are some strong points in favor of and a few reservations about a group technique growing rapidly in popularity.

¶'Sensitivity training' has become a meaningless expression or even a sort of 'dirty word' in some circles, and considering some of the activities that have been offered under this name, it is not surprising. It is for this reason that I am eager to emphasize what I do *not* mean.

I do not mean groups in which members unload personal problems on each other to get advice. I do not mean groups in which a sort of wolf pack attacks a member on a 'hot seat' until it finds some weakness. Nor do I mean groups that demand that members change to conform to some kind of group expectation.

What I do advocate is something like having a 'human mirror'—a group in which one member can try new styles of behavior, knowing that the others will honestly give their responses. It is much like a girl trying new hair styles in front of a mirror, to decide which style creates the effect she likes best.

In actual practice, the styles that invariably get the favorable reactions are the ones that seem open, honest and direct; while the ones that get less favorable feedback are those in which defensive habits distort and curtail self-expression. Thus the member adds to his repertoire of behaviors, and learns how they affect those around him.

The training session is called a

The three facing the camera, role-playing as students, report to the 'teachers' how it feels to be talked 'across to,' 'up to,' and 'down to.'

A HUMAN MIRROR

ERNIE FIEDLER

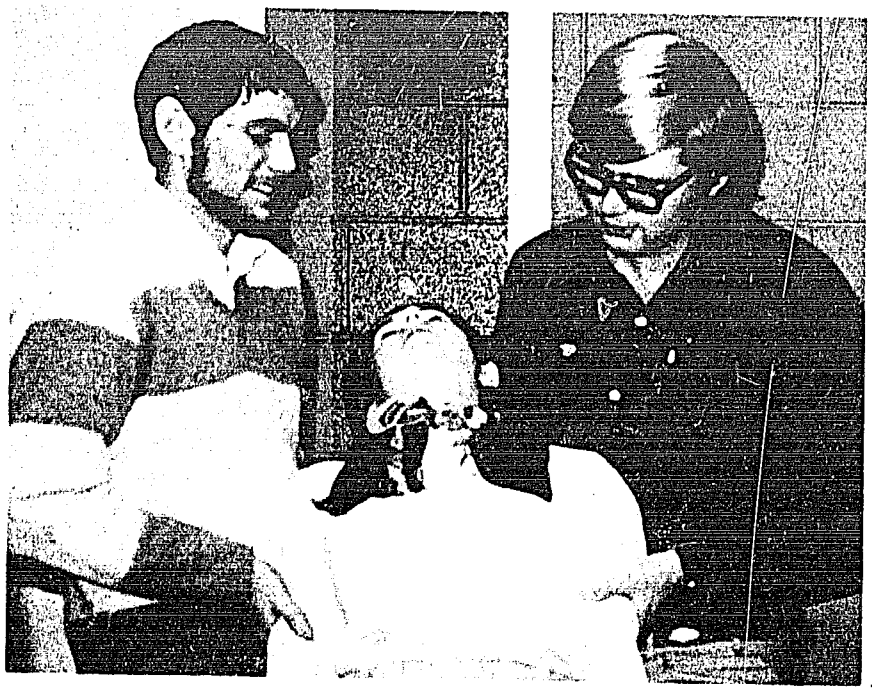
Dr. Fiedler teaches psychology in UBC's Faculty of Education.

lab, since the group is literally a laboratory of human beings, experimenting on and learning from each other. Labs usually vary from 10 to 16 people, range from 20 to 60 hours, and are scheduled over a long weekend or up to two weeks or more. No agenda is prescribed; the group must form its own. Conversations in the meetings are limited to incidents within the experience of the entire membership, and thus only the things that happen in the room after the beginning of the lab may be discussed. Discussions of prior and private experiences are tabooed.

No words can successfully convey the experience of being in such a lab, but I shall try to give some illustrations. The earliest concerns of the group might be a sharing of the experience of sitting in a group with nothing to do, and the anticipation of what's ahead. A later, 'tentative approach' stage might be illustrated by the comment, 'Jim, would you take off your glasses? I'd like to see what you look like without them.'

The speaker might learn, to his dismay, that this simple statement can be taken as 'my glasses must be ugly', 'he wants to know me better,' or even 'he's trying to set himself up as some sort of leader in the group.'

Toward the end of the group session, statements are heard that sum-



To fall, knowing your friends will catch you, builds psychological trust.

marize such new awarenesses as, 'I really see now that I've always assumed that my concerns were more important than other people's concerns. I even assumed you people would think my concerns were most important. No wonder people never seem to want my friendship.' When a few members of the group can enter into this sort of self-evaluation, it is easy and exciting for others to follow.

Throughout the lab, a qualified trainer is a necessity. He has three main functions: (1) Sometimes he must see that things happen—that the group has meaningful experiences. Labs need never be dull. (2) He has to keep behavior within some bounds. Lab training should not be painful. (3) He needs to interpret the events taking place in the group, so that the group understands them both in terms of the interpersonal events and in terms of the group as a whole. This cognitive interpretation is very important in helping the member retain the experience and benefits of the lab after it is over.

A competitive relationship is acted out through 'shoulder pushing.' Since neither participant can be pushed to the floor until he bends his knees somewhat, it is a test of willingness to risk losing to the other. (Dr. Fiedler is at lower right of picture.)

So how is this related to the training of teachers? It is training in interpersonal interaction, which is one of the most important aspects of teaching. It is because real teaching is essentially a process of human interaction that we teachers have not been, and cannot be, replaced with machines. I shall try to offer more specific examples.

An important cause of disciplinary problems in classrooms is tension in the voice and facial muscles of the teacher; participants usually leave the lab visibly and audibly more relaxed. An important cause of student resistance is the 'know it all' teacher who makes them feel inadequate by comparison; participants usually leave the lab with more of a sense of relatedness toward all people, and less need to be 'top dog.'

Sensitivity techniques in the classroom?

Some questions for the teacher to consider:

- What are you trying to accomplish? Is this an attempt to improve communications?
- If communications are faulty, are there alternative means of solving the same problems that do not incur the risk of precipitating situations of high stress?
- Is there any sort of assessment built in to judge the impact, good or bad, on pupils?

An important cause of lack of learning by students is the fact that many teachers seem not to listen to them and respect their opinions; participants usually leave the lab having learned to listen better and to take time to understand before reacting. Students experience frustration and failure because they fail to understand the teacher's instructions or explanations; participants usually leave the lab having discovered that the same words are interpreted very differently by different people, and that considerable clarification is needed of what seems to be a simple explanation.

Teachers may be cut off and rejected by students for attitudes that they have held for so long that they have become unaware of them; participants usually leave the lab having been told of the attitudes noticed in their words, mannerisms, or tone of voice. An important problem in staff relationships is the teacher who sits in the staffroom telling other teachers of his advanced philosophies and techniques, without discovering that his audience has believed and practised the same techniques for years; participants usually leave the lab with more of a need to get 'feedback' as they talk, to know how they are being received.

In addition to these gains in interpersonal skills, the lab offers much learning about groups and how they operate, which learning can be applied to the management of small groups within the classroom, and to staff meetings as well.

It is sometimes said that the beginning teacher learns his subject matter at university, and learns how to relate to the class when he is on the job. I suggest the reverse is also possible. One can learn to relate to others at university and learn the subject matter on the job. Whichever is left to chance will be haphazard.

For more than 20 years, this kind of training has been applied, researched and improved. It is being used by groups ranging from the U.S. ambassadorial service and aero-space program to prisoners and drug addicts. It is extensively used in business, where its value must be proven in dollars of profit. It is used in cities to bring together such groups as police and negroes. In Vancouver, police, 'hippies' and 'straights' are sharing a lab.

So what about teacher education? I believe I am correct in saying that the three large teacher-education programs in the province all have some 'lab-type' training. This is certainly true at UBC; however, it is far from having general acceptance. There are some obvious reasons. Neither the schedules nor the financial structures of the universities lend themselves very well to this intense sustained exposure. New subjects are hard to get into a curriculum, for old subjects are nearly impossible to get out.

