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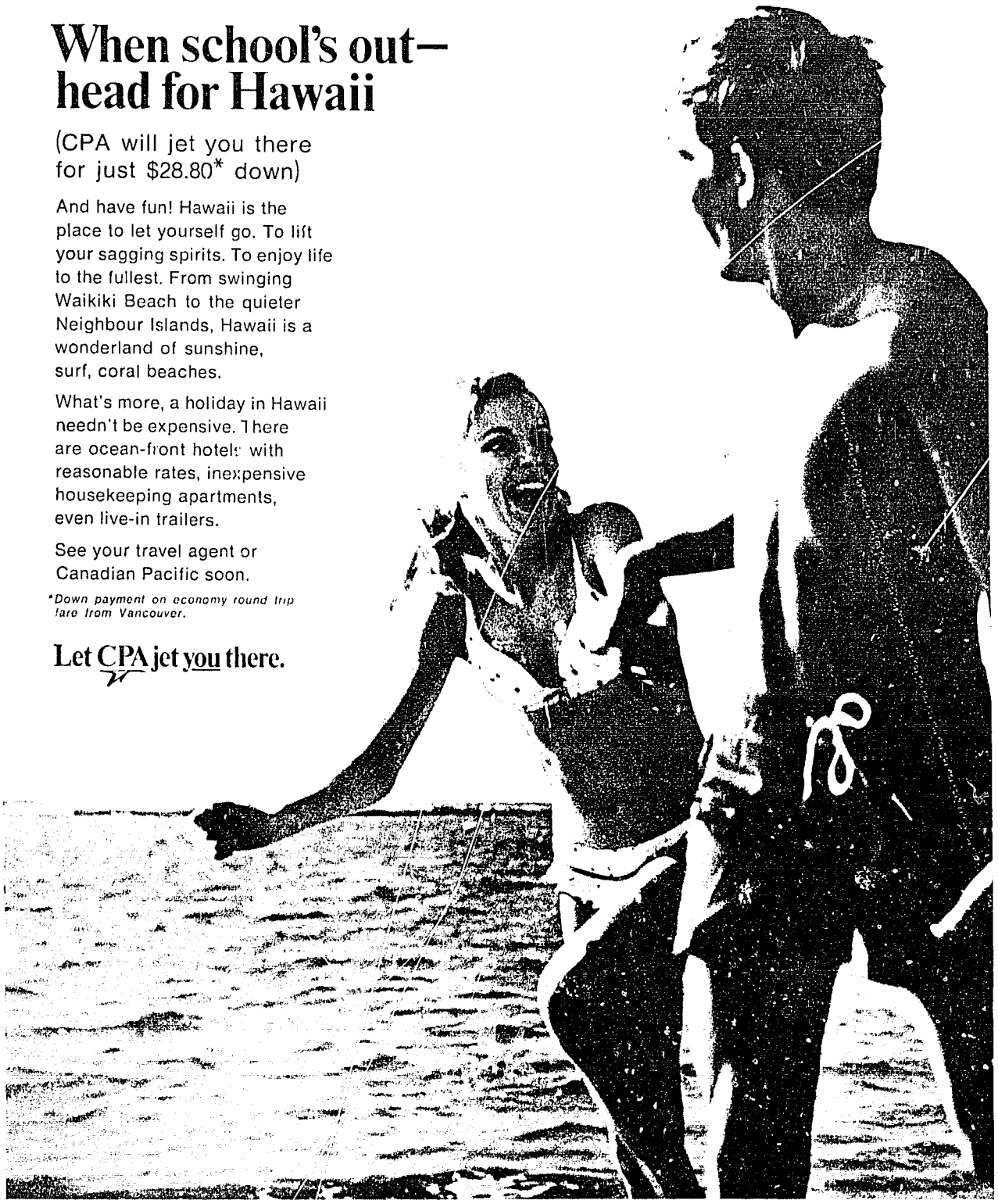

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For your convenience, here are the addresses and telephone numbers of all organizations in the B.C. Teachers' Building

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B.C. Teachers Credit Union	#201, 1815 W. 7th Avenue, Vancouver 9 (Mail Address: P.O. Box 4309, Postal Station 'D', Vancouver 9)	731-6191
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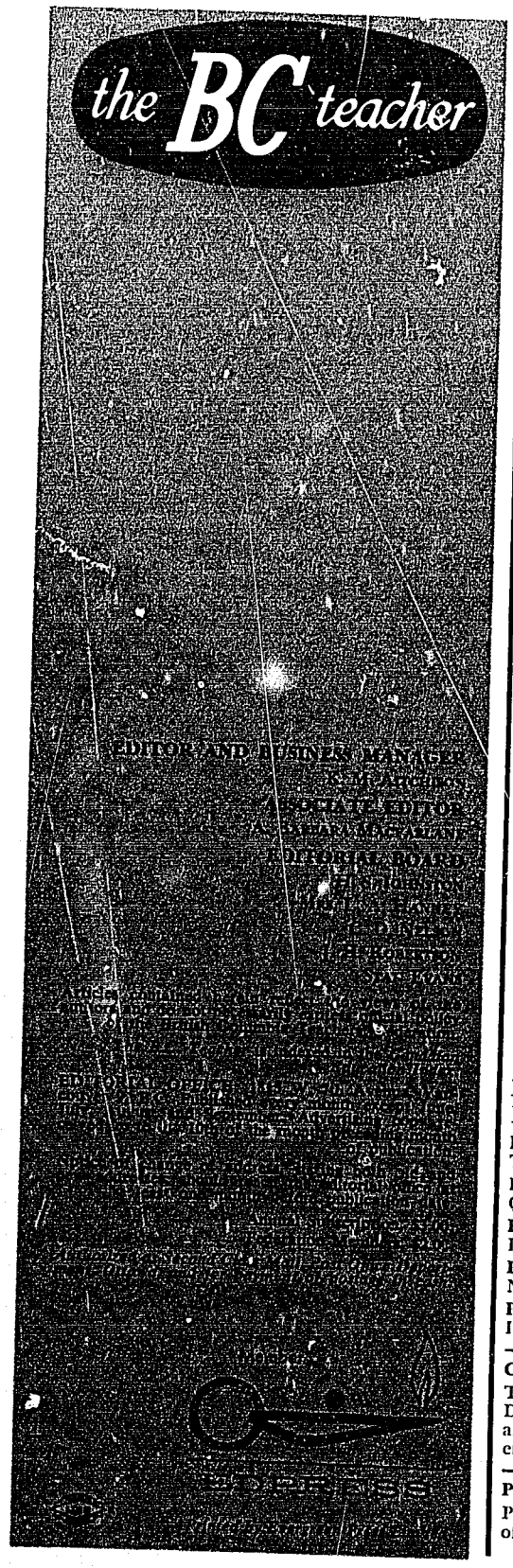

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
Affiliated with the Canadian Teachers' Federation

Volume XLVI, No. 8 MAY - JUNE 1967

COVER PICTURE

The Arms of Canada are printed on our cover with the permission of the Department of the Secretary of State, through the Department of Public Printing and Stationery, Ottawa, who also permitted us to reprint a portion of the booklet entitled *The Arms of Canada* as our cover story.

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CAMPAIGN FOR QUALITY

SEVERAL THOUSAND CHILDREN in our province will benefit directly this fall from the BCTF campaign to improve learning conditions. Indeed, many children have benefited already. Last year there were 509 elementary school classes with 40 or more pupils. This year, despite an increased enrollment (140 additional classes), the corresponding number is 411. The reduction means that 4,000 youngsters are in smaller classes this year, largely as a result of the BCTF drive to eliminate large classes. And we predict that classes of 40 or more will have virtually disappeared from our schools next September.

Although eliminating ridiculously large classes is one aim of the BCTF campaign, it is not the main objective. We want to improve learning conditions for all students, not just those in large classes. The part of the campaign which has received most attention from the mass media is the move to eliminate the intolerable '40 or more' classes. More important, however, is the objective of making all classes small enough to permit teachers to give their students individual attention.

We must not let people become hypnotized by the figure 40, lest they conclude that classes of 39 are satisfactory learning conditions. Everyone must realize that the BCTF stand on '40 or more' was taken to indicate a class size which no one could defend. Certainly we want to eliminate such classes, but we want to reduce all classes to a desirable size, not merely to eliminate the intolerable ones. We think primary classes should be no larger than 25 and other regular classes no larger than 30. Obviously the campaign to achieve these objectives will be a continuing one.

School boards and teachers' associations throughout the province are now discussing the BCTF's move to improve learning conditions. These discussions should not be limited to class size, but should explore every conceivable way of improving the quality of education offered to students in this province. Using teacher-aides in various capacities to make better use of the time of professionally trained teachers is an obvious step. Issuing adequate supplies and equipment to schools to ensure that *all* students benefit is another. Using part-time teachers, particularly in the specialty courses, is a third. Analyzing teaching assignments to make the best possible use of the talents of the staff is a fourth step.

We could go on, but we think we have made the point—the BCTF campaign is to improve learning conditions for all students. Reducing the size of classes is an obvious first step, but only the first, that should be taken.

As in all fields, quality in education will cost money but, as in all fields, quality represents the best buy in the long run. Surely no one can seriously dispute that education is an investment which pays high dividends to both the individual and to the community. The question is not *'Can we afford quality?'* but *'Can we afford not to have it?'* Custodial costs for adults are much higher than educational costs for children. Money invested in children now to prepare them to look after themselves will save society a fortune in future years in looking after them as adults.

The BCTF has, as its major aim, *Excellence of Instruction.* The campaign to improve learning conditions is an attempt to make it possible for teachers to implement that aim.

It is, in short, a campaign for quality. □

NEW GUINEA

A WAY OF LIFE IS DISAPPEARING

J. KEITH FOSTER

A special interest in the arts and crafts of the Sepik region of northern New Guinea prompted a summer visit to the region. Mr. Foster found that the traditional culture there is faltering under the impact of Westernized culture introduced by Australia.

NEW GUINEA, THE LARGE bird-shaped island of swampy plains, impassable rain forests, mountains and occasional habitable areas, lies to the north of Australia. In Northern New Guinea, the Sepik River, vital in the lives of many New Guineans, commences in the highlands near Telefomin and flows across the swampy plains to the coast near Wewak. The Sepik River and its artery-like tributaries are the only means by which one can penetrate vast areas of mosquito-infested swamps of the Sepik plain.

Walking is restricted by the swamps and one very rough road from Malui, on the Sepik, serves the villagers in Maprik, some 20 miles into the hills. But, for the majority of New Guineans in the Sepik region, the river with its tributaries, is the all-important factor in their culture and its change.

The traditional culture of the Sepik New Guinean is faltering as westernized culture, brought by Australian and United Nations decree, is carried systematically into the river district. The process of culture change is illustrated by the disappearance of traditional village customs and the emergence of new social order in the developing centers of administration and commerce. Culture is here defined broadly as 'a way of life.' More specifically, culture includes all distinguishing behavior patterns, such as language, art, family and community organization, social customs, craft and government. The New Guinean's growing desire for culture change and the present studied implementation of a policy intended to assist New Guineans achieve the most effective changes without disorienting individuals has occurred only in recent years.

Change began in the 1870's when Germany established a colony in northeastern New Guinea. The Australians replaced the Germans in 1914, and the region was temporarily occupied by the Japanese in 1942. Up to 1946, when the Australian School of Pacific Administration was established to train personnel for New Guinea, no explicit policy of western acculturation existed, and change in the pre-1946 period was characterized by a 'laissez faire' attitude.

In the post-Second World War era, New Guinea and Papua was established as a United Nations Trust Territory, administered by Australia, with unification and self-government the goal. The last 20 years have been characterized by enlightened efforts to secure uniform patterns of change, at the same time minimizing their ill effects.

In the summer of 1963 I traveled over the middle portion of the Sepik River and some of its tributaries, visiting many small villages along the way. I was able to observe cultural adaptations first hand and to pursue my special interest in the arts and crafts of the Sepik Region. The Sepik culture, though not as colorful as the highland culture of the Mount Hagen district, is rich in human expression, but can the New Guinean successfully blend his traditional culture with Western culture?

Traditional Sepik customs may still be seen in isolated villages, which can be reached only by several days of river travel. In some cases these villages are in 'uncontrolled' areas, where entry is restricted to patrol officers and anthropologists. One such isolated group are the Arambaks, up the Karawari River. But since the threat of village warfare has been removed by the coming of the patrol officer, the Arambaks have migrated from the easily defended hilltops and have established new villages close to the banks of the Karawari.

The men engage in timber-cutting, and a common sight along the Sepik is their log rafts with family,

On leave from his teaching position in Australia, the author is doing graduate work at UBC.

temporary shelter and livestock. Once the timber has been sold to the sawmill at Marienberg, the family returns to its village in its dugout canoe driven by an outboard motor. The Arambaks, who continue to produce traditional artifacts, are blending old and new and illustrate how culture transition is being accomplished successfully.

By contrast, the villagers of Kanganaman are not so successful. Kanganaman is a middle-Sepik village, between Angoram and Ambunti, and contains the last Haus-Tambaran, the village center of metaphysical-religious rites, standing in the river district. The Haus-Tambaran symbolizes the old culture. The authority of the elders controls village beliefs which are preserved and transmitted from male generation to male generation within the mystical secrecy of the Haus-Tambaran's twilight interior. The now little-used garamut-drums (large logs hollowed through a narrow slit and elaborately carved), which are silent reminders of the now meaningless song, dance and art of a former culture, rest beneath the huge structure against the log pillars carved with the history of the people.

The Kanganaman men sit beneath the Haus-Tambaran, talk much and occasionally chew betel-nut to pass the time away, as the traditional occupations of weapons manufacture and fighting have been stopped. Unlike the Arambaks, Kanganaman men have not yet found any other occupation, and are held captive to the past by the ever-present mysticism of the Haus-Tambaran and the story it carries of their former great men.

As I was taken into the Haus-Tambaran by the Lului, or village headman, I sensed the strong resentment to such entry by the men below, whose manner changed from surly quietness to open displeasure. They did not welcome the curious visitor and I was happy to go. The Kanganaman men's individualism may yet blend with the emerging common culture and add a spirit needed if New Guinea is to attain its own identity. But at the moment they illustrate the problem inherent in culture change when new purposes do not mesh smoothly as old purposes are discarded. The 30-mile journey from Kanganaman to the village of Aibom emphasizes the fragmented nature of the Sepik people.

Aibom, tucked under a hill up the Kamalia River toward Chambri Lake, greeted me with a cool, fresh coconut from which I drank the sickly sweet liquid. The villagers' hospitality was probably due in part to their awareness of outside influences, for a linguist, recording the language, had resided with them for some time. The presence of the linguist's hut with its polythene water pipe trailing off to a spring in the hill behind the village was evidence of the presence of influences that would be conducive to change.

At Aibom two main forms of pottery are still made. These are made in the traditional way from local clay and are traded for shells, sago and sometimes cash.

The villagers still continue to manufacture traditional pottery from local clay which is fired in open fires. The pottery is traded downriver for shells, sago and sometimes cash. I observed the manufacture of two main forms of pottery at Aibom, large jars and shallow dishes. The large jars, some as high as three feet, are used for storing sago flour, a starch material obtained from the trunk of the sago palm which grows in the Sepik swamps. The jars are drawn up by hand, more clay being added as needed, closed into a narrow neck and decorated on the sides with huge faces. The long noses of the faces, which are extended and joined at the chin, are used as handles. The large shallow dishes are often decorated with built-up designs and are used to contain the small cooking fires within the huts. The traditional customs still have functional value in Aibom, as does the method of canoe construction I observed at Mendimbit.

Canoes Are Made Slowly by Hand

Canoes are still made by laboriously hollowing and shaping logs, although the stone axe has been replaced by steel. The hollowing process is slow and careful. At Mendimbit, downriver from Kanganaman, I observed an old New Guinean carving a new dugout. We conversed about the dugout as well as our limited use of each other's language would allow, and I was curious enough to want to try. He allowed me to work on his canoe, but he carefully supervised, communicating fine points of technique in elaborate pantomime.

With so many dugouts along the river, I eventually attempted to paddle one. They are difficult to balance and my best paddling efforts could only keep the dugout stationary against the current, yet Sepik children can drive them with ease across a half-mile of the swift Sepik. It is a pleasant sight to watch the small fleet in the evenings as the women return from fishing. Somehow the ugly dugout acquires a little of the grace of the flowing movements of the occupant as it glides easily under rhythmic strokes. Such sights will soon disappear as the New Guinean acquires the cash to buy the whiteman-style power boat. Already the modified dugout, fitted with an outboard motor, is seen along the river and probably represents the first stage in transition to Western-style water travel.

