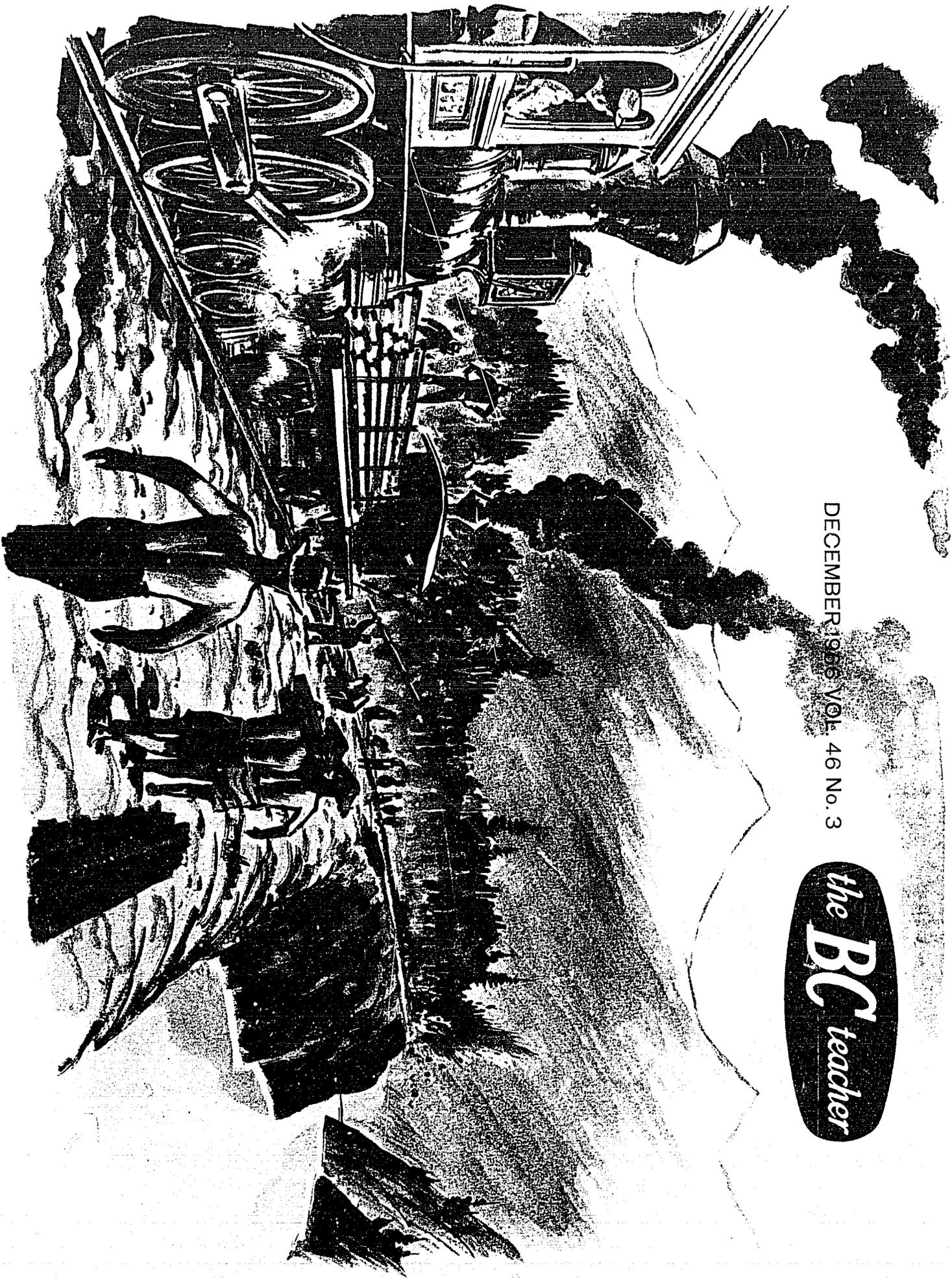


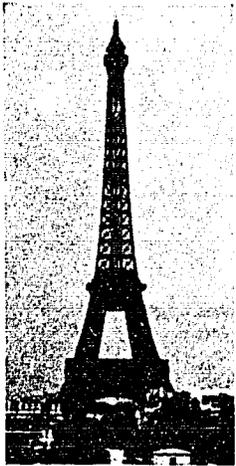
DECEMBER 1966 VOL. 46 No. 3

the BC teacher





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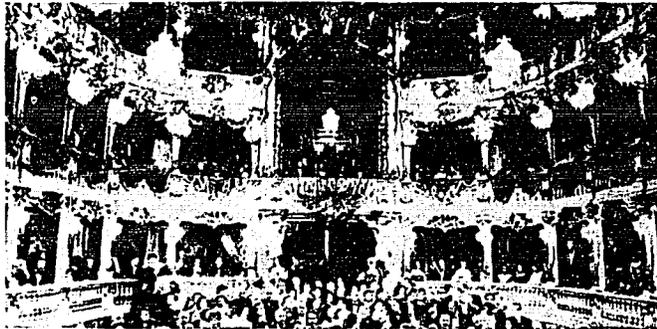


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TABLE OF CONTENTS

Features	Page
Pot Filling or Fire Kindling? - - - - -	Sir Alec Clegg 101
The Confederation Train - - - - -	105
The Businessmen Take Over - - - - -	Richard Lunn 108
Christmas Around the World - - - - -	110
Art as a Language - - - - -	Esther V. Colton 116
Let's Stop Ignoring Sex Education - - - - -	S. R. Laycock 119
 Departments	
The Editor Comments - - - - -	100
Cover Story - - - - -	124
Quotes and Comments - - - - -	Vito Cianci 125
From Our Readers - - - - -	127

Cover Picture

Our last cover picture of the B.C. Centennial series is a representation of a scene that was common during the building of the rail link between the west coast and the rest of Canada. The painting is one of a series by Bob Banks, commissioned by the B.C. Centennial Commission of 1958. Permission to use the paintings was granted by the Provincial Archivist. The cover story is based on materials originally prepared by Dr. F. H. Johnson and W. H. Auld.

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QUALITY EDUCATION OR MERE SCHOOLING?

WE WERE IMPRESSED RECENTLY by a booklet advertising the services of TUTOR, an 'applied linguistics centre' (commercially-run language school) in Geneva. The school uses an audio-visual approach to teaching modern languages, and has the latest in language laboratory equipment.

We found two statements in the booklet particularly significant. The claim is made that the audio-visual method with language laboratories is the most effective method of teaching a foreign language. The writer then goes on to say, 'But for it to work well the teachers employed must be true specialists in the use of audio-visual techniques. When this system is practised by teachers not sufficiently trained, the result is mediocrity—indeed, mediocrity which can adversely affect the student's mental receptiveness where language assimilation is concerned.'

The second statement reads: 'As TUTOR considers it impossible to offer high quality instruction to a large group, no class exceeds fifteen students.'

With sound principles like these underlying its operation, it is no wonder that TUTOR is a successful school. It is significant that a profit-making venture will spend a great deal of money to ensure high quality instruction. TUTOR's insistence on fully-trained teachers and small classes to permit individual attention is a marked contrast to our public school

system in B.C., where seven-week teacher training programs and many of the largest classes in the country are tolerated.

Teachers in B.C. have been working for years to upgrade the standards of teacher training programs and to have the size of classes reduced so that each student may receive a better education. So far, however, the people of the province—as represented by school boards and the provincial government—have been content with large classes and minimal standards of teacher certification.

Each year more than 1,500 B.C. teachers leave the profession. We are convinced that hundreds of these people leave because of the adverse teaching and learning conditions (of which class size is only one) in many schools. School boards and the provincial government could learn much from such commercial schools as TUTOR.

Lack of action in the past has cost B.C. thousands of teachers. Continued lack of action will drive an ever-higher number of teachers from the profession, and the quality of education offered our young people will steadily decline.

If the people of our province want quality education—rather than mere schooling—for their children, they will have to provide teaching and learning conditions which will make it possible. □

One of the many dilemmas of education is deciding when a student should discover a truth for himself and when he should accept it as part of his inheritance. It would seem that students should be forced to rediscover enough to keep alive the spirit of discovery. To ask the young to accept unquestioningly every inheritance from the past would lead to static culture. To ask them to discover everything anew for themselves would be to turn our backs on the past and refuse to profit from the experience of the race, which is to deny civilization.—Phi Delta Kappan



POT FILLING OR FIRE KINDLING?

PART ONE of a two-part series
SIR ALEC CLEGG

How do we select what knowledge should be taught in schools?

WHAT EFFECT WILL THE EXPLOSION of knowledge have on education?

My views on this topic obviously will depend on what I think the function of knowledge should be in the educational process. If I believe that the purpose of education is to produce knowledgeable citizens, men and women with minds well stocked with the information which is necessary for, or at least relevant to, the affairs of their daily lives, I shall hold one view. If I believe that knowledge is but one of a number of agencies which should be used in the education process to promote growth, I shall hold another.

These two views of education, which I shall call the mind-stocking or pot-filling view on the one hand and the fire-lighting view on the other, are a well-known antithesis. If I emphasize the former, I shall constantly have to discard old knowledge at one end, as it were, and bring in new at the other—and this will be quite a job, for we are told that knowledge is doubling every 10 years. If, on the other hand, I emphasize the fire-lighting theory, what I have to do is to select

the most incendiary information regardless of its age or novelty.

If I am to make clear the way I think expanding knowledge should modify curriculum, I must first examine these two theories.

First, the mind-stocking or pot-filling idea of the teacher's task.

The common view, which has held throughout history, is that there is a body of knowledge which adults should possess and it is the teacher's job to see that this necessary information is acquired by his pupils. My grandfather used to teach his pupils by object lessons, which gave them what were believed to be the essential facts about soap, or coal, or triangle, or the coconut. The facts were expounded directly, or indirectly by question and answer; they had to be learned by the pupils and tests were applied by the teacher or by an itinerant inspector to see if they had been properly committed to memory, as the phrase had it.

The lesson was a quantum of knowledge, the ground

Sir Alec is Chief Education Officer of the West Riding of Yorkshire. This article is an adaptation of an address to the CEA Convention in Vancouver in September.

to be covered within a given period of time. In this process the itinerant examiner or inspector played an important part, for only if the children knew their facts did the school managers get their grant of money from the government. But in the limited time at his disposal the inspector could only fire staccato questions at his victims, to which they gave similar answers, and it thus came about that the schools concentrated on what was quickly examinable, with a resultant distortion of educational purpose.

Later on teaching became more sophisticated. We no longer teach the object lessons and the grammar and arithmetic of my grandfather's day, or the Latin and Greek which constituted the sole educational diet of those born into the more socially-favored families. We have progressed first to science, then to physics and chemistry; and now chemistry has become organic, inorganic, physical or bio, and physics and the biological sciences have become similarly differentiated.

As a way of teaching, the mind-stocking practice is easy. I speak from experience. It is the way I was taught and the way I myself taught. To pack information into a gifted child presents few problems, and the odd thing is that, in my country at any rate, it is this relatively easy job which carries status in the teaching profession. The far more difficult job of enlivening the dull mind is grossly undervalued.

There has been an impressive development and growth of knowledge but its use in the education process is still much the same. For example, my 16-year-old boy doing what we call his 'ordinary' level examination this year was required to describe the salmon-canning industry of Vancouver, to say what important international event was associated with the town of Unkiar Skelessi, and to explain the importance of the Mormons. Now this kind of teaching may be more effective at the time than I give it credit for, but in fact it leaves very little deposit when one considers that its object is to stock the mind.

Knowing that I was going to visit your country, I amused myself by asking middle-aged university graduates and others who have reached a respectable level of education what they now recall about Canada that was taught to them in their youth. The average Englishman recalls the Hudson's Bay Company, the St. Lawrence River, which freezes over in winter, the Great Lakes, some of which he can name, and that General Wolfe scaled the Heights of Abraham but would have preferred to write Gray's 'Elegy in a Country Churchyard.' He knows of the Rocky Mountains and the prairies where you can see nothing but

waving corn and silos. He can name some of the provinces and some of the capital towns, but he cannot correctly associate the former with the latter. His son, with a fresher memory and newer facts, is derisive about this limited list and he talks about bauxite and the spring wheat belt, and other things which impress his father. But almost all that both of them have learned they were taught by the same formula—'This is what you have to learn, this is how you have to learn it, learn it and I will mark it to see that you have learned it correctly.'