Furthermore, as with every learning situation, some gain more than others in a lab. Occasionally, especially when an unqualified person leads the group, a member leaves confused and hostile. The talk of such people has cast some doubt on labs. However, the lab as described here, under a competent trainer, has very little chance of doing any harm to anyone. In fact, lab training has a built-in check that other learning situations do not. If a math teacher, for example, robs his students of their dignity, making them hate school, adults, or authority in general, the change is very gradual, and safely concealed in the complexity of the student's life. The teacher's effects are very hard to recognize. If a lab has a slow learner or a 'turned off' member, that person quickly attracts the help and concern of both the trainer and the rest of the group.

Lab training is no panacea, to be sure. But in our world of ever-larger cities, schools and other institutions, I know of nothing better to fight the concomitant depersonalization and alienation, or to deal with the generation gap, or to equip teachers to share the joy of being human. §

Sensitivity Training for Non-Medical Groups

(a statement proposed by the Section of Psychiatry and endorsed by the B.C. Medical Association)

In view of the increasingly widespread opportunities being presented to the public for experiences in small group interaction, the Section of Psychiatry now feels that it should offer physicians some guidelines that they may find of value when consulted by patients, teachers, parents, etc., about the advisability of enrolling themselves or children in such programs.

The groups are claimed to make the individual more sensitive or aware of himself and other people and to benefit his individual growth as a person. They may attempt to facilitiate his educational achievement or to contribute to greater productivity in his area of work.

The Section of Psychiatry recognizes that these are all valid goals, but wishes to point out that utilization of intense emotional interchanges between people in such groups may result in adverse reactions. These may take the form of persistent anxiety, depression, paranoid episodes, psychotic reactions, suicide, marital breakup and disruption of previously adequate patterns of behavior.

In advising anyone about such groups the physician should encourage the person to enquire into the following points in relation to any particular group:

1. *GROUP LEADERS*

The leader of such a group must have a professional qualification in one of the health fields or have had adequate and extensive training specifically in group work at a recognized center under recognized teachers; e.g., National Training Laboratory Institute. He should be a stable individual who has, through training or therapy, resolved his own conflicts. He must have a thorough knowledge of psychopathology in order to be able to screen out applicants who are unsuitable. He must be able to recognize and deal with abnormal processes and situations that arise in the group, and must be willing to refer individuals in the group for professional assistance should the need arise. He must be prepared to accept responsibility for the members of the group and for the kind of adverse reactions listed above when these are related to group activities. He must not require a group member to sign a waiver absolving him from this responsibility. Finally, he must be able to bring about satisfactory termination for all in the group, or arrange necessary follow-up if this is not possible.

2. *GROUP MEMBERS*

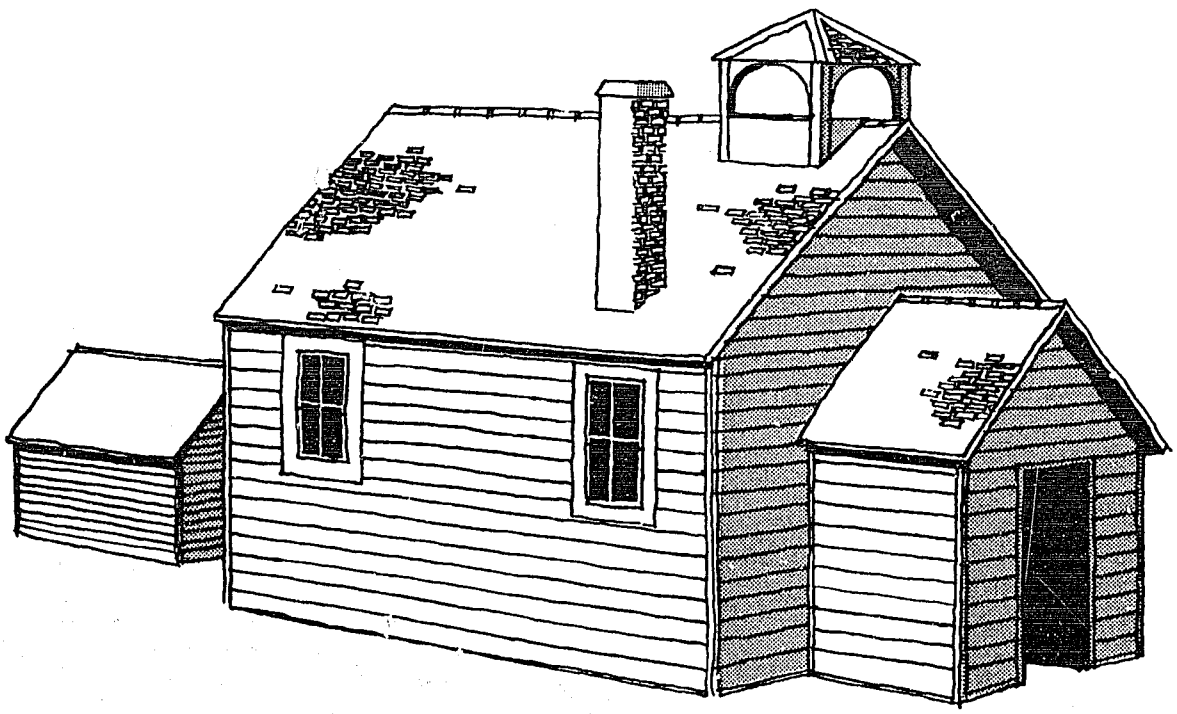
Individuals who themselves wish to join in such groups should have fairly stable personalities and should not be involved in any on-going psychiatric treatment and should not be in the middle of any major emotional crises. They should not be suffering from any serious physical condition. Their joining the group must be voluntary and must not be under pressure from any superior if the group experience is related to their work or school. Each group member must be individually assessed for selection, and in the case of children, parental consent is necessary.

3. *GROUP CONDUCT*

The group should be carefully selected and the goals and purposes of the group should be specifically outlined at the beginning. Modes and limits of behavior must also be formulated and stated at the beginning of the group. Confidentiality of each and every member of the group must be assured.

If the physician directs the individual to make enquiries of the potential group leader on the above points, usually enough information should then be available for a considered decision to be made on whether or not the individual should join such a group. In cases of doubt, the Section of Psychiatry could be consulted on a confidential basis.

Conrad J. Schwarz, M.B., Ch.B.,
Chairman.



My first teacher wore cotton underwear. Her pale, crinkly hair was pinned back in a bun topped by a black velvet bow. In winter she was a ball of dark fuzzy wool and overshoes. She probably had a Grade 10 education and some teaching instruction.

My grandson's teacher is a gorgeous creature in minidress. Her blonde hair cascades around her shoulders and on rainy days she comes packaged in fluorescent cellophane and boots by Sistini'D. She is a university graduate.

In spite of their differences, these two teachers share a mystique not uncommon to Grade 1 teachers, a quality that captures the energetic love and adoration of a small child.

Screening out the nostalgia, school as I remember it in rural Alberta, 1917-18, was exciting. It was a meeting place, an introduction to blackboards and chalk, books, illustrations in color, poetry readings, new songs, pumping the organ foot pedals to produce an effervescence of sound, the tremendously satisfying sound of marching feet on bare boards, King George the Fifth, horse-racing, the fearful mass of blood red organs and skeletal bones inside our skins as depicted in a book on health, numberwork and gold and silver stars.

The grounds of our school, two acres of trees and grass, were originally part of a 160-acre farm. Our school buildings did not belong to the government, but to each one of us individually: there was a barn for our horses, two outdoor privies, a pump, a woodshed and an ax. When the weather grew cold all of us helped to carry in the rounds of poplar logs that fed the black iron heater that stood in a corner of the one-room school house.

Our community, a Canadian conglomerate, was heavily weighted with Scandinavians, but it was not unusual for a child to arrive among us knowing only German, or Hungarian, or Belgian or some other strange tongue, so we became partially unilingual and interpreters of these languages into English.