Another manifestation of change is the emergence of an entrepreneur class. At Tambanum, a Sepik village above Moim, a group of Sepik woodcarvers has formed a co-operative, sharing an open-sided hut, timber and tools. The men work in and near the hut, producing carvings intended for sale at Madang, farther down the coast. The craftsmen design and carve each piece as an individual item, adding clay, shell decoration and natural ochres to complete the artistic effect. The group acknowledges the leadership of one man who directs activities and who negotiated with me to purchase new equipment for them on my return to Sydney. I worked with this group for two days and enjoyed a rich experience as I participated in their carving activities. I observed a mutual stimulation among these men which helped produce creative art. The unified outlook of the carvers at Tambanum is an isolated example of much more pronounced development at Moim.

Moim, a collection of villages, school and Council House, 30 miles upriver from the administrative center at Angoram, represents an emerging cultural pattern of the Sepik people as they seek to comprehend and acquire Western culture. The Moim villages are located on the banks of the Sepik and in nearby roundwaters, which are remnants of the river left after it has cut a new channel. The Moim community is centered on an area of public land containing the Biwat Council House, where elected village representatives meet, a school, the teacher's residence, a school playing field, and some agricultural plots.

The responsibilities of the only white resident at Moim, the teacher, extend beyond the school. He has the task of communicating to adults the meaning of Western-style education, a concept of self-government on a larger-than-village scale and possible courses of action that may be adopted with benefit for the community. The teacher is aided by such visiting specialists as the Patrol Officer and Agricultural Officer. The Patrol Officer is trained in government, law and anthropology and is skilled in guiding the meetings of elected village representatives. The Agricultural Officer gives guidance to villagers attempting to improve crop yields.

New Cash Crops Have Been Introduced

New crops also have an appeal to the Moim villagers since the teacher demonstrated the cash and food possibilities of peanuts. He invited adults to observe the planting of a small quantity of seed peanuts and later, when the crop had matured, to the harvesting of some 20 wheat-type bags of green peanuts. He made his point.

From time to time, usually early in each school year, the teacher must visit each village to determine who should be at school, the actual age of each prospective pupil and his state of health. Sometimes, at night, the teacher must sit and smoke with the elders about a fire, while he gently draws their attention to some aspect of village life which perhaps will not fit in the emerging culture. (So successfully had the young Australian at Moim filled his role in the community that village elders attempted to buy him from his father to ensure his continued residence with them.) But adult and community education is only an extracurricular part of the teacher's life. His prime consideration is the children.

The children at Moim sit in an open-sided school, which admits fresh air and quantities of mosquitoes, and struggle to learn a new language, English, and such Western concepts as responsible national government and education. The outcome of the struggle to learn in Moim school, and in many more like it, is vital, for from the generation of children now passing

These men are members of a woodcarvers' co-operative at Tambanum. Their products are sold down the coast for their mutual benefit.

through the elementary schools in New Guinea will come the future doctors, teachers, leaders and skilled workers necessary to take over as Australian specialists are gradually withdrawn. The prospects of success in the struggle are good, for the Moim children are quiet but alert, although they find school a mixture of pleasure and frustration. They are impassive when not happy; but express pleasure with huge smiles that come from deep down when they are happy. The children of Moim, gathered from several separate villages, represent a microcosm of the possible future unity along the Sepik River.

Fragmented villages at Moim are uniting haltingly in joint action as elected village representatives meet to discuss common problems of health, sanitation, water supply and agricultural projects. Innovation requires patience, but successful transition is occurring as illustrated by village co-operation in the Angoram coconut seedling nursery, which is intended to introduce higher-yielding coconut stock along the Sepik River. The production of copra from coconuts is one possible contribution to the establishment of a cash economy. But the district of Moim is passing through one of the more advanced stages of culture transition. Many districts still have the problem of control, which is not always successful, as occasional outbreaks of violence between villages indicate.

The peaceful co-operation of Moim villages is partly the result of Moim's long contact with Western culture, but is also partly the result of a pattern of systematic culture penetration adopted by the Australian administration. The urgency of efforts to control and educate New Guineans to the point of assured responsible government is the result of two forces. First, a concern that New Guineans be prepared for independence, especially since the Congo disaster illustrated vividly the possible results of leaving an emerging nation ill-prepared for self-rule. Second, no longer can a technologically-backward country be left to continue unchanged or to develop as best it can in the present world environment, and Australia has accepted the responsibility for guiding New Guinea through the transition stage. The means adopted to ensure a more even rate of transition from New Guinean to Western culture is a successive wave-like penetration of control and order, basic services and unifying influences.

Westernization Comes in Waves

The first wave, in the form of an armed New Guinean patrol under an Australian, penetrates new districts to make initial contact with villages. The patrol's job is to establish inter-village peace and to open the area for systematic study from which is determined possible courses of action.

The second wave implements immediate plans for such basic services as medical posts and schools, and encourages community development schemes which will improve living conditions. Superstition and tropical diseases are prevalent in New Guinea, and complicate the process of culture change by unfounded fears and poor health.

The third wave ushers in the era of unification, as a cash economy and self-government grow. Local councils are elected to administer community affairs. A concept of tax is introduced, followed by the collection of a token tax. Guidance is given where co-operative ventures are undertaken by New Guineans.

The pace of acculturation leaves too little time to test fully the feelings and desires of the New Guineans. United Nations demands for tangible results and Soviet bloc cries of 'colonialism' serve only to confuse the issue and force a too rapid pace. Two things, however, are clear. First. New Guineans will have to be assisted in the present line of social evolution, and second, the emerging leaders are aware of their need for continued assistance.

Ignorance and fear will inevitably be pushed aside as experience in living with new ideas gives New Guineans confidence, through group action, to create new purposes in their lives and to succeed in attaining a unified New Guinea society. Meanwhile the rate of culture change gathers momentum as more areas are opened up and the Moim experience is repeated ever more frequently. The next few years will test the quality of the New Guinean and his Australian mentor as the ripple of change washes through each small New Guinea village. □

Paperback books can work wonders in motivating reading and library study.

PAPERBACKS IN THE SCHOOLS?

I'M ALL FOR THEM

EDWARD D. VOGT

ARE PAPERBACK BOOKS the answer to classroom problems of motivating reading and library study? Do they allow for individual differences and preferences? I believe they are, and do.

Are paperback book clubs a suitable source of supplementary reading materials? I believe they are.

Very definitely my experience with paperback books and paperback book clubs in my classroom has been a good one. Certainly my Grade 7 students have benefited, to a considerable degree, from having the services of two paperback book clubs available to them —and the amount of reading they did in one school year is astonishing.

Because I believe in the use of paperback books and in the service offered by the book clubs, I was sufficiently concerned about last year's bad publicity and the decision of my school board that the buying of books from the book clubs must cease, to prepare a report on the subject. This article is based on that report.

In a school of approximately 300 students, a Grade 7 class of 43 students was given the opportunity to participate in a regular class Paperback Book Club Library program as well as encouraged to sign out books from the regular school library.

Each student was given an 8½" x 11" card headed 'Books I Have Read During Grade Seven' and on it was instructed to record the title, author, source, type and rating of all books read during the year from all sources—class (paperback library or book club), school library, home, other libraries, etc. The rating to be given was 1 (excellent), 2 (good), 3 (fair). Books that are poor to a student are usually not read and therefore were not included as a valid rating.

Each student was given a TAB News Sheet each month from which to select books to purchase (from Scholastic Book Services, Ontario) at an approximate cost of 30 to 40 cents. There were usually about 30 books to choose from each month. Every student was also given the Arrow Book Club News Sheet each month with a similar number of books listed. (These were taken home.)

Approximately 70 paperback books (about 50 purchased by myself from the book clubs the previous year and some 20 other paperbacks, such as *How and Why Wonder Books* and others) were displayed in the classroom bookracks with all front covers showing. This class library was set out in such sections as sports, biography, science, history, fiction, etc. The books were kept at the side of the room so that the students could see them easily, use them in spare time, and sign them out to take home.

During the year I purchased approximately 70 more paperbacks from the book clubs when student purchases were made. (One free book was allowed for the class with each 10 ordered by the students in the

The writer is head teacher of Johnston Heights Elementary School in Surrey.

Arrow Book Club and one free book was given to the student for every four books he purchased from the TAB Book Club.) The free books allowed the class were kept in the classroom and used by the students. Some 15 free books were obtained in this manner, but I purchased at least 50 more during the 1965-66 term. These were displayed in the manner described above as soon as they arrived, and many were covered with plastic to preserve the covers and to enhance their appearance.

A class librarian was chosen, who took care of the signing out of our books (for one week at a time). The books were taken home, just as were the regular school library books, but all the work was done in the classroom. The books could be signed out during library period once a week and/or during recess, at noon or after school.

The students were encouraged to sign out books from the school library as well. These could be taken at similar times and could be kept for one week also. Sometimes selections from the regular school library were displayed in the classroom to encourage the students to take them out, especially when new books arrived in the school library.

About every second week the students were reminded to complete their record of books read. No reward was offered for the longest list nor was there a penalty for the shortest or for no list at all. The students were told, though, that their lists would assist me to choose books that most interested the class for future purchases for our classroom library. They were also told that the number of books read would not affect their report-card marks, except that, if a student reads many books, his reading ability naturally improves.

Many Books Were Read in One Year

By the end of the year the motivation and interest had reached an almost unbelievable level. Every month students would ask when the next TAB and Arrow news sheets were coming. Almost every student bought some books; some bought as many as six books per order, although it sometimes turned out that they were ordering for older brothers and sisters also.

Information taken from the cards of 27 students at the end of the year showed that they had read from 5 to 56 paperbacks (yes, one student really listed 56 titles and another 42!) and from 0 to 19 hard-cover books. Most of the students read 11 or more paperbacks, while only a few read more than 10 hard-cover books. Oral and written reports on these books indicated that the students had actually read the books, had enjoyed them and had gained the essence of their content. Some of the books reports were even included in the school newspaper. I believe that the students who read the most books and favored paperbacks generally were influenced by the ease with which they could get such books and by the wide selection available. The fact that our school has no librarian undoubtedly had an effect also.

From the students' cards I made a list of 51 paperbacks that had been read by 10 or more students, the books having been selected from the class library and/or purchases from the book clubs. Some of the titles (with the number of times read in brackets) were: *Association Football* (10); *Helen Keller*, Hickok (16); *Little Women*, Alcott (17); *Wild Horse Tamer*, Balch (20); *The Call of the Wild*, London (23); *Outlaw Red*, Kjelgaard (27); *Sea Star Orphan*, Henry (12); *Ghost Stories*, Kramer (22); *Peppermint*, S.B.S. (10); *Julius Caesar*, Shakespeare (10); *Tom Sawyer*, Twain (21); *Around the World in Eighty Days*, Verne (10); *Wonders of the Human Body*, Barrell (10); *Dragging and Driving*, MacPherson (17); *The Great Auto Race*, Carlsen (19); and *Robots and Electronic Brains*, Scharff (13).

All 51 books were displayed in the classroom periodically during the year and were easily available to sign out. Some were also purchased through the book clubs by individual students and their own copies read.

The total number of readings of the 51 books was 723! What a loss it would have been if 21 students had not been able to read *Tom Sawyer* or 23 *The Call of the Wild*.

Paperbacks Have Many Values

A simple comparison points out the value of having books readily available in paperback form. If our school library had one copy of *Tom Sawyer* in hard-cover format and if it were out every week for 30 weeks (which is improbable because it would be on the shelf some of the time in all likelihood), only 30 students in the whole school could read it. Suppose, though, 20 students from Grades 4, 5, 6 and 7 did read it in one year, these 20 would be only 1/8 of the number in those grades. Yet our paperback *Tom Sawyer* was read by 21 students, or ½ the class of 43. It was actually read in our class in a ratio of 4:1 times more often than would have been possible with one copy in the school library.

Besides the great impetus given to general reading, as I have outlined above, there is other evidence in favor of paperbacks and paperback book clubs in our schools. One of the most important items of this evidence is cost—which is negligible. Ten books can be obtained for $3.00 or $4.00—the approximate cost of one hard-cover book. This, surely, should be a very attractive item in these days of rising costs and rising taxes. There is also no outlay of the tax dollar by either the school board or the Department of Education for the purchase of these books, but the result is that many highly recommended and desirable books are read by the students.

Motivation to read books is increased especially in schools which have neither a permanent librarian nor a library large enough to accommodate a whole class at one time. When children see books, they naturally

want to look at them and read them.

Children also gain the idea that they want to begin or enlarge a personal library. More important is that they learn to discriminate and exercise judgment in choosing their books, with guidance from their parents or teacher. A child need not purchase a single book, but he will benefit from the class library. And is it not better that he spend his money for books rather than for pop or candy or other evanescent pleasures?

The idea of receiving a new book is stimulating to everyone. Some new books were for the class—for those who did not order an individual purchase—and every child enjoyed their arrival. When 'new' books come to a school library, all must be processed and catalogued before they are placed on the shelves—and this takes time. By the time the books reach the shelves, some of the appeal of 'newness' has disappeared.

Children help with the collecting of the money, making up the order, distributing the books, listing the titles on class library cards, acting as class librarians, covering the books with plastic—all of which activities are useful learning.

Quantities of Books Grow Rapidly

One very important advantage of the paperback books is their immediacy. Recent titles are available because of the quick methods of binding and the large volume of sales in a short time. For instance, 1965 *Football Stars* was a favorite because it was received in 1965.

Because there are enough titles to interest every student, the interest level was kept high. It would take years to acquire the same selections in hard-cover books. *Dragging and Driving*—for the boys—even explains the principles of mechanics, car maintenance and care, and safe driving habits, all geared to their level.

Reading levels are listed in the teachers' guide copy of the selection lists. If some pupils do select books beyond their capacity, the teacher may assist and thus avert the disinterest that often occurs when a teacher attempts to select books for a library without such a guide or without having a considerable background of experience. All teachers cannot be library and level experts! There are available three levels of book clubs: primary—Lucky Strike Book Club; intermediate—Arrow Book Club; and intermediate-junior secondary—Tab Book Club. All these offer a separate teachers' guide each month, which gives the teacher something that not only interests all levels of students in a class, but also enables each student to read the books once they arrive.

At the end of one year, standardized reading tests were given and the results indicated that the reading level of the whole class had improved beyond normal expectations. Many new interests were awakened in nearly all the students and the general academic level of the class in all subjects improved. Many of the children, now in Grade 8, have told me that they have found the work of this grade very easy—but all the effects of their Grade 7 reading experiences can probably never be measured.

How many schools could afford to have each teacher keep 150 books in his classroom? (For a school of ten rooms, this would mean 1500 books—more than all the books in the school, usually.) Using the services of the paperback book clubs can make this quite possible at very reasonable cost. If a teacher can have 20 or so hard-cover books in his room, he can use them as 'central' interest points for a larger group of paperbacks. We all agree that hard-cover books have a better appearance and are, as a rule, better illustrated, but it is impractical to have a large selection displayed in the classroom because they are not available in large enough quantities and because most classrooms do not have sufficient room for them. But hundreds of paperbacks can be accommodated in a small space and the titles are constantly before the students.

The time spent on reading paperbacks could be spent on getting into trouble, both in school and out of it. Happy moments in the class are long remembered, and if books can form the core of these happy moments, one of the major objectives of elementary education is achieved—the association of joy and happiness with reading.

Parents Control Their Child's Selections

The involvement of parents with their children in the selection of books to be purchased should be encouraged. The parents can help control the interests of their children and, when the books arrive, they often find their own interest so keen that they read the books too. Poring over the selection lists opens up a channel for many families to make appropriate selections of other books for themselves.

The use of paperbacks can and does, at least in part, compensate for the deficit in the number of books in most school libraries. I believe most school libraries have less than one-third of the minimum number of books recommended by library authorities.

There have been arguments against having paperback books and against having paperback book clubs in the schools. Many of these arguments are based on objections to 'commercialism' in the schools, to the 'Americanism' of the books, but is it not better to have selections made under the guidance of teacher and parents than from the lurid displays offered in the store at the corner?

One particular objection to the paperback book clubs last year was that 'the teacher makes a profit' from their operation. Ridiculous! The teacher, if he spends the time I did on the operation of a paperback book club and purchases extra books from his own funds as I did, actually loses by it.

