

The B.C. Teacher

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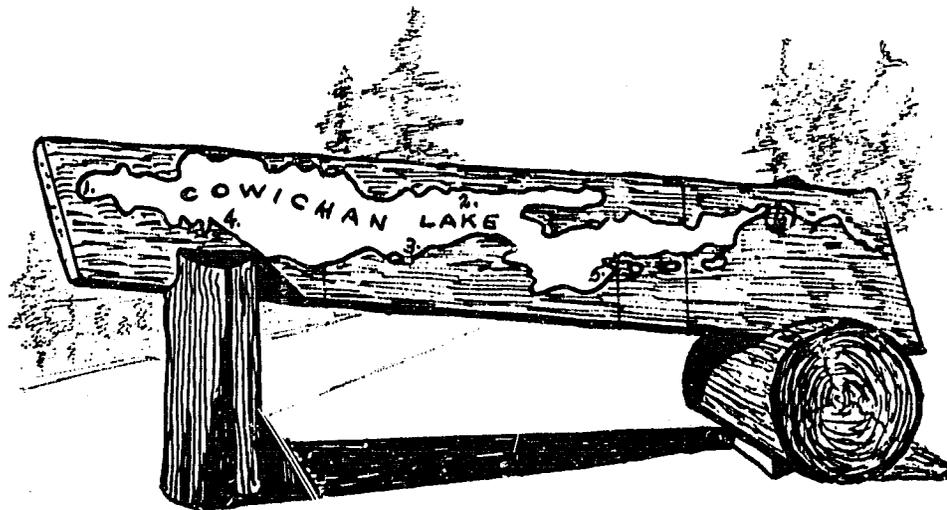
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Come to Lake Cowichan

Code to Numbers
on the map:

1. Nitinat
2. Youbou
3. Honeymoon Bay
4. Cayeuse
5. Mesachie Lake
6. Lake Cowichan Village



A GOOD PLACE TO LIVE

The area is noted for its scenery and recreational facilities. The climate is varied, but seldom severe, and lends itself to water sports, hunting and other outdoor activities. Professional instruction in swimming and water safety is available to all. The usual amenities are all available . . . theater, churches, medical and dental services, public health center, bowling alley, library, community center (our Centennial project), music club and drama group. Adult education classes are available in the winter. Victoria and Nanaimo are only 58 miles away.

The community is noted for its spirit of co-operation . . . the people are alert and progressive, and have a deep pride in the area. Accommodation, on the whole, is easy to obtain . . . teacherages and boarding places, as well as unfurnished houses and furnished cabins.

A GOOD PLACE TO TEACH

Stanley Gordon Elementary School, with a staff of 18, enrolls pupils from Kindergarten to Grade 7. Built in 1950, it has a cafeteria and a recently added modern activity room.

Lake Cowichan Secondary School, with a staff of 27, is an accredited school. It has 14 classrooms, two modern science labs, a library, a commercial room, two modern home economics labs, and four industrial education shops (including power mechanics and drafting room). A large new gymnasium-auditorium with full stage can seat up to 1,000 persons.

Courses are provided in all specialties in the academic-technical, commercial, industrial and community services programs for Grades 8 to 12.

A PROGRESSIVE EDUCATIONAL POLICY

School District No. 66 is progressive in its educational outlook, providing staff over entitlement whenever the learning situation has required it. At present four teachers are employed over entitlement to reduce the pupil-teacher ratio and two more, the district music teacher and band master, to permit the district to offer a broader music program to all schools.

Bus transport is provided upon request for educational field trips in or out of the district. The district also employs a special counsellor and an elementary supervisor. A central library, with a qualified librarian, serves the district.

The district has plans for an extensive building program which will provide for a new five-room primary school in the Village, a school for retarded children and additions to several smaller schools. The secondary school will have added a language lab, two science rooms, extensive new equipment for industrial education and a new ¼-mile sports track. Total planned expenditure is \$1,161,515.

Co-operation among teachers, principals and school board is encouraged. Such equipment as overhead projectors, tape recorders, TV sets and supplies is considered by staff members to be at a high level. The district is also experimenting with team teaching and continuous promotion techniques.

A GOOD SALARY POLICY

The 1967 Salary Scale is

Certificate	Minimum	Maximum	Increments
EC	\$3740	\$4584	4 x 211
EB	4480	6990	10 x 251
EA	4930	7620	10 x 269
PC	5550	8910	12 x 280
PB	6180	10184	13 x 308
PA	6642	11150	14 x 322

Educational leave is available after 3 years with up to ¾ salary paid. The teacher must agree to return for 3 years. The school board pays ½ the premiums for group insurance and PTMS.

Professional improvement is encouraged through the payment of pro rata amounts for each 3 units of study undertaken toward the next higher certificate.

Credit for outside experience is granted as recognized by the Department of Education plus 1 year for each year in the district.

The district also operates an internship program.

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It is logical to bear in mind always that the learning and knowledge which we have, is, at the most, but little compared with that of which we are ignorant.

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the **BC** teacher

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COVER PICTURE

The subject of this month's cover picture is The Gateway to Canada's Granary—Winnipeg, Manitoba, 1872. The picture was painted by J. D. Kelly for the Confederation Life Collection. The text of the cover story was also supplied by the Confederation Life Association.

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The Old Myths and the New Evangelism

A GUEST EDITORIAL BY JULIUS FRIESEN

ONCE UPON A TIME the Department-authorized curriculum was looked upon as 'The Teachers' Bible.' It was a collection of commandments rigidly followed by teachers under the watchful eyes of Inspectors, who frequently considered themselves appointed and anointed high priests of learning.

Fortunately for education, these myths have long since been discredited.

Inspectors long ago became superintendents who were called to guide, supervise and lead rather than to judge, criticize and dictate. Their function became positive rather than negative.

The curriculum is no longer a collection of commandments. Instead it is plainly labeled as 'a guide.' Within its frame of reference, we are assured by the Director of Curricula, teachers have great freedom.

The Director of Curricula does ask that major changes be cleared with principals and superintendents and that results be reported to the Department of Education. This is a reasonable requirement. If we assume that administrators have attained their positions through ability, experience and academic qualifications, then we must grant that they can contribute to the success of proposed innovations. Results of innovations should be reported to the Department so that pertinent information may be available to other teachers planning similar projects. This requirement does not, of itself, curtail teacher freedom.

Unfortunately for education, although old myths may be discredited some people refuse to discard them. Some teachers, unwilling to assume the responsibility that goes with professional freedom, prefer to have others make their decisions for them. Some administrators, willing to make all decisions, take advantage of teacher timidity to cast themselves in the high priest role. They prescribe the traditional ritual to be followed in worshipping the false god, Conformity, upon whose altar children are frequently sacrificed. The ritual is chiefly characterized by a mania for measurement by external standards. In turn, this practice demands that there be no deviation from the curriculum. This circular ritual is designed to condition teachers to conformity as well as to keep them so busy

that they will have neither time nor energy to disrupt the system with innovations.

The new evangelism in education proclaims that schools must be child-centered. The curriculum must be made to fit the needs of each child. The child must have the right to learn continuously and to develop as an individual. The new evangelism recognizes that the classroom teacher, in daily interaction with her pupils, is the authority in the best position to judge individual progress, diagnose needs and prescribe treatment. It ordains that administrators and consultants, with their special gifts and insights gained through depth of study, classroom and administrative experience, shall assist the teacher without robbing her of responsibility, freedom or initiative.

When all educators accept this new gospel education will be transformed. □

WE AGREE!

BECAUSE WE AGREE with Mr. Friesen that schools must adapt to the individual child, not vice versa, we present in this issue five articles which deal with that thesis.

Helen Bumphrey discusses her individualized reading program for primary youngsters, Isobel Cull discusses the implications for B.C. teachers of individualized instruction and continuous progress, Bernice Wolfson indicates what the teacher must be and do to make a continuous progress plan successful, J. Lloyd Trump suggests four 'imperative' changes in what teachers and students in secondary schools do if the quality of education is to be improved, and Mona Drayton, last year's Teacher-of-the-Year in the United States, describes how she gets children caught up in a whirlwind of wonder.

In our lead article, Frank Beinder, president of the B.C. School Trustees Association, looks at education in the future and sees a growing responsibility for both teachers and trustees and a vital need for close communication between the two groups.

In addition, there is a timely analysis by Betty Nickerson of social change, its causes, effects, and implications for teachers.

We're especially proud of this issue. We hope you will be too. □

Reprinted with permission from Arbos, the journal of the Saskatchewan Teachers' Federation. Mr. Friesen is its editor.

TEACHING IN THE SPACE AGE

FRANK BEINDER

THE MASS OF SOCIETY has always exerted a considerable influence on school systems. It might even be argued that only because society has demanded better things for its children have our schools developed as they have. Today, however, the particular demands of the space age tend to diminish the validity of the opinions of the man in the street.

There were two main motivating factors involved in the development of free public education for every man's child:

1. The need, reluctantly admitted by the social and industrial elite, to provide sufficient education to enable the common man to work efficiently in a developing economy; and

2. The more idealistic demand for closing of the gap between the opportunities available to the rich and the poor.

These were very limited objectives, closely related to well-defined social demands, which required quite simple provision in terms of equipment and teaching skills.

Probably the most momentous revelation stemming from these somewhat unobtrusive beginnings was that when one starts educating people one starts expanding their minds—their capabilities increase, their horizons broaden and their ambitions grow. Teachers are well aware of this, but it's a concept which our forefathers probably little understood and which far too many people little understand today.

More than 50 years ago, Alfred North Whitehead said, 'Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will be pronounced on the uneducated.' The prophecy was shockingly close to the ultimate truth; today that judgment is being pronounced. Tomorrow and tomorrow and tomorrow it will inevitably be pronounced with ever-increasing emphasis—and there will be no appeal.

Ronald S. Ritchie, an employee relations authority has said: 'Our personal lives today can be richer and more varied because we work shorter hours, have longer vacations, have better health, live longer and have more wealth. In other words, we have many more choices available to us than did our forefathers. Our children will have more still. Whether we and our children choose in ways that add to our stature and control our lives, or whether we become the restless

victims of under-developed minds exposed to too much free time must depend in part upon what our educational system will have contributed to our capacity and our desire for continuing growth.'

The same increasing breadth of choice is evident in the citizenship and occupational aspects of our society. While the prospects at first seem rosy, a second and longer look makes them seem rather frightening. We are entering an era in which jobs are changing and disappearing rapidly as a result of automation. We face the probability of people spending only four or five hours of their day at work and having the rest of their time to fill. Obviously the educational system will have to be geared to the future, not to the present.

The potential ill effects of a vast increase in leisure time must be headed off by the provision of new motivation and interest. Sitting relaxed in a rocking chair for a couple of hours a week may be good for both body and soul. The same process extended over 20 to 30 hours a week, for the want of something bet-

Adapted from an address by Mr. Beinder, President of the B.C. School Trustees Association, to the Spring Convention of the Surrey Teachers' Association.

ter to do, can lead to intellectual disintegration. As with so many other developing social problems, the answers will be expected to come from the educators.

I mention the matter of full and satisfying use of increasing leisure time as only one, and not really the most difficult, component of a total problem. It is a problem which is inevitably ill-defined. It can be described as the problem of fitting our young people to take their places in a society that is becoming as perplexing to its leaders as it has hitherto been to those who have not been called upon to face its problems or meet its challenges.

Over and above that commitment, the public schools seem to be becoming increasingly involved in various aspects of adult education. School boards are appointing directors of adult education, and hundreds of public school teachers are becoming involved in the teaching of adult programs. Adult education in local communities will fall more and more within the scope of the professional responsibilities of teachers.

The whole prospect adds up to the development of virtually unendurable pressures upon our school system, and particularly upon the teaching force, unless we are able to adapt methods to new needs. We have to define the function of the schools in such a way as to prevent them from becoming a sort of social catch-all, performing many of the functions which rightly belong to other agencies.

Criticisms Are Not Soundly Based

How often do we hear the shocking generalization that schools aren't meeting the demands of society? How many of the people making the accusation have any real knowledge of what is going on in our schools? How many of them have any real appreciation of the teaching task as it has evolved in terms of preparation, assessment of progress, concentration on the needs of the individual student, in-service education to enable teachers to cope with an increasingly complex system involving revolutionary new approaches to the teaching of mathematics, science and, in fact, practically all of the basic subjects? How many of our critics, when they make their diverse demands on our schools, give any thought to the extent to which we have progressed from the simple concept of a limited proficiency in the Three R's?

Within the limitations of availability of teachers and allocation of money for education, how can the schools and the teaching profession cope with the demands for a higher degree of career preparation, head-start programs, special classes, occupational classes, sex education, driver training, home management, physical education and moral readjustment, to name a few? It may well be that much of the responsibility devolving upon our schools belongs properly to other agencies of government with welfare orientation. This would remove the emphasis on costs of education, which are inflated only because we are being forced into being all things to all people.



Frank Beinder

It will be nothing short of a triumph if, amid the developing profusion of special interest pressures, the teaching profession manages to maintain an objective approach and to preserve its integrity.

I must refer particularly to the influence of economic pressures; e.g., the oft-repeated question, 'How can our school system better meet the demands of industry?' There would be no particular concern if the question indicated a need to produce people with minds and abilities broadly developed to ensure a rapid adaptation to industry's problems. But I fear that all too frequently it is a demand that we produce pegs ready-made to drop into the holes prepared by industry.

Public Schools Have Broad Preparatory Function

This takes us back to one of the early and, one might hope, thoroughly discarded bases for the introduction of free public education for all—namely, the provision of only sufficient education to enable the common man to work efficiently in a developing economy.

Public schools, as represented by the Grade 1 to 12 programs, must be free to perform a broad preparatory function within the total area of public education which, with particular reference to career preparation, includes provincial vocational schools, two-year colleges, the Institute of Technology and the professional faculties of our universities, as well as the training facilities of business and industry.

The ordinary taxpayer is not fully aware of the total cost of public education, nor of the functions and potential of its various branches. In his limited view, it is the local public school system to which he contributes his hard-earned tax money, so it is the local system which should provide his child everything he needs, particularly the ability to earn a living.

We are in that strange democratic dilemma in which the demands of the space age on education have engendered a complexity which is rapidly rendering the

taxpayer incapable of judging whether or not his money is being spent efficiently.

More and more this responsibility falls upon the professional teacher and the taxpayers' elected representatives. These two groups must recognize the weight of their responsibility, their interdependence and the mutuality of their objectives.

I have no quarrel with the proposition that education must be a gateway to employment. I have a deep concern, however, about the mass production implications that seem to go with manpower needs related to educational systems, and the problems they must present to a public school teacher who is equally concerned about the social needs, the assessment of which is difficult and subject to wide controversy.

This thought has been summed up by Dr. H. T. Coutts, Dean of Education at the University of Alberta, who said, 'It may be the school cannot do more than it does; it may be that society must add other stimuli and other means to prepare alert, aggressive and involved citizens.'

Function of Schools Must Be Re-assessed

Going back to my earlier comments on increased leisure, many people regard increasing attention to the arts as an important part of the solution to some of the problems created. Are we underselling music, art and drama in our school offering? Perhaps we haven't time. Perhaps it's part of the space age challenge to ask ourselves to what extent schools and school boards should become involved in extracurricular offerings in these fields. Can we, by including adults and integrating school and community facilities, expand the cultural life of the total community?

