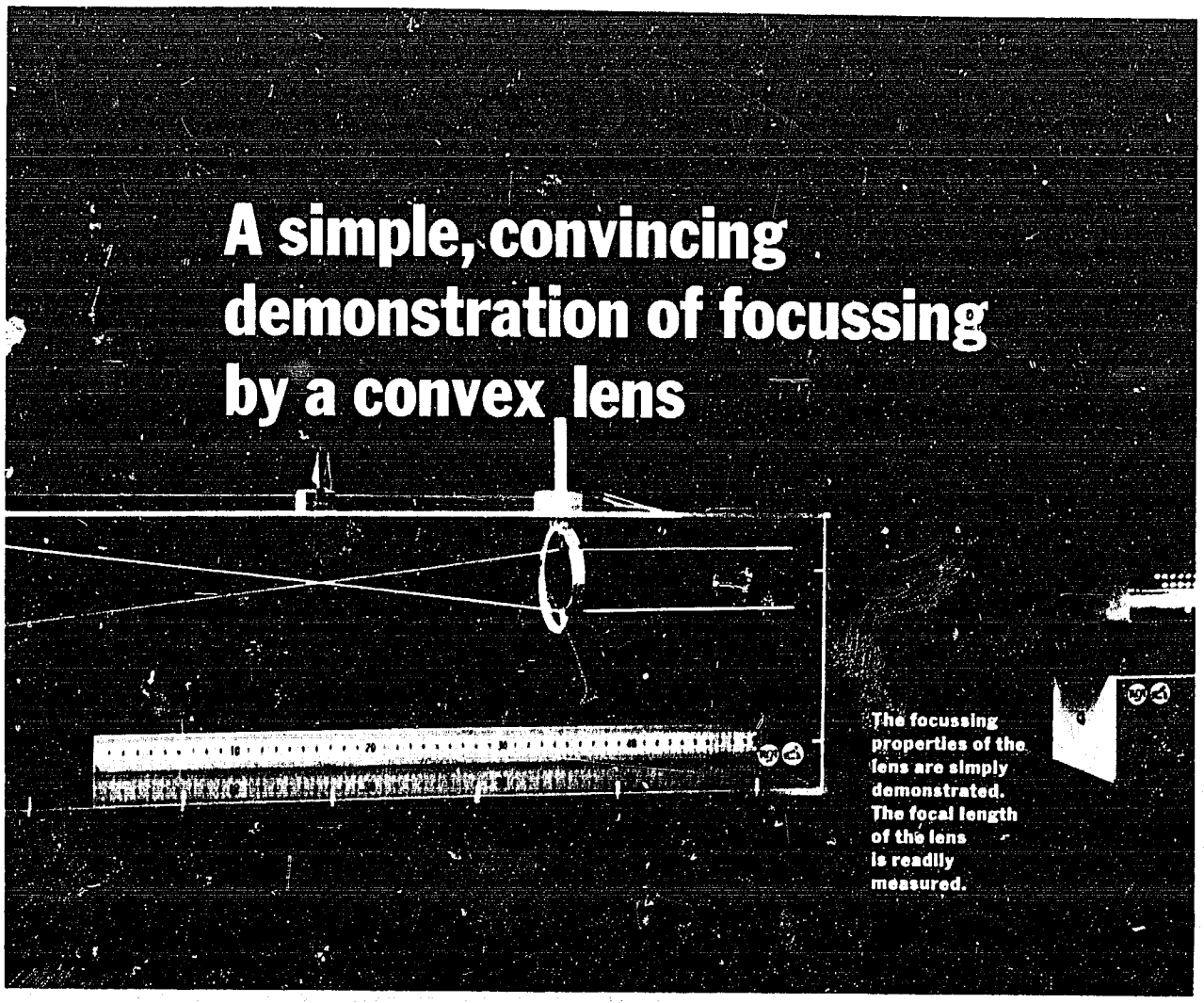

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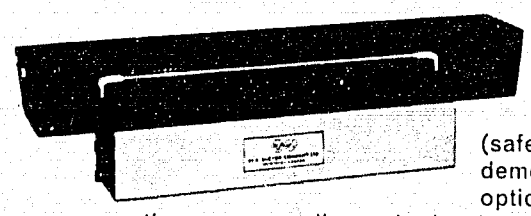

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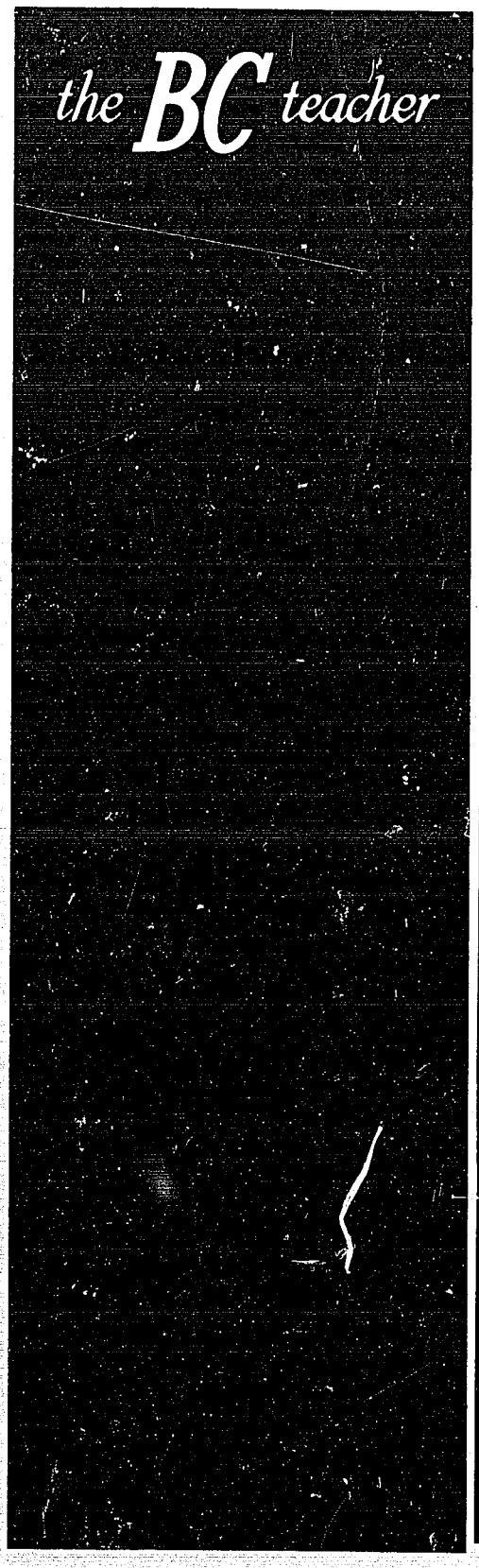

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COVER PICTURE
This month's cover picture, entitled 'United Empire Loyalists,' was painted by J. D. Kelly for the Confederation Life Collection. It has been reproduced as a mural in the New Brunswick Room of Toronto's Royal York Hotel. The text of the cover story was also supplied by the Confederation Life Association.

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Introduction to Adult Education
Remedial Reading
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Topics in Geometry
Physical Optics
Theory of Personality
Vertebrate Zoology
Plant Physiology
Classical Archaeology
Principles of Economics
Adolescent Psychology
History of Canadian Education
History of Art
Geography of Europe
Interior Design
History of Music
Democratic Government & Politics
Third Year Russian
Approaches to Poetry

A full statement of all Summer Session offerings with full course descriptions may be obtained from the Registrar on request.

Dates and Registration Regulations: The last day for registration of new students is April 1. The last day for registration of former students is May 1. The penalty for late registration at the University of British Columbia is $20. No registrations are accepted after June 1st.

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For further information and application forms for non-credit programs please write to:

Summer Program in Continuing Education
Department of University Extension
University of British Columbia, Vancouver 8, B.C.

by J. A. FINDLAY, Past Chairman
BCTF School Mental Health Committee

MENTAL HEALTH IS VITAL TO LEARNING

THE FACT THAT THE EDITORS have seen fit to devote a whole issue of *The B. C. Teacher* to the question of mental health is encouraging indeed, and suggests that educators have moved a considerable distance from the approach to children's problems which was in vogue when I started teaching. The theory then was that there was a direct link between the child's anatomy and his psyche, and therefore the school's treatment of behavior or learning problems consisted chiefly of appropriate physiotherapy. Even then there were some teachers who had misgivings about the suitability of this technique, but their alternative was usually limited to a 'pull-up-your-socks' type of counselling.

In recent years there has been a more general realization among teachers that children's lack of academic progress or their inappropriate behavior may result from factors other than original sin, slothfulness, stupidity, or outright perversity. This is often a painful realization, for, as one teacher put it, 'Nothing is black and white any more; everything is various shades of grey.'

One of the grey areas which is beginning to come more sharply into focus has to do with the significance of a child's attitude toward learning, himself, his classmates, his teachers, and his parents. A considerable amount of evidence exists to suggest that there is a more direct relationship between attitudes and success than there is between aptitude and success. For example, one district-wide survey of Grade 3 pupils revealed that from 45% to 70% of children who had repeated a year at the primary level had average or better ability. Another longitudinal study suggested that individually administered personality tests were a better predictor of academic success than were individual intelligence tests. The same situation is found in industry, where numerous research projects have listed the most common causes of employee discharge as poor work habits and unsatisfactory relationships with fellow workers and bosses, rather than lack of skill at the job.

Teachers are beginning to realize also that they do not have all the answers to learning problems and that they must turn for advice and assistance to other professions which are also interested in the development and welfare of children. This concept, which is receiving considerable attention at the moment, goes under the rather pretentious title of the 'multi-disciplinary approach.' This came out very strongly at the Second Canadian Conference on Children held recently in Montreal. Among the conclusions of the conference were the following:

1. Any problems which impede a child's progress to maturity cannot be solved by one professional group alone; therefore health is not solely a problem for the physician, education is not only the terrain of the professional teacher, welfare is not the sole prerogative of the social worker.
2. Multi-disciplinary working groups must be formed.
3. Greater imagination is required in the deployment of professional personnel, especially since it appears unlikely that it will be possible to prepare a sufficient number of professionals to meet the needs of children in the future. In this connection, semi-professional and non-professional individuals with appropriate training will have to be used.

Because of the teacher's vested interest in education, however, it will be much easier for him to pay lip service to these ideas than it will be for him to help

bring them into practice. It is not enough for him to say to the psychiatrist, psychologist or social worker, 'Take this child from my classroom, cure him, return him to me, and then I will teach him.' A genuine team approach will require the teacher to accept other professionals, semi-professionals and even non-professionals into the school, and even into his classroom, as full partners in the educational process.

The implication of this is that teachers must fully recognize the importance of mental health in education and should be prepared to do everything possible to ensure that each child becomes an effective learner. Equally important is that educators, in their attempts to adjust the child to the school, do not lose sight of the desirability in many instances of adjusting the school to the child. Once again, it is easier to make this statement than it is for the average school to act on it.

Sociologists tell us that the school system's chief purpose is to pass on to succeeding generations our cultural heritage. As such, it is probably fair to state that the system tends to try to preserve the status quo and therefore, by nature, is resistant to change. Examination of many school systems in terms of curriculum, organization, staff utilization, and even the buildings themselves, reveals a rigidity which tends to defeat any efforts to adjust either the child or the school. One author has listed the Three R's of the hidden curriculum as Rules, Regulations and Routines, and has made a strong case that more students fail in school as a result of their inability to cope with the hidden curriculum than as a result of their lack of success with the traditional Three R's.

Finally, teachers and educational administrators and authorities are beginning to realize the significance of the mental health of the teacher himself. The implications here are very broad and include such areas as teacher recruitment and training, remuneration and job status, and most important, general working conditions.

The application to school systems of what is already known about mental health could solve many children's learning problems which frustrate teachers today. Cost is usually quoted as a deterrent, and yet it should be obvious that the provision of adequate educational facilities would more than pay for itself in comparison with the present cost to the community of the inadequate education of a fairly large percentage of the population. Of course, the latter cost is not directly connected with the school mill rate, and thus appears to have no relevance to either the taxpayer or the school trustee. The basis of educational finance is usually advanced as an excuse for lack of action at the school district level.

While it is undoubtedly true that the present method leaves much to be desired, it is equally true that the average taxpayer still spends more money on liquor than on the education of his children, and I cannot become too concerned about the rising costs of education while this situation persists. If school boards cannot overcome their aversion to non-shareable costs and if they simply sit and wait until senior governments institute all the necessary procedures, the day that every child is given true equality of educational opportunity will be a long time in coming. □

Call To Meeting and Notice of Extraordinary Resolutions

TAKE NOTICE that the fifty-first Annual General Meeting of the British Columbia Teachers' Federation will be held at the Bayshore Inn in the City of Vancouver, commencing on Monday, March 27, 1967 at 9:30 a.m., and continuing until Wednesday, March 29, 1967 at 10:00 p.m.

AND TAKE NOTICE that at the said Annual General Meeting the following amendments to the Constitution and By-Laws of the Federation will be proposed as Extraordinary Resolutions:

1. That the heading for Section 36 be changed to 'Official Publications.'
2. That Subsection 36(1) be renumbered 36(1)(a).
3. That a new Subsection 36(1)(b) be added as follows:

36(1)(b) The Federation shall, upon instruction of the Executive Committee, publish at regular intervals a newsletter to be known as the *BCTF Newsletter.*

4. That Subsection 36(3)(a) be amended by substituting the words 'official publications authorized in Subsection (1) of this Section' for the words *'The B.C. Teacher.'*
5. That Sections 9, 13(2), 20, 23(2), 26, 34(2) and 35(2) be amended by adding the words 'or the *BCTF Newsletter*' after the words *'The B.C. Teacher.'*
6. That Section 9 be amended by deleting the second paragraph thereof and substituting two paragraphs as follows:

'Other nominations shall be accepted if in each case the nomination is designated by resolution of a Local Association or District Council, or bears the signatures of at least 10 members in good standing, and is received at the office of the Federation by January 31.

'All of the foregoing nominations shall be published in *The B.C. Teacher* or the *BCTF Newsletter* before the date of the Annual General Meeting.'

C. D. OVANS, General Secretary

A Posed Illustration.

ITEM: JIM, A GRADE 8 PUPIL, was achieving away below his indicated ability level. Eventually he was caught stealing articles of equipment from the Industrial Arts shop. Subsequent investigation of Jim's background revealed he had been caught stealing from stores uptown on more than one occasion; that he was given to lying and, even at the age of 14, was still bedwetting. Further investigation revealed that he had first stolen from an uptown 15c store at about the age of eight. Interviews with his parents indicated that this had made his parents feel so ashamed of having produced such a son that they had unconsciously rejected him, which in turn led to further thefts and delinquent behavior, thereby reinforcing parental rejection.

Item: Mary, a Grade 6 student, was classified as dull normal and placed in a special class. She suffered from a bad case of eczema which became more severe whenever she was faced with emotional stresses. Despite tests for hundreds of possible allergies, doctors were not able to cure the eczema. The eczema had first shown itself at the age of three. Investigation indicated that the girl was, for some reason, suffering from a lack of self-confidence and from feelings of inferiority. The rhythm of her behavior gave evidence of schizoid tendencies. An analysis of her home background indicated emotional instability in the home and the distinct possibility of the girl having received a traumatic shock in the pre-school years which had become a block to normal learning.

Item: Murray, a 16-year-old-boy in Grade 10, was getting failing grades. He had grown quickly during the year and appeared lethargic and listless. He had been caught damaging school property without apparent motive. On investigation, it became clear that he was a very confused boy because of an inconsistent approach to discipline on the part of his parents. His father was extremely harsh and frequently took a large leather belt to him. His mother, on the other hand, tended to overprotect him and shield him from his father. The boy had consequently developed a stubborn, rebellious attitude toward his father and in the boy's eyes, teachers were quite obviously fathers too.