I have yet to hear one valid criticism of the book clubs that cannot easily be corrected. Indeed the benefits outweigh the disadvantages 20 to 1!□

GEOFFREY ING

THE GIFTED CHILD

Once a community adopts segregated education based on differing abilities, the broad mass of pupils tends to suffer and divisions are generated in society which ultimately nullify the tenets of democracy. How then to cater for the gifted child?

THE PROBLEM OF THE GIFTED CHILD, discussed by Walter Hardwick in the December 1966 issue, is not peculiar to British Columbia or Canada. It is of increasing concern to educators in all the affluent democratically-oriented countries. How do essentially egalitarian societies cater to gifted children?

In the U.S.A. the problem is similar to that of Canada. The traditional grade system of both countries lays stress on a common core of learning for all students. This tends to hamper the development of the gifted child. New testing techniques are being developed in the U.S.A., based on the importance of divergent thinking and involving individual interviews, to discover the gifted child. Once discovered, he will be given a special form of education.

A similar situation exists in the U.S.S.R. where a solution similar in essence to that advocated by Mr. Hardwick is being tried. It entails segregating the gifted children into boarding schools and so ensuring them an enriched environment in which to develop their special talents. It is interesting to reflect that the Nazis, albeit with vastly different ultimate objectives, also set up boarding houses for the highly talented.

The reason for this preoccupation with the most able is sometimes cloaked in obscure phraseology. However, Mr. Hardwick states it clearly and concisely. It is: 'To match the competition and contributions of the gifted in other nations.' He prefixed this expression of educational nationalism by saying that school administrators 'are being forced to provide for the development of the brightest minds.' It seems doubtful if there is any actual compulsion, but undoubtedly the climate of opinion in the countries mentioned is moving in that direction. However, educators, with their dual responsibility to the students in their charge and to the societies they serve, should surely be resisting this tendency.

It is interesting and illuminating to contrast the experience of Britain, which has traditionally been concerned less for the mass of average students and more for an elite, scholastical as well as social. Here the pendulum of educational fashion is swinging toward comprehensive schools and away from streamed or homogeneous classes. The reasons for this are very pertinent to present tendencies in Anglo-America.

The British find that by segregating the gifted children one not only isolates them from the mass of people, but also alienates them. This alienation sets up caste divisions between children which work up through all age levels to the detriment of society in general. Furthermore, the broad mass of children is denied the stimulation of the gifted in the basic classroom situation.

Once a distinction is made between the most able and the less able, perceptible and significant neglect of the broad mass of children creeps in. It is easier to persuade administrators that sophisticated equipment is needed for gifted children than for average children. Education is an investment, and obviously it pays to invest more in the most able than in the less able. Friction is set up within the teaching profession as the able children are thought to deserve the best teachers.

In Britain, of course, with its dual system of state and private education, these developments are very obvious. But even within the state system, streaming of children generates discontent among parents. If the wealthy father finds his child streamed with the less able children, taught by less able teachers in less congenial surroundings, he opts out of the state system.

In 1944, the British introduced universal secondary education within the state system. It was thought by many that this would act as a counter-attraction to private schools. Quite the opposite occurred. The tripartite state system, and rigorous streaming of students into grammar, technical, and modern schools, with all

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CAN A DEMOCRACY PROPERLY PROVIDE FOR HIM?

its attendant social dissatisfaction, actually encouraged the private system. This has flourished until, in Surrey for instance, one-third of the school population attends private fee-paying schools. The parents of these children are certainly the financial and often the cultural elite of the community. They are its natural leaders, who paradoxically, from their position of political power, are often responsible for running the state system which they do not consider suitable for their own children. Small wonder that the teachers in this system often complain of neglect of their schools. Thus to initiate the segregation of the scholastic elite is to trigger a process of social division which can vitiate the basic aims of a democratic society.

Of course, Mr. Hardwick and the advocates of special consideration for the gifted children will argue that they are concerned only with the exceptionally gifted. The numbers involved are a tiny fraction, not to be compared with the 10-20% of the school roll which the British system segregates in its grammar schools. However, this is to argue very accurate identification techniques. In practice, in order to include all the gifted, a number of doubtfuls will have to be included. Since Mr. Hardwick assumes 'that school marks of gifted students should not be considered in distributions of marks assigned to normal classes,' one wonders what would be the position of drop-outs from the course devoted to the gifted.

Furthermore, the gifted child may come from any home background, and British experience shows increasingly the futility of attempting to foster brilliant academic or cultural achievement against a negative home background. For the individual students concerned it is often a personal disaster. The Russian solution of placing such students in boarding schools is commendably realistic in this respect even though it is blatantly undemocratic. One would have thought that if 'separate and equal' was not good enough for Negroes in the U.S.A., separate and unequal education would be even less acceptable to Canadians.

Once a community adopts segregated education based on differing abilities, the broad mass of pupils tends to suffer and divisions are generated in society which ultimately nullify the tenets of democracy. How then to cater for the gifted child?

The answer lies in a general rise in environmental standards for all students, at school, at home and in the world at large. No school should open its doors without a comprehensive library. If the Department of Education in Victoria is able to issue textbooks, it should also be capable of issuing a basic library. This should be of such a size that the smallest schools are adequately served. For larger schools, it should be issued in duplicate, triplicate, etc., as numbers dictate. Over and above this, of course, the school staff should have the funds to choose and purchase additional books according to their particular interests or the particular locality the school serves.

As for the home environment, it should be the norm of a democratic society that every child should have a separate study-bedroom. Perhaps this seems an excessive demand on a family with more than two or three children, in which case there will possibly be more agreement with the negative statement that using the kitchen table for home assignments should be as reprehensible as driving a car with bald tires. Similarly, a home without a stock of books and records, all kinds of each—good, bad and indifferent—so that children may experiment and exercise their tastes on a wide variety of sounds, should be regarded as unfit for human habitation. Certainly the presence of a piano, as a basic musical instrument, should be considered to be as essential as the kitchen sink. But one hears the Jeremiahs saying it would be impossible to persuade parents to spend money in this way. To which one retorts that these same parents are persuaded to purchase expensive encyclopedias, often trashy and out of date. If they can be persuaded to spend money on trash, why can they not be persuaded to spend money in more worth-while ways?

The scope for improvement in the general environment in which children grow up is vast indeed. Teachers should be the first to protest the inadequate news coverage on radio and television. They should be the first to demand wavelengths for universities to beam worth-while programs, as is beginning to be done in the U.S.A. They should be the first to advocate the reconstruction of the decayed centers of many of our biggest cities. They should lead the campaign against distasteful illuminated signs that do so much to detract from the dignity of main streets everywhere. Unfortunately, I suspect that most teachers do not understand how these things stultify and nullify their efforts in the classroom.

These aims may seem fanciful and unrealistic and far removed from a concern for gifted children, but it is these aims which should be engaging the minds of our educators. If we can raise the general level of taste and opportunity, the gifted will not only have a broader springboard to start from, but will also be more likely to find their ultimate achievements appreciated by the 'mere participants' in our culture. The short-cut solution of segregating the most able

Continued on page 361

the president reports to the 1967 AGM

J. HARLEY ROBERTSON

IT IS WITH SOME CONSIDERABLE regret that I rise to present the report of the President for the year 1966-67, indicating as it so clearly does the approaching end of my term in office. To say only that I have enjoyed serving would be an understatement, yet I cannot properly express, without becoming maudlin, my real feelings in the matter.

I have traveled extensively in the province and have renewed old acquaintances and made new friends. I have visited thus far more than 50 districts and, while I cannot pretend that my messages were received with tremendous enthusiasm in all of them, I can say that I wholeheartedly enjoyed making visits. I remain convinced that the teaching force in British Columbia may be favorably compared with any group of teachers in the world. I am proud to be numbered among them.

I should be very remiss if I did not add my voice to that of every individual who has served as president in complimenting ourselves on the caliber of our employees. I refer not only to the administrative staff, but also to the office staff, stenographers, bookkeepers, printers, maintenance staff, record keepers, tabulators, clerks—I am tremendously impressed with all of them. They are all imbued with a desire to do their work well. This I believe to be partly due to the careful screening which precedes hiring and is also due in some considerable measure to their following the example of our administrative officers. We are fortunate indeed.

Each year the Federation office receives news of the passing of former teachers—all of whom have made a contribution to the society in which we live. Their imprint remains on their many students and friends. Mr. John Prior was one such. He was a very active teacher and will be well remembered not only by his students but also by many teachers for his leadership in education. I make special mention of Mr. Prior because of the invaluable contribution he made to education in British Columbia. We recognized this contribution in awarding him the Fergusson Memorial Award in 1962. It is now proposed that we recognize this contribution in perpetuity by naming the auditorium in our new building the L. John Prior Auditorium.

In reporting the substance of my year as president I must report that this year has been a year of innovation to some small degree. We ventured for the first time into the political arena and were successful in bringing education onto the political platforms of at least some of the prospective members of the Legislative Assembly. We received approximately a 70% response to our questionnaires asking candidates to commit themselves on educational issues, but unfortunately, too many are not yet disposed to give to education the priority it deserves.

I must remark also on the growing militancy of teachers, very definitely evident at the Summer Conference in Prince George. Teachers have shown that

they no longer wish to be cast in a submissive role in education; they no longer wish to react to the proposals of others, but prefer to act on their own behalf. This, at least, is my interpretation of the wishes of British Columbia teachers.

This growing militancy has led teachers directly to campaign on class size, to act politically, to seek publicity in their areas of interest, to seek support for their educational demands, in short, to act in the sure knowledge that what they want for the children in their care is what society must have in order to progress.

In that process our professionalism was called into question. I subscribe to the views held by Dan. U. Levine of the University of Missouri who stated: 'The professional teacher is the militant teacher because he refuses to tolerate conditions which seriously hamper his effectiveness as a teacher.'

It remains only to convince society that certain necessities must be met if we are to improve opportunities for children, and I am proud of the fact that teachers have adopted as part of their role in society the necessity of convincing these others. Our newsletter has done a great deal in making these necessities known by outlining the many shortcomings of education in British Columbia.

We have mounted a campaign on class size which will be outlined to you in detail during this Annual General Meeting. Thus far publicity has been practically free—we cannot expect this to continue.

We have endeavored to exert pressure on the Government to reduce entitlement figures by means of a brief, by means of publicity and by means of joint action with other interested groups. I have appeared on radio and television, as well as having been quite widely quoted in the press, relating what I believe to be teacher opinions in the matter of class size.

We have, I think, been partly successful. The entitlement figure has been reduced by one, and more important than that reduction is the statement by the Minister that boards of school trustees should be willing to hire above entitlement figures—a tacit agreement by the Government that classes are too large, but due to financial pressures in other directions, the problem must be shifted to the local arena.

We have always recognized that the battle for improved teaching and learning conditions would have to be fought on a local as well as a provincial front.

As this will be my last opportunity at this Annual General Meeting to speak directly to the delegates, I feel that I must outline to you that which I consider must be the role of the Federation in the future. I would suggest to you that our problems are only beginning. Granted we have been partly successful in the matter of class size. I am absolutely convinced that we must consider that we have only begun. I would propose that we sustain the pressure on class size. I would caution delegates, however, not to expect free publicity such as we have obtained in the past.

I was asked by a radio announcer in Victoria to tape 30 seconds or so concerning Federation affairs. He specifically asked me not to mention class size because, and I quote him, 'We've *had* that.' Class size, I submit, should have a continuing priority, but we must be very clearly aware that the campaign will be expensive. For those of you who demand a dollar by dollar accounting—I would ask *you* to tell *me* how much such a campaign will cost. I do not know. I only know that I am willing, as I think most teachers are, to meet whatever expenses are required. Publicity campaigns cannot be run on the cheap.

We have begun to be leaders in education. Much of our work in curriculum has had positive results already in the classroom. I am proud that teachers have taken the initiative in this area and I am sure that I am stating the obvious when I say that as professional people teachers meet the broad personal responsibilities inherent in their work. I feel, however, that in this time of rapid curriculum change, in this time of re-evaluation of classroom techniques, we must expand our activities in the field of professional development. I think it long past time when we should have a woman in high administrative office on staff, not to represent women particularly, but to ensure that the primary and intermediate areas, those most important years, are represented by both sexes.

Related to the problems of the curriculum is the problem of research in education. I do not think at this time that the Federation should become deeply involved financially in research. Our contribution should be primarily one of time and talent on the part of the individual teacher. I do believe, however, that

Miss F. M. Worledge (top left) presented the Charlesworth Memorial Award to Valerie Jean Hunter (lower center) while her parents and her sister Nina, who won the Award last year, looked on.

His wife Joy and his three daughters were present when R. M. (Bob) Buzza was named BCTF President for 1967-68.

we should be aware of the research being done in other areas. None, as you know, is being directly sponsored or supported by the provincial government. The B.C. School Trustees have voted $100,000 for research in education. Ontario, thus far, is the only province supporting educational research to any degree.

I believe that we should not only keep ourselves informed of research being done but that we should also continue to make the results of this research immediately available to interested teachers. The only method by which it may adequately be done is to have on staff a person whose duty it shall be to collect research information, disseminate it and thus enable us to use quickly research in support of our aims and objectives. We must be able to answer the challenge 'What research justifies your claims?'

In my journeys throughout the province this year one very great failing has come to my attention. I refer, of course, to the problem of communication. The average teacher does not know of the many and varied activities of the Federation. The written word is not sufficient and must be complemented by personal contact. This is especially true in the larger local associations. I believe that the Federation officers, both elected and permanent, must make a greater effort to appear at meetings of local associations. By the same token, the association must invite these officers to appear on the local scene. All too frequently the officers appear locally only in answer to some emergency.

To satisfy this very apparent need, and at the same time ensure that the volume of work done may continue without interruption, at least one or perhaps two people should be added to staff. The existing workload of the officers is far too great now. I do not feel that we should continue to take advantage of their willingness to perform well beyond the call of duty.

The things I have mentioned thus far are partial answers to problems that are already with us. We must now look to the future in education. With that should we be concerned both as individuals and as a corporate body?

Are we prepared to be leaders in education? It is patently clear to my mind that we are not. We are teaching for the future using the attitudes and materials of the past. Where are our experts in educational television? Where are our experts in programmed instruction—in language laboratories—in the operation of continuous progress systems—in the use of electronics in education—in the systems approach to education?

We are faced with a tremendous struggle on three fronts. Internally, in that we must develop experts and expertise in these various areas. Internally, again, in that we must convince teachers that the use of these new materials is essential to teaching. It is no longer sufficient to rely on textbook and chalk. Externally, in that we must convince society and through society, government, that these materials are essential to the survival of society and that massive infusions of money are absolutely essential to develop an educational system adequate for the future.

We cannot do these things unless we are prepared to meet some of the initial costs ourselves. We must demonstrate our concern by the only method now understood, by reaching into our own pockets to prime the pump. We cannot hope to persuade the government to shift the financial emphasis from hydro development to education without taking the leading role ourselves. Again, in answer to those who would request a dollar by dollar accounting, I cannot say how much such a program will cost, but I believe that a fee such as I have often suggested will make such a program possible.

This is one of the choices you will be called upon to make at this Annual General Meeting. My position I believe I have made abundantly clear. I believe teachers should be in the forefront of this educational revolution. I believe that teachers should be the leaders, not the submissive, patient followers of those who do not have education as their prime interest. I believe teachers must take the field in a massive program to convince others that the individual child is our most important natural resource—not fish, not timber, not great pipe dreams of tremendous wealth off-shore.

You will be called upon to answer two basic questions. Shall we act or react? Shall we lead or follow? It is your choice. □

DAVID GRAHAM

the secondary school programs are unrealistic

This is the first of three articles on counselling the non-university-bound student. The first two are critical of our secondary school curriculum. In the third, a counsellor comments on the first two.

THERE ARE TWO MAIN AREAS in which the non-university-bound student must be counselled. The first is yours essentially—educational counselling and all it implies. Then your product becomes our client and we enter the area of vocational counselling.

Before we come to grips with the problems of vocational counselling, let us divide our clients into their natural areas: first, the Grade 12 graduate; second, the drop-out; third, the occupational student. You know them all, you have been associated with them in an academic setting for anywhere from a few months to four years. The two latter categories carry problems with them wherever they go. We know that industry is asking for more and more education. The drop-out, whatever his reason for leaving school, has the additional problem of having insufficient educational background for most occupations outside the laboring areas. If he was unfortunate enough to have left school with less than Grade 10, he is indeed handicapped and faces a future almost exclusively in the laboring field, unless he is willing to upgrade his education in order to be accepted by vocational schools and by industry.