Our parents hauled the lumber for the school buildings, erected the studs, squared and leveled, sawed, hammered and painted. When the black stove-pipes filled with soot, or the fir floor needed oiling, it was our parents who did the job. In the six years I attended classes there, no window was ever broken. A ball through a window would have meant accompanying your father to school with a new pane of glass and putty—and none of us wanted to risk that.

Having eight grades in a single room was not all bad for the student, and access to a limited number of books, particularly when

The author is a free-lance writer in Vancouver.

L. JOHANNE STEMO

The teacher who stirred up a storm

A nostalgic look at the one-room rural school of 50 years ago.

most of the books were well known classics, worked a kind of miracle of its own.

By the time I started school I could read and write Norwegian. This early instruction by my mother was very elementary and did not prepare me for the delights of a roomful of children whose ages ran from six to sixteen. In no time at all and with little conscious effort, I was reciting from memory extracts and whole pages from the daily reading lessons going on around me. And, like today's children, we were not averse to turning off the things we didn't want to listen to.

I moved up to the seventh grade the September Miss Evans, an exchange teacher from Birmingham, England, came to our school to teach.

Miss Evans shook the community with her appearance in pastel English knits (we had recently been introduced to whole cloth), round-toed slippers (pointy toes and French heels were high style with us) and a total rejection of face powder and rouge (we had just discovered, via Eaton's catalog, the magical qualities of white powder and rose-red cheeks).

Miss Evans was a disappointment to enterprising fathers in search of an educated daughter-in-law, and an extravagant user of soap and hot water. Through the grapevine we discovered that she daily took a bath and brushed her teeth, also daily, with ordinary table salt.

Pandemonium broke over our normally quiet classroom as Miss Evans dealt unsuccessfully with our difficult names—40 names, double that with the surnames, at least two-thirds of them unpronounceable to this strange, young-old woman behind the familiar oak desk.

Our first roll-call ended in disaster and we didn't have another one for ages. In the meantime some extraordinary things were happening.

Shakespeare had written pages of dialog that wasn't all that bad when you put actions to the words. By the time we interpreted Miss Evans's Birmingham English and improvised costumes and gestures, we had several swinging scenes going, and we grew less hilarious and more concerned with the proper execution of the play.

Evans said we had enough voices to do *part* singing and so, in place of O Canada and God Save King George, we sweated over scales and phrasing. We fought for the privilege of staying after school to practise at the organ.

We constructed a book, illustrating our handprinted copy, sewing and binding the pages, covering cardboard with cloth and gluing down the endpapers.

We turned into amateur botanists and collected not only wild flowers, but also every kind of green growing

thing native to the central Alberta countryside. Our finest specimens were placed between layers of newsprint and then, a week or 10 days later, we mounted and labeled the dried product, giving even the weeds an identity, among them nettle, shepherd's purse, Russian thistle, yellow mustard, wild oats, stinkweed and mare's tail.

Our surroundings took on new values and our estimation of Miss Evans rose. And then she introduced us to germs. To combat this invisible nothing we were supposed to bring our very own bar of soap, a towel and drinking cup to school. Forty bars of soap! There wasn't that much soap in the whole community, somebody said.

'It's because of the germs,' I told Mama.

What was wrong with the galvanized water pail and dipper? Germs.

Why wash our hands before eating when we hadn't done a thing except write with pencil and paper since the last time? Germs.

We were willing to concede that cleanliness was next to Godliness, but the several towels, cups and soap gathering dust on a shelf some weeks later were mute evidence of Evans's single failure.

Into the life of every child one or two teachers move like sunlight through rain. When Miss Evans left at the end of the school year we presented her with an expensive ivory powder box complete with feathery puff. In retrospect the gift seems strangely ill-conceived, but we gave it to her with love and she was a highly perceptive individual. §

A Major Reorganization

Continued from page 181

number of students required to provide a *basic* educational program. To provide *optimal* educational services to students of all ages requires a pupil population pool of about 15,000 students.

This number is required to ensure an optimal educational program that would make provision for not only basic K-12 programs, but also such other services as post-secondary education, psychological services, consultants in subject specialties, etc. At present there are only seven school districts (Surrey, Richmond, Vancouver, Burnaby, Coquitlam, North Vancouver and Greater Victoria) with pupil enrollments of more than 15,000 pupils, and the capacity to offer optimal educational services.

For the 69 districts that have enrollments of fewer than 15,000 pupils, two possibilities exist that would enable them to offer optimal educational services. The first of these is for a number of contiguous school districts to amalgamate to form a larger school district with an increased pupil population pool. The other is for a group of school districts to form a regional school district.

A regional school district is simply a grouping of a number of local school districts to build up a sufficiently large pupil population pool to enable the regional school district to engage in providing needed services that are beyond the capacity of the local districts individually.

The regional district would be governed by a regional board composed of representatives from the participating local school districts. The board would have no independent taxing powers, but would draw up a budget for scrutiny and approval by the local district boards.

Some of the educational services provided by the regional school districts would include the following: (1) regional colleges; (2) vocational schools; (3) compensatory education; (4) ancillary instructional services, e.g., ETV; (5) in-service education; (6) educational planning; (7) group purchasing; (8) school construction; and (9) salary negotiations.

The major criterion that should be used in determining the adequacy of a school district is the one that has just been reviewed; that is, the scope of the district's educational program. All other criteria are, in a sense, of secondary importance.

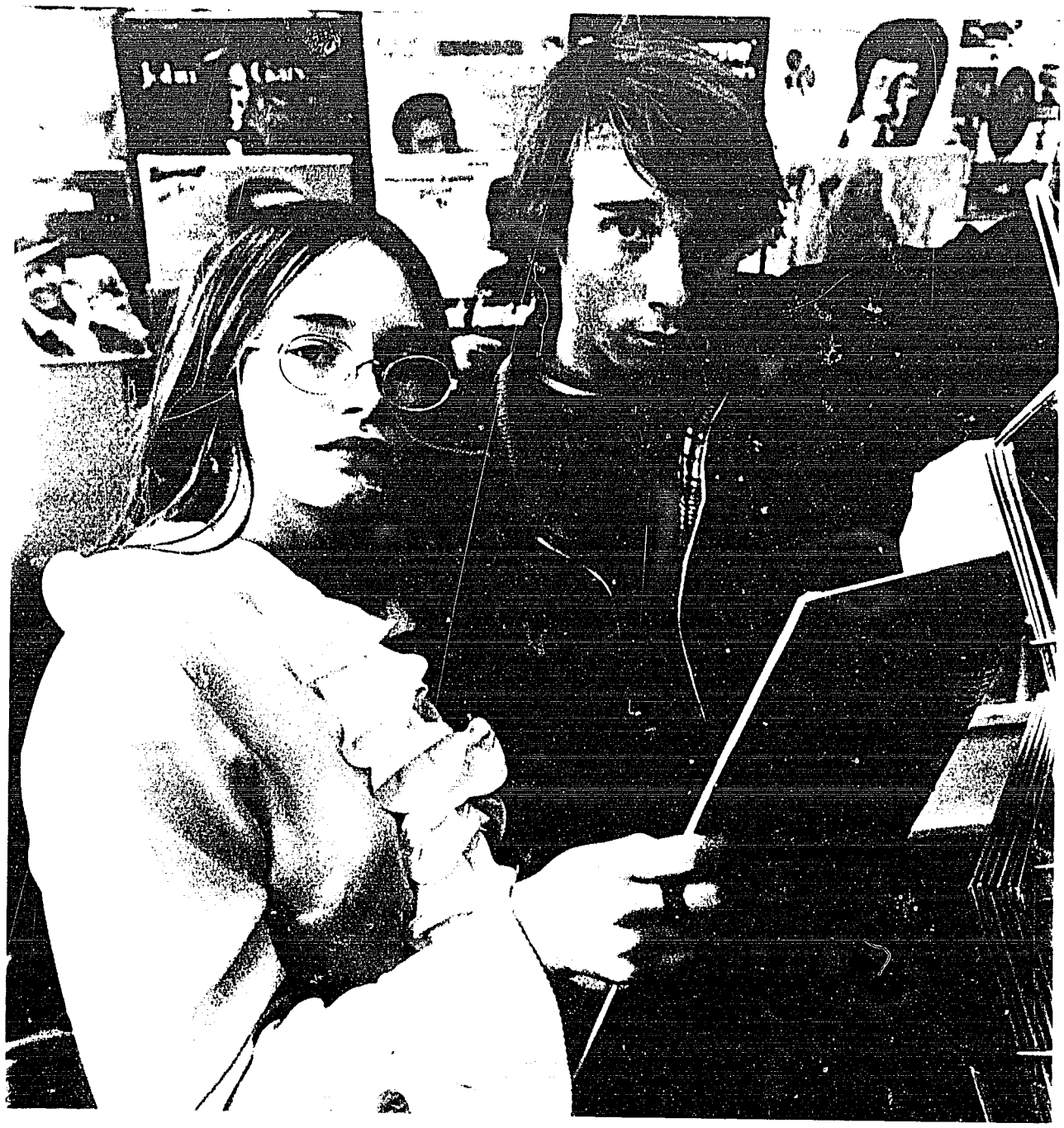
In terms of educational staff, a school district should have a superintendent of schools who gives full time to the administration and supervision of the district's affairs. He should be the chief executive officer of the school district and be fully accountable to the locally-elected board of school trustees. He should have adequate educational and administrative support to carry out his functions.