My experience over a period of 30 years has caused me to see less and less value in this mind-stocking technique. As I have just pointed out, the residuum of knowledge which it leaves in the minds of the most intelligent members of the community is little more than they would glean anyway from the perusal of daily print and normal daily intercourse. Why spend time, therefore, in drumming in facts which will be acquired anyhow? What moves my countrymen about Canada is not what they have learned about it at school but what they read about it in their papers, what they know of it from visits and from relations who live there, and above all from experience which their fathers and grandfathers have had fighting side by side with Canadians in two world wars. This is more live information.

And it should also be borne in mind that I refer to the deposit left only in the minds of the most intelligent people. What is left in the minds of the slower learners of the community is likely to be much thinner.

As a way of teaching, the mind-stocking practice is easy. I speak from experience. It is the way I was taught and the way I myself taught. To pack information into a gifted child presents few problems, and the odd thing is that, in my country at any rate, it is this relatively easy job which carries status in the teaching profession. The far more difficult job of enlivening the dull mind is grossly undervalued.

This kind of teaching also leads to a fragmentation of knowledge which is artificial and which we are now, in a way which is equally artificial, trying to mend by such dubious devices as social studies and what we are pleased to call the integration of subjects. It is a technique which overvalues memory and depends upon what one great English schoolmaster condemned as 'filling the mind with lumber under cover of its being of use by and by.' This same schoolmaster, Edward Thring, who lived and worked at the end of the last century, also said of subject teaching that 'the great demand on the memory convicts a subject of being low in educational value.'

This parceling of information leads to the easy examining of facts and the easy cataloguing of them in textbooks, with the result that teachers tend to teach what can be tested and what can be read up, and to underuse and even to ignore what cannot. To take an extreme case: a child can be taught to scan and para-

phrase poetry or to learn about the life of the person who wrote it, yet all this is irrelevant if only he is brought to delight in it. But it is much easier to teach a child all the facts of the life of Keats than to ensure that he delights in what Keats wrote, and far easier to test the former than the latter.

But perhaps the most serious effect of this type of education is that it leads us to undervalue those who clearly don't benefit, or benefit only little, from it. We test the depth or shallowness of the vessel by a measure called the Intelligence Quotient, and having done this we go on to say that because the vessel is only so deep we can get only a limited amount into it. We overlook the fact that courage, integrity, tolerance and sensitivity are but some of many other qualities, all of which can be cultivated by education, and matter at least as much as and often more than the intellect and the memory on which we tend to lay exclusive stress.

Yet educationists throughout the ages have condemned the peddling of knowledge and great men speaking of their own education have derided its futility. Their utterances are legion and the vehemence of them pungent. Socrates is, of course, the classic example of the great teacher who stung people into thought and elicited information rather than imposed it on his pupils; and we probably all know of A. N. Whitehead's condemnation in our own day of inert ideas. In the second sentence of his famous *Aims of*

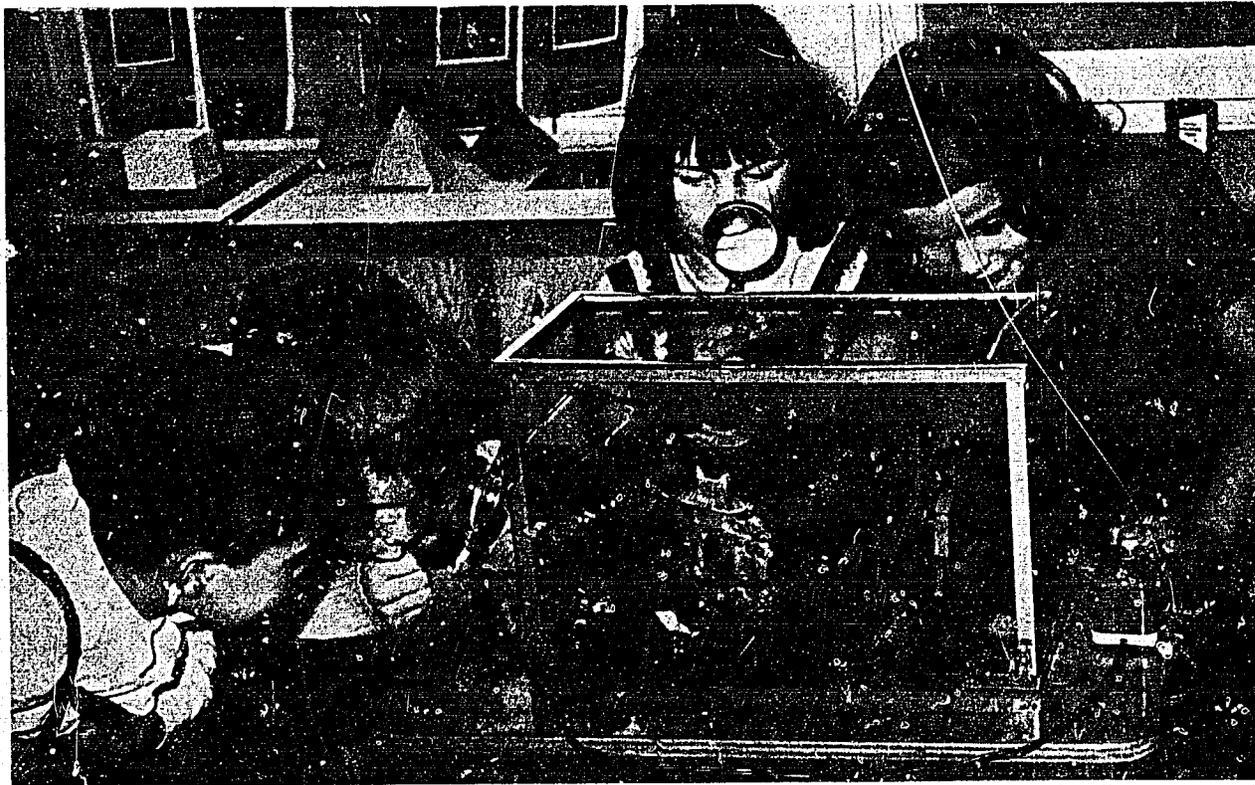
Education he asserts that 'Scraps of information have nothing to do with education.' But no one I have ever read is as contemptuous of the pot-filling theory as Edward Thring, whom I have already mentioned, and he in my view is one of the greatest English educational thinkers who has ever lived. 'Scraps of knowledge,' he said, 'the cold victuals off other men's trenchers, are not valuable and they are not nice.' And again: 'Does the carting into the mind a few bushels of facts to be peddled out again make the owner more of a man?'

Herbert Spencer says the same thing: 'To tell a child this and to show the other, is not to teach it how to observe, but to make it a mere recipient of another's observations, a proceeding which weakens rather than strengthens its powers of self-instruction.'

The effect of this kind of teaching has often been recalled by distinguished men with bitterness, contempt and even derision. Chesterton referred to his school days as the period during which he was being instructed by someone he did not know in something he did not wish to know. Wilde said, 'We teach people how to remember, we never teach them how to grow.' Shaw claimed that pressing people to learn things they don't want to know is as unwholesome as feeding them with sawdust.

Though this technique of teaching still prevails in England and has been rigidly maintained over the last

The learning that comes from the stimuli of visits to local places of interest or from such live exhibits as classroom aquaria is the result of following up an interest sparked off in this way.



30 years by a rigorous system of external examinations, it is at last beginning to crumble and much is happening that is very exciting. Moreover, standards are going up and up, and a child of 12 today reads easily what a child of 14 read with some difficulty only 10 to 15 years ago. May I cite a case which is one of a number of examples which aroused in me a most lively and excited interest.

I have in mind a class I have been watching carefully of 38 children of 10 to 11 years of age drawn in the main from a poor housing estate built in a hurry 20 years ago to house a mining population which was being moved from the slums in the center of a small industrial town. There is little class or subject teaching among this group. The basis of the children's work is the visits they pay to a lock, a field, a fire station, or an

A child can be taught to scan and paraphrase poetry or to learn about the life of the person who wrote it, yet all this is irrelevant if only he is brought to delight in it.

ambulance unit, or the multifarious things that are brought into the classroom. These stimuli are used to fire the interest of each child who then sets off individually and separately from the others painting or writing or drawing or modeling or calculating, and in the course of following the interest sparked off in this way each child gathers the knowledge he needs; it is to him relevant knowledge at that moment and he will get it where he can, sometimes, though rarely, from the teacher who does not possess it, sometimes from his fellows but most often from a wide range of reference books put at his disposal. The crux of the whole matter is whether or not the knowledge is relevant and meaningful at the moment when a child encounters it. A bright child will survive inert knowledge and may even profit from it, but it is educational death to the slow learner.

The characteristics of this kind of learning are that the child generates his own interest, makes his own discoveries, pursues his own investigations, works at his own pace, and organizes his own exercises and rote learning when and where he deems it necessary. Any correction is done by the teacher with each individual on the spot and only those mistakes are corrected which should not be made by the child at his stage of development.

To one who has taught traditionally this kind of teaching is an art of extraordinary skill. Wherever I have seen it well done it is an extraordinary fact that disciplinary problems just disappear and quality emerges in everything that is done.

But the most interesting outcome of the work of the particular class I have mentioned is that it has so far distorted the traditional IQ measurement as to nullify its value. We know from long experience how many

children there should be of a given IQ in a class of this kind whose members are drawn from depressing home backgrounds. In a good class one might expect 12 in a normal class of IQ 120+ but in this particular group there were 25. But IQ's are standardized on the pot-filling techniques of teaching, and I suspect that they are not valid where good fire-lighting techniques are used.

It is interesting that just as educational philosophers have condemned the mind-stocking thinking in the past so they have extolled the kind of teaching I have just described.

Herbert Spencer: 'Children should be led to make their own investigations and draw their own inferences. They should be told as little as possible, and induced to discover as much as possible.'

Edward Thring: 'The learner does not want to be made a receptacle of other men's words and thoughts, but to be made a thinker of thoughts and a wielder of words himself.'

And from Whitehead: 'The details of knowledge which are important will be picked up ad hoc in each avocation of life.'

'Unless pupils are continuously sustained by the evocation of interest, the acquirement of technique and the excitement of success, they can never make progress.'

The crux of the whole matter is whether or not the knowledge is relevant and meaningful at the moment when a child encounters it. A bright child will survive inert knowledge and may even profit from it, but it is educational death to the slow learner.

There are many grounds for hope and faith. It is now possible for me to look back over 20 years of development in one area and at any time to see the best teaching in over a thousand schools and among 10,000 teachers and the effect is encouraging. If we can arrange circumstances so that the best we now know can flourish and ensure that it is not thwarted by political demands, illusory short cuts, misused mechanical contrivances or any other of the many dangers which beset us, education may in the next few decades break with the deadening traditions, practices and techniques I have mentioned.

However, even if we do manage to ensure that the best that we now know flourishes and we become more concerned with strengthening the mind than stocking it, it will still be necessary to make a selection of knowledge that we want to use to stimulate the child's growth. Indeed, even if we fail to do this and continue to pack the human trunk with knowledge, we still have to make the selection, and the problem is how? What are the criteria for selection? This will be the subject of next month's article. □

A unique Centennial project gets underway in B.C. next month

THE CONFEDERATION TRAIN



Mr. John Fisher holds a Colt revolver that belonged to Louis Riel. This is one of the artifacts that will be on display on the Confederation Train and the Caravans.

During the 1967 Centennial of Canada's Confederation, an exhibition train traveling from the Pacific to the Atlantic will tell the story of Canada with the aid of life-size models, sound effects, lighting, artifacts and photography.

School children in the areas of Victoria, Nanaimo, Vancouver, Chilliwack, Kamloops, Castlegar, Cranbrook, Prince Rupert and Prince George will have the opportunity to visit the train during the six weeks following January 9. B.C. schools not included in the Confederation Train visits in January and February will have the opportunity later to make visits to the Confederation Caravan, containing similar exhibits, which begins its tour of the province on May 1.

Teachers have the opportunity to help make a visit to the Centennial exhibitions not only a memorable experience for children but also a valuable one from an educational point of view. Filling in some of the gaps in their knowledge of history, during classroom discussions before the visits, will help children grasp the significance of what they will see and hear. Teachers who are able to arrange for such discussions will make a great contribution to the success of the train project.

As a guide to classroom discussion the following comment is provided by Centennial Commission writer Jack Struthers, who recently had an advance look at the exhibits on the Confederation Train.

