



the BC teacher

MAY/JUNE 1968 VOL. 1 NO. 8

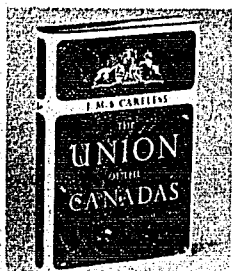
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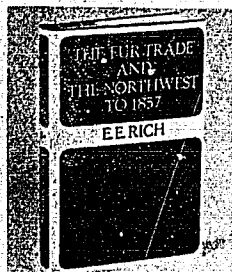


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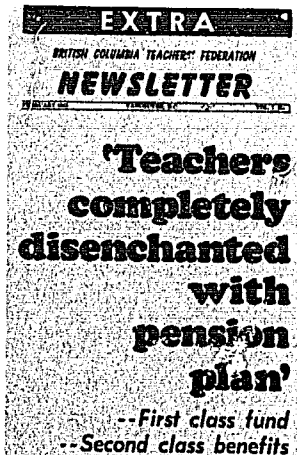
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COVER PICTURE

'No barriers, no masses of matter however enormous, can withstand the powers of the mind; the remotest corners yield to them, all things succumb, the very heaven itself is laid open.' The quotation was taken from a series entitled, 'Great Ideas of Western Man.' My aim was to give visual structure—i.e., incorporate forms and color which best expressed the idea contained in the quotation—and to set them down in a conscious arrangement on paper. The medium is not of supreme importance. Of prime importance was the attempt to give visual expression of my reaction to the idea.—Maureen Buchanan, Argyle Secondary School, North Vancouver, the painter of our cover picture.

PICTURE CREDITS

Pp. 338, 340, 341—K. M. Aitchison; pp. 342, 350, 351, 357—Bob Bodlak; pp. 344, 345—supplied by author; pp. 346, 347—supplied by author; pp. 351, 352—The Daily News-Chief, Winter Haven, Fla.; pp. 359, 360, 362—supplied by author.

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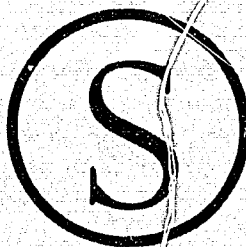
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Thank you, Harry

Being human, we sometimes fail to differentiate sufficiently between policies established by a particular authority and those who work for that authority in carrying out the policies. Criticism which should be directed to the authority is sometimes directed instead to the people who do the work. A good example is the Department of Education.

The Department is fortunate in having among its senior staff a number of very capable people. Such individuals, by the very nature of their work, are sometimes subjected to criticism—criticism which, in terms of their personal contributions, is not warranted.

Such a person is Harry Evans, who retires this month as Registrar of the Department of Education to become Bursar of Simon Fraser University. All those who know Mr. Evans have been impressed with the way in which he has carried out his duties under very difficult circumstances. Despite the fact that his division was chronically understaffed, he worked diligently to cope with the unbelievably heavy demands on his division. In one five-week period, for example, his division received 2,300 letters of inquiry from one country alone. In addition, literally thousands of requests for information poured in each year from the other provinces of Canada and from the U.S.A., the United Kingdom and other countries.

The contacts most teachers have had with the Registrar's office have been concerned with certification matters. Thousands of certification changes had to be processed each year. Understandably, most of them arrived at the Department at university graduation time or following summer session. They could not all be dealt with at once, and long waiting periods ensued before all inquiries had been handled. These delays aroused the ire of many teachers. Unfortunately, some of that anger was directed to Mr. Evans, rather than to the government which would not give him the staff to cope with his division's workload.

Delegates to two BCTF summer conferences were able to meet Mr. Evans informally, and to discuss certification problems with him. His readiness to give

answers, rather than to attempt to evade the issues, impressed those who attended. Suddenly the Registrar emerged as a capable and likeable person, rather than just a name on a letter from the Department.

Teachers are particularly indebted to Mr. Evans for the belief he shared with us that the best way to improve education is to improve the quality of the teaching force. To that end, he has always been an advocate of high standards of teacher preparation and certification. The fact that the minimum standard for permanent certification in this province is now only one year short of degree standing is due, in no small part, to the efforts of Mr. Evans to protect teacher certification standards, particularly in times when teachers were in short supply.

As he leaves the Department for his new position, we say a sincere 'Thank you, Harry,' for a difficult job well done. We also extend best wishes for success and satisfaction in his new position. □

A Welcome Return

We are very pleased to report that Don Nelson, our book review editor, is recovering very well from his illness. His column makes a welcome reappearance on page 373.

Having attempted to carry on for Don for the past few months, we know from first-hand experience just how much work he does for the magazine, and we are very grateful to him. The word that he is now able to carry on with his work as book review editor is welcome news indeed.

In his column this month Don indicates several changes to be made in the book review section this fall. The result will be fewer, but longer and more penetrating, reviews of books that should be of interest to most of our readers.

Welcome home, Don. We look forward to a 'bigger and better' book review section. □



R. M. BUZZA

Ladies and gentlemen, we can waste a lot of time at this Annual General Meeting. We can waste a lot of time in polemics and fault-finding and, perversely, enjoy ourselves in the process, for indulgence in polemics and recrimination is exciting and cathartic. Such indulgence may not help us very much or last very long, but it's fun and it may make us feel better!

The impassioned—and inexplicit—plea for 'strong united action' as the answer to the many problems facing us always finds a ready audience and, in its own way, deserves to, for with each additional turn of the screw, and there were at least 86 further turns of the screw at the last sitting of the Legislature, the need for 'strong united action' becomes increasingly evident, increasingly imperative.

As we shall find through several supplementary reports to this AGM, Bill 86 removed the old goal posts: no more pupil-teacher ratio for grant purposes; no more salary grant per entitled teacher; no more dollar amount per entitled teacher for operating expenses.

It is a new game with new rules—most of which

haven't been written yet, most of which will be written by one man, most of which should *not* be written by one man, all of which teachers should help write.

The squeeze is on. The blood-letting has begun. 'Cut costs' is the refrain. Cut costs by building only 'essential' classrooms. By inference, make it clear that the hundreds which are not being built are *not* essential. By inference, make it clear that activity rooms and gymnasias and libraries are not 'essential.'

Cut costs by forcing '...relatively high cost school districts'—the ones which tend to be the innovative, progressive lighthouse districts—'in line with the province-wide average.' But sock it to them gently. Give them '... a reasonable adjustment period' to avoid undue 'dislocation.'

And excuse the occasional slip of the tongue when we confess that 25 million dollars is available in three minutes for superports. Take refuge instead in pious statements to the effect that this government '... recognizes our young people as the province's most important resource,' it's just that, in spite of '... our enviable

TELL IT LIKE IT IS

*An abridged version of the president's
address to the 1968 Annual General Meeting*

financial position,' we can't meet our commitments to them adequately at this time.

But I am guilty of indulgence in polemics and re-crimination—and, though I may feel better, I haven't helped the situation very much.

We hear a lot about teacher militancy these days. We hear that teacher militancy will get worse before it gets better. Or should that be better before it gets worse? We hear that teachers' strikes in the U.S. have increased annually from two in 1965 to 33 in 1966 to over 80 in 1967 to possibly 300 in 1968.

U.S. authorities suggest several causes for this:

1. A higher level of teacher preparation, which induces a stronger spirit of independence;
2. Increased mobility, ease of travel, and availability of employment elsewhere;
3. The long-time feeling of neglect and lack of full sharing in the affluent economy which has characterized the teacher scene for more than two decades.

I would suggest another factor:

Lack of job satisfaction.

Now, we in B.C. have a high level of professional preparation, at least it is higher than it was a decade ago. In fact, we're the best qualified teaching force in the country.

And we certainly have mobility. Over 2,500 of us will drop out of teaching this June; that's one kind of mobility! Roughly 3,000 of us will change districts before fall. We'll welcome 3,400 newcomers in September. Should we want to move elsewhere, from 10,000 to 15,000 vacancies beckon us, even after the graduates of Canadian teacher education institutions have jobs.

And possibly we, too, have a 'long-time feeling of neglect and lack of full-sharing' in our affluent economy.

Much more important, I feel, is the lack of job satisfaction.

School construction curbs and other restrictions come at a time when thousands of teachers are shaking themselves loose from the shackles of provincially-dictated curricula and are developing new and exciting programs. They come at a time when progress is being made in removing causes of job dissatisfaction: large classes and deficiencies in facilities and resources to meet the needs of particular individuals and groups.

Above all else, *this* trend, the trend toward a school system which permits teachers to deal with pupils as individuals, in spite of the tremendous demands it puts on teachers, must continue. Our very salvation lies in unlocking human potential, in tapping it to the full. We can no longer afford the 'cipher' approach. Students are individuals. There never has been a Mister Average to whom the all-wise pedant could address himself; there never will be. We can no longer afford the luxury of pretending otherwise.

Educational accidents are caused by failure to cope with the needs of individuals. Thousands of educational accidents occur daily in our schools. Inevitably, large classes and shortages of space and materials and personnel will add to their number. I have yet to meet a teacher who isn't sickened and saddened when he sees what is being done to children when he knows what could be done for them.

(I had considered at one time a presidential report to the AGM based on a discussion, with students, of four or five aphorisms. One which I formulated I tested on a 7-year-old, a 12-year-old, and a 17-year-old. Their reaction makes the point as to what is still being done to too many children.