The occupational student is in a class by himself and his handicaps are many and various. I shall not say much about him other than that he is difficult to place in employment and exceedingly difficult to place in trades-training courses. His educational program in the secondary schools should be a matter for close study.

How about the Grade 12 student who is non-university oriented? This year will see the first graduating class on the six streams of secondary school education now offered. I shall mention only five of these streams, for as I understand it little work has yet been done on the Trade Preparation stream.

Mr. Graham is supervisor of the Youth Division, Canada Manpower Center, Vancouver.

Let us start with the Visual and Performing Arts. None of these specialties, art, music or theater, really lead directly to employment. The art program is difficult in that the Vancouver School of Art normally has more than double the applicants for whom it has room. Even on graduation from this school there are limited opportunities in the art field in B.C. The television and radio industry, which would usually be thought to provide a few positions for graduates of these specialties, wants more training than secondary schools provide. Some of this training, especially in the theater area, is provided by Vancouver City College in its Drama program, and by BCIT in its Broadcasting Communications program, but the graduates of the secondary school arts program are not eligible for BCIT training. There are always opportunities for the truly talented in any art medium, but we find that these opportunities are more readily available in Toronto and Montreal than in Vancouver.

Next we come to the Community Services. I sometimes get the impression that these courses are intended to take up the slack, to use up two years of school time to provide the graduate with a diploma stating that she has completed secondary school.

Graduates of vocational school courses in cooking are normally registered at Canada Manpower Center as apprentices or cooks' helpers. Graduates of the Food Specialty courses must be registered as cooks'

helpers or kitchen helpers, but they will have less opportunity for employment than a graduate from VVI or BCVS. Therefore, Canada Manpower would probably suggest that these graduates, if they wish to continue in this field, go to vocational school for further training as cooks, rather than attempt to find immediate employment.

Graduates of the Textile and Home Services specialties are being trained to be, we hope, good housewives, and it would be difficult to relate their training directly to any part of the labor market.

Graduates of the Commercial courses have by far the best opportunity for direct employment. There is a continuing and growing demand for clerical and secretarial staff with good training. The increasing use of computers, the constant paper war being fought in all industries make the commercial field one of the best for employment of secondary school graduates. For some graduates of the Accounting specialty there will be a course available in the near future to train computer programmers. This is a demanding job requiring a logical mind and the ability to work under extreme pressure. Some of the graduates of this specialty may have the required interests, abilities and, we hope, aptitudes for this work.

Secretarial skills, shorthand and typing are in constant demand, and we have little difficulty in placing graduates of these courses with skills of 50 words a minute or more in typing and 80 words a minute or more in shorthand.

Academic-Technical Graduates Pose Problems

Graduates from the Academic-Technical Program pose some problems. We should expect that these graduates would have slightly higher intellectual capabilities than most of the other students, but this is not always the case. Nevertheless, we do not usually have too much difficulty in the original placement of these students. Ideally, these students should go on to further training at BCIT, VCC, or the vocational schools.

You will have noted that I have omitted the Industrial stream. We have some reservations about this program. If it is the intention of the secondary schools to enter the vocational training field, should the training not be complete? For example, should not a student taking electrical training be exposed to the required knowledge of mathematics? Should a machinist-in-training not be required to be able to do the mathematics required by industry? Should a student taking electronics not know the physics and math required by industry? I have done a little research on these subjects and have been disturbed by the answers I have received. Let us use a hypothetical case.

We have a student on the Electrical specialty. He took the normal Grade 11 program including Applied Ma 11. He graduates from secondary school with average marks. He is not eligible for electrician's preapprenticeship courses at BCVS. He is not eligible for the electrician's course at VVI. He does not have the required math and science. The Apprenticeship Board will not accept his application. Both union and employer insist on Ma 91 or its equivalent. I know that you probably don't agree with this; however, to qualify for further training, the boy must go back to school and complete his education, in a secondary school, a community college, or privately. The alternative is that we ask the vocational schools to assume some of the functions of the secondary school and start teaching such subjects as math and science. Somewhere along the line the roles of the vocational schools and the secondary schools have apparently been switched.

I do not pretend that all students in the Industrial Program are going to have a large barrier in front of them, but I do think that we may be misleading the students by indicating to them that vocational schools, apprenticeships and employment are readily available to them on completion of these programs. Some of the graduates will enter the lumber industry, some mining, etc., and many will leave their specialties forever. However, those who wish to continue in their specialties may well have difficulty. I appreciate that many of these students are intelligent and capable of assimilating the math and science. Could this not be provided for them? It is not my function to suggest amendments to the curricula; however, we at Canada Manpower deal with your product and we are not completely satisfied that your curricula are realistic.

Work Habits Last Throughout Life

I seem to have been completely negative so far. On the positive side, let me emphasize that for the average student there is average employment; for the good student, there are good possibilities of employment; for the excellent student, there are excellent possibilities.

Work habits formed in the secondary school years seem to carry forward over life.

Our economy is growing and expanding and there are many opportunities for those who earnestly desire them. One example is the forest industry, which will require approximately 12,000 additional employees over the next six years. About 6,300 of these people will require training beforehand, i.e., pipefitters, carpenters, machinists, etc., and about the same number will be unskilled and trained by industry on the job.

This is, of course, only one industry and there will be numerous opportunities available in the construction, mining, sales and other industries. Part of your function is to train people, and part of our function to place them in employment where they can put their knowledge to work and amplify it to the point where they have saleable skills. In an economy that has increased dependence on technological skills, it is absolutely necessary that your role be that of exposing the student to a *realistic* training and education. Our role is to take your product and expose it to training and employment which will develop it into an integral part of our economy. □

E. G. STROYAN
says that the new secondary programs will not be accepted by the public unless educators

explain the curriculum

THE SECONDARY SCHOOL STUDENT who will attend university, a community college or the B.C. Institute of Technology usually presents few problems. Not so the non-university-bound student, whose secondary school life must combine education for living, training for work, and, I hope, the inculcation of habits and attitudes which will influence his entire life. It is this second group which I wish to discuss.

There are some deep-seated flaws in the curriculum, the public understanding of the curriculum, and the manner in which it is administered. There are many paradoxes in the relationships between educator and employer.

Teachers are trying as never before to understand the world of work, there are more dedicated vocational counsellors than ever in the history of education in B.C., yet we have many employers who are apparently not satisfied with the product.

Our school system provides for more fields of academic education and non-academic teaching than ever in our history, yet counsellors experience great difficulty in placing students directly into employment, particularly from those very classes which, by name anyway, are designed to lead to the labor market—the Occupational classes.

We in B.C. have a brand new curriculum, yet most personnel people are still hiring on the basis of two questions: How far did you get in school?' and 'Were you on GP or UP?'

On one hand we know that the object of education is to lead a child to search for the answers to questions which arise out of a learning situation. On the other hand, we have employers who state that they care little about the general education of a student so long as he can perform a repetitive job thousands of times with an accuracy of 95%, and in some cases 100%. The employer, however, still wants a student who can learn and who can be promoted from one repetitive job to another repetitive job. Possibly we are talking about training and educating; possibly we fall into the trap of using these words synonymously when we know they are not.

It must be recognized that training is still important, that the employer demands it, and that such training must be *accurate* if the student is to succeed.

I fully recognize that the total purpose of education is not training for employment. At the same time, we know that all students must ultimately (at least in this stage of our history) find employment. Each must 'make a living.'

Somehow, we have to reconcile these points of view: When is education a training ground? When does the student transfer from progress at his own rate to progress determined by external standards? When does he cross the bridge between the self-imposed standard and the superimposed standard?

Most successful people will finally emerge from the superimposed standard to one which is again self-imposed. These people will become the leaders, the self-starters, the originators, the true educators—in short, the really great people of our society.

There are many more paradoxes but these will serve to illustrate our point.

What is the problem? Why the paradoxes?

I suspect that one problem is lack of communication between the secondary schools and the labor-management-personnel complex.

I suspect that another problem is that educators have become insulated from the world of industry—and I suggest that the fault is with both groups.

I suspect that education is worshipped for its own sake, and that we too often forget that at least one major aim of education is to equip the student with knowledge and know-how that he can sell to an employer . . . and hence become a self-supporting individual in our society.

These are pretty vague generalities, but it is not my

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purpose to deal with generalities. Let's get down to some specifics.

What of the first problem—the lack of communication between secondary schools and management of industry?

Lack of communication can be fatal to the understanding of education which is vital to the acceptance of the new curriculum.

I suggest the lack of communication is the fault of educators. You have something to sell—not the particular student in this case, but the ideas which are the foundation of the curriculum.

There must be more education of the public as to why the new curriculum was developed and what it is designed to do. The B.C. curriculum is probably one of the finest on the North American continent, but you are hiding it, keeping the full interpretation away from the public.

Do you have any person in the BCTF, the Department of Education, the school boards, or the schools whose job it is to create an awareness of the full implication and impact of the curriculum on the employer?

You have to take some steps to insure that those who will employ your students will know what is meant by such phrases as 'technical-vocational option,' 'occupational courses,' 'community services program' and 'visual and performing arts program.'

There should be a certain person or groups of people charged with this responsibility.

I suggest to you that district superintendents should have this responsibility as a major function of their jobs—and that other functions which compete for their time should be passed to school principals.

The employer must be welcomed to your school. You may be surprised to learn that in many cases he is afraid of you, afraid of the timetable, of the regulations, and of the academic aura with which you surround yourself.

At the senior levels of the educational system there must be consultation about the curriculum—consultation between labor, educators, and management, so that courses are not designed which lead nowhere, as does the Occupational course, which could do—and is designed to do—such an excellent job, but which is now falling much below the targets established for it.

Now to the matter of worshipping education for its own sake.

Before starting this section, I must make certain things clear.

1. I recognize that employment is not the sole purpose of education. At the same time you must admit that some part of his education must train a person to make a living. Each of us must do this, and each of you is the product of some training school which fitted you for your job.
2. I firmly believe that some people are not fully educable, in the sense that their powers of reasoning cannot be developed to the same degree as those of others. We must, at some stage, retain some rote learning for those whose major achievement will be the mastery of certain facts or processes, and we must not relegate such people to the bottom of the heap, for they can and do perform a valuable service in our economy.

In this regard and in this Centennial year, possibly it is topical to quote Governor Frederick Seymour, who stated in 1867: 'It is vain for the state to attempt to

This student of an Occupational class works in a clothing store some afternoons as part of his Occupational course. He attends school the rest of the week.

drive on, in an even line, the idle and the industrious; the boy of ready aptitude and him whose brain becomes pained and confused in endeavoring to master the simplest problems.'

I would amend this reasoning slightly to state that there must be separate standards for these individuals, and that every person must know these standards.

3. I am not opposed to an educated waitress, a bilingual garbage collector, or a surgeon who can quote Shakespeare. I do believe, however, that the surgeon must primarily know where to operate. After that he can cultivate an excellent bedside manner by quoting *The Merchant of Venice* or anything else. Education must somehow adopt varying standards of efficiency, and varying standards of proficiency. To get back to our surgeon—I expect 100% accuracy when he is operating, but I'll tolerate 60% efficiency when he is quoting Shakespeare.

There must be some priority established for the various learning processes, some standards which will assure the prospective employer that a student has attained a specific level of proficiency in the skills he is buying.

You may object strongly that education is not supposed to equip students specifically for employment. If this be so, why will we this year, as in past years, see a series of newspaper, radio and TV ads sponsored by the Manpower Center—ads which will in effect promise young people that by staying in school they can increase their life-time earnings by thousands of dollars?

Be assured that education and earning capacity *are* synonymous in the eyes of many of your students.

Industry Has Not Stated Precise Needs

I don't think that leaders of industry have ever stated precisely what they need. It is to the credit of educators that they have stated, almost ad infinitum, what they want to produce, but there remains the problem of getting the two points of view to coincide.

Or maybe not. Possibly the aims of education should always be higher than the requirements of society.

Now what about the matter of general education vs specific education?

In schools today there is a shift of emphasis in nearly all subjects away from a concern for factual information and toward an emphasis upon the process or methods by which subjects are learned. This is excellent for those students who seek to continue their education or those who will enter the higher echelons of business. But what of the many thousands who are non-university-bound or who will not enter the top ranks of business?

We have to abandon the position that there must be the same standard for all types of education.

We must get away from the '60% syndrome.'

In the beginning were reading, writing, arithmetic. These were core subjects and a very high standard was set. Because the subjects are measureable, it was possible to test for achievement, and students who graduated from a certain grade were known to have achieved the required standard. In some cases it was close to 100% (e.g., spelling, arithmetic).

I do not say that this is 'education'; I do say that this is a base upon which education can be built.

Following this came the enrichment subjects, e.g., English literature and English composition and grammar. Originally the same standards were applied here — the student memorized verse, he parsed a sentence, repeated grammatical rules—again not increasing his education, but the standard was still close to 100%.

Then came the recognition that true education comes with the use of thoughts, ideas and materials—and we tried to relate all to current usage.

With this we realized that all things are not measureable and we recognized that 60% or the C grade represented a standard which indicated that the student has absorbed enough of the imponderables to be able to make his way.

I do not question this, for it is not possible to measure accurately some things we teach. It is manifestly impossible, for example, to measure the very important attitudes which are inculcated in students by all good teachers.

But I believe we are guilty of accepting the 60% standard in the core subjects—and this is not good enough when the student must enter a world of work where 95% or even 100% accuracy is the only standard. A lumber grader must be 95% accurate or his work can be challenged by a customer. Nothing less than 100% accuracy is accepted by the accountant or paymaster. (Would you accept a pay cheque which varies within 60% of the true figure?) A good secretary must be, I suppose, 98% accurate in the work she does.

How, then, do we get the student from the '60% standard' to the level of accuracy demanded by his employer?

I submit that we must reinstate the 95% or the 100% standard in the tool subjects. And I submit that this is not education for employment only, but education for a future goal—whether that goal be work or further education.

I submit that we must have a 'double standard' of achievement. It must be very high when measuring those specifics which can be measured, but can be lowered when measuring those things which cannot be accurately measured. We must find a standard or standards other than the 60% syndrome.

In summary:

First. You must create among employers a full understanding of all implications of the new curriculum. You must show him what he is getting when he hires a student from the Occupational course or from the Vocational-Technical course or from the Visual and Performing Arts course. You must let him know exactly what these terms mean—and the capabilities of the student who graduates from the course.

Second. There must be a meeting of minds to ensure that what you produce is acceptable and usable in the world of work.
Third. There must be a retention of some imposed standards so that a student going to work expects to be measured on a standard which requires a very high degree of accuracy.

Fourth. There has to be some measure of priority given to skills or abilities so that the major skill has a high degree of accuracy, and minor skills a lower degree of accuracy.

These actions will result in changes which will help you to assist the non-university-bound pupil to bridge the gap between classroom and employment office. □

RONALD WARN

the critics have a point . . . but . . .

DURING THE PAST YEAR there have been several conferences whose aim has been to instruct guidance counsellors on the 'correct way' to direct their students into society's various slots. For too long a time the lack of communication between our schools and the labor-management-personnel complex has been an appalling one, both from our point of view and from theirs, according to Mr. Stroyan. In a half-hearted way, we have attempted to instruct those 'on the outside' on the pro's and con's of the new programs. To make matters worse, our students (the employers, in this case) have been mainly unwilling ones who still tend to clutch at such 'employment security' symbols as Math 91 or 'full University Program' and use them as sole predicators of success and 'production boosters.' Indeed, the problem of securing jobs for our non-university-bound people is increasing.

One firm in Burnaby offered a job involving duties ranging from shop clean-up to laying out patterns for metal braces and supports. The applicant would have to be able to trace designs onto metal before it was cut out and welded. The employer demanded that the lad have a good grade in Math 91 because 'with a background like that, he's bound to be reliable.' The B.C. Institute of Technology apparently shares this view, for it insists on Math 91 or, now, Math 12 for its Hotel-Motel Management course which, when one examines its aims and content, demands more accounting and bookkeeping than it does academic math. But what better screening device have they to offer?

Another firm phoned a school to ask for a 'reliable, intelligent girl' to work on its assembly line. The details of the job, for which Math 91 and a full UP course were demanded, involved placing cans in a carton and stapling the lid closed! What next?