At the district level, educational staff is needed for curriculum development, instructional improvement, teacher recruitment, pupil personnel services, health education, community interaction and research activities. Adequate non-educational staff is needed in the areas of business administration, school transportation, building maintenance, food services, etc.

All the teachers and administrators of the school district should be fully certificated. The district should have specialists in music, art, physical education, special education, counselling and library. All the educational staff in schools should have available to them services of non-professionals, either paid or volunteer, to assist them with those tasks that are non-professional in nature.

Finally, the school district should possess school facilities that are up-to-date, well-equipped and in good repair. The facilities and equipment provided should be adequate in terms of their adaptability to changing needs in curriculum, teaching strategies and school organizational practices.

One of the major problems of school district organization is how to obtain a local school district that is large enough to be educationally adequate and economically efficient, yet small enough to retain a sense of community identity and involvement. Many educational authorities believe that it is important that school districts be built around 'natural communities' that have common interests and concerns in education. This enhances the possibility that schools will become constructive outlets for community enthusiasm and pride.



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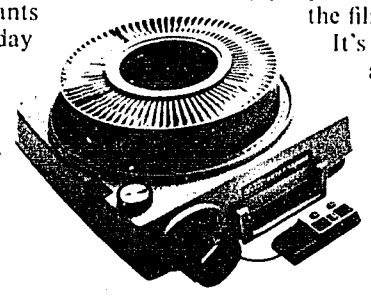

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It is difficult, however, to define 'natural communities.' Any one of a number of definitions possesses certain inadequacies and, in addition, definitions are subject to changes in meaning over time. What is more important than trying to define 'natural communities' is to provide for greater involvement of citizens in the affairs of communities.

This involvement is particularly important in education because schools are institutions that serve the total community. What are the benefits of a greater involvement of citizens in community affairs, particularly education?

First, such involvement provides a way for citizens to help shape the direction and form of their public institutions.

Second, involvement develops more interested and better informed citizens.

Third, groups with special needs and interests are more likely to have these needs and interests considered if the groups involve themselves.

Fourth, public dialog is the most satisfactory way of reconciling the interests of conflicting groups in a pluralistic society.

Last, an involved and informed citizenry is society's best form of protection against the development of a society with institutions totally controlled by professionals and bureaucrats.

The American sociologist, Corwin, puts it this way in discussing the situation in education: 'The real threat to democratic control over education is not the diminishing influence of local boards in favor of regional or super boards, but control by experts, a problem that prevails at all levels of government.'[9]

Thus an important criterion for judging district adequacy is the extent to which the citizens of the district are involved in educational affairs and to what degree this involvement results in citizen identification with the district and its schools.

One of the fundamental purposes of school district organization is to bring together certain financial resources needed for educational purposes and to use these resources effectively and efficiently in operating the educational program of the district. Consequently, any list of criteria for school district adequacy must consider how well a district can perform this economic function.

With regard to economic workability, a school district should be large enough to have a tax base that has some breadth and depth. One cannot have districts existing side by side with highly disproportionate tax resources. It was the inequality in tax resources among B.C. school districts that prompted, in part, the establishment of the Cameron Commission in 1944. As a result of the implementation of the Cameron Report's recommendations, a great deal of financial inequality among districts was eliminated.

Examination Must Be Continuous

Changing economic conditions create the necessity for a continuing examination of a school district's economic justification. To remain economically feasible, a district must have not only breadth and depth in its tax base, but also some potential for future financing in terms of community growth and economic developments. The State of Washington, for example, regards $100 million as the basic assessment valuation a district should possess to meet the criterion of economic feasibility.[10]

Whether or not a school district spends its money economically is an additional factor in determining if the school district possesses adequacy. On this question, there is a strong, though not completely linear, relationship between school district size and economy of school district operation. Morphet, Johns and Reller[11] suggest that in districts with fewer than 1,200 pupils, high costs act as a deterrent to improving educational opportunities. However, in districts with more than 50,000 pupils, costs tend to rise again.

Fitzwater has succinctly summarized the nature of the relationship between district reorganization and economy of operation thus: 'Reorganization is not an economy mea-

sure in the sense of reducing total school expenditures and cutting local tax rates. . . it is a means of getting more and better education per tax dollar expended. . .'[12]

It has often been assumed that the quality of educational programs is directly proportionate to the amount of money spent on them. Were this true, many small districts would be providing programs of high quality. In most cases, the high per pupil cost in the small district is caused in part by the inefficiencies of operation resulting from the handicap of smallness.

Currently in B.C. a sizable number of school districts are experiencing difficulty in offering adequate educational programs and services with the financial resources that are available to them. There are data that suggest that a systematic and comprehensive reorganization of school districts would provide not only educational benefits, but also economic benefits.

The responsibility for creating and maintaining workable school district units is quite clearly a provincial one. It is unrealistic and unwise to think that school district reorganization on a provincial scale can be accomplished rationally through the initiative of local school boards. There is considerable research evidence to suggest that school boards oppose district reorganization even when the educational and economic benefits to the school district are quite apparent.[13]

Indeed, an example of the blocking by social localism of needed school district reorganization occurred recently. A study[14] I did a year ago demonstrated clearly the educational and economic benefits that would accrue to School District #21 (Armstrong-Spallumcheen) if the district were amalgamated with School District #22 (Vernon). The recommendation for amalgamation was rejected outright by the Armstrong School Board.

To repeat, the responsibility for the creation and maintenance of adequate school districts is that of the provincial government and not that of local school boards or any other agencies. To fulfill this responsibility, the provincial government must undertake a comprehensive and systematic study of school district reorganizational needs throughout the whole province; determine school district adequacy through the use of a defined set of criteria appropriate to the times; make known its findings; and then implement these findings. In fulfilling this responsibility, the provincial authorities should, of course, consult at appropriate times such interested groups as teachers' associations and school boards.

There is, then, every reason to suggest that a comprehensive and systematic reorganization of school districts in B.C. could produce substantial educational and economic benefits to the people of the province. The fact that we live in a time when our educational needs are massive and our taxable resources limited makes imperative the need for a reorganization of the province's school districts to produce maximum educational benefits with minimal economic outlays. §

References available on request.

A MATTER OF OPINION

LET'S IGNORE THE DIFFERENCES AND STRESS THE SIMILARITIES

C. D. OVANS

¶We owe children, according to Caleb Gattegno, the right to develop the powers naturally within them. This is really what education is all about, isn't it?—at least in the original Latin sense of 'educare,' to draw out or to lead out. The power or the capacity is potentially within the child; the function of the teacher is to nurture it, to help the child develop it to its maximum potential. Is this not the function of every teacher?