Our public education system involves a number of agencies. Some seem to be overlapping; the degree of communication among others seems to be inadequate. We all know the diversity of opinion that inevitably results from repeated efforts adequately to define education and educational objectives. However, in view of all of the other agencies involved in the educational process, we must come to more definite conclusions about the particular objectives of the public schools. There must be a total re-assessment of our approach to the function of the public schools and to the evaluation of innovations, whether they be in teaching methods, in mechanical aids, or in school construction.

Are we to continue to subscribe to the 'well-rounded person' philosophy, or are we, to an ever-increasing extent, paying lip service to the decision-making, opinion-forming, problem-solving objectives, while actually succumbing to the pressures of business and industry and the 'university-education-for-all' sections of the public that would have us narrow the offering to meet very specific objectives?

Is it right to increase our efforts on behalf of the problem student, the underachiever, the slow learner, the late starter? Is the drop-out problem of serious concern to our society? Has not our penny-pinching

approach to research and the examination of such matters already indicated that we are permitting a dreadful waste of human potential?

Have we made adequate inroads upon public opinion with regard to the traditional, archaic approach to elementary education—the idea that any motherly type capable of pulling on rubbers and cutting out Halloween witches is competent to cater to the intellectual needs of primary children? How can we develop positive attitudes to innovations? Are teachers taking a truly professional and enthusiastic interest in them, or is comfortable traditionalism or sheer frustration inhibiting enthusiasm?

Space age technology is entering every phase of life and our schools will not remain impervious to its encroachments. Industry welcomes it because it brings demonstrable economies in production. Can we demonstrate its advantages anything like as positively in education? I'm sure that in many instances we can't. The value of even the most common innovations needs much closer examination than it has had hitherto.

If industry can produce x percent more articles with the same labor force, with no loss of quality, it is obvious that an advantage has been gained. We are concerned with producing better prepared people rather than more of the same. Progress is difficult to prove.

I am reminded of the prominent metallurgist who commented to me that every year his company was turning out more lead pigs with no increase in the labor force, and it was time our schools matched the effort. Maximum purity in a metal product is positive. Maximum development of a human mind is infinite. It is unlikely we shall ever reach the goal, but dedicated teachers will always be striving for it.

Only Teachers Can Rate Innovations

There is no doubt that our society will continue to demand greater expenditures on such services as highways, public health and social security—and that the costs of education must be regarded as part of a total tax structure in which there will be limits placed upon expenditures for any one service. This makes it essential that we strive for efficiency.

Only the people on the job, only the professional teachers, can truly rate innovations, and even they can do it only if they are sufficiently interested, competent and enthusiastic.

The space age is already crowding into our classrooms. We are faced with new courses, we hear more and more about such things as programmed learning, educational tv, continuous promotion, team teaching, two-year colleges, and classrooms without walls. There are all kinds of so-called authorities talking about them and writing about them. But I want to know what the competent classroom teacher and the school principal think about them.

I know that programmed learning has been employed advantageously by large industries in job-

training situations for adults highly motivated by the need to master new facts. An outstanding example is its success as a training device in the armed forces of the United States. There is evidence to show that certain students can achieve things with it that they might not achieve without it. But only the classroom teacher who cares can tell me what the long-term prospects are if it is imposed upon whole classes.

Obviously educational tv and other visual developments have a place in modern teaching, but how big is the place? Can my district be so organized that \$100,000 will buy as much efficiency as \$1,000,000? Can you be satisfied that a given expenditure on this type of facility will provide a net gain as great as the provision of some other medium?

One authority has estimated that about 40% of instruction can be given in classes of 100 or more students, 35% through study with the individual working by himself or with not more than one or two others, and 25% in discussion groups of 12 or more students. If I accept this assessment, I must still know how it relates to efficiency and if it is truly possible to organize a whole school, or a whole school system, on such a basis.

Students Must Be Prepared for Space Age

The questions are legion and their solution is urgent. The growing body of knowledge and the increasing area of experience and involvement of our people demand that we find practical and efficient ways of preparing students to face all the implications of the space age. And they must be means which will not be based on the cynical idea that there's nothing wrong with education that more money won't cure. They must be based on the findings of dedicated teachers who understand the political and financial implications.

One hears a great deal about the vast sums of money which must be devoted to educational research, and I am well aware that there are areas of pure research which can consume a great deal of money with no guarantee of results. However, I think we can make a great deal of progress in applied or development research in classroom situations. Perhaps it's a matter of closer co-operation among the components of the educational partnership. I've often wondered what progress we might make in evaluation of things already with us if every school district in this province were to involve itself in a classroom research project, properly observed and reported for the benefit of the whole system.

I cannot forecast with any precision what the changes will be or what the rate of change will be; both depend on many factors. But some things I am sure of. There must be a greater pride in our public schools. They must be seen as an institution with peculiar and definable functions and an integrity to be preserved. Above all else, *there must be much closer liaison and communication between those who teach and those who determine policy.*

I am committed to the proposition that it is desirable and proper that educational policies should be formulated by the elected representatives of the people who pay the bills. I am convinced, however, that the growing complexity of the educational scene demands far closer co-operation between teachers and trustees than ever before. Experimentation, competition and variety are all essential to education. Each teacher is an individual personality. Our society has made the mistake of trying to squeeze them all into one mould or design. The best teacher, of course, is the creative individual who cannot be squeezed into one position. It is this sort of person who needs the backing and support of a responsible school board, prepared to do battle with all comers in defence of a good teacher and an experimental teacher—someone who is trying to push back not only the frontiers of education but also the frontiers of methodology in the classroom.

Teachers Are Responsible for Achieving Goal

Teachers have a responsibility in achieving this goal. If we are to meet the growing needs, teachers and trustees must develop an atmosphere in which as little as possible will be made of differences and as much as possible will be made of mutual concerns.

No other group suffers the extreme exposure to public view and public criticism that is the lot of the public school teacher. It is an occupational hazard against which you find little protection. Your strength must lie in your own confidence in what you are achieving. As Mark Van Doren has said, 'It is always important that men should think it honorable to be teachers. When the profession is apologetic, society is not sound.'

I am appalled at the frequency with which one hears apparently intelligent people holding forth on the inadequacy of our ridiculous school system to cope with the stupendous challenge of the technological age, when a moment's consideration should reveal the fact that it was the product of the same ridiculous system, and others not significantly more efficient, that made possible the technological advances that split the atom and carved a pathway to the stars. That's another way of saying that teachers have always found ways of meeting the needs.

W. H. McKenzie, a superintendent of schools in St. John, New Brunswick, once wrote, 'To know something of the best that has been said and thought and done by man, to feel and know something of man in his relationship to God, to believe passionately in the worth of all, that is idealism in a teacher; to show the child this mountain and make him want to climb it, is the task of those who gladly teach.'

Space age or no space age, this is what it's all about. But the mountains are getting higher and, in our affluent society, the inclination to climb sometimes seems to be diminishing. I can only offer you some understanding of your commitment and wish you courage and success. □

HELEN BUMPHREY

LET'S DEVELOP INDIVIDUALS



ARE YOU CONCERNED about meeting individual differences? Are you concerned about making 'school' something interesting and important to each little person in your class?

I have found that the best way to accomplish this is NOT to get permission to use a new, more colorful set of basic readers, and NOT to go to great lengths motivating the children so they will 'want' to learn all about birds in winter or quotation marks or transportation. Instead, I expose the children to a wide variety of reading materials. I encourage each child to explore the world of books, and at the same time give him specific help in developing skills and guide him in working out his own program for the year. I use no basic readers and I don't measure the children's progress according to rigid grade level standards.

The program I use is often referred to as 'individual-

ized reading' but 'individualized instruction' or 'non-grading' would perhaps be a better term because, while reading is the core of the program, all other curriculum areas are interwoven.

The individualized approach is in line with Dr. John I. Goodlad's concept of nongrading. Dr. Goodlad says three things I think are particularly important for classroom teachers:

1. That in a nongraded school there are no rigid grade level standards. Instead there are realistic goals expecting each child to do *his* best.
2. There must be continuous progress on a broken front.
3. Meeting individual differences is not so much a matter of moving through the same material at different rates of speed as providing alternative programs for different children.

While our Division System in Saskatchewan is often called a 'nongraded continuous progress plan,' I think it falls short on all three of the above counts. First, most teachers still rate children according to predeter-

Mrs. Bumphrey, who teaches at Holliston School, Saskatoon, presented this paper to the BCET's recent Conference on Continuous Progress Education.

mined grade level standards. While the unit-end test prepared in school board offices is on its way out, many teachers still meet in groups to make tests so as to have a common set of standards for everyone at the end of the year.

Second, we do not have continuous progress on a broken front. It is well understood that a child does not enter Unit 9 in arithmetic until he has completed Unit 8 in every subject area. It is neater administratively if the child is in the same unit in everything at the end of the year.

Third, we talk a lot about individual differences, but are we doing enough about them? We can never truly meet individual needs and interests until classroom teachers are free to choose their own material (texts and workbooks included) and work out a program that is 'just right' for the unique individuals in their classes. We can't be serious about meeting the needs of the individual as long as we make the slow child and the bright child read the same reader and plow through the same workbook, with the fast ones being a few stories ahead! We can't be serious about meeting the needs of the individual as long as we go through a series of teaching lessons covering a course that was supposedly 'just right' for all 8-year-olds 20

Team effort resulted in a fine booklet on a topic these children found interesting. Here the final touches are put on the cover decorations.



years ago. It must be said here that there are two giant stumbling blocks keeping us from working out programs that truly meet individual differences. These are high enrollments and lack of such facilities as instructional materials centers.

Let me describe the program I am using in my Year II classroom.

At the beginning of this year I was given 31 students, and according to their report cards and cumulative folders, each child had completed Unit 4 in all subject areas. I no longer go out and buy 30 workbooks all the same, and get down 30 copies of *Friends and Neighbors II*. I now give diagnostic tests to find out *where* each child is. This year three children were reading fluently and with good comprehension at the Unit 11 level, while two others were reading haltingly at the Unit 3 level and the rest of the children were scattered between these points. Obviously I could not meet the individual differences by providing all the children with the same reader.

Next I embark upon a phonics and reading skills program which is made meaningful to the children because it is directly related to their self-selected reading material and because it aids them in their reading and writing:

My program can be divided into five activities:

A. The Pooling Period or Planning Period:

This usually follows opening exercises and is the time when the children plan their activities for the work period which will follow. It may be 15 minutes long or perhaps only two or three minutes. At this time interest groups are organized, new books are introduced, and temporary groups are organized for remedial instruction. The teacher assigns seatwork to those who need it and sometimes there may be a short teaching lesson.

The most important part of the pooling period is the individual schedule or plan that each child makes for himself. Following is an example of one child's plan for a work period:

9:15 - 9:30	- Bring my record book up to date. Put my interesting words into my dictionary. Check in the library books. (This child was a classroom librarian.)
9:30 - 9:40	- Pick my books. (Try to get <i>The Curious World of Snakes</i> .)
9:40 - 10:15	- Work on my report on Brachiosaurus.
10:15 - 10:30	- Read a Dr. Seuss book with Tammy.
10:30 - 10:40	- Have a conference with Mrs. Bumphrey.
After recess	- Watch a film.
If I have time	- Do page 32 in my Phonics Book.



These children are using some of the 20 filmstrips available to Mrs. Bumphrey's class for individual study.

B. The Work Period:

This is usually about 60 minutes long. The length will vary from day to day, for this big block of time must be used flexibly to allow time for children to pursue their interests, to interact with each other, and to feel free to express themselves creatively. A rigid timetable can often do a great deal to inhibit creative expression.

At first the work periods are kept very simple; later, when the children develop more self-management, there may be many different activities. The children must realize that while they are, for the most part, free to do any activity, they are responsible for working out a balanced reading program and engaging in activities which will help to make them better readers.

Let's look in on my class during a work period. At first it might appear rather confusing; many of the children are out of their desks and the teacher is nowhere to be seen. After entering the room and taking a closer look, however, you would find that each child is busily reading, writing, creating, or discussing something he feels is important and interesting. There may be an interest group discussing a topic around a table.

Children may be sitting on the floor in two's reading to each other, while others are watching filmstrips on film viewers. As the 'librarians' return the books to the shelves some children will stop their work and go back to pick their new reading material. Over in one corner a group of children may be playing word lotto, while still other children may be quietly writing book reports, letters, or stories at their desks. The teacher will probably be at the back of the room conferring with one pupil.

All the silent reading and written language and much of the oral reading are done in this work period. Two things that assist primary children in their writing are subject word lists and individual dictionaries. Each child also keeps a record of the books he has read although absolutely no premium is placed on the number of books a child reads.

C. The Evaluation Period:

These short periods are sometimes held following sharing periods or work periods. The children are guided in self-evaluation, although group evaluation is done in a general way. Evaluation is based on the child's progress in relation to himself, not in relation to any predetermined standard.

D. The Sharing Period:

Most teachers have about two planned sharing periods each week. There will also be many happy, informal discussions following work periods and incidental kinds of sharing experiences in the pooling period.

For the planned sharing period the teacher will usually choose the participants. Each participant will have handed in or prepared some piece of work that is of a very high standard for him.

Often during sharing periods there will be lively discussions. During these periods the teacher will sometimes withdraw into the background, but she will always be prepared to take advantage of 'teachable moments'; to bring a shy child into the discussion; and to guide discussions, selecting and emphasizing worthwhile ideas, attitudes and questions.

This sharing period helps children extend their reading horizons and provides much of the motivation for the individualized reading program. It also affords excellent opportunities to develop oral language and oral reading skills in a meaningful way.

E. Oral Reading:

Within the framework of individual reading, the oral reading skills can be developed in a variety of ways:

1. The *individual conference* is one of the outstanding features of the individualized approach. Each week the child can look forward to five or ten minutes alone with his teacher when she will discuss his program with him. Conferences may be scheduled in a variety of ways or they may be on a day-to-day voluntary basis. The conference is a time for listening to the children read, teaching, diagnosing, sharing, discussing, plan-

ning and extending. If the teacher finds a child in need of a specific skill, she may either develop the needed skill with him then or make a notation in her conference book to take care of it in a small remedial group later.

2. The sharing period gives opportunities for effective oral reading in audience situations. But before being thrust into this audience situation the child is helped to become an effective oral reader through individual instruction in the conference. When a child stands up in sharing periods to read his report on a giant snake or a three-toed tree sloth, he can see a reason for speaking loudly and clearly, and the audience has a reason for listening. I don't think the reasons for reading or listening are as clear or meaningful to the children in the conventional round robin method of oral reading.

3. The *work period* affords time for reading stories and poetry aloud in small groups.

4. When children become interested in books they do a great deal of oral reading at home to their parents or to younger brothers or sisters. (This reading should be rarely, if ever, assigned.)

Because self-selection is the heart of this program, a large supply of books, filmstrips, magazines and other reading materials is necessary. The materials must represent a wide range in theme, style, and difficulty. In addition to a small classroom library, I borrow books each month from the school board office and the public library, and in this way keep new materials flowing

through the classroom. Many students also contribute by bringing books from home or from public libraries. While making the best possible use of present facilities, teachers must continue to work toward centralized school libraries staffed with teacher-librarians.