Like most traditionalists, employers fear something new. Already the products of our new programs are being criticized and we haven't released the first group! The only losers in the 'new' (?) game are the students. The employers can stand pat; we can stand or sit pat, but the students are forced to move—and to what? We must do something definite about this situation. There must be a meeting of the minds, as Mr. Stroyan suggests. We have the products to sell to industry and therefore it is up to us to spend time and money to advertise them—until such time as the products from the various streams can sell themselves. And this job has to be done at the local level.

Most of the fallacies at the conference were a direct result of misinformation within the same organization. For example, at a conference held earlier this year at UBC, representatives from the Victoria branch of Canada Manpower assured us that they had had no difficulty in placing Occupational students. But Mr. Graham implies that this is one of their most difficult chores. He further implies that graduates of the Visual and Performing Arts and Community Service programs are products of wasted years when on such programs, and that 'there's nowhere to go from here.' His organization is supposed to be aware of the need to re-educate industry about the potential our graduates have, but I

Continued on page 360

The author is a counsellor at Burnaby South Senior Secondary School.

HUMANIZING OUR SCHOOLS

D. B. MacKENZIE

Mr. MacKenzie is Assistant Superintendent for Secondary Schools, Vancouver.

THOSE WHO HAVE ATTEMPTED in the past to humanize our schools have frequently been discouraged. The struggle to push back the waves of tradition has been a relentless one. Each gain has been made after long periods of concerted effort. Then, just as signs of progress are visible, a new wave of nostalgia for 'the good old days' sweeps away most of the advances and it becomes necessary to begin again.

A good example of this type of situation are the advances made in introducing the Effective Living courses into our schools in the early 1950's and the tragic way in which they were tossed out or made ineffective because of objections from one MLA. What disappoints me, on looking back at the situation, was the fact that the educators (and I was one of them) did not go to battle to hold on to the worth-while gains.

It took man half a million years or more to become a somewhat civilized human being. But of course man is not born civilized today any more than he was in prehistoric days. Each child has to repeat the process of learning to be human in his own lifetime. What we accomplish in the schools will decide in large part how much we help man to free himself from slavery to his environment and from the drive of his baser instincts.

But we have created a world today whose problems can no longer be solved by traditional methods of education. For hundreds of years teachers have been gathering information and giving it to students. Students have practised and polished the art of memorization assiduously. Science has provided the teacher with electronic devices to bombard the student faster with more factual information.

But piling on more information more efficiently does not solve the problem. The problems we face in the world today and the ones students will face tomorrow are human ones. Our schools cannot for long ignore the forces that work in the society around them. In many ways schools are divorced from reality. As someone said recently, schools must become 'an open forum of live ideas instead of a closed tomb of dead dogma.'

John Gardner, in *Self-Renewal,* puts it another way: 'If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind and the kinds of knowledge and understanding that will be instruments of continuous change and growth on the part of the young person. Then we will have fashioned a system that provides for its own continuous renewal.'

Sixty years ago a student could master an encyclopedic knowledge of physics, chemistry and the mathematics needed in these fields. Forty years ago a student could master one of these fields. Today each field must be broken down into specialized areas and a student has difficulty mastering one fractional area of one science.

Surely from this we can learn something about our own secondary curriculum. Take chemistry, for instance. Why try to cram students' minds with all the

Continued on page 352

"most in demand by

"The New Book of Knowledge, recently published by Grolier is a complete book of reference suitable for young people and grown-ups. The production of this stupendous, 20-volume encyclopedia took six years to complete, and the result provides everything required in both written and pictorial form. In children's libraries it is the book most in demand by inquiring minds. It is easy to use for reference purposes and makes fascinating reading. It has everything necessary to provide a good background of general knowledge so necessary for students who are proceeding to higher educational levels. I personally recommend the New Book of Knowledge for use in schools, libraries and homes where young people read to increase their knowledge, from curiosity, or for enjoyment".

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THE NEW BOOK OF KNOWLEDGE

GROLIER OF CANADA

200 University Ave., Toronto, Ontario

inquiring minds"

Paul LeButt, MBE,
Literary Editor, The Daily Gleaner,

Humanizing our Schools

Continued from page 349

facts concerning 103 elements, when, I am assured, all the principles needed to predict most of the properties of any element can be illustrated by the study in depth of four well-chosen clusters of elements?

What is most important is the development of an awareness:

1. an awareness of the uncertainty of man's knowledge.
2. an awareness of the painstaking modes of thought which have enabled man to develop his present knowledge of the world.
3. an awareness of the need to examine all concepts and implications before attempting any conclusions.

William Ward III, President of Baird-Ward Printing Co., has pointed out that today's craftsmen have not had their logic developed as a tool to use in the solution of their problems. When a problem arises, they apply only known or taught solutions. He believes craftsmen should be taught in an educational rather than in a production environment.

But what about this educational environment? I believe that the proper educational environment will produce students who: will be keen to know and understand, will question the 'so-called' facts, will search for the meaning of data collected, will insist on verification, will understand and respect logic, will examine and consider premises, and will examine, consider and forecast consequences.

Values and Attitudes Can Be Developed

These are values and attitudes of mind that cannot be acquired by indoctrination but can be developed in many subject fields in the right educational environment.

Dr. N. R. Lupal, of the University of Alberta, has written: 'When academic courses are stripped of liberalizing, civilizing, and humanizing influences as most are today, they too become vocational courses . . . the academic program today . . . is bookish, pedantic, conventional, and exam-ridden. The chronic shortage of teaching time does not permit pupils to theorize and speculate about the subject matter before them—and where pupils do not theorize and speculate, there is no liberal education.'[2]

I was very interested in the way in which one teacher used the study of *Silas Marner* to awaken a whole area in the mind that is sometimes called social intelligence.

The students listed on the board 30 of their own criteria for maturity. Then, day by day as they analyzed and discussed characters and actions in *Silas Marner,* they tried to assess the actions in terms of levels of maturity. Later they viewed soap operas on their own time and rated the maturity of the actions. They found that people didn't always act on the same level of maturity, that criteria for maturity can change, that insofar as soap operas were concerned the level of the maturity of the characters always dropped in the last five minutes in the attempt to set up a reason for the episode to come.

Is this type of study not of more value to students than traditional approaches used in the study of literature in the classroom? Will this or similar approaches not be of great value to students when they are faced with important decisions concerning people in their own lives—marriage, business, raising a family?

Teenagers have been treated as children far too long. In earlier days youth of this age had important responsible roles to play in the economy of the family. Not so today in most cases. They are still having recreational centers built for them—to keep them out of mischief, delinquency—at a time in their physical and mental development when they should be accepting a responsible role—making a real contribution to others and feeling that this contribution is known and valued by the family, by society.

Secondary Schools' Business Is to Develop Maturity

Adolescence and the development of maturity in teenagers are the business of our secondary schools. Schools have done an excellent job of giving responsibility and developing maturity in the top 10 or even 20% of the student body. But what of the 80%? Can we honestly state that we have helped materially here?

Have we developed confidence, responsibility, and a high degree of social intelligence in each member of the student body, regardless of the scholastic aptitude label which we are prone to use as an excuse, a salve to our conscience?

Those who have studied the problem have become convinced that we are on the edge of a breakthrough—that it is possible to influence a student's intellectual functioning by developing the person's inner-personal strength—his confidence in himself. If we insist that every student be given opportunities to succeed and be proud of his achievement, a breakthrough will come.

A secondary school girl gave this summary of the situation to one of the staff. 'I think too many people have lost their pride—they don't care about anything. And it is important that you have pride in everything you do or belong to and pride in what you think and say.'[3]

If we are to humanize our schools and inspire our students, we must outlaw the current 'frenzy to evaluate.' In an open letter to administrators in *Educational Leadership,* Richard C. Nelson of Purdue University made these points:

We create pressure too early—skills do not develop best under pressure.

We create pressure too often—in some classes evaluation time equals or exceeds teaching time.

We permeate every endeavor with pressure—everything is letter graded.

We promote an examinee culture—creativity and innovation are weaned out of students.

We set up situations designed for frustration—in the interests of a good spread in the distribution of letter grades.

We must remember that at all levels—even ours—evaluation will leave scars. Maturity, development of personal worth cannot be promoted by testing. We must remember that a student can only be taller than he was yesterday. To reward with a failing grade a student who has succeeded in improving on his previous performance does not make sense to me. A student who sits day after day in the midst of unrealistic learning demands is not being given a fair deal. There can be only one fair curriculum for each student and that should involve one step more than his achievement of yesterday.

New Approaches Are Needed

But none of this can be realized if we continue our 'frenzy to evaluate and publicly compare.' It will be of no avail in our secondary schools if we merely redouble our efforts with the same old techniques we think worked before. There is an old saying that sometimes you can sell more papers by shouting louder on the same corner but generally it is better to move to another corner. A good example is social studies—here an entirely new approach is needed, not a reshuffling of the geography and history routine.

Our concern must be more with the growth of students—what they are becoming—and not with those aspects of education that are being tested and rated by filling in blanks on mimeographed sheets.

It is interesting to note that the citizens of Pittsburgh recently voted 50 million dollars to develop a complex of Great High Schools—five in total—which are to be 'a shining example of urban education at its best'—schools which will 'stretch for excellence'—be a 'magnet for city living'—'a major force engaged in lifting our City upward in economic prosperity and cultural worth.'[4]

Each school will enroll 4,000 to 5,000 students and will provide: more extensive opportunity for independent study; more opportunities for wider use of resource people; more extensive library facilities for both students and adults; more formal and informal learning opportunities for students and adults for fourteen hours a day; wider use of the new technologies; more extensive adaptation of team teaching and seminar situations; more learning resource centers—fully equipped; and enlarged counselling services.

Education is being developed as a service to people.

In conclusion, I list some of the things I believe a modern secondary school administrator should be, if he is to humanize his school. He should:

1. be vitally aware that education is a social force as well as an institutional responsibility.

2. be concerned about the differences among individuals and the crucial importance of each student's developing a sense of personal worth, pride and self-confidence in what he is accomplishing and standing for. Success experiences are essential here.

3. be rid of rigid restrictions in his school, especially those dealing with curriculum credits and procedures.

4. be constantly aware of his responsibility for leadership. He must be aggressive and outspoken for the best in teaching-learning situations, for individualizing instruction.

5. be sure that all students have opportunities to pursue their education at their individualized optimum pace rather than at the average pace for a heterogeneous group. Promote vigorously 'learning on their own.'

6. be a promoter for learning outside the formal school setting (and I don't mean the traditional type of homework).

7. be ready and willing to grant credit to students who demonstrate competence in specific subject areas, whether or not such competence is acquired in a classroom.

8. be a supporter of a system of continuous promotion, whereby a student is moved into the study of more advanced work, when he is ready for it, not only at the time of annual promotions.

9. be specific and definite in opposition to the overemphasis on testing and the unnecessary public comparison of ratings.

10. be sure that reports are sent home when progress has been made, success achieved—and not restricted to the legal reporting dates.

11. be prepared to graduate students when they are sufficiently mature to undertake post-secondary education, regardless of time spent in secondary school or the number of courses taken.

12. be a crusader, exert every possible influence, to obtain a change in university entrance requirements, so that students may be admitted on the basis of excellence in their fields of interest and success, not kept out because of a weakness or lack of interest in some entirely unrelated field of study.

Educational leadship requires decisive and affirmative action. Administrators who are satisfied with the status quo are no asset to the school system. The role of the school in our constantly changing society is in their hands. Are they ready and willing to accept the challenge? □

References available on request.

WOMEN HAVEN'T A CHANCE IN OUR SCHOOL SYSTEM

BERNICE McDONOUGH

Mrs. McDonough is an Associate of the Educational Foundations Center at Simon Fraser University. She has written for the magazine previously.

IS THERE DISCRIMINATION against women teachers in B.C.? Is this why so few women hold administrative positions in the province? Is this why so few women occupy policy-making positions in local associations and in the BCTF? Or are there some qualities innate in the feminine personality which cause women to avoid or to decline such positions?

In a survey of the status of women in such positions in the Lower Mainland some interesting figures came to light. There are 250 school principals in the area; five of this number are women. Of 189 vice-principals, one is a woman. There are 42 men who are head or assistant teachers and 53 women who occupy similar positions. This is the only category in which women outnumber men or come close to equaling them. A head or assistant teacher is generally in charge of an annex, usually but not always on the same school grounds as the parent school. These annexes range in size from two to six or eight rooms, but may be larger.

There are 237 men serving as department heads in junior and senior secondary schools and 64 women holding such positions. In one area, that of primary and intermediate supervisors and consultants, school boards have been willing to recognize the abilities of women. These positions all over the area are filled, not exclusively, but predominantly, by women.

Here is a summary of the findings:

SURVEY OF WOMEN IN ADMINISTRATIVE POSITIONS ON LOWER MAINLAND

No. teachers	Van.	N. Van.	W. Van.	Burnaby	Rchmd.	Surrey	TOTALS
Men	1339	338	125	603	223	417	3045
Women	1719	437	178	404	297	477	3512
No. principals							
Men	86	33	12	53	20	40	245
Women	0	1	2	2	0	0	5
No. vice-principals							
Men	80	30	14	17	19	29	189
Women	0	0	0	0	1	0	1
No. head or asst. teachers							
Men	0	6	1	10	4	21	42
Women	20	5	1	6	16	5	53
No. department heads							
Men	128	49	18	36	6	0	237
Women	44	6	1	12	2	0	64

When the superintendents of some of the districts were contacted in the course of compiling these figures and asked what was the policy of the school boards in their districts their answers were varied. All answers were preceded by, 'Don't quote me, but. . .' The replies, ranged from, 'The matter has never been discussed,' to the coy 'Now what are *you* up to?'

One superintendent said, 'A woman has to be four times as good as a man to get an administrative position.' When asked why he thought this was so, he said, 'I don't know, but that's the way it seems to be.'

It appears that there is no *written* policy which discriminates against women in any of the school districts surveyed. But is there an unwritten policy, a gentleman's agreement? Or is there a dearth of women who are fitted by intelligence, training or experience to occupy such positions?

There was a time in the history of Canada when the role of the schoolmaster or school principal was com-

pounded of equal parts of authoritarianism and sadism. The very first qualification for a principal was his ability to administer corporal punishment frequently and painfully or, better still, to be able to lick the biggest boy in the school in a fist fight. Can it be that this type of outmoded frontier thinking still lingers? Can it be that school boards believe that brute strength is still required in principals and vice-principals? Can it be that they believe that any student in our schools needs or would benefit by such treatment? Or do they believe that there are problems in administration which are beyond the understanding of an educated woman?

Though this was not always so, there is now parity of salary in the profession, based on education and experience. But many women believe that there is not really parity of esteem. Women are regarded as capable of carrying an equal work-load, an equal share of extracurricular activities, but incapable of taking an equal part in planning and administering a school.

Other School Systems Have Female Administrators

By way of contrast, let us look at the Catholic schools in the Lower Mainland. These schools are filled with the same kind of children who have the same potential for learning and the same problems as those in our public schools. There are 50 such schools and 47 of them have female principals. The three which do not are those which enroll only boys.

The immediate answer to the above statistics is, 'But the parish priest is the real principal of the school.' Certainly, the spiritual welfare of the children is his concern, but the administration is in the hands of the principal and a school board elected from the laity. Sisters and lay teachers in these schools will concur in this.

In the Winnipeg public school system, where presumably the children are not significantly different from B.C. children, there are 51 male principals employed and 28 female principals. There are 54 men who are heads of departments and 18 women, a figure which seems more equitable than B.C.'s approximate ratio of four men to one woman in this category. Winnipeg employs 27 men as vice-principals and 13 women. In the Lower Mainland area, there is *one* female vice-principal.

To refute any of the figures quoted in this rudimentary survey the Department of Education could no doubt produce a list of 99 women who are school principals in B.C. I have seen such a list. But on examining it, we find that almost all the schools listed are one- and two-room units in outlying districts with a small pupil enrollment. One could safely wager that if any young man presented himself to the school boards concerned, he would have preference over any woman of comparable qualifications and experience.

It would be unrealistic to state that there is no difference in the status of men and of women in the profession. Many young men enter teaching with a view to making it their life work. They are looking for promotion and they take the required courses and the necessary steps to obtain it. Most young women enter with the idea of teaching for a few years and then marrying and raising a family, and this is what a large percentage of them do. Thus, in those early years women are looking for good working conditions and a class assignment which suits their particular talents.

However, when women return to the profession, or when they have proved by their educational qualifications and their years of service that they are career teachers who are likely to be active until retirement, the discrimination becomes very evident.