The first general power within the child, Gattegno suggests, is the power to ignore certain stimuli and to choose to respond to others. After all, as William James suggested years ago, the child is born into a blooming, buzzing confusion. He cannot possibly cope with all the countless sounds, sights, touches and tastes impinging on his senses until and unless he somehow learns to sort them out, to discriminate.

This capacity to discriminate depends in its turn on one's becoming aware that some things are different and others the same, or similar. This makes understanding possible. With understanding one can deliberately choose to ignore differences and to stress likenesses.

This is my plea—let's concentrate not on the differences in children, but on the ways in which they are alike.

I do not for a moment deny or decry the differences in children or suggest that our concern to respect every child as a unique individual is misplaced. I do suggest that the differences are too many, too complex, effectively to be dealt with directly. Much more manageable is the task of dealing with samenesses and we can do it in such a way that differences *will* emerge.

In what respect are children the same? Obviously in the fact that children all belong to the same animal species. All are *homo sapiens*.

I keep coming across various forms of the statement, 'Children learn in different ways,' and I want to protest, 'Dammit, you're forgetting something. All children are human animals. All human animals learn in fundamentally the same way, the human way. There really can be only one educational process, which must apply to all human animals, at all ages. The old man of 80 must learn in the same way as the babe of six months.

'Surely you can observe all kinds of differences as human beings go about the job of learning. Some plunge into learning with zest, some with great hesitation or not at all. Some prefer (if they have a choice) to learn by listening, or by seeing, or by touching, or by tasting. All, not just some, to learn anything worthwhile, must learn ⁊ doing (a better expression than 'learn *by* doing'). They display great differences in what they want to learn. These differences are very real. But to try to respond to them is to impose on ourselves impossible tasks. We end up, as Marc Belth has suggested, making teaching a travesty of an art form—everyone doing his own thing. So let's ignore the differences and work on the samenesses.'

The human animal is designed to function as a learning animal. This is his strength—that he can and may learn—and also his weakness—that he may fail to learn or that he may learn things that will harm him. The teacher's charge is to help him learn to learn, to learn to learn things that will enhance him. We say it; let's mean it.

If we are to help children 'learn to learn,' we must learn to build on strengths and try to strengthen in all children the functioning of their eyes, ears, voice boxes, muscles and brains. We must do this so that all will come to see more clearly, to hear more acutely, to speak more communicatively, to move more surely, to think more rationally, and thus to live more appreciatively.

We will seek to extend the natural powers of children, which, according to Gattegno, include the power to extract (finding what's common among many variations), to abstract (dealing in symbols), to transform (changing one symbol appropriately into another).

The idea that a child's natural powers can be extended is a very interesting one. Consider that:

1) Through learning to use the technology we can extend the eyes, as with the telescope, the microscope and the TV camera; or the ears, as with the amplifier; or the hands, as with tools; or the muscles, as with motors.

2) Through learning languages we can extend the range of communication. Communing with anyone whoever lived and wrote or was written about, communing with anyone in any part of the world, is made possible.

3) Through learning to symbolize and to operate through symbols we can extend the power of the mind.

4) Through learning to be imaginative with faith and hope, we can hold out and work toward a vision of the future that can extend our very humanity.

These powers that teachers may

Mr. Ovans is the BCTF General Secretary.

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>
> .....The students start to sort through the box; some of them pick out slides or filmstrips and begin to project them on the walls; others play the records or the tape; another group may prefer to spread out the printed materials or the posters....The effect is a sort of chaotic and random immersion in sounds and images of the Thirties. The Horst Wessel song competes with a speech by R.B. Bennett or a Longines commercial. Slides of paintings by Salvador Dali and Grant Wood vie with filmstrips of Okies and starving negroes. Images of millionaires' yachts are juxtaposed with photographs of soup kitchens and Hitler Youth rallies. The voice of Yukon King drowns a speech by the Prince of Wales. An overhead projector transparency of American and German fascist symbols splashes over the ceiling. Orson Welles announces that the Martians have landed."

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seek to extend in others are powers they would wish to extend in themselves. They are developed through a process of education that is the same for pupils and teachers alike. To be human is to be educable.

Professor Rene Dubos, in a book called *So Human an Animal*, makes clear to us that there *are* universal human characteristics on which man's educability depends. We *cannot* extract from them blueprints for teaching children. We *can* use them as clues to what we need to do to help children grow and develop educationally.

They suggest to me that Dwayne Huebner may be right in proposing that curriculum designers are wrong in making learning central to their concerns; he would make the environment central. Essentially he talks Gattegno's language.

The word 'environment' appears very often in Dubos's statements about universal characteristics. Man does have two universal needs: to learn to cope with and surmount demands imposed on him by his environment (which includes that handed-down set of human experiences called his culture) and to learn how to gain acceptance socially.

Nature, which imposed these necessities on him, gave him the natural capacities with which to meet them, and they are developed through use.

If we can create environments that invite and in a non-threatening way require children to use their sense organs, their muscles, their brains, these capacities can be developed into powers that will stand them in good stead no matter what the eventualities. Is there in these times of rapid change any other basis for determining a curriculum?

No one ever comes even close to exhausting the potential of the human brain. The more the environment demands that we learn, the more likely we will learn. The more we learn, the more we gain in power to learn.

Teaching, of course, can hasten the process. One of my friends has defined being taught as 'a shorthand way of gaining experience.' This, I suggest, is a very apt description. It leaves it to the learner to do his own experiencing; it simply speeds up the process, making learning less frustrating and more rewarding. It can ensure that certain kinds of experiencing, which might well not have occurred if left to chance, will occur.

This can mean, in turn, that certain human powers that, left to nature, would have developed only weakly will, thanks to teaching, develop strongly. It can suggest to teachers that their essential function is to control or to create environments in which learners can have experiences appropriate to the development of human powers.

What criteria will teachers use to determine what kinds of environments need to be created for particular groups of children or for individual children?

In Dubos we find recurring the words 'patterns,' 'formative' and 'structures.' 'Functional stimulation activates structural development,' we read. I argue that all human development is structural in nature. We create, as we go through life, patterns or structures of response that we bring to bear on life situations. To the extent that we develop effective patterns or structures we meet life successfully.

The tool for making our life-style patterns or structures is human intelligence. The forms, patterns or structures we use in sorting things out are mental images. The Grade 3 teacher who continually admonished me to 'do it in your head' had it right. Unless we are using our heads simply as storehouses for information, we can respond intelligently only by 'doing it in our heads.'

Professor Marc Belth has picked up and developed this idea in a book entitled *The New World of Education*. The mental images I have called 'patterns' or 'structures,' he calls 'models.' He argues that the educational concern is to help children learn to develop, use and create particular kinds of images, 'models,' that they may use as tools in dealing with life in all its aspects.

The child has three environments he must learn to control—the physical, the social and the internal world of his private being. There are five basic models that he will need to learn to use if he is to deal effectively with all his worlds. The teacher, in turn, becomes tool-maker, a maker of models for making the tools children need.

This brings us back to sameness. All children need the same tools. All teachers need to be tool-makers. All teachers should be able to use the same five basic models for tool-making. Some will, of course, use them with exceptional elegance and style; in the hands of some they will bring about unusual productivity; some few will be creators of excitingly different originals. Through sameness there will come difference. §

Bibliography available on request.

