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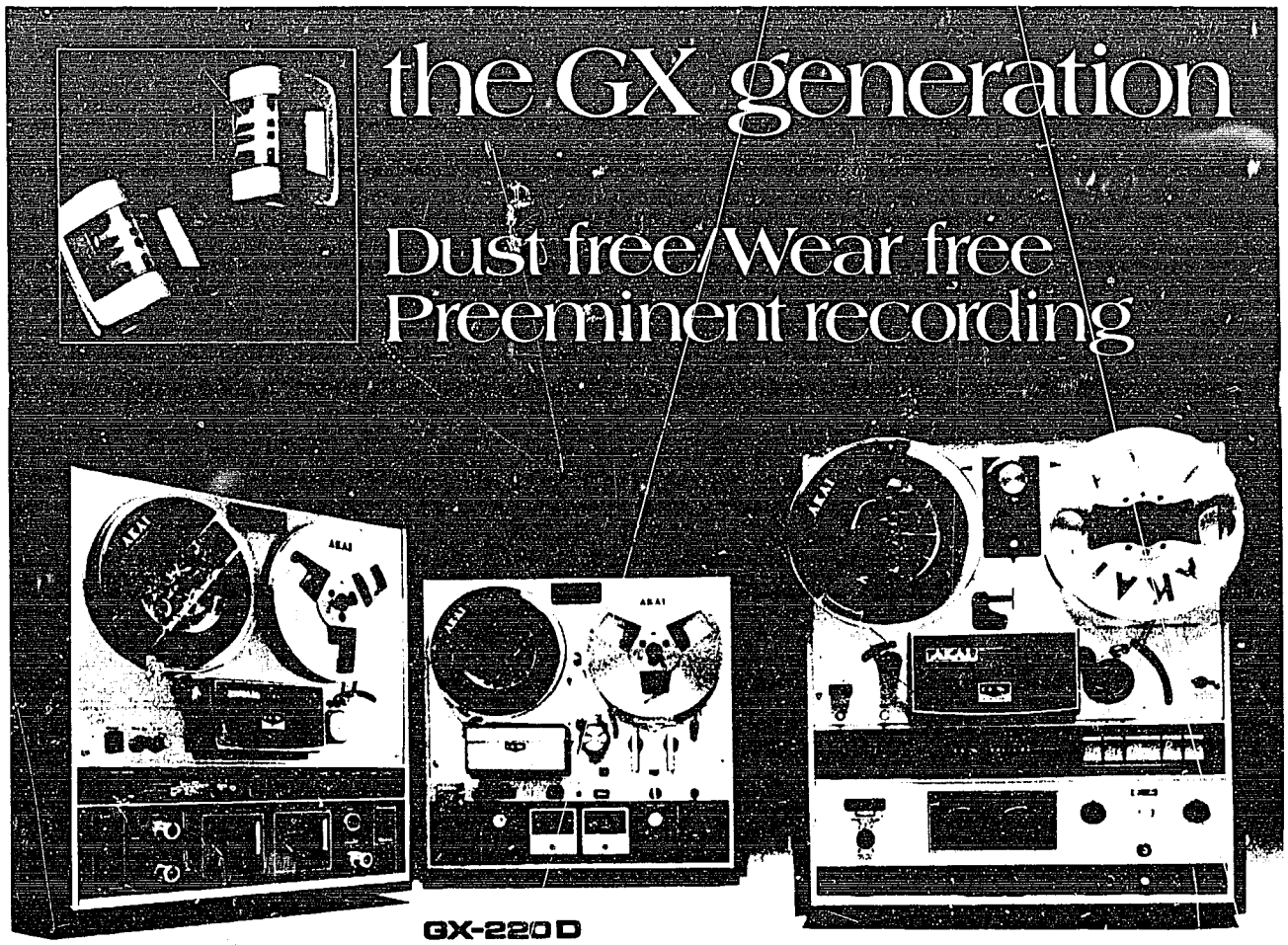

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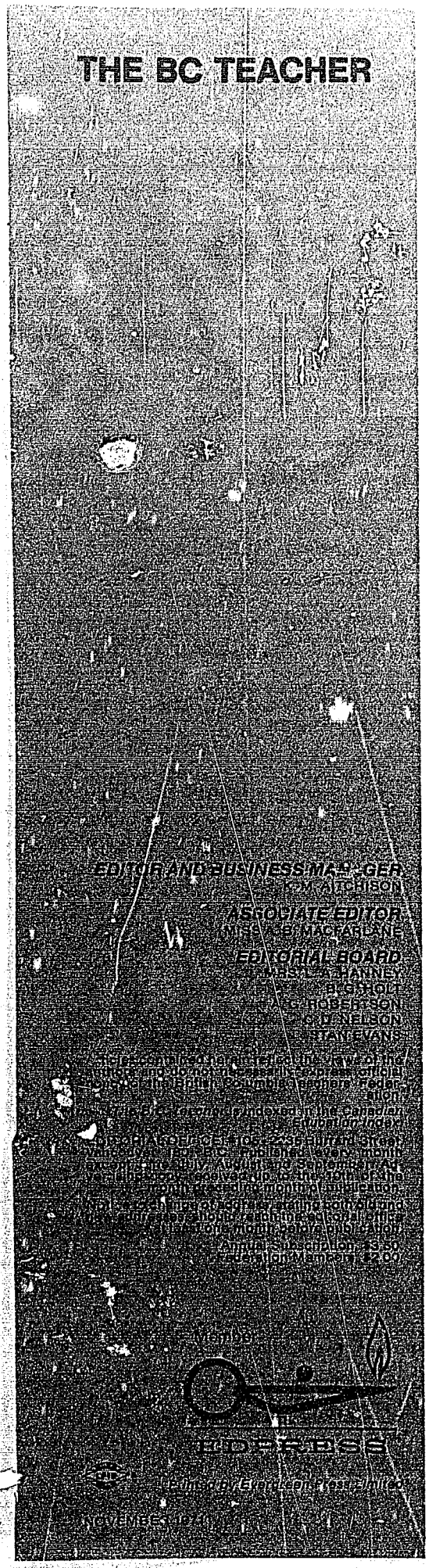

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COVER PICTURE

'Nootka 1875' is artist Hugh Weatherby's idea of how Friendly Cove, which was pictured on our September-October cover, might have looked almost a hundred years ago. 'Nootka' means 'go around,' or island, in the Indian language, but a misunderstanding by the early white visitors transferred the name to the people of the area, according to the artist.

PHOTO CREDITS

P. 54— Visual Education Divn, Vancouver School Board; p.55—Dave Looy; pp.58, 60, 61—Eric H. Wilson; pp. 66, 67, 68, 69—supplied by author.

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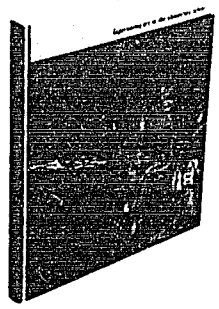

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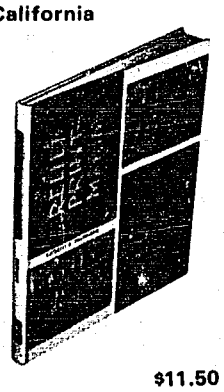

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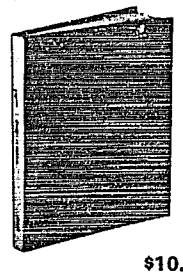

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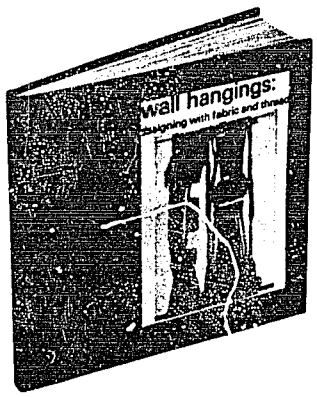

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National Service Would Benefit All Young Canadians

Sir,

During the summer of 1970 I visited several European countries. I was traveling with a group of other B.C. teachers, so we were especially interested in what school systems were like in the countries we visited.

We had several opportunities to visit schools and talk to teachers. My conclusion was that we could in most cases compare our problems to theirs and come to a mutual despairing conclusion. Not enough money, too many students, too much clerical work, recalcitrant and obdurate students were the basis for our mutual problems.

There was one thing, though, that I quickly noticed about most of the Western European nations, especially the smaller ones, and this was that they almost all had some form of required military service for their young men. Switzerland, Denmark, Sweden and Finland all had some form of national military service. This surprised me at first, for most of these nations had always evoked an image of non-militarism in my mind.

After thinking about this for quite some time, however, I have come to the conclusion that these countries don't pretend that their small military will really frighten off one of their larger neighbors should they care to become acquisitive and invade their smaller neighbor. The purpose of this military training has more to do with education than national defence.

In Canada we dropped the military draft right after World War II ended. Since then, and especially under the Trudeau administration, the Canadian armed forces have been cut greatly in number. Today we have a miniscule military force, though an efficient miniscule, we are told.

This brings me to my point. I do not wish to sound the drum for a larger Canadian military force *per se*. However, since so many young Canadians are finding it most difficult to find work, especially during the summer (private industry no longer seems to need the large numbers of young people it once used to hire during the summer), I should like to advocate some form of national service for *all* Canadian young people.

Every Canadian between the ages of 16 and 24, say, should be required to put in two years in this national service. I should also like to see the 'liberated' and 'equal' females put in their two years. I could see that there might be a deferment for those who want to continue in school; they could put in their time during summers or after they finish school.

This would not be just a national military service—service in the Canadian Armed Forces could be one form of service. The emphasis could be placed on social services of one type or another. The types

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of work that could be done would be along the lines of environmental preservation and clean-up, reforestation, working with day-care centers or with senior citizens' groups.

The type of work is limitless and not that important in itself. The only criteria I should like to see is that the work be meaningful and that it not take away already existing jobs. I also should not like to see this becoming a job-training type of experience. Vocational or technical training could result after the national service time is put in.

The benefits would be several. First, the whole country could benefit fr[illegible] this in the form of more an[illegible]arks, day-care centers, et[illegible], the young people the[illegible]would be able for at least two years to find useful employment, learn about work and the discipline of work, and—I hope—learn about working for and with people. Third, this would be an anti-inflationary measure that would provide services for money received.

Too many of our young people are being given a very one-sided picture of life through our schools. The idea of the free choice of the individual, while a valuable philosophy, is not completely in tune with the reality of the world outside the school walls. The life most of us are being forced to live and will continue to live is at variance with this ideal. We live, work and play in groups, and as more of us live in urban areas that as a result become more and more crowded, regimentation and loss of individuality will become even more a fact of life.

It is my opinion, therefore, that a form of national service as briefly outlined above would not only be of service to the nation as a whole, but would also be of educational and social value to the individual.

The people in the national service would, of course, be paid a living wage. Who would pay for this? The taxpayer, of course. He already pays for all kinds of other similar schemes. Why not formalize it, and if my contention is correct, gain all the values from it?

Prince Rupert — Fred Busch

THE a B C

What should the schools be trying to do? The writer says the goals of education can be classified into three types, and offers some practical suggestions for dealing with them.

CHRISTOPHER HODGKINSON

Dr. Hodginson is Chairman, Educational Administration at the University of Victoria.

. . . we gotta go and never stop going till we get there.'
'Where we going, man?'
'I don't know but we gotta go.'
Jack Kerouac, On the Road

¶The logic of the current pressure for accountability in education turns upon the question of goals. Tell us what the goals, purposes, values, ends, aims, targets of the public schools are, only tell us this, say the educational leaders and administrators and we will plan, program, budget, PERT and otherwise procure and prepare the desired outcome.

Moreover, we shall then be able to *evaluate* process against product, the ends against the means, and so achieve accountability.

But first there is this matter of goals, aims, purposes, philosophy, etc. What is it that the schools are supposed to *do*? What is it that we *want* from the schools? Since these

OF EDUCATION'S GOALS

questions do not yield immediate or simple answers, the matter of accountability often comes to rest, sterile in its very genesis.

Serious attempts are often made to tackle this problem by means of exhaustive and intensive study by committees, by specialists, by administrators and boards, or by direct appeal to all interested constituencies—parents, public, students and so on. Such attempts are weli intentioned and can be highly sophisticated as in some of the examples I shall mention in a moment. An underlying assumption of all of these endeavors, an assumption that usually goes unexamined, is that goals exist that can be stated. And a further assumption is that goals need or ought to be stated. This article is concerned with these assumptions.

Let us define goals as conceptions of what is desirable as an outcome of the system of public schooling. Goal statements proliferate. They make up a major concern of the administration of education.[1] In a recent study based on 900 Californian school districts[2] an analysis of the goals stated led to the listing of 18 major categories, such as accumulation of knowledge, mental health, homemaking, economic and consumer efficiency.

Analysis of statements of philosophy, policy handbooks, written declarations and manifestos of goals tends to become a kind of verbal factor analysis in which the investigator seeks to isolate as few general factors as possible in order to account for as much of the variation and variability of the expressed aims as possible. Sometimes actual quantitative factor analysis is used as in the Tasks of Public Education example,[1] which isolated the four major catergories of intellectual dimension, social dimension, personal dimension and productive dimension.

Another approach to the practical problem of formulating the tasks of the schools is to distinguish between goals in the sense used above and 'objectives.' This is the hard-headed behavioral approach. The object of the exercise is quantifiable (or at least measurable) specification. It is sometimes very reassuring to be able to hold out the possibility of reducing a blurred and baffling complexity to numbers, for numbers are amenable to machine treatment and to statistical and accounting procedures. The work of Bloom *et al* in taxonomizing educational objectives is well known.[3]

In general it is fairly well accepted that the term 'goals' refers to a larger and more value-laden, value-complex *end,* while the term 'objectives' refers to narrower, more

precisely defined subordinate ends or *means*, the value connotations of which are more implicit. The distinction is a useful one since we can see ourselves moving from the general to the specific and from the abstract to the concrete. The difficulty is that between these two things a gulf is fixed, and in our haste to arrive at something quantifiable and measurable we sometimes part company with and divorce the larger end that was our starting point. True ends generate means, and then the means themselves become false ends. This is the disease that infects goal-setting. The state of research in this area gives us no consolation about this fallacy's being avoided.[4-10]

The problem of philosophy, goals and objectives in education appears in another guise, very familar to administrators. This is the distinction between policy and execution. According to conventional wisdom it is the role of the layman, the elected trustee at the local level, for example, to determine *policy*, while it is the role of the administrators to execute this policy and put it into effect. Thus the trustees should be engaged *primarily* in determining the ends of the system and the administration should be engaged *primarily* in translating ends into means that can be verified, checked upon, or evaluated. (Nothing here about teachers or students, please note.)

Of course, this describes the way things *should* be. What is intriguing about it, however, is the *consensus* on the rightness of this particular *should be*. Administrators, teachers, laymen, professionals and public can all be shown to agree that policy should be set by the owners of the enterprise since, of course, the schools belong to the people. Let us cling to this remarkable consensus, for agreement is a rare flower in the garden of education, and we can bear it in mind as we consider some further difficulties about goals.

One example is peculiarly illustrative, the goal of morality. There is another consensus in the education community: that the public schools should educate in morality. Synonyms for this term abound—citizenship, character development, personal growth, self-realization, etc. In the simplest language, we want our children to be good. We want the schools to teach goodness to them. Most of the public want to include this within the constellation of school goals. But what on earth does it mean? How can one specify it?

This problem has been thoroughly and precisely examined in recent years by the Farmington Trust Research Unit in England.[11] It was able to break the components of moral education into the following specifications: PHIL (an *attitude* or frame of mind regarding other people as equals in their interests relative to self-interest), EMP (an *ability* to know what other people are feeling in particular situations), GIG_1 (actual *knowledge* of relevant facts), GIG_2 (social *skills* of specific kinds), DIK (a *'mode of thought'* involving moral principles), $KRAT_1$ (action or *behavioral traits* necessary for morality), $KRAT_2$ (*will* or capacity to translate moral judgment into action).[12]

So we achieve some degree of specification. The point is, however, that to make even this advance toward the specification of objectives from a diffuse goal took this high-powered research organization four years (1965-1969), and even then the work was classified as a 'guide for research' that 'teachers and others are invited to use in conjunction with their own experience and reflections.'[13]

What is the conclusion from all this? That certain goals are very difficult to specify. True. But there is yet another dimension to the problem—perhaps certain goals should *not* be specified! Let it never be suggested that an educational system should have as one of its aims the maintenance and expansion of the incomes that system provides.