In the past the school's solution to such problem students has been, more often than not, to be rid of them through the mechanism of repeated grade failure. They simply became drop-outs. In short, they were considered no concern of the school. Indeed, both the

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The author is principal of McKim Jr. Secondary School in Kimberley.

Anyone who thinks that mental health is no concern of the school and that lack of achievement is a form of laziness or moral delinquency is thinking in very primitive terms.

L. H. GARSTIN

THE *TROUBLED* CHILD

HOW CAN HE PROGRESS IN SCHOOL?

public and the school considered them either as cursed with the sin of laziness or, for other reasons, incapable of profiting from an education and therefore better out of the school than in it.

Today the situation is changing. Employment opportunities come more and more to depend on obtaining an education to Grade 12, in many cases followed by some form of post-school training. In 1960 Grade 12 enrollment was 55% of the earlier enrollment in elementary grades. Now the figure has risen to 75%. These figures no doubt reflect, in part, changes in family allowance regulations, but they also reflect the determination of parents to give their children the fullest vocational opportunities possible in a society that has little place for the half-trained, and a growing sense of responsibility for such pupils on the part of the school.

Those in charge of the schools are also changing their views. They are increasingly concerned about providing for individual differences. The search for new techniques and new approaches to instruction and school organization patterns, the campaign for counsellors at the elementary school level, and the new programs at the secondary level are all evidence of this.

Unfortunately there are still some (a rapidly decreasing number, be it granted), particularly at the secondary school level, who maintain that while it is a pity there are students with mental and emotional problems, such problems are no concern of the school. They continue to believe that psychological and intellectual aspects of personality can be divorced and that the student brings only his intellectual faculties into the classroom or at least ought to know enough to leave the emotive side of his nature at the school door. When the scholastic manna the instructor so lovingly offers is either rejected or ignored, he becomes filled with self-righteous moral indignation at the little demons who won't perform to his expectations. He fails to realize that mental health is a pre-requisite of satisfactory school achievement; that emotional well-being is essential to adequate intellectual functioning, at least in terms of what the school considers to be adequate intellectual activity.

In terms of instructional accomplishments, it pays dividends to be aware of the nature of the whole student and to be concerned about his emotional and mental health. To take whatever steps are possible within the school environment to assist pupils achieve satisfactory emotional and mental health and to seek the co-operation of other agencies in this is but enlightened self-interest for the instructor. And is there not a moral obligation to do so? *Are* we our brother's

keeper? Or should we, so to speak, pass by on the other side?

Naturally, the school cannot hope to take on the task of psychological therapeutics to any intensive extent. It can, however, do much to identify incipient mental and emotional problem cases, usually evident in poor or failing grades. It can, by its manner of dealing with the mentally and emotionally disturbed, avoid aggravating these problems. And it can actively pursue a policy of encouraging the development of such extra-school agencies as child guidance clinics, psychological services and post-clinic assessment follow-up services.

It has been found, for example, that teachers who make a point of getting to know their pupils and their backgrounds thoroughly and have developed skills in detecting mental and emotional upsets and in dealing with them in the classroom, have pupils who make greater school progress than do the teachers who ignore everything except their subject matter specialty and look upon the intellect as a sort of disembodied entity divorced from the person of the pupil as a whole.

Granted, teachers are faced with a pupil-load too heavy to do a truly effective job in this regard. Nevertheless, this should be no reason for sitting down and doing nothing or ignoring the problem. The school should surely do the best it can under the circumstances and, meanwhile, agitate consistently and vociferously for conditions which will enable it to do the job considerably better.

Again, schools, instead of bemoaning the lack of extra-school assistance in the matter, can actively go out and seek it. Some B.C. schools have done just this. They have taken the lead in setting up health and welfare committees with representatives from public health, social welfare and other agencies capable of giving extra-school assistance. Through such committees emotionally disturbed children are assessed and referred to child guidance clinics or other appropriate sources for guidance and treatment.

Nearly four years of experience as chairman of one of these committees has convinced me of their value. It has also brought to light some of the more basic problems connected with the entire area of pupil mental health:

In most of the more severe cases, the causes are deep-rooted, going back to the pre-school and pre-adolescent years—indicating a need for some mechanism for *much earlier detection of mental disturbance* and, what is most important, *adequate and readily available facilities for much earlier treatment.*

A large number of cases stem from ignorance of the mechanisms of inter-personal family relations, particularly parent-child relations, on the part of obviously sincere and well-meaning parents. This is a state of affairs likely to continue as long as society refuses to admit that the principles of human interaction are as important to learn as are the effects of geographic environment on human behavior or the concepts of the mathematical and physical sciences.

The home is by far the most important factor in the development of mental and emotional stability or the lack of it. Therefore, in a great number of cases, the adult members of the family need to be given assist-

Understanding and support from his parents can do a lot to help the disturbed child. It is they who provide the home environment that is an important factor in the development of mental or emotional stability. (A posed illustration.)

ance first, as a basis for giving the disturbed pupil assistance.

A most frequent contributing factor to emotional disturbance and therefore to inadequate academic achievement is the failure of the father to take an active role in bringing up his children. Father, indeed, seems to have abdicated completely his role in this respect. When he visits the school, he sits like the proverbial bump on a log while his wife does all the talking, or he talks emotionally and without wisdom or knowledge. The 'Bumstead syndrome' seems to be endemic among modern North American adult males.

Shift-work, so common in our society, appears to be another *important factor in the disorientation* of adolescents (and perhaps of younger children), of many parents. The effect of shift-work on the breakdown of the solidarity of the family unit has not been given sufficient study. Yet, there is some evidence that it often means children do not see their fathers, except at week-ends, for from two to four weeks at a time. Father is either at work, or sleeping after a graveyard shift, when the children are at home. True, his absence may not, in many cases, be of too great consequence, but even a bump on a log is better than no bump at all.

Much emotional and mental instability, and therefore a great deal of the apparent lack of student self-discipline and school achievement, seems to be the consequence of the failure of parents to present a consistent and common front to their children, thereby creating confusion in their minds as to what is expected of them. Often one parent is too overbearing and harsh while the other is far too permissive, or one is forever nagging while the other withdraws from any involvement with the children.

Indeed, one is inclined to believe that all newly married couples should be required, when the wife conceives for the first time, to take a course in the principles of satisfactory inter-personal family relations and good mental health as a condition of their having been allowed to conceive at all. Bringing up children is no task for amateurs. The instinct for parenthood beyond the procreative process is difficult to discern.

Another important factor leading to emotional instability and lack of school achievement is a clash of values between children from certain socio-economic classes and the school. Children from these classes bring to the school value systems learned in their home and social environment which are quite alien to the values of the school. And one does not change a system of values built into an individual by the mere process of attempting by reason and logic to convince him that some other value system is better or by denigrating his particular system. This is, perhaps, one of the most difficult areas in which the school must deal in promoting good mental health and therefore satisfactory school progress. It is an area which needs to be given much more careful study than has been the case to date.

Diagnosis Must Be Followed Up

Finally, diagnosis of the causes of emotional and mental instability must be accompanied by follow-up remedial services in the home if it is to have any practical value. Follow-up services by trained psychological and counselling personnel are at present woefully inadequate. Two of the cases cited at the beginning of this article were referred to the child guidance clinic, for example. Yet, there has been little follow-up work with the families concerned because trained personnel are scarce and no follow-up facilities are readily available. The school cannot do this, but it should be able to call upon appropriate facilities to do so. For schools which have developed to the stage of being aware of the importance of good pupil mental health and of actively seeking to detect and to help pupils with mental and emotional problems, this is the most frustrating bottleneck at the present time.

I repeat, then, that good mental and emotional health is a prerequisite for school progress. Anyone who thinks that it is no concern of the school and continues to consider lack of achievement solely as a form of laziness and moral delinquency and to condemn it, is thinking in very primitive terms. The school may not be able to cure mental and emotional instability, but at least it can be active in insisting on its conduct being such that it will not aggravate the problem and in promoting the development of adequate facilities for detection and treatment at an early age. Again, are we our brother's keeper? Or do we pass by on the other side? □

Equality of opportunity, as merely equal access to the same education, may be a far from adequate standard. The great mass of persons, with a variety of backgrounds, personalities, and abilities, may instead require *equality of concern:* that is, many kinds of educational opportunities to help them reach their optimal educational fulfillment.

—Ralph L. Pounds, Professor of Education, University of Cincinnati.

Dr. H. ROY BRILLINGER

HOW IS YOUR MENTAL HEALTH?

Teachers, too, need to be mentally healthy.

IF THERE IS TO BE a mentally healthy atmosphere in any school, its teachers must be mentally healthy. It seems to me that school administrators give all too little thought to the mental health of teachers. As a psychiatrist, I see teaching as a hazardous profession from the mental health standpoint. The strains and stresses of teaching may not cause a high incidence of psychosis in the profession but they can cause personality warping and a great many neurotic and psychosomatic symptoms.

I believe that teaching today is a much more frustrating and stressful job than it was in former generations. Like psychiatrists, educators have lost a great deal of their authority. Respect for authority is a vanishing trait in modern civilization. Disbelief and distrust are rampant in every aspect of life. The facts of one generation are debunked by the next. Parents who go on strike beget students who go on strike, and striking teachers set them an example. Dissatisfaction, lack of goals, little knowledge as to what one wants, and a general restlessness and lack of stability threaten the peace of mind and mental health of student and teacher alike.

The vast majority of teachers are conscientious, dedicated individuals who love their work and get a real satisfaction out of their contribution to the welfare of society. Some 2,000 teachers in one state of the United States were asked what they would like to ask psychiatrists. Their answers were found to reveal 'that teachers have strong feelings of responsibility for the job that they have chosen and that they believe their work makes a difference in the lives of the children they teach.'

These are some of the questions they would like to ask:

What are the criteria of the well-integrated person? What are the positive characteristics of mental health?

How can we maintain discipline in the classroom and expect the respect necessary to good teaching when many parents regard teachers as second-rate citizens who can't do much else for a living? (This question proclaims either a tendency to self-doubt, or an admission of inability to win respect and maintain discipline. This question projects the blame for one's inadequacies on to others—the favorite people for teachers and child-psychiatrists to blame—the parents.)

How can we promote better relations and co-operation among teachers? (The answer, of course, is to encourage better communication through association and free discussion and happy experiences together. People feel better about each other when they know and understand each other. Perhaps there ought to be teacher group-therapy sessions. We used to call them 'bull-sessions.')

Other questions showed the teachers' realization of their 'need to understand why they sometimes feel angry, hurt, afraid and thwarted in relation to some children.' It is true that often two students can say or do exactly the same thing, yet the teacher will feel and even act differently toward each of them. This is true also of parents, and even of psychiatrists. We kid ourselves if we think we are actually impartial in our reactions to others. All of us who deal with other people need to challenge ourselves to analyze our own feelings before we take any drastic action that may be irrevocable.

Dr. Brillinger is on the staff of the Mental Health Clinic, Ontario Hospital, Hamilton. The article is reprinted from The Bulletin, *journal of the Ontario Secondary School Teachers' Federation.*

The teacher who likes her work and children and who has cheerful, happy working conditions has two of the requisites for good mental health.

For good mental health teachers need

—To live interesting lives—that is, with interests other than those directly connected with their work.
—To like their work and their students. (The teacher may become unconsciously a child-hater.)
—To have cheerful, happy working conditions.
—To be healthy. Periodic health checks are recommended.
—To have adequate remuneration.
—To have a sense of accomplishment that comes from praise for work well done. Teachers need praise just as much as students. They seldom get it.
—To have opportunity for growth and development. Anyone who gets in a rut is in an unhealthy condition.
—To have plenty of recreation. I mean some form of play as a means of emotional release and self-expression. If it is physical, so much the better. That teacher who has another part-time job (or who works all through summer vacation) may be endangering his own mental health and the mentally healthy atmosphere of his classroom.
—To have a self-understanding. Those who try to mold the lives of others ought to try to understand themselves. Such a person should have good insight regarding his own prejudices and idiosyncrasies so that he can make allowances for others. Those who understand and accept themselves for what they are have a sense of self-worth (feel comfortable about themselves) and therefore cannot so easily be hurt or upset. It is a healthy thing to be able to laugh at oneself rather than be continually on the defensive.
—To have a basic philosophy of life (a religion). Of all people, teachers need to know what they believe and why. The doubting, uncertain, wavering teacher has poor mental health and is a menace to his or her students.

What are some of the danger signs that indicate that one's thinking and one's teaching are becoming mentally unhealthy? I should like to mention seven such signs for your consideration:

Feeling in a rut or bored. Sometimes this is observed by others before we become aware of it ourselves. The others may be our students and, if so, the whole morale of the class will sag. The teaching of such an educator loses its sparkle because the life of the teacher has lost its sparkle. This is a condition that needs urgent attention as soon as it is recognized either by the teacher or the inspector or the principal.

Loss of feeling—not caring—putting in time. This is akin to being bored. It is even a more serious condition both from the standpoint of the educator and from the standpoint of the inefficiency of his teaching. Such

a teacher is mentally not well and should not be teaching. An honest effort should be made to make him feel something even if it is only fear of losing his job. Better still, however, is to try to motivate him to seek help for his problem.

Burdensome guilt and anxiety. There are teachers who feel guilty and inadequate if students do not learn or do not behave. Such say to the psychiatrist, 'What am I doing wrong? Tell me, and I'll correct it.' I am always suspicious of that challenge because in many cases it means that they have their backs up and it is a dare rather than a request for help.

I cannot help feeling sorry for anxious, guilt-ridden teachers. Their lot is not a happy one. How can they be positive and convincing in their attitudes if they doubt the rightness of their methods? There are teachers who nightly relive the mistakes of each day and magnify them. This is an excellent way to foster depression and psychoneurosis.

One of the basic characteristics for successful teaching is a feeling of personal security and rightness. An insecure teacher cannot give the class a feeling of security that comes from confidence that a teacher knows what he or she is doing and be counted on to react in a predictable manner. Thus, if the teacher doesn't break (through guilt and anxiety), the morale of the class may.

Self-pity and feelings of inferiority. Insecure teachers are prone to self-pity and feelings of inferiority. You will note that I associate these conditions closely because they are frequently inseparable. It has become fashionable to admit a feeling of inferiority but to resent any suggestion of self-pity; but they go hand-in-hand. These are danger signals indeed, if accompanied by a lack of will to change. For many people feelings of inferiority are used as excuses for failure. They imply that that is how they are and there is nothing to be done about it except have people feel sorry for them. Even brighter students are a threat to these teachers. Their lot in life as a teacher or as a person is to suffer a deterioration of personality. The secret of helping them is not to find out what caused their feelings of inferiority but to change their attitude toward them. Perhaps they are in fact inferior in some ways; but to resort to self-pity and lack of effort because of it, makes for poor mental health.

Inordinate discouragement and hopelessness. These conditions are steps still further down on the scale of mental health. Reactive depression is just around the corner, waiting for the last vestige of morale to disappear. Psychiatric help is needed more urgently than ever. Such a condition can be seasonal. I see one teacher regularly just before he expects the annual visit from the inspector, and again in May or June when he is faced with the failures in his class. Sometimes such sufferers are beyond the help of psychotherapy until they are treated with tranquilizers or electro-shock therapy.