We Shall Miss These Teachers

Active Teachers	Last Taught In	Died
Douglas Albert Carter	Nanaimo	September 27
Mrs. Grace E. (Shiell) Causey	North Vancouver	July 18
Miss Elvira Collen	Victoria	December 13
Miss Frances Oxley Dickie	Vancouver	November 26
David Cadwaladr Ellis	Vancouver	November 11
Mrs. Mary Y. (Campbell) Hult	Langley	February 4, 1970
Miss Margaret C. Jackson	Vancouver	December 21
Mrs. Pearl L. (McKay) McKay	Richmond	October 12
Reginald Robert Potter	Trail	November 11
Mrs. Linda C. (Rosen) Shepherd	Burnaby	May 2
Norman Marsden Simister	Victoria	October 26
Mrs. Corinne A. (Leifer) Walter	Nanaimo	May 29
Daniel Raymond Wendt	South Cariboo	September 18
Retired Teachers	**Last Taught In**	**Died**
Nil		

MARGINAL NOTES . . .

are common to telephone books, student textbooks, date books and other literary forms. So it was with some dismay that I found myself reading a long-anticipated library book during the holidays, only to find that some featherbrain had annotated it with the wildest set of footnotes, squiggles in the margin and exclamation points to accompany underlined passages that I have ever seen. There was even a postscript to the story written on the endpapers of the book.

NEEDLESS TO SAY . . .

I was outraged. How many damns do *I* give about what some ninny thought of the story? What right had he to poke his long nose into my reading enjoyment? I suffered through three pages of this eavesdropping, and then decided to take direct action. Not wishing to diminish my own pleasure in the book, I proceeded as follows: first I got a large art gum eraser; then I turned the book *upside down* so I could not read either the print or the penciled gibberish; then I carefully removed every vestige of my pompous intruder's fatuosities. (Gad! it's catching!)

AFTER THE DUST HAD SETTLED . . .

I read through the book (right way up this time) and enjoyed it thoroughly. It was only after I had put the book away on the shelf that I began to have little spasms of curiosity about all those marginal notes I had erased. Maybe they were the thoughts of a superior mind after all—had I been too hastily piqued? Was I justified in giving such short shrift to someone's labors? Now I shall never know.

THEN CAME THE DAWN . . .

and I forgave the unknown scribe with a glad heart. For it suddenly struck me that writing book reviews is first cousin to writing marginal notes—both are the opinions of *one* person about the worth of somebody's work; only the format differs. So now I don't care if someone out there writes, 'I don't agree!!' in these very margins.

—C. D. Nelson

ART

Relief Printmaking, by Gerald F. Brommer. Moyer Divn, Vilas Industries, 1970. $11.50

In this book, almost every conceivable way of producing 'multiple-original' works by block or screen is covered. Fully illustrated and documented in a stimulating manner, this volume could be of value to the art instructor.

Printmaking is presented as an art, not a craft. The author wisely stresses the balance that must exist between fundamental understanding of the media and creative expression. This is not one of the prevalent 'express yourselves, kids' series. It begins with an excellent section that comprehensively explores relief printing, with emphasis on sensitivity to the block, and then introduces the extraordinary range of new materials, tools and techniques now available to the prinimaker. A multitude of experiments and departures from the traditional approach are well illustrated by student work.

Included is a list of reference books on the subject, a section on matting finished prints and a consolidated list of materials by categories. All illustrations are black and white. It would have been pleasant to have seen a few of these in full color and, considering the price of the book, one might wonder why not. Much of the information is available elsewhere, but the intelligent presentation and the philosophy of the author is not, and these may be of great value to you.

—William Calder

ATLASES

Holt World Atlas, by Jean de Varennes and Jean Lavalee. Holt, Rinehart and Winston, c1970. $6.95 (also French edition)

This new atlas of the world is in many ways a gem. It is divided into six sections, and, unfortunately, the first part is the least impressive. The maps showing air pressure and prevailing winds are most difficult to read in relation to the adjacent continents, although the belts and winds are clear enough. The world precipitation and temperature maps are shown in Eckerts Equal Area Projection, which causes great distortion at the extreme eastern and western edges of the map.

The remaining sections more than make up for the inadequacies of the first. Each continent is introduced by a small scale physical map followed by a number of smaller scale maps showing a wide variety of detail: ethnology, languages, degree of economic development, population density, soils, growing seasons, land use, geology, vegetation, climatic regions, annual precipitation, temperature, religion and economic zones are among the topics covered.

Large scale regional maps for each continent, showing physical features, conclude each section. These maps are something of a disappointment, largely because of what is left out rather than what is actually contained in them. Two full pages are devoted to each of the regions of the continent. Physical features only are shown, with the major cities of that region. Representative climatic graphs of stations within the particular region are shown along the map margin. However, vast areas of the map pages are unused. Here was an opportunity to make up for one of the deficiencies of the atlas and show resources and transportation on a much larger scale than is used throughout the atlas. Major industrial regions for each area might also have been included, to show their relationship to resources, transportation routes and major centers of population.

Perhaps this is asking too much of an atlas, but I think that more emphasis should have been placed on current economic and political events. The European Community is shown, but only in terms of economic zones. I should have liked to have seen more about the trading patterns between the members of the Community. In fact, the international trade of the world is limited to the statistical section at the end of the atlas.

Section C deals with Canada in a most thorough way. Topics include geomorphology, geology, glacial geology, soils, vegetation, climate (three full pages are devoted to air pressure, precipitation and temperature), population (distribution and demography), transportation, agricultural regions, natural resources, industrial and shipping areas. A very detailed study indeed. Four land use maps of Vancouver, Edmonton, Toronto and Montreal conclude this part. Used in conjunction with town plans of the National Topographic Series, these maps could be of great value in urban geography.

Section D covers the U.S.A., and is well done, although not as exhaustively as is Canada. The distribution of the major agricultural regions is well shown on small scale maps. The regional physical maps again waste valuable space. There is a land use map of New York City.

Section E shows in a series of small scale maps the world distribution of resources including: food crops, cash crops, livestock, minerals and world trade. The leading producing countries are listed, as is

their percentage of world production.

The final section is statistical and shows in graph form pertinent information about 124 countries. Such general items as area, population density and total, land use, major exports and standard of living indices are shown. The Canadian data are used throughout as basic comparative figures. Colors are used to indicate the comparable Canadian figure for each of the 11 statistics, and whether national figures for that country are greater or less than the Canadian figures. The pages for each section are rimmed in different colors for speedy reference.

The wealth of information included in this moderately priced atlas should make it an asset to every library and Social Studies Resource Center (if you are lucky enough to have one). It should be especially useful in the revised SS 10 course, 'Canada in its North American setting,' and to a lesser extent in the revised SS 12 course.

—William Murray

CHILD STUDY

How Children Learn Mathematics (Teaching Implications of Piaget's Research), by Richard W. Copeland. Collier-Macmillan Canada, c1970. Price not given

Since most elementary school teachers teach mathematics to their pupils, this book will be of special interest to them. The author, in an appealing and easily read style, presents most of Piaget's experiments that are related to mathematics instruction in the first six grades. He shows how notions of number, operations with numbers, geometry and measurement arise in children and points out the developmental limitations that might be expected from children at certain age levels. Numerous problems, illustrations and samples of children's responses add to the practical value of the book.

The author shows how Piaget's experiments can be used in assessing the stage of intellectual development in a child and how they can be used to assess learning outcomes in a curriculum. Since, according to Copeland, the observations based on the experiments are suggestive of certain types of learning atmospheres, a description of a laboratory setting for the mathematics classroom in the elementary school is included. Illustrations, sample problems and plans for organization are part of this description.

I recommend this book for teachers and parents wishing to gain insight and understanding of how children think and learn.

—Werner W. Liedtke

GUIDANCE

Guidelines for Ethical Behaviour, Committee on Professional and Ethical Conduct, Canadian Guidance and Counselling Assn. Guidance Center, College of Education, Univ. of Toronto, 1970. 45c paperbound

This 8-page pamphlet, a code of ethics produced by the Canadian Guidance and Counselling Association, is excellent. It is intended as a basis for the conduct of persons engaged in providing guidance services, and I, who am just beginning in this field, found some of the information invaluable.

However, others who are more experienced may find the book just common sense! —Judy Henrichsen

Career Planning, Search for a Meaningful Future, by Gerald P. Cosgrove and William W. Dick. Guidance Center, College of Education, Univ. of Toronto, 1970. $2.00 paperbound

The foreword to this manual reads: 'Anticipating what lies ahead in one's education and work should make a student's present activities more meaningful, enable him to make life decisions with confidence, and help him to cope with the future when it comes. This manual is a guide for developing such anticipation.'