(The aphorism is this: 'Energy expenditure leads to energy creation.' If the statement is indeed an aphorism—a truth—our schools should capitalize on it. Why is it that young people all summer get up earlier and stay up later and play harder and sleep better and *feel* better than they do all winter?

(After a very revealing discussion, particularly with the 7-year-old, about how 'we mostly sit around all day in school and don't do much so I get tired and tired,' the students came to the conclusion that physical arrangements and procedures in school were, in effect creating *lethargy*, not energy!)

The problems we face as teachers are not ours alone.

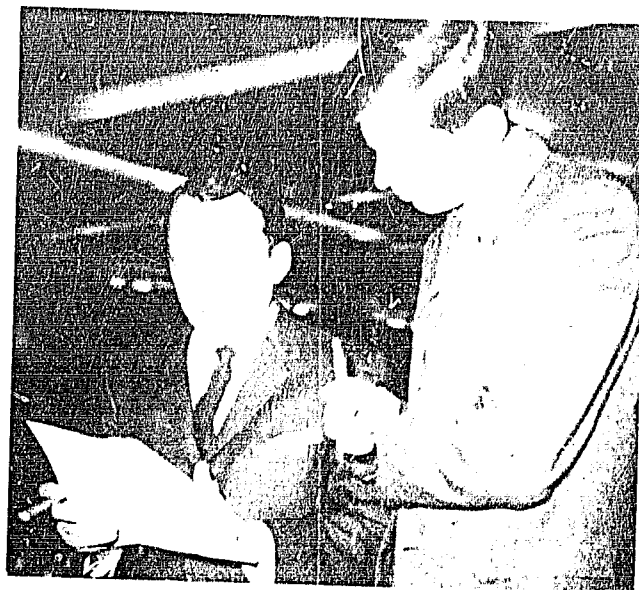
SOME HIGHLIGHTS OF THE CONVENTION



The BCTF Commission on Education—Jim Carter, Lorill Hanney and Chairman Don MacKenzie—and Bill Allester, staff consultant to the Commission, asked questions of a panel of members of the Executive Committee at one of the plenary sessions of the convention.

The Steering Committee, under Chairman Kerry Corbett (left), was responsible for keeping the business of the meeting moving ahead. Other members, left to right, were Ron Brown, Cec Blois, Al Kuhn and Bill Constable.





MAY-JUNE 1968

Past President Tom Chalmers and Mrs. Chalmers admire the certificate which is presented annually to the winner of the G. A. Fergusson Memorial Award.

The Federation's officers for 1968-69 are, left to right, Tom Hutchison, President; Adam Robertson, Second Vice-president; and Jim Killeen, First Vice-president.

Retired teacher W. J. Williams, who attended the 1925 convention in Penticton, congratulated the 1967 winner of the Charlesworth Memorial Scholarship, Mary Saunders.

Special speaker David Menear, education editor for the *Toronto Telegram* and a former school principal, discussed his address with reporter Bill Stavdal of Victoria.

At the wine tasting party—Mr. Victoria's (Ray Wunderlich) muffler was admired by Mrs. Jean Rutherford, Penticton. In the background are Just Havelaar and Mrs. Kory Regan, both of Victoria.

Past President Harold Parrott, of Sooke, Mrs. Dawson, Mrs. Parrott and Irv Davson of Victoria also enjoyed the party.

Dr. Les Peterson, then Minister of Education, was snapped at a press conference during the convention.

Education reporters Bill Stavdal of Victoria and Wilf Bennett of Vancouver were presented with Certificates of Appreciation by Miss Frances Worledge, Executive Committee member.

They are the problems of the society in which we live. To say it and to believe it is not enough. Society must believe it. And society does not believe it. Society doesn't even think about it.

The fault is partly ours.

We haven't done a good job of telling it like it is.

We haven't done a good job of telling it like it could be.

We haven't done a good job of telling parents and the general public what we can and cannot do or what we will and will not do under present circumstances. We haven't said what we could and would do under different circumstances. Have we really stretched our imaginations in contemplating what we could and would do under ideal circumstances? Have we really welcomed and encouraged people to come into our schools and see it as it is and to talk about how it could be?

We've got to explain better what we're trying to do and why we're doing it differently from what others remember being done when they went to school. V-8 automatics and self-defrosting fridges and thermostatically controlled furnaces and color TV and supersonic air travel and automatic dishwashers do not offset the little red schoolhouse syndrome. 'When-I-went-to-school' thinking is all around us. It's hard to counter.

One way of countering it is to open our doors, figuratively and literally, and invite the public in. Welcome them. Then enlist their support in what we're doing and trying to do.

Tell it and show it like it is.

It takes strong people to encourage and participate in an approach such as this, because the approach tends to accentuate the goldfish bowl syndrome that many of us are on uneasy terms with now. It demands confidence in ourselves and pride in what we're doing.

We can take great pride in what we have accomplished. This pride must be transmitted more effectively. Tempered with the knowledge of the magnitude of our task and tempered with humility in recognizing that we have much to learn if we are to accomplish what should still be done, the pride remains.

Some, of course, are concerned about the current emphasis on 'freedom' within our society. This group worries about the perversion of freedom to a form of license. Freedom suggests the power to determine one's own action; it represents the sense of being at liberty rather than in confinement. Within the classroom, a teacher's freedom to determine his own action is automatically tempered by the necessity of proceeding in such a way that the welfare of the student remains paramount. This is as it should be. There is no place for license in dealing with children. Freedom involves freedom to act . . . responsibly. Freedom also involves freedom to make mistakes in learning to act responsibly.

Statements 1 and 3 of our Code of Ethics, drafted by teachers for teachers, make the point well:

'The teacher shall speak and act towards pupils with respect and dignity, and shall deal judiciously with



W. E. Whatmough (left) and C. M. Blois, both long-time BCTF members and active workers for their fellow teachers, were made Honorary Life Members of the Federation.

them, always mindful of their individual rights and sensibilities.

'The teacher shall recognize that a privileged relationship exists between the teacher and his pupils, and shall refrain from exploiting this relationship.'

To summarize, we are entering a critical time in the history of this organization. Several conflicting forces are coming together rapidly.

Such forces will place an added strain on relations between teachers and trustees and the Department at a time when the need for co-ordinated effort is increasing. Teachers with a heightened awareness of what their responsibilities are will not lightly accept situations in which their effectiveness is seriously limited.

Things will likely get worse before they get better.

In fact, they aren't likely to get very much better until they get worse—until public support on more than a lip-service basis is available.

In fact, they are not likely to get much better until teachers commit themselves strongly, individually and collectively to a stand so obviously in the interests of children that it will command public support.

It's tempting to react emotionally because we care, but because we care, we must also act rationally.

So in the months ahead, let's tell it like it is. Yes, we are able to do this for your son. We should like to be able to do this for him as well, but we are unable to do so for the following reasons. No, in all fairness to the other students and to my personal life, I simply cannot give more of myself to help him. Sorry, as a teacher under these circumstances I cannot spread myself so thinly that I do nothing well. Yes, it's hurting him, and it's hurting me, but this is the way it is.