Many such women have said, 'If there is any status, any kudos or any extra money attached to a job, it will go to some young man, regardless of comparable qualifications. If it simply requires some hard work, it will be assigned to a woman.'

Several female professors, who also did not wish to be quoted, have said, 'Don't think that situation is limited to the public school system. It holds true at the university level, too. We are equal, but not quite as equal as the men. There is still that attitude which tends to underrate women. Like all discrimination, it is unspoken, nebulous, difficult to prove, but it is there.'

When we examine the status of women in the conduct of BCTF and local association affairs we find the following figures:

SURVEY OF WOMEN IN BCTF POSITIONS

	Local Association Pres.	Vice-pres.	Representative Assembly	District Council Pres.	Vice-pres.
Men	85	72	40	11	9
Women	4	13	4	0	1

Certainly it would be inane to argue that women ought to be elected simply because they are women, just as it would be ridiculous to state that local association and BCTF affairs have not been well and competently administered. We must ask three questions. Are women unwilling to take an active part in professional affairs because they feel they are accepted only on sufferance? Is this why competent women do not run for office? And if they do, why do they fail to receive support from their group?

For many men, a position in the local association or the BCTF carries status and prestige and is recognized, consciously or unconsciously, as an avenue to promotion. To say this is in no way to denigrate the effort which men devote to these positions. This is a legitimate way of testing and demonstrating initiative and ability to organize and the profession as a whole reaps the benefits. But do capable women refrain from participation because they are so often accepted as secretary of the association, capable of writing the letters and handling the paper work, but not really regarded as capable of having a voice in formulating policy?

Let us examine some of the most commonly heard

objections voiced when the subject of women in top administrative positions is discussed. These remarks are often made in jest, but nevertheless they reveal to women the prejudices which do exist in the profession.

1. Women are biased in their judgments and tend to play favorites.

How then are they capable of conducting classes and dealing fairly with their pupils?

2. Women take everything personally; they make decisions on emotional rather than rational grounds.

Is there any evidence to support this claim? Is a woman's view of her work more personal than that of a man who is similarly committed? Does not each one of us take a personal view of his world?

3. Women have too many home responsibilities; they cannot give enough time and attention to the job.

To which women are we referring? Do most men not have homes and children and responsibilities too?

4. Men do not like to work under the direction of a woman.

Surely education needs the best brains and talents of the most capable men *or* women for the job.

5. Women are indecisive; they can't make up their minds and delineate a course of action.

To which women are we referring? Surely not women like Hilda Cryderman, Mollie Cottingham or Isobel Cull?

6. Women in administrative positions become aggressive, masculine and unladylike.

This is often the smoke screen which men throw out at women when seeking to keep them satisfied with subordinate positions. It is tantamount to saying that a man who helps bathe and feed his youngsters is not really very masculine.

Women face a very subtle form of discrimination in the matter of age. We frequently hear, 'He is a young man of forty-three—a rising star in the field of politics, or economics, or science.' Did you ever hear anyone say, 'She is a young woman of forty-three?' Unconsciously woman's role is equated with the biological function of child-bearing. There is no evidence that her intelligence or talents atrophy when she reaches the advanced old age of 45 or 55 or even 65. Indeed women have quite a propensity to outlive men, as statistics prove.

Just how this particular form of prejudice functions is illustrated by what a TV producer told me; 'No one wants to listen to anything a middle-aged woman has to say. A man can have gray hair and wrinkles and a few chins and be an authority on his subject, but not a woman. If I use women on a public affairs panel, I'm looking for photogenic ones and if they are smart too, that's good, but it doesn't really matter.'

Sociologists have become increasingly concerned about the fact that many boys who have no male at home with whom to identify often go through elementary school and on into secondary school before they have a male teacher. Perhaps many children would benefit if some system could be devised whereby more good men teachers would stay in the classroom, especially at the intermediate and junior secondary levels.

When a male colleague read the draft of this article he said, 'You have asked a great many questions, but you haven't given any answers. You haven't taken a stand.'

Like discrimination in any area, this discrimination against women in B.C. is difficult to prove. Perhaps the roots lie deep in our culture, where girls are trained early not to be interested in mathematics or science or medicine. Certainly, for a progressive Western nation, we produce few women who can take their place in these fields. Yet the world is in desperate need of the talents of not just one-half but of the whole population.

If women are satisfied to remain in subordinate positions and to be excluded from promotion, it is a personal choice. But I confidently assert, and many female colleagues will agree with me, that the career-women teachers of this province are disgruntled by the fact that the establishment in education refuses to grant them positions of authority and responsibility in the educational system of this province. □

These Teachers Have Passed Away

Active Teachers	Last Taught In	Passed Away
Donald Clair MacDonald	Surrey	May 2
John Julius Niedzielski	Surrey	February 2
Richard Laurient Robert	Vancouver	April 27
Retired Teachers	**Last Taught In**	**Passed Away**
Miss Margaret E. Cartwright	Vancouver	March 15
Mrs. Ada L. Croft	Victoria	April 4
Miss Mary Fletcher	Vancouver	April 25
Miss Annie M. Loggie	Vancouver	March 3
Mrs. Edith M. McDermott	Maple Ridge	February 25
Miss Janet L. McTavish	Vancouver	March 28
Mrs. Laura J. Morrish	Trail	March 18
Mrs. Ada W. Parker	South Okanagan	March 11

JEAN B. WILTON

'SECRET AGENTS' can help our children

'SCHOOLS SEE *all* the children of all the people.' Included among these are children who are too frustrated, too nervous or too frightened to get the most out of their school day. These are the children who are the drop-outs and possibly the delinquents of tomorrow.

The Board of School District No. 23 (Kelowna) was one of the early pioneers in implementing the philosophy that the school has a certain responsibility to help this group of children. For a three-year period, beginning in 1952, Joe Billyeald was employed as a Mental Health Co-ordinator, after having been sent to Toronto for a year's training in this field. In April of 1958 there took place the first meeting of a Mayor's Committee 'to investigate ways and means of combatting juvenile delinquency.' The membership consisted of principals, counsellors, and representatives of a number of agencies, including the church. Following their recommendation, that of the school superintendent and of the Parent-Teachers' Association, the school board appointed me as 'a full-time social worker named Special Counsellor' to work between the home and the school. The community continued to show more and more interest in providing services for children, including Boys' Club, the 'Big Brothers of British Columbia,' a small juvenile detention or remand home, and a full-time probation officer.

Miss Wilton is Special Counsellor for School District #23 (Kelowna).

A traveling team from the Provincial Child Guidance Clinic had been visiting Kelowna twice a year since 1950, assessing an average of 26 children a year, but little follow-up service was available. In November 1959 the mayor appointed a fourteen-member committee to determine the need for a resident Child Guidance Clinic. For many months an extensive correspondence was carried on. However, it was discovered that there was no likelihood of financial help until after the release of the report on mental health needs in British Columbia prepared by Dr. Ross, the medical director of the American Psychiatric Association. Nonetheless, hopes were not dashed. The Mayor's Youth Committee continued to meet regularly, and the climate was becoming more and more favorable for the establishment of the first of the regional mental health centers recommended by Dr. Ross.

In the fall of 1962 the Okanagan Mental Health Center was opened, with Dr. Frank McNair as the psychiatrist, Ish Holmes as social worker and Keith Barnes as psychologist. Although there have been some changes in personnel and in geographic area covered, the relationship with the school has remained very much the same. School children may be referred by their parents through their private doctors, in which case a school report is obtained by the Special Counsellor, who later passes on to school personnel the recommendations of the team. Other referrals are made through the Public

Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship are:

1. The award is an annual scholarship of $500.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to any public post-secondary educational institution.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, #105, 2235 Burrard Street, Vancouver 9, B.C., on or before August 15, 1967.
6. Application forms are available from the Federation Office.

Health nurses or the Special Counsellor. After the child and parents have visited the Clinic, conferences are held to discuss the assessment and future plans. Some children are treated by play therapy, but the major service is through interviews with parents and consultation with school personnel and other agencies involved. In the last annual report of the Okanagan Mental Health Center the number of children seen in Kelowna in a twelve-month period was 78. The pediatrician also has a very important role in this whole spectrum of services for children with various handicaps, as has the speech therapist who spends 2½ days a week in Kelowna. The Adult Education director has co-sponsored numerous courses in various aspects of mental health—for all ages.

Believing that 'special education for exceptional children' is worth the extra cost involved in operating these smaller classes, the Kelowna School Board now provides six elementary classes for slow learners, as well as four occupational classes at the secondary level. For some at the opposite end of the continuum two major work classes are provided, offering enriched programs, in Grades 7 and 8. The board pays for the services of the Mental Health Center psychologist for two half-days a week to test individual pupils who would not normally be seen at the Mental Health Center.

Mental health services have been greatly strengthened by the provision of additional personnel in the Department of Social Welfare and in the Probation Department, and by the establishment of a Family and Children's Court. A group of representatives of various professions now serves as a Family and Children's Court Committee. The formation of a Foster Parents' Association has brought about an increase in foster homes available for placement of youth who might otherwise have been charged as 'incorrigible' and sent away from the community. There has also been further expansion both of property and of staff at the Sunnyvale School for Retarded Children and the Workshop Training Center.

With the steady increase in school population the functions of the Special Counsellor have, of necessity, had to change. As the 6,000 mark was passed, no further referrals were taken from secondary schools. However, many conferences have been held with principal, counsellors and Public Health nurses—now 11 in number—as well as meetings with any one of these, to discuss possible referrals to the Mental Health team. As the 8,000 mark was reached, the decision had to be made to accept for active work with child and family, new cases from the first four grades only. However, a considerable amount of work is still carried on with other cases previously referred, including interviews with child, parents, and teacher, along with others in the child's constellation of adults in his life. Interviews are often held with teacher and/or principal along with one or both parents, as well as many meetings with groups of teachers. The purpose of these is to discuss such problems as stealing, lack of participation in the school program and manifold other symptoms which indicate underlying conflicts in the child's life.

An ever-increasing amount of the Special Counsellor's time is spent in liaison with the several agencies mentioned previously as well as with church and Sunday School leaders, Mental Health Association and John Howard Society. (The two last-named organizations include a preventive program in their functions.) Because we believe that help in the early years of life is as important to the community as to the child, we are interested in helping arrange a kindergarten experience for children from some of the families with whom we are working. More and more are now enjoying this as a result of the increased number of preschools in operation. Twenty-eight kindergarten teachers are now in the second year of training, in Saturday sessions, arranged by the Adult Education Department.

Together, the school personnel, members of other professions, parents and volunteers try to think of the whole child. He is an individual with individual problems which must be lessened before he is free to concentrate on his work. His hidden talents and strengths will in time be surely discovered by one or more members of the team, working slowly but surely, often as 'secret agents.' □

The critics have a point . . . but . . .

Continued from page 348

wonder whether Mr. Graham is. It seems, once again, the onus is on the school to do it.

Some counsellors have started in a small way by phoning representatives of Canada Manpower, industry and management directly and inviting them for tours of the various non-academic departments within their schools. The response has been great; those contacted seem only too willing to co-operate. I believe that through this small-scale witness program, many will become aware that there are some *good* employable students who may not want to go on to university or do not qualify because they are incapable or have aptitudes for other jobs.

We don't have funds to finance banquet meetings, etc., but I don't think we'd be as effective with such an approach. I do think that, as we assume a more positive information-giving role, other organizations associated with the welfare of our students will assume their respective roles. Mr. Graham says, for instance, that more opportunities are available in Toronto and Montreal than in Vancouver for radio and TV people. Well, that's supposed to be part of Canada Manpower's new 'mobility' phase—to 'send them where the action is.'

What Mr. Graham and Mr. Stroyan do not fully understand is that in the secondary school educational process, we cannot begin to teach all the specialities required for employment in industry and the trades. Leaders in these fields themselves demand that we do *not* train in specifics—'just send us someone and let us train them the way we want and for what we want,' is their cry. Mr. Stroyan makes a good differentiation between training and educating, but fails to qualify these processes with respect to whose responsibility it is to do either. To me the picture is a lucid one: we educate generally and provide a base upon which industry and the trades can capitalize. Because of the very complexity of the labor market, it can't be any other way.

Another point that was not mentioned was that throughout the synthesis of the new programs, labor and management were consulted and had nothing more constructive to offer.

Once again we have had our knuckles rapped by the outside world. The attitude we might feel justified in taking could be one of indignation, but what of our responsibilities to our charges, the students? What benefits could they receive from such an action?

I am convinced that, as professionals and teachers, our duty must be to further the aims of education, not curb them; and to create a buyer's market for the young people who pass through our hands. Our game is educating—so let's educate! Let's face the gigantic task of providing a receptive work-society into which our students may go as acceptable citizens. □

The gifted child

Continued from page 339

and giving them an enriched environment is not only the cheaper in the long run and therefore unworthy of an affluent society, but also alienates the 'constructionists of culture' from society in general.

But if this general rise in environmental standards is deferred as a long term aim, what can schools do immediately? For a start, all students can follow courses planned around a core of common knowledge with which even those with moderate ability can deal. But in addition, and integral to each course, there should be lines of study which the gifted child is encouraged to work at on his own. Remember the fundamental quality of the gifted child is dissatisfaction and discontent with the basic course. Once a teacher recognizes such a child, he should have additional material on hand to stimulate that child further. Ideally, this will take him out of the ordinary classroom, into the library or laboratory or outside the school altogether.

Children Must Be Able to Consult

However, because these few gifted children work on their own and the numbers involved will be very small, there should be someone in each school whom they can consult. It might be a particular staff member—say the librarian—all the time. It might be a variety of teachers who would be detailed to fill this consultative role at different times as their basic teaching duties permitted. In this way the gifted child would never be totally isolated; he would always benefit from integration with a broad cross section of his contemporaries, and yet still have the extra individual contact with mature minds that he needs. Furthermore, the classroom teacher could give more attention to the less able.

Canada today is a focus for the energetic and enterprising who wish to escape from the inhibiting social structure of older societies. To introduce segregated education for the most able is to take a first step toward a similar structure of privilege in Canada. The naive innocents who claim that they can institute a privileged education without affecting the social structure as a whole are ignoring the past experience and present predicament of more mature societies. Human nature being what it is, all communities tend to generate subgroups based on social, athletic, intellectual or property-owning distinctions. It should be the prime duty of a school system to arrange its affairs so that it does nothing to foster these tendencies.

The crux of the problem is that the desired enriched environment and stimulating learning situation for the exceptionally gifted should be a natural growth from the basic learning situation experienced by all. Only in this way can a democratic society maintain the essential mutual respect between the gifted and the less able. □

VITO CIANCI

IT IS PRECISELY *because* I am familiar with the efforts of the so-called education reporters on the four major B.C. daily newspapers that I am disappointed with the situation; and also *because* I am on the inside, aware of the problems facing education in B.C. that I feel these same daily papers are not dealing with them adequately.

My idea of an education reporter is someone who has been a successful and satisfied teacher, not one who has escaped to the newspaper to get away from the classroom. He should have a wide acquaintance with, and the confidence of, teachers, students, administrators, school board members, Department officials and parents. He should know what questions to ask, where to ask them, and be able to make sense of the answers.

He should be more than a rewrite man, working over material handed to him by public relations officers, or asking set questions of the proper authorities.

He should be able to write clearly and concisely, since the need is to establish effective communication among the groups mentioned above (and the daily newspaper is still the best medium for this). He would have to avoid at all cost both the turgid jargon of the professional educator and the over-simplified, fragmented, cut-up-into-bite-size pieces of the standard newspaper story.

He should be interested in every aspect of education, not, as it seems too often, only in the ephemeral and the sensational.

This may be setting too high a standard, but I can't see any other way of getting the kind of reporting which the importance of the subject calls for.

The fact that a reporter is assigned to a particular beat by his editor does not automatically make him an expert in that field. Many years ago, when I was on the staff of the Vancouver *Province*, I noticed that the really competent newsmen could cover almost any beat satisfactorily enough for the simple needs of the reading public.

The needs of education are too great to be given this sort of treatment, and should certainly not be left in the ineffectual hands of the kind of woman reporter who hit the front page of the second section of the Victoria *Colonist* on the same day I read the letters in *The B.C. Teacher* praising that paper's education reporter and reporting.

A five-column head stated 'City High School Graduates Not Prepared for Jobs.' The story which followed was the usual blanket condemnation of the entire group of graduates, a list of unsupported generalizations based apparently on a questionnaire sent out to 500 parents, etc.