By following the steps outlined, a student is supposed to be able gradually to develop 'such anticipation' and therefore able to make sound and lasting decisions about his career. (I wonder!)

The text is divided into four main areas: Understanding Yourself; Making Decisions; Understanding Opportunities; and A Look to the Future. Each unit introduction is written in a clear, concise matter-of-fact manner. These introductions are followed by a barrage of self-evaluating questionnaires.

If the students can accept the validity of the questions and are able to interpret the results of the 'tests,' this book/manual is an excellent means of discovering where their interests and talents lie with relation

to certain careers.

The book is generally geared to first and second year university students, but Chapters I and II could encourage the university-bound secondary school student to consider alternative courses to give him a broader range of selection when he decides to specialize.

This is not a book to give to each student to follow through methodically, as the authors suggest, but it does belong on the reference shelf of every guidance teacher. —Judy Henrichsen

POETRY

Contemporary Poetry of British Columbia: Vol. 1. Sono Nis Press, Vancouver, 1970. $8.30

For those who still rely on the old adage that Vancouver's literary plant grows in the East there is news: the West Coast is replacing Toronto as the literary headquarters of English Canada. What was once a doubtful boast is now verified in this fine new anthology. The book is an eye-opener, not only for those whose knowledge of the West Coast literary scene is somewhat dated, but no less for those who thought they knew.

The book presents 55 publishing poets, yet shows none of the usual signs of wear and tear that most anthologies display in their scramble to fill the prescribed number of pages. Here is a book of solid, air-tight poetry; a poetry that uses its B.C. origin not as an excuse, but simply as a convenient classification. It manages to balance a happy combination of divergent styles and often diametrically opposed approaches against a diversified and uncompromising adherence to international standards. This book is no false front to a threadbare tradition, nor is it wishful thinking for a literature to come. B.C. has earned the right to designate itself as a self-generating and self-supporting area of literary activity.

An examination of the perimeters of this book reveals a span of almost 40 years, from the unsettling lyricism of Susan Musgrave:

> I am the last one left
> with blood on my hands,

to the poetry of Earle Birney and Dorothy Livesay:

> When I see my grandchild running
> in a game of football
> his helmet is empty
> in his right arm
> he carries his head.

The madly tilted surrealism of Stanley Cooperman alternates with the more thoughtful realism of George Amabile:

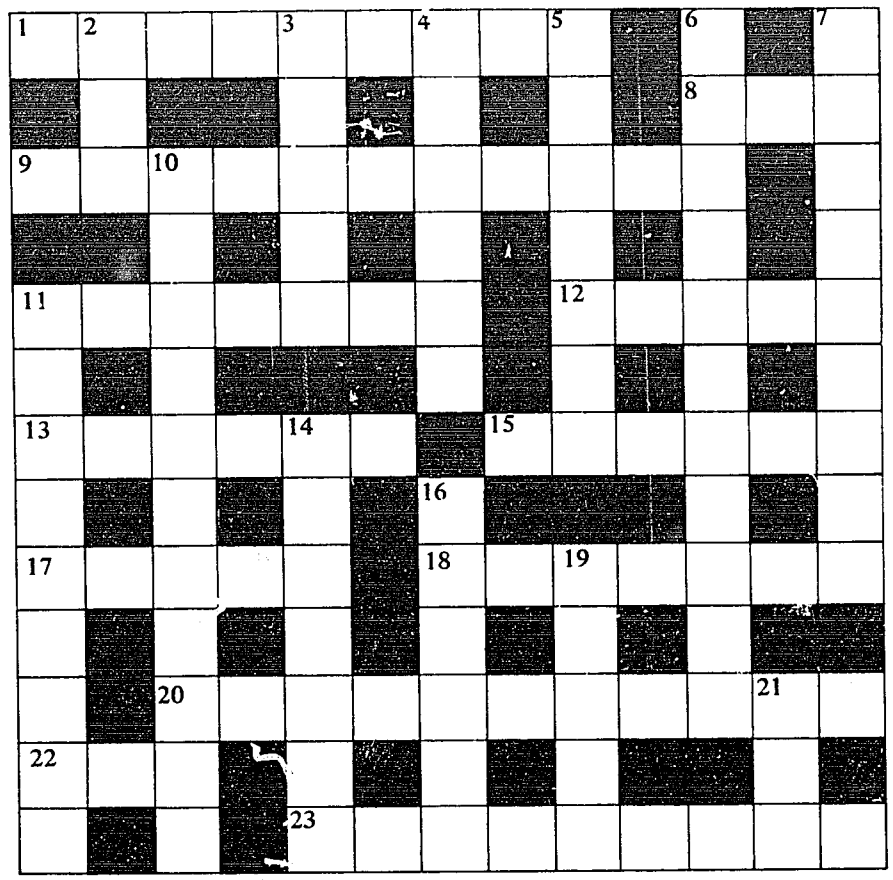
> But the crooked figure
> Of lightning that has danced
> Off in the darkness of his mind
> Flickers to life at the storm's core
> Millions of nightmares later.

The areas between cover virtually every stylistic variation, right down to this terse observation by John Corsiglia:

> The lone eagle
> with thirteen everythings
> has had it.

What is important and attractive about this anthology is that it is not just a museum or old folks' home for pensioned-off writers. It stands as a record of poets who are alive, writing, publishing and totally engaged in the destruction and creation of styles and subject matter—the respiration of all literature. This is poetry one can enjoy reading cover to cover without becoming bogged down by interminable repetition or endlessly unvaried pace. It comes across as a deftly syncopated piece of music: well scored, well orchestrated, and well played.—David Frith

Dedicated especially to C. D. Nelson, Book Review Editor.



CLUES ACROSS

1. Oil wells — but by no means gushers! (9)
8. Part of a Robin Hood escapade (3)
9. Painter's submission for a job? (11)
11. The merciful man (7)
12. 'The search after the great is the .... of youth' (Emerson) (5)
13. 'Now my . . . . are all o'erthrown' (Shakespeare's *The Tempest*) (6)
15. Epistle (6)
17. Degree given to the criminal? (5)
18. Views given by the snakes when they contain the confused remainder (7)
20. Collected little by little (11)
22. 21 of 6 (3)
23. Guilt done — measured in degrees (9)

CLUES DOWN

2. Overturn the gratuity (3)
3. Excellent way to start the gasoline engine (5)
4. Devours 90 and demands payment (6)
5. Welds in a criminal action (7)
6. U.S. state I first put together and then take apart (11)
7. Skirt made these ocean tracks (9)
10. Peter a vicar? Evade the truth (11)
11. Ace critic (anagram) (9)
14. Claimed an annual check-up (7)
16. Operatic drivers? (6)
19. Greek letter placed above and below the mountain to get the taste organs (5)
21. Goal (3)

Answers will be printed next month.

Answers for last month's puzzle

ACROSS

1. Sacrificial
9. Lit
10. Treasures
11. Arena
14. Abase
17. Tumult
18. Slider
19. Ranger
22. Claret
26. Alien
28. Irony
29. Amplitude
30. Bee
31. Transparent

DOWN

2. Anthem
3. Ritual
4. Fleet
5. Costal
6. Abroad
7. Float
8. Aster
12. Rural
13. Nudge
15. Bihar
16. Seven
19. Radar
20. Nipper
21. Ensign
23. Linear
24. Robbin
25. Types
27. Stump

NO GRASS, REVOLUTIONARY PROFS AND URBAN BREAKDOWNS

¶That overused word 'relevancy' shouldn't really be used to start a highly imaginative department such as this one. But a highly imaginative writer such as this one can't think of a better word to use.

There used to be a relevancy of sorts in *The Sands of Iwo Jima* and *Guadalcanal Diary* type of picture. It was highly relevant at that time that the American people be imbued with ebullient enthusiasm for the destruction of the Land of the Rising Sun.