To sum up. There are clearly specifiable goals—such as the aim of teaching typewriting to a skill level of 60 words a minute. Let us call these Type A goals. Then there are goals that are specifiable only with the greatest of difficulty—such as the goal of moral education. Let us call these Type B. And finally, there are goals that are undeclared and perhaps should not be declared—such as the purpose of the public school system as a holding institution to keep young people off the street, out of their parents' hair, and off the labor market. Or the goal of providing better life chances for an elite of some description. Or even the social role of acting for society as some kind of meritocratic sieve. Let us include this final category of tacit and illicit goals as Type C.

Some goals are clearly specifiable — such as the aim of teaching typewriting to a skill level of 60 words a minute or other 'skill' subjects to appropriate levels.

Is using the public school system as a holding institution to keep such young people as this off the street or the labor market a valid goal of education?

How Do We Deal With Goals?

Now that we have classified goals or purposes, the problem is how to deal with the several classes. There is no problem with Type A goals. They can be reduced to specifications directly, and their implementation, administration and evaluation is solely a matter of will.

Again, somewhat strangely, we can in practice often discount Type C goals. In the first place we simply cannot, at the political level, discuss them at all. We cannot say that the goal is to 'hold kids' or 'do society's dirty work by sorting out winners from losers.' And we do not *need* to specify these goals for, whatever they are, they are *implicit* in the system and the administration, evaluation and efficiency accounting is likewise implicit. That we do not need to specify them does not mean that we should not do so. Nonetheless, in practice, it is the Type B goals with which we must wrestle.

The difficulty with this type of goal lies in its specification. As I have shown, it is sometimes extremely difficult, if not impossible, to explain what such a goal as, say, self-actualization *means*. We may all subscribe, for example, to the goal that schools should develop maturity in young people, but goal statements of this kind are at this stage mainly the mere expression of sentiment. The sentiment has to be raised to the level of conscious ratiocination—it has to be explained and, to the best degree possible, 'operationalized.' But the behaviorists who demand operational goals perhaps go too far and expect too much. It is enough if we can somehow use the technique of increasing approximation.

A recent and excellent demonstration of this technique occurred in the city of Victoria, where, under the title Project Learning, groups of citizens, students, teachers, trustees and administrators were assembled throughout the community for the purpose of clarifying the schools' goals.

The project began with widely publicized invitations to citizens to form working groups and committees, which were then successively reduced in number. As each group submitted its report it was further consolidated until a final report was produced.[14] Precise specifications were not forthcoming, but the entire operation gave community-wide educative exercise in the technique of successive approach to the problem. It is worth adding that the goals derived in this study were clearly pluralistic rather than monolithic.

There is another technique for dealing with the Type B imponderables. It has a glorious title in the jargon—'disjointed incrementalism.'[15] This technique, dearly loved by the British administrators of Empire, is also sometimes affectionately referred to as 'muddling through.'

The delightful central assumption of the technique of disjointed incrementalism is that one does not know where one is going! The less concrete and objective the destination,

Continued on page 75

Old Mother Hubbard went to the cupboard,
To get her poor dog a bone;
When she got there, the cupboard was bare,
And so the poor dog had none.

PATRICIA CLARKE

¶No doubt, like me, you've always felt a bit sorry for Mother Hubbard's poor dog, and perhaps, indirectly, for Mother Hubbard herself, because the rhyme implies that she expected the cupboard to yield a bone for her dog.

Reseach into the Hubbard Establishment reveals a curious situation, one that belies this conclusion. Of course the clue is there; I had merely misinterpreted it all these years. How can one feel sorry for the dog—the poor dog—before the outcome of the event? It is illogical. However, now that I realize how 'poor' a dog the Hubbards had, it is quite obvious that both the dog and Mother Hubbard knew there would be no bone in the cupboard. In truth he was a poor dog; in fact, he was an undeserving dog.

Since early puppyhood, when his parents had placed him in the Hubbard Establishment, the dog had had his difficulties. At first he had tried hard to please Mother Hubbard, and the cupboard had yielded some small bones. These were not very satisfactory, but they had kept him going. Eventually, of course, the commands had become too difficult for him to manage. He knew Mother Hubbard wanted him to stand on his hind feet, and he could sometimes manage to do it quite well. He had learned to do that in the days of the small bone reward. However, beyond this he was lost. He didn't even understand what they wanted of him any more, but, of course, it would never do to let on that he was *that* dumb. Look what had happened to the donkey!

He didn't really understand why they put him through the cupboard 'bit.' Four times a year he suffered that torture. So did his parents. They couldn't help him get bones. In fact, his sire wasn't so hot in the bone line himself! They were disappointed in him, he knew this, and he felt ashamed of his inadequacy. Sometimes he blamed his Dad. This made him feel more ashamed, but only thus was he able to rationalize away the responsibility for his failure; and, too, he knew that, secretly, Mother Hubbard ascribed his lack of success to his 'poor' background.

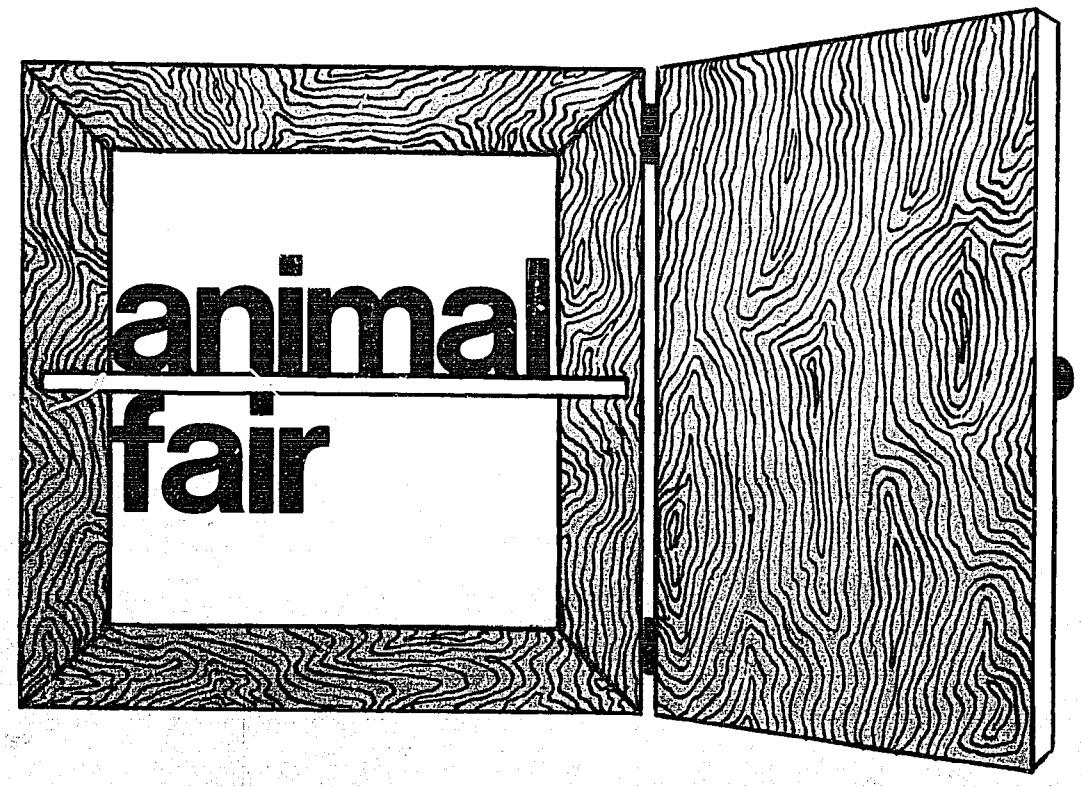
He was an all-round failure. Another boneless year, and no hope of ever reaching the FAIR. You'd think his parents would have got the message by now; he had; Mother Hubbard had. Maybe it was their hopeless ambition for him that forced Mother Hubbard to go through the empty cupboard routine. It really was very humiliating. He wondered, as only a dumb canine can, how it was that such wise folk as Mother Hubbard, and Big Brother Hubbard, hadn't come up with a better system by now. Perhaps they didn't really care that much.

Life at the farm might have been tolerable had it not been for the constant pressure to earn a bone. Twice a week Mother Hubbard took the dogs out for exercise, and he enjoyed this. Only the big dogs went on these occasions, and although Mother Hubbard encouraged competition among them—and he never came home first or with a rat, he enjoyed the run around anyhow.

He had heard that on some farms they had an exercise period every afternoon, and he had asked his parents about this, for he would have liked that. He might even have learned to run more quickly, or to catch rats, with more practice. But this was not to be.

To attend such a farm was a costly business. And his sire had it on good authority that such farms were full of problem animals, from problem homes, and that there were bred feelings of self-importance. There certainly was no chance of that happening to him at the Hubbard's!

Mrs. Clarke teaches at Mt Prevost Junior Secondary School in Duncan.



Nor could he be dismissed from Mother Hubbard's Establishment—unless, of course, he acted like the donkey.

In his innermost self, he admired the donkey. He himself was far too scared of the Establishment to kick against it. He accepted that he was a failure, so he didn't really see how he could have any worth-while contribution to make on the farm—or elsewhere, come to that.

Not that the donkey had had any constructive ideas, but he had displayed considerable talent for causing disruption. Mother Hubbard had been told, and in no uncertain terms, that he simply was not interested in her carrots. The donkey said he knew from his uncle—who was in the haulage business—that donkeys were rarely successful at the FAIR any more; it had been different in the old days when independent thinking had been encouraged. Now, it seemed, that in most FAIRS the keynote was conformity. This donkey was no conformist, that was for sure!

Maybe there was some truth in what the donkey had said. Perhaps all the animals were taking on the characteristics of the sheep—it certainly was easier for the Establishment to mind the sheep than any of the other creatures. But he suspected that, despite this element of truth, the donkey had become a Judas goat. He was glad, after all, that he had managed to resist the leadership of the donkey.

The dog knew on which side his bread was buttered. That sounded clumsy, but he knew better than to end a sentence with a preposition. Some famous British Bulldog had once said, 'The preposition is a very bad thing to end a sentence with.' And, 'This is something up with which I will not put.' He had remembered this because the donkey's uncle had told them how poorly this Bulldog had fared as a pup on the farm. Apparently, he hadn't been able to bark like a French Poodle, or a German Shepherd too well, either. And his efforts to emulate some Roman dog—then considered a very necessary accomplishment for entry to the FAIR—were appalling. He had had his troubles earning bones, too. But despite these failings, this Bulldog had become a world famous leader.

Of course, this success was no doubt dependent upon the opportunities afforded him by fine breeding. Our dog could project himself up to a point, but he was realistic enough to realize that a common mongrel like himself could never rise without the qualifications of regular farmyard accomplishments. It was not enough to be talented in oratory, statesmanship, and have artistic ability—like the Bulldog; or even to be ingenious—like the donkey. Personal attributes were a necessary adjunct to success, but useless in this day and age without first the license to proceed—the certificate that gave assurance of conformability, that said, in effect, to the Establishment, 'I am your dog; I am predictable.'

What worries Mother Hubbard's dog is that he sees, clearly, how unfit he is for the farmyard. For him there is no bone labeled, 'I am your bone—I am your reward.' For him there is no place, only a choice—'opt-out' like the sheep or 'drop-out' like the donkey.

Perhaps Mother Hubbard does not really care how her 'poor' dogs feel. You see, she has many more now than just the one of legendary fame. Or could it be that she is so busy preparing the few for the FAIR that she is unaware (but not of the alliteration!)? If Mother Hubbard really cared, would she not dedicate herself to the enlightment of all the Brothers Hubbard, and in particular the little Brothers? §

WHITE ROCK STUDENTS DID SOMETHING ABOUT

THE GENERATION GAP

ERIC H. WILSON

Mr. Wilson is on a two-year leave of absence from his school to live in England.

¶The Sunset Years.
Golden Age.
Senior Citizens.

I have never liked these euphemisms. They suggest condescension on the part of people fortunate enough to be—so far—spared old age.

Do you ever think about your Golden Years? I never did until I read a magazine article. A very bitter statement written by a woman who had given a full life to teaching. Then, retirement.

Out of our school, old lady. Take your posters of France and your story of seeing King George in '39 and your place by the classroom window where you stood for 34 years watching favorite faces leave at 3:30. Take your brown class photographs and your yellow school annuals. Someone else will stay after school to explain verbs.

Tiny wooden houses were constructed entirely in bottles by Dan McGowan, 89, who points out miniature workmen to Wyck Porteous (left) and Sandy Derpak, both 15 years of age.

It was a short drop into a rest home, where she was told to rest. After catching up on her sleep, she offered her energy. Forget it. You're now enjoying your Sunset Years. If you want exercise, there's shuffleboard Tuesdays at 7:30 in the basement games room.

So she wrote her unhappy magazine article. Her theme: old age is emptiness. It wasn't going to happen to me, but it did. It isn't going to happen to you, but it will.

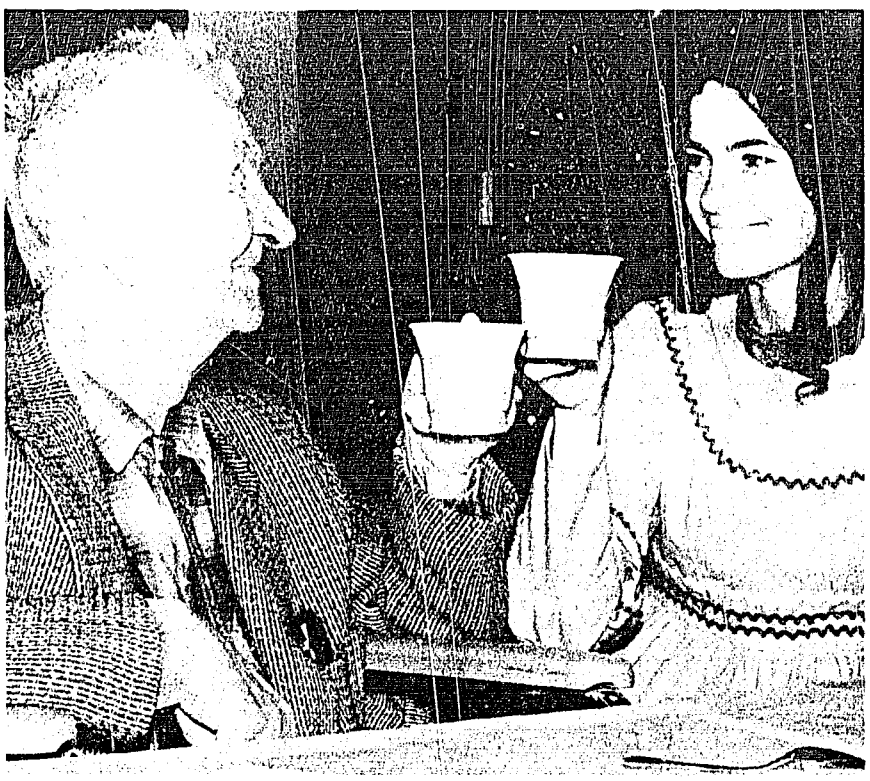
I don't remember who that lady was. But she affected my life, forced me to do something. I hope that, when the bell rings and you put down this magazine and your coffee cup, my words will stay in your mind long enough to compel you to take action. That will repay in part one old lady.

None of us can picket for legislation banning old age. Even increasing pensions won't give these people what they need most: a reason to get up in the morning. Once a week, students from the Junior Secondary in White Rock help provide that reason for some.