THE NAME CANADA MEANS much more than the top half of the North American continent. What is Canada? It is many things—majestic mountains, beau-

The material and pictures were provided by the Canadian Centennial Commission.

tiful rivers and lakes, golden plains, forests, ice floes, farms, mines, towns and cities with busy factories, churches and new buildings reaching skyward. Canada is a land of workers. Its people use two main languages, long ago brought across an ocean, but Canadians also represent a colorful pattern, whose racial and cultural pieces were contributed by the whole world.

Yet Canada is more than all this. It is our story—of primeval beginnings, explorers and pioneers, successes and sufferings, peace and war, happiness and unhappiness—a story of great development and a bright future. Visiting the Confederation Train we relive that story as we pass through Canadian history. Perhaps other visitors, like us, will feel they are traveling too quickly and will be left wondering, and wanting to know more.

The following comments are divided into six parts, indicating the six exhibition cars of the Confederation Train. The comments are little more than an 'aide-memoire' on what is represented by the exhibits. Space does not permit a detailed description of every item.

Car One

Here the land is born. We are in the great rain forests before the last Ice Age. Then time etches its changes; as ice recedes we see the signs of an early man. What was he like? We wonder.

Across the Bering Strait come the first immigrants, but our knowledge of them is scant and our first accurate view of a culture is that of the west coast Haida Indians and, later, the eastern Indians. All this we experience through the skills of designers, technicians, artists and craftsmen. They take us into Indian villages and they also transport our minds between past and present for comparisons of today with yesterday.

We see the incense burner and the ornament from a pagoda, symbols which remind us that the Orient held the new riches wanted by the old European world—the incentive to discovery. But the European explorers, who found this other world in their path, discovered that it had its own riches in furs and gold and the missionaries who followed saw a potential harvest in men's souls.

Car Two

Exploring new horizons called for rare skill and courage.

We stand on the deck of a Viking ship and hear the sound of the wild sea—perhaps off Labrador's coast. We see a model of Cartier's ship, and a plank from the original hull.

An electronic map traces the routes of Cabot, Cartier, Hudson, and the many others. Canada's

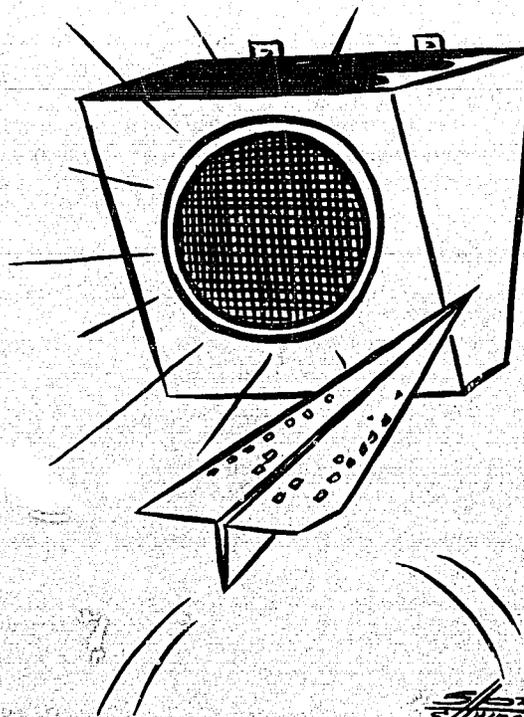
first great hero, Champlain, who attempted the first settlement of Nova Scotia, stands in life size near his astrolabe and a 1632 Canada map of his own making. Here, too, ancient engravings of his own sketches reveal Champlain the soldier as he sees himself, and Quebec City's first house built by this same man.

We move through the explorations of yesterday and today, symbolized by the canoe and the bush aeroplane's pontoon. We live with early immigrants, horrified by disturbingly realistic steerage class conditions on an early sailing ship, and share their hopes of leaving misery behind in Europe and of finding a better life in the new world.

Car Three

Entering the era of settlement, we step into a French seignorial house. Through the drawing room window we look upon a scene typical of early 19th century French Canada. No matter what our background, do we not feel that old France as well as old Britain contributed much to our heritage?

Old and modern tools and machines (the means of settlement) and their economic and sociological implications contrast the efforts of the pioneers with life and work today. More exhibits illustrate the pre-Confederation state of confusion—the isolation of communities and colonies and the pressures from the United States.



**"AND REMEMBER CHILDREN DON'T BEND,
FOLD, OR MUTILATE YOUR TEST CARDS..."**

THE B.C. TEACHER



Among the exhibits visitors to the Confederation Train will find a Sioux Indian war bonnet from the time of Sitting Bull and part of the uniform of the North West Mounted Police force, formed in the 1870's.

Now we move into the Confederation Chamber, 1867, and find emotional stability in the birth of an idea: Canadian Confederation. Here, for the first time, we find the Centennial symbol prominent—with four of its triangles colored, representing the first four entrants into Confederation: Ontario, Quebec, New Brunswick and Nova Scotia.

Car Four

Traveling quickly through time, we experience the growing pains of the period from 1867 to 1876. (Our visit to an old printing shop reminds us of Confederation's birth pains, because it contains the printing press of Nova Scotia's Joseph Howe, which he used first to flail the Confederation idea, then to praise it.)

We meet the prime ministers of the period: Macdonald and Mackenzie. More provinces join: Manitoba 1870, British Columbia 1871 and Prince Edward Island 1873. Does the sight of Sitting Bull's rifle and

the Sioux headdress stir sympathy deep within us? That great force, the North West Mounted Police, is born. We live through the Riel Rebellion. The Hudson's Bay Grant, of an area larger than some continents, creates a Canada that stretches to three oceans.

We go on to complete the rail line to the Pacific, experience the wild excitement of the Klondyke rush, meet Prime Ministers Thompson, Abbott, Tupper, Bowell and Laurier. From now on Canada negotiates her own treaties. We learn of greater wealth in gold, iron, copper and uranium.

Car Five

The pace of life quickens as the 19th century ends. Our troops start dying—for the first time for someone else, somewhere else—in the Boer War. 1900 to 1910 is the era of 'the homesteaders' on the prairies. Alberta and Saskatchewan join in 1905. We see wheat from horizon to horizon and a widening of the mosaic by peoples from eastern Europe. Amundsen, at last, forces the Northwest Passage.

A recruiting streetcar invites us on a 'Free Trip to Europe . . .' and to a terrible war. From inside a dug-out roofed with corrugated iron and sand bags we peer out on No-Man's Land amid the frightening din of trench warfare. The Prime Minister is Sir Robert Borden, who was followed by Arthur Meighen.

The Twenties roar in with flappers, peep shows and player pianos. Banting and Best discover insulin. We see a Mack Sennett movie and the roar ends with a stock crash, heralding the sad, drab Thirties. Intellectual ferment brings new political ideas. Prime Minister Bennett presides. Then, in 1939, front pages cry, 'Canada at War with Germany,' 'Warsaw Hurls Back Invaders.' But Warsaw hadn't.

Car Six

Again the torch is seized by willing hands in 1939—so soon after the terrible war of 1914-18. Now a production nation, Canada turns out warplanes, tanks and ships on the home front while her heroes fight and die abroad.

We witness the bomber raids, the fighting on land and sea, and the great mushroom cloud—a huge question mark that forces our concern for world's future. It is Prime Minister Mackenzie King who announces the war's end. Having adjusted to peace, Canadians make new achievements in science, politics, medicine, industry, the arts and international affairs. Newfoundland joins to complete the Centennial symbol. We meet the prime ministers of our time—St. Laurent, Diefenbaker and Pearson.

Perhaps it is here one feels that so brief an adventure through history is not enough. Perhaps one yearns to spend time to read and gain a deeper understanding of the past. We also see images of the future, suggesting that a greater story is about to begin. Who will make that story? Who but us will create the future Canada? □

THE BUSINESSMEN TAKE OVER

*Down with administrivia. Give control
of education to teachers,
'the only ones who give a damn
about education.'*

RICHARD LUNN

CANADIANS DELIGHT IN DOING things in a 'businesslike' way. The *Bankruptcy Act* even offers us a businesslike way to go broke, and there are obviously many other pursuits in which the businesslike approach is not merely useful but essential. I argue, however, that there are also vital enterprises that have nothing to do with business, enterprises in which the business administrator is about as appropriate as an alligator in Lake Athabasca. Libraries, for instance, are as close to being businesses as books are to being busses. Most museums are businesses only in the sense that hospitals and homes for the aged are commercial ventures.

The biggest non-business in the country is education. Education employs the jargon and the charts, the double-entry bookkeeping and all the rest of the hocus-pocus of business to persuade the taxpayer-stockholder that it is a well-conducted enterprise that worries scrupulously over the accounts payable. But it is simply not a business. The essence of business is profit, and education does not earn money. It consumes money. By the billions.

But the men who are at home in the business world have somehow been allowed to move into education and, to a large degree, they have taken control. They have a variety of titles, but Business Administrator is the most common. They can be identified by their

language: school buildings are 'plants'; a teacher shortage is 'a low teacher-pupil ratio'; marks are 'promotion statistics.' In general, these men are business-school graduates who've been hired by overburdened school boards to help keep the books. But the school boards, which are also composed largely of businessmen, have allowed the control of education itself to slip into the hands of these hirelings. They seem to assume that business efficiency is better than education and that even if it isn't, nobody can knock anything so long as it's businesslike.

Take school buildings. I mean 'plants.' The only thing that concerns the business administrator here is cost. If a school can't be built for \$15 per square foot—or whatever arbitrary limit accounting considerations impose—then it doesn't get built. Students will go by bus to portable classrooms that cluster like privies around old schools. But supposing the cost is within the limit. It won't be the principal and the teachers—the people responsible for turning the building into a school—who approve the planning and design of the new structure. It will be the business administrator.

The school will probably be too small from the start. Classrooms for 38 students will have to hold 43; halls designed to drain 200 students in and out of classrooms will carry 450; within a year enrollment will so out-pace facilities that, once more, the portable privies will start to go up. (The school board of Metropolitan Toronto will not grant money to build schools for future enrollment, only for current enrollment.)

Accommodation Is Cut to Reduce Costs

The school will have neither an auditorium nor a cafeteria, but it will have that mid-century horror, the cafetorium. The cafetorium won't seat all the students at one time for either lunch or assembly. Its stages will be so skimpy and badly equipped that producing one play a year will be a major undertaking that will exhaust the mental and physical resources of half the school. Acoustically, the cafetorium will be something like the No. 1 hold of an oil tanker.

One thing that sends business administrators into nasty tizzies is the suggestion that teachers need offices. But an office is as valuable to a teacher as it is to an insurance adjuster—or an assistant business administrator. Or it would be, if he had one. Most Canadian high school teachers are nomads in their own schools. If he's lucky, your average teacher will be in his home room three times a day to teach. The rest of the day he'll teach out of a briefcase in half a dozen other rooms, and during his spare periods someone else will probably be teaching in his home room. A classroom, in any event, is an unsatisfactory office at best. You can't leave personal belongings in a room used by four hundred people a day; and as a

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place to interview students and parents a classroom is only marginally better than a railroad boxcar. Moreover, many teachers haven't got even a classroom to call their own. They make the staff room their headquarters and this is as satisfactory a place for preparing lessons as a bus terminal—and just as cheerless.

This lack of privacy wastes time, energy, and money.

Such costs do not show up on the business administrator's books—only on the education.