I think the most significant advantages of this program are:

1. increased interest in reading. Children no longer think of reading as a 'subject' in which everyone must cover certain readers and be judged by the way in which he handles these readers;
2. development of critical thinking;
3. broadened horizon of interests;
4. awareness of and respect for authors and poets;
5. more independent workers.

The reason for these outcomes is that the program provides time for interaction—time for children to pursue their interests and share their ideas with each other. Most important, this program helps children realize that reading and learning are fun! If we as teachers can create a relaxed, friendly, stimulating classroom environment with a program geared to meet the needs of the individual, we shall develop not only children who can read but also children who will become *self-motivated*. And when children become intrinsically motivated they will go on reading, listening, and learning long after tests stop hanging over them and teachers stop talking. □

During the pooling period this pupil introduced a book to the class. He got it from a nearby public library and lent it to the class library for a month. The children seated on the floor presented their contributions later.



TEACHING LEARNING AND CONTINUOUS PROGRESS

ISOBEL A. CULL

THE PRESENT PERIOD of extensive industrial, scientific and social change has placed the educational system in an embattled and defensive position. On one hand, schools are accused of being archaic and out of touch with the reality of a highly industrialized and cybernated world, while, on the other hand, there is a welter of new directions and innovations in education. Industrial leaders deplore the intellectual bankruptcy of the current crop of secondary school graduates. It is asserted that these young people are not equipped to take their place in the industrial field—they lack recent knowledge in such subjects as physics and chemistry and often they cannot spell nor compose understandable sentences. The reaction of many large firms, such as Bell Telephone, Northern Electric, Air Canada, IBM and the railways, has been to transform themselves into educational institutions. The investment by these firms in learning has been large. One example: the cost of a DC8 flight simulator is \$1,500,000. Air Canada's schooling program for maintenance personnel has stretched to 1.5 years, including 525 classroom hours, examinations, and the development of a teachers' college within the airline to train instructors.

This industry and others look at the school system and what do they say they see? They see out-of-date courses and out-of-date teaching techniques. They see teachers who know little or nothing of industry, and who do not in many cases acknowledge new world

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realities. They see archaic management systems within the schools and little educational research.

On the other hand, it can be argued philosophically that it is not the function of the school system to produce cogs for the wheels of industry. Educators are not production-oriented, they are people-oriented.

However, the education system must serve the public interest by producing thinking people who enjoy living and learning. Such people can fit into the social and economic community. Because of the frequent technical changes in business and industry, the cost of a public education system which would keep up with these changes would be prohibitive. The burden of training and retraining people to adjust to technical change must be placed on the industry itself.

The schools should concentrate on developing each child into a thinking adult who can adapt to change, and who can, and will, continue to learn. This is the educational imperative of today. We must regard each child as an individual and educate him as such. But, you will say, haven't we always recognized and catered to individual differences? *no!* We have talked about them. We have admitted that children are not alike, and yet we have behaved as if they ought to be. Our literate culture has always striven to eradicate differences. We dream of visual solutions to the problems of human differences.

This dream of uniformity reveals itself in our insistence on coeducation and a grade system. The assumption underlying the placing of children in grades is that the only differences between them have to do with factors like determination to succeed and willingness to work. Yet we all very well know that each child, and each one of us, has his own learning style. Some of the elements which make up style are: speed, depth of understanding, process (i.e., manipulative, literate, creative), length of attention span, and which sensory approaches produce the most effective learning.

It is not only in his learning style that one child differs from another, but also in his degree of cognitive power, his interests and his goals. These must also be taken into consideration.

To return to the charge by Air Canada that the secondary school graduates lack recent knowledge in physics and chemistry—is it realistic to expect science teachers to keep up in their field to the extent that they can provide the pupils with specific scientific knowledge for any or all industries? Expanding knowledge

in all fields is extensive. And who is to say what knowledge it is necessary to have for the future? This year's facts may very well be next year's myths. This being so, what argument is there for teaching any particular body of content to any particular group of pupils at any particular time? Well, they have to learn something, you say. Certainly. But how much more democratic, how much more humane, how much more exciting, how much less arbitrary to have independent learners who pursue their own interests in a subject field under the guidance of a creative teacher!

Whether education is truly personalized or not, the knowledge explosion is causing the teacher's role to change. No longer can he wear the mantle of infallibility, nor the guise of an information dispenser. He can no longer be an imparter of knowledge, but must be the creator of the environment for learning. He must diagnose the learning needs, prescribe the nature and the size of the next step, and provide the materials for the child to use. The new senior secondary science courses have required the teacher to assume a new role—that of the organizer and facilitator of learning. The new social studies methods require that the teacher will provide materials for pupils to use to enable them to draw conclusions about man-land relationships.

The small classes in special education, occupational and vocational courses ensure an individual education for each pupil.

The instances of individualizing education are more frequent in the secondary school than in the elementary school. For one thing, the children of that age can be expected to do some independent work. For another, there is some choice of field of specialization. Within the courses of English and mathematics an attempt is being made to adjust the course content to the pupils' interests and abilities.

New Devices Encourage Independent Study

The removal of cross-grade testing and the external examination will further free the teacher and pupils to exploit the possibilities of the subject field. New teaching devices, such as seminars and individual study, which are important features of the team teaching technique, have the tendency to encourage independent study. Much of the new technology, which finds its way into secondary schools more easily than into elementary schools, can also individualize learning. Such things as teaching machines for programmed learning, film loops, tapes, filmstrips, laboratory experiment kits, records, and so on, provide for the needs of the individual.

In the elementary school there have been many attempts to counteract the rigidities of the grade system that has for so long dominated both Canadian and American education. Since the middle of the nineteenth century, when grades became the standard pattern for school organization, the individualization of education, which is the basic concept of nongrading, has been proposed in various guises—the philosophy

of John Dewey, the Winnetka plan, the Dalton plan, and many others.

Here in B.C. there are a number of school districts, such as Coquitlam, Courtenay, Vancouver and New Westminster, where there are experiments in ungrading the elementary schools. Because of the existence of various forms of continuous progress plans and the interest being shown in it, the Curriculum Directors believed that they should spend some time studying in depth this way of facilitating the individualization of education. After a most profitable week's seminar last summer at Prince George, they decided that the Curriculum Committee should be given the opportunity to examine some of the problems and implications of this much discussed and somewhat controversial educational development. Also it was thought that those of you who are secondary school-oriented should be made aware of what is going on in the ungraded schools, so that you will have some time in which to work out what you will do with these students when they come to you. We would hope that they would not at that point cease to progress continuously because of the administrative problems they will create.

Let us examine what ungrading the school implies. First of all, it is an organizational arrangement which permits continuous progress for all by providing individual children with the opportunity to work at their

Mona Dayton and a pupil talk about sea creatures at a marine resources laboratory near Bellingham. See also Mrs. Dayton's article on page 306.



own rates of speed without fear of failure. There are no grade labels, and the class assignments can be made on any basis whatever which appears to offer ease of movement from class to class during the year, if this seems advisable. The curriculum is organized in sequential work units (stepping stones or levels) which are achievement units, not units of time. Movement from unit to unit is based on the teacher's judgment of the pupil's progress, and has nothing to do with the time of year nor the length of time spent on the unit of work. The pupil is usually expected to have a working knowledge of the material in the unit before proceeding to the next. However, there is a practical cut-off point, i.e., children are not permitted to get too far away from their age and maturity group. Evaluation is based on criterion standards rather than normative ones. This means that the child's progress is judged on how he is managing with the material he is learning in relation to his assumed ability, rather than on how nearly he approximates a standard of performance for children of the same age at the same time of year.

Ungrading Presents Various Problems

Reporting to parents under this system presents some problems. The new Department of Education anecdotal report card forms with no symbols whatsoever were designed to be used in a continuous progress plan. In some areas of Canada and the U.S., where continuous progress plans are in use, there is heavy reliance on parent-teacher interviews.

Another problem area is that of what to do with the fast mover. He should not be permitted to skip material, nor allowed to become bored and lazy waiting for the less able to catch up with him. Some plans have an enrichment level for brighter children where they mark time. This seems to deny the concept of continuous progress. In some other plans there is no designated enrichment level, but each child is provided for according to his needs—this seems to be closer to the ideal.

However, the really grey area is the time of transfer to the secondary school. Should they leave elementary school whenever they are ready no matter what time of the year it happens to be, or should the last year be one of consolidation and/or enrichment?

Levels of work are being described most frequently in terms of language arts, although in some schools the mathematics program has been arranged in units also. The question arises: Will the secondary school be prepared to adapt its English and mathematics programs to the children whose individual differences will have been accentuated by a continuous progress plan? This should be possible if there is effective articulation between the two schools, and an efficient method of getting and keeping information. The present progress record card would need to be redesigned in order for it to provide more precise and more extensive information.

Several practical problems connected with any con-

tinuous progress plan need careful consideration. One is that the workload of the teachers most certainly increases, because of the much more extensive record-keeping, the necessary frequent evaluations and the reporting to parents, either anecdotally or by interview. There is also a hidden workload for all those teachers who meet to prepare for the implementation of such an instructional plan. According to the experts, the planning must be done by the teachers themselves, and it must be carefully and painstakingly carried out. Not only is it necessary to plan thoroughly before the scheme goes into operation, but also there should be frequent evaluation meetings and replanning sessions as each year goes on. Some of this can be done in summer workshops.

All this almost enforced extra work cuts into teachers' leisure time, their study time, the extra-session courses, preparation and marking time, professional activities, and their home life. How far should dedication go? Should compensatory time be made available, or extra pay considered, or should other professional and/or paraprofessional assistance be used to lighten the load? The matter of workload needs to be discussed and thoroughly understood by any staff which is contemplating ungrading its school.

Continuous Learning Requires Many Materials

Overshadowing all these problems is the existence of an unrealistic, almost inhumane, attitude to elementary education evinced by government and school boards. Elementary schools are being deprived of a fair share of the educational dollar, so that very few of the products of the new educational technology are present in any numbers in elementary schools. Unless elementary schools are provided with a variety of teaching materials, learning resources, interesting and colorful books (as opposed to readers), things for children to handle, better seating arrangements, larger and less crowded classrooms, no new organizational scheme is, of itself, going to produce continuous learners.

Also unless teacher entitlement is made more generous, ungrading the school is not, of itself, going to solve the problem of catering to the individual child's needs.

To summarize the characteristics of a continuous progress plan of instruction, I should like to point out some of the things that it is not. First of all, it is not a common curriculum content nor are there common assignments. There is not a static instructional group, nor are the expectations the same for each pupil. It does not assume that all learning takes place within the classroom. It does not postpone evaluation to one set time, nor does it use a common instrument. It does not posit that because all children are different, we should strive to make them more alike. Although it is not a panacea, it does present us with a promising procedure for individualizing instruction, but one which must be continuously under study so that it can be adapted to a continuously changing society. □

INDIVIDUALIZING INSTRUCTION

CONSIDER THESE classroom activities:

- The teacher reads a story to the class.
- The children work at their seats on different work-book pages, story writing, or projects.
- Four girls arrange a bulletin-board display.
- Two boys share the same book.
- Five pupils listen to a tape-recorded story.
- Twenty pupils listen to a report about the school store.

Are these manifestations of individualized instruction? Perhaps yes, perhaps no. I observed all these activities in a classroom organized for this kind of instruction, but they could have taken place in a classroom that was not actually responsive to individual needs and interests. Indeed, even a one-to-one relationship does not necessarily meet individual needs, for a teacher can direct an individual conference exactly as she conducts work with the group.

Clearly, individualizing instruction does not mean primarily a tutorial arrangement, though a one-to-one relationship is, of course, included. Nor, I think, does it encompass subgrouping on a permanent or semi-permanent basis.

Whether at the elementary or secondary level, groups should be formed on the basis of a common interest, learning problem, or special task and be disbanded as soon as their purpose is accomplished. Some things, such as planning for shared activities and offering suggestions for solving a general problem, are more

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reasonably done in groups (sometimes small, sometimes large) than by individuals.

A crucial concept which separates individualized from group instruction is the rejection of the idea that all learners must move through a predetermined, sequenced curriculum. Merely permitting different rates of speed will not provide for individual differences. Essentially, individualizing instruction requires the teacher to encourage individual interests, allow for individual styles, and respond to individual needs.

Two basic facts support the need to individualize instruction. First, as any classroom teacher knows, students vary tremendously. Not only do they differ in shape, size, energy level, and other physical characteristics but also in rate of development, temperament, motivation, previous experience, and style of learning. Second, the human being is an active, seeking organism that does more than merely react to his environment; he also explores and changes it.

Furthermore, the purposes of education, as least as I see them, support the need to individualize instruction. One of these is the development of individuality. The press for conformity is strong in our culture, and certainly some conformity is essential for living in any society. We are not faced, however, with choosing individuality or conformity but rather with the issue of balance and meaning.

Other purposes of the school include promoting an understanding of the world and encouraging each child's self-fulfillment and competency. In order to develop individuality and feelings of competence and to move toward self-actualization, children need to learn how to learn, to think independently, to make choices,

to plan, and to evaluate.

The history of education is replete with accounts of efforts by sensitive teachers and administrators to cope with the great range of individual differences. Approaches have included individual projects, tutoring on a one-to-one basis, programmed learning, and a variety of organizational plans (for example, cross-grade grouping, continuous progress, nongraded classrooms, and multi-age classes). None of these guarantees individualization of instruction. Organization and materials can only provide the environment and arrangements which free a teacher to meet the educational needs of all the pupils in the class.

What a teacher *is* and *does* remains the crucial variable in the classroom. Inevitably one needs to ask: What is the teacher doing in the classroom? What assumptions does he make about the nature of children and how they learn? What attitudes and expectations does he communicate to the class?

Even those who agree on the need to individualize instruction may have different operational approaches based on conflicting sets of assumptions.

One approach views the teacher as a diagnostician who, with the aid of various tests, subject matter specialists, and consultants, determines what each student should learn. He then prescribes and assigns appropriate tasks and materials. In some cases, the teacher may bypass much of this operation and allow programs, textbooks, and curriculum guides to take over. But, essentially, the teacher is still making the decisions and carrying out the program.

Another approach assumes that real individualization of instruction, in ways that are meaningful to the learner, requires a good deal of self-selection and self-direction by the learner. The teacher in this operation is primarily a consultant to the learner and a manager of the classroom environment. His role is to help

Whether at the elementary or secondary level, groups should be formed on the basis of a common interest, learning problem, or special task and be disbanded as soon as their purpose is accomplished.

students learn to plan and evaluate, to provide stimulating experiences, to make students aware of many alternatives when making decisions, to supply a variety of appropriate materials.

He responds both to the requests of individuals and to his own hypotheses as to what variety of materials and opportunities might be helpful.

Reflection on the two approaches described above should make it clear that nongraded schools may represent the first or the second kind of operation. Most nongraded schools, as they exist today, are in fact graded by reading achievement. Children are grouped for 'likenesses' and put through essentially the same curriculum. By contrast, a nongraded class which is multi-age and heterogeneous may be viewed as composed of thirty unique individuals who, from time to time, have common interests and needs.