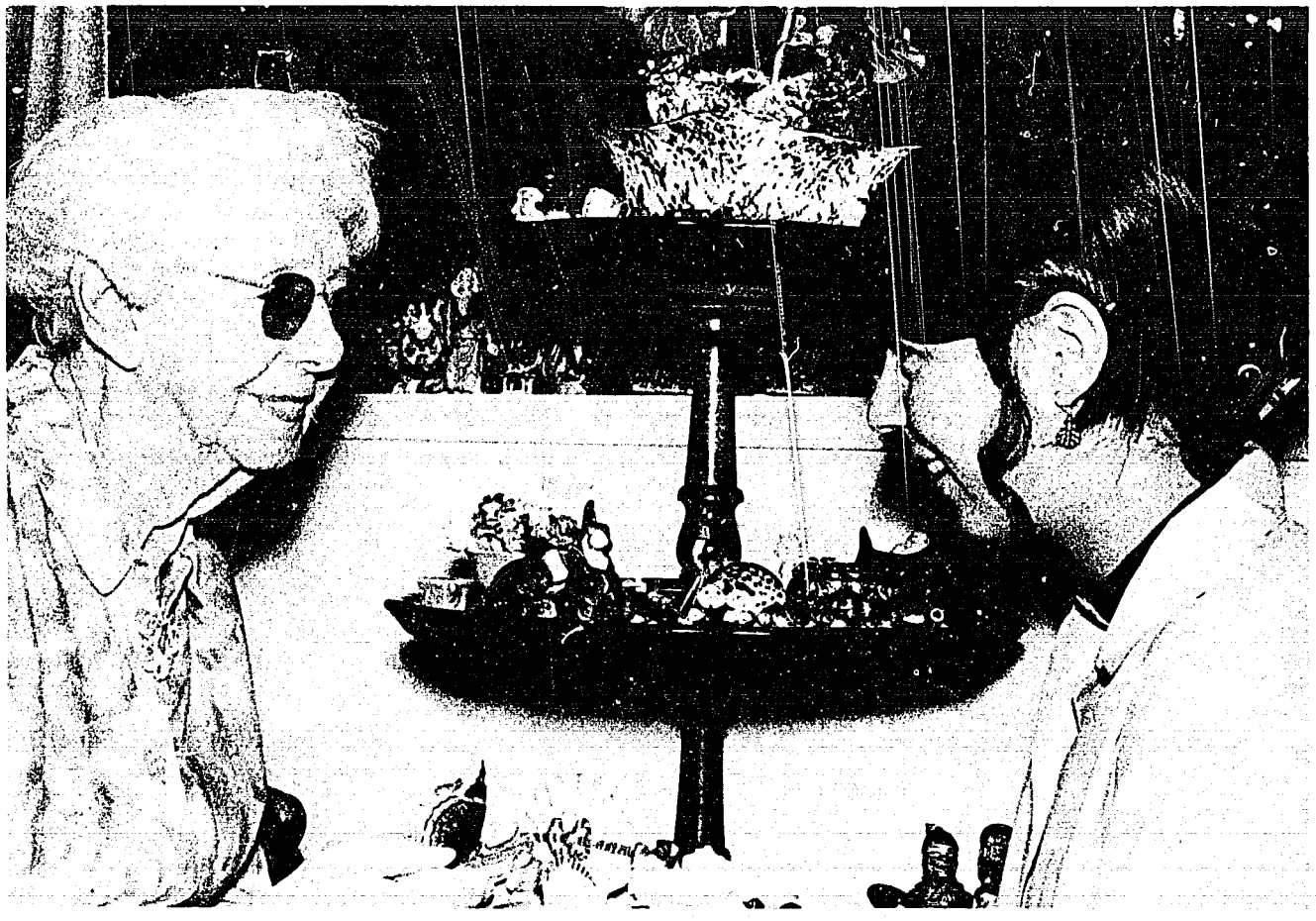
The plan is simple, with tremendous benefits. That is why I want to share it with you, because your social studies, typing, science students can do the same thing.

Once a week my Grade 9 English class puts on coats, opens up umbrellas, and walks to the nearby Evergreen Rest Home. These visits are preceded by a mimeographed program, inviting residents to join students in the assembly lounge at 10 a.m.

Song sheets are distributed, a girl acts as MC while one of the residents plays piano, and loud bursts of *My Wild Irish Rose* fill the room. Each week a special event is planned. Past highlights have ranged from a



Toasting a new friendship are Johnny Brondby, 70, and Judi Allen, 15.



Mrs. F. Findlay shows some special possessions to Julie Dearman, 15.

student speech advocating the formation by Canadian Indians of a Red Panther Party to a resident reminiscing about helping construct Oakalla Prison Farm and attending the first hanging at that establishment.

Even more important than the program is the time that follows. Every week the residents are urged to invite a student for a chat in a lounge or private room. This is a great success because it provides the opportunity for friendships to grow. For me, the most pleasant moments of each week come when I walk down hallways and can see students talking to the residents in their rooms.

One word of caution before beginning such a program: prepare the students. For some, the first day will be difficult unless they know exactly why they are going to visit, and what to expect.

One way to initiate a discussion on the topic is to tell students they are 75 years old and residents of a rest home. What would they do on Monday morning after breakfast? Monday afternoon? Monday even-

ing? Tuesday morning? By then, they may have begun to understand old age.

This program is life. It will give your students more than anything you can do in the classroom. I can tell you this only with printed words; I cannot take you individually into the Evergreen Rest Home and show you the faces of happy people.

How else can I persuade you? Photographs help. The only other way is to let the voices of residents and students speak to you. Here they are:

Anyone can sing — particularly if the company is congenial and the songs are the old familiar ones.

The Residents

I wouldn't have thought young people would be interested in us, or what we did with our lives, but I was wrong.

A lot of older people are afraid of teenagers because of what we read in the newspapers and see on television, but we don't feel that about these young people that we meet personally.

This is quite a large building, with a lot of residents, and these visits have helped us to get to know each other. We all meet with the young people at the same time, and then have something in common to discuss when we see each other in the lounge.

I have been cut off from young people until these visits started, and I have always liked young people.

We enjoy the singing and the talks, and we enjoy the students coming around to our rooms. It's quite a help to people who are getting older to get the views of younger people because they are very much different to our day.

I think a planned program is good because students and older people can display what they are capable of doing. It's a very valuable experiment. I think it's wonderful because each age group has something to offer the other one.

Is it a success? Well, our people keep coming back every week, don't they?

The Students

I never thought before that old people would laugh at things we think are funny.

One lady loves flowers; her room is full of artificial flowers. On her birthday my friends and I bought her some potted flowers so she would have something to take care of, instead of feeling useless because everyone was looking after her.

The only thing that surprised me was the talk of death, dead wives or husbands and even their own future deaths. At times it got depressing but that can be a learning experience as well.

One time I was sitting by a man who wasn't singing. I asked him why and he told me that he couldn't sing. I said anyone can sing if they try. I really felt good when he started to sing when the next song began.

I still can't talk to the people in the rest home, but I can talk to my grandparents a lot more often without feeling uncomfortable.

I thought they wouldn't talk about interesting things. Many of them do, but even if they don't we are learning to be patient and pleasant about it. We have become considerate of others and their pleasure, instead of our own. That is better than a year of textbook education.

The first time we went, there were very few old people waiting for us but as there were more visits more people showed up. It was really exciting talking to a man who told me about drawing up the plans for some of the big buildings in Vancouver and Victoria.

The only type of people I don't talk to very well are the ones we have to speak to like small children. These people I should spend more time with, but I try to see as many people as I can.

One lady came running into the lounge really excited to show us her room. When we went in she told about how she hated Australia but didn't know how to tell her relatives.

It has been a success for me to realize that, like anybody else, old people are a lot of fun. They are a beautiful bunch of people. §

Dr. Paton teaches at the College of Education, University of Toronto, where he is professor of education. In this article he deplores the 'the frenzied pursuit of novelty' in our schools.

J. M. PATON

¶Some future historian of the English-speaking peoples may very well describe the period between 1945 and 1975 as the age of neophilicism, when the principal shapers of men's minds—in the communications media, in schools and colleges, and in professional and business circles—were the neophiliacs, the lovers of the new.

Christopher Booker's recent publication, *The Neophiliacs*, argues that these are the people who have generated the collective phantasy that cocking a snoot at the Establishment (whatever that may be), ridiculing order and stability, describing every technological change as inevitable and good, regarding

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The neOPhiliacs

innovation and excitement as synonyms for importance and relevance, are the marks of the intelligent, free, creative man the world so desperately needs at this time.

Significantly, perhaps, Booker was himself one of this group about six years ago as a scriptwriter for the immensely popular TV show *That Was The Week That Was*; but at the age of 32 he has joined hands with his much older compatriot, Malcolm Muggeridge, in deploring the frenzied pursuit of novelty and instant pleasure that he thinks now characterizes social behavior and attitudes to values in both the United Kingdom and the United States. (See, for instance, the lead book review in the July 6, 1970 issue of *Time* magazine and Booker's reply in the August 10, 1970 issue.)

What has all this to do with Canada?

While Canadians have not experienced the cultural revolution of 'Swinging England' in the '50s and '60s, or the political and social stresses—the Vietnam war, black power, campus riots—of the United States in the last decade, we do appear to have absorbed some of their side-effects, and display many of the symptoms of neophilic malaise.

The peculiarly Canadian variety of this cultural distemper, I suggest, is the prominence given to criticisms of the publicly supported school system and its teachers, and the tendency to glorify every self-proclaimed expert in any one of innumberable specialized areas of teaching-learning technique or of administrative procedure, especially if he or she manages to imply—and they usually do—that the regular teachers are too lazy or uninformed, and too afraid of change to measure up to the educational challenges of our times.

Seldom, if ever, do the reports of these criticisms mention (a) the public school's obligation to mediate between the community's prevailing views—usually conservative—and the attraction for the young of what is novel and of immediate interest; or (b) the teacher's professional awareness that there are simply no instant solutions, no universal nostrums for the variety of problems — individual needs, abilities and attitudes—with which they must contend every day.

Innovations in teaching and learning should be encouraged by every means possible, but not for the purpose of imposing them on every teacher and pupil in every school.

Teachers as Whipping Boys

Sybil Shack of Winnipeg, a past president of the Canadian Teachers' Federation and of the Canadian College of Teachers, who is as knowledgeable as any one person can be about teachers in this country, said in *Monday Morning* that their morale is dropping seriously low. They feel they are being treated as society's whipping boys.

Many competent teachers of her acquaintance are suffering, she suggests, from a persecution complex, or from debilitating uptightness in the face of blanket charges of failure to meet the needs of youth on the one hand, and the demands of society on the other.

Because of the hippie revolution, the community expects them to get tough and inculcate respect for law and order; while the child study experts preach a gospel of freedom and love that would provide warm encouragement to children and students to do their own thing, thus learning by spontaneous discovery.

Allowing for some journalistic exaggeration, Miss Shack's picture is not overdrawn. Activist elements among high school and college students, who are demanding what amounts to majority control of curriculum planning and teaching procedure, are getting support not only from avant garde commentators in the press and on TV, but also from the writings of several educators whose prestige assures them of wide readership.

Perhaps the most popular and influential book on the new education at the moment is *Teaching as a Subversive Activity* (1969) by Postman and Weingartner. Because it is also one of the best written and most persuasive books of its kind, an analysis of its tone and content will show the difficulties it creates for those who must accept responsibility for the compulsory mass education of youth.

The authors are possessed of an apocalyptic vision of the role of the school in building a better social order, a New Jerusalem. Two tremendous assumptions undergird their entire argument. The first is—as Postman again insists in the May 1970 issue of the *Harvard Educational Review*—'that all educational practices are profoundly political in the sense that they are designed to produce one sort of human being rather than another'; that it is the business of the public school system to help young people to 'master concepts necessary to survival in a rapidly changing world'; and that to do this the curriculum must be focused on immediate problems affecting the survival of our society.

There follows a long list of problems: mental illness and high suicide rates among youth, crime in business as well as among adolescents, various credibility gaps, the electronic revolution, sex, drugs, the population explosion and birth control, housing, poverty, pollution, war and peace and nuclear annihilation, etc., etc.

No one can doubt that these are vital issues and that young people would enjoy having opportunities to discuss them in school. They are, say our authors, so much more 'relevant' than Shakespeare's *Macbeth* or Athenian democracy. They cut across traditional subject boundaries. Material for studying them is available in the community and in current publications, not in musty old books.

That, however, is just one side of the coin. Human experience, to say nothing of wisdom, is not confined to, or defined by, contemporary records. More important, the Postman and Weingartner proposals beg the entire question of maturity levels, of continuity and development in learning experiences, or the practical impossibility of teaching inquiry skills divorced from the significance of the content. Not everyone would agree that data on immediate social issues can be divested of prejudice and bias. There is surely more hope of this when one examines human experience in the literature and history of the past.

The second questionable assumption of this book is that certain generalized criticisms of schools and teachers are fully valid because they were spoken or written by men who have been crowned educational gurus by the news media.

For example, Marshall McLuhan: *the school at present is irrelevant*; Paul Goodman: *the schools educate for obsolescence*; Jerome Bruner: *they fail to develop intelligence*; John Holt: *their teaching is based on fear*; Carl Rogers: *they avoid the promotion of significant learnings*; E. Z. Friedenberg: *they punish creativity and independence.*

My personal reaction to all such statements is that they are without meaning for teachers until they make specific reference to individual situations involving actual boys and girls whose personal backgrounds, experience, abilities and needs have been evaluated with attainable accuracy as well as with concern and sympathy.

The Omniscient Specialist

It seems to me significant that each of the above-mentioned critics, like others of their ilk, have attained deserved eminence through specializing in one area of education, from which they then make the mistake of extrapolating to the whole school system from preschool preparation to college entrance. An illustration of this tendency is furnished by the experience of the Toronto Board of Education in 1969 with one of its applicants for the top post of Director of Education.

A group of neophiliacs on the board, with the support of a few eminent citizens like Marshall McLuhan, became rather upset when they failed to get their nominee elected—a headline winning innovator from the United States and England. At the time of his ap-

plication, John Bremer had been operating the Parkway project in Philadelphia—'the school without walls'—for less than one school year, and it consisted of no more than 500 students, 30 teachers and 20 interns.

When he addressed the University of Toronto chapter of the Phi Delta Kappa educational fraternity on October 23, 1969, he left his audience, or at least this listener, with three distinct impressions: (1) the project was in his view already an unqualified success; (2) he thought the regular schools of Philadelphia were in such a mess that they could be redeemed only by revolutionary methods like his; (3) he did not expect to remain with the Parkway project after the 1969-70 school year.

The point I wish to emphasize is this—that Mr. Bremer, with his undoubted abilities as an idea man and publicist, could doubtless have made a valuable contribution to Metro Toronto schools as a short-term consultant. The mind boggles, however, at the thought of his sending all the pupils of a metropolitan center into its offices, board rooms, courts, stores, factories, museums, craftshops, etc., to receive alive, 'relevant,' unpaid instruction; still more at his assuming final responsibility for the adminstration of Toronto's 136 schools, 5,900 teachers and 111,000 pupils. Yet so powerful is the cult of neophilicism today that Mr. Bremer's failure to secure the senior school appointment in Toronto seemed likely for a time to result in a direct challenge to the right of the Minister of Education to rule an applicant ineligible for appointment by a local board for lack of the required professional certificate.

Any Conclusions?

The lesson to be learned from the foregoing instances is not, of course, that the neophiliacs are always wrong, or that innovations in teaching and learning should always be suspect. On the contrary, they should be encouraged by every means possible, but not for the purpose of imposing them on every teacher and pupil in every school.

Schools in Canada are only now being released from the stifling restrictions of provincial prescription of courses and province-wide regulations. What we don't want is a full pendulum swing to an equally authitarian insistence that all the teachers and schools in a large system adopt the new 'free' philosophy, and introduce open area activities, voluntary attendance, pupil control of curriculum, inquiry methods, abandonment of so-called competitive tests and grades (marks)—in short, the complete litany of innovation.

The shifting balance between man's nephilic and neophobic urges not only explains the many fluctuations in human taste and choice, but also is basic to both progress and survival.

Whatever success has been attained so far by innovative private schools modeled on Neill's Summerhill School in England, or by individual schools in Ontario that have taken advantage of current permissive regulations in the spirit of the Hall-Dennis Report, has been entirely due, in my opinion, to the one fact that *they recognize the importance of schooling taking place under conditions that permit a teacher and his students to find the most comfortable and beneficial ways of working and learning together in an atmosphere of mutual help and of constantly seeking out better ways to understand what human life in this old world is all about.*

Whether these ways are likely to be labeled traditional or progressive, student-controlled or teacher-dominated, is of very little importance, provided the young people actually learn and enjoy the experience enough to want to go on learning by themselves.

To implement this principle does imply that the school system provide a large number of choices for pupils. In this connection the *Globe & Mail* reported an interesting joint study in York County by a committee of teachers, parents, trustees and students of a proposed 'traditional' high school with such unfashionable features as strict discipline, competitive grades, regular tests, and an emphasis on assigned work and good study habits.

The intention was that this school would provide an educational experience quite different from that at the county's Thornlea Secondary School established five years ago.

Commented the area's director of education, Samuel Chapman, 'I've a gut-level hunch that kids learn in quite different ways.' Personally, I much prefer this modest bit of common-sense to most of the dogmatic neophilia of Postman and Weingartner.