It is not the way I want it to be or the way it should be or has to be. □

AUTOMATION IN A QUIET CORNER

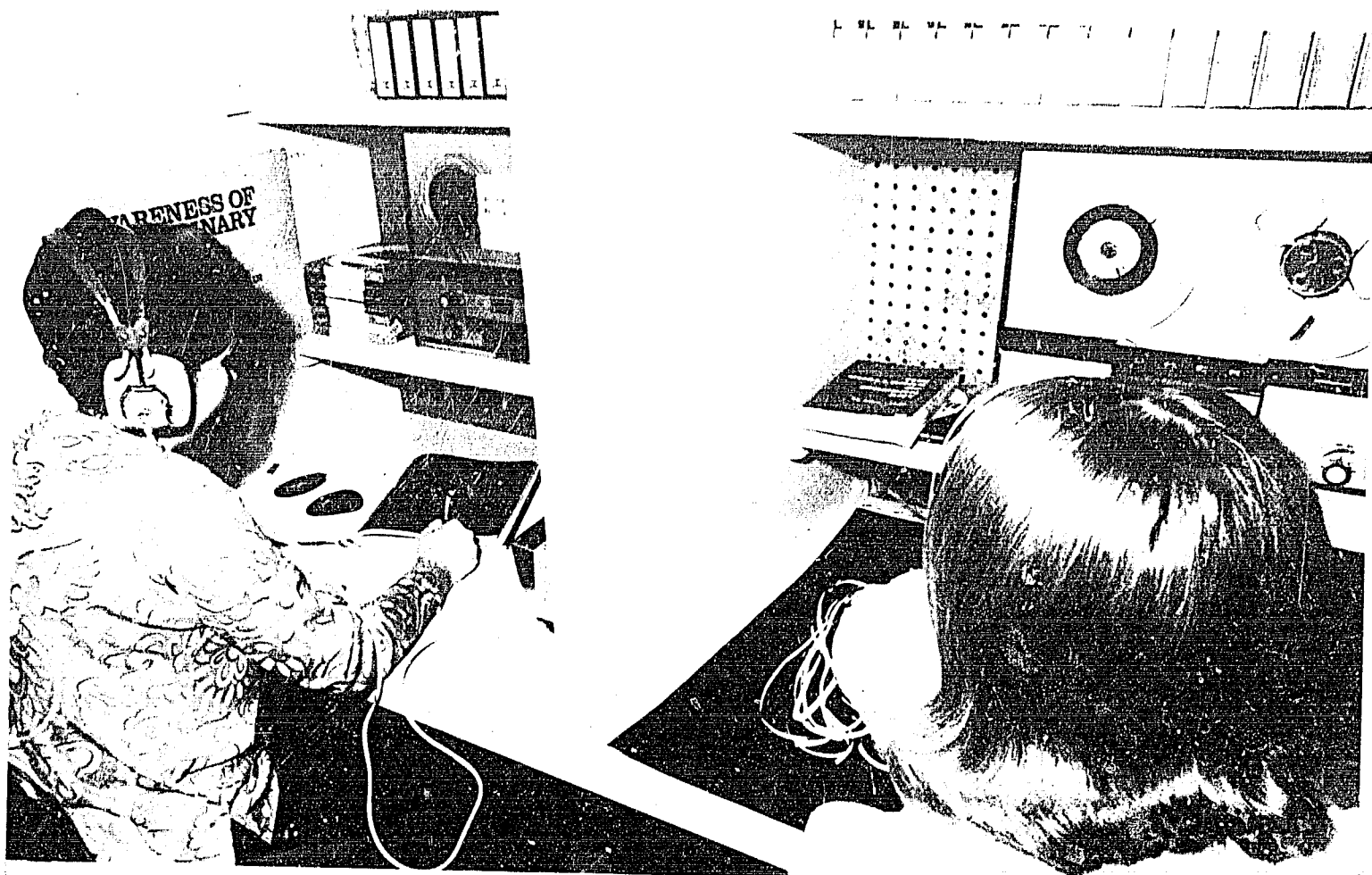
The world and everything in it seems to be getting smaller these days. Following the trend, the Department of Professional Foundations at Simon Fraser University is taking advantage of the miniaturization of technological equipment and co-ordinating self-instructional materials with it, making available to student-teachers a store of knowledge from which they can draw whenever time permits. The information is readily accessible, with a minimum expenditure of time and space, in a small air-conditioned laboratory where there are Super 8mm film loops, projectors and tape recorders.

The mini-lab has been established to help the learner develop his ability to see and think and to interpret what he sees and hears. The teacher-candidate who wishes to learn something about visual communication may sit in one of three small carrels and proceed to instruct himself. Simply by donning a set of ear-phones and pushing a button he sets in motion a tape-recording which disseminates information about an aspect of art education in which he is particularly interested. He makes his selection from a series of taped 'talks' on the shelf above him. The recordings deal with such topics as growth and development of children, changes in teaching practices, aims of art education and ways of developing children's awareness of the natural and manmade environments.

By turning another switch he activates a Super 8mm film projector which transmits to a mini-screen a sequence of motivational and instructional material from 8mm technicolor movie loops. These films have been prepared with careful consideration which involved months of intensive study and selection.

The student may view a natural and environmental 'alphabet' of line, color, texture, space, form and contrast to develop perceptual acuity. He may study films of children of various ages involved in manipulation and experimentation with art media. He may choose to see films on art and subject matter or study techniques and experiments. He may prefer to review the art of the great masters or the work of contemporary artists. The miniature laboratory is well stocked with books and periodicals. Art prints, slides, film strips and other

ESTHER V. COLTON



In the small automated art library at Simon Fraser University students may use many methods of studying by themselves various areas of art in which they may be interested.

illustrative material for comprehensive and thoughtful study are within easy reach.

In previous generations, authors, poets, actors and artists gained respect as recorders and distributors of information. The works of Hogarth, Goya and Pieter Breugel the Elder were exemplary communications of their time. Today commentaries on current situations reach us through the mass media. Problems are analyzed and solutions are suggested by people capable of communicating. In all fields of endeavor, including education, various techniques of visual media play an impressive role in delivering the 'message.'

Today, those of us who are engaged in visual communication instruction at universities, colleges and schools, can increase visual literacy considerably by using new technology. The student is taught to speak, to read, to write and to do number work, but he is not taught to see. Of course he does see, but his potential

for more sensitive vision is seldom realized.

As authors of instructional materials we owe it to our students to ensure that they understand how to handle the camera, the tape recorder, and other educational equipment which can act as catalysts in communication between teacher and pupil. Regardless of the field of study, the job of education must be to maximize the output of information from which the learner may choose the material which will be most useful to him. The prime requisite in education must be the optimum development of the student as a person, rather than concern for his usefulness to the economic structure. If he does not respect himself, he cannot function as a resourceful and competent human being. His feeling about himself is of vital significance to his performance.

Instant, global communication makes it imperative that educators recognize the need for people who are capable of understanding the 'grammar' of visual media. The development of technology during the last decade leads us to expect that its influence will con-

Mrs. Colton is an Associate in Education at Simon Fraser University.

linue to increase. Educational change will continue to create more demands for the talents of the visually literate. Many educators today are interested in a revitalization of learning through the use of new visual media. Changes in presentation of learning experiences could allow the student greater opportunity to choose from among his perceptions, the ideas and relationships which he can combine to form new concepts.

Few teachers in elementary schools have specialized knowledge in the fields of art and music. When required to teach these subjects, they take up the task with some trepidation, the result often being the participation of children in activities which merely serve to pass along the teacher's own stereotypes. These segmented experiences become ends in themselves, seldom awakening in the child a creative urge and having little connection with real life situations. If the teacher's level of perception and ability to communicate is high, the students are fortunate, for education does not provide adequately for the improvement of these skills.

Early in the space race the National Science Foundation proposed the abolition of competition and grading and the encouragement of fantasy and guesswork in schools. The reason given was that the 'answers' learned today might well be obsolete tomorrow. There is a demonstrated need in our society for imaginative, flexible and spontaneous citizens who are able and willing to adapt to change. New answers must be found.

The small automated art laboratory at Simon Fraser provides the student with a periodical retreat from campus confusion. He may drop in and use it if it is not occupied, or he may reserve it in advance. Within its walls he can carry on a visual dialog with his environment on film; he can reflect and review his ideas in quiet privacy; he can make comparisons and reach conclusions by listening to the thoughts of educators on tapes; he can crystalize his own concepts by reading questionnaires and discovering his own answers; he can give concrete expression to his ideas by experimenting with art media.

This unique move toward self-instruction in art education has caught the interest of students and teachers and appears to be well on its way to becoming a useful addition to teacher education. It might prove to be equally useful as a 'quiet corner' in open-area schools. The cost of equipment is not prohibitive, even for smaller public schools, if construction is restricted to small units. It could provide a maximum learning environment with a minimum use of space, time and materials and could be a boon to all subject areas.

Lack of interdisciplinary exchange between subject fields has long been a concern in education and this new kind of learning situation could become a resolving factor. Students in the Professional Development Program are encouraged to operate the equipment,

shoot and edit their own film and design captions and story boards. In their independent study projects they undertake reading research, compile information and prepare tapes for later review in seminar discussions or merely for speech improvement. They learn to organize materials, to improvise, to solve technical problems involved with equipment and to understand budgeting and costs.

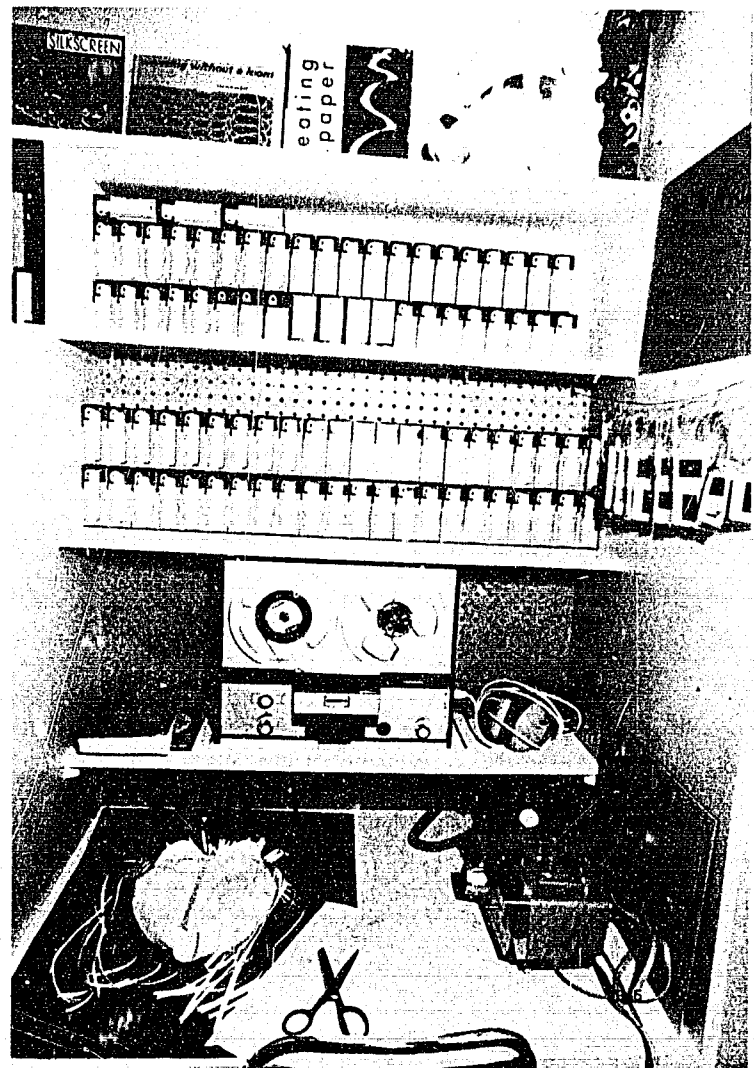
Communication is a social process of interaction between people. The new technology can expedite the task of the educator and enhance the 'message' for the learner, but considerable research still needs to be done in assessing student reaction to the media over protracted periods of time and the kind of teaching performance which will result.