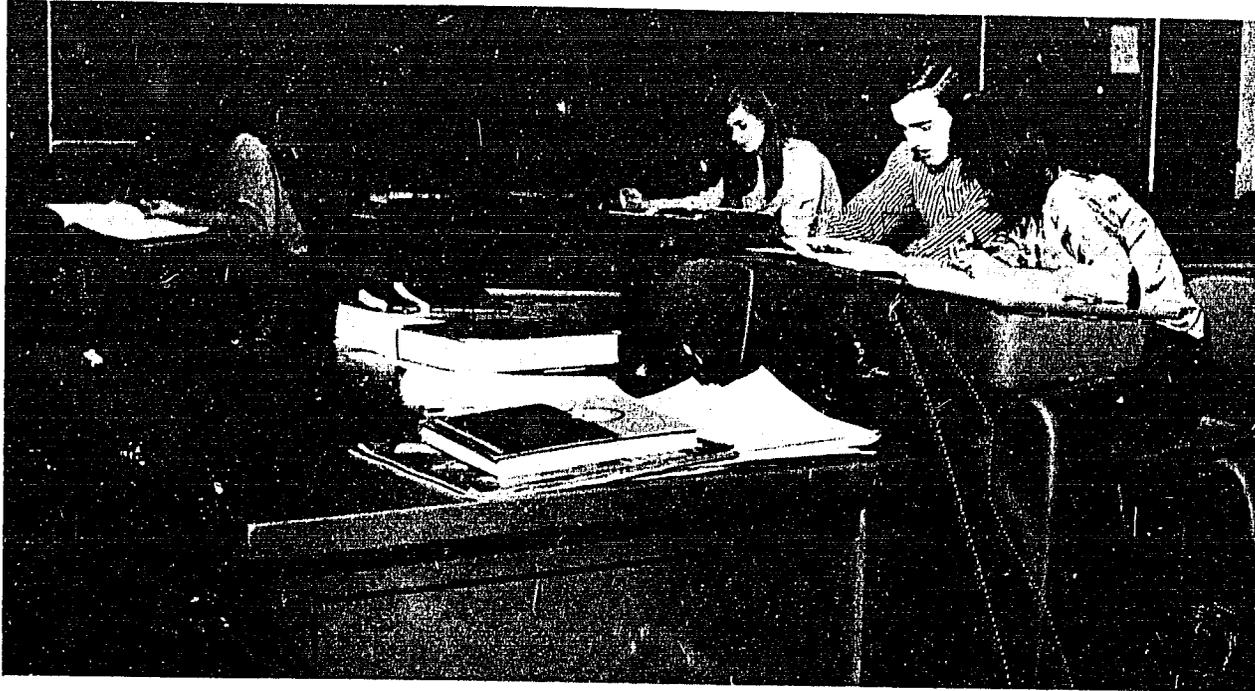
Programmed learning, as developed to date, is mostly related to allowing for different *rates* of learning. It is the manner in which programs are used in the classroom that determines whether or not they facilitate individualization. Self-selected, relatively short units of work would support individualization; long units required of all pupils would not.

Many of the current innovations and restorations (such as programmed learning, special grouping, nongraded organization, and team teaching) allow for minor adaptations to individual differences but rest on the old assumption that there exists a graded body of skills and content which is most appropriately learned in a preplanned sequence. This assumption definitely impedes efforts to individualize instruction.

Another impediment is the fact that parents, teachers, administrators, and even children are inclined to define success and failure in terms of graded expectations. A child who is learning and increasing his com-

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The classroom must provide places for independent study with a variety of materials. The goal is to reduce teacher supervision, in order to develop more pupil responsibility. Students at Campbell River Senior Secondary School, where this picture was taken, have achieved this goal. They work together or independently with no supervision at all.

SECONDARY EDUCATION TOMORROW

J. LLOYD TRUMP

WHEN WE THINK ABOUT secondary education tomorrow, it seems to me that a number of changes are imperative if we are genuinely interested in improving the quality of teaching and learning. I suggest four immediate changes in what teachers and pupils do, regardless of whether a school is relatively conventional or if such innovations as team teaching, television, or non-graded programs are in operation.

The first of the four imperatives is to change the nature of teacher presentations.

Teachers at the present time, in conventional classrooms with 25-35 students, spend almost half the time talking to the students. Whether this talking is done by one teacher, by one of a team, or by means of television or film, there are actually only three activities that are appropriate.

The first of these three is to motivate. A teacher needs to present topics with such commitment and in-

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trigue that the pupils will want to learn more. Motivation is actually a very complex matter. For instance, it requires removing the causes of frustration or boredom. Many students are frustrated because what the teacher and other students say is over their heads. Other students are bored because the teacher is telling them things they already know. We need to remove the causes of these factors. Also, we need to provide better guidance for students through the learning process by means of immediate reinforcement, telling them whether or not they have learned, or through programs of continuous progress that make it unnecessary for a student to sit there until the rest catch up.

Motivation is affected also by whether or not appropriate materials are available immediately for the student to get his hands on, and whether he has adequate time to do it when he becomes interested in the subject. Probably even more important is the provision of exciting teaching. The teacher needs to spend time in selecting that part of the subject which will intrigue the students most.

The second appropriate activity when a teacher talks is to provide information *not readily available* to

students elsewhere. Conversely, this means to refrain from telling too much. Teachers talk so much that some students feel they can get by without doing homework. The teacher's goal is not to cover the subject, but rather to get the students to do so.

Telling too little is also wrong. There are some things that students should be told in order to avoid wasted time and frustration.

The third thing a teacher does while talking is to assign. This should be done in such a way that all students find something to do, so they are stimulated in most instances to go beyond the minimum either in depth or creativity. Teachers need to develop guidesheets that describe precisely what the students are supposed to know, and worksheets that direct them into a variety of activities to learn what to read, what to listen to, and what to view.

I would like to emphasize that these teacher presentations to motivate, to provide information not readily available elsewhere, and to assign should occupy no more than 40%, and preferably less, of the class time per week.

The second of the four imperatives is to change the character of independent study.

Independent study is what students do after the teacher has finished talking. The quality of teacher presentations, particularly the assignments, directly affects the quality of pupil study and learning.

We need to provide spaces in every classroom where students can work with a variety of materials, covering wide ranges of difficulty, as they think, read, view, listen, write, discuss, make, experiment, and discover. The library and other workrooms can supplement the classroom. But the classroom itself must provide places for independent study. The goal is to reduce teacher supervision, in order to develop more pupil responsibility.

One of the interns in the NASSP Internship Project for Secondary School Administrators, in trying to find an area in his school where he could work most effectively, found that one of the problems was with what the English teachers called their 'terminal' students. These are students who had failed English a number of times. They caused discipline problems; their attendance was poor; they were learning very little. The intern went to his university, talked with his professors, and then came back with a solution to the problem. He asked the teachers if they were willing for a while to stop teaching so much and give the students more time to learn. They left the chairs in a conventional classroom, but along one wall collected a wide variety of reading materials. They bought some paperbacks, and in addition, asked these students and others to bring materials from home—magazines, newspapers, catalogs, a breakfast food box. They had a wide variety of materials in varying levels of reading difficulty.

On another wall they had two tape recorders. With earphones, students could listen to tapes the teachers

had prepared and others bought commercially. On a third wall, they placed a filmstrip projector. The closets around the school provided some old filmstrips, the kind with pictures and reading materials. On the window wall, in cardboard boxes arranged alphabetically, were various exercises—on sentence structure, spelling and other studies. Any student could go and pick out an exercise, do it, and then go back and get the answer sheet to find out immediately how well he had done. When the students came into the room, they could go to any one of the four areas, and if they got tired after 10 minutes or so, they could go to another.

As a result of this approach, discipline problems became fewer and attendance better; reading scores improved and so did writing. These teachers gave the students time to do the necessary independent study and provided them with materials.

An important aspect of independent study is that all pupils are able to spend at least 40%, and preferably more, of their class time in a variety of activities.

The third imperative is to provide for student discussion.

Students need to learn how orally to express ideas effectively, how to listen to the ideas of others, and how to identify areas of disagreement and consensus—and how to respect each other in the process. These skills have to be taught and they have to be practised. What is called classroom discussion today is little more than an oral quiz conducted by the teacher.

The point is that students need training in the skills of oral communication. They need small groups to do it properly. A teacher with a conventional class of 30 or 35 can divide it into three subgroups. Certainly there must not be more than 15 in any one group, and 12 is probably better. Then the students have to be trained for various roles—to be discussion leader, recorder, observer, and for the various kinds of member roles.

The teacher has to learn new roles, too. Teachers do not conduct oral quizzes or lectures during these discussion sessions. The purpose of this discussion is not to cover the subject, not to rehash teacher presentations, and not to report on all that occurs in independent study. The emphasis is on good discussions and improved interpersonal relations. Unless the pupils are taught *how* to discuss and unless the teacher helps them by making observations about what was right or wrong with the discussion itself, students will not improve their techniques.

Students need about 20%, or perhaps a little less, of the class time per week in *every subject field* for these discussions.

The fourth imperative is to change the process of evaluation.

I want to suggest very dogmatically three present

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AT THE BEGINNING of each school year, I talk a lot to my first graders about how wonderful this is and how wonderful that is. Duly impressed, one little boy said, 'Golly! School is just a wonder storm.'

I'm certain that if we teachers are to impart knowledge and a love of learning we need to get children caught up in a whirlwind of wonder. How, then, can we do it?

In the first place, teachers must have time to be creative themselves—time to be caught up in their own whirlwind of interest and excitement. It's almost impossible for a teacher to be creative if he must spend most of his time looking for that half a child that's not accounted for in his records, trying to balance the lunch money account, collecting picture money, and doing all the other odd jobs that still fall to the lot of teachers in many schools.

Second, teachers need time to meet with other teachers, and a place for these meetings. In my experience, the teachers whose classrooms are most exciting are those in schools where the administrators and

school board have allowed them time to leave their own desks and classrooms and where they have the opportunity to work with other teachers. When teachers are given the chance to share their classroom experiences, the cross-fertilization of minds can create in them the enthusiasm and excitement they must have if they are to arouse similar feelings in their pupils.

Third, and most important, we must help each child to understand and respect himself as a human being. In other words, a child needs to be able to say, 'I'm Danny Cutlip (or Francella Parker) and I'm a good kid.' A teacher can build this positive self-concept by admiring what every child has to offer, by making him feel personally successful.

Success breeds success. If children are successful in their learning, they're going to want to learn. A parent may come to school saying, 'Well, I always tell Michael that he does well, but that he could do better.' Poor Michael will probably despair of ever succeeding unless his teacher makes him feel successful—*helps* him to succeed, if necessary. The teacher can guide his hand

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learning thrives in a whirlwind of wonder

MONA W. DAYTON

if he can't write the words, can whisper the right word to him if he doesn't know it. When Michael knows he is succeeding, learning becomes a thing that gives him pride and pleasure.

Wonder and excitement. These can be keys to learning whether teaching first graders science, social studies, or reading. In the last few months people have often asked me to explain how I go about getting kids to learn and to enjoy doing it. My usual response, for whatever it is worth, is to tell about some of the things that happen in my classroom.

One day, for example, when my first graders come into the room after recess they find a big tub of water with some heavy rocks around it. Of course, the kids can't resist dropping the rocks into the tub and splashing water all over.

The next day, they find the tub there again, together with some pumice stones the same size as the heavy rocks. When they drop the pumice into the tub, much less water splashes out and the pumice floats. Next I

let the children place a plastic spoon and a silvered spoon in the water, and they see that one floats and the other sinks.

By their own observations, the children are discovering scientific principles, and it's exciting and mysterious and fun. Unless the children talk about what they observe, however, and draw pictures or write about it, it won't have meaning for them and they won't learn.

Observe, Communicate, Record might be headings for the sections of my lesson plans. I teach the children to observe by being keenly observant myself and by encouraging them to look so carefully at everything they encounter that they won't miss a single fascinating detail. They learn to communicate by talking about what they have observed, and they learn to record by drawing what they have seen or by dictating words for me to write.

So we talk about what happened to the rocks and the pumice stones and the two spoons and the water. Some children draw pictures and some tell me things to write for them, and they learn.

On another day, we use the silvered spoon again. The children discover that if they pick it up and look into it, it's like a mirror; but that their image is right side up on one side of the spoon and wrong side up on the other. That's intriguing. I ask them to look for other things that act the same way, and it's exciting when they find them. Once more, they talk, draw, write, and learn.

I wish you could watch one of our lessons about the spectrum. We use a prism, and its rainbow fascinates the children. Not only do the children get a lesson in science, but some of their most beautiful poetry and pictures are forthcoming after they have observed a prism.

Sometimes unplanned things set the children to thinking and learning. Katie flew off in a jet one day, after visiting our class. When the jet flew over the school, the class ran out and waved goodbye to her and figured that she was waving to them. Afterward, one of them wrote, 'We saw the jet fly away. It got littler and littler. But Kate didn't really get littler.' This delighted me, because it is important for kids these days to have a feeling of spatial relationships.

Children Tell and Write Their Own Stories

At first, the children tell me about the exciting things and I do the writing for them. Later, they do the writing themselves. They can read what they write or dictate because the words are their own.

Before my pupils ever get a book, they've written lots of stories of their own. As a result, when a real book is put into their hands, their first reaction is, 'I can read!'

You might not expect to find much excitement and intrigue in a language lesson, but they can be there. Think of the mystery of letter sounds. Toward the end of the year, I ask the children to think of all the words they know that have hidden letters in them. They suggest *night* and *light* and others. I write the words on the board. Next the children make sentences using the words, and then stories, and they're learning language. This, it seems to me, is real learning—better than drills for drills' sake, better than memorizing things that don't relate to their experience.

I often say, 'English tries to trick you. Let's see who gets tricked this time.' The children discover that *y* says *e* sometimes, the way it does in *bunny*, and go on to find other words in which *y* says *e*. This same method works for all the phonics drills. The children discover the sounds for themselves, and because they discover them, the phonics rules have real meaning.

In our classroom, the children learn about life as well as about language. Perhaps Johnny gets into a fight on the playground and comes in saying, 'I'm going to quit school. I'm never coming back. The teacher made me stop swinging in the swing.'

In a situation like this, we role play the incident. Johnny becomes the teacher and another child plays the part of Johnny, swinging too high, bumping into the teacher, knocking her over. Johnny is convincing



A boy can learn a lot if he has a spoon and various materials and supplies to work with!

as the teacher. He gives the make-believe Johnny the Dickens, and goes off feeling friendly about the teacher.

Role playing is particularly helpful with young children, because many of the children can't express themselves adequately in words. Acting out familiar situations helps them to learn to use the language.

The way of learning discussed here helps the children make their own discoveries. One day Brian, who is a real explorer, mixed red and blue paint. He ran around the room shouting and telling the class, 'Red and blue make purple!' Then he dashed back to his desk to paint with his purple. That was his discovery. He's never going to forget that red and blue make purple.

Janie, however, discovered something else. She took her paints and put a blob of blue in one spot and a blob of red in another. 'They don't make purple,' she said. Then Brian came over, and guiding her brush, showed her how to take some of her blue paint and put it with some of her red paint. She watched, then said, 'Oh-h-h. You mean red and blue and *me* make purple.'

Well, that's it. Children and life and a teacher make learning. □

UNSHACKLE OUR YOUTH

BETTY NICKERSON

SOCIAL CHANGE is inevitable. It takes place, not necessarily because we want it, but because it must. Every new tool, every new form of human relationship, every new idea, and every new theory is at one and the same time a product of established cultural elements, and an assault *against* the established culture. Each new component is a violation of the status quo, and is therefore regarded as a threat by those who are satisfied and comfortable, or who gain status and profit from the way things are.