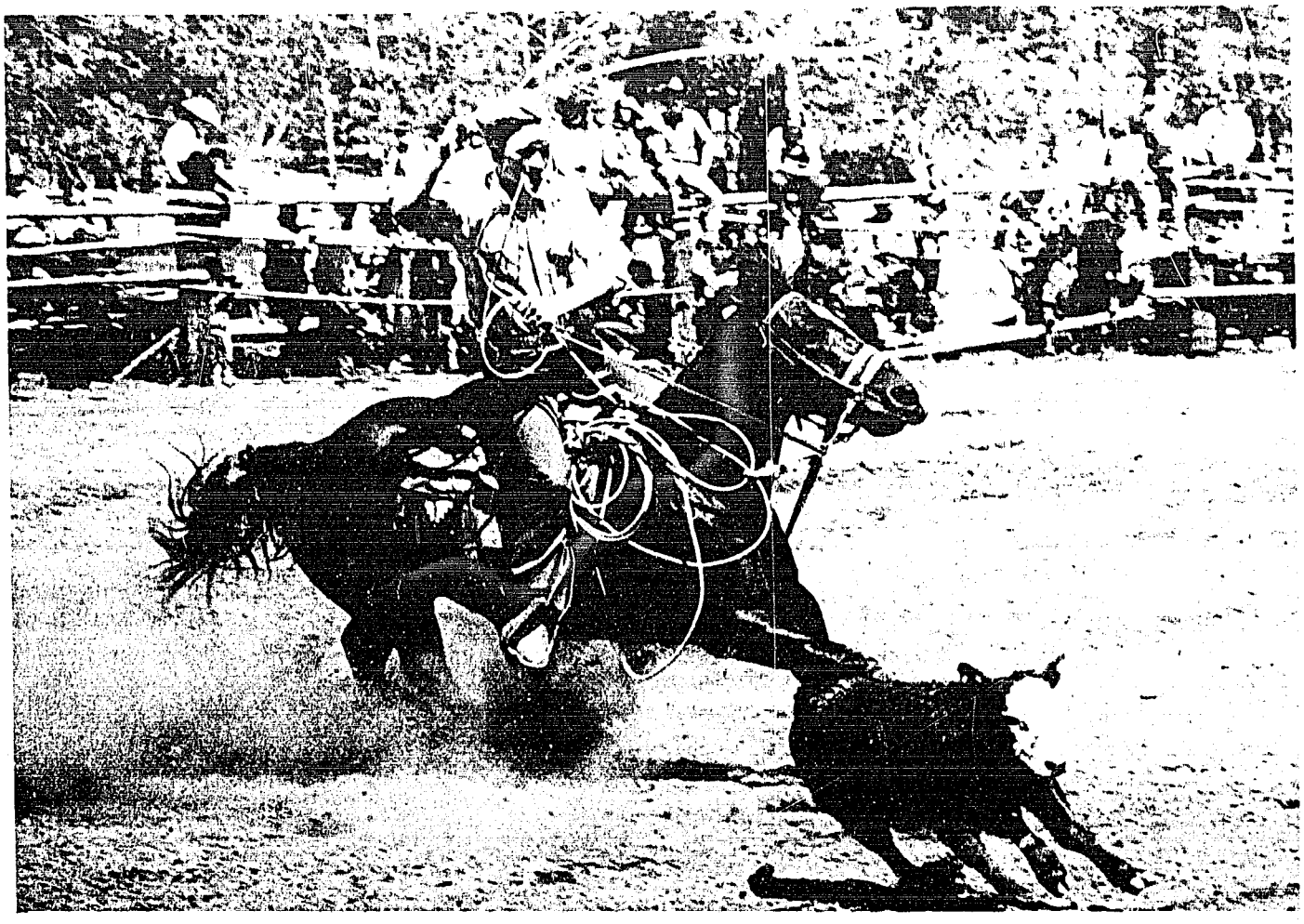
A Moratorium Is Called For

I make a concluding plea, therefore, for a moratorium on public criticism of our schools and teachers that takes the form of demanding that they embrace every new idea that happens to be supported by a 'name' in education, on pain of being dubbed incompetent neophobics—people fearful of change—who are robbing students of their educational birthright.

Desmond Morris in *The Naked Ape* reminds us that studies of the behavior of the higher order mammals support the hypothesis that the exploratory drive in both primates and man toward new experiences is always balanced by the urge to take refuge in the familiar.

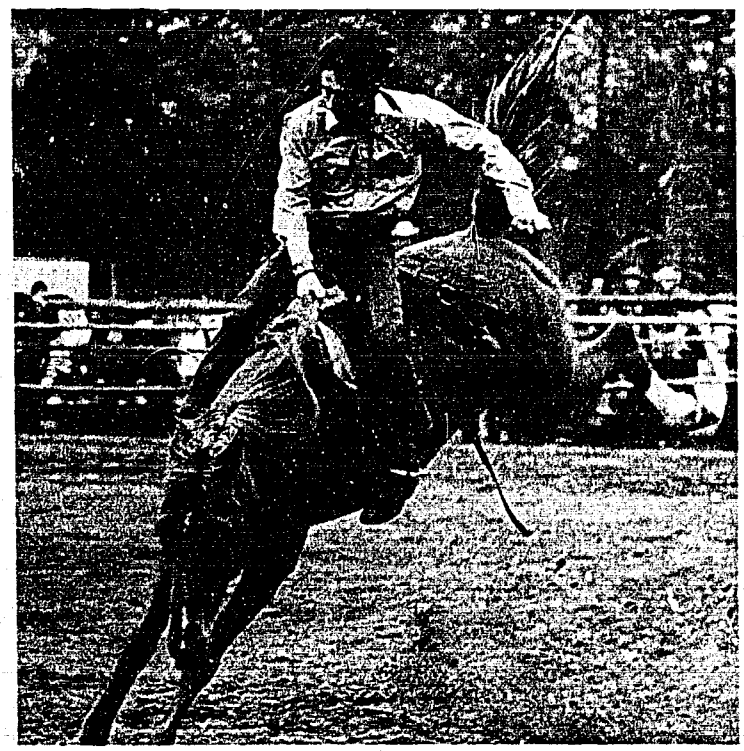
He further asserts that the shifting balance between man's neophilic and neophobic urges—'the exciting new stimulus and the friendly old one'—not only explains the many fluctuations in human taste and choice, but also is basic to both progress and survival.

If the good society of the future must continue to preserve a balance between the neophilic and the neophobic demands of its members, the school has no alternative but to promote intelligent understanding and application of that principle. §



Teenage cowboy takes aim in the calf-roping event.

A young cowgirl gets a good view of the action from the saddle.



ACTION AT THE BC CENTENNI

GORDON R. GORE

¶Kamloops Secondary School is host for the annual B.C. High School Rodeo. Held first in May 1970, the event was an instant success. So much so, that the 1971 rodeo was granted the status of a centennial event.

The Kamloops high school rodeo is unique in British Columbia in that it is organized and run entirely by high school students.

The idea for a high school rodeo came from Don Martin, a student at Kamloops Secondary School. Fortunately, Don's agriculture teacher was Nick Kalyk, part-owner of the Kalyk-Bryson Ranch in Barnhartvale, near Kamloops. This ranch is now the permanent home of the rodeo.

Under Nick's direction, and with principal Ed Tait's enthusiastic approval, a group c
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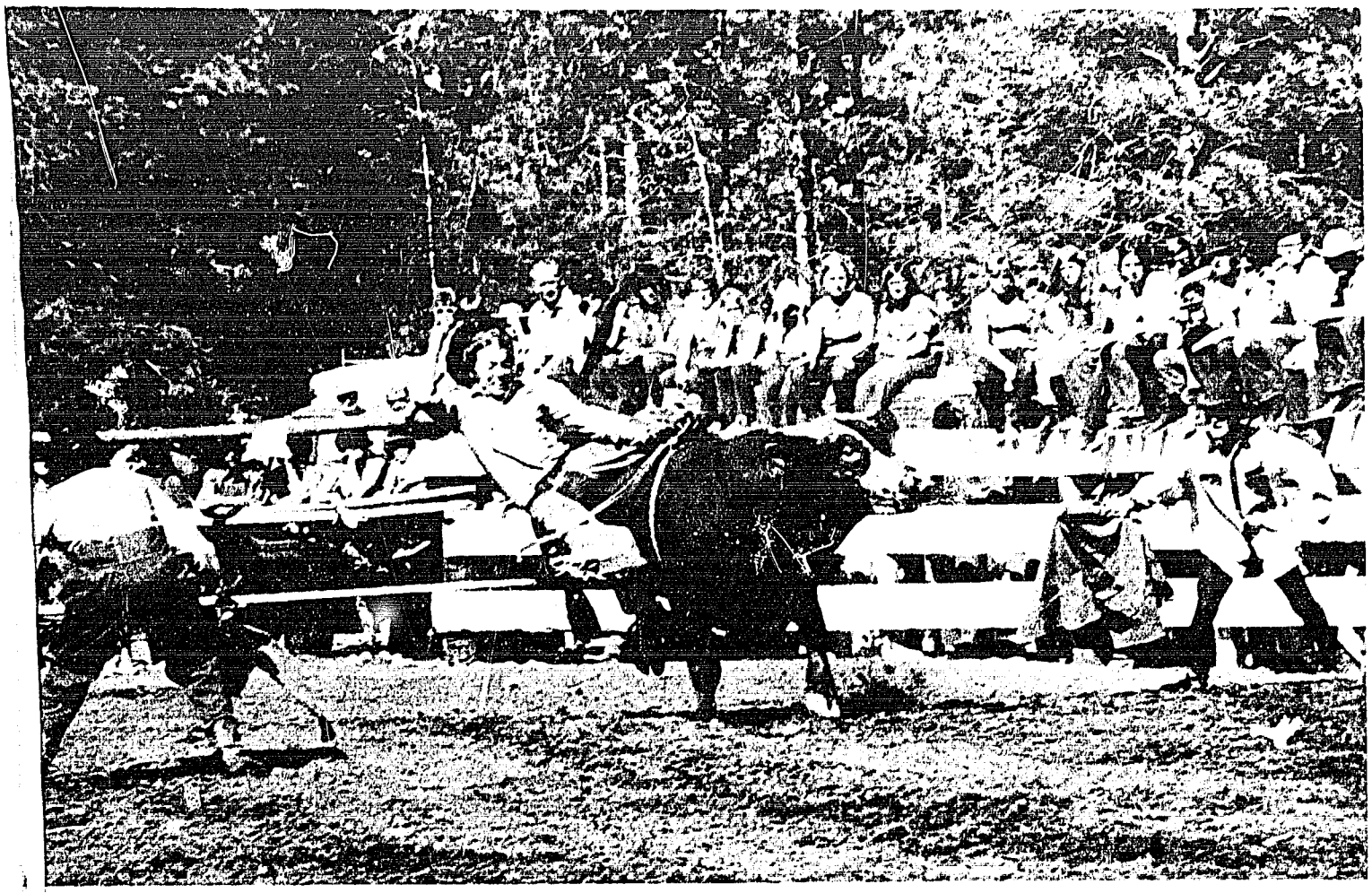
The rodeo wa



'This game is rough, and that's no bull!'

GALORE

L HIGH SCHOOL RODEO

The writer is a member of UBC's Faculty of Education.

idents organized
Club and set to
ena and chutes.
Mrs. Sandy Cook
or a crew of girls
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local business-
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industrial educ-
structed a con-
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a barbecue pit.
ds dispensed re-
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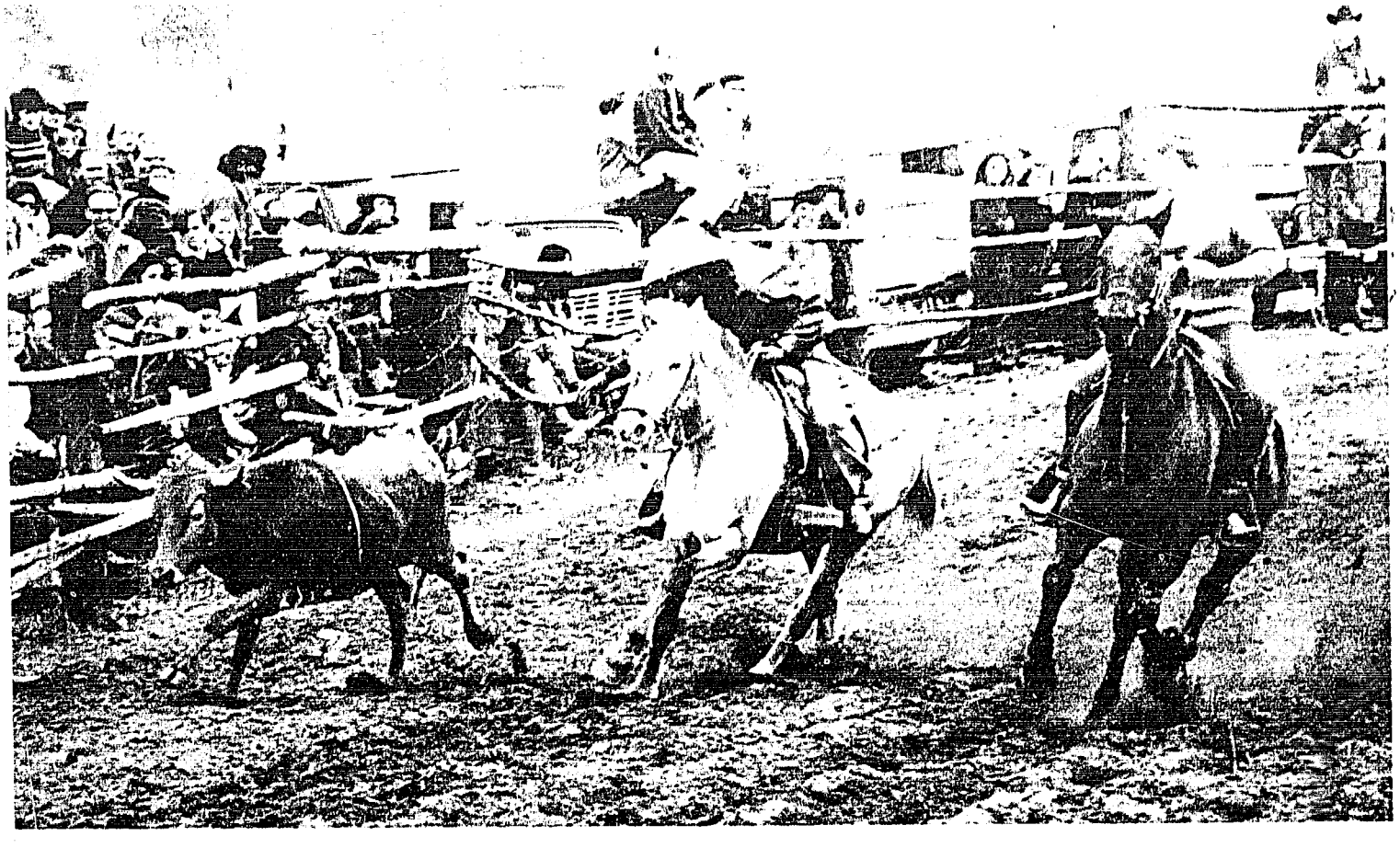
en extra public-

ity by the Kamloops *Daily Sentinel*, which published a special eight-page supplement on the event. Journalism students, under Bernie Rothenberger's guidance, prepared the supplement. Needless to say, many other teachers provided assistance for this masterpiece of school teamwork, but credit for the success of the rodeo must go to the hardworking, enthusiastic students of Kamloops Secondary School.