After the Hiroshima and Nagasaki blasts paled the rising sun there were internal problems to be taken care of. So we studied class distinctions in *A Streetcar Named Desire* and we were terribly daring in showing schizophrenia (or even worse) at first hand in *The Three Faces of Eve*.

They were relevant too. I guess we should know about individual disasters before we go on to group ones.

Relevancy has really come into its own these days in the movies. If you are a director, it means that your approach must be as timely as this morning's paper. It has to be brutal, foul-mouthed and bloody. It has to be explicitly seductive, erratic in editing. Your budget must be diminutive, your stars bearded.

Three relevant themes so dear to us progressive social studies teachers have recently been cinematically exploited. The level of success was uneven.

The ills of the unbearable metropolis have never been more vividly summarized than in *Out-Of-Towners*, a film with Jack Lemmon and Sandy Dennis. The urban nightmare begins to unfold from the moment this Ohio couple boards a plane for New York where the hubbie plans to clinch an executive job.

First the plane circles the city for hours (air congestion). After it finally has landed in Boston, there comes a highly uncomfortable train ride (breakdown in transportation systems). The hotel has not held their reserved room (breakdown in communications), there is a garbage strike on (awesome power of organized labor), they are robbed while walking to another hotel (rising crime rate), etc., etc. . . .

Of course, with Jack Lemmon around, the whole thing is played for lotsa laughs, which is what resounded through the theater when I saw it, right down to the last

Population control in the movie No Blade of Grass, *where pollution has gone commercial.*

scene, in which the plane is hijacked to Cuba during the couple's return flight to Ohio.

Cornel Wilde's *No Blade of Grass* uses pollution as a come-on. A famine comes to England and we are made to follow the story of a London family trying to escape to a farm in the north. As an adventure picture—a type of science fiction—it is effective. But pollution-wise there are just too many holes in the logic.

Despite all the shots of raw sewage and crop dusting, the connection between the abused environment and the disaster is never adequately explained. It is, for example, hard to understand why the most industrialized areas are the last ones affected by the blight.

And even when we agree to leave the larger issues behind to concentrate on the family's terrible ordeal, we are amazed to discover that when man is threatened by starvation and sudden death, he reacts in a peculiar manner. He becomes a sex maniac. Funny that most accounts of life in concentration camps have failed to observe the phenomenon.

But if *No Blade of Grass* shows signs of commercialism, *R.P.M.* (Revolutions per Minute) by Stanley Kramer is nothing but. Take the university disorders, add a touch of the generation gap, promiscuous professors and stagnant administration and you've got it. Black Power? White radicals? Sure. It is a credit to today's movie audience that *R.P.M.* appears to be a flop.

How do you know right away that the prof is a radical? Well, he rides this motorcycle, you see. And he lives with a female graduate student. (Why not a freshman? Would that be going too far?) The cops are human, but their chief is not. Is he ever base! He bowls and has a red neck.

The university trustees are such stereotyped dinosaurs that they couldn't survive even if there were no radicals. From the onset they serve only as the villains who will be destroyed once their usefulness to the plot has ended. Next time, maybe the director could have them all wear black hats and sinister moustaches.

Why does *Out-Of-Towners* succeed where *R.P.M.* and *No Blade of Grass* have failed? Maybe it results from following the same principle as that by which pilots are taught night-vision: they are told not to look directly at what they want to see. The screen version of the principle is even simpler: Don't try so hard! §

MATERIALS RECEIVED IN BCTF RESOURCES CENTER
(All materials available on loan—by mail or in person. Resources Center hours: Mon.-Fri. 9-5; Sat. 9-1.)

STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION, by N. E. Gronlund. New York, Macmillan, 1970.

TEACHING READING IN CONTENT AREAS, by H. L. Herber. Englewood Cliffs, N.J., Prentice-Hall, 1970.

WHAT'S HAPPENED TO TEACHER?, by Myron Brenton. New York, Coward-McCann, 1970.

DEVELOPING CHILDREN'S THINKING THROUGH SCIENCE, by R. D. Anderson. Englewood Cliffs, N.J., Prentice-Hall, 1970.

EDUCATION AND SOCIAL POLICY, by C. A. Bowers. New York, Random, 1970.

INSTRUCTIONAL TECHNOLOGY AND THE SCHOOL ADMINISTRATOR, edited by S. J. Knezevich and G. G. Eye. Washington, American Association of School Administrators, 1970.

MEDIA CANADA: GUIDELINES FOR EDUCATORS, 2nd rev. ed. by J. D. Miller. Toronto, Pergamon, 1970.

THE MODERN PRACTICE OF ADULT EDUCATION, by M. S. Knowles. New York, Association Press, 1970.

PIAGET AND KNOWLEDGE, by Hans G. Furth. Englewood Cliffs, N.J., Prentice-Hall, 1969.

PLANNING A SCHOOL BOOK FAIR, by S. C. Gross. New York, Children's Book Council, 1970.

REPORT OF THE ASSISTANT PRINCIPALSHIP, by D. H. Austin and H. L. Brown, Jr. Washington, National Association of Secondary School Principals, 1970.

RUN, COMPUTER, RUN: THE MYTHOLOGY OF EDUCATIONAL INNOVATION, by A. G. Oettinger and S. Marks. Cambridge, Mass., Harvard University Press, 1969.

SCIENCE OF EDUCATION AND THE PSYCHOLOGY OF THE CHILD, by Jean Piaget. New York, Orion, 1970.

THE GREAT DEBATE

¶In these rapidly changing times the debate about what we should or should not be doing in schools continues apace. Experimentation and innovation have become almost required processes for schools, sometimes without too much thought. Zealous 'reformers' criticize all schools, and issue blanket condemnations based, often, on limited knowledge of what is really going on in schools all over the province.

On the other hand, equally zealous 'traditionalists' staunchly defend the old ways, and attack the reformers' suggestions as being 'half-baked.'

In any examination of what schools should or should not be doing, we think it would be useful to bear in mind some comments made recently by Norman Goble, Secretary-General of the Canadian Teachers' Federation. Speaking to the Ottawa chapter of the Canadian College of Teachers, Mr. Goble said, in part:

'It is questionable what is gained if schools offer youth only its own image. There is too much of this already in society. The entertainment industry in particular, and the world of commerce in general, are strenuously engaged in presenting the image of youth to youth.

'We can scarcely blame the young for the collective narcissism which results, but certainly we are making things much worse for them if education offers a mirror rather than a window. If imitation of ourselves is to be the only guide to our activity, we shall always fall short of our own potential, and will probably suffer retrogression.

'In seeking to make education significant for the child, we must not fall into the trap of limiting it to the actuality of the child. Education must be the bridge between the individual and an accepted goal. If it is not a better bridge than he can find by his own unaided resources, and if the teacher does not accept the task of inducing him and helping him to cross the bridge, then there is no purpose in organized education.

'We must clearly recognize that imitation of acted-out behavior is no substitute for the provision of relevant and compensatory experiences.'

We think Mr. Goble's comments are sound ones. Much is made of the word 'relevant' these days, but seldom does anyone suggest to whom or to what education is supposed to be relevant. We think 'significant' is a better word than relevant, and we suggest that education must be significant in two senses: (1) in that it is related to the background and goals of the student who is receiving it, and (2) in that it helps prepare him to understand and confront problems in the real world about him.

Most people will readily agree that a child's education should help him to develop as an individual. His education must therefore be significant to him. But surely the total activity of education must have some effect on society in general, toward an improvement in the human condition, just as specific activities should have beneficial effects on the individual.

To put it another way, we cannot expect any society to sustain a system of education at public expense unless that system serves the real and proper needs of that society.

In our view both extremes of the reformer-traditionalist debate are wrong. The ultra-traditionalist would prepare students for life in a society that is rapidly disappearing; the ultra-reformer would concentrate all his attention on the child, with no thought whatever for the needs of society.

As in most disputes, the answer will lie between the two extremes. More attention to making sure that education is significant to both students and society as a whole should mean fewer disagreements on the means to reach that end. §

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