Resentment that can go on to hatred. A danger sign indeed is resentment. It arises from feelings of unfairness and feelings of frustration. Resentment is catching. It can start in a student and be caught by the teacher. It can become a vicious circle, becoming more and more intense until it explodes like an atom bomb. Great indeed can be the damage to both the student and the teacher. At no time in the educational cycle is resentment more apt to be so devastating as in secondary school students and teachers. Indeed the way some secondary school teachers talk about their students or teenagers in general reveals their resentment or even hatred. Let us face it—neither the resentful teacher nor the resentful student is mentally healthy. If the student is sent to see a psychiatrist, the teacher should voluntarily consult him also. It is urgent that resentment be not allowed to smoulder, but that it be recognized and dissipated as soon as possible.

Inability to change. Teaching is a changing profession because its business is to prepare youth for adjustment in a changing world. Indeed the rate of change is continually accelerating and the successful teacher must adjust to the changing situation. This may imply such changes in the teacher's emotional attitudes as to constitute a condition of strain and perhaps even a threat to his peace of mind. Just what to accept and what to reject makes for conflict and provokes indecision. The realization that a great teacher named Jesus dared to champion radical changes in the thoughts and customs of His day gives some of us courage to face the necessities of changing thoughts and methods in these days without giving up our fundamental beliefs. The danger of bigotry and refusal to change can be a threat to mental health.

As a young man, with a brand new B.A. degree, I spent a year teaching secondary school subjects in a boarding school. My attitude toward the disturbing student was, 'I am here to teach this subject to this class. If you don't want to learn it, there is the door. Get out!' I did not realize that my failure to gain that student's attention was partly my fault. There was something wrong with my contact with him. I knew he was there to learn that work and he knew it also. He rebelled, perhaps without knowing why. I rejected him without finding why. Modern teachers are being challenged to find out why students rebel and why teachers reject them.

There can be nothing stodgy about the work of the modern teacher because his approach to it must change with each new crop of students if he is to teach the art of living in a changing world. As he helps the individual student to understand his problems and to adjust happily in a socially acceptable manner, he is not only teaching mental health but also improving his own. □

T. TILLEMANS and H. P. MICKELSON

CHILDREN'S LEARNING PROBLEMS

A statement by the BCTF School Mental Health Committee

IN TIMES PAST, before standardized tests of ability and achievement had become widely used in schools, children were often labeled 'lazy' or 'dumb' when they failed to master the knowledge teachers considered important. Children so categorized were not expected to learn and therefore were not deemed to be the teacher's responsibility.

With the advent of ability tests, however imperfect, educators were able to distinguish between pupils who failed to learn because of lack of capacity and children of average or above-average learning ability who nevertheless needed help. The start of programs for mentally retarded children which aimed at developing their potential in an appropriate and responsible fashion was a step forward.

Since then great advances have been made in our knowledge of how children learn and also why some fail to learn, even when their global intellectual ability is average or superior. As a result, further progress has been made in developing special programs for children who learn slowly without being mentally retarded. However, our knowledge of what constitutes handicaps to learning has grown much faster than our ability to translate this theory into practical special education programs.

The majority of pupils who are generally described as 'slow learners,' or even mildly retarded, are probably children who are merely 'functionally' slow. Such children may be emotionally or socially immature, or perhaps even emotionally disturbed. Others may not have had the cultural advantages normally provided for middle-class children in their pre-school and primary years. Such emotional and cultural factors can seriously affect the ability of children to learn according to norm-expectations. Unfortunately, it becomes increasingly difficult to remedy the effects of deprivation after the primary school years.

There is a growing number of special education provisions for exceptional children. With each new development there is an increasing awareness of the need for more sophisticated diagnostic services and more appropriate remedial measures. Too many children are still being inappropriately placed on the basis of insufficient diagnostic data; many children await placement because specially trained teachers or suitable classroom space are not available.

There are conspicuous gaps in our programs and services for the culturally disadvantaged, the emotionally deprived and/or disturbed, the perceptually handicapped, the gifted and/or creative.

The BCTF School Mental Health Committee has arrived at the conclusion that the time has come for educators everywhere to take such further steps as the following:

1. Recognize the importance of understanding children's learning problems and of being cautious in formulating a diagnosis. If a proper assessment by qualified personnel is required before a child can be categorized as blind, deaf, or crippled, the same kind of caution is necessary before we can attribute a learning problem to lack of intellectual ability, insufficient motivation, or unsatisfactory home background. Since a diagnosis tends to become a label, it should not be hastily formulated.

Mr. Tillemans is chairman and Mr. Mickelson is a member of the BCTF School Mental Health Committee.

2. Recognize that the description of a child's behavior is only a beginning in the search for understanding of the child, and is at no time a reasonable explanation of failure in school. Such comments as 'he cannot concentrate, cannot sit still, needs firm discipline,' are descriptions of behavior and do not answer the question 'why?.' Any descriptive label should not limit the teacher's involvement in remedial measures. It may well be that when a teacher understands why a child cannot sit still, he may be able to modify his methods or expectations.

3. There are factors other than a lack of intellectual ability which contribute to unsatisfactory progress in school:

A gifted child who uses the school as a stage to re-enact home problems will frequently become more disturbed in school and perhaps a perennial under-achiever.

The child who lives in a world of his own and has no contact with the outside world may soon be considered uneducable, although intellectually normal.

The child who is growing up in a family whose values differ from those of the prevalent middle class may have to choose between success in school and loyalty to his parents.

Those who have speech difficulties will find oral reading or class participation a heavy emotional strain.

The inability to learn to read or spell may be the result of cerebral dysfunction, a specific learning disability. Inability to associate sound and symbol, impaired perception with intact vision or hearing, receptive or expressive language disabilities, are serious obstacles to success in school.

There are children who just cannot sit still or concentrate in a classroom full of pictures, children and distracting noises. They are driven, impulsive, are unable to focus and inclined to over-react to stimuli.

This committee, therefore, urges you to:

—be tentative and cautious in stating the reason why a child does not learn;

—refrain from 'tagging' a child with a hastily-arrived-at diagnostic label;

—surround the non-learning child with support, assistance, acceptance and patience;

—refer children with learning problems to a special counsellor, child guidance clinic, special education specialist, before the problem has become chronic;

—urge local associations to request their school boards to seek more and better qualified personnel to serve children with learning problems. □

The members of the School Mental Health Committee are available for local in-service projects on mental health problems or special learning difficulties.

Children who have speech and hearing difficulties will find oral reading or class participation a heavy emotional strain, and will require special assistance. There are other difficulties, perhaps less easily identified, which contribute to unsatisfactory progress in school. Teachers should be cautious, therefore, about stating the reason why the child does not learn.

ALAN DAWE

The m/h Factor and the Classroom Teacher

ONE OF THE CHIEF CAUSES of mental stress among us members of the pedagogical profession is the fact that teaching requires such a close personal contact between teacher and student. And the chief result of this is that the teacher feels obliged to do all he can to keep himself reasonably sweet and likable, even though he may feel that any pitch he makes to woo the masses that sit in his classes is doomed to at least partial failure, since (as the old sporting adage puts it) 'You can't win 'em all,' to say nothing of the fact that pitching woo en masse is fundamentally awkward.

The difficulty of the situation is further compounded by the fact that 'likability' is a quality that easily gets fractured. All a teacher has to do is strike a student or two in the wrong way and he will find that the learning situation in his classroom has deteriorated seriously. This is because one of the firmest planks in a student's code of ethics is his obligation to learn as little as possible from any teacher with whom he is currently waging what is euphemistically called a 'personality conflict.'

All this, as I said above, helps to cause mental stress among teachers. Nonetheless, it is the *teacher* (as the more mature signatory in the teacher-student contract) who must make every effort to deal with the problem manfully, or in the case of lady teachers, gallantly. But it's still not really fair, mainly because comparable conditions of employment do not prevail in the other dispensing professions. One does not, for example, have to *like* one's butcher before being willing to swallow the meaty courses he offers, even when they're obviously baloney.

The fact that my contribution to this serious midterm examination of mental health will probably proceed in this frivolous fashion could mean that I personally will flunk the test. Still I feel I'm justified in applying for at least a re-read, since anyone who takes the trouble to check through my article closely (anything beyond 40 feet I won't consider 'closely') will discover that it really does illustrate one significant truth about the mental health of teachers. What I swear it makes clear is that in these days of educational ferment, a certain amount of the Certo of levity is necessary for the preservation of even a certain amount of fruitful sanity.

But I don't want to appear entirely frivolous, so for an opener, I'll toss in some serious advice on the art of staying mentally healthy while pursuing a lifetime career in the classroom. Actually it's not my own advice. I received it unsolicited from a generous-minded

Mr. Dawe, of Vancouver City College, has written for our journal previously.

'Don't ever get into the foolish habit of taking the ruddy job home every weekend.' I plan to take a large dose of this advice any weekend now, just as soon as I find the time.

chap whom I met some 15 years ago when I was practice-teaching. This chap was kind enough to take me aside one day to tell me his secret for keeping his personal tread intact while traveling the royal road to retirement. 'Don't,' he urged me, 'don't ever get into the foolish habit of taking the ruddy job home with you every weekend.'

I realized even then that my mentor had a somewhat special reason for compounding this particular prescription (he was, if you must know, the girls' counsellor), but I am confident that his advice does contain a gram or two of truth for all teachers, and I myself plan to take a large dose of it any weekend now, just as soon as I find the time.

But the real reason I have carried his sterling advice around with me for these 15 years without tarnishing it by base application is that my own experience has led me to a somewhat antithetical prescription. I find there's a very positive m-h factor in being over-prepared for the fray on Monday morning, more or less like a super-Boy Scout who always carries a cache of paper matches in his shoe, just in case the campsite has a shortage of two dry sticks.

I suspect that this opening ploy will make me sound like one of those English teachers who takes pleasure in bragging about his overworked load, a habit of mouth and mind that has tended to give us English specialists a bad press ever since the time when King Alfred the Great (the first *fully* accredited teacher of the King's English) used to complain to his Queen about the troubles he was having trying to teach the illiterate and invading Danes the terrible rudiments of Old English. But really I'm not complaining. Things have improved considerably for English teachers lately, mainly because such reactionary workhorses as Sergei, Hiawatha and Ivan Ivanhoevna have been purged from the curriculum and shipped off to the Siberia of the unused bookroom.

Besides, I regularly see about me other types of specialist teachers who appear to be in greater danger of having their mental make-up smeared than we English teachers ever were. Take secondary school counsellors, for example. Formerly they had only two streams to shove kids into, but now they must map out a veritable watershed of fresh courses. And it is no easy assignment to make sure that every student they counsel flings himself into the course where he can make his best splash.

Although I don't want to get side-tracked into discussing such a parochial problem as the mental health of English teachers, I must admit that it would be quite impossible for me (or for any other well-indoctrinated English teacher) to contribute to a symposium on mental health without bringing up his marking load. I don't suppose I can take the space here to bring it all up, but I trust I have room for one brisk burp.

Like most burps, mine consists of rather personal matter. It is concerned entirely with a temptation I have had to face since moving from the country to the city. Each evening as my marking load and I make our non-companionable way homeward, we have to pass a number of those 40-gallon trash-burners that are currently used to decorate the back alleys of suburbia. They stand there with their rusty mouths wide open, offering themselves leeringly as an easy way out of an otherwise tedious evening. But so far I have not yielded to this temptation to become a drop-in. This is primarily because I realize that to do so would be both unprofessional and (considering the rubbery quality of some student writing) unneighborly, except maybe on one of those nights when the breeze from the upwind pulpmill has beat me to it. Besides, after only 15 years in the classroom I am not yet so super-confident that I could stride into class the next day to announce that on the previous evening I had taken steps to see that the entire class got canned.

With this personal matter out of the way, I would like to discuss at some brevity a trio of perils to mental health that must be faced by all teachers. One of the most worrisome of these is related to the fact that most teachers annually grow one year older, while the students they teach from year to year do not. As this calendar-gap increases, the teacher inevitably comes to feel more and more removed in spirit from the high-flying, hair-flying, high-booted members of today's Swinging Generation. I know that many of my middle-aged colleagues suffer this gap acutely, especially on days when they feel thay have their hands full just keeping a firm grip on their own narrow and unswinging branch of learning.

A second thing that threatens the mental stability of teachers is the very 'busyness' of their lives. Since a good part of this busyness is related to the numerous meetings teachers are invited to attend, I feel I must focus on this, although I hope it is quite clear that I have nothing against meetings as such. On the contrary, I am convinced that many of the things that don't get done at meetings would never have been thought of at all if someone had not been inspired to call a meeting. What I object to, though, is the unexplainable fact that meetings tend to arrive in lumpy

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Vancouver helps children with problems by using a team of their teachers, a psychiatrist, a psychologist, a social worker and a nursing supervisor.

A SUCCESSFUL SCHOOL–COMMUNITY TEAM

JACK DOWNS

MUCH HAS BEEN SAID recently about child-centered education, and the emphasis appears to be on individual learning. Certainly, more is being expected of teachers than ever before. Will they be able to meet the challenge? If, for example, primary teachers must continue to contend with up to 40 pupils, how can they meet individual needs?

The educational process, like the society in which we live, is becoming increasingly complex, and teachers themselves will admit they have encountered children with special problems which are outside their realm of knowledge. Up to now we have lacked the machinery in our schools to deal with children who have these special problems. Not only has there been a shortage of trained personnel in the areas of social work, educational and clinical psychology, psychiatry and remedial teaching, but also the focus has too often been divorced from the school and teachers have not been made an integral part of any team approach.

If tomorrow's teachers are to be diagnosticians, 'experts in learning and experts in finding their way on the ever-changing sea of knowledge,' as the editor's comments indicated in the September-October issue of *The B.C. Teacher*, teachers will need much guidance about the direction they should take. In the very near future, we must improve our resources for children with serious emotional handicaps.

To do this, as early a diagnosis as possible is essential, and a team approach which includes teachers, counsellors, social workers, psychologists, psychiatrists and any others involved seems to be the most effective way. No one person in our schools today is skilled enough to prescribe what should or should not be done for a child who is emotionally handicapped, but, by using this team approach and with help and reassurance from trained people, a teacher will feel better able to give a child the help he or she needs while at school. Further recommendations might also be made and discussed by the team in order to find the most suitable ways of helping the child outside the school.

The Winnipeg school system has a model organization—in terms of a clinic approach for children having difficulties in school—which includes five departments (psychiatry, social work, psychology, speech and hearing, and reading), each with an appointed department head. In October 1965 the staff included eight psychiatrists (two full-time), 10½ reading counsultants plus field workers attached to the schools, 17 speech and hearing consultants, 21 psychologists (clinical and educational) and 32 social workers or visiting teachers. The work of the departments is closely co-ordinated by a committee composed of the department heads, and referrals come mainly from the elementary schools.

The clinic is particularly concerned with problems of maladjustment in their earliest stages of development. The majority of children seen are between 6 and 10 years of age and there is a marked concentration on children in the primary grades. The work is, therefore, largely preventive in a very positive sense.

The advantages of this organization are obvious. First, there is a more intensive diagnosis involving all disciplines, which are centrally located in downtown Winnipeg. Second, the follow-up process includes some treatment, mainly because of the large staff, and

Mr. Downs is Special Counsellor in the Lord Byng area and Past President of the B.C. Counsellors' Association.

third, the home and school are involved simultaneously in the treatment process, not just one or the other.

In Vancouver services for children are, unfortunately, not well co-ordinated or integrated. One special counsellor has been appointed to a community of schools, which includes one secondary school and its elementary feeder-schools. The ideal situation is to have the special counsellor act as liaison between the schools in his area and between the schools and community services. He concerns himself with a small percentage of the children with special problems in the elementary school and provides them with a direct link between the elementary and secondary schools. When the students move to the secondary school in his area, the special counsellor may advise on placements, keep in close contact with students he has encountered and may hold conferences with teachers, counsellors, parents, the school nurse and the administration.