Social change is like the activity of a pot of thick soup on a hot burner. The bottom layer, feeling the pressure from above and the heat from below, attempts to rise. When the fire is too hot and the mixture too unyielding, the surface is forcibly breached, and things splatter all over. But if the mixture is of reasonable consistency, and is stirred occasionally and judiciously, the layers mix, nothing is irreparably scorched, and the broth is reasonably palatable for all concerned.

In discussing the dynamics of social change, there are only two absolutes. First, no adequate theory exists to explain it and, second, social change happens and will continue to happen at an increasing rate.

It is curious that in a society dedicated to change, scholars have devoted themselves almost exclusively to the study of stability. North American society, which has advanced in large measure through the social notion that a person can change anything if he tries hard enough, now appears increasingly determined to force everyone to conform to bland norms and woe to the non-conformists. As Canada, England and the United States become increasingly institutionalized, society is ranged against the intellectual, self-directed individual who in the past has done so much to create these same societies. The criticism applies also to the educational systems, to students and teachers alike.

Technological developments, particularly in communication and transportation, have created new situations and new awareness. Adults are still adjusting to all this speed and contact and for the most part have not quite made it. But children are different. These things were on the scene when they appeared. They

Mrs. Nickerson is a Winnipeg sociologist. This article is a condensation of a presentation she made on The Dynamics of Social Change to Manitoba Teachers' Society's leadership course.

cannot imagine life otherwise. They live with a different concept of time and space than our generation and have a different concept of man. Furthermore, they think we have made a mess of things and they feel their very existence to be threatened by our old methods, concepts and morality.

Marshall McLuhan asserts that our young identify with oppressed groups everywhere because they themselves feel oppressed.

Sociologist C. Wright Mills has pointed out that everywhere in the developing world, the young have played and continue to play a vanguard role in national liberation movements and social revolutions.

Added to these and many similar reports is the straight statistical observation that there is a higher percentage of young people in the world today than ever before in history; 62% of the world's population is between the ages of five and 25 years. The world over, they are the best educated segment of the population, the least traditional, the most flexible, the most mobile and the most oppressed.

Musgrove says, 'The hatred with which the mature of Western society regard the young is a testimony to the latter's importance. Today their seniors protect their own position with a variety of stratagems, planned ostensibly in the best interests of the young: prolonged tutelage and dependence; exclusion from adult pursuits, interests and responsibilities; extended training schemes of negligible educational content which effectively delay the open competition of the young worker with his seniors.'

Psychologist and physiologist Hudson Hoagland, writing in *The Humanist*, says, 'The most pressing problem of our generation seems to be the necessity to liberate our children from our own limiting loyalties. If we can do that, then they will be able to cope with the problems and threats to humanity with which we are showing ourselves unable to deal.'

Societies everywhere no longer have the opportunity to decide whether or not they wish to change. Some must achieve in a single generation changes equal to three centuries of industrialization as it evolved in Western Europe. The problem is to decide how much change, how rapidly and in which direction shall we proceed.

Stanford sociologist Richard LaPiere states, 'At least one thing seems certain: social survival now depends on constant change and today a society that moves toward stability moves also toward extinction.'

Social change comes for the most part inconspicuously, wrought mainly by unimpressive but determined little men whose names and achievements rarely enter the history books. They work patiently to alter some aspect of the social situation which they perceive to be in need of modification. Every qualitative change, whether a new tool or technique, a new idea or belief, a new form of human relationship or method of organization, begins in the mind and actions of one person. Initially, it is most certainly not a significant change and it is often socially defined as the product of a deranged mind. If, however, enough others come to adopt the new, it begins to take on quantitative importance.

The process of change begins because someone has the intelligence to sense a problem and believe that it might be resolved. Change thus begins with the ability to recognize that things do not have to be exactly as they appear.

There are, of course, fads, fashions, cults and vogues which cause temporary changes and the temptation to seek solutions in such transitory excitement can often obscure the real inadequacies of a social system. Remember how prohibition was going to solve the crime wave in the U.S.? Or how, if we teach reading phonetically, all the ailments of our educational system will be cured?

When do cultures change? When do societies put their dormant concepts into functional use? Again, there is no sure answer, but it appears that extensive change will be adopted only when a significant part of the population feels threatened, deprived or degraded. A vague discontent does not produce change but manifests itself in the beating of one's wife, hating minority groups or blaming television because students do not pay attention in school.

When the professed ideals of society fail to correspond with the actual practices of that society, those most oppressed will act to change the situation when the pressure becomes intolerable to a large enough group. This is known as dynamic incongruence. A perfect example is unfolding day by day in the civil rights struggle in the United States.

Every change threatens someone. Vested interests seek to hold their position of privilege, and for a time can successfully delay change.

It takes courage to try to change a situation that has become impossible. If you seriously seek to change the educational system in the province, you will need courage, too. Education has strong, vested interests. You will not be called on to die for your actions, although educators in other times have, but you will not find your path strewn with roses either. Social sanctions are everywhere and always brought to bear against the innovator, the advocate, and the adopter of anything new, resulting in some loss of social status, reputation, position, or public acceptance. They are felt at least temporarily by anyone who is in any way

progressive and increase with his degree of effectiveness.

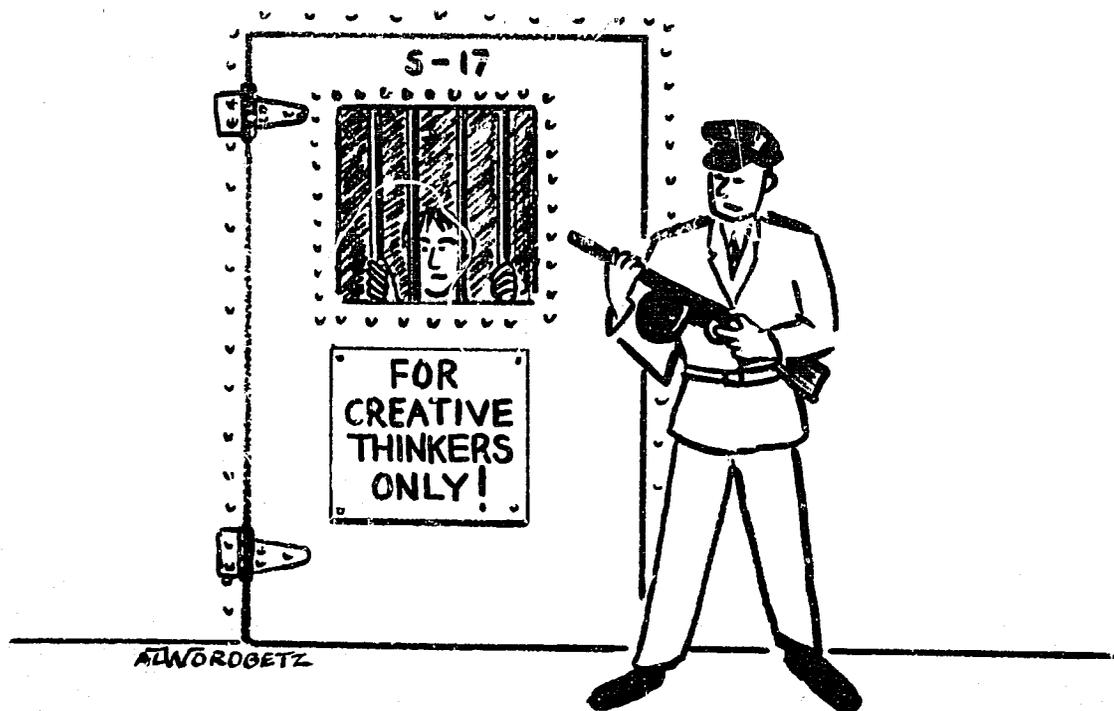
You can avoid this and have a lovely time, feel very avant garde and ease your conscience by just talking about changing things. You can just discuss things, however daring, and utter lofty sentiments about education and nothing will happen to you. This is what J. K. Galbraith calls the 'conventional wisdom' whereby a group substitutes something that looks like action for real action. But, if you begin to have an impact, if you really accomplish something, then expect problems and anxiety. Significant change never comes by default or accident. It is caused by people who make a conscious commitment, by people who have courage and very thick skins.

Besides scaring off the innovator, change can be retarded or delayed in a number of other ways. One of the more insidious is specialization. 'Specialization? It is one of the greatest things.' Maybe. For the assembly line or for isolating an exotic virus, provided the patient does not die from an infected toe. The old joke about higher education in which a person gets to know more and more about less and less is too tragic to be funny.

Considering the volume of knowledge available and operative today, it is true that one simply cannot know everything. But it is possible to keep communication lines open between specialists. Bureaucratization also inhibits the free flow of information and the two trends combined can, and do, effectively retard change. A social unit, whatever its size, is the result of its interacting parts. When interaction is limited, the rate of change slows.

Both forces, specialization and bureaucratization, are on the rise within education at the present time. We hear reports that student-teacher relationships at all levels have never been so distant. Teachers rarely have the opportunity actually to consult the humanists and scientists who may be at work in the same field. University departments tend to draw tight little nets around themselves and fail, or refuse, to discuss problems common to the various disciplines. The university isolates itself from the community as a whole in increasingly splendid and unbreachable towers. As for the effect of the university on political and economic life, it is negligible at best. However, Canada is considerably more fortunate in this respect than many other countries.

How does all this appear in the classroom? When the crisis in the Dominican Republic was at its height, students in one Winnipeg high school class were discussing the situation when the teacher arrived. His comment, in my view, was appalling. He said simply, 'There is no point in discussing that. You won't be marked on it in the examination.' The class was geography and they were studying South America. That example is by no means unique. The real world does not appear in the syllabus. The ultimate result will be



Society rewards these people in curious ways . . .

the mental castration of our young people or, if they really care, open defiance of the educational process. Opening the communication lines between the various levels of education and between the education establishment and the community is a serious and urgent need. The objective of such a dialog will be to permit teacher and student to relate the learning process to the living process.

But even professional educators, who are only loosely integrated and not yet fully bureaucratized, have demonstrated their almost total isolation from the community and their almost total dependence upon communications that originate with fellow educators. Apparently, they are immune to the constant criticism voiced by scientists and humanists on the other side of the campus. They are largely indifferent to the books and articles that batter at their professional complacency and undaunted by the many movements for pedagogical reform which outsiders originate.

In any bureaucracy, isolation and its companion, self-validation, are accomplished by censorship of communications originating outside the organization and provide as substitutes only those opinions which are favorable to the system itself. At some point or other, the function of the organization becomes the maintenance of its own structure and operations rather than the provision of the social values it was designed to supply. I ask you to consider to what extent this observation applies to educational change in Canada.

In our society, cultural change brought about by new things is embraced and welcomed as long as it does not interfere with the individual's own sense of sufficiency and usefulness. When it begins to interfere, the offended groups either refuse to adopt the new thing or take action against it. Witness the long printers' strike against automatic typesetters.

Ideas enter society and change it and are more accurately described as discoveries as compared to inventions which produce things. Most new ideas which men have come upon have been achieved through the manipulation of verbal symbols, supplemented sometimes by mathematical calculations. Ideas are developed to explain a situation or meet a problem perceived by the thinker. He utilizes, as does the inventor, everything he knows, arranging and rearranging the constructs until he achieves a new pattern to explain his problem.

Creative thinking involves the use of symbols that are themselves often of vague and uncertain meaning in new and unusual combinations. An essential part of the process is the ability to ascertain all possible permutations of the various components and evaluate each one in terms of how it relates to the solution sought. It is crucial that the thinker have accurate information to manipulate or know where to find it.

A new idea or mental construct is almost always the work of one person, usually laboring alone, often in isolation, frequently in disgrace and nearly always regarded as a nut or crackpot by those who feel

qualified to judge, which is practically everyone.

Creative thinkers are asocial thinkers. They see things differently than others because something in their background, character or experience makes them hypersensitive to some specific circumstance of the time and place. They are likely not to be straight A students and they are no more Bohemian or peculiar than anyone else. But they are differently motivated and they think in a non-conventional way. Society rewards these people in curious ways, varying the reward with the threat their ideas pose to the establishment. The most common reward is social ostracism, followed by imprisonment, burning at the stake or crucifixion, depending on the point in historical time.

New ideas cause social changes, and the fear of new ideas causes even more. We have seen many examples in recent times. It is dangerous in some countries to quote Marx, even in quite routine, non-political social observations. Canada should know. Her universities received many scholars who made such errors and who were expelled in McCarthy times. Whole university courses in economics often detour around ideas that may have contributed to the development, or even the terminology, of socialism. And some bodies even pretend that the Chinese nation doesn't exist because some other country fears its ideas.

Someone has said that there is no force on earth as powerful as an idea whose time has come. But we exact a high price from the human being who pro-

duces the idea. If his idea really threatens the status quo, he may die for it—and frequently he does.

The reason for all this is ignorance. How can educators help to liberate the creative people and prepare the kind of social milieu in which useful changes will come to be accepted?

The first step is to recognize that this is indeed a problem worthy of attention. The second step is to ask what kind of human beings we wish our schools to produce. The third is to find what means we need to have at our disposal through which such a person can be educated to assist him in developing his full potential. To do this, it will be necessary to question everything that is accepted as the conventional wisdom. Some of the present structure will be found to be sound, but it must be examined, manipulated and prodded. Nothing can be assumed to be valid in today's world for today's children simply because it was useful yesterday.

It is fairly easy to predict that education is in for a mighty housecleaning and a huge public outcry. Those of you who are creative thinkers may find yourselves scrubbed out but it is not as dangerous as it once was. The whole world needs teachers and you can always join the Overseas Institute, CUSO, or the Company of Young Canadians and go to any of a hundred countries where education is god. Some, by the way, have essentially re-invented formal education.

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change is the absence of institutional provisions within the education system whose prime business it is to change and improve the system—to evaluate old practices critically, to develop new and better ones and to persuade and assist the far-flung members of the system to innovate. Priority should therefore be given to creating such mechanisms and modernizing clumsy and out-moded administrative rules and arrangements.

At the Fourth National Conference of the Canadian Commission for UNESCO, Philip Coombs, Director for the International Institute for Educational Planning, Paris, outlined four tasks of educational planning. He begins by saying that educational change itself requires a major educational effort.

The initial procedure is to ascertain the ends desired and find the means of achieving them. That is the task of educational planning and it falls into four stages. The first is a better linkage of education to the priority needs of economic growth and social development. It will be expensive folly to continue training people for a world and jobs that no longer exist. We cannot predict reliably what new knowledge will come to light or what specific skills will be required in the future. But we can predict that the useful, satisfied individual will be one who can remain flexible in the changing world, who can make adjustments in his thinking and attitudes when new knowledge is discovered. We shall have to stop teaching subject matter as if it were gospel and teach instead where to find information which will enable the individual to function responsibly. The objective is the development of our human resources through relating the educational processes to the real world.

More and Better Schools Are Needed

The second task in educational planning is a more balanced and selective expansion of the educational system. This does not only mean more schools, but better quality as well. What is the realistic appraisal of our present program? How many students does it serve reliably? How does it serve the society, the nation, the world? The aim should be to bring the different educational levels and programs—such as general education, university entrance and technical education—into better balance with each other. Greater emphasis in this expansion should be given to the programs of training teachers and educational administrators and to enlarging the supply of good textbooks and other teaching materials so that well-motivated students can learn a good deal for themselves.