Many educators will be needed to write instructional materials for technological distribution. These may be painstaking and time-consuming tasks, but they will carry built-in rewards. The author-educator will find himself becoming involved in 'refresher courses' in his field, which will cut across the boundaries of other disciplines. He will have greater mobility while searching for film materials. Students who participate in researching and producing materials will gain insights into various fields of knowledge and will be better equipped to handle contemporary teaching 'tools.'

The new media inspire interest and spark curiosity. These are forerunners of learning. □

Many types of materials are within arm's length for students who wish to use the mini-lab to do specialized studying in art education.

MAY-JUNE 1968



DRAMA NOW WHY WAIT?

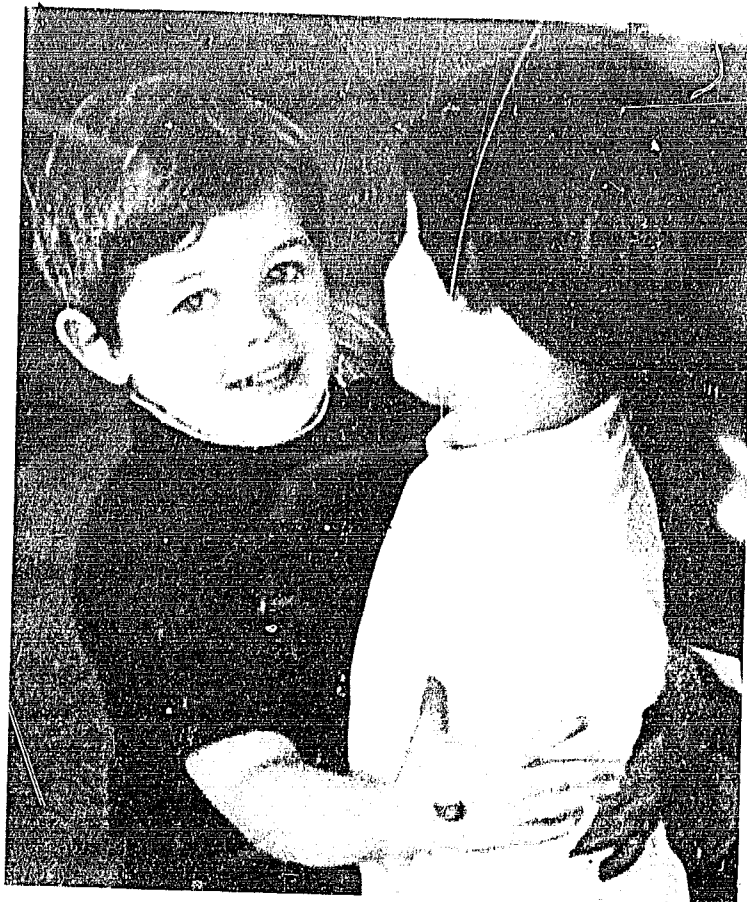
'If it can be done anywhere in Canada, it will be done in B.C.'

This was the comment a senior Canadian educator made after my call for a high-powered teacher-training program in Dramatic Education when I addressed the Centennial Conference of the Canadian Child and Youth Drama Association at Newfoundland in May 1967. Later that year, the University of Victoria agreed to do so and, as a result, I arrived in B.C. this January to begin the task.

What is it all about? Many teachers believe that our old methods of 'talk and chalk' are behind the times, that what is wanted is a wholesale creative approach to the process of education.

Not that older methods have no value—of course they have—but so many children sit bored in their desks day by day, that there must be *something* wrong somewhere. Teachers have tried all sorts of new methods from time to time—from 'learning by doing' to 'creativity tests'—but the same old boredom still sets in.

Yet in scattered schools in North America, and in many more in Britain, this is not the case: the children are excited, alive, vital—eager to learn and unwilling to leave the school at the end of the day. With the very



youngest children, these schools base their work on play; the pupils play 'shops' to learn about money, for example. Not at isolated times, but throughout the day they are 'playing' in their classroom.

By the time they are 10, the children are 'acting' their social studies and, at the same time, have lessons on the timetable in creative drama (spontaneous improvisation, creative movement dance, and the like).

By adolescence, they are moving toward 'theater,' but in a creative way; they are not *taught* acting but evolve acting for themselves, spontaneously, with the teacher leading rather than instructing.

Slowly we come to 'Children's Theater' but one that is the *children's*, not the adults'; it evolves out of their own creative improvisation and is not superimposed upon them by teachers who 'think they know best.'

By the time we reach university level, we are concerned with just how far the learning process is based upon identification and role-playing.

For those of us who are skeptical about such things (and there are many) I can assure them that there are schools which base all their work on dramatic play and creative movement—and that they exist in Canada. There are even teachers who experiment with these activities quietly, on their own, without telling their principals or superintendents that they are doing any such thing! And the facts speak for themselves. The child who works under such conditions, and in such an atmosphere, is being treated as an individual who is important to his teacher, and the bored, uninterested

The author, an authority on Creative Drama teacher-training, is in charge of the program of Dramatic Education at UVIC. He has also many years' experience in working in drama with children in the U.K.

student becomes alive and excited—and learns.

But for the teacher it means, in many cases, a complete reversal of attitude. The teacher who has his children sitting at their desks, listening to the words of wisdom as they fall, or writing logically under instruction for long periods of the day, would find it extremely difficult to 'let the children free' so they can create.

It is extremely difficult to break the habits of a lifetime, but I did it. When I started teaching in the industrial slums of Yorkshire, I had been trained in the 'talk and chalk' method both at university and by my family (who were all teachers). It took me five hard years of learning in the classroom to let the children's spontaneity free—to allow them to work naturally in groups on projects that interested them and which usually culminated in some dramatic experience. But it is not easy if you are trained in one method and have to 're-think'—many of my own experiences were traumatic.

A totally new approach to teacher-training has to evolve. This has happened in Britain; at my previous college in London, England, we trained approximately 80-100 specialist drama teachers every year; about 25% of the teacher-training institutions in Britain have a drama program of some level or another. And now the University of Victoria is immediately introducing a similar program within the degrees of B.A. and B.F.A., with the possibility of others developing.

What is the University of Victoria offering? It is assumed, first, that we need creative drama teachers in three fields: intermediate, secondary, and adult education. For the first two there will be B.Ed. degrees with

theater majors. For the latter, students following theater in the B.F.A. can take dramatic education courses in addition. These courses are the same for B.Ed. and B.F.A. students.

1. *Children's Drama*: A four-year practical seminar in creative dramatic play (for credit) with all age and ability ranges of students from kindergarten to senior secondary. Two hours a week for four years.

2. *Children's Theater*: A one-year credit course studying a variety of approaches, the plays, materials, architecture and equipment necessary.

3. *Theory of Dramatic Education*: A one-year credit course studying aspects of all the related disciplines—psychology, anthropology, psychotherapy, philosophy—which relate to dramatic play.