Few attempts have been made, however, to co-ordinate school services and community services. A recent report by the Scientific Planning Committee of the Canadian Mental Health Association (B.C. Branch), recommended that there should be co-ordinated planning among appropriate departments and levels of government, private agencies, and interested professional and community organizations before any new services for the mental health of children are established. It is understood that a 'Health and Special Education Advisory Committee' is now working in the Vancouver system and will make some recommendations to the Vancouver School Board concerning this broad area of pupil services both in the schools and in the community.

Vancouver Initiates an Experiment

Last year, an experiment began in the Lord Byng Secondary School area in Vancouver to improve communications between school services and the Metropolitan Health Service in the area. A team from the Mental Health Division was invited to visit Lord Byng once a month to discuss cases presented by the counsellors and, together, to examine avenues of approach to problems. This team included a psychiatrist, clinical psychologist, social work consultant, and public health nursing supervisor. Teachers were invited to attend whenever a case conference included a pupil with whom they were concerned.

All agreed that there was real value in having the

The nurse, special counsellor, principal and classroom teacher of one of Lord Byng's elementary feeder schools hold short, regular meetings for pre-planning consultations with the mental health team.

consultations at school, for then the teacher could be more easily included in the conference. Also, members of the mental health team were available to consult with counsellors individually about group counselling work, a phenomenon which is growing in importance in our secondary schools. During the consultations in which all members of the team took part, school personnel were able to learn more about mental health principles and the mental health team was able to understand the complexities of our educational system and the difficulties faced by teachers in terms of helping individuals in groups.

An attempt was also made to discuss such matters as pressures on school pupils and truancy. At meetings at which general topics were discussed, as many participants as possible from the school were invited to attend. A tape-recording of the students' views was played to the assembled group and much discussion followed.

There were many difficulties in this experiment. It was sometimes difficult to find a place large enough to accommodate the entire team, although administrative problems are, in my opinion, the easiest to overcome. To make arrangements for all teachers to be present at the appointed time was an impossibility, and it was left to the counsellor presenting a particular case to report to those teachers who could not be present. In general discussions on topics already mentioned, the group became very large and some pre-planning for the discussion was necessary. Unfortunately, this tended to reduce the spontaneity so often needed in discussions of this type and total involvement of the group was lacking.

Case Study Method Is Used

This year, the experiment is continuing, using primarily the case study method; no large general discussions have been planned so far. Certain things have become quite apparent. First, no one person on the team should be expected to come up with definite answers to full-blown problems, but collectively, recommendations may be suggested, discussed, and in some cases tried, which might never have come to the attention of one individual with training in a specialized field. Second, it was easier to effect changes in cases not so full-blown than it was in those which were extremely serious in nature. Third, and perhaps most important, it was agreed that the focus of the mental health team in future should be the elementary school, as well as the secondary.

In a recent article entitled 'Education and the Maladjusted Child,' Dr. Sol Gordon said that we cannot continue to follow a course of action directed primarily at solving full-blown cases at the secondary level. If we do, we are merely waiting until the problem child becomes a delinquent, until the disturbed child becomes chronically ill and until the marginal student becomes a drop-out before mobilizing 'crash' programs that are seldom effective.

The experiment in the Lord Byng area has now been extended to include two elementary feeder-schools, to carry out the following program:

1. Regular consultation at the two elementary schools using the mental health team and focusing mainly on the primary grades.
2. In-service education using one or all members of the mental health team to discuss problems relating to the development and behavior of children.
3. Case presentation by members of the team, including the teacher, nurse, and special counsellor.
4. Evaluation studies at the end of the first year to determine the relative effectiveness of such a program.

This program was first discussed with the principals of the two elementary schools involved, at a meeting with the nurse, special counsellor and mental health team. Both principals thought they could make some provision to relieve teachers who would be involved for the regular monthly sessions which would be held in school time. The case study method would be used, but the mental health team pointed out that the consultation was only as good as the amount of information received. Therefore, the more background information relating to the problem, the more helpful the consultation would be.

Meetings Are Held Regularly

The planning fell largely on the shoulders of the nurse and special counsellor and it was agreed that short, regular meetings which included the nurse, special counsellor and principal were essential in the preplanning stage. The two principals were also responsible for presenting to their staffs a clear picture of the nature of the experiment, and the need for confidentiality.

Perhaps it is too soon to judge, but several important observations have already been made. First, a real attempt is being made to do preventive work at the elementary level before problems become full-blown. Second, meeting at the two schools regularly each month has enabled the team to examine follow-up suggestions to find out whether or not these procedures are working. Third, having the mental health team visit the school on a regular basis is improving communications in the school among the nurse, the teacher, the special counsellor and the principal, and is encouraging participation in a mental health program by all those involved. The program is greatly assisted by the addition of a remedial reading teacher to most of the elementary schools in Vancouver. The addition of a person trained in the field of educational psychology would also aid the team.

We hope such experiments as this will expand into communities throughout the province, to facilitate the development of needed services for children. If we think in terms of dollar and cent cost to taxpayers, the cost of *not* properly dealing with the 10% of our children who are maladjusted may well equal the cost of educating the remainder. □

Children . . .
You may give them your love but not
your thoughts,
For they have their own thoughts.
You may house their bodies but not
their souls,
For their souls dwell in the house of
tomorrow, which you cannot visit,
not even in your dreams.
You may strive to be like them, but
seek not to make them like you.
For life goes not backward nor tarries
with yesterday.

—Kalil Gilbran: *The Prophet*

FREEDOM

THE KEY TO MENTAL HEALTH

ANNE McCREARY-JUHASZ

FREEDOM IS THE KEY to mental health—freedom *from* and freedom *to*. Freedom *from* fear, *from* anxiety, *from* pain, and *from* want; freedom *to* speak, *to* think, *to* believe, and *to* behave as one must if one is to become what one is capable of becoming. And the classroom teacher is a keeper of these keys.

How does he function as such? Within the classroom, fear of failure lurks behind each assignment, each examination, each report card and each end-of-the-year promotion period. For many students there is fear of failure to meet unrealistic standards, their own, the teacher's, their parents'. This is true, even of the bright student. 'Thou shalt not fail' has not been designated the eleventh commandment without reason. Dr. Alex Stephen, clinical director of the MacNeil Clinic, told a child psychiatry seminar at the University of Saskatchewan that in one survey 64% of children who were unable to learn had a 'frightening' relationship with their Grade 1 or 2 teachers. These teachers weren't trained to create a classroom climate free of fear.

Although the lean black strap may lie buried in a desk drawer, never used, at least the pain it caused was immediate, brought tears and a release of emotional tension and then a feeling that 'that was over!' But the emotional pain and suffering caused by rejection or discrimination on the basis of physical or mental ability, race, religion or class is not a stinging, smarting, one-time event but a gnawing, hurting, damaging-to-the-self-concept process.

To provide children with freedom from anxiety about present and past behavior a teacher must him-

Dr. McCreary-Juhasz is a member of the Faculty of Education, UBC.

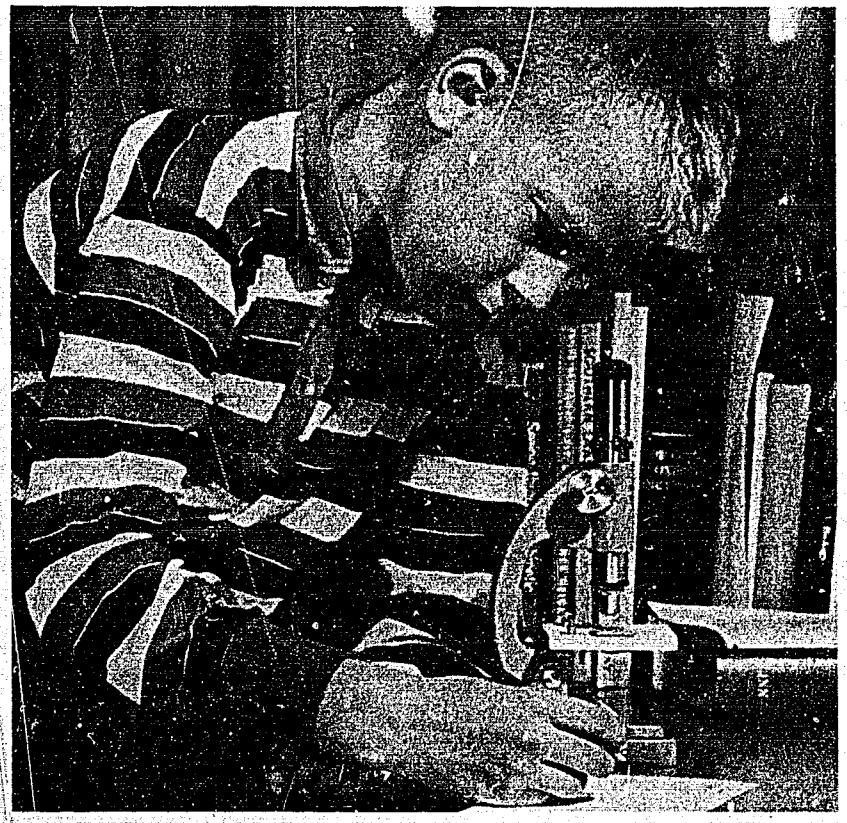
self be secure and free from excessive anxiety. There is a minimum of anxiety about either present or past behavior if realistic guidelines for reaching obtainable goals are firmly established and if any necessary discipline is meaningful, understood, and consistent. Children need to know what is expected of them and, in addition, to be aware of the consequences of divergent behavior. Uncertainty and insecurity are the roots of anxiety.

'I want to be loved, needed, accepted.' For the teacher, freedom from want is tied to this basic need of all humanity and it is his task to see that no child in his classroom suffers. How much easier it is to see that no child is cold or hungry. And yet, research has shown that the most important single factor contributing to good mental health is the warmth and acceptance, love and affection in the home during childhood, not the income, education or social class of the parents.

The second key, freedom *to*, unlocks the powerful drive for self-enhancement within each individual; the powerful striving to develop and grow in whatever ways are unique to him so that he can become 'himself.' And it is this key which many teachers hide or throw away *after* locking the door. It is as if we have said, 'Thou shalt not become'—a twelfth commandment, perhaps? The curriculum, the organization of classes, not the stated, but the observed goals, all restrict 'freedom *to*.' True, in many classrooms one is free to speak—if he gives the right answers and says the right things. He is free to think—as long as he isn't off the well-beaten track. He is free to believe—as long as he believes what society condones. And he is free to behave—as long as his behavior conforms to that of the 'normal' child.

It takes a secure, emotionally healthy, open-minded teacher to allow children to question, to doubt, to express divergent opinions or creative ideas. *Their* ideas might be more ingenious; *their* answers might be better; *you* might even be wrong! An insecure teacher cannot risk this threat to his position of authority. It is the creative, secure teacher who encourages divergence; who helps students to appreciate difference instead of sameness; who values each individual for his unique contribution, not for his ability to meet some pre-established standard of performance or achievement.

True, the healthy, well-adjusted, emotionally-secure child will learn in spite of the teacher. True, more teachers help than harm children emotionally. Still, one-tenth of all school children require special services. The bulk of our social deviants come from this group. Perhaps, in the hands of the teacher, the freedom keys to mental health will unlock the doors that keep the problem child from becoming delinquent, the disturbed child from becoming chronically ill and the marginal student from becoming a drop-out. □



Children need freedom to question, to doubt, to investigate for themselves and to express divergent opinions. A creative, secure teacher will encourage and foster the development of such an atmosphere in the classroom.

The committee meets monthly to study and recommend a program for cases which defy normal therapeutic procedures.

EACH YOUNG PERSON, normal or exceptional, who is experiencing significant difficulty in growth and development, needs help.

Society has realized these special needs and has responded with a variety of agencies to meet them. Too often, however, the efforts of these relatively new social institutions do not produce the best results for those in need because services become redundant and, occasionally, competitive. Some degree of overlapping is to be expected, but it should be limited by clearly defined roles and by liaison and good communication among the agencies.

Assistance based upon unsatisfactory communication and poor co-ordination between agencies may not only confuse and frustrate the person to be helped, but may also interfere with the required understanding and care. It is also probable that certain individuals, though in need of assistance, will take advantage of the poor communication and manipulate this weakness for greater personal gain.

Varied therapeutic approaches to special needs of children and young people are necessary but the methods of diagnosis and treatment should be managed so that each agency is used effectively.

During the past ten years, several committees have worked to unite the efforts of the professional referral agencies in Trail, and have contributed significantly to the spirit of inter-agency understanding and co-operation. The result has been a multi-discipline approach to the solution of difficult individual, family and community problems. Because of recent changes in the personnel within the older and more established agencies, and the addition of a mental health center, new and challenging approaches to community needs are being developed.

In early 1967 we were able to co-ordinate the skills and offerings of our agencies. The Trail and District Youth Liaison Committee was organized with representation from the Department of Social Welfare, Department of Public Health, Canada Manpower, the C. S. Williams' Medical Clinic, Medical Associates Clinic, Probation Branch, Mental Health Center, and School District No. 11 (Trail).

Each agency is represented by one member who serves on a permanent basis so that continuity and experience may enhance the committee's operation. The committee meets monthly during the school year.

CO-OPERATION IN TRAIL

W. E. JONES

EIGHT AGENCIES WORK TOGETHER TO HELP YOUNGSTERS

Cases to be presented are submitted to the chairman a week before the meeting so that each member has an opportunity to study the problems and prepare himself for discussion.

The primary function of the committee is to study specific cases which defy normal therapeutic procedures, and to recommend a plan or program to meet the need. Other functions are secondary; however, the committee realizes that opportunities may occur to act in an advisory, pressure, or consultant capacity to prevent and treat general problems affecting individuals, families, or communities. The committee recognizes, respects, and carefully protects the responsibility of each member to his particular patient or client, to his agency and to his profession. Any change that may affect the committee's basic principles or responsibilities requires unanimous approval by the members.

The committee had to be small enough to operate efficiently, and to be professional in its composition so that the confidentiality of the patient's history could be ensured. We realized, however, that other persons, agencies, and organizations (churches, service clubs, Boy Scouts, and so on) function to help the same youngsters we serve. To prevent duplication of effort, confusion, and conflict, some form of temporary representation for the non-members was considered important.

Because it was not possible to have every interested party represented, we decided that the member agency of the committee best situated to serve a particular case would not only involve in the committee those who could help but would also be free to approach interested non-member individuals or groups and to enlist their support. According to the circumstances of the case, such invited parties could either be involved with the agency represented or be invited to participate in a meeting of the committee as a whole. Efforts are made to consolidate and co-ordinate both the professional and the lay approaches to ensure maximum service and benefit to the child in need of help.

The Trail and District Youth Liaison Committee is a significant community achievement, and the values obtained so far are probably only a fraction of those that may be realized from its continuing operation. □

The author is Special Counsellor for School District #11 (Trail).

E. L. NORDQUIST

The Grade System

Prime Obstacle To a Child's Peace of Mind

AS THE YEARS GO ON, the number of people who need psychiatric help is increasing. Our prisons and mental institutions are filled to capacity. It is estimated that over 50% of the people seen by doctors in their offices suffer from psychosomatic illnesses. As well as placing the blame on environment, poor homes, companions, etc., we should place a larger portion on our schools.

People want to succeed, but if they experience repeated failures, feelings of insecurity often result. We know that if a person feels he is succeeding at his job, he is happier and probably better adjusted than he is if he meets with little success.