The third task of educational planning—and the most crucial—is the energetic inducement of essential changes and improvements of all sorts within the educational system. These changes must be far-reaching; they must affect the structure, content, teaching methods and materials, physical plant and equipment, admission standards, and the organizational and administrative arrangements. They should aim at raising

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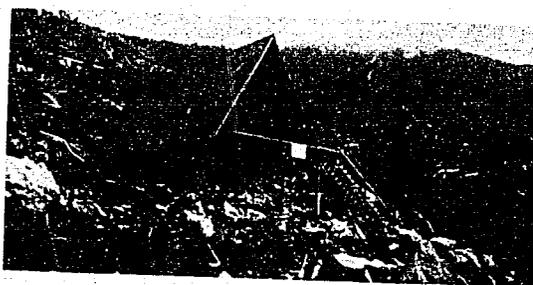
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quality, efficiency and effectiveness; some will cost more, others will save money. These changes are essential in their own right but they are also tactically necessary if education is to justify its claim to larger funds. The road to progress lies not simply in spending more on education but, equally important, in utilizing more effectively the resources already being spent.

Can we not, as scholars and educators, admit to the thrilling expansion of knowledge and stop trying to fit it into tidy little absolutes? It just is not possible to do so honestly. Every field of human knowledge and experience is expanding exponentially at the present time. It is a great and wonderful metamorphosis capable of opening whole new horizons for man. Why do we sterilize this great adventure, thwart it, fear it, and fail to use it? These children, if they survive, are going to the stars, or at least to Africa or Quebec. How much of what they learned last year will help them on arrival?

The fourth important task of educational planning should be to strengthen education outside the classroom. This means using the resources of the community for continuing education outside the formal school system. At present, it is all lumped under the ambiguous label of 'adult education' but it includes farmer training, part-time and on-the-job technical training to upgrade workers, self-improvement courses and the more judicious use of radio, television and library facilities.

The young comprehend the world in light of its more recent developments. They are more flexible in their thinking, more mobile and less inhibited by the conventional wisdom. They mature earlier than did our generation; they are stronger, healthier, and know more than we did at a similar age.

The young of every society seethe with some degree of unrest. They chafe under limitations imposed by a generation which rejects them and denies them a meaningful role in society. They also reject an educational system that plods along at turn-of-the-century speed. Daily they see in a hundred ways that the old methods are not solving present-day problems. When enough of them become rebellious, they will change things and they have overwhelming numbers through which to accomplish the changes.

The present 'go-go' craze may be a cry of desperation. Frustration and fear must find some outlet. If they have no intellectual outlet, they will be expressed physically. If they cannot be expressed peacefully, they will be expressed violently.

Where young people are permitted to function as a useful part of society, they have wrought miracles; where oppressed, they start riots.

Society's hope for survival lies with education. All other gods have failed to respond. We must look at the handwriting on the wall and deliberately, consciously, rationally utilize the forces available for positive social change. □

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manuscripts reviewed, *anyone?*

ALAN DAWE

ALTHOUGH THIS JOURNAL already has a section that is seriously devoted to the serious reviewing of books, the critical notices published there are almost exclusively restricted to material that has appeared in actual print. This is probably as it should be, but I for one cannot help feeling that such a convention discriminates mightily against works of literature that exist only in manuscript form.

It happens, for reasons that are mainly geographical (we frustrated authors tend to drift together, although we have not yet organized a community raft), that I have recently had a chance to read several of these manuscript works, and I don't mind admitting that I feel leather-bound to review at least three of them in public. The three I have selected all deal with some aspect of teaching English, a statistic that suggests, I think, that there are more frustrated authors teaching English than there are, say, frustrated restaurant-owners teaching home economics, or frustrated basketball coaches inventing some other game. In any case, if you read on, you'll find that the manuscripts I have chosen for review are entirely deserving of the reviews I have perpetrated upon them.

The first of these manuscripts is entitled *Poems of the Farm: An Anthology for Rural Schools*. This anthology is sound just where a collection of poems should be: it has excellent page numbering and most of its contents are poetic. One rejoices, for example, to find here such fine farm fare as Housman's, 'I Hoed and Trenched and Weeded,' and John Davidson's 'A Ballad of Hell.' And certainly no reviewer in his right mind would find fault with the inclusion here of that oft-anthologized but still ripe horticultural trilogy 'Before Apple Picking,' 'Apple Picking' and 'After Apple Picking.' There are, however, two serious lapses in taste. One question, first of all, the presence here of Eliot's 'The Wasteland,' not so much because of the poem's possible difficulties at the Grade 8 level, but because the editor's introduction to the poem makes it clear that he has included it only because it supports his personal dissatisfaction with Federal Farm Policies of 1938. Also in dubious taste is the presence in this collection (actually for the first time anywhere) of several of the editor's own poems, the more especially since these are all love sonnets, and have only the most tenuous links with the overall Overall theme.

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The second of my manuscripts for review is the longest (it runs to 739 foolscap pages, typed both sides, no margins) and the most polemical. Its title is *In with the Old, At Outs with the New*, and it makes, in a nagging way, a sustained defense of traditional grammar. The author of this manuscript feels that the so-called New Grammars are, to use his cogent phrase, 'off the track,' and have (and again I quote him) 'got us off the main line in English.' (A hint at the source of the writer's thematic imagery is given in the long autobiographical essay that prefaces the body of the book's corpus. The writer recalls for us in some detail that in his undergraduate years he earned a 'High First' in a Canadian Lit course for an essay that established 'once and for all' the influence of the CNR on the Canadian National Novel.)

The main idea of *In with the Old, Etc.* is that students at all grade levels should be given 'plenty of grammar and lots of it.' The writer also feels that it would do no harm if we all returned to 'the declensions and conjugations that were correct in Edward's day.' Unfortunately, the writer has not been clear about which particular Edward, and which particular day of Edward he is alluding to here. I hope he will correct the omission if his book ever runs to a first edition.

Despite a few minor weaknesses (the writer is wrong, I think, in suggesting that the English verb has no future), this manuscript has some peculiar strengths. For one thing, its author is no mere theoretician. In fact he has worked out with almost incredible detail 'an entire grammar program for the secondary grades,' a program that is based on an 'in-depth study of seven of the eight parts of English speech.' In summary, his plan is as follows: Grade 8, prepositions; Grade 9, verbs (active voice); Grade 10, verbs (passive voice); Grade 11, interjections; Grade 12, all the others except adjectives. (It should be explained that for stylistic reasons the writer is against adjectives, and doesn't think they should even be mentioned.) It is his conviction (one not entirely shared by this reviewer) that the introduction of this scheme of grammatical study will substantially cut

A teacher at Vancouver City College, Mr. Dawe is a frequent contributor to our columns.

down on school drop-outs. 'No student,' he writes, 'will want to leave school until he has been formally introduced to all the parts of speech that are necessary for successful communication in this complex modern world.'

The high note in this trio of unpublished books is untitled. What it consists of, though, is a brilliant venture into literary criticism by a writer who feels that he has discovered what he calls 'an entirely new approach to literary analysis.' He calls his method 'The Nominal Approach to Literature,' a method that involves his bringing together, for purposes of comparison, writers who are linked by a strong Nominal relationship. This book consists of two such studies. The first, and more successful of the two, is a companionable study of British novelist C. P. Snow and American poet Robert Frost, and the writer's aim was to discover 'what influence (if any) the late Frost had on the early Snow.' In order to check for influences, the author has made perceptive parallel studies of nine Snow novels and nine Frost poems, the most adventurous juxtapositionings being 'Stopping by the Woods on a Snowy Evening' and 'The Affair'; and 'Two Tramps in Mud Time' and 'The New Men.' The general conclusion that the writer has drawn on the basis of this study is modest but true. 'Our authors are,' he writes, 'true to nature, just as they should be: the late Frost had little or no effect on the early Snow. If anyone influenced anybody, it must have been the other way round.' I personally did not feel that the book's second venture into Nominal Criticism (it brings together the seventeenth century theologian Matthew Flood and the contemporary American novelist John Updike) was as convincing as I had hoped it would be.

In conclusion I would like to advertise the fact that anyone who has an unpublished manuscript that he thinks deserves reviewing can send it to me in care of this journal. My merely nominal fees for such reviews are as follows: favorable reviews: \$10; middling reviews: \$6.95; nasty, brutish and short reviews: free. □

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Individualizing Instruction

Continued from page 303

petency is often labeled as failing because he hasn't succeeded in the arbitrary sequence set up for all learners in a particular grade.

The alternative to trying to patch up a system which rests on values and assumptions contradictory to those which are behind individualized approaches is to reconceptualize both the organization and the content of schooling. Let me say, without going into detail, that I believe the following assumptions are important in working toward the long-term educational goals basic to individualized instruction.

1. For real learning to occur, the learner must see a purpose and meaning in the learning experience.
2. No *best* method exists for all teachers to use in teaching anything to all children.
3. The way a teacher interacts with children affects the amount they learn, their feelings about learning, and their feelings about themselves.
4. There is no best structure in the disciplines nor a best sequence in skill development.

Classroom procedures and organizations which I think are appropriate include:

1. Grouping for diversity (multi-age, nongraded) with opportunities for *temporary* subgroups to pursue special interests and competencies

2. Self-selection in reading and in interest groups from many alternatives (This requires a wide range of human, material, and audio-visual resources.)

3. Opportunities for independent work, alone and in small groups

4. Individual and small-group conferences with the teacher for pupil-teacher planning and evaluation and for teacher assistance as needed.

In the final analysis, the classroom teacher (supported by administrators and parents) must translate his own values and goals into action.

As far as traditional school content is concerned, during the primary years I would emphasize exploratory activities in the various content areas as well as the development of skills in communication, learning, and human relations. In the intermediate years (with overlap into both primary and upper levels), I would provide opportunities for selecting more systematic approaches to developed knowledge alternating with exploratory activities and discussions of personal meanings.

Today's problem of meeting individual needs and providing for individual differences in our mass education system is extremely difficult to resolve. Although educators may agree on the need to effect changes in this direction, we sorely need to work out some philosophically consistent practices which will develop and support individuality. □

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Secondary Education Tomorrow

Continued from page 305

practices that need to be abandoned immediately. The first are the oral quizzes, which erroneously are called classroom discussion. This oral quiz, or recitation, is an ineffective way for students to show what they know, and wastes a significant amount of pupil time. The second practice to be abandoned is the use of multi-purpose letter grades, or an equivalent, combining such unrelated matters as achievement, attitude, personality, obedience, attendance, or whatever else the teacher wants to include. It is a terrible thing, for instance, to allow attendance to influence this multi-purpose grade. The third practice to abandon is emphasis on the comparison of individual pupils in groups. Included are such activities as grading on a curve and preparing class ranks.

A first step in replacing these three practices is to identify and describe the goals that teachers seek for pupils. One of these goals is to grow in knowledge or skills. Then teachers need to prepare written tests or exercises. Programmed materials can be used to reveal to students and to the teachers how each individual pupil is growing in the knowledge or skills that he is supposed to have. Standardized tests provide base line data. If the teacher needs to check on growth in discussion skills, he keeps a tally of how often the student participates in the discussion and the quality of what he says. Also, in evaluating his discussion, we need to know about his relations with other pupils. We use sociometric techniques to see what is happening to interpersonal relations among students.

Independent Study Can Be Evaluated

We can evaluate the quality of independent study by using scales of one kind or another. Dr. Max Griffin developed a series of such scales. A teacher looks at the product and evaluates on a five-point scale a student's use of material resources or he evaluates the use of human resources. He judges the self-discipline of the student—did he stay at the job until it was finished? How creative was it? How imaginative?

The point is that matters such as independent study, oral discussion skills, habits of inquiry, interpersonal relations are reported to parents and to students, to colleges and employers, along with achievements in knowledge and in skills.

Evaluation also occurs in all the educational settings. Program instruction devices and written tests are used in regular classes or they can be used in large groups or during independent study. Attention profiles and the quality of independent study show the quality of teacher presentations.

Unless we accept these four imperatives—regardless of whether we go into team teaching, or whether we use modern technological devices—the quality of learning in the secondary school of tomorrow will not be materially better than it is today. □

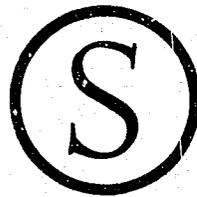
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Mr. Cianci Is Taken to Task

Port Alberni, B.C.

Sir:

Vito Cianci is, apparently, unaware of the fact that *The Daily Colonist*, Victoria, has an excellent writer on education in the person of Bill Stavdal.

Mr. Stavdal's interpretive column does not appear daily, but he has frequent signed articles on educational subjects. He's a good writer and my personal opinion is that his stories present the school picture as no one 'on the inside' could present it.

Mr. Cianci makes no reference to weekly papers in his article 'Education and the Press' (February issue). I hope he is aware that many of the 'small town' papers are trying to provide a link between the schools and the public.

(MRS.) MARGARET TREBETT
Editor, *The Twin Cities Times*.

Victoria, B.C.

Sir:

The February issue of *The B.C. Teacher* contains an article under 'Quotes and Comments' that is astonishing. The author states that 'with the exception of Clive Cocking of the *Vancouver Sun*, there are no education reporters with any of the B.C. dailies,' and goes on to enlarge on the evils of such a lack.

I agree with him that 'today, as never before, there is a need for "accurate, consistent and up-to-date facts,"' and suggest that his contribution might be to examine the past several years' editions of *The Daily Colonist* for the education writing of our Bill Stavdal, a full-time, knowledgeable and highly regarded education reporter.

He might also examine our contemporary Victoria paper, which

has followed suit with a capable education reporter of its own. Or he might talk to any of hundreds of Victoria teachers or any of thousands of Victoria parents, who follow Mr. Stavdal's daily stories and weekly interpretive columns with interest.

I can only marvel that *The B.C. Teacher* should be unaware of the strides in this field, especially since it clearly considers the matter to be cause for concern. Readers of *The Daily Colonist* must be as well informed as any segment of the Canadian public about the education of their children.

Our policy is not only to record developments at all levels of education but to make the subject interesting. Mr. Stavdal's coverage is not only well written, it is well read.

J. T. JONES,
City Editor,
The Daily Colonist

Ed. note: Mr. Cianci is a Victoria teacher.

No Teachers Revising Curricula?

Victoria, B.C.

Sir:

I am always amazed that the B.C. Department of Education can carry on so much curriculum revision and development without the participation of teachers. In the Public Schools Report, 1963-64, J. R. Meredith states that 133 'persons' held 150 meetings in 10 months and put in 3000 member-hours on curricular development. In 1964-65 he states that only 123 persons attended 149 meetings but they put in 4000 hours. In addition 28 persons put in 280 man days assembling and writing curriculum guides. In 1965 the fig-

ures are said to be 169 persons, 183 meetings and 6500 member-hours.

During a four-year period he lists Messrs. J. S. Church, E. L. Thomas, F. J. Cairnie, R. I. McLoughlin, W. J. McConnell, W. N. McInnis, Colin Glover and G. Jenvey as full-time Curriculum Consultants borrowed from schools and paid by the Department, and W. B. Naylor as Assistant Director. We also find five to seventeen names listed in the front of almost every curriculum guide.