You know the kind of stuff, '. . . they can't write a decent letter . . . aren't made aware they have to go to work . . . losing interest in their education . . .'

The story was a shoddy and superficial piece of work, and the last sentence, '. . . one reason for conducting the survey was to focus attention on the forthcoming school referendum,' left this suspicious reader with the feeling that the piece as written was simply an invitation to vote against the referendum.

The same reporter, in the same paper, gave a lot of space recently to another sensational bit of fluff about secondary school girls being supplied with The Pill by their boy friends, and so on and so on. My Grade 12 students hooted with derision at this yarn, and said it was too bad the reporter was so gullible that she didn't know she was being kidded by the secondary school girls who gave her the details.

Sorry, but this is not my idea of responsible education reporting. □

COVER STORY

THE ARMS OF CANADA, containing the Arms of England, Scotland and Ireland and the arms of the royalist France in the first and second divisions of the shield, and the emblem of Canada in the third division, symbolize Canada's national sovereignty as a monarchy. The emblems in the first and second divisions show that the arms are derived from the ancient Kingdoms of England, France, Scotland and Ireland and also exemplify the fact that men and women of these countries contributed to the settlement and early development of Canada.

The design in color of the Arms of Canada faithfully depicts the arms described in the words of the royal proclamation dated November 21, 1921. It was approved in 1957 for all government purposes, and replaces a former design in order to adopt a representation of the St. Edward's Crown, for which Her Majesty the Queen expressed a preference, instead of the Tudor Crown in use since the reign of King Edward VII. □

FROM OUR READERS

Comments on Mr. Cianci's 'Skeptic's Notebook'

North Vancouver, B.C.

Sir:

Woe unto Mr. Cianci; everything is wrong in the art world, nothing is right. The curriculum does not meet his specific needs, the members of his staff ask him embarrassing questions about art and he does not feel a part of the new trends in his own profession. Everyone is out of step but Mr. Cianci.

A few valid points do emerge from his cynic's notebook, but we must not be misled by his cute journalism with its loaded words and hasty generalizations. True, art criticism has reached a new low in this area with its lack of clarity, wordy phrases and pedantic imagery, but read one of Mr. Cianci's paragraphs and tell me what it means. 'I am fed up to here with the waspish tones, the looking - down - the - long - European-nose attitudes of all imports who comment on the Canadian art scene, especially the critics at large and critically speaking lot on the CBC.'

I must agree also that novelty has become an issue, that critics, the public and even the 'artists' have been taken in with the idea that innovation is all there is to art. I could not agree more that 'artists' are practising novelty for novelty's sake and not for art's sake. But this is just a phase which will soon pass. You can't fool all the people all the time. But to suggest that all artists are practising novelty is an unfounded generalization.

I think it is naive to suggest that the artist has a 'responsibility to share his vision and thoughts with others'; it shows a lack of understanding of the creative process. It is to suggest that the artist became an artist of his own free will; that the fact he was endowed with a wonderful gift played no part in his course of action. Herbert Read very delightfully answers this statement about communicating: 'If you put the artist and his feelings on one side, to whom, on the other side, must he convey his feelings? Naturally, Tolstoy had to conclude to every man. And if every man, then art must be so intelligible that the simplest peasant can appreciate it. So good-bye to Euripides, Dante, Tasso, Milton, Shakespeare, Bach, Beethoven, Goethe, Ibsen, etc.' Of course, Mr. Cianci, the artist wants to communicate but on his own level.

Again, when Mr. Cianci says that the stuff around these days has no meaning outside the artist's personal life, he obviously does not understand the subject he is teaching. All artists are making a statement on life and if he does not derive the statement from his own experiences, what validity has it? Artists have always made personal statements: Giotto's frescoes are religious statements but they are made in the light of his own experiences. Of course 95% of the work done today will disappear. Is Mr. Cianci suggesting that Monet, Manet, Renoir, Degas, Pissaro and Sisley were the only painters at the end of the 19th and in the early 20th century?

You see, where Mr. Cianci got lost was back in the 16th century. He wants the writers of today to continue to emulate Shakespeare and he wants the painters to continue to practise the tricks of the Renaissance masters (if I read his inference correctly). Art never reached the ultimate during the Renaissance that he suggests. Since art is a comment on life, it too must change. If it does not, it is dead. Art is always in a state of flux. The true artist is always reaching out and beyond just as the men of science are reaching out and beyond. We could not hope to place a man on the moon with Da Vinci's calculations, so why does Mr. Cianci want to judge present-day paintings with old standards? We have new rules for the new game. If Mr. Cianci wants to play the game, he must learn the rules.

Mr. Cianci talks as if there never was an adverse comment made by the Vancouver art critics. Let me assure him that Mr. Watmough is just as ruthless with the dilettante painter as he is with the dilettante actor. But what does it really matter? The only valid test of what is good is time itself. Critics are as often wrong as right. Consider Wolff in *Le Figaro*, 1874 when he called the impressionists 'lunatics,' their paintings 'madness' and their colors 'cadaveric putrification.'

Yes, Mr. Cianci, there will be something else along in five minutes, so you better do your homework so you can appreciate it.

J. T. JICKLING

Accommodation for Expo

10835 Wilfrid St. Louis
Montreal 39, P.Q.

Sir:

This is an invitation for the benefit of any of your members or staff who may be attending Expo 67 here in Montreal.

We are registered with Loge-Expo, but as my husband is a professor with the Catholic School Board of Montreal and studies at McGill University, many persons have asked us already to make reservations. We thought that by writing to you some of your members or staff would be interested to know what we can offer.

There are three rooms for rent. One big one could accommodate 4 to 5 persons and two others, 2 per room.

We are 10 minutes from the Metro.

I would be pleased to supply further information should it be desired.

ALINE DUPONT
(Mrs. Antonin Dupont)

On the Creative Approach

Campbell River, B.C.

Sir:

Recently I have heard a great deal of talk about the new method of teaching — the action method— and how difficult it is to 'convert' teachers to using or trying this approach. I am convinced that this action method is a great approach to learning, but I see reasons for the resistance of teachers toward using the method themselves.

A great storm cloud of truth is about to break over your head! The big wind has been increasing in velocity and the menacing cloud hangs just overhead. 'Aha,' booms the big wind, 'I am a creative teacher and you are not . . . . I work hours into the night . . . blowing, exploring, forcing . . . and now I have found a resting spot for this cloud of creative teaching right over you.'

Let's take a look at this creative cloud. A common complaint from the creative crowd or cloud above is the lack of magnetism they have been or are being able to pole throughout the profession. Good grief! It's no wonder. If an 'inspired cumulo-nimbus claims his creative approach to education is so consuming that he is often up to burn past-the-midnight oil in lesson preparation, he gets great applause . . . but little carry-over. What employee *wants* to work an 18-hour shift?

I'm convinced that if there were less of 'the Puritan vs the Devil' blowing done about the 'creative' cloud, a lightening response would spread horizontally. Teachers would be more adventuresome.

Let's be honest. The children in a creative program are not high voltage units looking for a hook-up in every facet of knowledge. They chew gum, spit, fight — and still leave the room! They like school— they aren't consumed with resistance toward playing hookey. The classroom demands as much discipline and there are still registers, marking, and problem children. The preparation for creative teaching does not make your profession a tapeworm of your time.

Let's make the approach more approachable!

MRS. A. F. EGER

He Likes Our Author

Edmonton, Alta.

Sir:

While researching a term paper on Canadian education, I came across Jack Cameron's article on 'Communication and Curriculum Reform' in your November issue. Three points I would like to make:

1) I enjoyed his definition of 'education' in the first paragraph— a delightfully Victorian ring about it.

2) I am a former teacher of mathematics, history and English on the Prairies, and can heartily endorse his perceptive statements about levels of communication. As a former student of Mr. Cameron, I am grateful for having been exposed to his general philosophy of English instruction. It was the first time anybody had asked me to think deeply — *and* practically — about the aims of mass education.

3) After wading through piles of Canadian periodicals on education, I must congratulate *The B.C. Teacher* on its general quality—best of its type in the country right now!

J. MACDONALD
University of Alberta

We Are Commended

Vancouver, B.C.

Sir:

Just a word of appreciation for the very fine issue of *The B.C. Teacher,* April 1967. Congratulations on an excellent contribution to those interested in education.

J. P. POLLOCK
Director,
Division of Visual Education.

An Honorary Member Questions Our Accuracy

Cartier Discovered CANADA?

N. A. M. MacKENZIE

AS ONE WHO WAS born in Nova Scotia, who has lived in New Brunswick, Ontario, Saskatchewan, and for the past 23 years in British Columbia, I am frequently intrigued by the attitudes of Canadians and, particularly, those in Quebec and Ontario to the history of Canada. As illustrations of this, Rolf-Clark-Stone in the very attractive and interesting calendar which they have published this year, give 'Le Régiment de Carignan-Salières (1665)' as the first regular French troops *'to defend Canada.'*

Another attractive print issued, I believe, by another firm, and featured on your January 1967 cover, depicts the ship in which Jacques Cartier *'discovered Canada.'* If, by Canada, one means the Province of Quebec and parts of the Province of Ontario, this may be accurate enough, but if, by Canada, we mean the Atlantic Provinces, the Prairie Provinces, and more particularly British Columbia, this kind of statement is, of course, inaccurate.

My own view is that the term Canada means the whole of Canada from Newfoundland-Labrador in the east to Vancouver Island and the Queen Charlottes in the west and from the American border through to the North Pole.

As noted in a recent issue of *Macleans* magazine, John Cabot, employed by an English king, Henry VII, was probably the first of those to sight the Atlantic shores of what is now Canada; though the Vikings were there hundreds of years before either Cabot or Cartier. Sir Humphrey Gilbert took possession of Newfoundland on behalf of Queen Elizabeth I in 1583 and attempted the first settlement there.

The Hudson's Bay Company was one of the main factors in opening up the Prairies and the West, along with the other fur trading companies who were served by distinguished men like Sir Alexander MacKenzie, the first European or white man to cross the continent north of Mexico, and Simon Fraser and Thompson, after whom the great rivers of British Columbia are named.

British Columbia itself was explored by Sir Francis Drake in the late 1500's; by the Spanish from the south; by the Russians from the north; by the British under Captain Cook and Captain Vancouver and others from the sea. Later, particularly after the discovery of gold in the rivers and valleys of British Columbia, American miners and adventurers poured into the province in large numbers and they, too, made their contribution to it. If British Columbia is part of Canada, and I believe it is, then these are the discoverers, explorers and the developers of British Columbia.

A few days ago in the book *British Columbia: Challenge in Abundance,* published by the Canadian Confederation Centennial Committee of British Columbia, I read: 'These were some of the Pathfinders: Capt. James Cook, in 1778 became the first white man to set foot on British Columbia; Capt. George Vancouver, in 1790 led British expedition to survey the coast; Bodega y Quadra, in 1792 was the Spanish governor at Nootka; Sir Alexander MacKenzie, in 1793 was first white explorer to traverse continent north of Mexico; Simon Fraser, in 1808 explored the Fraser River for the North West Company; Sir James Douglas, in 1843 founded Fort Victoria, is now called the 'Father of British Columbia.'

Another matter of major importance which tends to be ignored by most Canadians, including some of those who write history in Eastern Canada, is the fact that English-language Canada was, is and will continue to be, a northern projection of the *'English-language settlement and occupation'* of the whole continent outside of Quebec and north of Mexico.

In the earlier days, that is in the late 1500's and the early 1600's, the British came to the Atlantic seaboard, to Jamestown in Virginia and to Plymouth Rock in Massachusetts. These explorers and settlers were followed by a continuing stream of colonists from the British Isles.

The competition and conflicts between them and the French in the Atlantic Provinces and the Valley of the St. Lawrence was a continuous and, with the co-operation of their respective Indian allies, a cruel and bloody business. The situation was, without doubt, one of the main causes of the British conquest of New France, which finally took place during the Seven Years' War and, more particularly, in the period 1758-63.

It is my opinion, however, that the basic and deciding event or factor in this struggle was not the British victory on the Plains of Abraham, or the capture of Louisburg, but rather the fact that the British

colonists at that time numbered 3½ million and the French only some 60,000 or 70,000.

One typical incident of special interest to myself was the capture of Port Royal (now Annapolis, N.S.) and its creation as a Scottish colony. Sir William Alexander, the first Earl of Stirling, was given a grant of the whole of the area which included Nova Scotia, Cape Breton, Prince Edward Island, New Brunswick, part of Maine and most of Gaspe, by James VI of Scotland (I of England) in 1621. As a result of this, Nova Scotia got its name, its flag which it still flies, and an order of chivalry, The Baronets of Nova Scotia.

Two small settlements were attempted; one in the Annapolis Basin, another on the eastern shores of Cape Breton, but later on these were abandoned or the settlers were deported by the French, probably the first 'expulsion' in Canadian history. In any event, Nova Scotia was returned to the French by Charles I on the promise that the rest of his unpaid dowry due him on his marrying a French princess would be forthcoming. Nova Scotia did not, finally, become British until the Treaty of Utrecht in 1713.

The American Revolution, or War of Independence, changed the nature of the English-language occupation of North America and divided this into two sections or streams, the main one becoming the United States of America, the smaller one English-language Canada, following the conquest of New France in 1759-63, and the arrival of tens of thousands of the United Empire Loyalists at the end of the American Revolutionary War in 1783. Continuing migration of Canadians to the United States and of Americans to Canada, has made this relationship and partnership in the development of the continent a very real and continuing one.

These, for me, are some of the major and minor items of interest about the history of Canada and, in my opinion, tend to be overlooked or forgotten by too many Canadians. □

B.C.T.F. Co-operative Association

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July 4 to Sept. 1 Monday to Friday 9 a.m. to 4 p.m.

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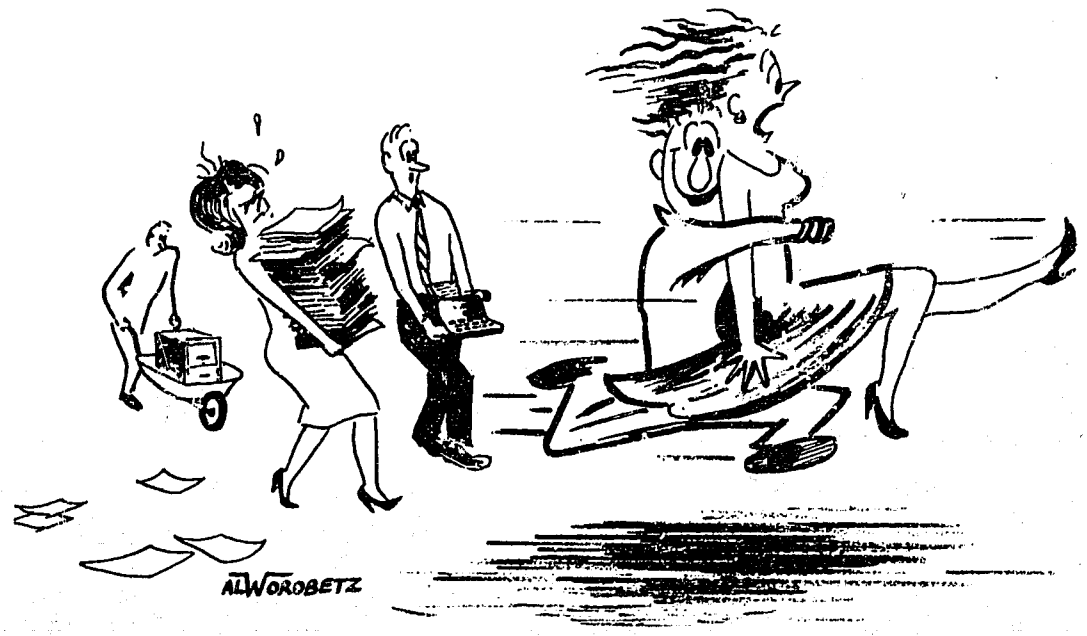

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NEW BOOKS

C. D. NELSON
Book Review Editor

WHERE HAS THE TIME GONE?

It seems just yesterday I sent off a bunch of reviews to *The B.C. Teacher,* in response to the usual urgent request from that tireless taskmaster, Miss Macfarlane. Would you believe that another month, and another memo, has come and gone? How I wish I could be like all you teachers —mark sheets all up to date, registers perfectly balanced, desks all in order, and bags packed for instant departure to distant vacation lands the second the term is over!

BEFORE I LEAVE

for this term, may I thank all the faithful reviewers who have done the bulk of the work in these columns, with special thanks to the many new names that have appeared here. We look forward to next term after the summer hiatus.