Somebody once told me, 'If the child didn't learn, the teacher didn't teach.' There is much truth in the statement, but every teacher will give many good, valid reasons why the child didn't learn. I think, though, that many of the reasons would not be good or valid if a teacher had the time actually to teach until the pupil learned. It seems silly to teach John until Mary understands, but this is exactly what is happening in most classes under the present graded system. I'm certain that if I wanted to teach my son to do a particular thing, I would teach him until *he* understood and not stop the instruction when his sister understood. Yet, don't we do basically this type of thing in our schools today?

I believe our present school system does *not* promote good mental health for large numbers of our children; nor does it promote a very satisfactory learning situation for at least 40% of the school population. People learn at different rates of speed, but we manage to ignore this fact to a great extent in our educational system; we expect everyone to complete successfully the same amount of work in the same amount of time. This results in failure and frustration for about 20% of the school population and boredom for another 20%.

Most teachers attempt to overcome the system by trying to give the slow child more time to do the work (by keeping the child after school and giving him more homework), but they know that they have to cover the prescribed year's work and that the slow children will experience minimal success at the speed they are taught.

It is unfortunate that from age 6 many children must meet failure day after day throughout their school life. It is no wonder these people become convinced they are failures and compensate in ways that are detrimental to themselves and to society. It is also easy to see why they begin to dislike school and why they leave as soon as the law allows. I think they can become successful, hard-working citizens if we recognize that they must be taught at the speed at which *they* can learn.

After all, we are quite successful and well adjusted in *our* group, but we would be dismal failures if we were forced to compete with a group of Einsteins.

In my school we are using an 'individual promotion' system that helps teachers give every child the opportunity to learn at his own speed. I am certain our system isn't the whole answer to the problem, but I am equally certain it is a better answer than the present graded system.

We use the 'level system' in arithmetic and the language arts subjects because we believe that if a child can read and write well, and is competent in arithmetic, he will have more success with all his school subjects and later with his chosen vocation. We allow children to progress at the speed at which they can learn best, so that when a child reaches level 21 (Grade 6), for example, he will actually be able to do the work at that level *successfully*.

The subject material in arithmetic and language arts for Grades 1 to 6 inclusive, is divided into 24 levels of work. Children are grouped for instruction in these subjects according to ability and previous achievement and are allowed to proceed at the speed best for that group.

Each class has three groups in each subject, but occasionally a fourth group may develop. We try to avoid this, however, by giving additional individual help to those who are having trouble keeping up with

their group. Because the school is small (9 rooms), I often do the remedial teaching myself, but, ideally, a remedial teacher should be hired for this work. We keep our grouping flexible enough that children may change groups if the need arises. A child could be in a bright group for one subject, but in an average or low group for another.

Our testing program is an integral and important part of our individual promotion system. If a test is to be used for report card purposes, it is diagnostic in nature. At the end of each level a comprehensive 'level' test is also given which is the final check the teacher makes before the child is allowed to proceed to the next level of work. Any weaknesses that become apparent at this time are corrected before the new work is attempted.

We expect every child in a particular level to cover the same basic work, but he is given time enough to do this work with success. We also expect approximately the same level of proficiency (at least 60% in intermediate grades and 80% in primary) for each group. The bright children are given enrichment work rather than accelerated. The children with below-average scholastic ability are given more time and remedial work in supplementary texts. Because every group in Grade 6, for example, will eventually write the same tests for report card purposes, it is possible to compare the work of Group 1 with that done by Groups 2 and 3.

We use a report card insert that graphs the speed of progress in each subject and indicates whether enrichment or remedial work is given. The achievement a child makes at the speed he is learning is shown in the normal way on the report card. As a result, the child and his parents are well aware of his success. For the 'individual promotion subjects,' a child rarely receives a mark lower than C-.

Teachers use test results as any good teacher does, but the tests also help determine the speed at which teachers can present work while still maintaining good comprehension. Most teachers would be surprised to find that the slow and middle groups produce almost as good marks as the top groups. Time and differentiation of instruction determine how well each group succeeds.

Our present curriculum was planned so the 'average' child could complete a specified amount of work with reasonable proficiency in a school year. It certainly is unfortunate that everyone is not 'average'! At least 20% of our children can learn more, at a faster rate, than the curriculum requires and at least 20% can't learn as much. In fact, many find it impossible to learn *enough* at the speed they are expected to maintain. It seems, then, that our educational system is not meeting the needs of at least 40% of our students. Bright children often become bored, uninterested pupils with poor work habits, while the duller children become confused failures.

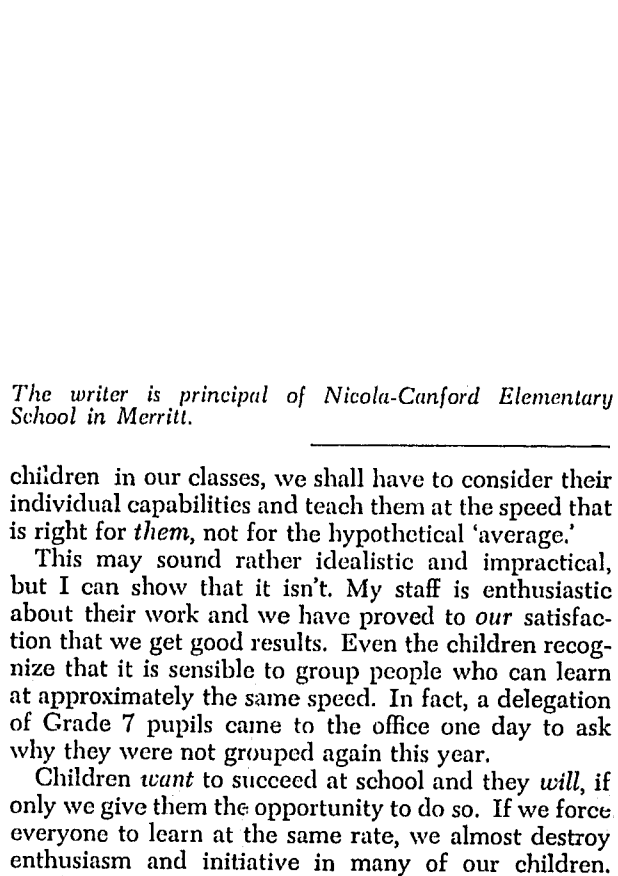
I suggest that if we expect *really to teach* all the children in our classes, we shall have to consider their individual capabilities and teach them at the speed that is right for *them*, not for the hypothetical 'average.'

This may sound rather idealistic and impractical, but I can show that it isn't. My staff is enthusiastic about their work and we have proved to *our* satisfaction that we get good results. Even the children recognize that it is sensible to group people who can learn at approximately the same speed. In fact, a delegation of Grade 7 pupils came to the office one day to ask why they were not grouped again this year.

Children *want* to succeed at school and they *will*, if only we give them the opportunity to do so. If we force everyone to learn at the same rate, we almost destroy enthusiasm and initiative in many of our children. Just because everyone is not fortunate enough to have the ability to learn at an average or better rate seems a poor reason to continue to cultivate mental health problems and failures by insisting that everyone learn at this rate.

Most people would be surprised if they could see how easily and enthusiastically children learn if they are given the time. Our present graded system makes learning more difficult and, at times, even impossible. A change is long overdue. □

The writer is principal of Nicola-Canford Elementary School in Merritt.



MAY DAY, M'AIDEZ

FICTION BASED ON FACT

JOHAN FULLER

'HAVE YOU FLIPPED your lid, Mom?'

'I'm doing the Maypole Dance,' I answered while I skipped around the kitchen floor.

'At your age?' Ron asked.

'Yes, and I'll need your help. You danced the Maypole Dance when you were in Grade 3.'

'Oh no you don't,' he argued, as I tried to steer him around. 'I never danced on May Day. I had the mumps, don't you remember? What's all this about anyway?' he wanted to know as he squirmed out of my reach.

'Mr. Burns asked me if I would teach the Maypole Dance to the Grade 3 class for the May Day celebration. I told him I'd be happy to, but now that I've looked over these four mimeographed pages of instructions, I'm having second thoughts. No wonder Mr. Burns gave me such an odd look when I appeared so enthusiastic.'

'I hear our May Day is going to be televised this year,' Ron informed me.

Panic was beginning to set in when I realized the responsibility I had so casually assumed. The panic mounted as I read the instructions again:

N.B. Children must skip clockwise around the pole. Girls will be on the right hand of partner. Boys will skip on with hands on hips, thumbs pointing backward, chins in, chests out, backs straight, and smiling...

'Do you remember any of that?' I asked Ron hopefully.

'I don't remember smiling,' was his comment.

Obviously not all of the children would be in the dance—there were simply too many. Mentally I eliminated some discipline problems. 'What about Jimmy?' I wondered. No matter how hard Jimmy tried, either in the classroom or on the playground, he could not excel in anything. His co-ordination was poor; his reactions were slow; but what Jimmy lacked in grace he made up for in enthusiasm. After all, wasn't May Day in early England a day for enjoyment and merriment, when everyone in the village took turns dancing around the great painted oaken shaft weaving and skipping the ribbons. A day to be remembered—with the spring-magic of May. And our own early May Days held in a green meadow on the banks of the Fraser River carried on the same merry spirit of 'spring-magic.' In those early days of ninety-five years ago, the merrymakers came on foot and on horseback along the Indian trail to the field where the Maypole, bedecked with gay ribbons, symbolized fun and frolic. —So what if Jimmy were awkward; he was willing and eager. It would be a pity to sacrifice Jimmy's spontaneity for a polished performance.—Yes, he should be allowed to participate with his friends was my firm resolution.

Mr. Burns' advice, 'Be prepared for the unexpected,' was rather unnerving, but once I launched into Operation May Day, his words were to come back to me many times.

Before the first practice I paired off the children, explaining that they would have the same partner throughout the whole dance.

'You mean we have to dance with A GIRL?' Johnny wanted to know. This remark sent all the little girls into fits of giggling; that is, all but one girl. She was sobbing. 'What's the matter, Cheryl?' I asked anx-

Mrs. Fuller taught in New Westminster until a short time ago.

iously, but she continued to sob. Her friend spoke up for her.

'She doesn't want Eddy for her partner 'cause he always has a runny nose.'

I glanced at Eddy. She was right. I handed him some Kleenex, told him to blow his nose and assured Cheryl that I would keep a supply of Kleenex on hand for Eddy.

Finally we were ready for our first practice. The pole, a piece of four-by-four about twelve feet high with a supporting base and with sixteen ribbons attached to the top, was placed in the middle of the gymnasium floor. The children skipped around clockwise (or was it counter-clockwise?), then stepped in to the pole to get a ribbon. It was then I noticed the pole swaying from side to side. 'Stop! Stop!' I screamed, and rushed to right the pole before it fell and fractured a skull.

Jimmy came loping over to inform me that last year the teacher had some kids stand on the base so the pole would not topple over. I picked out two husky boys for ballast and once more we began. Things were going along nicely until I heard an anguished scream from Brian, one of the ballast boys. He had not been able to keep still for long. To relieve the monotony he had rubbed his back up and down the pole like a bear with an itchy back. Again I screamed 'Stop!' and ran over to Brian who had doubled up and was sobbing aloud. 'What is it, Brian? What's the matter?' I wanted to know.

'I've got a sliver in me,' he managed between sobs.

The children clustered around looking apprehensively at his lower back. I shooed them back to the classroom and took Brian to the medical room. I was able to get the top of the sliver out, but not the rest of it. I phoned to the school nurse. She was out.

'Brian, is your mother home?' I asked hopefully.

'No, she works.'

'Where?'

'In a bank.'

'Which bank?'

"I think it's the Bank of Montreal.'

Eventually I tracked down the right bank, but Mrs. Taylor was out for lunch. (Where I should be, I thought.) I left instructions for her to phone me and then tried once more to get the school nurse. She was still out, but the doctor would be right over. He had no better success than I. The pesky sliver was well embedded in the fleshy area of Brian's lower back.

'I'm afraid we'll have to take him to the Emergency,' the doctor said. 'That sliver is in deep. He'll have to have a tetanus shot . . .' With that the phone rang. It was Mrs. Taylor. It was out of my hands now, so I returned to my classroom.

Later that afternoon there was a knock at the door. It was Brian. 'Can I show the kids my sliver?' he asked, holding out a three-inch sliver on a piece of gauze. He displayed it like a badge of honor; the kids were all impressed. And so ended my first Maypole lesson.

It was hardly an auspicious beginning, to be sure, but the children greeted me cheerfully the next morning with 'Are we going to practise our dance today?'

For days I had them concentrate on the basic steps and the fundamentals of the dance, promising them music to skip to once they had mastered a few of the essentials. When I felt the time was right I set up the record player with Mary in charge of it. Ready for the skip-on the children stood poised, waiting for the music, but instead of the spritely strains of 'Come, Lassies and Lads,' strange sounds like a squirrel's nightmare filled the air. The children shrieked with laughter and so did I, although mine was tinged with hysteria. I corrected the speed of the record player, subdued the giggles, and we got on with the dance. Now came the intricate weaving pattern. With an intense look of concentration Jimmy was bobbing up and down, hopping first on one foot and then on the other, but instead of going over, then under, each girl's ribbon, he was merely going under each one.

'Stop! Stop!' I screamed as the snarl of ribbons became hopelessly entangled. It took only a few moments to tangle the ribbons but a good half hour to untangle them. Mr. Burns chose this moment to look in on us. 'And how are we making out, Mrs. Fuller?' With a twinkle in his eye he surveyed the snarl of ribbons, and with a cheery 'Carry on,' he left me to it.

I was having qualms about Jimmy. Was it fair to the other children to have him in the dance? One mistake on his part would botch the whole dance. On the other hand, I did not have the courage to tell him of my misgivings. I decided to let him stay and hoped for the best.

The big day was approaching fast. Excitement was high as May Day neared. Would the children do the dance right—particularly Jimmy? Would they get the ribbons snarled? Every spare moment was spent perfecting the dance. Yes, they were ready, I felt, but suddenly the weather changed and it turned cold and threatening.

By some stroke of luck the skies cleared in time and the weather was glorious. The bomb announcing May Day went off and the city prepared for the celebration. As our school was the most remote in the district, the buses came to us first. We arrived at the park at 11:30, two hours before the march-in to the stadium. 'When do we go in?' I was asked once, twice, ten times, and then, 'Do we go in????'

'Johnny,' I called, 'stop hitting Wayne.'

'But he started it, Mrs. Fuller.'

'Well try to get along, children.'

'Mrs. Fuller, Mrs. Fuller, Lenny's chasing the kids with a snake.'

'It's not a snake,' said Lenny indignantly. 'It's a dew worm.'

'What's a dew worm? Can we go looking for them, Mrs. Fuller?'

'Mrs. Fuller, I have to go to the bathroom.'

'So do I, Mrs. Fuller.'

'Children, follow me and we'll take a walk over to the washrooms and you can all go the bathroom.'

We marched past the other children now streaming in to their designated areas in the parking lot.

'Hi, Lenny,' one of them yelled out. 'Where're you kids going?'

'We're going to the bathroom,' Lenny yelled back.

With head held high I shepherded them to their respective washrooms and then waited outside, ignoring the shouts and whoops emitting from the boys' side.

Finally it was time for the march-in. Little Debbie was clutching a brown box. 'It's my money, Mrs. Fuller. Would you keep it for me?'

'How much have you got?' I asked as she handed me a large cigar box.

'Fifty-seven pen. . .' She never finished. The lid fell off and fifty-seven pennies spewed out over a large area. Every child wanted to help. We were being waved onto the field. I shrugged my shoulders and moaned softly, weakly clutching the cigar box while pennies came at me from all sides. I urged the children to hurry back into line and march into the stadium.