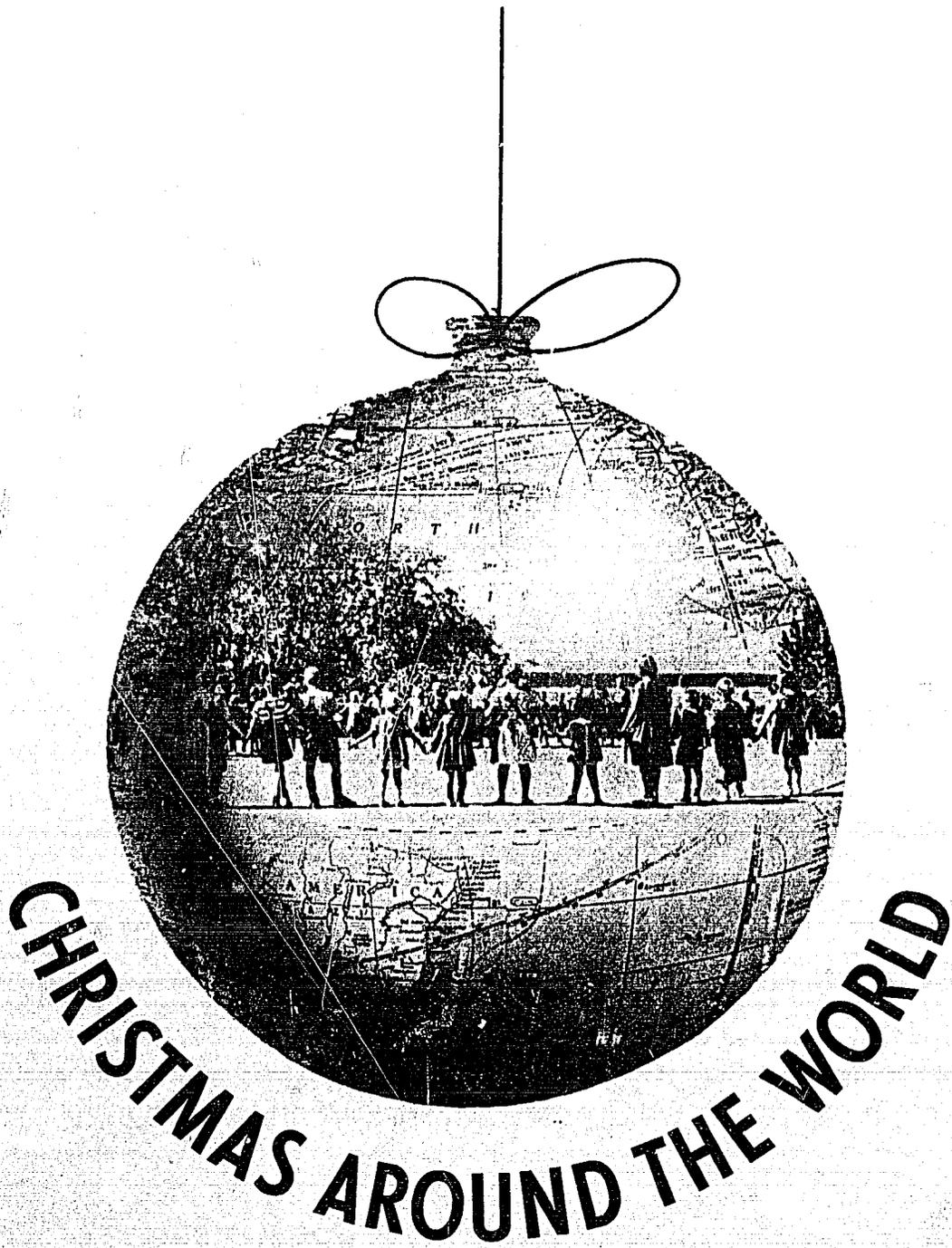
And speaking of books, one book is as good as another to the business administrator. He knows only that the wearing qualities of a 40-cent hardback classic on which the copyright has expired are much greater than the wearing qualities of a \$1.20 paperback by Ernest Hemingway. Besides, Hemingway might offend some fundamentalist taxpayer. Dickens will not.

Libraries are wastelands in new schools. The idea that the first classes into the building will need as well-stocked a library as the students who come ten years later is a matter of complete indifference to the business administrator. He decrees that, say, three dollars per year per student is the limit allowable for filling bookshelves. (The city of Toronto pays \$5 per student per year; other Metro Toronto municipalities pay from \$2.50 to \$3. Many school boards spend nothing at all on libraries.)

Teachers Are Harried by Paperwork

But books and buildings are only a part of education. There is also the teacher. In our society no one has been so mercilessly harried by the business-administrator-bureaucrat as the teacher. Because of the nature of his work, the teacher must close his classroom door and say, 'Look, I've got a job to do. Go away and don't bother me.' But for the business administrator, no invitation could be more tempting. He pries open the classroom door and directs a steady stream of paper through it. Teachers call this stuff 'administrivia.' It includes accident-insurance policies, attendance records, report cards, notes, excuses, permissions, admonitions, announcements, nose counts, spot checks, book lists, united appeals, marking schemes, test results, memos, medical data, and so on. You name it, it's coming down the hall right now.

No doubt *someone* has to keep track of things but, whoever he is, his responsibility and authority should be strictly limited. Any clerk can count paper clips and file invoices. Call him a Business Administrator if he wants a title, but give the control of the big money back to the educators. If education is to be more than the sum of attendance records and tidy in-trays, then the principals, the teachers and the librarians must have the authority to decide the size of schools and classrooms, the books required, and the number of students they can teach properly. These are the only people we should allow to make such decisions, for they are the only ones in our school system who really give a damn about education. □



Many and varied are the ways of
celebrating Christmas in Christian lands.

SKIING DOWN A MOUNTAIN with a lighted torch in your hand . . . strewing hay on the floor of your home . . . knocking on neighbors' doors in a symbolic pilgrimage—these are some of the ways you might find yourself celebrating Christmas in other parts of the world.

In token of Christ's birth in a manger, Poles spread hay on the floor and Lithuanians have straw under the tablecloth at their festive Christmas Eve meal. The colorful Mexican *posada* or pilgrimage dramatizes the search which led Mary and Joseph to the stable. For each of the nine nights before Christmas, which commemorate the difficult journey from Nazareth to Bethlehem, a couple dressed as Mary and Joseph go from house to house. Only at the last house are they—and the parade of neighbors which is now following them—invited in for supper.

An even more novel procession may be seen in the mountains of Austria. According to some researchers, wood carvers in the little town of Oberammergau meet on Christmas Eve and ski down the mountain slopes

roofs to chase away evil spirits. The theory is that the green rods and crops are effective helpers against the 'evil one.'

In Spain, Christmas ceremonies begin early in December. Here the religious focal point is the 'Belenes' or 'Nacimientos'—the Nativity scene—which holds a place of honor in every home. Weeks before, street vendors sell clay, wood, and cardboard figures representing the Holy Family, shepherds, and animals at the manger. Then each family goes to work to make its Nativity scene as beautiful and traditional as possible. Prizes are given for the best representations.

In France, Christmas is celebrated by religious processions, steeped in tradition, and attended by people from all over the world.

At Baux, for example, a centuries-old ceremony is repeated each Christmas Eve. A shepherd brings into the ancient St. Vincent's Church a new-born lamb that is placed in a grotto where the figure of the Infant Jesus lies in a crèche.

HAPPY HOLIDAY!

with flaming torches in their hands, singing as they go!

Just about every country which celebrates Christmas has its unique bit of seasonal folklore or ritual. In Sweden, it's the feast of St. Lucia on December 13, ushering in the Christmas season. Each community chooses a lovely Lucia Queen to represent the young girl martyred for her religion centuries ago in ancient Rome. In families with daughters, the prettiest plays the role of Lucia. Her 'privilege': to wait on everyone else for Christmas Day, which starts off early in the morning when—before the family goes to church—the chosen daughter, dressed as St. Lucia, visits each bedroom. Robed in white, she wears on her head a wreath of whortleberry leaves encircled with lighted candles, and carries a tray of coffee and special Lucia cakes.

In Denmark, Christmas is celebrated, not on December 25, but on Christmas Eve. Late that afternoon, all work ceases, church bells peal, and people flock to the churches that have been festively lighted and decorated with fragrant green pines.

After services, men and women, young and old, return home for a traditional Christmas Eve dinner, after which they join hands and move around the gaily-decorated Christmas tree, singing old Christmas hymns.

In neighboring Norway, Christmas is celebrated still another way. Here, besides the traditional customs, animals are given extra rations, since they witnessed the birth of Christ. Also, some peasants still attach large bundles of oats to sticks and put them on

In Bethlehem, the birthplace of Christ, the streets are filled on Christmas Eve with thousands of devout pilgrims, representing the many faiths, who journey there to worship. Back and forth they pass in processions, holding candles and singing, as they visit sacred crypts, grottos and churches.

That evening a special mass is held in the Church of the Nativity, believed to be the oldest Christian sanctuary in the world. At midnight, church bells ring for miles around calling the celebrants to assemble at Shepherd's Field to sing hymns.

In the Netherlands, the Christmas celebration centers on the home. After attending church services on Christmas Eve, the family returns home, enjoys a traditional dinner, then sits around the tree re-telling stories of Christmas in an atmosphere of peace and happiness.

In nearby Switzerland, the children in some provinces await the arrival of the Christ Kindli—the little Christ child, always depicted in white, carrying a magic wand, and wearing a shining crown. In other provinces, they look for St. Niklaus who, with his servant Schutzli, not only distributes gifts to them, but also looks up their good and bad deeds in a book and if they have been bad warns them to be good.

Polish 'Star-boys' roam the countryside on Christmas Day portraying the wise men of the East and performing the drama of the Nativity.

In England, many Christmas traditions go back to ancient times. At Dewsbury in Yorkshire, Christmas

Adapted from material supplied by the National Lutheran Council and the House of 4711.

Eve is the time for the unusual custom of 'Tolling the Devil's Knell.' Performed for more than 700 years, this involves tolling the bells of the local church—this year 1,966 times—the Devil supposedly perishing on the final stroke.

In the Philippines the Christmas celebration begins on December 16, when the first of a novena of masses is sung. Called *misa de gallo* (Mass of the Rooster) because it starts so early, this ceremony was originally a farmers' mass, participated in by pious farmers who congregated before leaving for the rice fields at dawn.

Even the standard holiday features—Christmas dinner, Christmas presents and Yuletide decorations—have picturesque local variations. Not only does Santa have numerous aliases (he's Julenissen in Denmark, Père Noel in France, the Abbot of Unreason in Scotland), but in Italy *he* is a *she*. Italian children place their trust in Befana, an old woman on a broomstick who brings gifts to good children and ashes to bad ones. (In older versions of the legend, she ate the juvenile delinquents.)

But the bearded gentleman and his counterparts in other countries are so busy, in many lands, that they must make *two* trips a season. The French ex-

In Switzerland, the children's favorite is St. Niklaus who, with his servant Schutzli, distributes gifts and looks up their good and bad deeds in a book.



change gifts on New Year's Day, but the impatient young fry are visited by Père Noel on Christmas Eve. While waiting for Befana to come across on January 6, young Italians and their elders draw small gifts on Christmas Eve from a jar called 'the urn of fate.' And leave it to the systematic British to establish December 26 as Boxing Day. On this pugilistic-sounding occasion, servants and tradespeople are remembered with boxes of money!

The date of the big Christmas dinner also varies around the world; many countries have it on Christmas Eve, before or after midnight services. Our traditional Christmas turkey does not appear on many menus. The French *reveillon*, a feast which occurs after midnight mass, is apt to feature oysters and sausages; in the French province of Brittany, buckwheat cakes with sour cream are served. The Norwegian Christmas dinner features a fish called *lutfisk*. At a Polish Christmas Eve dinner, the number of courses is fixed at seven, nine or eleven; a Lithuanian Christmas feast must include twelve courses, one for each of the twelve disciples!

During the Christmas season, Germans and Rumanians bake long, thin cakes that symbolize the Christ Child wrapped in swaddling clothes. In the Ukrainian part of Russia, cattle are given the first taste of the Christmas supper, because animals were the first to behold Christ. In parts of rural Germany, this is carried one step further—both cattle and their owners fast the day before Christmas, and eat well on Christmas Eve!

Traditional Decorations Also Vary

'Deck the halls with boughs of holly' is a traditional refrain in English and American homes, but in Spain and Italy, householders decorate with flowers instead of evergreens at Christmas time. The Christmas tree, popular throughout the U.S., Canada and northern Europe, is relatively rare in southern Europe; the *crèche*, or manger scene, usually replaces it. In Sicily, many families use Christmas trees, but they decorate them with apples and oranges instead of tinsel! This carries out an old tradition that all the trees bore fruit when Christ was born.

In England and France, the Yule log is favored; in some districts of England, whole families go to the forest to select their Yule log. Pear, olive and applewood are considered best, and tradition says that the log must be large enough to last until New Year's Day.

Perhaps the most unusual Christmas tradition of all is the one still adhered to by some Swiss romantics. These folks advise a boy or girl to visit nine different fountains and take three sips from each at the time the bells are ringing for midnight services on Christmas Eve. After this odd rite has been completed, the future husband or wife will be found standing at the door of the church and a regular courtship will begin—if the spell has worked.

We'll take mistletoe! □

ARE WE SHORTCHANGING THE GIFTED?