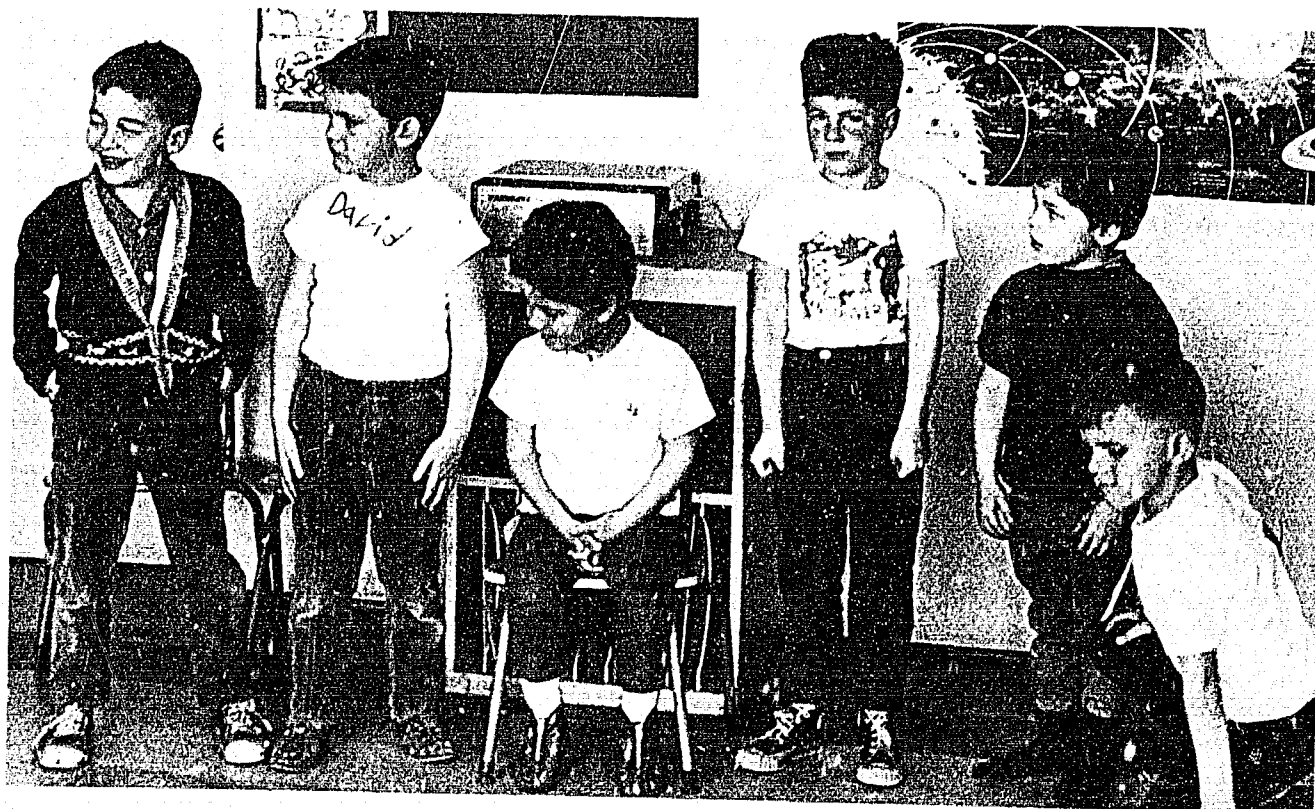
These courses will not be offered merely to full-time students, but will be available in summer sessions (the Children's Theater course, for example, will be offered this summer) and in the Evening Division for teachers in schools.

We hope to evolve other courses, but this depends on the demand and upon the availability of faculty. Certainly we are sufficiently creative in our thinking not to stand still, but to continue changing and developing as the demands of children change and develop.

The Theater Division of the university believes that by initiating such a program, it will meet an active and encouraging approach from teachers who put the demands of the individual child first.

And we hope that it is true that, if it can be done anywhere in Canada, it can be done in B.C. □

The King, his guard, and his courtiers . . . as portrayed by children in classroom dramatization.



THEY'RE TRYING TO TELL US SOMETHING

DENNIS BRAITHWAITE

The question is why; why should young people who come from 'good' homes and are given this wonderful opportunity to get an education and are assured of a secure and comfortable future with color TV and electric toothbrushes want to go and mess it all up?

Well, the question answers itself, really. There's nothing wrong with color TV, it's the greatest, and electric toothbrushes, like electric carving knives, can openers and doormats, make their own kind of technological sense. But, the sort of world you must accept to have these things—now that's something else.

I mean a world of spurious affluence and public squalor, with too many people, too many cars, too many trucks, too much ugly and disruptive construction, too much noise, too much dirt, too many people selling too many things—the whole conglomeration overlaid and controlled by a pervasive and mindless bureaucracy.

But hasn't the world always been like this, more or less? And aren't we better off than we were during the depression? I'll say we are. And the finest fruit of today's good times, you might say the only benefit that's come from our record gross national product, is that very same youthful revolution we're talking about.

You and I when we were young never questioned the quality of life around us; we were trapped in poverty, most of us, and finding a way out was our main concern. So we became a generation of opportunists, compromising a little here and there to get ahead, or just to keep on eating, our idealism becoming a little more blunted every day until finally it lost its cutting edge entirely.

Such revolutions as took place in our day were either acts of desperation by the unemployed, fighting, literally, for bread; or ideological cut-ups arising from envy of the Establishment or a general disgruntlement. They were self-seeking affairs reflecting, not so much real disapproval of society as bitterness over our place in it.

Today's rebels are on a different kick entirely. Cer-

tainly they're not demanding bread. Bread they have and with butter on it. They are not pushing any particular ideology, except a kind of under-dogism (that embraces, along with Negroes, Indians, the little people in Vietnam, and the American college kids who are drafted to fight the little people, old Mao and his gang, who are still presumed to be in need of help and understanding).

No, their main revolutionary thrust is to convert society into something more like a genuine democracy. The universities and increasingly, the high schools, are feeling the brunt of it because that's where young people are today—not riding the rods or scrambling for a living—and because schools are and always have been perfect models of autocracy.

There is more idealism and selflessness in today's student protests than in any mass movements since those of the early Christian martyrs. A young man who chooses five years in jail rather than serve in a war he considers unjust and who won't even take the conscientious objector's cop-out is surely a new breed of revolutionary.

More than anything else, the young people are trying to tell us something about our society, what it is really like under all our pious pretensions. They know something we don't know, see things we cannot see.

Isn't it time we began paying attention?

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THE B.C. TEACHER

Does the title seem unfair? Is it more than a rhetorical question? Are staff and students satisfied that their student council is contributing to the educational process in the school? If so, we're out of order; student councils don't need revitalizing. But this, I submit, is not the situation in the majority of schools.

Most student councils are grossly inept; their purposes are ill-defined, their activities devoid of the vitality to entice student participation and their inexperience results in a lack of the wisdom necessary for good organization.

Originally created to aid the organization and administration of student activities so that students could be provided with some sort of social life within the school, they have, in most instances, failed miserably.

Commendable as their original goals may have been, their methods and results have been poor and in some cases damaging to themselves and to the student body. The resulting student apathy is a critical problem for most schools.

Communications between the council and the student body politic have broken down, and it is often virtually impossible to get students involved in student government. Consequently, councils, in desperation, turn inward to find workers for their numerous tasks, and by so doing incur a storm of criticism for being dictatorial cliques.

The blame for lack of student initiative rests not only with student councils, but also with principals. The latter have been reluctant to delegate more responsibility to their councils. They have looked on them primarily as mechanical aids necessary to satisfy student overtures for a stronger voice in school affairs. There has been no attempt, much less desire, to examine the role of the student council in the light of sound educational objectives that will equip students for life in a democratic society. This conservatism of officials has thwarted the initiative of many capable students. Little encouragement has been given to student council activity.

An implication that extends beyond the immediate problems that beset a particular student council is that student bodies, like the nation at large, are becoming spectators rather than participators. We deplore the lack of suitable candidates for office at all levels of government, but what are we doing about it in the school? How realistic is the 'citizenship training' we espouse? Will our students become irresponsible protestors or will they be able to accept the challenges of their times with a sense of direction and self-determination?

To advance beyond paying verbal homage to what has already become an educational cliché of 'citizenship training for a democratic society,' students in our secondary schools should be given more responsibility for their educational and activity programs. For instance, they should be given full responsibility for the co-ordination and supervision of diverse noon-hour programs.

The first step to change is a reassessment of the educational values in what one writer has referred to

ARE STUDENT COUNCILS USELESS?

HAROLD SKOLROOD

Now at the University of Lethbridge, the author is a former B.C. teacher.



Students must be afforded trust before they will join clubs, assist in the organization and support of athletic events, and stand for election to office in student councils. It is through such active participation that educational goals of 'citizenship training for a democratic society' will be achieved. Here the student council of King George Secondary School in Vancouver discusses the elections for next year's council.

as the third curriculum, to be followed by a re-examination of the existing programs. I believe a well-defined school activity program integrated with a comprehensive and dynamic program of studies is essential if realistic educational goals are to be achieved. Such a program provides an opportunity for students to learn the communicative skills in a meaningful setting, an appreciation of co-operative activity, and a receptive attitude to an individual's rights and contributions.

Greater trust must be afforded students before they will join clubs, assist in the organization and support of athletic events, and stand for election to office. In the past we have spent too much time in classroom discussion trying to justify the do's and don'ts of acceptable student behavior, without analyzing how good citizenship operates within the school.

What is the solution to lack of student interest in school affairs? One approach is a revitalized student council. If we recognize the need for a student council, and if we accept the involvement approach to learning, there is a case for the student council as the catalyst to active student participation in school activities.

Any attempt to up-grade the quality of student council performance necessitates a consideration of the quality of student leadership, and the degree of responsibility students should be given in the management of the school.

To what extent can students gain experience in the selection of suitable candidates for office without the imposition of controls that would nullify the benefits of the entire exercise? Perhaps the only control necessary is an academic stipulation that would prevent a student from standing for nomination if his grades fell below a minimum standard.

We need to place more confidence in the judgment of the students to select good leaders; otherwise, how are they going to develop their insight to make wise choices? This, it seems to me, is the primary purpose of the student council and related school activities—to give students insight as well as experience in disciplining themselves.

Post-election orientation activities offer some opportunity to acquaint student-elected leaders with the responsibilities that are theirs once they assume office. No one would dream of putting a basketball team on the floor against a strong opposition without first having subjected it to a rigorous training program. It is unrealistic to believe that an inexperienced student council is any more equipped to accept responsibility and discharge its duties effectively than the poorly trained basketball team has of winning against a well-trained opposition. Effective student councils are made, not born.

