C. 4.
LB2823
B7 E3
SPAM 19654

The

Educational Survey

WITHIN the past few months there has been a good deal of interest in the question of school surveys, city and provincial. This has led to much discussion of the subject among teachers and trustees and other bodies which make education their concern. Both the British Columbia Teachers' Federation and the Trustee Association have asked the Department of Education that a survey of the educational system be made, and in order that there may be no mistake as to the kind of survey that is desired, these resolutions have included a clause asking that the survey be an expert survey made by trained surveyors.

The Need for a Survey

An education system does not grow like a tree. Rather does it grow by the accretion of parts added from time to time, expressive of compromises and half-measures, of imperfectly understood advances and retrogressions. Many an industrial plant has grown in much the same way, and at last it is found that the business no longer pays. When this condition has been reached it is a modern practice to call in an efficiency expert, a sort of doctor to sick businesses. He examines the plant, the organization, in short, the whole system, finds where the waste occurs or where the weakness is. Having made his diagnosis, he prescribes the treatment.

When an educational system ceases to function so as to meet the needs of society, this condition is not so easily recognized as is the failure of an industry to pay dividends. In the latter case the books of the company are eloquent, and the banks have an uncanny sense of what is happening. But with an educational system there may be nothing more apparent than vague discontent, a feeling within the service and without, that there is something wrong. There will be much opinion, but little evidence. Finally discontent becomes so vocal that an investigation is held.

What is a Survey

A survey is a scientific study of an educational system, made by trained, expert surveyors. These surveyors are mature educationalists, with the modern viewpoint, specifically trained in the graduate schools of education which now exist in the leading universities of the continent. Among them would be the heads of departments in the graduate schools of education. It is essential that they be men of unassailable prestige, so that the validity of their findings and the wisdom of their recommendations may be beyond question.

What Would the Surveyors Do?

They will make a thorough examination of the system, city or provincial, as the case may be. There is no phase of education which they will miss. Here follow matters they will study and report upon:

1. There would be made a Social Survey. This means that they would study the social and economic conditions of the city, or province, to determine to what extent the educational system is related to social and economic needs.
2. This naturally involves the Study of the Curriculum —its organization and content. Is it adapted to the present or to the past; to the few or the many?
3. The Administrative and Supervisory System. This portion of the educational plant usually escapes examination, but obviously it should be studied as well as the humblest of class room teachers. What are the qualifications of the administrative, inspectorial and supervisory officials? How are they chosen? How trained? How are they functioning? Are they really experts, or how many of them are experts and how many not? Have any of them post graduate training in education?
4. The Financing of the Schools. Financial experts are among the surveyors.
5. What becomes of the pupils? System of grading, promotion rate, amount of retardation and elimination, comparison with other systems and reasons for unfavorable showing should such be found.

6. The Examination System and its effects.
   (a) Upon the pupil.
   (b) Upon the teaching.
7. The Functioning of Boards of Trustees.
8. The Training of Teachers.
   (a) The Normal Schools—their efficiency.
   (b) The Training of Teachers in Service.
9. The Teaching Staff.
10. The measurement of the products of class room instruction. This will measure, in a scientific way, the efficiency of the system as a teaching organization.
11. The High Schools. The inter-relation of Public and High Schools and of High Schools and University.
12. Finally, there will be published a report, in a number of volumes, and then it will be possible for the public and for educationalists alike to know the actual education situation; and the report will end with a series of specific recommendations. It will then be possible for an educational advance to occur, well-thought-out and self-consistent, leading to a definitely conceived goal. There can be no genuine advance or reform in education, in British Columbia, until such a survey has been made.

Public Support.

The recommendations of such a survey will strengthen the hands of the Department in the carrying out of a policy of advance in all educational matters. The support of public opinion, however, is necessary that a department of the public service may feel justified in making the expenditure involved. It devolves upon the enlightened public to give this support.

Campaign Activities.

It is therefore earnestly hoped that all public bodies, both of men and women, throughout British Columbia, will give serious consideration to this question, and forward any endorsation to the Secretary of the Propaganda and Publicity Committee, Provincial Educational Survey, care of School Board Offices, Vancouver. This Committee will, on request, send further information respecting the survey and forward names of speakers on the subject to any individuals or organizations interested.