The rodeo is a week-end affair. The 10 hours or so of action is just the tip of a large iceberg—the climax to months of planning, organizing and just plain, hard manual labor! Why not take a week-end trip to Kamloops early next May and see the Third Annual B.C. High School Rodeo? Tell Nick I sent you. §

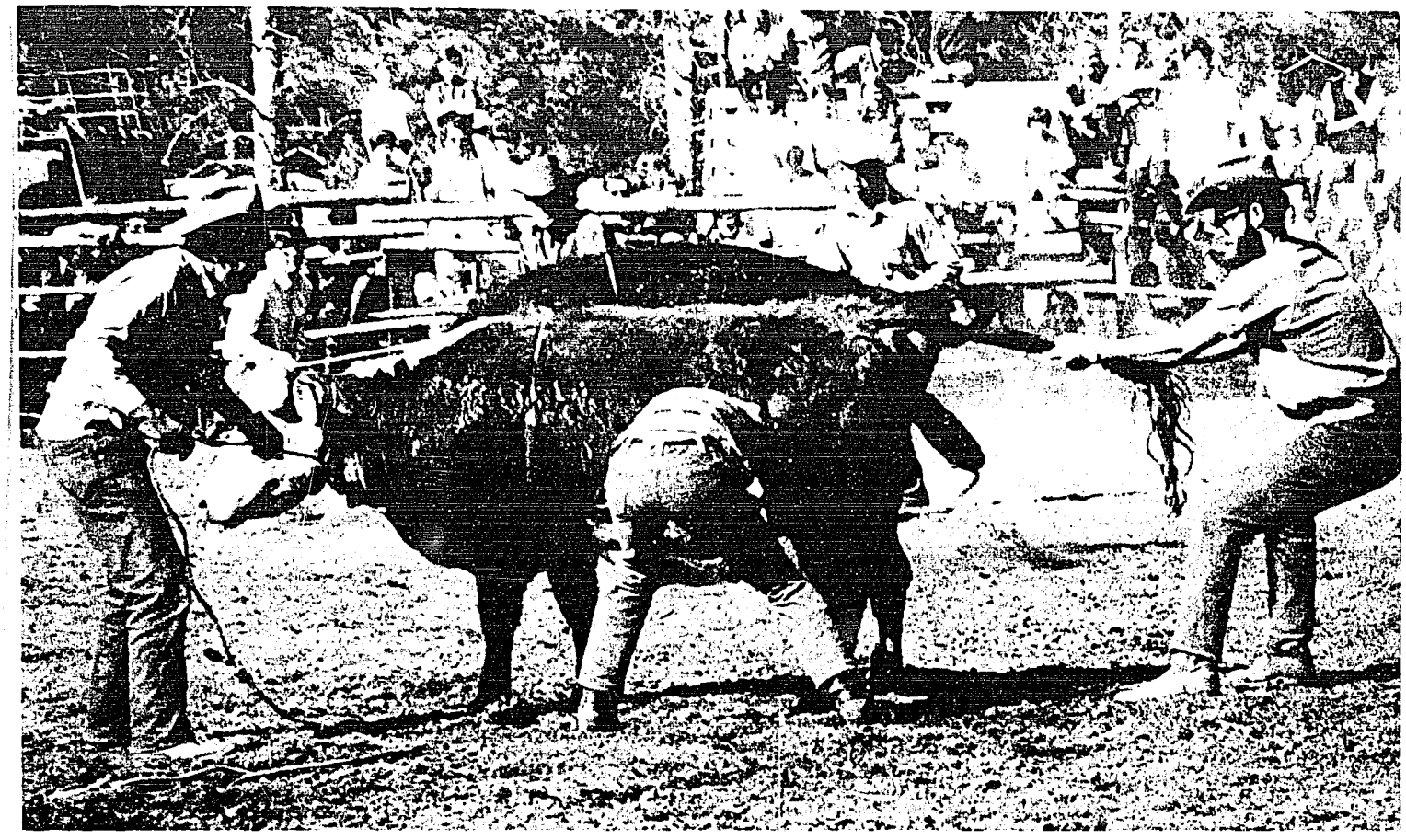
This bareback bronc rider hung on, but others didn't.



'All I have to do is get that ribbon off the bull. Now if he'll just stand still for a minute!'

Don Martin originated the idea of having a High School Rodeo in Kamloops.

A pretty young cowgirl rounds one of the barrels in the barrel-racing competition.



How to milk a wild cow: First competitor holds the cow's head, the second pumps her tail and the third gathers the precious white fluid in a beer bottle. If the second man pumps hard enough, you get a milk shake! To win, a team must collect enough milk in the bottle to pour. Competition in this event is between teachers who represent their schools.

A bareback ride comes to an unhappy end!

A PLEA FOR CO

¶I want to make clear at the outset that we must avoid saying about our schools, 'Whatever is, is right!' But in so doing we must avoid also the equally false statement that 'Whatever is, is wrong!' because it leads to another false conclusion that 'Any change is for the better!'

I am convinced that the vituperative jeremiads and the verbal violence that many pour upon our schools constitute a rhetorical overkill, and this serves badly serious discussion and sound planning.

I suppose anyone has the right to play the prophet of doom in attacking our schools. Doing so may arouse and satisfy the emotional needs of the immature or the inexperienced, or those hell-bent on destroying our public institutions, or those who wish to be hailed as innovators. It is not surprising that students should yield sometimes in times of stress to romantic utopian moods, illusions and hysteria of one kind or other. It *is* surprising that leaders whose function it should be to give depth and balance to student opinions should be swayed by similar enthusiasms.

It is right and proper that we in the schools should question constantly what we are doing, and why and how. But it would be unfortunate if both students and teachers should be so overcome by gross exaggerations of their shortcomings that they give up the whole enterprise.

The proponents of the new in education do not so much argue or debate their theses as voice them and assume their validity. Their rhetoric is their argument. Their world is a world of absolutes. Everybody and everything is to be emancipated in a sort of general amnesty, and freedom is to take off in all directions.

A great deal of nonsense is spoken and written about the consequences of change in this era—the technological changes and the social, economic and cultural changes arising from them. Now I'm as aware of these changes as anyone. I'm not bragging when I say I try to keep up in my reading.

But are people fundamentally different people in the face of these changes? The human problems remain much as they were.

We live or thrive, or we do not thrive, just as our grandparents and parents did. Education should remember the permanent in life as well as the transient, and educate for mastery and richest enjoyment of the permanent values.

This does not mean that we can stop change or that we should fear it. But there remain values and philosophies that are the heritage of a people like us and that our young people should know and understand. With all our emphasis on science and techniques, these should remain essential elements of the school program.

That is why I ask if any useful purpose is served when some teachers, or principals, or school superintendents, or school trustees state publicly, go on record through the various media to proclaim that:

- the children must be liberated from our prison-like schools;
- almost 70% of what we teach is of little use today;
- our education system as it now stands is obsolete;
- our schools have not changed basically in the last 50 years;
- our curriculum is not relevant.

Let's examine this type of thinking.

I am not in favor of a strictly regimented authoritarian school. I en-

MMON SENSE !

An outspoken school principal says, 'The vituperative jeremiads and the verbal violence that many pour upon our schools constitute a rhetorical over-kill, and this serves badly serious discussion and sound planning.'

ERIC KELLY

dorse heartily any moves to get rid of petty rules and regulations. But it is a refocusing of authority we need today, not an abandonment of it.

I should like to hear much more about the individual's responsibilities and a little less about his rights and freedom. Belonging to any social group—and the school is a social group—means of necessity a constraint on individual freedom. One purpose of education must surely be to encourage young people for good reasons to postpone or forgo some immediate gratifications. Many schools in the past were too authoritarian. But we need not go to the other extreme of ultra-permissiveness — voluntary absences, choosing for oneself what to study, how to study it, with no examinations and each evaluating his own program.

Nor am I suggesting that students be offered any curriculum, the only standard to be that they must not like it. That, of course, is as nonsensical as is the opposite view, that anything is educational if it gives pleasure.

Rationality is better than irrationality, and I say rationality does not come just by growing up. It can be encouraged within the framework of a curriculum and school organization that has some structure. I am not in favor of replacing education by 'faducation,' or of handing out 'pedagogic pablum' by permissive teachers. I cannot accept that our schools are to be perpetual fun fairs, or the classrooms some kind of celestial cookie jars to titillate sweet-toothed children.

How can anyone familiar with our B.C. schools today make the statement that our schools have not changed in the last 50 years? Whether they have changed enough to suit the change-makers is another point. But to claim that schools have remained basically unchanged is another example of how many of the critics fantasize, sensationalize and romanticize.

I don't know if it is peculiar to the field of education, but we seem to suffer from an occupational disease in the plethora of slogans, shibboleths and catchwords that create a 'lemming-like' scurry among those who wish to be 'with it.' The education prophets thrust their programs at teachers in the manner of 'faith healers,' and often with the same degree of authenticity.

Mr. Kelly is principal of Vancouver's Killarney Secondary School.

In recent years no catch word has had the mesmeric repetitiveness of 'relevance.' Courses at every level—elementary, secondary and university—must be 'relevant.' As Eric Nicol wrote in a recent column, 'Our young people do not seek learning. They are hunting for a herd of relevants.'

But the word 'relevant' in itself is meaningless! A thing is never 'relevant' in and of and by itself. It must be relevant *to* something. And being 'relevant to' something is not a finite quality. Its relevance to that something is a matter of degree.

I don't want to see a student leave our schools under the handicap of the intellectual misrepresentation that he doesn't really know what he thinks he is supposed to know.

Proponents of 'relevance' in education rarely define the term, but the burden of their message appears to be that much of our curriculum has little meaning for contemporary life.

Hence they disparage the educational significance of accumulated human experience. The classics must give way to modern literature, the more contemporary the better; history must yield its place to current events and modern problems. The 'relevant people' accept unthinkingly the message of the mass media that what is happening now must necessarily be more important for us and the determination of our future than what took place in the past.

It is this kind of shallow thinking that leads a 16-year-old student, arrogant of course in his ignorance, to tell his English teacher that Shakespeare has nothing to say to us today. 'Why can't we study modern stuff?'

I do not wish to close our students off from modern writing, but I must point out that all our yesterdays are filled with examples of 'best sellers' that never had a tomorrow. When it comes to recent or current fiction, poetry, art or music, the first reception may be far from the last judgment. Survival down the years seems to me to be at least one very fine criterion of the worth of a work.

Let's be more specific about 'relevance.' Certainly students should be allowed to discuss pollution, population, poverty, peace, drugs and other current topics. But is there not more to education than these topics? And for how long each day, each week, each month and each term, can these be discussed?

A friend of mine visiting in an eastern city one night at dinner asked his host's 16-year-old son how school had gone that day. The young fellow replied, 'It was O.K., I guess, but I'm sure fed up with pollution.' 'Why?' asked my friend. 'Well,' said the lad, 'we got it in five classes today—in five classes—we discussed it in English—we had a panel on it in socials—we had a film in science—we had to make a pollution poster in art—and believe it or not, in PE we had to note the litter on the grounds and clear it up.'

I can't accept the idea that students in elementary school or secondary school have the knowledge, the experience, the judgment or the maturity to decide what is relevant to their needs, to decide what they should study, how they should study it, or how their work should be evaluated.

Yet we hear murky ambiguities and inchoate jargon about child-centered education, children's felt interests and needs, 'involvement,' 'self-discovery,' 'self-expression' and 'relating to the group.' The school should have no grades, no examinations; students should set their own goals and be allowed to progress at their own rates.

I read recently of an educator who wanted 'to make sure our schools move from a spiritless climate to one with a zest for learning.' 'Learning is fun,' he caroled. I'm not in favor of spiritless climates, and I'm all for zest in learning. I'm not in favor of a harshly regimented school with fearful children sitting silently in rows memorizing mindlessly factual knowledge with no real understanding.

But here again, I make a plea for common sense. There is a strain of sentimentality running through some of our educators today, a strain of general unworldliness that takes the form of flattering the students by all but becoming one of them and seeing them all in a rosy glow. I am concerned about the sentimental flapdoodle we get about the all-wise and the all-good child, and the appealing pictures we get of these charming, delightfully angelic children who gather each morning in a state of euphoria and enter into rapt communion with their teacher and each other, each without exception eager to learn, stretching forth his mind to grasp new knowledge, to discover new truths, and singing softly as his eyes shine (his eyes must shine in this script), 'Arithmetic is fun!' 'French is fun!' 'Science is fun!'

I cannot accept that our schools are to be perpetual fun fairs, or the classrooms some kind of celestial cookie jars to titillate sweet-toothed children.

I want teachers to like kids, but I don't see them as acolytes of youth at the expense of their maturity of judgment.

There has been much wrong with our schools. We have made many changes. We have many yet to make.

I am in favor of enlightened and progressive changes based on reality and empirical evidence. But I do not wish to see much of value in our schools deleted, disembowelled, emasculated or eviscerated by soft-headed pedagogy. I don't want to see our students cheated, given educational pap instead of a real education.

If a student studies a subject long enough and well enough and rigorously enough, he should be expected to know he has met a certain standard. I don't want to see a student leave our schools under the handicap of the intellectual misrepresentation that he doesn't really know what he thinks he is supposed to know. §

Anecdotal reporting isn't the answer for everyone

E. L. BULLEN

Anecdotal reporting is not only not superior to comparative reporting in the later years of school, but is positively harmful — possibly as harmful as comparative reporting in the primary years. Failures have their uses for older students. A school in which it is not possible to do anything but succeed is a school for beings other than humans.

¶Whenever teachers get together to discuss the problem of reporting pupil progress in school, it is never very long before fundamental issues in the philosophy of education become the real focus for discussion.

In recent years, in a number of public education systems, there has been a move away from such forms of grading as percentages, letter grades and rank orders to anecdotal forms of reporting that attempt to avoid invidious comparisons between students.

An increasingly widespread realization of individual differences in children, not only in terms of genetic inheritance, but also in terms of the effects of early and present environments, has brought home to many teachers the folly—indeed, the sin—of comparing children in such a way as to make some feel inferior, and others superior, to their fellows.

In view of the evidence of the effects on learning of self-concept and teacher expectation, there can remain no doubt whatever that invidious comparisons, particularly over a narrow range of human skills, can be damaging to young children. For many teachers, the obvious, logical response to this evidence is to stop making comparisons of all sorts, to rely only on general comments to inform parents (as well as the children themselves) of 'progress' in school. Such a response seems to fit well with the philosophy of continuous progress, of children proceeding at their own individual rates, avoiding all possibility of experiencing the trauma of 'failure.'

In this connection one can profitably reflect on that gently illuminating story of Tschiffly training his young colt not to be afraid of the sea. Readers will remember how patiently and how gradually the master enabled his potentially strong but nervous and vulnerable charge to conquer his fear of the sea, and in so doing to win forever his first large measure of courage.

'Failure' at that crucially vulnerable stage would have been seriously, if not permanently, damaging. It is worth reflecting that there was only one horse present; there were no invidious comparisons to influence the master to move either faster or slower toward the water. All that mattered was one horse's pounding heart, and the threat of surf and spray to be measured and overcome, with the help of someone who cared and could be trusted.

If one accepts, from such considerations, that generalized anecdotal reporting, with its avoidance of 'failure' within the context of a philosophy of continuous progress, is superior to explicitly comparative forms of reporting for young children, does it follow that it is superior for all learners, whatever their ages? Experienced teachers who have taught at various levels know that there are some significant differences in both learning, and the stimulation of learning, at various ages.

The 'needs' of learners varies with age to a considerable degree, a point well made by A. N. Whitehead in his discussion of the 'Age of Romance,' the 'Age of Precision' and the 'Age of Autonomy.' It is a point well made, too, by the story of two 12-year-olds who were discussing adversely their new teacher. When asked what it was they didn't like about this teacher, one of them replied, with sullen finality, 'We're 12, and he treats us as if we're only 11!'

As one grows older, the responsibility for one's learning becomes more and more one's own. It becomes increasingly important to get an accurate measure, against some norm-referenced standard, of one's progress in various fields of study and in the development of various skills—not only to enable one to make wise choices of courses and programs, but also to enable one to face the truth either of one's inherent capabilities and limitations or of the degree to which one has been responsible, through self-disciplined attention and study, or

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One of our tasks as educators is to enable children to grow in strength (and in grace) so that failures may be overcome; so that the whole of life may be faced squarely and accepted; so that the possibility of finding fulfillment and happiness is enhanced rather than eliminated.

the lack thereof, for one's 'successes' and 'failures.'

Through the teenage years, students need to become increasingly aware of standards in education. It has been well said by R. S. Peters that 'education implies standards, not necessarily aims. It consists in initiating others into activities, modes of conduct and thought which have standards written into them by reference to which it is possible to act, think, and feel with varying degrees of skill, relevance, and taste. If teachers are not convinced of this they should be otherwise employed.'

Elsewhere, Dr. Peters remarks, 'In the early stages of education the emphasis on individual differences must be more marked; for the enterprise is to present the basic skills, which are necessary for later explorations, in the manner which is most appropriate to minds comparatively unformed by public traditions. Hence the relevance of activity methods and of the model of individual growth; hence the appositeness of the slogan "We teach children, not subjects," hence the need for teachers to understand what psychologists have discovered about individual differences and child development.'

He also says, 'At the other end of the enterprise of the education, however, in universities, adult education classes, and the later stages of secondary education, the emphasis is more on canons implicit in the forms of thought than on individual avenues of initiation.'

If one accepts this analysis of the differences in education at different stages, it seems to me that anecdotal reporting alone, with its avoidance of 'failure' within the context of a philosophy of continuous progress, is not only not superior to comparative, norm-referenced forms of reporting in later years of school, but is positively harmful, possibly as harmful as comparative forms of reporting in the primary years.

It is harmful because it rarely tells the whole truth and because it tends to withhold from students their right to know, as nearly as possible, where they stand in comparison with others. It is harmful because it weakens for senior students the immensely important idea of standards in education. This, of course, is not to say that it is easy, for small schools particularly, to relate comparisons to wider norms, so that comparisons will be truly meaningful. Recent efforts to popularize the concept of criterion—referenced standards are obviously a move in the right direction.