Continued on page 364

HOW TO SPOT READING PROBLEMS BEFORE YOUNGSTERS START SCHOOL



LLOYD A. MITCHELL

In 1958 Dr. Jean Turner Gloins wrote, 'In spite of the tremendous strides that have been made during the past fifty years in methods of teaching reading and diagnostic and remedial procedures, a surprisingly large number of children still make slow progress or are unable to read at all. Many of these children appear to have adequate sensory efficiency for reading, and their intelligence, language ability, and experience backgrounds compare favorably with those of their classmates who are reading. The evidence available suggests that, in many cases, the difficulty may stem from ineffectual visual perception.'

Back in 1953 the problems of children who had difficulty learning to read intrigued the members of the Lions Club in Winter Haven, a small city in central Florida. The club had had an educator talk to them

about 'Why Johnny Can't Read.' The speaker emphasized that reading problems occur at all levels in education, including university, but suggested that changed teaching methods in Grade 1 might solve the problems.

Intrigued by the suggestion, the club began a project which resulted in a professionally developed test now used widely in both the U.S. and Canada, that can identify children of five or six who are likely to experience perceptual difficulties that will hinder them in reading, spelling and writing.

The test is based on the fact that chronological age alone does not automatically prepare children to begin school. For some of them to achieve at anywhere near their latent ability, they must be taught to learn.

In the Winter Haven system Grade 1 pupils learn to draw and manipulate various geometric forms before



Specific training in an effective bilateral balancing activity is an important aid in developing total body equilibrium.

Mr. Mitchell is Special Counsellor for Vernon schools.

they formally start their education. They also receive rhythmic training, posture exercises and balancing and co-ordination drills.

In examining the Winter Haven material, we felt we could use the test as a pre-school testing device rather than as a first grade test. We would identify those children with inadequate eye-hand co-ordination, and provide their parents with training templates to use with the children during the summer months.

In this way, the children would receive training in tracing and copying geometric figures. The hope was that this training would enable the children to begin school with their peers without encountering problems.

We tested about 200 non-kindergarten children in this way, about 85% of the possible number. We considered the response to be excellent, particularly in view of the fact that the testing was done on a school day when some parents are not in a position to bring their children to school. (One hundred eighty kindergarten children were tested at these kindergartens also.)

The parents were pleased that the effort was being made to identify potential problems, and expressed a genuine interest in carrying out any activities that would benefit their children.

The children were asked to reproduce the seven drawings of the Perceptual Forms Test (circle, cross, square, triangle, divided rectangle, horizontal diamond, vertical diamond).

It takes concentration to perform this bilateral body balancing exercise which is part of the Winter Haven program.



To get the feel of the shapes, a child traces templates of plastic in geometric designs before attempting to reproduce the shapes.

We also used the Incomplete Perceptual Forms (Figure 1), asking the children to complete the forms, and the Draw-a-Person test. We then asked the children to draw from memory as many as possible of the geometric forms.

Miss Betty Baillie, our Elementary Supervisor, and I evaluated the test results. We found that 55 children lacked enough eye-hand co-ordination and/or integrative ability to cause them difficulty in handling a Grade 1 program. We felt these children could benefit greatly from use of the templates and the other material included in the Winter Haven Lions Club Program.

The children were then further screened to choose those who were most in need of assistance. In June the parents of these children were sent the master templates, along with additional template material, and the Winter Haven Parents' Manual. These materials went to 21 homes. Another 34 parents received material describing exercises and activities they could undertake with their children to assist them to reach the standards of printing and ability to recognize forms necessary to begin Grade 1 successfully.

In September we sent a questionnaire to the parents requesting their evaluation of the template training and associated activities. Although slightly fewer than half the parents replied, the general indication was that the training had been beneficial to their children and more time should be allowed for it in any future program.

Continued on page 363

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TUNE IN TUNE OUT

Ever since Pavlov and his dog, western civilization has been controlled by a bell. Ring goes the alarm clock, and up we get. Ring goes the telephone, and we must answer it. Ring goes the school bell, and in march the pupils and teachers alike. Ring goes another bell, classes begin, all tune in. Ring goes the bell again, classes finish, all tune out. Ring, ring, ring, all day long. Sometimes we salivate; sometimes we don't.

The bell system continues to dominate education. All new ideas and recent improvements are subjected to this Orwellian controller. Is there anything else as disrupting as the tune in-tune out practice created and maintained by this ominous sound?

It's amazing that in a world of excitement and fantastic change we still expect today's teenager to enter a room, sit down, and tune in almost immediately to a string of material presented throughout the day and prolonged to four times a week over the length of a calendar year.

Can we do justice to the student or subject by continuing to labor under such an imposition? Would better learning occur if it were given the time and opportunity through altering the time factor?

Why not present a program that is in tune with today's world—a program that will expand horizons and open minds to the world around them.

How?

Simple.

First, continue to write new curricula, introduce new ideas of administration and use all possible modern machinery and means to sell our product.

Second, revise the time factor so that proper learning and teaching has a chance to occur. Obliterate the tune in-tune out theory.

This can be done by altering the daily and yearly time schedules. Suppose the school year were revised to self-contained and comprehensive terms. More time a

day would have to be spent on a subject and so the short period would be eliminated.

For example, in any given term a student would take two courses, each for half a school day. This would give the student and teacher a decent opportunity to learn and to teach. Instead of tuning in and tuning out, the student would have a chance to get down to work and become involved. His interest would be buoyed up because the teacher would have to present better organized and better structured material.

More time a day with less variety of material would enable the student to concentrate and to get into his subject deeply, not only to skim the surface as is the norm in scattered 40-minute periods.

Two periods a day, with 90% of the work within school time, would allow depth. Students may even become interested in what they are doing because they have the time and opportunity to become involved. Teachers, too!

Surely a concentrated course is better than a long, drawn out, dangling program of study.

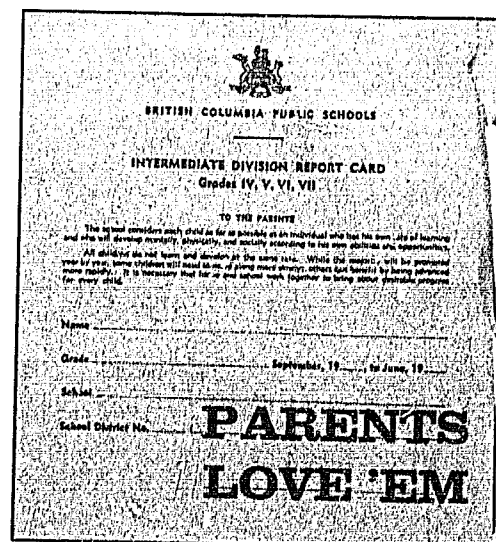
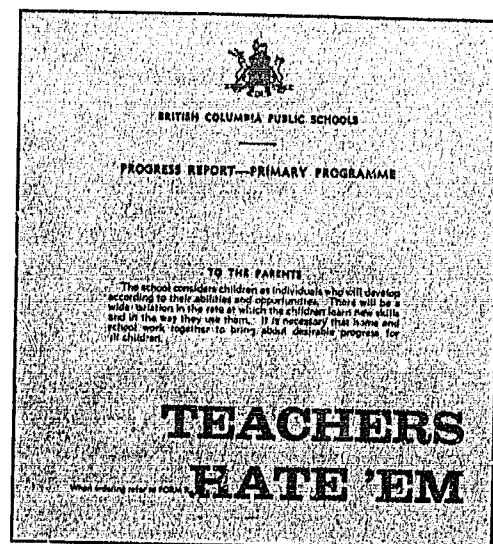
Surely the secondary years can be exploring, not deploring, ones. More time must be given the learner so that he is not forced into choosing a definite program and career at a time when he should be opening, not closing, doors.

If students are given the necessary time and opportunity to become properly involved, they will be less likely to tune out when they should be tuning in.

In the production of such short semester courses the material must be specific and comprehensive rather than general and vague, as is now the case. For example, rather than an all-encompassing social studies course there could be exactness—e.g., Anthropology of B.C. Indians, or Canadian Prime Ministers 1867-1967.

Such course selections and the change in the time factor would allow greater flexibility, increased exploration, less pressure and demoralization and I hope, better educated and better adjusted youngsters. □

Mr. Johnson, now in Quebec, formerly taught in Campbell River.



PETER

As a trustee, I was recently asked to serve on a panel at a teachers' convention on the topic of elementary school report cards. This topic has become timely since the Department began encouraging districts to devise their own cards, reflecting their own attitudes to education.

The general attitude of the teachers in the audience and of the other panelists seemed to be that the report card was obsolete and a hindrance to an appropriate relationship between the school and the parent. Since this view seemed so prevalent, a statement of opposition might be of interest to teachers.

The Importance of Report Cards

For the parents, the effect of the school system on their lives is clearest at report-card time. The cards provide the only *tangible* evidence of what the schools are doing to, or for, their children. For the teacher, the card is an unpleasant chore, which, unless he is careful, will result in emotional interviews with parents. For the child, the card is the teacher's summary of his work, and an occasion for self-examination. Thus the report card is a potent instrument for good, or bad, for all concerned.

The Alternative to the Letter Grade System

The letter grade system, used in most American schools, is opposed by many teachers. The most frequently suggested alternative, the ability-based report card, is the outcome not of test or assignment results but of teacher judgment of the ability and progress of the individual child. To avoid competition, which is felt to be harmful, the child's achievement is compared with that of others only for level placement purposes; such comparisons do not appear on the report cards.

Mr. Coleman is head of the English Department at BCIT and a school trustee in School District #36 (Surrey).