ALONG WITH OTHER PROFESSIONAL, business and community leaders, educators realize that the rapid changes in our society, our country and the world have brought about social demands which more than ever require the development of constructive human potentialities wherever found, and particularly in individuals of superior endowment.

The problem facing those of us responsible for guidance of today's most able children is to find methods of helping them cope with present and anticipated future conditions in society, and concurrently to help them preserve or develop personal attributes and values which have long been considered essential in our society.

If schools are to be required to intensify their educational program for the most able children, four problems must be faced: (1) guidance must be given to help teachers identify these; (2) the educational goals for these children must be clarified by school personnel, parents, and leaders in society; (3) the school environment must provide a proper climate and support the best development of the most able children; and (4) the processes used to educate them must be stimulating and productive of growth toward defined goals.

The educative process—the classroom endeavor—then becomes the end toward which our labors are ultimately directed. There are three propositions underlying the educative process as it relates to the gifted.

First, abundant evidence in educational literature¹ confirms that there is an identifiable group of youngsters, in significant numbers, whose learning potential largely transcends present school requirements.

Second, it is not idle to identify extremely bright

or talented youth and to work toward the improvement of the educational process for them, because they tend to produce advances in every phase of contemporary culture. They are people who advance human welfare, who change things rather than merely perpetuate them in their present form. They are reconstructionists of culture as distinct from mere participants.

Third, deliberate efforts by educators to find differentiated processes will yield improved education.

Therefore our aims must be to discover more of these talented youngsters; to develop their extraordinary capacities more efficiently through specifically adapted educational experiences; and to launch them into their productive adult roles earlier than the casual process of our educational system allows at present.

Let us first look at the gifted children. Is the unusually gifted child a fortunate boy or girl? How does it affect a child who is especially bright to live in a world set up mainly for minds that operate more slowly than his does? What is the best way to teach and help a gifted child who potentially may be smarter than his parents or teacher, or who has another special gift? How can the child develop to his fullest and have a happy and productive life, and contribute best to his community and country?

These are questions long asked by parents and teachers. But misunderstanding of giftedness, overcrowded classrooms, poor facilities, unsuited and misdirected school curricula, methods and programs, and educational conservatism have prevented teachers from doing much about these children who have within them the raw materials for outstanding accomplishments.

Many other people, though, would do nothing even if they could. They have expressed their feelings in no uncertain terms. "They can take care of themselves." "They're already better equipped than others to make their way." "It's undemocratic to single them out." "We have no intention of establishing an academic elite." "They now have equal opportunity in regular classes." Some people call them precocious, brilliant, talented, quiz kids, eggheads, or geniuses; others scornfully dub them peculiar, eccentric, abnormal, cracked or screwball; and they are cartooned as prodigies with oversized glasses reading amid stacks of heavy books.

Exhaustive studies reveal gifted children are more likely to be the largest, the strongest and healthiest, with good mental health, alert and happy, with wide interests.

More discriminating, they keep their minds on the subject in hand, solve problems, invent, create, improve and mature early. They are not all alike.

Fortunately, conditions for these youngsters are changing for the better. Throughout our country and in the U.S.A., more and more thoughtful educators and community leaders are recognizing what we are losing

The author recently retired as principal of a Vancouver elementary school.

by neglecting these children and they are doing something about the problem. Not only will gifted children benefit by this concern but also all other children will receive more consideration and be helped more fully to realize their capabilities.

Further, in this era of expanding and accelerating technological change and of exploding populations and knowledge, school administrators are increasingly being forced to provide for the development of the brightest minds to match the competition and contributions of the gifted in other nations and other areas of our own country.

The alternative to this development would be a continuance and acceleration of educational obsolescence and mediocrity on our national scene.

What Does Gifted Mean?

There are many definitions of gifted, some broad and some precise. Drawing from several definitions, we are calling a child gifted when he performs much better than his age-group in a way or ways that give promise of future very high level achievement or contribution. That is, a gifted child will likely become a gifted adult. In other words, the gifted are in that comparatively small group from which are likely to come our most creative and outstanding research scientists, educators, economists, jurists, inventors, statesmen, business leaders, philosophers, creative artisans and the technologists required in our society.

They are people who will advance human welfare, who will change things rather than merely perpetuate them in their present form. They are reconstructionists of culture rather than mere participants. Their presence in our schools presents the problem of educating pupils who are extraordinarily able, who are markedly deviant from those in the middle range of abilities and who will undoubtedly assume similarly deviant roles and responsibilities in adulthood.

How do we Know when a Child is Gifted?

This age of invention and mechanical progress hasn't as yet produced a Geiger counter that will tell us if a child is gifted. We have no foolproof yardstick to measure talent. We are still unable to identify with certainty those children who will make outstanding contributions when they grow up. We must use caution in our selectors, such as the IQ.

IQ's were good predictors of school success when school success was almost exclusively dependent on the dutiful recitation of predigested materials. Now, with the rewarding of independent thinking more, and of rote memory less, the predictive power of present aptitude tests declines.

However, a child's individual ability may be gauged by a combination of means: by developmental records, by observations of behavior, by high achievement, by performance, by records of parents, and by various types of intelligence and achievement tests. It is not just an IQ test, but a total gauge of the pupil's

development that indicates giftedness.

New programs for the gifted do not mean 'more of the same' with longer assignments or more books to be read within the conventional school framework. It does not mean studying a subject faster, or placing it in a lower grade. It does not mean improved teaching of standard subject matter; nor merely 'enrichment and acceleration' which are also appropriate to programs for pupils in the middle range of abilities.

I submit another well-supported proposition—that the standard curriculum, its organization and the type of experiences that are conceived for the masses, are unsuited to the gifted.³ That just as school experiences must be, and are, adjusted downward and inward for students with various types of handicaps,⁴ so must they be reconstructed upward and outward for the gifted, to form a program unique to the gifted.⁵

The concept of a unique program of experiences adjusted outward and upward for the gifted involves new subject matter, new formulations of old subject matter and an entirely different structure of the educational process. This concept implies a kind and sequence of experiences—books, assignments, teaching methods, excursions, subject-matter content, and pupil responsibilities radically different from the typical school regimen, comprised as it is of carefully isolated segments of established subject matter and school practices based upon what children in general can and cannot do.

Courses Must Be Specially Planned

The curriculum for the gifted must be just as distinct from the general curriculum as the gifted children are different from the middle class of persons.

The content of courses for the gifted must be particularized throughout the grades. Two very familiar notions are extensification and intensification. If the experience which is an extensification or intensification of the curriculum involves the development of higher mental processes, and if it serves the kind of role for which these youngsters are headed, then the experience is successful. But extensification and intensification must apply systematically across the whole curriculum. It must not be applied to single grades, or to elementary schools only. The efforts to intensify and extensify the curriculum must be systematic—and must be applied eventually throughout the whole educational system.

The limitation of space does not permit me to explore the unique program further or discuss extensively particularized objectives.⁶ However, one educational objective, namely education for reconstruction, is basic.

These students can learn normative facts and principles for themselves—facts of history, principles of biology, techniques of mathematical computation come easily to them. The teaching process must be reserved for levels of understanding that are problematic for them. The objective of the teaching-learning

process then becomes not simple learning itself, but rather learning for reconstruction—at the level at which knowledge is produced. They need to learn not so much knowledge per se, but knowledge about knowledge. Not simply the facts that have already been discovered by given modes of inquiry or methodologies, but methodologies and modes of inquiry themselves become the substance which helps gifted students in their future roles as researchers, technologists, inventors, etc.

The methods used represent a reverse-ratio in the level of classroom discourse. The ratio of teaching to self-directed learning is literally reversed because of what these pupils are and what they can do.

Teachers think they have to teach children what they want them to know, and that is the reason for their jobs. We need to provide and arrange an instructional process through which children have the privilege of teaching themselves that which teachers now unnecessarily teach them. The reverse-ratio concept allows larger amounts of time for self-directed learning and teaches teachers how to retire gracefully from the dominant focal spot in the classroom.

Where learning is teacher-directed, most of the discourse takes the character of fact-giving and fact-getting. It is descriptive as distinct from problematical. A reverse-ratio in the level of classroom discourse makes the dialog become predominately centered on questions about, the search for, the inferences and conclusions from and the applications of what is known. Bright youngsters will know or find the facts

they need to know at the appropriate level.

These illustrations of the educative process as it can and should be differentiated for the gifted, indicate that the task is difficult and the endeavor has extreme significance for our society.

The features of a successful program are many. They include the orientation of the staff, students, and eventually the community to our programs for the gifted; the development of a congenial school climate of learning; the identification of gifted and talented students; grouping and controlled flexibility of the school organization; a better understanding of mental abilities; and provisions for effective evaluation.⁷ New instruments to measure creativity, to measure the effects of anxiety, and to evaluate readiness in terms of content difficulty are also needed.

Better solutions of such administrative problems as scheduling, programming, teacher assignments and grading, to mention but a few, must be sought. All of these areas demand the attention of specially qualified teachers and of the director of programs for the gifted. This position is as important as any in education, and the rewards it will provide will be of the same measure as its importance.

Provision must be made within the provincial and local school budgets for more adequate funds to ensure success of the program. Only outstanding teachers, able to adjust their philosophy and practices to the needs and programs of gifted children, should be assigned and they should be located in a sympathetic and congenial school climate. □

References

¹Reading list available on request.

²Such sentiments have resulted in gifted pupils receiving too little attention. Special programs for gifted students are logical and essential components of any school system. Although most of the educational effort is normally and reasonably directed toward the mass of children who represent the norm, yet a democratic school system must also provide for the gifted.

Equal opportunity for all students is allegedly available in regular classes. However, equal opportunity does not mean identical opportunity. Education of the slow learner requires adaptation of standard programs for the masses downward and inward. Education for pupils of superior endowment, on the other hand, requires adaptation of programs upward and outward.

³Almost every 'old-fashioned,' progressive technique that has evolved in the history of education has been labeled as something good for the gifted.

⁴In British Columbia, various program adjustments are noted in provisions for slow learners in special classes, for emotionally disturbed children, for hard-of-hearing pupils, for pupils suffering from physical and/or mental defects, for pupils with serious reading handicaps, for New Canadian pupils learning the English language, for secondary school drop-outs, for aphasic sufferers, and for the mentally retarded. Few adjustments are made for the gifted.

⁵The higher degrees of capacity possessed by these children and the characteristics which identify them in the first place, must be involved in the kinds of experience especially designed for them.

By this criterion, those experiences proposed as special for the gifted, are, by their nature, generally unsuited to the non-gifted.

Further, the special experience proposed for the gifted, must point toward the deviant roles the gifted are expected to attain in our culture as adults—the role as reconstructionists—persons

who use existing knowledge as a basis for the invention or development of new knowledge.

By this criterion, even the better students in the middle range of abilities have little or no use for the experiences assigned to the gifted.