Comparative forms of reporting, with reference to both schoolmates' achievements and to wider norms, imply the possibility of failures. Should that be disturbing? I, for one, am sure it should not, if we are considering older students. In fact, failure, like adversity, has its uses. Thomas Huxley put it most positively when he said, 'There is the greatest practical benefit in making a few failures early in life.'*

An education that shields a student from all possible failure does that student, in my opinion, a great disservice. Of course it is true that nothing succeeds like success, that every student should have the opportunity to succeed in something, that the building of ego-strength is a prime task of all who teach, but a world (or school) in which it was never possible to do anything but succeed would be a world for beings other than humans.

It would be a world of unreality, incapable of bringing either joy or fulfillment to man. Joy without the possibility of sorrow is an impossibility; likewise, it is impossible to have true success without the possibility of failure. Joy and sorrow, success and failure, are opposite sides of single coins. If we should ever succeed in eliminating one side of these coins, we should lose the coins themselves. Do we want to do that for those we teach?

No, it seems to me that one of our tasks as educators is to enable children to grow in strength (and in grace) so that failures may be overcome; so that the whole of life may be faced squarely and accepted; so that the possibility of finding fulfillment and happiness is enhanced rather than eliminated. To do this we need to nourish children with food appropriate to their stages of development, with milk and pablum in the early years, and with successively stronger foods later.

Process Is Complex and Difficult

The problem of evaluation and reporting pupil progress in school is therefore very much tied up with stages of development, and is inevitably complex and difficult.

To state firmly and categorically that all invidious comparisons should be avoided is not to say that all comparisons are invidious.

To state that one is concerned as a teacher only with a form of evaluation and reporting that is most beneficial to the pupil is not to say that one has necessarily found such a form, for all pupils, of all ages.

What is most necessary, in evaluation, reporting and many other aspects of education, is that very careful and continuous consideration be given to the real developmental needs of young people at various stages of their growth and of their becoming. §

*Early in life here means, in the context in which Huxley was writing, the late teens or early 20s.

The ABC of Education's Goals

Continued from page 55

the better. If clear goals or *end-items* of Type A exist, it becomes possible to plan factually for all contingencies in a perfectly rational and logical manner since, the value problem having been solved, the factual or means aspects of the problem can be concentrated upon. But surely in public education it is compellingly obvious that there is no clear end-item. Public education is an open, not a closed, system. Logical, factual, all-embracing, synoptic types of decision-making do not seem particularly apropos to the control of public education.

On the other hand, the branch or incremental method of decision-making proceeds by making short-term or marginal value judgments based on what factual evidence there is at hand. The resulting value judgments and consequent policy decisions are subject in practice, therefore, to constant modification, alteration and change depending upon the positive or negative feedback received.

This incremental method is suited to the complexity of real life contingency conditions and results in a type of intertwined value-and-fact decision-making process. It must be noted that by this method the declared ends or goals—education, citizenship or whatever—are continually being modifed, and their very lack of definition affords the capacity for definition-in-flux, for humanistic reconstruction and, perhaps, even for the development and exercise of wisdom in the affairs of of men.

What I am saying here is that muddling through or disjointed incrementalism at least permits the possibility of, not to mention the incentive for, artistic, creative and specifically human accomplishment because of the very plasticity of the value-fact mix, whereas programmatic planning, rationalization, computerization and the logical conceptual divorce of value from fact, while all very well in their place, constrain specifically *human* types of problem-solving as presented, for example, in the instance of Type B goals.

Disjointed incrementalism seems, therefore, singularly appropriate to the problem of goals in education.

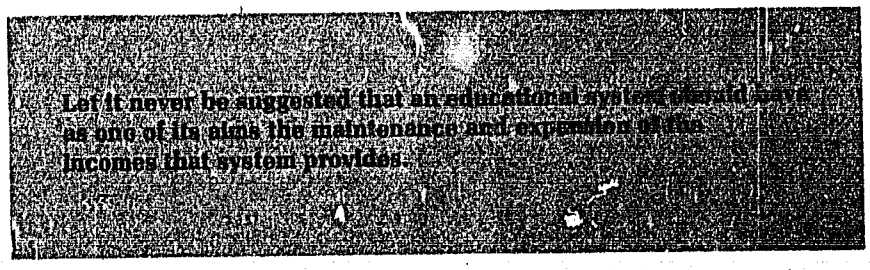
Where Do Teachers Fit In?

The problem of goals is directly and intimately related to the professionalism of teachers. I mentioned earlier that there is a consensus that it is up to the people through their elected representatives to decide *what* the schools should do, and it is up to the teachers to decide *how* to do it. There are fallacies and dangers in this crude dichotomy, but it is a part of the Anglo-Saxon tradition. The expert (the teacher) should be subservient to the layman, the amateur. 'The expert should be on tap and not on top.'

By and large, school trustees need little convincing about this piece of conventional wisdom, but, unfortunately, the dichotomy between ends and means can by no means be so clearly drawn. Ends and means are intertwined as I have attempted to show in the discussion of disjointed incrementalism. Consequently, teachers have a professional obligation to be concerned and involved in the decision-making processes that establish the goals of public education. Their involvement should be primarily, but not exclusively, with the last of the practical suggestions listed below. Not to become involved is to move in the direction of reducing the status of the teacher to that of a technician. To be concerned is to move toward true professionalism, the translation of educational philosphy into action.

In the above discussion I have attempted to sort out some of the complexities associated with goals and purposes. For educational leaders, particularly lay trustees, the setting of goals is the continuing and first priority problem. Here are some practical suggestions for dealing with this task.

1. Name the whole constellation of overt goals (Type A and B) without concern for sophistication or specificity.
2. Attempt to identify and discuss the covert (Type C) goals. Raising these to a level of consciousness and openness within a confidential setting can be advantageous in determining true group consensus and setting the limits or perimeters more realistically for the Type A and B goals.
3. Re-examine the purposes stated in 1 and classify them into categories A and B.
4. Dispose of the Type A goals by consensus.
5. Direct attention to the remaining goals of Type B and agree to some continuous working arrangement for their specification through the techniques of increasing approximation and disjointed incrementalism.



This last stage also implies the establishment of some sort of procedure for undertaking the whole process (1-5) again in periodic reviews. If these suggestions are followed, rationality may increasingly tend to supplement the logic of the Cheshire feline:

'Would you tell me please, which way I ought to go from here?'

'That depends a good deal on where you want to get to,' said the Cat.

'I don't much care where . . .,' said Alice.

'Then it doesn't matter which way you go,' said the Cat.

'. . . so long as I get *somewhere*,' Alice added as an explanation.

'Oh, you're sure to do that,' said the Cat, 'if you only walk long enough.' §

References available on request.

These Teachers Have Retired

At the close of the school year in June, one hundred eighty-one teachers said farewell to their classes for the last time. Twenty-two others, whose names are also listed here, retired during the six months prior to June 30 or during the two summer months. Seven teachers who taught at universities or regional colleges and five who left teaching before 1971 but were granted deferred allowances during 1971 are also listed. To all these colleagues the Federation extends its good wishes for the future.

Miles Malcolm Acheson, Cowichan
Mrs. Lily D. Anderson, Maple Ridge
Mrs. Ada Mary Avigdor, Williams Lake
Mrs. Florence N. Backman, Vancouver Island West
Mrs. Ellen Eliza Baldwin, Burnaby
Lorne Cecil Barclay, Vancouver
Miss Marion Oliver Barrie, Nanaimo
Mrs. Isobel Bate, Vancouver
Mrs. Marcella E. Bell, West Vancouver
Mrs. Miriam Bell, Mission
Carl Herman Benell, Saanich
Mrs. Barbara Ann Bennett, Victoria
George Arthur Bishop, Courtenay
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Miss Sadie M. Boyles, UBC
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Mrs. Winnetta M. Card, Burnaby
Mrs. Lillian Carnell, Vanderhoof
Frank Albert E. Child, Victoria
Mrs. Margaret Neil Clarke, Vernon
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Geoffrey Edward Cook, Prince Rupert
Mrs. Annie Ilene Corkery, Maple Ridge
Miss Grace Jean Cornell, Victoria
Miss Mollie E. Cottingham, UBC
Miss Alberta Minnie Cox, Courtenay
William Samuel Creamer, Courtenay
Mrs. Edith Mae Dane, Courtenay
Mrs. Phyllis V. Davidson, Smithers
Mrs. Margaret J. Davies, Qualicum
Ernest Gerald Dawson, Delta
Douglas James Dewar, New Westminster
Miss Ladona C. Dewell, Courtenay
Mrs. Lillian Frances Dirks, Alberni
Miss Marion Ethel Dobson, Victoria
Mrs. Ida Jane Druce, Victoria
Mrs. Phyllis B. Dulmage, Victoria
Campbell Duncan, Vancouver
James Arthur Dunster, Vancouver
Miss Sheila Dwyer, Nanaimo
Mrs. Constance M. Edwards, Vernon
Mrs. Edna Mary Eckley, Vancouver Island North
Miss Gudbjorg Eggertson, Burnaby
Mrs. Annie May Eld, Nanaimo
Cornelius Epp, Mission
George Edward Falconer, Vernon
Miss Agnes Dodds Ferguson, Ladysmith
John Norton Fitchett, Richmond
Mrs. Grace Mary Flather, Burnaby
Miss Margaret C. H. Foster, Vancouver
Mrs. Mary Georgina Fotherby, Skeena-Cassiar
Mrs. Margaret L. Fougberg, Howe Sound
John Bichan Foubister, Ladysmith
Mrs. Mary Janet Vera Frank, Skeena-Cassiar
Mrs. Elva Louise Fraser, Burnaby
Mrs. Annie Viola Frizzell, Kimberley
Mrs. Alice Lillian Gibson, Cowichan
Miss Eileen Isabelle Gibson, Courtenay
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Edgar Arthur Gourlay, Vancouver
Mrs. Bernice Irene Govier, Burnaby
Mrs. Marion Murray Graham, Peace River South
Mrs. Belle Grattan, Sechelt
Mrs. Jane Elizabeth Gray, Nelson
Mrs. Olive Adelaide Hackman, Summerland
Mrs. Noreen Mary Halleran, Quesnel
Garnet Russell Hardy, Vancouver
Mrs. Alice Myrtle Hay, Victoria
Mrs. Freda Katharine Heron, Abbotsford
Mrs. Irene Rosetta Hicklenton, Howe Sound
Mrs. Margaret Jean Hole, Smithers
Mrs. Violet Alexandria Hou, Vancouver
Mrs. Anna Pearl Hunter, Vancouver
James Richard Hurford, Nanaimo
Everett Franklin Hurt, Vancouver
Mrs. Kathleen Phyllis James, Alberni
Mrs. Lilian Mary Jenkins, Vancouver
Mrs. Bridget Helen Johnson, Vancouver
Mrs. Margaret Ann Johnson, Victoria
Mrs. Marjorie Ethel Johnson, Portage Mountain
Miss Eleanor Loriane Jolliff, Vancouver
Vernor Wilfred Jones, Kamloops
Mrs. Isabel Almira Karula, Maple Ridge
William Kay, Victoria
Mrs. Dorothy E. Kenny, Penticton
Mrs. Mary Stewart Kerr, Vancouver
Mrs. Doris May Kinnear, Burnaby
Mrs. Jessie Jemima Kullander, Kamloops
Mrs. Isabel Florence Laird, Victoria
Mrs. Agnes Marjorie Lambe, New Westminster
Walter Sydney Lanning, UBC
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Mrs. Amy Nonnearl Larson, Vancouver
Mrs. Jean Eva-May Ledgerwood, Vancouver
George Menzies Ledingham, Vancouver
Mrs. Clara Ellen Lee, Sechelt
Mrs. Mary Ina Lindberg, Vancouver
Mrs. Pearl Mardith Lindsay, Coquitlam
Mrs. Ella Margaret Lockhart, Courtenay
Charles Frederick Lucas, Burnaby
David William Macdonald, Vancouver
Kenneth Isaac Mackenzie, Penticton
John Kempton MacLeod, Vancouver
Louise Mary McAlister, Vancouver
Miss Margaret N. McAstocker, Penticton
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Mrs. Sylvia Jennie McKay, Victoria
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Cecil Edward McLaughlin, Vancouver
Mrs. Lois Elizabeth McLean, Victoria
Alan John Alfred McLuckie, Burnaby
Herman Mang, Nelson
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Mrs. May Ridley, Victoria
Mrs. Margery L. Ringheim, Creston-Kaslo
Murdoch McLeod Robertson, Cowichan
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Alexander Fisher Robinson, Vancouver
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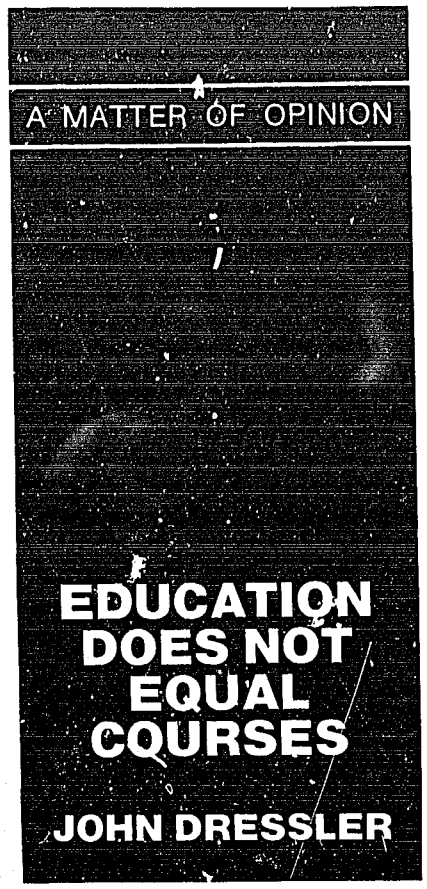
Mrs. Erma Lucille Walden, Vancouver
Bertram Edwards Wales, Vancouver
Robert Thomas Wallace, University of Victoria
Mrs. Dorothy Walters, Chilliwack
Herbert James Walters, Sooke
Mrs. Pearl Webster, Richmond
Wilfred George Webster, Vancouver
Mrs. Gwladys May Welsh, Victoria
Mrs. Margaret V. Wheatley, Trail
Mrs. Dorothy E. White, Victoria
Arthur Bassett Whittred, Creston-Kaslo
Roscoe Benjamin Williams, Delta
Mrs. Irene Margaret Wilson, Kamloops
Mrs. Margaret E. Wilson, West Vancouver
Mrs. Helen May Witt, Victoria
Sidney Eric Woodman, Vancouver
Mrs. Mary Margaret Woods, Golden
Miss Muriel Isobel Young, Penticton



¶Any attempt to improve education by developing a 'program' or by changing a program is doomed to failure. It is something like saying to a furniture builder, 'Design for me some original and contemporary furniture for this room. However, you may use only the material in the existing furniture of this room. If you really get stuck, you can get some of the other furniture out of the shed behind the house.'

We can't make education relevant by introducing a new course or by re-aligning courses in a new program. Even the recent suggestion to do away with all constants except English 11 and 12, Social Studies 11 and Physical Education 11 is inadequate.

Education is in deep trouble with young people, and offering a new product will not be enough. (I've been guilty myself of just that in advocating an environmental studies course.) They don't want to buy; they want to be involved.

What I should like to suggest is the total abolition of courses. This is just about the only measure that will come at all close to the goal of truly humanizing education. And humanizing education must be our goal: if we try for much longer to adhere to the knowledge-dispensing factory notion, we shall be sunk. A glance at Herman Kahn's and Anthony J. Wiener's table of 'one hundred technical innovations very likely in the last third of the 20th century' will reveal that there would have to be a very large number of 'knowledge courses' to try to encompass all of these technical innovations.

What we shall have to do, instead, is to offer students the help they need to develop the human resources of confidence and resiliency necessary to deal with such a technological world. That development can come only through close human contact, without the impediment of course content.

I spoke some time ago to a capable and intelligent girl who 'couldn't do math' and was, consequently, on the secretarial program. She is locked in the room with the outmoded furniture of specific course requirements. The program that was supposed to help her prepare for life was doing her harm—she doesn't want to be a secretary. Do away with programs, I say, and then with courses entirely.

This obviously isn't a new idea. The BCTF Commission on Education was one of the more recent groups to say something much like it. Here are a few of the Commission's recommendations:

• The program of specialties of the present secondary school should be eliminated.

• Human relations and communication should be the only *required* areas of study in the secondary school. All other areas should be optional.

• Students should be able to choose from an extensive array of courses. The diversity should be controlled only by the size of the school and the interests and ingenuity of the students and teachers.