The preliminaries were soon over and at long last the band struck up our familiar dance tune. The children skipped into position around the pole, got their ribbons and waited for the chord, but something was wrong. My children were gesticulating and whispering back and forth.

'What is wrong?' I wondered. 'Oh no! Their pole hasn't got enough ribbons. Who hasn't got one? Jimmy! Oh no!'

I said a prayer, closed my eyes but quickly opened them. I could not bear to watch. But I had underestimated Jimmy. He bowed to his partner, held up his hand as though he had a ribbon and skipped around, or, I should say, bobbed around letter-perfect.

'Oh, Jimmy,' I breathed, 'you're wonderful. You're simply wonderful.' There was a lump in my throat as I watched him bobbing up and down with that intense look of concentration on his face.

The dance was over. The children bowed to their partners and skipped off the field. I had to restrain myself from running over to Jimmy and hugging him. Everyone was talking at once. . . 'Mrs. Fuller, Jimmy didn't have any ribbon and he danced anyway and he didn't make any mistakes, and, and, . . .'

All eyes were on Jimmy. He looked at the ground, then up at me. My eyes were misty; I still had that lump in my throat, but I managed to say, 'We're all so proud of you, Jimmy. You did a wonderful thing out there, and all on your own.'

Jimmy looked ten feet tall. When he turned to grin and wave to me as he went out the gate surrounded by all his pals, I had a renewed feeling of faith in our younger generation. □

The m/h Factor

Continued from page 196

bunches, as if inspiration were somehow contagious.

Most of us, I suspect, know how it feels to slump out of bed on Monday morning to face the prospect of having to attend, say, ten meetings between then and Friday. It is during such weeks as this that the over-dated teacher should seek reparation by putting the Dawe's Plan into immediate effect. Like its moony inventor, the Dawe's plan is simplicity itself, and has only four phases.

Phase One: Divide the ten meetings into five pairs, making sure to designate one as Meeting A and the other as Meeting B. *Phase Two*: Realize with a blinding perceptive flash that, because of a clash with Meeting A, you will not be able to attend Meeting B. *Phase Three*: Realize with an even brighter perceptive flash that, because of a clash with Meeting B, you won't be able to attend Meeting A, either. *Phase Four*: Spend all the evenings of the week at home with your wife, kids and dirty conscience. (After years of successful operation, I now have the Dawe's Plan down pretty pat, but I warn you that my pat is pending; permission to employ it will be granted only to those who ask nicely. No triflers, please!)

I come finally to the most serious of all threats to the mental health of those who teach. This is the one that results from the well-known fact that things in education have tended to change rapidly. It seems as if slates had no sooner been replaced by scribblers than we were face to face with junior high kids carrying attaché cases. These material changes are bad enough, but recently we have had to add to them the changes involving the curriculum itself.

A few years ago we met the New Grammar. And shortly after this came the New Math. And just a few days ago, a friend of mine who operates always on the very highest levels of pedagogical thought (and can thus see *over* the horizon) told me that several other 'New' subjects are on the way. The first to arrive, evidently, will be the New Home Ec. (In the New Home Ec, the emphasis on teaching sewing and cooking will be dropped, and will be replaced by up-to-date instruction in the most effective techniques for boycotting supermarkets.)

Although I must admit that I personally do not enjoy the general messing-about that is characteristic of most revolutions, I am convinced that most revolutions in education are necessary and good, for, as Frosty the Poet once pointed out, they provide us with 'the shocks and changes we need to keep us sane.'

And since I've taken to quoting poets, I feel obliged to end with the only other poetic statement that I could find on this mental health theme. On the basis of his teaching experience, W. H. Auden some years ago came up with the following sharp slogan: 'Let each child have that's in our care/As much neurosis as the child can bear.'□

TED KINGAN

The Art Guide *Is* Useful

A Reply to Vito Cianci

THE PROVOCATIVE 'Quotes and Comments' of Vito Cianci published in the January issue appear at first glance to be tailor-made for the art teacher who wearily slumps into his favorite staffroom chair at the end of yet another frustrating day. Or for any other teacher, come to think of it! In fact, it was a colleague from the mathematics department who first brought the article to my attention and who waited with obvious anticipation of a violent reaction while I read Mr. Cianci's views on the new secondary school curriculum guide for art. My reaction, though admittedly somewhat violent, was certainly not one of approval, if such had been expected.

Like Mr. Cianci, I am expected to carry out a secondary art program without an art room. For a few months I was without a sink. The only storage area to which I have access is across the hall, where the social studies department has kindly donated a section of its storeroom. The bulk of my equipment has yet to arrive, and each of my senior art classes comprises a mixture of students from three grades. These facts are mentioned only to dispel any suspicion that I am ensconced in some aesthetic fairyland, and to assure the reader that I fully sympathize with Mr. Cianci's frustrations. I only wish that all of my pupils were as 'willing and patient' as the ones he describes!

Unlike Mr. Cianci, however, I am not at all rancorous about the art guide, but have found it to be a useful and staunch ally.

Useful? Certainly, for it saves me time, and anything which saves time for a teacher cannot be wholly bad. When, for example, I have been engaged on long-term planning I have quickly scanned through what Mr. Cianci chooses to call a 'hair-splitting, detailed list of instructions' and, from the 'elaborate list of detailed activities' have selected those for which I have both facilities and talents to teach, without first being obliged to conjure up a vast and complex vision of an art program in all its intricate detail. In day-to-day planning the guide offers me similar assistance, with its immediately available reminders.

To make my point another way: when compiling the annual requisition for supplies I do not disdainfully reject the catalog supplied by my school board, for it prevents me from overlooking some useful item and enables me to complete the task in considerably less time than if I tried to gain instant total recall of the hundreds of items which I might possibly need, even though, like Mr. Cianci, I 'know all about it.'

Again, I fail to see the logic in demanding a curriculum guide which tamely accepts the status quo, which assumes that as art teaching was, is now, and forever shall be, and which is designed for 'the kind of art teachers, the quality of pupils we have, and the conditions under which we are all working.' The art teachers with whom I have been in contact seem to prefer to fight for improvement in each of the categories mentioned by Mr. Cianci. The establishment of an officially recognized course of studies which allows for and encourages such improvements is a reasonable first step since, in the hands of a militant teacher, it may be used as ammunition against the foes of progress and innovation!

That this is true I know from personal experience. Some time ago I was asked to compile a list of all the equipment I would require when the art department eventually moves to its new quarters. Fortunately, Jim Gray, Art Supervisor for the Vancouver School Board, and others, had anticipated such a circumstance and had already drawn up a sample list of equipment designed to fulfill the needs of the new program. This I adapted to my own situation and my requests met with ready acceptance. Without an 'over-stuffed, elaborately detailed and pretentious guide' I am convinced that my list would have been summarily rejected, if only on the grounds that there was no official documentary evidence to justify either the quality or quantity of equipment for which I had asked. As it was, each item could

Mr. Kingan is Art Consultant for North Vancouver schools and also teaches art at Carson Graham Secondary School.

be justified by reference to the specific requirements of the new art guide, about which Mr. Cianci complained so bitterly. Incidentally, it may well be that the 'beautiful and expensive piece of equipment' in the physics lab referred to by Mr. Cianci and about which he was also quite bitter, found its way there mainly because it related to some aspect of an equally 'elaborate guide.'

I shall not be so unkind as to demand that Mr. Cianci devour his copy of *The B.C. Teacher,* tempting though his offer may be, but shall merely remark in passing that the terms 'reticulation, solarization and the sabattier effect' which were so effectively used by my disgruntled colleague as examples of the esoteric language which the innocent may presume permeates the entire guide, were extracted from an optional section of the course, and are to be found under the heading of 'special printmaking techniques' in a sub-section of a specialized area, one of nine which, as the guide clearly states, 'will require the careful evaluation of the facilities available, the interests and competency of the teacher and the interests and vocational requirements of the students.' The area in question is photography.

Space does not permit me to develop my arguments further, but I shall at least suggest that a comprehensive art guide would perhaps be of some value to a new teacher, and that, since the current guide on which Mr. Cianci vented his by no means inconsiderable spleen was originally developed by a group of highly respected art teachers, it does possibly merit a second look, jaundiced though the first one may have been.

Finally, let me say that I do sympathize with Mr. Cianci, for there can be no doubt that he has the best interests of his subject at heart. He has, I feel, succumbed too readily to the feelings of frustration with which all teachers are familiar when, from a trying situation, they catch glimpses of an educational promised land. Once his ire has subsided perhaps he may yet be persuaded to consider not what his art guide can do for him, but what he can do for his art guide.□

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Mrs. Anne M. Fantham	Victoria	November 27
Retired Teachers	**Last Taught In**	**Passed Away**
Miss Nellie D. Evans	Vancouver	December 5

NOMINATIONS

R. M. Buzza

T. Hutchison

N. E. Nelson

J. A. Young

Delegates to the 1967 Annual General Meeting will elect six members to next year's Executive Committee. The following are the nominations for table office and member-at-large positions. (Additional nominations may be made from the floor.)

Table officers will be elected for one-year terms; members-at-large will be elected for two-year terms.

For President:

Robert M. Buzza

Born Vancouver; attended school there; graduate Vancouver Normal School; B.A., M.Ed. (UBC); teaching experience Kimberley (2 years), Burnaby (teacher and boys' counsellor 6 years; secondary consultant and assistant director Burnaby Summer School 1 year; head Social Studies Department, Burnaby South Senior Secondary School 1 year; vice-principal Windsor School 3 years; now principal Second Street School); member Kimberley salary committee; chairman of a number of Burnaby Committees and past president Burnaby Teachers' Association; editor *Burnaby Bugle* 5 years; member BCTF Public Relations, Resolutions, Steering, Philosophy, Finance, Education Finance, Pensions and chairman PSA Operation and Financing committees; past Geographical Representative for Burnaby on BCTF Executive Committee; past BCTF Secretary-Treasurer and member of Consultative Committee; BCTF Second Vice-president 1965-66, First Vice-president 1966-67. Nominated by Nominating Committee.

Thomas Hutchison

Born Scotland; graduate Glasgow University with M.A.(Ord.), M.Ed., Jordan Hill Training College; teaching experience — 3 years in Scotland, Cranbrook (7 years Mt. Baker Secondary School—includes 4 years head Social Studies Department), Windermere (vice-principal David Thompson Secondary School since 1964); in Scotland secretary of Glasgow Section of the Scottish School Masters' Association; in Cranbrook was PRO, chairman agreements and liaison committees, vice-president and president, as well as delegate to and president of East Kootenay Teachers' Association; EKTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65; BCTF Executive Committee member-at-large 1965--66; BCTF Second Vice-president 1966-67. Nominated by Nominating Committee.

FOR 1967/1968


R. Craven


L. F. French


P. A. Johnson


M. B. Mactavish

For First Vice-president:

N. E. (Ed) Nelson

Born Mullan, Idaho, of Canadian parents; attended elementary schools in a number of B.C. communities; after 3 years' service in RCAMC during war, attended DVA pre-matric school in Vancouver; B.A. 1950, Teacher Training 1951, B.Ed. 1953 and M.Ed. from UBC; teaching experience — Alert Bay School District (3 years principal Woss Lake School), Surrey (North Surrey High School 1 year), Burnaby (Burnaby South Secondary School 6 years, Burnaby Central Secondary School 4 years, now vice-principal Kitchener Elementary School); member agreements committee Alert Bay T.A.; PR Co-ordinator and editor *Burnaby Bugle* for Burnaby District Council; past member BCTF Public Relations, PSA committees; member WCOTP Committee; was president Secondary Association of Teachers of English; editor *The B.C. English Teacher;* chairman B.C. Education Week Committee 3 years; president Lower Mainland Chapter of Canadian College of Teachers 3 years; chairman BCTF Summer Conference Committee 3 years; Assistant Director Summer Conference 5 years; Geographical Representative for Burnaby on BCTF Executive Committee 1964-65; BCTF Executive member-at-large 1965-67; member Burnaby Library Board. Nominated by Nominating Committee.

For Second Vice-president:

John A. Young

Born Bathurst, N.B.; B.Com. (UBC) 1949; Diplome d'etudes, Cours de civilisation francaise (University of Paris) 1952; Teacher Training (UBC) 1955; M.Ed. (UBC) 1961; RCAF Sept. 1940-Jan. 1945; teaching experience — Salmon Arm (teacher and commercial specialist, high school 1 year), Vanderhoof (teacher, commercial and French specialist, elementary-senior high 2 years), Vancouver (teacher of shorthand and typing to adults at Technical School while at UBC 1954-55), Greenwood (principal elementary-senior high 1955-57), Keremeos (principal junior-senior secondary 1961-65), Campbell River (principal senior secondary 1965 to present); 1957-60 Group Headmaster in Sarawak, Borneo, under Colombo Plan, in charge of organizing and setting up experimental scheme in primary education; co-founder at UBC of CUSO (Canadian University Service Overseas); president Keremeos T.A. 3 years; past president Okanagan Valley Teachers' Association; active in P-TA and other com-


A. G. Robertson


J. P. Tamblyn


Miss F. M. Worledge


R. J. Wunderlich

munity organizations; member Canadian College of Teachers and Phi Delta Kappa; member BCTF Committee on Effective Teaching and Learning Conditions; member BCTF ad hoc committee on Teacher Supply and Retention; OVTA Geographical Representative on BCTF Executive Committee 1963-65; member BCTF Consultative Committee 1964-65; BCTF Executive member-at-large 1965-67. Nominated by Nominating Committee.

For Member-at-Large:

Roy Craven

Born Calgary; early education Richmond; B.A., B.Ed., M.Ed. (UBC); teaching experience — Abbotsford (Abbotsford Junior Secondary School 5 years, Abbotsford Senior Secondary School 1 year, Clearbrook Junior Secondary School vice-principal and boys' counsellor since 1959); member Abbotsford District T.A. executive 13 years, chairman most committees and president (twice), member agreements committee many years and chairman; member Fraser Valley East District Council 12 years, past president; Geographical Representative to Executive Committee and Representative Assembly 1960-67; active in PSAS—president Mathematics Teachers' and secretary-treasurer Fraser Valley chapter Principals' and Vice-Principals' associations, past president Fraser Valley chapter Counsellors' Association and member of executive of Counsellors' Association; member BCTF Arithmetic - Mathematics Committee since inception and now chairman of secondary sub-committee; member Canadian College of Teachers and of National Council of Teachers of Mathematics; active in church work. Nominated by Fraser Valley East District Council.

Leon F. 'Bud' French

Elementary and secondary schooling in Victoria; B.Ed. (Sec) UVIC; teaching experience — Quesnel 1 year, Terrace 1957-1967 (principal of elementary schools since 1958) with 1 year leave to complete degree; past president Terrace T.A.; chairman agreements committee; member Northern B.C. District Council; agreements co-ordinator North Coast 5 years; member BCTF Agreements Committee; resource person for Agreements BCTF Summer Conference; municipal councillor Terrace (re-elected 1966) and active in many municipal boards and committees; started, was president, continues as director of Retarded Children's Association. Nominated by Terrace District Teachers' Association and executive Prince Rupert Teachers' Association.

Peter A. Johnson

Born Bradford, Yorkshire; attended school there, Gull Lake, Sask., and completed secondary school Port Alice; will complete B.Ed. (Sec) UBC autumn 1967; teaching experience — Peace River North 2 years; Campbell River 1965-1967; vice-president Peace River North T.A. 1964-65; PRO, Education Week co-ordinator and member agreements committee Campbell River; now president Campbell River T.A. and member Northern Vancouver Island District Council. Nominated by 10 members in good standing.