The obvious difficulty here is that teacher judgment is not very good when unassisted by test. In a recent California experiment highly qualified and experienced teachers with only 30 students per class were only 50% correct in estimates of the reading level of their students. This is a simple judgment compared to some of those required by the new report cards.

The second difficulty is the problem of estimating the ability of the child accurately, so that the expectations of the teacher are realistic. The only means available at present is the IQ test, which is suspect for many teachers who regard statistical abstractions as irrelevant to what an individual child can do in a classroom.

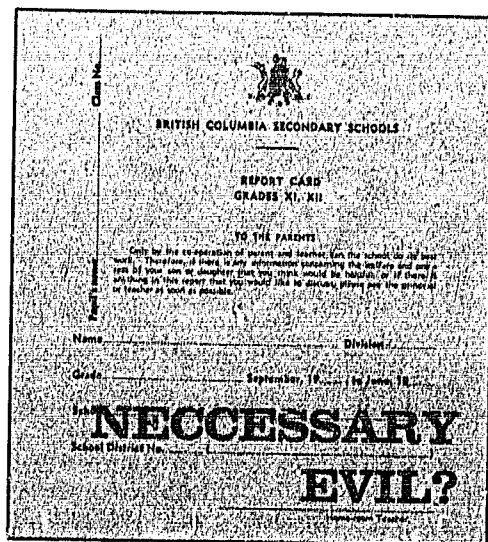
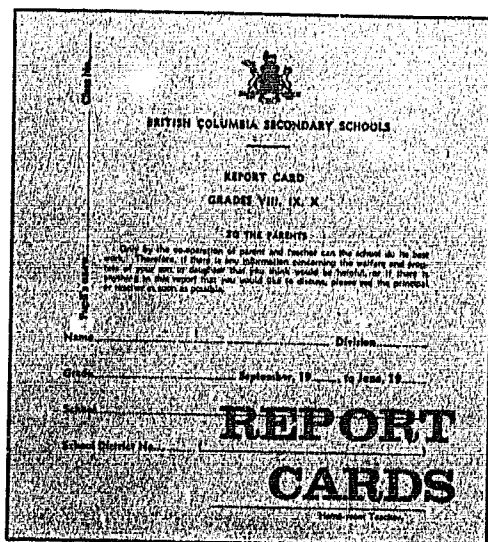
But regardless of the hazards of the ability-based report card, it seems desirable, to me at least, that the fundamental assumptions about the damage done to children by competition be supported by research. If the grading system is doing measurable damage to a minority of students, and no particular good to the remainder, it should be abandoned.

Competition and Self-esteem

The common sense view of competition in the past has been that most children thrive on it; the activities they engage in spontaneously are competitive, and some failure is compensated for by some success. In addition, the competition in school, under adult supervision to prevent undue penalties for failure, was viewed as a preparation for the competition of later life, in university or the working world.

Oddly enough, the most recent and most relevant research confirms this common sense view. The central topic is self-esteem, and the main authorities in the field are in general agreement.* The research studies attempt to show in what circumstances children develop 'competent and effective behavior and feelings of inner comfort and acceptance.' Note that self-esteem is not conceit, but self-respect, the sense of the

THE B.C. TEACHER



OLEMAN

individual that he is good enough.

First, we can explode some myths. Physical attractiveness, size, family social position and income are not the vital factors. Parental concern is. The parents of children who demonstrated high self-esteem were *less permissive* than others; they demanded a high standard of behavior and enforced family rules strictly. At the same time they were democratic, allowing children some voice in family affairs and some room to dissent. In influencing the ambitions of the children they insisted on high standards of achievement, on the pursuit of excellence—to revive one of education's forgotten slogans.

Dr. Coopersmith and his colleagues conclude that 'children develop self-trust, venturesomeness and the ability to deal with adversity if they are treated with respect and are provided with well-defined standards of values, demands for competence and guidance towards solutions of problems. It appears that the development of independence and self-reliance is fostered by a well-structured, demanding environment rather than by largely unlimited permissiveness and freedom to explore in an unfocussed way.'

The Demanding Environment

In general, children of high self-esteem value and welcome competition; children of low self-esteem avoid it. The kind of environment which makes demands and sets well-defined standards enhances self-esteem. If the school withdraws the well-defined standards represented by grades and the familiar report card, it runs the risk of producing a generation of low self-esteem children, who are depressed, subject to psychosomatic ailments, feel isolated and weak, and withdraw into preoccupation with inner problems. But the withdrawal of the demanding, competitive environment will be of no benefit to the low self-esteem child; on the contrary, the absence of such an environment

will make the task of building his self-esteem even more difficult.

The demanding environment, with well-defined standards, can be provided. Using careful placement in the level system, teachers can now match children of similar ability. In this way, most children should be able to achieve some success in a competitive setting.

The Report Card

Teachers must make clear to all children that the school expects them to meet its standards. The report card must remain a measure of the success of individuals in meeting clearly defined standards, or the schools will lose the confidence of children and parents alike, and will actively hinder the child in his pursuit of self-esteem.

In essence, the report card must do at least three things. First, and most important, it must provide the child with clearly defined, comprehensible standards. There seems no alternative to ranking, except perhaps a grade standing—a child might receive 7.3 in reading, meaning that he was between the Grade 7 and Grade 8 norms. Second, it must present a clear picture to the parents of the *achievement* of the child, based on some more reliable measure than teacher judgment and IQ scores. Third, it must provide reliable records, which predict accurately at least academic success, to give counsellors and parents some information about career possibilities.

The familiar letter-grade card is probably so widely used in North America because it achieves these objectives noticeably better than any alternative yet suggested. With some minor modification to fit the level system in reading, it should continue to do so in British Columbia. □

**Society and the Adolescent Self-Image*, Rosenberg, 1965, and *Antecedents of Self-Esteem*, Coopersmith, 1967. The latter is summarized in an article in *Scientific American*, Feb., 1968.

RUNDOWN ON RUNAWAYS

Until recently, when most people heard the word 'runaway,' they probably imagined a small boy leaving home with a pout on his lips and a tear in his eye. But today the word conjures up a picture of a hippie.

Running away from home may be as old as family life itself—children have wandered off, boys have gone to sea and girls have eloped—but the problem seemed to reach epidemic proportions in 1967, when thousands of runaways from suburbia received widespread publicity.

While youngsters once ran away to escape poverty and to seek a better life elsewhere, the pattern today seems to have been turned upside-down: youngsters are running from a 'better' life and are seeking out poverty.

To learn the reasons behind the phenomenon of fugitives from affluence, *Dun's Review*—a business magazine which also carries articles of general interest—consulted Dr. Mortimer R. Feinberg, professor of psychology at the Baruch School of the City College of New York and president of BFS Psychological Associates, a firm that advises executives on personnel problems.

An executive may expect an occasional employee who works under him to walk out on the job, but he has a more difficult time understanding why his children take off.

According to Dr. Feinberg, the runaway admits that he's been given everything he could possibly want materially, but at the same time, he's bothered by the contradictions in his family's way of life, which may not always be apparent to his parents.

A boy, for example, may not be impressed by his father's economic success. A girl may put less stock in social status than her mother does. The fact that more and more girls are becoming runaways is partly the product of the liberation of women. Girls are using more masculine means of expression because they have more freedom.

What bothers these youngsters most is parental hypocrisy at home. They hear Dad knock the boss, then become knock-kneed and fawning when the boss pays a visit. Parents who feed their own inner insecurities with alcohol may have trouble presenting a convincing argument against smoking marijuana. Youngsters may hear their parents profess belief in a religious faith and

even see them attend church, but they may have trouble understanding why their mothers and fathers don't practise what they preach. The runaway or potential runaway usually thinks that his parents are unduly indifferent about major issues, and often blames the moral apathy of the older generation for such problems as the war in Vietnam and the lack of racial harmony.

Runaways 'want to identify with honesty and poverty,' says Dr. Feinberg. They seek the opposite of what they have. In their attempt to get away from what's bothering them, they may fail to give a thought to their own hypocrisy or their inability to deal with the world. Often it makes no difference to them that they reject science but depend on such products of science as LSD—or that rebellion against their parents' 'immorality' may mean that they adopt amorality.

Dr. Feinberg feels that runaways will eventually return home. Although their numbers are estimated to be as high as 250,000 in the U.S.A., they are a small minority of the country's youth. Most adolescents do struggle to make the grade and to take a responsible position in society.

How, then, can you keep a potential hippie from leaving home or entice him back if he's already gone—without becoming a little bit bohemian yourself?

According to Dr. Feinberg, parents must realize that affluence and luxury are no substitutes for involvement. He advises setting up guidelines for a youngster's behavior that are both consistent and realistic. It's also best not to make mountains out of molehills. Long hair, short dresses, bells and beads, for example, are probably passing eccentricities, says Dr. Feinberg—and there's danger of parents being over-sensitive about such things to a point that a youngster's freedom and expression are severely limited. Complaints should be restricted to things that really count, e.g., genuine character problems.

It's easy at times to bug a teenager, and you're bound to have disagreements. But, while you may be powerless to cure the ills of the world, you can start in your own little corner by being more consistent in your own morality to show your youngsters that you're at least trying to be honest. You'll probably gain some points as a parent, and Junior may even start thinking that the ranks of runaways don't have much to offer. □

Supplied by Precis, an editorial service.