⁶Other important, particularized objectives would include:

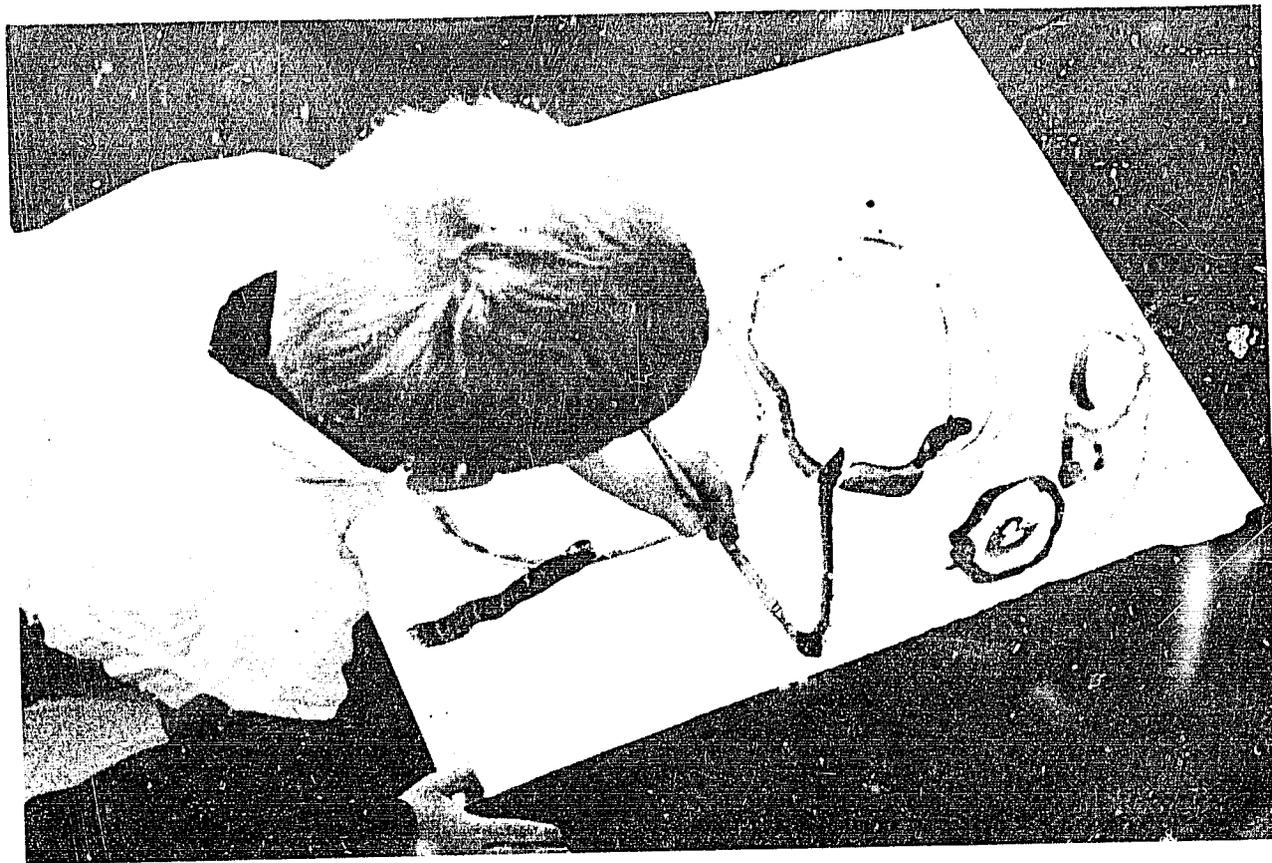
- (a) Education planned for the life-span—that is, for planning 'change'—learning new fields, etc.
- (b) Education for developing specific talents or genius; e.g., studying the peculiar essence of genius and developing it.
- (c) Education for reconstruction, discussed herein.

⁷School marks are one of the most persistently controversial aspects of programs for the gifted. Confronted with a high ability group, teachers expect high performance. Knowing, however, the unlikelihood that all members of even a very selective group will achieve as expected, these teachers are reluctant to assign A's to an entire class—even though the same students might have earned top grades in more heterogeneous classes. As soon as teachers start assigning lower grades to gifted students, program problems arise among students and/or those of their parents who are marks conscious.

They are in competition, not only with their own group, but also with the general run of capable average students who are receiving a normal distribution of marks in courses that are necessarily less demanding.

It then follows that school marks of gifted students should not be considered in distributions of marks assigned to normal classes.

Further, distributions of scores on most achievement and/or scholastic aptitude tests, commonly available, include scores of the gifted but exclude scores of sub-normal and other groups of non-normal pupils. Analyses of these distributions reveal that inclusion of the scores of the gifted concurrent with exclusion of the scores of miscellaneous groups of children at the opposite extreme results in distortion and unfair down-grading of the scores of the mass of students in the middle range of abilities.



ESTHER V. COLTON

art

AS A LANGUAGE

STUDENTS MUST LEARN the form of their language and how to use it best. Every child does not grow up to become a great writer, but the study of literature and language will help him to learn to appreciate the beauties of his own language and how to express himself clearly.

In elementary schools the use of language becomes a normal part of the child's daily routine, but words and language structure are difficult for the small child. Through art, music, drama or the dance he finds an auxiliary language he can use.

In the elementary grades art is a language, a communication of the needs and human relationships which bear upon the child's inner world. Working with art materials—the tools of the language—he develops curiosity and perception. He gains courage to look for the unexpected and unfamiliar. He learns to

discover, to make sensitive choices and independent judgments. He learns to solve problems by exploring and experimenting. In short, through the language of art he adds to his store of knowledge and improves his self-image. In discussing his new discoveries he gains in verbal acuity and self-confidence. When asked about his picture, one young boy replied, 'I thought a thought and just drew around the think.'

An illustration of a child's interpreting his art 'language' is the boy who laboriously drew a scribble in his art class. The teacher, not understanding its meaning, smiled when he brought it up to her desk. Gaining confidence the boy said, 'That's Gramma coming down the stairs.' The next day a child from another class saw the scribble on the teacher's desk and exclaimed, 'Hey, that's an old lady coming down the stairs!'

We live in a world of many different knowledges pursued in varied ways to diverse ends. Students find themselves in a mosaic of visual stimuli with or with-

Mrs. Colton, formerly a teacher of art in Vancouver, is now an Associate in Education at Simon Fraser University.

out educative virtues. The student of poetry and the student of the structure of the atom each has chosen his own goals, his own methods, his own language for talking about what he is doing and what he has discovered. Each is convinced that what he is doing is worthwhile but each has little understanding of the other's pursuits. If education should make available to students the intellectual and aesthetic resources of their culture in such a way that they become guides for intelligent action and help students create meaning from a tangled world, children must be introduced to these resources in the early years of school.

The school cannot give students everything they should know; it can only equip them to get what they need as they come to recognize the need for it. Many students do not understand their own needs, but the fundamental need of each individual, regardless of his level of mental competence, is to realize his importance and place in life. Education should be a process of essential meanings so that each individual can decide what he wants to do about the world he lives in and to what end.

The school must impart to the student the ability to communicate and to be communicated with. The language of communication need not always be a verbal one. The four major areas of knowledge are the natural sciences, mathematics, the social sciences and the humanities. In the teaching of these fields explicit attention must be given to the various modes of thought and the different uses of language incorporated in them.

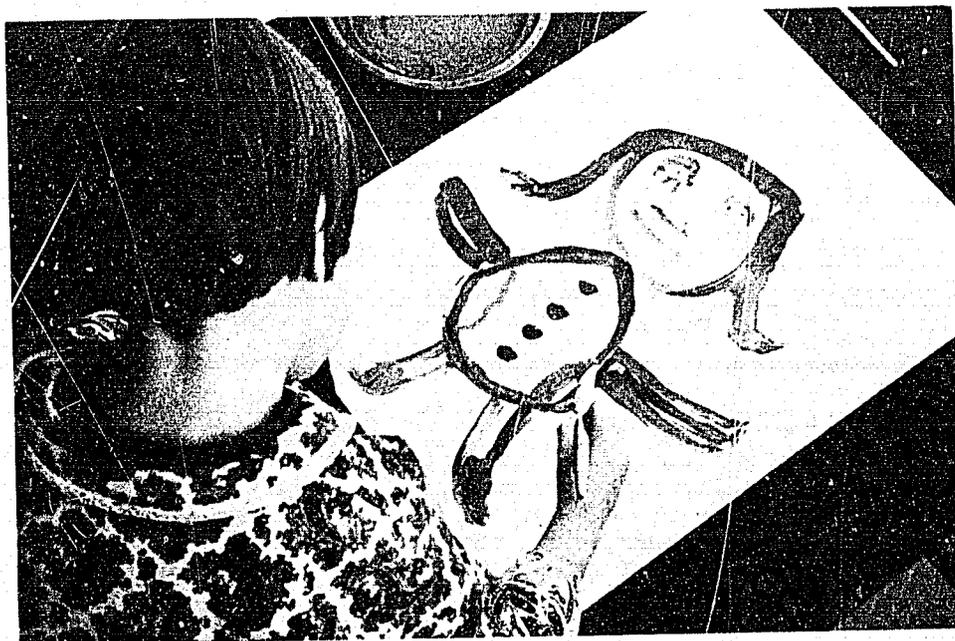
For the teacher to assess the comprehension of his students there must be communication between the two. For the young child such an avenue of com-

munication can be set up through the use of colors and manipulative materials in the art class. The volume of knowledge available today demands that we achieve greater efficiency in our attempts to assist students in finding some order in it. Moreover, we must cultivate the imaginations and sensitivities of students as well as prove their logic.

In his early years a child speaks more eloquently with drawings, colors and models than he does with words. The creative impulse and the aesthetic sense are innate in the child, says Herbert Read. He creates because he needs to, and this inner need is evident in the child before he can read or write. Visual perceptions and mental images aid verbal expression, but in every work of art there are components which cannot be verbalized, which can only be approached intuitively. An intelligent teacher accepts and respects what a child creates and does not expect him to portray reality according to adult standards.

Our society sets certain limitations upon the individual, and to live in harmony with his fellows, he must observe these limitations. Our jails and mental hospitals are filled with people who were unable to cope with these limitations and for whom the lines of communication with society have broken down. Schools expect increasingly high performance from children and youth. More and more college students, for example, are suffering from stresses and neuroses of various kinds. Failure in communication results in a vacuum, an isolation which is the root of many educational and social ills. It is desirable, therefore, that students learn at an early age to communicate by means of the various 'languages' of education.

The world becomes familiar to children through sensory and thought processes. Moments for reflection give them an opportunity to assemble and organize their ideas, which are then expressed in color.



Along with their creative experiences, children discover, explore and invent, thus developing their perception and gaining confidence in their own abilities to communicate.

At a recent medical convention in Vancouver someone asked why it was so difficult to educate young people not to smoke. One doctor replied, 'Man prides himself on being rational, but almost everything he does, he does because of his emotions. Young people are influenced by their peers whether or not their behavior is rational.'

Is education ignoring the feelings of human beings? Our feelings and emotions influence everything we do; obviously we cannot ignore them. Legitimate outlets must be found for spontaneous creative expression. Art provides such an outlet. Perception must precede the formation of concepts. Lowenfeld states that art experiences incorporate all the components of growth: the emotional, the intellectual, the physical, the perceptual, the social, the aesthetic and the creative.

The language of art can play an important role in the education of feeling and the receptive faculties, and a society that neglects these gives itself up to formless emotion.

Art deals with quality rather than quantity. Beauty is there for those who are receptive to it. If all men became automatons, Beethoven's Emperor Concerto would still be beautiful and Chartres Cathedral would still stand in its splendor, but would there be anyone capable of enjoying their beauty?

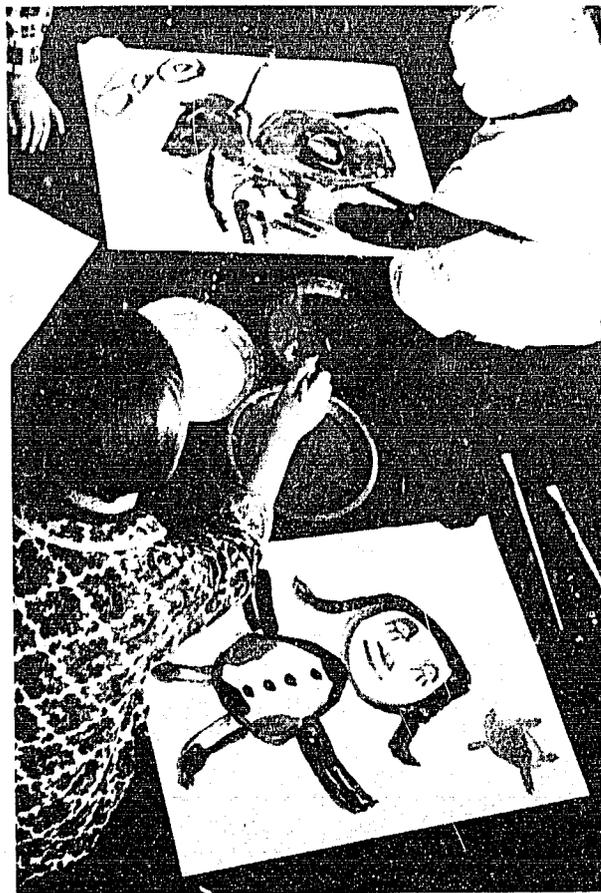
Children must be educated to grasp more than just factual material. That which we sense but do not understand must be communicated through other means, in addition to the scientific method—hence literature, the dance, music and the best of our architecture.

Language Has Many Qualities

Reading is taught so children will understand the meaning and communicative value of words. As they study language they find that it is not only words that matter, or the accuracy of the listening; the tone of voice and the frame of mind of the listener are also important elements. These are qualities of language.