Malcolm B. Mactavish

Born Argentine Republic; educated Scotland; Teacher Training UBC and working for B.Ed. (Elem); British Merchant Navy 10 years, Canadian coastal ships 3 years; qualified Master Mariner; teaching experience — Sechelt 1962-1967, now principal Roberts Creek Elementary School; past president Sechelt T.A.; member agreements committee since 1964, now chairman; past chairman effective teaching and learning committee; member BCTF Effective Teaching and Learning Committee 1965-67; charter member and past secretary Sunshine Coast Lions Club. Nominated by Sechelt Teachers' Association.

Adam G. Robertson

Born Saskatchewan, moved to B.C. age 14; graduate Victoria Normal School; B.A. (UBC); teaching experience—commenced 1931, now Creston (16 years supervising principal elementary schools, appointed supervisor elementary schools 1964); wide reputation in field of elementary curriculum, recently summer school lecturer UVIC and UBC off-campus instructor at Cranbrook in winter; past president Cranbrook and Creston Teachers' associations (charter member of latter); secretary East Kootenay Teachers' Association 21 years; past president B.C. Principals' and Vice-Principals' Association. Nominated by Nominating Committee.

John P. Tamblyn

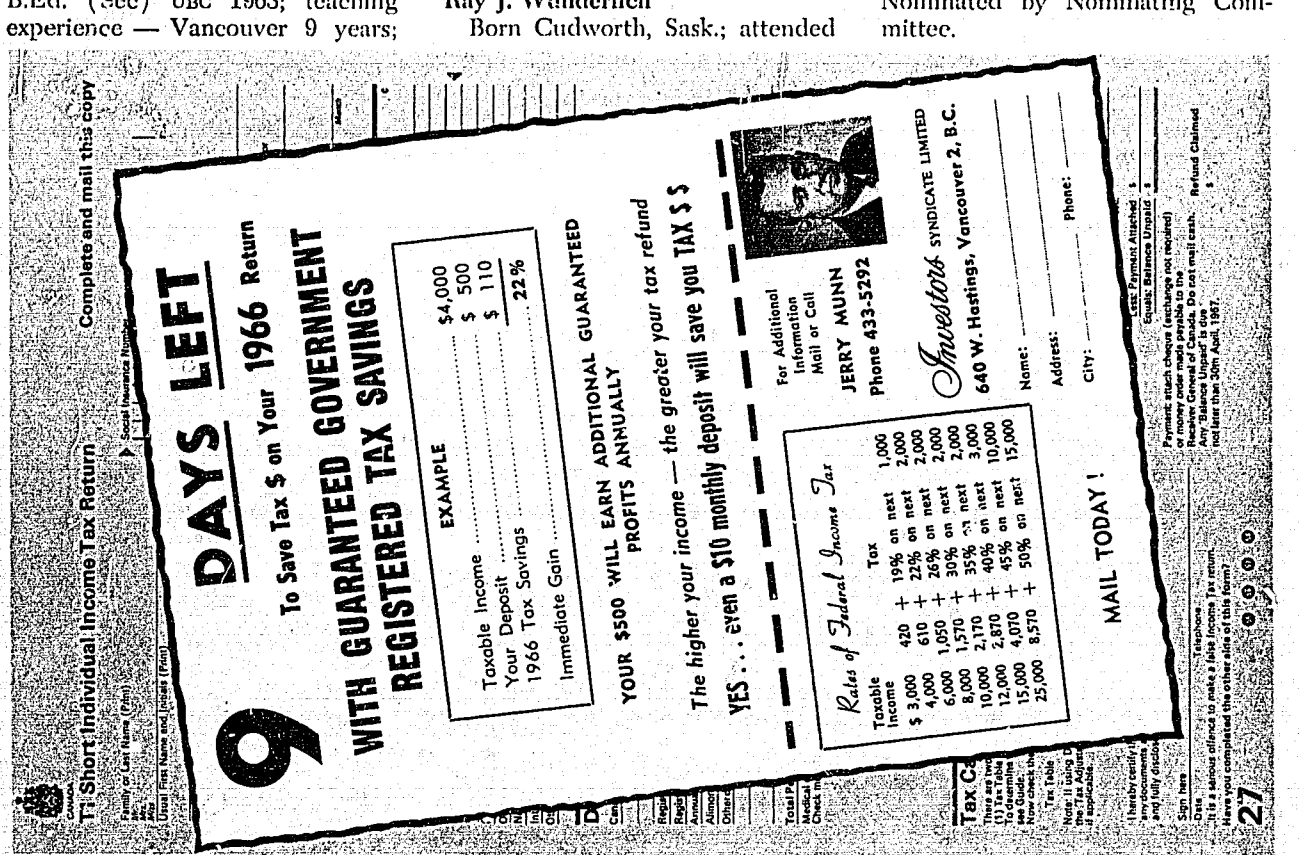
Born Toronto; elementary and secondary schooling there; B.A. (UBC) 1947, Teacher Training UBC 1948, B.Ed. 1957 and M.Ed. 1961 (both UBC); Canadian Army 1943-45; teaching experience—Port Alberni 1 year, Victoria 3 years. Summerland 15 years (vice-principal Summerland Jr.-Sr. Secondary school 5 years, principal since 1961); past president Summerland T.A. and Okanagan Valley Teachers' Association; member BCTF Research Committee; BCTF delegate to Team Teaching Workshop (Vancouver) 1963; consultant Team Teaching Workshop (Saskatchewan) July 1965; consultant BCTF Team Teaching Workshop July 1966; Geographical Representative for OVTA 1965-67. Nominated by Nominating Committee.

Frances M. Worledge

Born Victoria, attended school there; in business approximately 15 years; Teacher Training UBC 1958; B.Ed. (Sec) UBC 1963; teaching experience — Vancouver 9 years; member some Vancouver Elementary School T.A. committees, including salary and induction; past president VESTA; now member Board VSTMSA, salary, salary negotiation and sick leave committees and chairman curriculum committee; secretary Vancouver Sports Association; past member BCTF Convention and Resolutions committees; member BCTF Effective Teaching and Learning, Teacher Education and Sick Leave committees; member Elementary Social Studies Revision Committee (Dept. of Education); president PITA; secretary new B.C. Council of Teachers of English; VESTA representative on hospitality committee for WCOTP; chairman VESTA PR committee public meeting of candidates for school board 1966; Geographical Representative for VESTA on BCTF Executive Committee several years; now BCTF Executive Committee member-at-large. Nominated by Nominating Committee.

Ray J. Wunderlich

Born Cudworth, Sask.; attended school there; B.A. (UBC) 1948; Teacher Training (UBC) 1949; pilot RCAF 3 years; teaching experience—Kelowna 12 years (junior and senior secondary schools), Victoria 6 years (Oak Bay Secondary School); past president Kelowna T.A. and Okanagan Valley Teachers' Association; chairman OVTA Fall Convention 1960; now president CVTA (second year); member Co-operative Committee (a joint trustee-teacher committee which considers and makes recommendations on policy matters of mutual concern); co-chairman with trustee for Victoria's Centennial Community Conference on Education January 1967; past chairman convention committee; past chairman BCTF Constitution and By-Laws Committee; member BCTF Education Finance Committee; Geographical Representative for OVTA on BCTF Executive Committee 2 years; BCTF Consultative Committee 1 year; serving first year as Geographical Representative for CVTA on Representative Assembly. Nominated by Nominating Committee.



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NOTICE OF ANNUAL MEETING

BUSINESS

Pursuant to Section 30 of the Credit Unions Act, 1961, the Twenty-Fifth Annual Meeting of the B.C. Teachers Credit Union will be held on Monday, March 27th, 1967, in the Mai Tai Room, Bayshore Inn, starting at 9:30 a.m.

(1) Directors' Report.

(2) Credit Committee Report.

(3) Supervisory Committee Report.

(4) Treasurer's Report.

(5) Distribution of Profits. (In this connection the directors recommend that a 4% dividend on share capital be paid to share-holders.)

(6) A special resolution reviewing the borrowing powers of the B.C. Teachers Credit Union.

(7) Election of Officers.

(8) Any New Business.

L. Grant, President **E. Simpson,** Treasurer

Education and the Press

'I ACCEPTED THE ASSIGNMENT "Undercover Teacher" because I believed that if anything were wrong with the schools the public interest would be served by publishing the fact. As a working newspaperman it is my firm belief that, with very rare exceptions, the public should be told about everything that happens.'

This quotation is from the foreword of a book written by a New York newspaperman, George Allen, who actually taught in one of the worst of that city's schools for a year to gather material for his report, material which his paper found it impossible to get through the regular channels. (Needless to say, nobody knew he was a reporter digging for information, and the resulting book caused a certain amount of consternation.)

'Constructive public debate, and wide dissemination of information about education will contribute materially to the public support necessary to the solution of the problems facing Canada's educators.'

This one is from a report issued by the Canadian Conference on Education.

'We have been struck above all else by the astounding lack of accurate, consistent and up-to-date facts, and by how little this nation knows about its vital and expensive educational enterprise. Until the gross deficiencies in education reporting are remedied, all advisory work, all research, all planning and all efforts by states, communities and institutions to devise effective action will be severely handicapped.'

So says, in part, the President's Commission on Education Beyond High School (in the U.S.A.)

'Newspapers have daily interpretative columnists who write on politics, economics, fashions, family life, the arts, literature, sport and many other fields. To my knowledge, not a single newspaper has a daily column devoted to education.'

The last quotation is from *The Future of Public Education* by Myron Lieberman.

It doesn't need forthright and authoritative statements like the above to make us aware of the sad state of education reporting here in B.C.

With the exception of Clive Cocking of *The Vancouver Sun*, there are no education reporters with any of the B.C. dailies. There are re-write men who deal largely with the material handed out to them by the official publicity officers connected with the various departments of the education system, material which by the nature of its source cannot be critical of the existing system.

There is no interpretative reporting simply because the reporters are not trained for this exacting job. They don't really know what questions to ask, who to ask, or how to make sense of the answers they get. This is not true, say, of political or sports writers.

From time to time I ask people I think might be interested what they think of my notion that we should have some really effective education reporting, and the answers have been startling.

One day I suggested to Stu Keate, when he was still connected with a Victoria daily, that he might try using a teacher as an education reporter. He said that this had been tried but dropped because, 'Teachers as reporters are not much good—they can't write.'

The managing editor of one of the Victoria dailies told me that there was no space in his paper for this sort of education coverage. There were too many other features to be taken care of, and in any case, education wasn't all that newsworthy. The idea might be considered by a really big city daily.

In answer to my letter of criticism about an unfair editorial regarding teachers and schools, a letter which I sent directly to the publisher of *The Vancouver Sun* (at that time Donald Cromie), I received a violent and vituperative letter from the august gentleman himself, stoutly defending his paper's attitude, and telling me where to head in, in no uncertain terms. Wow!

I then asked a school superintendent what he thought. His answer was short and snappy, 'There are too many people outside the business in the act now. Why drag more in?'

Next I tried a secretary-treasurer of a school board, and he said, 'The idea is a good one, but it would be difficult to convince B.C. newspapers of its value. Public interest in education may be high at present, but it is apt to nose-dive any time.'

The consensus of several teachers was, 'Leave well enough alone, and let's concentrate on improving matters ourselves from within the profession.'

Many of my Grade 12 students agreed with one of their number who said, 'Parents aren't really all that interested. As long as we bring home reasonably good report cards; and the wheels keep turning smoothly, they couldn't care less about the larger issues in education.'

The only one of all the people I asked who was wholeheartedly in favor of the idea was a school trustee, who felt that the daily newspaper was still the best source of information on education, and thought that at least one of the four big B.C. dailies should interest itself in the job of supplying it.

I would think that today, as never before, there is a need for 'accurate, consistent and up-to-date facts' and 'constructive public debate.' When I consider that a number of daily papers in the U.S.A. have on staff trained education reporters, and in some cases full-time education editors; that interpretative reporting is a daily feature; that this form of reporting produces stimulating discussion in the Letters to the Editor section, I wonder why we are so backward.

Maybe the man on the Victoria paper was right. Maybe education is not as newsworthy as the antics described on the sports page, the inanities of the social columns or the vapid effusions of the shoppers' column and the advice to the lovelorn.□

COVER STORY

THE MIGRATION OF THE United Empire Loyalists from the United States to Canada had a far-reaching effect upon the history of our country. To the Loyalists belongs the credit of cementing the tie between Canada and the British Empire.

The first party of Loyalists to come to Canada, for settlement on the St. John's River, landed in May 1783 at the site of the present city of St. John, N.B. They found a wilderness of rocks and trees; a few huts of French fishermen near the shore were the only habitations. The figures of the young couple in the foreground of the picture are intended to represent those Loyalists who left the coast and migrated inland, eventually establishing colonies throughout the Dominion, ever maintaining British justice and strengthening the unity of the Empire.□

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FROM OUR READERS

A Secretary-Treasurer Reacts to our 'Businessmen' Article

Gibsons, B.C.

Sir,

I find I have so much time on my hands, after I've done a little paper-clip counting and invoice filing, especially when teachers just *refuse* to co-operate by keeping in circulation the steady stream of paper administrivia which I direct through their box-car doors, that, in spite of the fact that I don't give a damn about education, I am finally driven in sheer desperation to browse through *The B.C. Teacher* and various other educational periodicals which for some reason reach my desk.

This having happened the other day, I noticed an article in your December issue entitled 'The Businessmen Take Over.' (Naturally I didn't read any of the *other* articles, about education and stuff like that.)

Now I had run across this article before, in *T.V. Guide* or *The News of the World* or *Reader's Digest*—the sort of thing I *usually* read in the office — and I was quite riled about it. In fact I was all set to write them a nasty letter, only some teacher chose just that minute to fill up a form or something and send it in and I lost the thread and then, of course, I lapsed back into my usual state of lethargy and the moment was gone.

However, the astute editors of your magazine, unlike me, saw to it that this gem was not lost but was brought to the attention of all teachers, who, of course, only read *The B.C. Teacher*, not *T.V. Guide* or *Saturday Night* or administrative memoranda and such-like trivia.

Subtly, they did not indicate whether it was included as light relief; cleverly, they offered no comment, relying on that little paragraph about articles 'not necessarily' expressing official BCTF policy to cover all contingencies; naturally, they did not concern themselves with the juvenile style of the article, knowing that teachers are accustomed to immature scribblings and accept them as the norm. (Please excuse the jargon — you know how it is with us bureaucrats. We take tremendous pride in being credited with the invention of such phrases as 'a low teacher ratio.')

Well now, it must be about time for another coffee-break. After that, let's see what hocus-pocus we can cook up. I wonder if those teachers would be too professionally-minded and dedicated to education to accept administrative trivia like, say, their pay cheques, if they are prepared by clerks and similar hirelings—such as me.

PETER C. WILSON

Vito Cianci Appreciated

Vancouver, B.C.

Sir,

I would like to express my appreciation of Vito Cianci's article in the January issue. I read the column with interest. This time—as you, Mr. Editor, have done with the entire issue—Vito has exceeded even what I have come to expect of him.

Nothing more adequately points out the need for teachers to become more involved in curriculum than the various guides issued by the Department. It is my hope that, in the near future, teachers, through the Federation, will have a great deal more to do with curriculum and curriculum guides.

J. HARLEY ROBERTSON

Our Euphemism Decried

Kamloops, B.C.

Sir,

In each issue of *The B.C. Teacher* there appears a list of teachers who 'have passed away.'

For the sake of the ones who may have been teachers of English, and (therefore) allergic to euphemisms, would it not be possible, in future, to present a list of teachers who have died? Presumably, that is what 'passed away' means.

DES HOWARD

A Very Special Child

Kamloops, B.C.

Sir,

Noting your request for articles for your special issue on Mental Health in the Schools, I remembered a poem I read last year at summer school, and thought it might be appropriate for your special issue. The author is unknown.