The last recommendation is almost on the mark. But as long as there is a 'course,' with a curriculum and standards and letter grades implied, there isn't enough of a change.

What we should have, instead, are just teachers and students, who are all learners, with no artificial role behavior separating them. We shall provide the means whereby a student and a teacher with similar learning interests can come together.

This can be done by providing a teacher description rather than a course description. It might work like this:

On registration day, students coming into school would find posted the names of all the teacher-learners in the school. Along with their names would be listed their educational backgrounds, their special interests, their special experience and, perhaps, a brief outline of the kinds of learning experiences the teacher has planned for the semester. There would be spaces for the names of the number of learners the teacher could reasonably be expected to work with—maybe 50, or 100, depending on the organization of the school. If a student found the teachers he was interested in were already booked up, he would have to make second choices (as we often have to do in other circumstances).

When would a student attain graduation? When the school's learning experts, with the student's best interests at heart, decided he had learned enough.

What about university entrance

Mr. Dressler teaches at Coquitlam's Centennial Secondary School.

standards? These are for the universities to maintain.

What if a student wants to change teachers? By all means let him.

What if the learning takes more or less than one semester? Let it. Why should five months, or ten, be such a magic length of time?

What would happen to a student who couldn't find his particular kinds of learning experiences in the school? He should be encouraged and assisted to find the school where they are available.

What about a student who finds that his teacher-learning assistant has moved to another school? He should move also, if he decides it's worth it. (It was so, in Greece's golden age of learning.)

Much of education occurs outside the school. If what goes on inside the school is to be valuable, it must be human and it must satisfy very individual needs. Paul Goodman, in *Compulsory Mis-education*, says: 'The future—if we survive and have a future, which is touch-and-go—will certainly be more leisurely. If that leisure is not to be completely inane and piggishly affluent, there must be a community and civic culture. There must be more employment in human services and less in the production of hardware gadgets; more citizenly initiative and less regimentation; and in many spheres, decentralization of control and administration. For these purposes, the top-down dictated national plans and educational methods that are now the fad are quite irrelevant.'

It is particularly important to take this advice to heart right now when education in B.C. is in danger of becoming rigid and unchanging because our attention is being drawn to the other needs. We have been relatively successful in making changes in the school year, in some courses, in some methods. We need to continue to press for humane and constructive evolution; otherwise the school will become, to the drop-outs and to much of society, a curiosity like the blacksmith shop that remained, and where small boys came to stand and stare, long after the automobile had taken over the roadways. §

Answers to last month's crossword puzzle

ACROSS

1. Mephistopheles
9. Spume
10. Bucktooth
11. Indispose
12. River
13. Garden
16. Catsup
17. Arc
18. Hatred
20. Enigma
24. Blimp
25. Terrorist
27. Abolition
28. Basic
29. Sign of the times

DOWN

1. Missing the boat
2. Plunder
3. Ideas
4. Taboos
5. Pucker
6. Entertain
7. Evolves
8. Sharp practices
14. Exemption
15. Fry
19. Tripoli
21. Grissom
22. A thief
23. French
26. Orbit

NEW BOOKS

C. D. NELSON

THIS MONTH . . .

we are pleased to present the first of two parts of an 'omnibus' review by our old friend and recently retired colleague, George Cockburn. George, in a weak moment, volunteered to submit 'a little something' from time to time if we so desired. We did, and a totally prodigious amount of material has poured into your editor's mailbox during the past few weeks. We are grateful for your interest, George, and thank you for seeing us through an otherwise dry spell!

AS OF MID-OCTOBER . . .

the September-October issue is just being mailed, so I have no way of knowing what the response will be from our urgent plea for reviewers. We anticipate several replies, and from as many different interest-areas as possible. One word of caution, however—sometimes we just don't get from publishers the books we should like to review. This can often lead to delays in getting books to you. To offset this we are always pleased to consider *unsolicited* reviews of books you feel should be included here. So don't hold back, readers.

OVERHEARD IN A COUNSELLOR'S OFFICE . . .

'I can truthfully say that I've never been in the top half of my class in school, but I was always in the group that made the top half possible!'

—C. D. Nelson

TO B.C., WITH LUV!

In recent years, there has been an acceleration in the production of B.C. local histories, thanks to the centennials that fostered both local patriotism and demand. Some of these volumes have deserved and got a wide circulation. These were often written by good journalists like Bea Hamilton and Alan Morley, by careful students writing acceptably like Derek Pethick, or by amazing 'natural-writer' amateurs such as Cliff Kopas and Captain James Barr.

If you knew these dear ships, you will find the story of the North Vancouver Ferries a happy little book (*Ferry Across the Harbour,* by Captain James Barr, Mitchell Press, c1969, $4.75). Besides the well-told main theme, here are memories of passengers, operating personnel, and pioneers of the North Shore. *And* that Second Narrows Bridge, which sometimes wasn't, as well as 16 pages of photos. It is a legacy, for the Captain died just before its printing.

Bea Hamilton writes wittily and comprehensively of that lovely spot in the Gulf of Georgia where she was born and grew up. Her *Salt Spring Island* (Mitchell Press, C1969, $6.50) makes clear why today she is its chief journalist. In particular, one enjoyed her treatment of the original Negro colony, the later-arriving Kanakas and the various Indians. She gives a fine and often exciting picture of the white and Japanese settlers, and carries the narrative into the 1960s. Included are a good index, two full-page maps and not a few past-and-present photographs.

Cliff Kopas, author of *Bella Coola* (Mitchell Press, c1970, $6.95), describes his writing as 'fun.' He and his young wife rode there from Alberta, 38 years ago, and he has been very active in its exciting life for 38 years. Most teachers and secondary students will enjoy this book's lively style and striking quotations, such as his detailed extracts from Alexander Mackenzie or the details from the letters of that 'long, lean, learned and loquacious' museum collector, B. Fillip Jacobsen. They will be amazed by the saga of the building of the Bella Coola-Anahim road. One could enthusiastically go on, but . . . The book has also considerable reference potential on the Coast and Interior Indians (often primary source material); the fur trade and post life; coastal exploration as well as the Cariboo Gold Rush. Twenty-six photographs and a good index are included, but alas, no detailed map.

If you wish to augment or bring up to date your *Vancouver from Milltown to Metropolis,* by Alan Morley (Mitchell Press, c1969, $6.95), this second edition came to press eight years after the first. It has been changed by: the addition of some 20 excellent photos; the replacement of some old illustrations by modern versions; the bringing up to date of several chapters and the index; and the deletion of the list of illustrations, which is a pity since the many fine pictures are not indexed.

Born in Vancouver in 1905 and educated there, in Penticton and at UBC, Mr. Morley is now an editorial writer with *The Sun.* His intention is 'to paint a picture of the living Vancouver, as I know it' (Preface). Perhaps in this case one will not too greatly miss some 'apparatus,' for here we have the proud and happy

writing of a native son on his Vancouver—its beginnings, Gastown, growth and booms and busts, two World Wars, vignettes of leaders, sports and the modern city. Not to mention the many people and things you can happily trace through an 8-page double-column index.

Derek Pethick, who wrote the next three books here reviewed, was born in Victoria in 1920. He is a graduate of UBC (major in history) and has done post-graduate work at UVic, as well as much writing for the CBC. Between researches in the Provincial Archives, he farms in Saanich.

His books are very thorough—excellent bibliographies, a wealth of footnotes, which often contain additional information as well as mere reference, adequate illustrations and fair indexes (not covering illustrations). He has several fine styles wisely adapted to varied matter, and can quote effectively.

His *S.S. Beaver; the Ship that Saved the West* (Mitchell Press, c1970, $9.75) gives good detail on its British building, its epic trip around the Horn to our Northwest, and its high days of service to the Hudson's Bay Company and our infant government. It traces her gradual decline after these glories to maid-of-everybody's-all-work, how she literally went on the rocks in 1888, and then, after four years of being well photographed and 'souvenired,' sank into 20 kindly fathoms off Vancouver's Prospect Point. A chapter on 'Relics and Souvenirs' is of particular interest, for, like the rest of the book, it has many photographs and reproductions. These, together with the strong binding of the volume (9" x 9" in size), make it very suitable for *all* school libraries. Teachers and secondary students will also profit by the written history, very much of which will be new to them.

Mainland teachers and secondary students will enjoy this next book almost as much as will Victoria residents and tourists, for there is much for everyone in Mr. Pethick's *Victoria: the Fort* (Mitchell Press, c1968, $7.50), which takes the capital's story to 1864. (It began with the Ice Age, as you will find in Chapter One!)

Two very important chapters deserve special mention; Ch. 1 on B.C. Coast Indians and Ch. 2, which is about explorers and the early fur trade. The rest is expectable—much about Sir James Douglas, the early City and Council, the little Assembly, the quiet or stormy leaders of the city. Wisely, Mr. Pethick includes also the lesser things (if they are)—real ladies, teachers and schools, clergy and churches, early settlers with healthy firmness, Indians and their difficulties; theater . . . One might have wished for more that one wanted to see—more on the Anglican schools, on societies, clubs and sports, on cultural life at the Fort. But there has been a good and quite comprehensive coverage, with many excellent portraits and photos of street scenes, including the valuable full page overlay of modern Victoria from the air, with indication of where old buildings once stood.

All the world loves a success story.

Such is the third of this author's books—*James Douglas: Servant of Two Empires* (Mitchell Press, c1969, $7.50). It tells how this Scottish boy rises from obscurity through very hard work, in loneliness and the shadow of initial failure, to become Sir James Douglas, K.C.B., Governor of two British colonies. His career well illustrates the value of taking definite stands after planning, and how, when one can't win, to compromise so as to retain initiatives for a sunnier tomorrow! Conversely, it is also the life of a man who stayed loyal to fellow workers, employers, Britain and Canada—and especially to his dear family.

Mr. Pethick is not afraid to include in a good portrait the blemishes of greatness—occasional hardness and austerity, the 'seeking for the correct thing' as Sir James went up in the world, and the strong prejudices and conservatism of a man who wanted and created order. Yet think of some of the things he built and conserved—the rule of law, the early churches and schools, the integrity of the boundaries that faced two mighty nations, the infant economies and communications of Island and Mainland, and a city worth living in even during the confusions of the Gold Rush invasion. As his great friend, Bishop Cridge, summed it all up at the funeral of Sir James, 'The right man was in the right place.' A man and a book to remember.—G. H. Cockburn

DRAMA

Child Drama in Action,
A Practical Manual for Teachers,
by Billy Tyas. Gage, c1971. $6.25

This is a very handsome book, well constructed with hard covers and an excellent example of the printer's art. As the title suggests, it is for the teacher, not the student.

The author was a pupil of Peter Slade in England, consequently much of the Peter Slade 'method' comes through in the book, but this is tempered by the fact that Billy Tyas has been a professional actress and director and consequently adds much of that practical aspect of creativity that only the individual artist can possess.

Elementary teachers should find this book useful. Those teachers who also possess an effective background and appreciation of music, art and other creative pursuits will find this book enjoyable and of great practical value in combining work in various subjects, aimed at the all-important purpose of stimulating the child's imagination.

The book also contains a very good list of records suggested for use in conjunction with the various activities. Considering the present state of the record market, the selections may be out-of-date, but the titles will act as a guide.

This is not a publication for the book-bound teacher but for the one with imagination and inventiveness. Whichever category you may belong to, it will be well worth your while to get a copy of this book. It could do much to brighten the imaginative lives of the youngsters under your care.—John Getgood

ENGLISH

The Dimensions of English:
A Concise Compendium,
by John McMurty.
Holt, Rinehart & Winston, c1970.
Paperbound. Price not stated

It sounds like a good idea. A compendium for English teachers and students, 'on every area of their subject,' arranged alphabetically for fingertip reference, and all in one paperback volume of just over 300 pages. Here, in three tidy sections is much of what the average English teacher requires in a lifetime: literary terms, from alliteration to zeugma; literary figures, with a special section on Canadians; and the grammar and logic of language analysis.

This is an impressive array and could be an invaluable reference for English students who often require quick information in concise form, especially information that is hard to locate in good, summary form, or is simply hard to locate, period.

But how useful is the book? The greatest strength of such a volume, what separates it from all other literature dictionaries and handy references, surely must be in its strong (a) contemporary, and (b) Canadian slant. And here, unfortunately, is where this book has its greatest weaknesses.

At a time when people are lapping up McKuen, Tolkien, Bradbury and even Lennon, there are none of these mentioned alongside the old regulars (Milton, Tennyson, Eliot). Heine, but not Hesse; Rilke, but not Roethke; Frost, but not Ferlinghetti; Pinter, but not Albee; Theater of the Absurd, but not Bread and Puppet.

Recent material is weak, too, in the short (13 pages) Canadian section. Avison, but not Atwood; Nowlan, but not Newlove. The author, in his introduction, does apologize for omissions, but unfortunately what *is* included does not distinguish the work from many other similar references lining English teachers' bookshelves these days.

—James Hoffman

MATHEMATICS

The Growth of Understanding Mathematics: Kindergarten through Grade Three, by Kenneth Lovell.
Holt, Rinehart & Winston, c1971.
204 pp., paperbound. No price given

Textbooks for elementary school teachers on how to teach mathematics are numerous indeed. However, it seems that in many of these books the assumption is made that a young child acquires notions of number and other mathematical concepts just from teaching. Usually an attempt is made by authors to make mathematics learning consistent with the structure of the subject matter and frequently little attention is paid

to the learner, how he learns and how he learns mathematics.

Lovell contends that to avoid learning that is merely verbal, a teacher of mathematics must consider the mental or logical stage of development of the child. In his book he presents most of the topics that are included in today's mathematics curriculum for the primary grades. He emphasizes the thinking skills that are involved and attempts to relate the topics to the developmental stage of the child. Many excellent ideas for activities that will help young children to understand mathematics are presented. Various limitations of the learner at these age levels (K-3) are described, and some of the difficulties and frustrations a teacher may encounter in working with these children are pointed out.

The author suggests that, although knowledge about human thinking is as yet insufficient, Piaget's position regarding the acquisition of certain kinds of new knowledge is of more value to the mathematics teacher than any other position at the moment. In the first few pages of the book he uses Piaget's theory to illustrate the growth of logical thinking in children. The factors affecting growth of thinking, the stages children pass through and some of the limitations characteristic of young children in these stages are described.

Simple language, familiar examples and activities suitable for the classroom are used by the author to show how children develop an understanding of number, numeration, the operations and mathematical sentences. For the operations an understanding of the number relationships involved as well as the skill of carrying out the operations is emphasized. Various sections in the book conclude with a list of experiences or activities designed to accomplish both of the above objectives.

Lovell claims that young children are unable to grasp abstract structures. In dealing with abstract notions, concrete realizations of such structures in the real world must be found. Sets of manipulative aids are suggested and the author shows how these and settings other than the mathematics classroom (i.e., physical education) can be used to help children grasp concepts of space, measurement and metrical geometry.

Mathematics for children, according to Lovell, is essentially a tool with which to explore the world. If this is the case, perhaps he is contradicting himself when he suggests that children in kindergarten should, with the aid of drawings, study open and closed curves. However, many excellent ideas and activities are presented that would give young children an intuitive understanding of distance, length and area. Perhaps the most important outcome to be achieved from the teaching of these concepts in the primary grades is that the pupils, through activities, grasp an intuitive understanding of these concepts. This point is well illustrated in the sections of the book dealing with weight, mass, time and volume. The chapter 'Further Work with Number' deals with various topics. It includes some good ideas for the use of the number line, and a few interesting number patterns suitable for study by pupils in the age range are also included. The mathematical values of pictorial representations are discussed and many appropriate examples that deal with the construction and interpretation of wuch representations are presented.

Some hints and comments on making a beginning, organizing a classroom, apparatus, children's recording of their work and evaluation are made in the concluding part of the book. These could perhaps be a bit more elaborate, but they do manage to relate the content of the book to the practical day-to-day operations of the classroom.