NICE TO HEAR

from Miss Esther Harrop, my worthy predecessor, in this week's mail. She kindly takes me to task for undertaking some of the reviewing myself, and sagely passes on the advice she learned years ago at Western Reserve School of Librarianship: 'Make your students do the work, instead of their handing it over to you.' To which I solemnly intone, 'Amen.' I might point out, though, that since I have been involved in teaching this past year, as well as in library work, I sometimes fall into the trap of doing things myself instead of waiting for others. Anyone care to send me a good, strong bullwhip? C. D. NELSON

ART

Group of Seven Drawings, by Paul Duval. Burns and McEachern, Toronto, c1965. $9.50

A large-sized book, with high quality paper and format and many illustrations. The subject has always been of interest to Canadians, and is even more timely at this particular moment.

It is most disappointing to find that this expensive book contains NO colored plates! This is unfortunate, for surely the Group of Seven artists were famed for their revolutionary treatment of both form and color as applied to the Canadian scene. Black and white blobs cannot do justice to such work. Teachers should be aware that none of these illustrations are in color.—Eleanor Blatchford

ART ACTIVITIES

Printmaking Activities for the Classroom, by Arnel W. Pattemore. Davis Publications, c1966. (Can. Agt. Moyer Division, Vilas Industries) $8.40

Another excellent book for art instruction, for the elementary teacher, by a Canadian author. Like *Puppet Making,* it is illustrated with photographs, mostly black and white, and diagrammatic sketches. The few illustrations in color suggest methods used to apply color to the prints. This book also progresses from simple printmaking using the child's hand, to the more complex textured wood block, lithography, marbling and other techniques, with well illustrated procedures.

Included are a brief history of printmaking, teaching tips, suggestions for correlation with other subjects, a glossary of terms, a bibliography and an index.

The format of both books is attractive, and both are fairly well bound.—Pamela C. Harder

Puppet Making through the Grades, by Grizella H. Hopper. Davis Publications, c1966. (Can. Agt. Moyer Division, Vilas Industries) $6.35

This book, well illustrated in black and

white with both photographs and diagrammatic sketches, should prove valuable to the elementary teacher who is interested in correlating the language arts and art programs. It gives a comprehensive coverage of puppet making from the simplest paper bag to the more complex dressed papier mâché puppets. Directions are clear and easy to follow, and for the most part materials used are inexpensive.

As well as puppet construction, the book contains a brief history of puppetry, the origin of papier mâché, directions for staging a puppet play and for making a simple classroom stage.—Pamela C. Harder

DRAMA

An Introduction to Drama, by G. B. Tennyson. Holt, Rinehart and Winston, Toronto, c1967. $1.65

This excellent little book is exactly what it sets out to be, 'an introduction to drama for beginning students, and a reference book on the drama for more advanced students.' Its coverage is good, from Greek to modern drama, and the study is made in an academic fashion. Mercifully, the reader is spared the usual quagmire of 'meaningful' dramatic situations and dramatic 'learning situations.' Instead, he is treated to considerations of the stage, the language of plays, plot, character, structure, play types, analytical practice and reference material. A very good point of the work is the use of simple diagrams to aid in the discussion of plot and structure, as well as good floor plans for the stages of various eras. The age-old cliché of pictures being worth thousands of words was never more true.

The abundant use of quotation and the wide range of national considerations helps greatly. The book is lacking in one respect—it fails to say that this is a consideration of Western drama, not drama of the Orient. On the credit side, though, a good description is given of such types of drama as melodrama and the various branches of comedy. Good, clear pictures of the similarities and differences will remain with the reader.

The binding and print is uniformly excellent, the size convenient. The book will be of use to senior secondary students, especially those involved in Drama, En. 12 or En. Lit. 12. Though slim (134 pages), this volume is very rich and well worth consideration for those who plan to go on in the above-mentioned fields.—S. Nankivell

ENGLISH

The Force of Few Words, by Jacob Korg. Holt, Rinehart and Winston, Toronto, c1966. Price not indicated

The chief weakness, in my eyes, is indicated clearly in the title: there are too few words. This introduction to poetry attempts to do too much within its covers and runs thin in spots as a result. It purports to be an elementary consideration of poetic principles, accompanied by an anthology of verse. Presumably, the anthology is to be used as a storehouse of reserve material to be referred to after the reader has digested the preliminary considerations. The book is described as an expansion of a pamphlet published earlier with the anthology added later.

The first section is concise and undoubtedly good. It proceeds through a general statement, some illustrative poems, and questions of a teaching-text nature. This section occupies 157 pages. Perhaps it might include more commentary on the exemplary poems at the end of each chapter. As not much is told about the poets themselves, the answers to many of the questions are likely to be far from full. For instance, questions about Yeats's 'The Second Coming' are difficult if one is not familiar with the poet's theories about time and gyres.

The second part, the anthology, covers a wide range of verse from medieval to modern. It is quite a good collection, if not outstanding. Some poets are notably absent, or are given rather cursory treatment. Examples are Suckling, Pope, Gray, Sir Walter Scott, Yeats and Auden.

The text should prove useful to senior secondary students and Grade 13. It is also quite likely that the first part will be of greater value, while the second will have to be used along with other larger anthologies.—S. Nankivell.

FICTION

Too Hot to Handle, by Matt Christopher. Little Brown and Company, 1965. $3.75; library binding $3.56

There seems to be a steady demand by boys from Grades 3 to 5 for sports stories, and of the few written at this reading level those by Matt Christopher are nearly always good. *Too Hot to Handle* is no exception. It is a Little League story, with sportsmanship and family loyalties emphasized. David learns to accept being a good player rather than an outstanding one, as is his older brother, and as were his father and uncles before him. The team, of which he is neither the star player nor the captain, loses as well as wins its games. Characterization is adequate, and both family and neighborhood relationships are realistic.

The trade edition is fairly well bound, but as this book is intended for the younger male reader, library binding is probably a wiser buy. The format and black and white illustrations are good.—Pamela C. Harder

MODERN LANGUAGES

Trends in Language Teaching. Ed. by Valdmann. McGraw-Hill Canada, Scarborough, c1966. $8.90

Do you feel sometimes that you would like to know better why you are doing what you are doing? The time has come in B.C. to re-evaluate our philosophy as classroom teachers with the improving outlook on the future of modern languages, with French firmly established, with German 11 'making the scene' officially, and even Spanish sneaking in through the back door and politicians talking about bilingualism, and keeping a straight face, too.

Trends in Language Teaching helps you to find your way through the maze of conflicting ideas in the search for progress, dating from the U.S. National Defense

Education Act of 1958. The directions this search has taken are complex and frustrating to language teachers and it is a refreshing idea that we must 'somehow cease to regard matters of method as matters of belief, and question the assumptions underlying suggested approaches.'

The book is a collection of 14 papers submitted to recent Linguistic Summer Seminars in the U.S.A. and in Europe by linguists, anthropologists, sociologists and other catalytic agents to whom we can turn for impetus to start taking stock of our own pet ideas, to weed some out and, who knows, maybe even to acquire a few new ones.

Although a smidgeon of linguistic gobbledygook sneaked into the book in spite of the assurance that 'most of the articles hold technical languages to a necessary minimum,' there is a good chance that the majority of the readers will agree that 'no one can finish this book without a better understanding of foreign language learning.'—Conrad Schamberger

PHYSICS

Foundations of Physical Science, by Ramsey, Phillips and Watenpaugh. Holt, Rinehart and Winston, Toronto, c1967. $6.68
Teachers' Guide $3.96

This is certainly not a traditional type of science book—both the materials in it and their arrangement are quite unusual. In fact, the three Californian authors have diverged so far from the general run of such books that it is a difficult volume to assess. We are told in the Preface that 'the thread which runs throughout the book is the general notion that continuous shifting of energy accounts for most of the complicated changes that are observed in Nature.' This thread is perhaps not always as clear to the readers as it may have been to the editors, but it is at any rate good to see the clear emphasis which is given to understanding concepts of science rather than accumulating a collection of scientific facts. Illustrations are quite good and each chapter includes numerous meaningful experiments, observations and exercises. These are further amplified in the *Teachers' Guide.*

In such a 'new' book it is cheering to see the many interesting references to the great scientists of the past—the writers have rightly felt that to get a true perspective on the present triumphs and problems of science, it is helpful to look backward as well as forward. Considerable emphasis is on astronomy and 'space science.' This may well be the right approach for these 'post-Sputnik' days, but what I find confusing is the apparent haphazard mingling of very simple and elementary scientific concepts with others which are by no means simple. The writers are no doubt brilliant scholars who believe that such concepts as Einstein's Theory of Relativity and modern theories regarding the life histories of the stars and planets are just 'ordinary stuff.' Despite their efforts, it is by no means certain that the students who use the book will do so.

The book represents a well written and interesting 'new look' at the science curriculum. However it is hard to see just how it could be used at the present time in British Columbia secondary schools.—Dennis R. Stubbs

SCIENCE

Weather, by Philip D. Thompson and Robert O'Brien. W. J. Gage, Scarborough, c1966. $3.95 (Also available in library binding)

The thrill of discovering our 'own storm' in the North Pacific Ocean last summer, watching it being reported by the ship's radio operator, and seeing it appear on the next weather map was relived many times as we read *Weather.*

Part of a 21-volume series of text-and-picture books in the *Science Life Library,* this book suggests that meteorology is probably the most exciting single subject of modern scientific investigation. After tracing the basic circulation of heat and winds from equator to poles, it explains weather phenomena ranging from hailstones to hurricanes. The last chapter is most significant—the thesis that modern meteorologists, with such tools as radar, laser beams and computers, may change civilization itself as they make more and more accurate weather predictions. Indeed, it seems possible that a modification of the weather or the climate of an area is possible in the future.

Like other books of this series, each chapter of text is followed by a picture essay. In *Weather,* the overlays which accompany the diagrams of cold and warm fronts are valuable teaching aids. The picture essay on 'Home Weatherman,' showing how a young scientist built a home weather station as a science fair project, could be inspiring to many young people. The barometer illustrated in this section might be copied in many classrooms.

An appendix gives extremes of temperature throughout the United States, and some interesting figures are revealed —including a low of 14°F. for the Hawaiian Islands! A good index and a bibliography are also included.

Two more titles in the *Science Life Library* are *Flight,* by H. Guyford Stever and James J. Haggerty and *Ships,* by Edward V. Lewis and Robert O'Brien. ($3.95 ea.)

In *Flight,* the story of manned flight from its earliest beginnings, through its sophisticated present to the science-fiction future of aviation, is told in alternating text chapters and pictures. A glossary of airmen's slang terms and a chronological list of the highlights of manned flight have been included. As far as Canadians are concerned, the failure to mention the flight of the 'Silver Dart' by McCurdy is significant of the need to present our contribution to scientific progress in more detail!

In *Ships,* the effect of sailing ships on civilization is traced from prehistoric to modern times. It shows how their evolution has been based on our growing knowledge of hydrodynamics, metallurgy, electronics, nuclear physics and aerodynamics. It was interesting to find the type of ship on which we crossed the North Pacific last summer mentioned as the 'Mariner class' of cargo liners.—Grant M. Paterson

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Index 1966-67

K. M. AITCHISON

EXPO 67

THINKING OF PASSING UP Expo? Don't. You'll be making the mistake of the century.

Expo 67 is a 'first category World Exhibition,' whose aim is to demonstrate the value and usefulness of the many articles assembled. Because many nations are involved, each providing its own ideas, the gathering of peoples of the world effectively chronicles the contemporary era.

There have been only two other first category world exhibitions, both in Brussels, in 1935 and 1958. Expo 67 is therefore the first world category exhibition in the Americas.

To stimulate the intelligence and ingenuity of participants and visitors alike, world exhibitions usually have a central unifying theme. Expo 67's theme, 'Man and his World,' tells the story of man's hopes and aspirations, his ideas and endeavors. The emphasis is on the common bonds uniting the peoples of the world rather than on the differences – real or artificial – that tend to separate them.

Five pavilions develop the theme in these divisions: Man the Creator, Man in the Community, Man the Explorer, Man the Producer, and Man the Provider. From the primitive huts of Neolithic man to the super-city of the 21st century, man's world—past and future—is on view.

Seventy countries are participating and have related their pavilions to aspects of the central theme.

Expo 67 is an education in itself. Certainly no one who can possibly go should miss it.

It will be worth the trip to Montreal just to see the architecture. I toured the Expo site while construction was still under way, and I was amazed at the variety of architectural styles. Although the pavilions of the U.S.S.R. and the U.S.A. have received most of the attention in the mass media, all the buildings are fascinating.

It will be worth the trip to Montreal just for the World Festival, the most ambitious program of entertainment ever planned to take place in one city over a six-month period.

The festival will feature several of the world's leading opera, ballet and theater companies, orchestras, popular singers and comedians, chamber music ensembles, film festivals, mammoth spectaculars and international sports meets.

Nearly all of these paid-admission events will take place off-site at Montreal's Place des Arts and in the exhibition's own Expo Theater and Automotive Stadium, both of which stand just outside the Expo grounds.

Expo also has a major program of *free* entertainment, involving hundreds of performers, for other areas on the site. A particularly appealing feature is the 'Special Day' celebrations to be held in honor of the various national and international groups participating in the exhibition. These colorful and entertaining pageants are staged in the Place des Nations, an amphitheater and plaza capable of holding 8,000 spectators.

About 300 amateur performing groups from across Canada—bands, folk singers, dancers, choirs, etc.—will contribute to the free entertainment, performing in six bandshells at strategic points throughout the site. Most pavilions also offer some form of free entertainment, and motorized Expo troubadour units tour the site performing to crowds waiting to visit the pavilions.

It will be worth the trip to Montreal just to sample the food, for Expo 67 is a gourmet's paradise. It offers visitors a choice of more than 70 restaurants and as many snack bars, with a total seating capacity of 23,000. Thirty of the national pavilions have restaurants, bars or cocktail lounges. Expo itself provides 40 restaurants and additional food facilities.

It will be worth the trip to Montreal just to see Habitat 67, a pyramidal cluster of houses of from one to four bedrooms. The houses consist of precast concrete units assembled in such a way that the roof of each house provides a garden for the one above.

It will be worth the trip to Montreal just to experience some of the new film techniques. The Czech pavilion is showing films on 50 screens at once; the telephone exhibit has a 360-degree screen; the National Film Board exhibit uses a screen in front of you and another below you.

There is so much to Expo that you'll have to see it to believe it. You'll love it, and so will your children. It will be a real education for them, one in which they can actively participate.

In short go-go to Expo. Canada won't see its equal again in our lifetime. □

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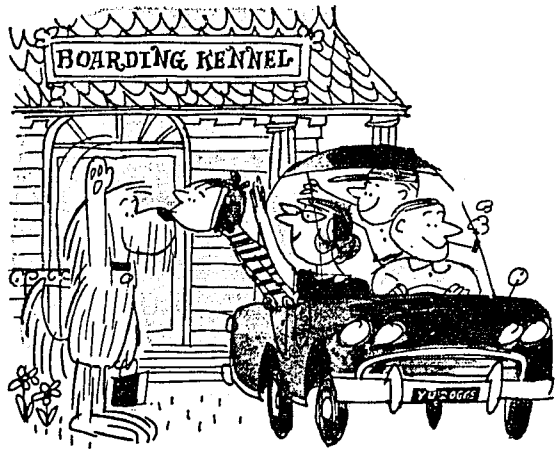

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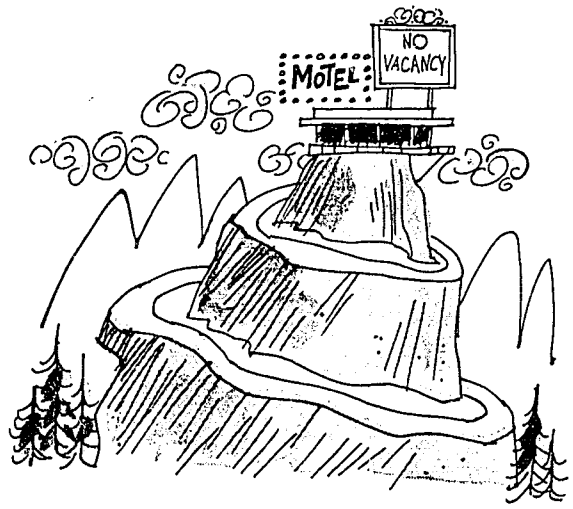

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