C. L. DAVIDSON

Heaven's Very Special Child
A meeting was held quite far from Earth
'It's time again for another birth'
Said the Angels to the Lord above.
'This special child will need much love.'

His progress may seem very slow,
Accomplishments he may not show
And he'll require extra care
From the folks he meets way down there.

He may not run or laugh or play
His thoughts may seem quite far away
In many ways he won't adapt,
And he'll be known as handicapped.

We want his life to be content.
Please, Lord, find the teachers who
Will do a special job for You.

They will not realize right away
The leading role they're asked to play
But with this child sent from above
Comes stronger faith and richer love.

And soon they'll know the privilege given
In caring for this gift from Heaven
Their precious charge, so meek and mild
Is Heaven's very special child.

Mr. Hampson Explains

Vancouver, B.C.

Sir,

May I show my appreciation for the criticism that Dr. McGann has directed toward certain statements in my article, 'One Approach to Helping the Retarded,' by replying to him in your columns? I am aware that Dr. McGann works untiringly on behalf of the handicapped children in this province, and because of this, I should like to feel that our apparent disagreement is the result of my failure in a brief article to define terms.

We know that the students in our special classes in Vancouver score low on tests of intelligence and perform in the basic subjects at a grade level two or more years below that of their chronological peers. Kirk (Kirk 1962) has confirmed that the mentally retarded child exhibits

bove; and in my statement that 'retardation is due to poor native endowment,' I should be presumptuous to imply anything more. Indeed, I recognize that students having similar levels of tested intelligence as those in special classes are to be found in the normal grades (although I am not convinced that they accomplish the work of the grade successfully); that students underachieve even in special classes; that poor native endowment is not always the sole or the most dramatic cause of retardation; that factors other than poor native endowment may result in low scores on tests of intelligence; and that high scores do not invariably mean that the subject will achieve comparable success in school.

In short, I am one with Dr. McGann in recognizing the conflicts that surround attempts to establish an etiology of retardation; but Kirk and Schonell—to mention only two authorities whose work, as far as I am aware, has not yet been discredited by continuing research (a fact more important than the date of their findings)—recognize the pre-eminence of poor native endowment as a factor in producing retardation. To a degree, there is inevitably a difference in approach by the teacher and by the research worker. The latter rightly challenges every assumption; the former, while ever ready to examine new evidence, must adopt a *modus operandi*, which may not be a function of the ultimate truth, but is

nevertheless supported by reputable research and practice.

In stating that 'special education for the retarded is different in amount, in scope, and in depth, from the normal curricula,' I am doing no more than describing conditions as they exist. I hold no brief for some of the practices in special classes or for the attitudes toward slow-learners adopted by some administrations. They are lamentable, and the children gain nothing from the differences in amount, scope, and depth. On the other hand, the retarded in a normal grade class of 30 or 40 students never has a chance, for he differs from them in social, mental, and educational growth.

However, experiment has shown that in a very small class of superior students, the mentally and educationally retarded child benefits from the stimulation afforded by those more able; but there must be acceptance of the retarded, a close rapport with the teacher, and an absence of pressure. Unfortunately, these conditions are rarely to be found in our schools; and thus we must try a measure of segregation, but always with a flexibility that allows the special class child to attend a normal grade in any subject in which he shows relatively fair ability.

I must confess to some difficulty in accepting Dr. McGann's assertion that research refutes my claim that 'the retarded child has limitations in the entire range of abilities.' Schonell (1948) writes: 'The older the characteristics mentioned a-

viewpoint that all dull pupils were as efficient at handwork as normal pupils has been modified. These pupils are certainly better at handwork than they are at more academic and abstract studies, but their success is only a relative one.' (*Backwardness in the Basic Subjects*, p. 14)

Kirk (1962) is even more definite: 'Retarded mental development may include slowness in maturation of specific intellectual functions needed for school work, such as being significantly low in memory for auditory and visual materials, generalizing ability, language ability, conceptual and perceptual abilities, imaginative and creative abilities, and other functions considered basically intellectual.' (*Educating Exceptional Children*, p. 109)

In humility, I submit that practising teachers in special classes and elsewhere experience the truth of these views daily. I believe that Dr. McGann, when he taught in special classes, might also have added confirmation.

I used the term 'operation order' advisedly, for I thought it implied periodic revision. It is no credit to the associated professions that they place teachers at the end of the 'pecking order' and are accordingly somewhat cavalier in circulating their reports. The fact is that the teacher, despite shortcomings, has something to offer even to the most erudite and objective worker in the social sciences. The teacher is frequently the only one at a clinic for assessment who observes the child every day; he or she is thus one of the few people in a position to keep an anecdotal record of the child's behavior. Undoubtedly, my colleagues could easily duplicate my own experience of discovering with excusable gratification that on a respectable number of occasions a highly-qualified board has recommended only more of the same approach that some sixth and very unscientific sense had already suggested was best for the child. Intuition, however, is not always a trustworthy guide, and I for one would prefer my 'hunches' to be the rational outcomes of a genuine exchange of information.

ERIC HAMPSON

Around-the-World Tour

Vancouver, B.C.

Sir,

May I call to the attention of teachers: some places are still available on the 'Around the World Jet Cruise' for teachers, conducted by Walter and Iris Hardwick this summer; but travel details should be arranged soon.

The comprehensive, ALL-INCLUSIVE cost tour at $2550 is a social studies teacher's dream — a real travel bargain.

A lecture-armchair tour is being arranged during Easter week. For time and brochure, write the undersigned at 6958 Churchill St., Vancouver 14.

W. H. W. HARDWICK

Learning is like mercury, one of the most powerful and excellent things in the world in skillful hands; if in the unskillful, the most mischievous. Learning—like money—may be so base a coin as to be utterly void of use; or if sterling, may require good management to make it serve the purpose of good sense and happiness. 'A heap of ill-chosen erudition is but the luggage of antiquity.'

NEW BOOKS

C. D. NELSON
Book Review Editor

A MIXED BAG . . .

Our reviews this month cover a number of seemingly unrelated topics, which is the way it should be . . . can you imagine anything more deadly than two pages of comments on mathematics books, for instance? Don't misunderstand me, some of my best friends are math teachers. So far it has not been possible to relate book reviews to special issues, but perhaps this might be done at some future time. Publishers continue to send their latest works in higgledy-piggledy order, and we must follow suit if we are to keep up with the times.

CANADA'S CENTENNIAL . . .

One cannot really blame book publishers for using this occasion for pouring forth a flood of books by, for and about Canada and Canadians. For most it is a life-time chance—a real bonanza. For this very reason, unfortunately, many books have been published that would have been better not published. Next month we shall have some reviews of some recent Canadiana which, at least in the view of your Book Editor, somehow missed the boat. C. D. NELSON

CANADIANA

Making Canadian History, A Source-Guide Book in Canadian History, Book 1, by Neil Sutherland and Edith Deyell. Gage Toronto, 1966. Paperback. $1.65

This slim book includes a select list of the primary source materials — pictures, letters, diaries, account-books, petitions and newspaper advertisements — used by historians of the territory we now call Canada. It serves as a stimulating introduction to the study of the 'raw' materials of the historian. Random examples of these sources include extracts from the journal of Columbus, a letter from Wolfe to Pitt, a 1783 newspaper advertisement announcing the sale of a Negro in Quebec, a copy of the map of Mackenzie's two voyages. These help pupils to get the 'feel' of the various periods, and to generate the right mood essential to the appreciation of history.

Early chapters pose problems to encourage pupils to make proper inferences. The last chapter asks pupils to design their own problems. One basic conclusion which all pupils should reach is that there is no single history of Canada; instead, each writer, pupils will note, chronicles his own history.

One hopes that a second volume will include materials of the period since 1900. In the present book there is no explanation why the diary of Mrs. John Greaves Simcoe moves from Thursday, January 14, 1794 to Saturday, January 18, 1794. If this appeared in the original diary, does this not provide a glorious opportunity to illustrate the necessity for the historian to be a skeptic and sleuth? Why do the authors insist, particularly when the source materials are being emphasized, on a twentieth century frame of reference? Chapter 5 is entitled 'The United States Becomes our Neighbor (1763-1800)' and Chapter 8, 'Our Friendship with the United States Begins Uneasily (1783-1900)'. When was the Declaration of Independence drafted? When did Great Britain recognize the Declaration? To what territory does 'our' refer? Again, the heading of Chapter 6, 'The Loyalist Move to Canada (1776-1800)' shows similar ambiguity, as the first section deals with Loyalists on the site of St. John (New Brunswick), in May 1783. (Do I hear a Maritime rumbling?) One hopes a later edition will include an index.

Nevertheless, this is an exciting book. It is designed to supplement, not replace, the traditional Canadian history textbook. It deserves a prominent place in any classroom, where it will help the pupil to learn how the historian works. It should promote a life-long enjoyment in delving into source materials and in reading histories.
—J. S. Church

FICTION?

The Painted Bird, by Jerzy Kosinski. Pocket Books, 1966 (Can. Agt. Musson, Toronto) Paperback. 95c

Here is a book that has been honored around the world as the best reviewed book of 1966, winner of numerous prizes, and intended to be translated into ten additional languages. It arrived from the publisher accompanied by no less than seven long pages of adulatory comment and excerpts from ecstatic reviews that appeared in the United States, Great Britain and France. It is understandable, perhaps, that this reviewer feels he must be rather peculiar—maybe even a bit simple—when he firmly declares that *The Painted Bird* is not only a bad book, but a despicable fraud. It is hard-core pornography in the truest sense.

It meets all the criteria of a 'non-book' and then some. There is no real plot, characterization or theme. It is realistic in that it spares no details in its relentless pursuit of horror and filth. Never has so much blood, vomit and excrement been so lovingly described for the sake of prurience alone. Every possible example of sadism and perversion is presented, some several times. To what point? We are asked to *believe* anything here? One almost loses faith in the beauty and power of the English language to see it used in this fashion. One reviewer was so carried away that he said the book . . . 'will stand by the side of Anne Frank's unforgettable Diary . . .' In my view, *The Painted Bird* is the most forgettable book ever written.—C. D. Nelson

FRENCH

Guignol et ses amis, by Evelyn C. Green. Holt, Rinehart and Winston, Toronto, 1966. Paperback. $2.00

A book of simple puppet plays, in French, for use in French classes. A good quality, standard-size pocket-book, with a plastic coated cover which should be easy to keep clean; good paper, clear print and adequate margins. The binding is stitched and could probably be rebound, but repurchase in the paper binding would probably be more economical.

The book has an appendix which explains the method of constructing the puppets and the puppet stage. The instructions are clear and are supplemented by illustrations showing some construction details. Illustrations with each play give some idea of the actual staging of each show. Music for the songs is included at the end of the text. Most of these are set to the tunes of well-known French folk songs with words adapted to the situation of the plays in which they occur. Two of the songs are set to the tune of 'Old MacDonald.' A French-English vocabulary, containing idioms as well as words, is included at the end of the book, and a bibliography of other volumes of French puppet plays.

The French is easy, natural and sounds 'right.' The intention of the book seems to be to use well-known idioms in other than a direct teaching situation. The contents and character of the plays make them suitable for use with French 8, but somewhat too young for French 9 and 10 students. The vocabulary and idioms, on the other hand, are those introduced in French 9 and French 10. Many of the idioms and lines present problems for beginners and will need considerable practice if they are to be spoken quickly and smoothly. Many will have to be memorized outright—an activity of doubtful value. There is some hidden repetition (i.e., Il va

chercher, elle va donner, etc.) which should give some practice, but none of the lines can be 'ad-libbed' by students at that level, and therefore offer little practice in actually speaking French. The class, as listeners, will need some preparation in order to follow the dialog.

In schools where a puppet or similar club already exists, effective use might be made of these plays. Without some such group, there would be the danger of converting the French class into a puppet club and forgetting the original intent of the activity, which is to practise speaking French in a 'live' setting.—Faith E. Lort

GUIDANCE

Effective Study, by Anne McCreary-Juhasz. Gage, Toronto, 1966. $1.75

This excellent book, written and published in Canada, is designed to help Canadian students to make the most of their time at university.

The book goes far beyond the ordinary pamphlet on 'How to Study' and gives specific, detailed suggestions and examples of such topics as study schedules and their value, reading skills and note-taking, reading efficiency, reading in subject areas, making lecture notes, using library resources, preparing a term paper and being efficient in examinations.

It will be of most value when it is discussed in guidance classes where the student might be given some supervised practice in its use.

It would help students going on to university if their secondary school teachers would discuss this book with them in their senior year. The sections on how to use a library and how to prepare a term paper are particularly important.

—S. R. Laycock

LINGUISTICS

Linguistics; the Study of Language, by Charles C. Fries. Holt, Rinehart and Winston, Toronto, 1962. Paperback. $1.65

The layout and print in this work are uniformly good and there is no problem to be encountered through the use of fine print. The work is a very handy size for for the average shelf.

This book should prove very useful to the person to whom the concept of linguistic study is relatively new. It should also serve as a good introduction to the newer studies in linguistics, especially in the field of transformations and generative grammar.

The book is divided into four sections, each one marking a new development in the study of language. The first section begins at the year 1820, while the last ends at the year 1960. The work is especially well prefaced by a section containing statements and quotations from 1660 up to the present time, explaining current feelings about the mastery (or lack of mastery) of grammar. Two areas within the body of the text worthy of special mention are those of structural linguistics and transformational grammar, mentioned above. The former is well explained in terms of 'word centered' thought, while the latter is set out clearly by illustrative passages from the writings of Professor Zellig Harris.

The work is made very full indeed by a most comprehensive series of notes at the end. This in turn is foreshadowed by a summary of the first three periods of linguistic study which precedes the fourth section.

Several minor areas, notably those of psycholinguistics and machine translation, could perhaps include more detail about their substance, as, together, these two sections occupy only two pages.

It is doubtful that this work will prove very valuable to secondary students because it is a scholarly presentation and presupposes a fair level of understanding of grammar and language study. For a beginning student in linguistics, the book will be of great interest and will doubtless serve to present a brief and comprehensible overall view of the field.

—Simon Nankivell

SCIENCE

Modern Physical Science, by Brooks, Tracy, Tropp and Friedl. Holt, Rinehart and Winston, Toronto, 1966. $7.66

This is a new American science text which aims to present a non-mathematical approach to physics, and to give students 'literacy in the basic sciences.' This is, of course, somewhat out of line with the present trend of our new B. C. secondary school science courses. If, as sometimes seems likely, we discover later that these new science, physics and chemistry courses prove to be too selective, this book would merit careful consideration as a textbook for one or more courses in physical science for the 'non-specialists.'

Modern Physical Science stresses the practical applications and consumer aspects of today's science; but it also deals with the evolution of scientific generalizations. There are many good photographs and diagrams, all clear and meaningful. Another good feature is the well-arranged review section after each chapter. The questions are generally clear and direct, and problems are very well chosen.

A weakness of the book is inherent in its attempt to cover too wide a field. The material is divided into five sections: chemistry, mechanics and molecular energy, wave motion, electric and nuclear energy, and earth and space science. Although very little space is wasted in the 600-plus pages, this great spectrum of physical science can only be covered by the adoption of a 'precis' form of writing. This is on the whole well done, but in some areas this means that the material reads more in the capsule style of an encyclopedia than a school textbook. Possibly good teaching and much 'reading between the lines' might overcome this difficulty, and even turn it to advantage; as it stands, however, the text could prove to be somewhat indigestible in large doses.

A useful Teachers Edition and a Workbook for Students are also available; the latter including instructions for many simple experiments and exercises.

—Denis R. Stubbs

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