Obviously none of these hundreds of persons are 'teachers' because:

'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. H. Robertson, in *The B.C. Teacher*, February 1967, p. 221.)

Why on earth doesn't the BCTF pass another resolution?

C. B. CONWAY
Director,

Division of Texts and Standards

Reading for Secretary-Treasurers

Mission City, B.C.

Sir:

Mr. Wilson's letter in your February issue 'A Secretary-Treasurer reacts to our "Businessmen" Article' made me realize how we clerks have failed in our responsibility to each other.

Now that Mr. Wilson has taken to reading *The B.C. Teacher*, I'm afraid he's hooked and it's too late. Perhaps an Education Anonymous group could be formed to deal with those of us unfortunate enough to have weakened to the degree that our first interest has become an addiction to the cause of education.

Also, in view of recent developments in the Okanagan, Mr. Wilson will now have to include *Playboy* as required reading—in 'sheer desperation' of course.

J. S. METZLER
Secretary-Treasurer.

Canada's Story in Songs and Plays

Victoria, B.C.

Sir:

May I recommend two books that we feel ought to be in every school, (if not every classroom) and be put

to extensive use, not only in this Centennial year, but also every year. Both are written by authorities on their subject matter, and probably on children, too, for the interest and appeal they produce is terrific.

The first is *Canada's Story in*

Song by Alan Mills (Gage). The second and probably not so well known is *Classroom Plays from Canadian History* by A. M. Stephen (Dent & Son, 1929)—a wonderful book filled with two-page plays.

N. MASON

COVER STORY

WINNIPEG OF 1872 at the junction of the Red River and the Assiniboine is the subject of our cover picture. Fort Garry is on the right bank of the Assiniboine, behind the Hudson's Bay trading post.

The stern-wheel steamer leaving the trading post wharf and swinging into the Red River is the same boat which in the autumn of 1876 started on its way the first wheat moved from Winnipeg to Toronto, through the United States. Shipment of some 412 sacks containing 857 1/6 bushels of grain was made to offset a serious failure of Ontario's spring crop. The grain so vitally needed for seeding purposes was carried to Fisher's Landing in Minnesota. From there it went by rail to Duluth then to Sarnia, by water, and from Sarnia to Toronto by rail. On the west side of the Red River is the raft which ferried passengers and freight to the east bank, by cable and river current.

The growing of wheat was prob-

ably introduced to North America, through Mexico, as early as 1530, and Louis Hebert, the first Canadian farmer, sowed grain at Quebec in 1617.

In 1738, La Verendrye, the French-Canadian explorer, built Fort Rouge at the mouth of the Assiniboine, where it flows into the Red River. In 1804 the Montreal fur traders erected Fort Gibraltar which in 1822 became the earliest Fort Garry, Mecca of the Hudson's Bay Company traders. Re-built in stone in 1835, it was soon absorbed by the straggling hamlet growing up outside its walls. This was Winnipeg—from the Cree words 'win' and 'nipy' for murky water.

The Province of Manitoba joined the Confederation of Canada July 15, 1870, when Winnipeg was described as 'a mere collection of huts and log buildings' having a population of 241. It was incorporated in November 1873. The harvest in

1878 was the first Manitoba wheat exported to the United Kingdom—a golden flow which has swelled with the years. When work finished in 1883 on the last section of the Canadian Pacific Railway line between Winnipeg and Port Arthur, the handling of wheat to the head of the Great Lakes for shipment by rail or water commenced.

The prairie wheat crop now covers 22,000,000 acres in Manitoba, Saskatchewan and Alberta and yields an average of better than 400,000,000 bushels annually. During the war years Canadian wheat exports rose far above pre-war levels, and in the post-war period is playing a still more important part in feeding other nations.

It is a far cry from the old stern-wheelers, river bateaux, canoes, rafts and ox carts which once carried Manitoba's commerce to elevators, railway box cars and freighters with a capacity of over half a million bushels of grain. □



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Oh for the life of an ACTOR

THE OTHER DAY in the staffroom somebody told of hearing an interview on the 7 O'clock Show with some actor, during which he told about the strain involved in one play he was in. The poor fellow had to be on stage continuously for two hours, or something like that, and this he considered quite a chore. Great nervous strain and so on.

Some of us kicked that notion around with a certain amount of amusement, and decided that the actor really didn't have much of a leg to stand on, compared with a teacher's job.

The actor has one script to learn, and all he has to do from then on is to repeat it—day after day. If the play runs long enough he can compose poems in his head, conduct mental arguments with his wife or carry on casual and unobtrusive conversations with other members of the cast who are on stage with him, and who are not otherwise

occupied, and still give out with his lines on cue.

The teacher, on the other hand, not only has to learn scripts for anywhere from three to five acts a day, but has to write them in the first place. The actor faces one (two on matinee days) audiences a day; the teacher, five wildly assorted ones.

The actor can pretty well count on a reasonably attentive audience (after all, they've paid good money to hear him); the teacher has to cajole, coerce, wrestle or browbeat his audiences into paying attention to his act.

Unless his performance is bad, or the audience unco-operative for some reason, the actor can be sure of being allowed to deliver his lines as written. Almost anything can happen with a student-audience to make the actor-teacher hastily revise his lines on the move, to ad lib madly, or to deal with remarks from the audience.

When the curtain has fallen, and

the curtain calls taken, the actor is finished with his script and the audience; the teacher has to follow up each audience to make sure they all got the message.

The actor needn't concern himself with personalities in his single daily audience; the teacher is aware of, and involved with, an astonishing variety of personalities and their problems in all his audiences. This can be a wearying addition to the regular part of the act.

An established actor can turn up his nose at a script he doesn't like; the teacher has to make do with lots of scripts shoved at him by Higher Authority, and the best he can do is maybe polish them up a bit, or liven them up with a little showmanship.

No, I don't think the actor has such a tough job, even if he does have to be on stage for two solid hours. I know of at least two teachers who gave up their jobs to get into show business, and they have no regrets. □

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Douglas Leslie Bunt	Smithers	February 19
Retired Teachers	Last Taught In	Passed Away
Miss Jean Bailey	Furnaby	December 9
Miss Alice E. Elliott	Peachland	January 10
Miss Elizabeth O'Keeffe	Victoria	January 12
Miss Winifred Reid	West Vancouver	February 8
Dr. Joseph R. Sanderson	Vancouver	December 17
Miss Mary B. Yule	Courtenay	February 12

NEW BOOKS

C. D. NELSON
Book Review Editor

EDITORIAL

As I write this comment, it is the first day of spring, next week starts the Easter vacation, exams are in progress, all's right with the world. Man cannot live by bread alone, say the philosophers. If you substitute the word 'books' for 'bread,' you will get my point.

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... about our method of farming

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out review books. Some of the 'old guard' were rather miffed about seeing *their* subject being handled by a new name. I make no apology for bringing in fresh opinions by hitherto 'unknown' contributors; in fact, I shall continue to add to the list of reviewers as long as I am Book Page Editor. Nothing would be worse than allowing ideas to stagnate in any facet of teaching, and I happen to believe that new ideas in the form of new books should be evaluated by as wide a selection of new people as possible. The case rests.

INCIDENTAL INTELLIGENCE

... did you know that LSD also stands for 'landing ship dock,' and 'Librae, Solidi, Denarii,' which means Pounds, Shillings and Pence? It might also mean Library School Delinquent.

C. D. Nelson, LSD

CANADIANA

Patterns of Canada. Ed. William J. McGill. Ryerson, Toronto, c1966. \$12.50

Compiled for the Royal Geographic Society, this is at least the third in a series of similar undertakings, the others being *Image of Canada* (c1953), and *Mirror of Canada* (c1960), also published by Ryerson. Like the others, it is illustrated throughout with photographs and maps from the *Canadian Geographic*, but there the resemblance ends. *Image* and *Mirror* were straight picture books, black and white in the first instance, and with a sprinkling of color plates in the second. The present volume consists of articles from the files of the magazine, with illustrations and maps in black and white. Nine color plates (some very poor) are grouped together in front of the text.

It is probably the rankest heresy to say this, but in my opinion the *Canadian Geographic*, even at its best, makes dull reading. It has never been acclaimed for the quality of its pictures, maps or stories. *Patterns* offers another collection of mediocre pictures such as we see in regular issues of the magazine (to which every school apparently subscribes—hands up all those who *don't* get the cc?)

In the words of the editor, this volume is an attempt 'by careful selection, from a wide range of material, to create an impression of the changing mosaic of Canadian life throughout the last hundred years.' A worthy aim indeed; however, I am puzzled over the execution of this stated purpose. For example, the article 'The Port of Vancouver' is reprinted from the April 1931 issue of the magazine; but it is illustrated with pictures of present-day (1966) Vancouver. There does not seem to be any consistency in the relating of text and pictures in other sections. Those dealing with history (Brule, La Verendrye, etc.) show a mixture of modern and historic photographs and paintings. Most of the articles date from the '30s and '40s. The latest was 1963 and dealt with the Trans-Canada Highway. Another article bears the current-sounding title 'They are changing the face of Saskatchewan,' yet it is dated 1960. The book also suffers from lack of an index.

Schools would do well to remember the price (\$12.50) when considering this book, especially when there are a number of better, and cheaper ones still available (one hopes), including *MacLean's Canada: Portrait of a Country* (McClelland and Stewart, 1960); the memorable *Karsh and Fisher See Canada* (Thos. Allen, 1960); and *Canada*, by Jean Bruchesi of the Royal Society of Canada (Ryerson & Fernand Nathan, Paris, 1952), to name a few.—C. D. Nelson

Story of Canada series. Ed. William B. Smith, Grace E. Kennedy and Margaret Smeeth. McGraw Hill of Canada, Toronto, 1966. Set of 8 titles \$28.95

Titles in the series: *Canada: giant of the north*; *Story of Newfoundland*; —of the *Maritime Provinces*; —of *Quebec*; —of *Ontario*; —of the *Prairie Provinces*; —of *British Columbia*; —of the *Yukon and Northwest Territories*. Texts by various authors.

A good example of 'just because' publishing which has appeared on the occasion of the Canadian Centenary, and which we mentioned editorially last time in this space. One has the feeling that if the 100th anniversary had not come along when it did, this series would not have either.

But here it is, reason or no. The books are uniformly bound, with durable, attractive covers. They are oversized (8½ x 11") and open flat. Extensively illustrated in rather washed-out color, each volume has a physical relief map in a peculiar shade of pink on the end papers. Other maps, apparently by Rand, McNally, are circa 1962. Each volume is indexed.

The first volume, covering Canada as a whole, is probably the most successful;

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WE HELP EACH OTHER — JOIN US

the others, dealing with individual provinces and regions, are rather uneven. A number of curious inaccuracies have crept into the texts, and, in some cases, the pictures. *The Story of Ontario*, for example, informs us that the University of Toronto is 'by far the largest Canadian university, with well over 10,000 students.' Really! We could point out, without denying its leading position, that UoT had an enrollment of a mere 17,232 as of October 1966! The same volume has a rather disproportionate number of pictures of the 1959 Royal Visit. Why?

British Columbia is reasonably well treated, but one is puzzled still to see glowing references to Vancouver's long defunct Theater Under the Stars. Our favorite humorist is referred to as Eric Nichols in another volume. And then there is the rather striking picture of a totem pole, which the caption says is 'in Thunderbird Park, Victoria,' but I am willing to bet my last typewriter ribbon that this picture is actually of the pole in CNR Park, overlooking Prince Rupert Harbor!

One is bound to ask, are these books really necessary? If so, why were they not more carefully done?—C. D. Nelson

Canada Year Book 1966. Dominion Bureau of Statistics. Queen's Printer, Ottawa, 1966. \$5.00 cloth, \$3.00 paper. English and French editions

Reviewing the *Canada Year Book* is a little like evaluating the telephone book, or Eaton's catalog. All of these things we have taken for granted for so long, we scarcely notice the latest improvements as they appear. *CYB 1966* is, as always, an indispensable reference in all libraries; at the secondary school level it lends itself admirably to courses in social studies, economics and general business. Statistics generally cover the years 1963 and 1964, but the chronology, appendices and bibliography all include 1965 entries. The many special maps and plates are well reproduced, and the tables of statistics are easy to read and interpret, although some of them fairly bristle with footnotes. The index is detailed, with many cross references. The map in the end pocket is, surprisingly, the 1961 edition that has appeared unchanged in the last few Year-books. One would think this map would be brought up to date. An outstanding feature article, 'The Flora of Canada,' which last appeared in 1938, is included in the current edition. An attractive fold-out shows the Canada Pavilion at Expo 67. An essential purchase for all schools.—C. D. Nelson

ENGLISH

New Horizons, by B. C. Diltz and R. J. McMaster. Rev. ed. McClelland and Stewart, Toronto, 1965. \$2.75

An attractively bound, conveniently sized book, tastefully printed, with well defined types distinguishing the poem texts from the notes. This anthology will be a pleasant surprise for the person who

expects the usual poetry collection. Eschewing the 'gems-and-you'd-better-like-'em' approach, this book provides a rich range of poetry with abundant notes on the selections and authors. The poems are divided into three parts, although the basis for the division is far from clear. Each part takes selections in chronological order from the earliest stages of English verse down to the very latest, and includes most of the major poets. Each section is in turn divided into British, American and Canadian poetry. The body of poems is followed by a good study of some common literary forms, metrical patterns, and a generous list of literary terms. A most useful section of annotations on the poems is followed by brief but valuable bibliographical material. An alphabetical index of poets and poems, and a short bibliography conclude the work.

New Horizons should prove extremely useful to both teachers and students; its range and thoroughness will make it an excellent reference for general English and English literature courses at the senior level.—S. Nankivell

Lean out of the Window. Comp. by Sara Hannum and Gwendolyn E. Reed. Rev. ed. Atheneum, 1965. (Can. Agt. McClelland and Stewart). Price not indicated

This anthology represents a good collection of lyric verse by many of the major modern poets, although several, such as Robert Lowell and Marianne Moore, are not included. The main defect of this work is its apparent formlessness—there does not appear to be any pattern or arrangement or topic sequence, and no grouping of poems by author. Since there are no notes or commentaries, the whole thing becomes a rather aimless grab-bag of modern verse. For one used to traditional poetry, this collection will be valuable for quiet browsing and 'adjustment' to modern verse; for the person schooled in the field, it will be of much less interest. A strong point of the book is that many poems not usually 'anthologized' do appear here. The introduction is weak in that it holds forth on the topic of 'freshness' without actually saying anything about the motives underlying the arrangement and preparation of the book.

It will be of some use to school libraries which have little modern lyric poetry. Since it does not contain any longer poems, it falls far short of a full treatment or survey of modern verse. At best, this collection will supplement other anthologies at the senior level, and provide light modern verse at the intermediate and elementary levels.—S. Nankivell

FRENCH

Ces gens qui passent, by Alice and Paul Langellier. Holt, Rinehart and Winston, Toronto, 1964. No price stated

Are you frustrated when you mark your students' translations and you come across this one: 'il l'a dit en ses propres termes'—he said it in his clean terms?

WANTED — Woodworking instructor for Vancouver Association for Retarded Children. Salaried job. Possibly suit retired teacher. Phone 325-2132 days.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS books and pamphlets for all grades may be ordered on approval by writing to Jim Clark, 21054 Clark Ave., RR 3, Langley, B.C.