Through art the child becomes more sensitive to his environment, more aware of the essential qualities of things. He gains an understanding of geometry and is able to relate it to the beautiful angular shapes of frost pictures on a window pane; the speed of sound interests him, but he can appreciate the quality of sound in music; he studies scientific facts about the sun and the planets, but the beauty of the sunset does not escape him. He has discovered in himself something resembling a sixth sense, of which he had not been conscious before.

Maholy-Nagy says, 'In the future if progressive education is to be successful, it has to correlate the verbal performance of acquired knowledge with other



means of expression such as painting, sculpture, poetry and music. Then it may better fulfil its aims.' The result would be a grasp of new imagery, a language of directness and intensity. Every healthy person has deep within him the biological capacity for developing such a language. Every normally healthy person can articulate the material of the musician, painter and sculptor just as he can articulate language, the material of the speaker.

Children sign, draw, paint, and dance spontaneously from inner necessity. Without emotional articulation and expression, life becomes one great frustration. Schools must know the technique of developing this natural equipment in the most formative years of youth. Untrained and unsympathetic teachers merely pass on to the children their own stereotypes.

If the keynotes in education are experiment, analysis, and discovery, rather than blind obedience and imitation, the child must not be sacrificed to the group. In art he becomes aware of the wholeness of the group and the group becomes aware of the uniqueness of the individual.

We seek the person who is original, inventive and atypical. The development of personality is desirable for itself. □

Reading list available on request.

LET'S STOP IGNORING

S. R. LAYCOCK

SEX EDUCATION

SEX EDUCATION IN CANADA is riding the crest of a wave of popular interest. An address or panel discussion on sex education attracts swarms of reporters eager to seize on any sensational aspect they can discover.

At a more serious level, high public interest is expressed in the recent organization in Canada and the United States of Sex Information and Education Councils (SIECCAN and SIECUS). The boards of directors of these organizations consist of top-level personnel from the fields of medicine, psychiatry, nursing, psychology, social work, law, the church and education, although medical personnel seem to be the most active leaders.

Since 1964 there has been a rapidly increasing number of publications in the field of sex education.

Teachers have no choice but to be interested in sex education. First, sex education *is* education and, as professional educators, teachers are necessarily concerned with what happens to an important aspect of their pupils' development. Second, schools are inevitably involved in sex education whether they like it or not. Through its direct teaching of biology, health, physical education, English and social studies, and through provision of guidance services, as well as through teachers' unspoken attitudes to sex, the school is a major factor in determining pupils' attitudes to

Dr. Laycock, who is well known for his many books and articles on educational matters, has written for the magazine previously.

this topic. Third, schools, especially secondary schools, have to be concerned with the relationships of the sexes in both class and extra-class activities. Often, too, they are called upon to make decisions about whether or not pregnant girls and married adolescents should attend regular classes.

The current view held by the public with regard to sex education is often of a 'fire-prevention' type. Sex education is viewed as the imparting of such physiological facts as will prevent unwanted pregnancies and venereal disease. To this objective there is sometimes added the prevention of such anxiety as may be associated with masturbation, menstruation, and nocturnal emissions as well as protection from sexual pervers. Throwing over the sexual restraints of the past, many citizens regard sex education merely as a way of making premarital and extramarital sex free from both practical inconvenience and feelings of guilt.

Physiological Information Is Important

It is true that facts regarding the anatomy and physiology of sex are important. Ignorance here, as in other fields, breeds misconceptions, anxieties and irresponsible behavior. A young child is entitled to understand the physiological facts of reproduction. He needs to understand where babies come from, what being born means, and the father's part in reproduction. Later, in pre-adolescence and early adolescence, boys and girls need to understand what is happening to their bodies and the facts of early and late maturing, masturbation, menstruation, and seminal emissions. The adolescent does need to know about the nature and intensity of the sex urge and the problems associated with contraception, abortion, and venereal disease. Children and adolescents, as growing human beings, are entitled to such knowledge.

Where sex education falls down is in giving young people a partial view of sex as consisting merely of a strong biological urge which demands relief from glandular tension. To be complete, sex education must

treat sexuality as a part of the total personality of the individual, in which psychological needs and sociological factors often play a highly important, if not crucial, part. If we are to expect responsible sex behavior from adolescents, they need to understand the varied motives and the social implications which enter into sex behavior.

Psychologists stress the important role which psychological needs play in all human behavior. These needs include the need to love and be loved, to belong, to be independent, to achieve, to win approval, to feel adequate and worthy, and to achieve self-realization. These needs may be expressed in sex behavior in hunger for affection, the desire to conform, status-seeking and prestige, manipulating and exploiting others, trapping and hunting as a game, competition, and enticement and seduction, as well as in humbling and punishing others.

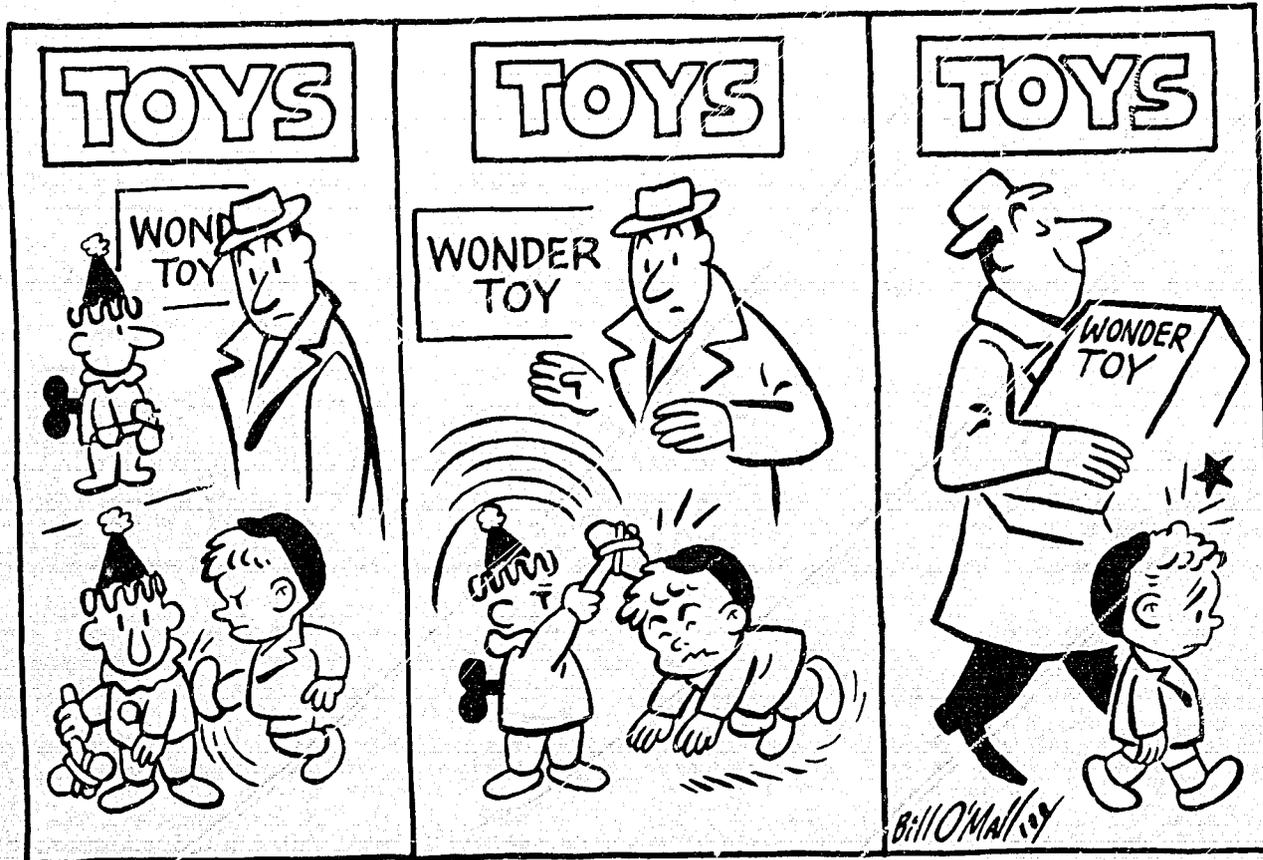
Conformity is a major factor in adolescent sex behavior. Kirkendall interviewed 200 college men who had had premarital sex experience. He found that a considerable proportion of these had had their first experience in houses of prostitution to which they went in gangs, urging each other on and calling anyone 'chicken' who did not carry through. Afterwards, although many had found the experience disappointing, they boasted of it and embellished it in order to

appear 'big shots' to their fellows. Kirkendall also found that 'pick-up' or 'casual sex' was often a hunting and trapping game in which 'conquests' were an important feature.

Many adolescents engage in sex merely because they consider it an adult activity and want to prove that they are 'he-men' or 'sophisticated women.' Some adolescent girls engage in sex as a gesture of independence from or defiance of their parents.

The need to love and be loved is a major aspect of both responsible and irresponsible sex behavior. Family life experts continually emphasize that tender emotion and genuine concern for the happiness and welfare (long-range as well as short-range welfare) of the partner is at the very heart and core of a satisfactory sex experience. This is the kind of intimacy characteristic of true love, as opposed to infatuation, and is at the basis of a creative man-woman relationship.

Youth needs to know that casual sex and prostitution are disappointing experiences. The 'Don Juans' and prostitutes are not so much oversexed as emotionally starved or emotionally blunted individuals. A very large proportion come from homes where they were denied affection and are either making a spurious bid for it, or, having never received love, are incapable of giving it.



Young people need to understand that sex behavior (aside from masturbation) is a matter of human relationships which affect the lives of other people—not only of the sex partner but also of parents, friends, and the child born out of wedlock or from a forced marriage. In addition, health and welfare agencies (and the taxpayer) are necessarily concerned with irresponsible sex behavior. John Donne's words that 'no man is an island; each is a part of the main,' mean that no adolescent can say, 'It's my own life, I can do what I like with it.'

Self-realization Is a Basic Human Need

Many psychologists emphasize self-realization as a basic human need. Adolescents need to know that the type of enduring man-woman relationship that leads to self-fulfillment and self-realization of the total personality cannot be built in a moment, or even in the ordinary social activities of dating. Dr. Calderone, Executive Director of SIECUS, in an address to Vassar College freshmen, pointed out that an enduring relationship can be built only when three conditions are present—confidentiality, empathy and trust. These conditions can be created only when real love (rather than infatuation) is present and only through such shared living of joys and sorrows, failures and successes as occur in the marriage relationship. Indeed, marriage counsellors stress the fact that the marriage relationship only begins with the marriage ceremony and has to be built and worked on throughout life.

Young people are unconsciously seeking this kind of enduring relationship which leads to self-fulfillment and self-realization. For great numbers of young people, both premarital sex and marriage itself mean only frustration and disappointment. They deserve better than this.

To be adequate, sex education must be a part of family life education which includes preparation for the building of a more satisfying man-woman relationship than casual sex can afford. This type of education must include discussion of the factors involved in the choice of a mate and in the purpose of the engagement period as well as of the elements that go into the building of a happy marriage. Much excellent material is available (e.g., Bowman's *Marriage for Moderns*, 1965 edition; Landis's *Building a Successful Marriage*, 1963 edition; Duvall and Hill's *When You Marry*).

There Are Standards Of Sex Behavior

Present-day society, having thrown over to a considerable degree authoritarian religious standards, is busily trying to forget that there are moral and ethical principles involved in sex behavior as there are in all the relationships of human beings with each other. These principles are both negative and positive.

Negatively, our civilization is built on the principle that we do not for our own pleasure or profit exploit

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other people in business and friendship, on the streets or highways or in community living. There are many legal regulations which restrict exploitation of others—laws which regulate business dealings, traffic, behavior in public places, offenses against persons and property.

Aside from legal penalties, most of the great religions of the world have stressed, in one way or another, the Golden Rule. In philosophy, Kant stated, 'Never treat people as means: always treat them as ends.' In addition, our whole democratic system is based on the dignity and rights of the individual.

Young people need to know that exploitive sex behavior cheats both the exploiter and the exploited.

Seeking The Positive Welfare Of Others

Our civilization is built on the Judeo-Christian ethic of acting toward others in ways which promote their best good. If Christianity is shorn of all its dogma, the principle of love, as the most constructive force in the universe, stands out as basic. Love demands that we act in a way that will contribute to a sense of adequacy in the other person. Indeed, Christianity goes further and claims that it is only by serving and loving others that an individual can find fulfillment for himself. A sound sex education should help young people to choose standards of sex behavior which will make for self-realization for both self and partner.