Not only will the reader gain new insights into how children learn mathematics, but he will also discover many practical ideas for the classroom. —Werner Liedtke

Dedicated to all science teachers

CLUES ACROSS

1. No bacon, mixed or otherwise, can produce this poisonous substance (6, 8)
9. See the preacher about a nuclear device (7)
10. A daily occurrence, proving that Copernicus was right (7)
11. Name frequently noised abroad in 'enlightened' circles (6)
12. Temper shown by a girl/boy relationship (6)
14. The resistance shown by a basic radical attached to a bit of metal (3)
16. Scientific group involved in an accurate ammeter reading (4)
18. His works could be used as examples of sonic impact (6)
21. One having eaten a mixture, it is hoped that these organisms are not included (7)
22. Canter (anagram) (6)
24. 21 across are examples of this kind of worm (4)
25. Substance made from 28 down (3)
26. These insect stages go as I'm directed (6)
29. The best occasion to observe the eating habits of experimental animals (2, 4)
32. Such insects are seldom airborne! (7)
33. Essential foodstuff—although it could be not quite ripe (7)
34. Rhoda's permit he changes for these bisexual organisms (14)

CLUES DOWN

1. Descartes invented this device to demonstrate the compressibility of gases (9, 5)
2. Ice trials can provide a practical view of things (9)
3. Bony tumors can result when tomatoes undergo a change (9)
4. Be away from marble and get a sample of rock soil (4)
5. Organ thumbed in scorn (4)
6. Half a score and no other will get you this gas (5)
7. Vacuum tube that is an odd mixture (5)
8. Simple machines made from pencil and lines (8, 6)
13. This gene is one of the divisions of the Cenozoic era (3)
15. To a bee, this represents the end result of 22 across (5)
17. Disfigure most of 4 down (3)
18. Felis domesticus (3)
19. What eastern door is not made of this part of the tree? (9)
20. Good advice to the eugenicist (3-6)
23. Mid-stage tip of an animal's tail (3)
27. Organic derivative of ammonia to which one name could be given (5)
28. Fuming sulphuric acid found in a Creole umbrella-tent (5)
30. The commotion created by the hinged portion of an aircraft wing (4)
31. Stimulate a short tree shoot (4)

Answers will be printed next month

FROM DRABEK'S DESK — JAN DRABEK

A GUEST COLUMNIST

¶Without being aware of it, the guest columnist this month is a certain Karel Horalek. That the worries of teachers functioning under another political system are quite different from ours is evident from the following article by him. It is translated from the spring issue of *Tvorba*, a weekly of the Czechoslovak Communist Party and now, of course, a faithful trumpeter of the Soviet line. The article is entitled 'Conscience of a Teacher.'

* * * * *

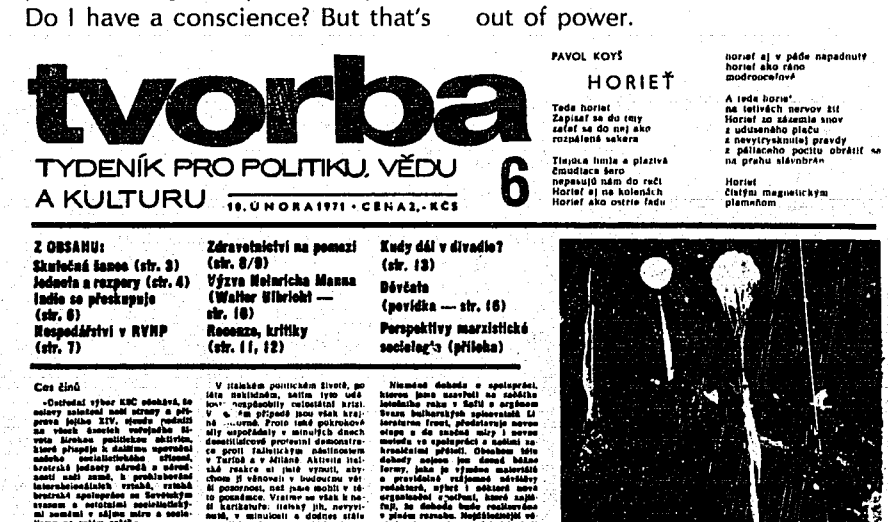
Mr. Hnipirko slammed the door so hard that the dishes in the kitchen rattled. He took off his coat, hat and shoes and without a word for his wife he went on into the living room. There, in the corner, he had a small table for marking written work, for preparing his lessons and for doing anything that was part of his job as a teacher.

He sat down at the table with some clean sheets of paper and a pen and he called out to his wife for tea. She brought it to him almost instantly, but left the room just as quickly to avoid any outburst of his obvious wrath.

And Mr. Hnipirko was in an unusually bad mood. He took a sip of his tea, leaned back in his chair and looked out the window.

A report about a teacher's conscience! Damn it, why do I have to get such an assignment from the party? To discuss it at a teachers' meeting that would be OK, but to write a report for the party is quite another thing.

Can teachers still afford to have a conscience after what has happened during the past few years? Do I have a conscience? But that's


tvorba

TÝDENÍK PRO POLITIKU, VĚDU A KULTURU

6

10. ÚNORA 1971 • CENA 2,- KČS

PAVOL KOYŠ

HORIEŤ

Tade horieť
Zapisať sa do tmy
zafať sa do nej ako
rozpálená sekera

Tiahla linia a plazivá
žmaudiaca šero
nepasujú nám do ruči
Horieť aj na kolenách
Horieť ako ostrie fadu

horieť aj v páde napadnutý
horieť ako ráno
modrooceľavé

A tade horia'
na tetivách nervov žiť
Horieť zo zázemia snov
z udusenáho plaču
z nevyrysámutej pravdy
z páliaceho pocitu obrátiť sa
na prahu slávnobrán

Horieť
Čistým magnetickým
plameňom

Z OBSAHU:

Cez činů

«Ostrelní výbor KSČ očekává, že celovy zaistení naší strany a pěvrova jejího XIV. sjezdu rozhodí se všech členích mařejícího života širokou politickou aktivitu, která přispěje k dalšímu upevnění nadále socialistického státu, hrdinské jednoty národů a národností naší armá, k prohloubení internacionálních vztahů, vztahů bratrská spolupráce se Sovětským svazem a ostatními socialistickými zeměmi v zájmu míru a socialismu na celém světě.»

Těmito slovy zazněl šestnáctý výbor Komunistické strany Československa pro pervatřání k 50. výročí založení strany, s kterým se obrací ka všem komunistům a všem občanům naší republiky. Historie naší strany je úzpletěna slavnými dny i dramatickými událostmi. Hlubokou pozornost podnecitelný zájem KSČ na nejnovější období socialismu a komunismu se vyřízení základních otázek naší společnosti, obou bratrských národů a našeho státu, to je spíkalivé cesta k prohloubení úkolů a problémů dnešku.

Při oslavách 50. výročí KSČ, zdálka nejde jen o historii, o retrospektivní návraty a hodnocení. I to je důležité, ale smysl celé výroční vzalku stínaný je především

V italském politickém životě, po léta zablokován, šetřím tyto tedy ...napjatosti celkálají hrůzy. V ...ém případě jsou však krajně ...urné. Proto také pokračové síly neprávěty v minulých dnech demonstrace proti fašistickým násilnostem v Turině a v Miláně. Aktivita lidu také reakce si jistě vyzvali, abychom ji věnovali v budoucnu větší pozornost, než jsme snědli v této poznámce. Vzáme se však k naší karikatuře: italský jih, nevyvinutá, v minulosti a dodnes státu zanedbávaná část republiky, je nemocní; doufejme tedy, že dost pro jeho uzdravení, může všechna se chvátit celou Itálii.

pd

Literaturen front a Tvorba

Redakce Tvorby vedle systému stálých spolupracovníků v řadě perspektivních, nejednou specializovaných zemí navázala v spolupráci s nimi kontakty a odběratelství zahraniční časopisy kulturně politického, společenskovědního i ideologického zaměření, jde nejen hlavně o časopisy socialistických zemí, avšak nejen o ně. V některých případech se v spolupráci rovná výsledky této spolupráce projevily již výrazně v obsahu našeho časopisu; to platí nejvíce o naší spolupráci s orgány Svazu novinářů a vydavatelů Literaturnaja gazeta a

Niemand dohoda o spolupráci, kterou jsme uzavřeli na sedmého letošního roku v Sofii s orgánem Svazu bulharských spisovatelů Literaturen front, představuje novou etapu a do značné míry i novou metodu ve spolupráci s našimi zahraničními přáteli. Obsahem této dohody nejsou jen denně běžné formy, jako je výměna materiálů a pravidelné zajišťování návštěv redaktorů, nýbrž i některé nové organizační způsoby, které zajišťují, že dohoda bude realizována v plném rozsahu. Nejdůležitější z nich je, že v obou redakcích byli ustanoveni tzv. «redakční redakteři, kteří odpovídají za průběžné redakční zpracování všech materiálů, jež jsou pro ni z hlediska jejího zaměření a cílů určeny a potřebné. V redakci Literaturen Front bílý tzv. bulharští redaktorem Tvorby zahraniční redaktor básník Georgi Christov, v naší redakci je oddělení spolupracovníkem literárního života redaktor naší politické redakce soudruh M. Prošek.

Jsem přesvědčen, že jejich práci bude v obou našich časopisech zřejmý rozmí prvních výsledků. Pokud jde o nás, máme zvláště po letošní naší návštěvě v sofijském redakci velmi dobré. Za to lze, že o bulharském kulturním životě víme ze dobrých. Za to lze, že o bulharské novince téměř nic.

kouzel bez zlé

kresba BOHUMIL KOLOUCH

After August* they nodded their heads, saying: You certainly should be proud of what you have done!

And when they started screening the party members for loyalty, they smiled with glee because they were

*The month of the Soviet invasion

not in the party and this didn't concern them at all. They were upset when the party gave us a clean bill. They wondered what we had had to promise in order to pass.

But then the shoe was on the other foot. The screening of non-party members started. Each one of them was to write a sort of a self-evaluation. You should have seen them—lily-white to the last word. To make them sound even better, they went around asking what were the names of the Communist Party newspapers so they could say they read them.

Typical, eh? But it doesn't concern only teachers. What about the students, who should be brought up in the spirit of socialist ideology? They were on the receiving end of this 'personal conscience of a teacher.' Because what is more sensitive than the eye and soul of young people? Does anybody really think that the students' 'barometer' did not note such an enormous change in the teachers' consciences?

Up to here the report would be no problem. Except that there is another part and that's the one which makes me mad. Whether I want to or not I will have to say something about my own personal conscience in the report. I think that I can truthfully say that mine has always been clear—until recently, that is.

We found out that party members from schools with strong party organizations will be sent to teach in schools with weak ones. The basic idea isn't so bad, but in reality it punishes the good party members. Because the non-party people who were so worried about being transferred somewhere else can smile again. This doesn't concern them.

And that's the core of the problem. We Communists are not only to teach the younger generation but the whole teaching staff as well. The idea means practically to begin anew and under much less desirable conditions. Just now, when one got to know the surroundings, people, students and their parents, when one is no longer distracted by the various 'unknowns,' he is to leave again. How can I write a report about the conscience of a teacher without an aroused personal conscience?

Where is the solution, where should I start looking for it? Among the first year teachers who came to our school this year there wasn't a single party member. Try to offer them membership and you will see how artfully they wiggle out of a clear answer, you will hear excuses and explanations. Nothing new here.

Old habits don't die out, but the consciences of teachers seem to. The teacher training course they have just completed should have prepared them for joining the party. That's how we get to the teachers again. No one else is responsible.

So we go around in ridiculous circles. We have to break through the circle somewhere. One way out would be like they suggest, the strengthening of party organizations. But this conscience of mine . . .

Damn it, a few of us can't do it alone. On one hand we have to educate the non-party teachers, on the other hand we have to educate those who are most important for the nation's future, the young people. Here the parents and other organizations must help. Maybe their representatives will be at the next staff meeting. The most important thing is that there will also be present people from the Education Ministry, from local councils and from party newspapers. We'll see.

It's easy to talk about a teacher's conscience. But very few people actually have any clear idea of what's behind it. I could mention so many things, for example . . . But better not. I would sit here till morning.

Mr. Hnipirko sighed with resignation. He took up his pen and started to write his report about a teacher's conscience:

J. A. Comenius stood at the cradle of our pedagogy. Other notable educators such as Dobrovsky through their actions have caused their name to be written in gold not only in the history of our pedagogy but of our nation as well. Why? Because they considered teaching as their calling, not as their job . . . §

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.)

AUDIO-VISUAL TEACHING MACHINES, by Lloyd G. Dorsett. Englewood Cliffs, N.J., Educational Technology Publications, 1971.

DIAGNOSTIC TEACHING FOR PRESCHOOL CHILDREN, by Walter L. Hodges. Washington, Council for Exceptional Children, 1971.

EDUCATIONAL ADMINISTRATION IN CANADA, by W. H. Swift. Toronto, Macmillan, 1970.

EVALUATION IN PHYSICAL EDUCATION, by Mary Jane Hasking. Dubuque, Iowa, Wm. C. Brown, 1971.

HOW TO SURVIVE IN YOUR NATIVE LAND, by James Hendron. New York, Simon & Schuster, 1971.

THE LIBRARY TECHNICIAN AT WORK: THEORY AND PRACTICE. Ottawa, Canadian Library Association, 1970.

MELCHER ON ACQUISITION, by Daniel Melcher. Chicago, American Library Association, 1971.

NEW ENGLISH: NEW IMPERATIVES, by Henry B. Maloney. Washington, National Council of Teachers of English, 1971.

READING IN MANITOBA SCHOOLS. Winnipeg, Manitoba Teachers' Society, 1971.

THE RELEVANCE OF EDUCATION, by Jerome S. Bruner. New York, Norton, 1971.

SCIENCE IN A VACANT LOT, by Seymour Simon. New York, Viking, 1970.

THE SOFT REVOLUTION, by Neil Postman. New York, Delta, 1971.

TOWARD HUMANISTIC EDUCATION, by Gerald Weinstein. New York, Praeger, 1970.

WAD-JA-GET? THE GRADING GAME IN AMERICAN EDUCATION, by Howard Kirschenbaum. New York, Hart, 1971.

THE EDITOR COMMENTS — K. M. AITCHISON

ARE TRUSTEES ON THEIR WAY OUT?

¶Because we believe in local control of education, we are disturbed by what appears to be a growing trend toward removing from school trustees responsibilities they have traditionally had for determining and providing the educational programs needed by their districts.

Space does not permit an extensive analysis here, but a few examples may illustrate what we mean.

The most recent example is the Minister's incredible interference in teachers' salary negotiations, severely curtailing the rights of trustees to bargain collectively with teachers.

The provincial government's education finance formula has effectively removed from trustees the responsibility for determining the quality of education to be offered to the youth of their districts. Even if, in the considered judgment of a school board, the children of a district need a significantly better program than the basic program (provincial average approved by the government), the trustees cannot provide the additional features without submitting a referendum to the owner-electors of the district. To put it another way, the provincial government does not trust school trustees to do the job they were elected to do.

To make matters worse, the government now intends to make the finance formula even more restrictive than it has been. Large districts that have tried to co-operate with the government by paring costs to the bone will now be hit again—that's the thanks trustees get for co-operating with the provincial bookkeepers.

School districts that want to vary the provincial curriculum cannot do so without first obtaining the approval of the Department of Education to conduct 'experimental' courses or programs.

School boards are not permitted to provide the variety of learning materials many of them would like. Two forces work against them—the provincial textbook rental plan and the restrictions of the education finance formula.

Trustees are no better off in trying to provide school accommodation for the children of their districts. They are not permitted to plan accommodation more than three years ahead, are restricted in the type of accommodation they can provide, and have been told in many cases that they can't build at all.

Like teachers, trustees are often not consulted by the Department of Education before decisions are made that affect their work. The government seems to believe that consultation consists of telling the officers of the BCTF or the B.C. School Trustees Association that something is going to happen.

Except in Vancouver, school boards are not permitted to have their own superintendents; they are required to choose provincially-appointed civil servants.

In short, the responsibilities of school boards are steadily being eroded, leaving trustees with few tasks that are important. Ironically, provincial bargaining of teachers' salaries, which trustees want, would remove from them the major responsibility they have left.

The authority of trustees has always been limited to some extent, of course. They can employ only teachers certificated by the Department; they must use the textbooks and curricula specified by the Department; and they have always been limited by the fact that part of their financing (in some districts a major part) comes from the provincial government.

The constraints placed on trustees in recent years, however, are far more stringent. It is one thing to have a budget limited by the size of provincial grants; it is quite another to be denied the right to spend money that can be raised locally. It is one thing to have to have building plans approved by the Department of Education; it is quite another to be prevented from proceeding with construction that has been approved by the Department and authorized by local taxpayers.

It is not overstating the case to say that trustees are in danger of becoming puppets of the provincial government.

Recent developments seem to indicate that one of two things will happen. Either school districts will be consolidated into educationally and economically sound administrative units, with school boards to which real authority has been restored, or there will be a full provincial takeover, with the result that all education in the province will be directed by the Department of Education.

We believe a provincial takeover would be disastrous for education. We believe that school systems can be administered more efficiently and effectively by school boards than by a large bureaucracy in Victoria. To do their job, however, trustees must have their powers restored to them.

We shall be pleased to work with them to that end. §

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