SUMMER ACCOMMODATION available: rooms only at \$35 per month. For particulars phone 224-3841 or write to D. U. Fraternity House, 5780 Toronto Road, Vancouver 8, B.C.

FOR SALE — self-owned suite, 45th and Cambie area. Enjoy easy apt. living in prestige area. NE view of mountains. 4th floor, 1050 sq. ft., 2 bdrms (or main bdrm and den), large lvg and L-shaped din area, sgle plumbing and compact kit. Conv. Oakridge Shopping Centre. View by apt. only. 731-8121 Loc. 242, 9 a.m. - 5 p.m. Mon. to Fri. Ste \$18,800, carport \$700.

WANTED for husband, wife and daughter, house or flat to rent near UBC for 1967-68. Father taking post-graduate work and daughter 3rd year undergraduate. Occupancy would have to be early in July. Would consider any reasonable offer. Have good recommendations. Phone HE 1-2474, Burnaby.

WANTED TO RENT — 3 bedroom house in Vancouver area by a well behaved family during the 6 weeks - 2 months of summer school at UBC. Don Chapman, PO Box 1336, Quesnel, B.C.

FOR RENT — Two-bedroom apartment, very nicely furnished in beautiful water front property, facing Portage Inlet. Adults only \$150 per month. Automatic washer and dryer, also outdoor heated pool. For further information, write Mrs. Frances Tufts, No. 9 - 2881 Craigowan Road, Victoria, B.C.

FOR RENT to small family, July - August, furnished home, 2 large bdm, 2 blks college, 1 to university bus, shady garden, reasonable. Colquhoun, 1983 Cochrane St., Victoria.

FOR EXCHANGE — 2-bedroom furnished home near Okanagan Lake for similar near UBC, during summer session. R. J. Covell, Naramata, B.C.

SAN FRANCISCO APT. June 22 - Sept. 1, Twin Peaks area; close transportation; magnificent view; \$175/mo. Info from Mrs. J. H. Sutherland, phone 943-3050.

FOR RENT Summer Session large furn. 3-room suite; 10 min. UBC. Suit couple or two women. Miss D. Deeks, No. 208 - 3731 West 6th Ave., Vancouver 8.

FOR RENT 10 min. to UBC. 2 bedroom house for July and August. Adults. Mrs. I. Scherrer, 3349 West 20th Ave., Vancouver 8, B.C.

ATTENDING Summer School? 3 bdrm home in South Burnaby available July 2 - Aug. 19 in return for care of home, grounds, two cats and a dog. 5370 Kelth St., Ph. 433-0415.

FOR RENT — July 1 - August 25 — Fully furnished, four bedrooms, 2 bathrooms, forest setting — Lynn Valley, North Vancouver. 45 min. UBC. 20 min. SFU. Car pool available. Suitable for two couples or family. Rent \$300. Phone 987-3721 or write J. B. Fulton, 2547 Klmar-nock Cres., North Vancouver, B.C.

FOR RENT — Jul - Aug, lgo 2 bdrm apt., furn., newly redecc., for responsible person or couple, no children. 30 min. to UBC. G. Putman, No. 101 - 6691 Dow Ave., Burnaby 1.

FOR RENT — July 1 - Aug. 20 furnished modern home 10 - 15 minutes to university. Mrs. M. Reburn, 676 Jones Terr., Victoria, B.C.

Or how about: 'Le peuple en voulait à la police—the people had a willingness for the police?' Then read the story 'Traducteur, Traître!' in *Ces gens qui passent*, and you will commiserate with your French colleagues.

This revised edition not only contains fifteen very readable stories for the students of intermediate French, but also provides insight into customs and attitudes of the French people without boring you to tears. The explanations, the vocabulary and the lists of idioms are a real help the way they are presented and if you are a glutton for exercises, oral and written, you'll find your fill. Add the tape recordings, which are also available on a loan-for-duplication basis, and you have a highly versatile program of reading which invites practice in all kinds of communicative skills.

The profusely scattered drawings of André Girard are delightful; they make you pick up the book and regret that you never cared enough for French to be able to read it, and they reinforce effectively the intent of the book. The binding suggests that several generations will enjoy it, but wait till you see the printing job! It is perfect.—Conrad Schamberger

Au fil de l'eau, by Louise Bégue and Frederick Frank. Holt, Rinehart and Winston, Toronto, 1965. \$4.20

Not without trepidation did I look at *Au fil de l'eau*. Is it another of these travelogs of two clean-cut American kids exploring (a) France, (b) Germany, or (c) Spain, depending on what language is taught in a school, and which are full of 'cute' and 'picturesque' presentations and incidents? What a relief that it isn't! The story of a trip by barge on the waterways from Belgium to Marseille provides an authentic look at the country from an unusual angle with enough action to keep the story moving. The author doesn't talk down to the young reader; in fact there may be a raised parental eyebrow about the heroine smoking and drinking champagne (which incidentally leads to a surprising progress in pronunciation and volubility) and les amoureux. In one of the vivid sketches there is even a nostalgic view of that sacred public building in the street (on its way out, thanks to Mme. 'La Grande' hélas), where a man in a hurry could find solace under the approving and benevolent public eye.

Each chapter is followed by a battery of questions and if you have a language lab or tape recorder you can get \$67.50 worth of tapes plus a script for the teacher (also available on loan-for-duplication).—Conrad Schamberger

SOCIAL STUDIES

British Columbia: Landforms and Settlement, by Angus M. Gunn. Smith Lithograph Company, Richmond, B.C., 1967. \$3.25; or in class sets of 40, \$2.95 ea.

Here, at long last, is an exciting, attractively bound and vitally needed teaching

aid suitable for local or British Columbia studies at any grade level. Two or three historical accounts and historical maps, the exploration and the settlement pattern variety—all reduced and reproduced from the 1956 edition of the *National Resources Atlas*—constitute the first section.

In the second section, on landforms, one finds complementary maps and pictures of 15 important areas of the province. This part provides a glorious opportunity for pupils to develop fluency in reading maps and pictures and to acquire further mastery of the geographic skills of observation and interpretation. Some teachers might deplore the absence of a few introductory questions on at least some of the maps and pictures. Such questions might stimulate pupil curiosity and guide or assist the novice teacher. On the other hand, the absence of questions makes the aid more adaptable and flexible and ensures maximum decision-making by the teacher. There are a few 'suggestions for student work' listed on the back cover.

The purist, if he were to forget—momentarily at least—that landforms have largely dictated the pattern of settlement, might argue that in a teaching aid entitled *Landforms and Settlement*, the section on 'Landforms' should precede, not succeed, the section on 'Settlement.' The historical purist might insist that such centers as Barkerville, Fort George, Fort St. James, New Westminster, Langley, not such names as Prince Rupert, Prince George, Vernon, Vancouver, Penticton, should appear on the early historical maps. The realist of 1967 might wonder why, for example, the Kelowna ferry had replaced the Kelowna bridge, the modern monuments of asphalt known as the Port Mann Freeway, the Deas Island Throughway, the cut-off (from Christina Lake) into Kinnaird did not show, and finally, if Digby Airport had at last surrendered to muskeg and rock.

Nonetheless, Professor Gunn and Smith Lithograph Company deserve the profession's highest commendation. The reviewer finds insufficient superlatives to describe justly the possible uses of this most welcome innovative teaching aid. The world is brought to the classroom! Now one must hope that cartographer and publisher will be equal to the kind of demand this teaching aid will undoubtedly generate. Let's have more teaching aids of this nature, and for the social studies teacher constantly pressed to find additional resource materials, let it be soon.—J. S. Church.

TESTING

Testing in our Schools, by Louis J. Karmel. Macmillan, New York, 1966. (Can. Agt. Collier-Macmillan, Toronto) \$2.20

This book, a Macmillan Guidebook for Parents, is written in a readable style without sacrificing scientific accuracy. It attempts to answer the following questions: Why are your children given tests? How are intelligence tests used to help your child? How can tests of special aptitude help your child? How do achievement tests help your child? How does the school use interest and personality tests? What do college entrance examinations mean for

your son or daughter? How can you interpret your child's test scores?

Principals, counsellors and teachers would find this book useful in interpreting school test results to parents.—S. R. Laycock

FURNISHED APARTMENT, 2 bedrooms, 4 beds, South Granville, Adults. July and August, \$130 a month. 738-1336.

FOR RENT — July 4 - August 8. 3 bdm modern furn. home, overlooking Okanagan Lake — 7 mi. south Kelowna — 10 min. beach — V. Blaskovich, Okanagan Mission.

FOR RENT: 5 room furn. home in University area July 1 to August 18. H. A. Mover, 3942 W. 16th Ave., Vancouver 8, B.C.

TO LET FURNISHED, July-August: modern 3 bedroom home, 624 Tasoko Cres., Richmond, 35 min to UBC or S.F.U. Adjacent shopping and bus routes. \$175 per month incl. utilities, plus returnable deposit. Mrs. Eileen MacBean.

VICTORIA — Available July 6 - Aug. 30. Very attractive 4-bedroom home, with garden, to responsible couple. Reasonable rent in exchange for good care of home. Non-smokers preferred. Write 'Householder,' 880 Falaise Crescent, Victoria, B.C.

FOR RENT — Summer Session, 3-bedroom fully furnished home in Shaughnessy Heights. Prefer married couple with or without children. \$30/week. W. G. Doubt, 1438 West 39th Avenue, Vancouver 13. Phone 263-9066.

COMFORTABLY FURNISHED one-bedroom suite North Vancouver. Two beds. Centrally located. Available July and August. Phone 887-7705. Write Miss B. Wright, No. 306 - 144 East 19th Street, North Vancouver, B.C.

FOR RENT summer home on Shuswap Lake July 1 - 15 and Aug. 12 - 26. T. C. Campbell, Box 319, Chase, B.C.

FOR RENT — July to mid-August. 3 bdm., fully furnished home — 35 min. to UBC, 10 to Simon Fraser. For small family only. N. R. Ashcroft, 818 Gatensbury St., Coq., New West.

FOR RENT—3 bedroom modern house 10 minutes UBC. \$250. Summer session plus refundable \$50 breakage deposit. K. Genge, 4133 Puget Drive, Vancouver 8.

EXCHANGE—Modern 3-bedroom house in North Vancouver, for home near Skaha Lake, July to mid-August. M. Dunlop, 170 Sandringham Cres., North Vancouver.

FOR RENT—June 29 - Aug. 29 furn. 3 bdrm. S. Van. home, 10 minutes to downtown. Ideal for 3 couples attending Summer School. Terms reasonable. Phone 325-2897 or write J. Batch, 181 W. 47th Ave., Vancouver 15.

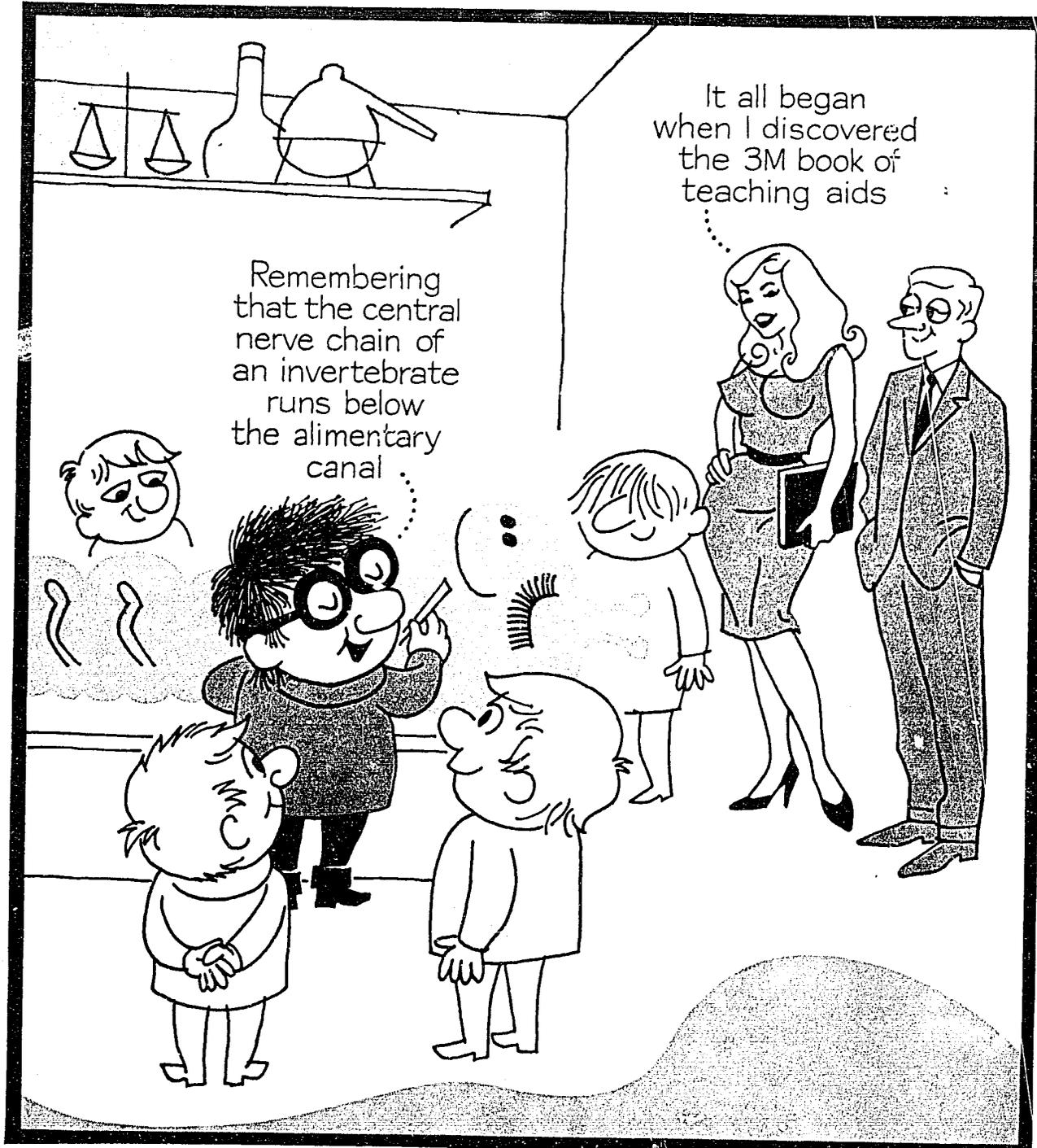
FOR RENT—3-bedroom home, July 4 - August 28. Kitsilano district. Very low rent for responsible party. Care of grass and pets. C. E. Denne, 2246 W. 21st Ave., Vancouver 8, B.C., Ph. 738-4123.

FOR RENT—July and August furnished 2 bedroom duplex. Write 222 West 13th Street, North Vancouver, B.C.

FOR RENT—Furn. house; July and Aug.; no children between 1 and 12 yrs.; \$100/mo. plus lawn maintenance; terms 3 months rent in advance, 1 month refundable; 767 Afton Dr., Richmond, B.C.

FOR RENT—July and August, large, quiet, furnished 1 bedroom apt. South Granville. Miss Mary P. Inger, 1578 West 11th Ave., Vancouver 9.

FOR RENT—2 bedroom furnished home July 4 to Sept. 10. 3566 West 35th Ave., Vancouver 13, Phone 261-7607.



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