Today's adolescents are searching for ideals by which to live. They need the opportunity which a good program of sex education should give them, to sort out standards of sex behavior as a part of their search for the good life in all its aspects.

The above point of view is not 'pie in the sky.' In his search for a civilized way of living with his fellows, man still encounters problems of business dishonesty, political corruption, crime, delinquency, illegitimacy, divorce and, at the international level, the threat of all-out atomic war. However, this does not mean that man does not strive for a better way. This is true also of sex behavior. Young people need a chance to see sex in a larger context than at the animal level of casual and promiscuous sex behavior.

Who Should Be Responsible For Sex Education?

The problem of the relative roles of the home, the school, the church and community agencies cannot be considered here. I believe that, for adolescents at least, the school must undertake a greater share of sex education. If it does, specially selected teachers who have wholesome (neither vulgar nor prudish) attitudes to sex will be required. Knowledge of the physiological aspects of sex will not be enough for such teachers. Rather, their training should include study of the psychological and sociological aspects of sex as well as the factors which make for good family living. Above all, the teacher in sex education must be able to relate to adolescents in such a way that frank group discussion is possible. □

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Education being the apprenticeship of life, no boy or girl, no man or woman will ever be in any proper sense an exemplary human being until the pearls of wisdom imparted by the patient teacher have been absorbed and put to use in proper perspective and the manner intended.

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COVER STORY

ONE OF THE CONDITIONS under which British Columbia entered Confederation was that the Dominion Government should start a railroad within two years and complete it within ten so that a trade route connecting B.C. with eastern Canada would become a reality. This was a difficult and expensive project and was not completed in the agreed time.

The picture shows a construction gang with Chinese laborers at work blasting and leveling the right-of-

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Answers to Correspondents

THIS IS THE TIME of the year when I clear out the files and throw out most of the notes, reminders and clippings of the past ten months, hoping to clear the desk.

So it was that I found some notes made last June in answer to a couple of letters which appeared following my piece on the use of jargon. I hate to waste notes, so here are the delayed replies:

A.D.: Sorry I can't agree with you on the need for what you call Necessary Jargon. Jargon is jargon no matter how thinly disguised, and by its very nature is deliberately insincere and misleading. I find particularly annoying the variety found in many professional English journals, loaded with clumsy circumlocutions, ham-handed pedantic humor ('I-know-we-

are tremendously - clever - fellows, - but - underneath - it - all we - are - just - plain - folks - at - heart - ho - ho - ho - ho.') and scholarly allusions dragged in by the scruff, whether they are needed or not. And a little self-deprecation goes a long, long way.

P.H.B.: My experience on the staff of a Vancouver daily many years ago taught me one thing about editing—that it is important not to sacrifice the writer's original meaning and style for the sake of compression. The intent must be preserved. I agree that the piece in question could have been improved by some pruning here and there—who isn't carelessly wordy at times?—but find your editing inept by newspaper standards. For example, your substitution of 'scho-

lars' for 'those operating at the higher levels of English' changes my meaning. These characters are *not* scholars in my sense of the word at all.

'Embellish,' according to my dictionary, means among other things, 'to beautify, to adorn, to improve,' which is not what I had in mind when I said 'dress up the simplest idea in ponderous pedantic prose.' The two expressions are not synonymous. And I particularly wanted the elephantine touch suggested by the alliteration in the adjectives. Compression can change any piece of writing out of all recognition. Shakespeare's 29th Sonnet could be expressed, 'When I feel bad I think of you and then I feel good,' but somehow the flavor is lost.

The nature of our work inclines us toward a sort of fussy preoccupation with the mechanics of language, sometimes to the detriment of the content, and intent. I like to think that the latter is more important. □

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A Reply to Mr. Hampson

Vancouver, B.C.

Sir,

I would like to congratulate you for having found space in your September-October issue for Eric Hampson's provocative article, 'One Approach to Helping the Retarded.' The author is obviously experienced in his work and one can also appreciate the lack of equivocation in the views which he states with such refreshing clarity.

At the same time, however, there is no denying the fact that mental retardation, as an exceedingly complex subject, invites a range of opinion, a range which, in my case, leads me to take gentle exception to a few of Mr. Hampson's basic contentions.

I wish I could be as one with the author in his statement that 'Retardation is due to poor native endowment.' My wish would likely be mirrored by colleagues all around the world who are concerned about mental retardation and who are as vexed as I am about its cause or causes.

Sadly enough there is very little consensus when it comes to the etiology of retardation, and for the proof of that one has only to consult a small sample of the great number of respectable but contradictory or inconclusive research reports which exist in any good contemporary professional library. On the other hand, if Mr. Hampson has valid, reliable data to substantiate his position, I for one would give

my right arm to see it. In the absence of such data I support the author's later statement: 'It is necessary to exercise caution when trying to establish the causes of inadequate performance in school.'

While there may be some truth in Mr. Hampson's contention that 'Special education for the retarded is different in amount, in scope, and in depth from the normal curricula,' I do not feel that such a statement should be construed to mean that there is sound objective evidence to prove why this should be so. In fact, there is much highly respectable evidence that those who the author says fall in the range of tested intelligence 'typical of a class for slow learners,' i.e., 65-80 I.Q., do no better—and in some cases not as well—as their intellectual peers in regular classes. Under the circumstances one could and should question why 'Special education for the retarded is different in amount, in scope and in

depth from the normal curricula.' The bald fact is that this statement and others of its ilk have never been put to proper research tests in B.C.

To say, as the author does, that 'The retarded child has limitations in the entire range of abilities' is to open a very large can of worms indeed. Aside from the research evidence which refutes the quotation, there are any number of fundamental questions about why students in the tested intelligence range which Mr. Hampson favors actually produce as they do. Is it because of 'poor native endowment'—i.e., heredity—as Mr. Hampson states in another place, or is it that we must also take into account cultural and social factors, together with their psychological and personality concomitants, as well as the built-in bias of our traditional conservative middle-class educational system?

While it is obvious that many in B.C. are accustomed to making

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Mrs. Marion M. Daly	Vancouver	October 6
Frank Charles Dey	Coquitlam	October 5
Mrs. Constance Sigrist	Vancouver	November 1
Mrs. Norah A. Wilton	Vancouver Island West	September 25
Retired Teachers	Last Taught In	Passed Away
Miss Emily Beattie	Victoria	September 24
David deWolf	Vancouver	October 16
Miss Blanche E. Galbraith	Vancouver	October 6

**TEACH IN CANADA'S
NORTHLAND!**
PRESENT SALARY SCALE
\$4,440 to \$11,640
(Depending upon qualifications
and Experience)

	Minimum	Maximum
Level 1	\$4,440	\$ 6,840
Level 2	4,800	7,500
Level 3	5,280	8,250
Level 4	6,480	10,380
Level 5	6,960	11,160
Level 6	7,440	11,640

Annual increments of \$240 to \$300 per annum according to level

PLUS: Special Northern Allowance of \$528 to \$2,100 (depending upon location and marital status); Extra duty allowance and Departmental Administrator's allowance in certain communities; Administrative and Supervisory Allowances for Principals (\$300 - \$4,375); Assistant Principals (\$150 - \$1,100); Teachers in one-room schools (\$200); Bonus of \$300 per annum for Home Economics, Commercial and Industrial Arts Specialists.

POSITIONS AVAILABLE: Commencing September 1967: Teaching positions in schools with one to 48 teachers; Principalships, Vice-Principalships, Teachers for Industrial Arts, Home Economics, Commercial, Physical Education and Teacher-Librarians.

QUALIFICATIONS:

- (a) Elementary — A first class Teaching Certificate.
- (b) Secondary — Certificate equivalent to basic requirement in provincial secondary schools.

DUTIES: In addition to regular teaching duties, teachers will have challenging opportunities to provide leadership and service in a variety of community activities and adult education programs.

TERMS OF EMPLOYMENT:

- (a) Subsidized transportation for holidays once per year.
- (b) Transportation costs are paid from place of recruitment to place of appointment in northern Canada. Return transportation costs are paid on separation provided the teacher has served at least one academic year.
- (c) Furnished housing, including heat and electricity available at reasonable rent. Because of local needs for technicians, tradesmen and labourers, married accommodation is not available for married women teachers whose husbands are employable.
- (d) Rations supplied at cost in centres where there are no commercial suppliers.
- (e) Allowances equal to half pay for approved educational leave.
- (f) Pension plan, Group Medical-Surgical Plan and other benefits.

DETAILED INFORMATION:

For a copy of "Teach in Canada's Northland" and application forms, write to:

Education Division,
Northern Administration Branch,
Department of Indian Affairs and
Northern Development,
Centennial Tower,
Ottawa, Ontario.

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one-to-one relationship statements—and being comfortable with such relationships—it is nonetheless saddening to see these statements, when in other parts of the world such important human questions as those of mental retardation are the object of vital, new, promising, multi-dimensional research and experimentation.

I am quite in sympathy with the author in his frustration respecting team evaluation and the flow of information, especially as I have had similar experience myself as a special class teacher. In later years, however, when I was working with the schools in public health and mental health capacities, it became clear to me that teachers are frequently at the end of the 'pecking order' among the helping professions principally because they have failed to gain the respect of associated professions on the basis of their clear command of contemporary behavioral knowledge, skill and research.

True enough, there are administrative and organizational problems when it comes to inter-professional team service—not the least of which is the essential need for periodic re-evaluation of the child and his 'operation order,' a vital matter which the author seems to have overlooked—but in my opinion these problems are easily solved if school officials have any real appreciation for the resource they are using.

J. D. MCGANN,
Assistant Professor of
Special Education, UBC.

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University of
British Columbia**

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Applications should be submitted by February 15, 1967, to Dr. H. L. Stein, Director of Graduate Studies, Faculty of Education, University of British Columbia, Vancouver 8, B.C., and should be accompanied by transcripts and at least two letters of reference indicating potential for graduate study.

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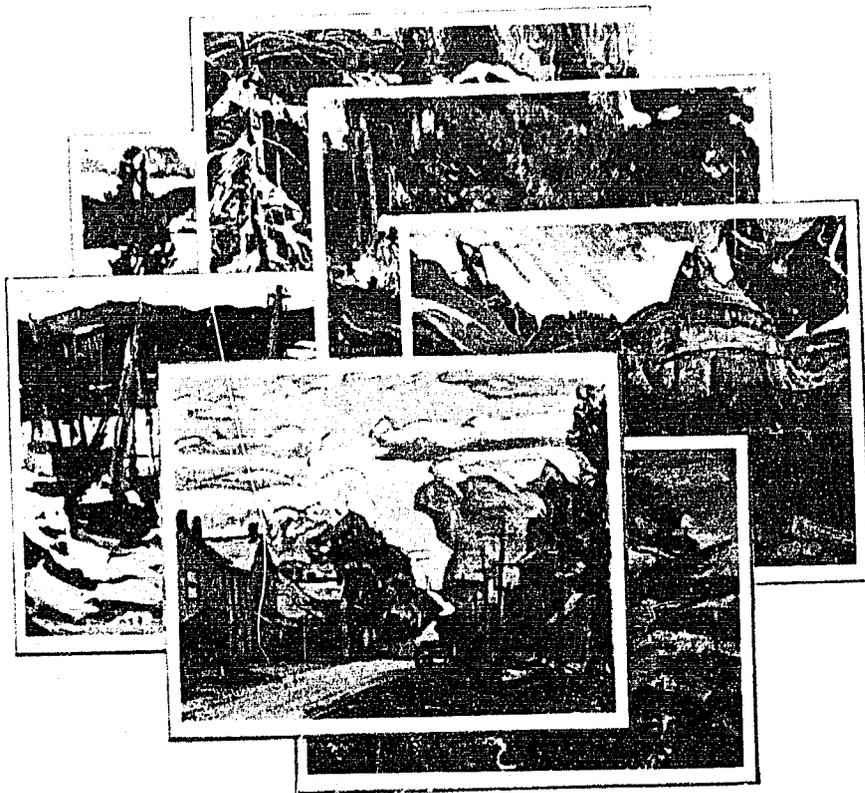


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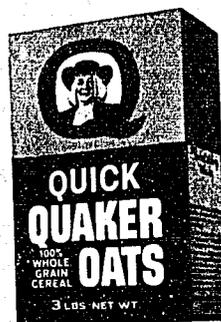
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