Good teachers provide materials to bait the children's natural curiosity and interest, and to stimulate their creativity.

LET'S CLOSE THE GAP

between Nursery-Kindergarten
and Primary Education

HILDA MacKENZIE

Members of the various disciplines concerned with the education and well-being of young children are disturbed about the schism in philosophy and practice that seems to be growing between nursery-kindergarten and primary teachers. Because of pressures in a society which demands so much of its children, and because of misunderstanding and a lack of true communication between these teachers, there is an alarming trend toward the two camps' lining up in destructive criticism of each other. What has caused this situation to develop? Is the dichotomy real or imaginary? What can be done to bring about harmony among those who work to give good, satisfying and challenging experiences to young children?

Mrs. MacKenzie is a member of UBC's Faculty of Education.

Thoughtful primary teachers with a child development point of view are shocked by those kindergarten teachers who capitulate to demands from misguided adults to teach formal early reading which results in the use of workbooks and primers by seatbound children. However, many nursery-kindergarten teachers with a sound child development point of view resist pressures from parents who tend to be perfectionistic about their children and who demand too much too soon. These teachers give good firsthand experiences to children, helping them put language to their experiences. They create a warm supportive climate where it is safe for the children to explore, experiment and be their honest selves. These good teachers help pupils develop positive self-concepts as they work and play together. They provide materials to bait children's

natural curiosity and interest within classrooms free from conformity.

On the other hand, good nursery-kindergarten teachers who have studied the individual children's strengths and weaknesses, and who have stimulated social, emotional and intellectual growth by giving them good three-, four- and five-year-old experiences, voice their concern about the kind of education their pupils will receive in some primary schools. They are alarmed and have caused the parents of the children to become anxious about the rigid practices in some primary classrooms. Unfortunately, in too many cases their criticism is justified, with the continuation of rigid promotional practices, inflexible grouping, poor ways of reporting to parents, rows of seatbound children using workbooks and worksheets ad nauseam, an out-of-balance language arts program at the expense of the creative 'freeing' activities found in music, art and physical education, and a curriculum-centered program. However, destructive criticism and cynicism closes the door to the communication necessary for effective collaboration among educators.

Nursery-kindergarten teachers and the parents of their pupils must be made aware of the exciting innovations in the primary school. More research is being done and more changes in practice are being carried out in the primary field than in any other area of education. Primary teachers are the first to agree that a great deal more must be done, and they ask support and encouragement from their colleagues in early childhood education for the implementation of such changes as the individualization of instruction, the open-area school, non-graded and multigraded classrooms, continuous promotion, the use of teacher aides, the elimination of report cards in favor of parent-teacher conferences, and the discovery and inquiry approach to learning. In the field of beginning reading alone, many approaches are being tried out in an effort to meet the needs of pupils, for no one method works for

all children. Some primary teachers are trying with good success the linguistic approach, individualizing or self-selection and the language-experience approach.

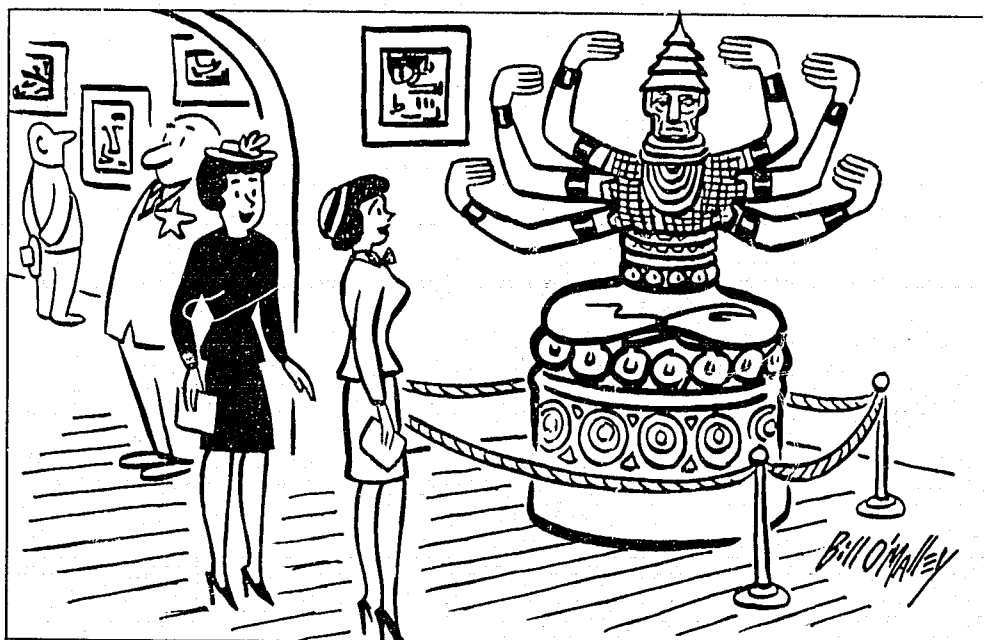
Knowledgeable primary teachers realize that in the first year of the primary school the classroom should not be very different from a good kindergarten classroom. There should be creative painting, music, creative dramatics, flexible interest groupings, with an overall emphasis on readiness factors rather than on chronological age when introducing skill subjects.

Many young teachers go out with stars in their eyes, eager to innovate. Too often, they find that to obtain their permanent teaching certificate, they must conform to the establishment. Tradition dies hard, and after the required two years' probation, too many young teachers stay in the rut of teaching the way they were taught. Yet these methods are not challenging enough for today's children. Beginning teachers, and even experienced ones, need support and encouragement from principals and supervisors in standing up for what they believe about the child and the learning process.

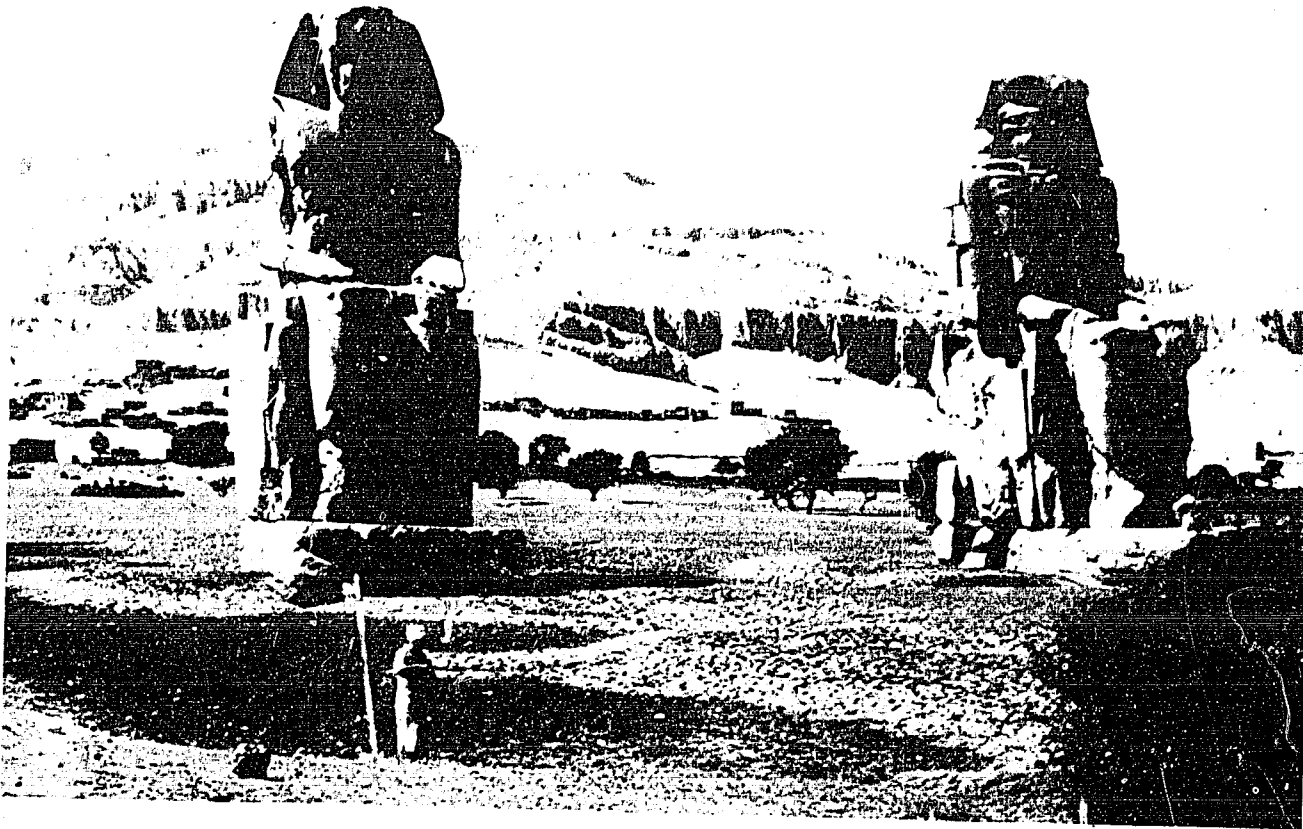
Through constructive communication and true understanding, teachers in nursery-kindergarten and primary schools will find they are united in philosophy. They can then join forces to resist pressures from subject-matter experts to build empires in early childhood education. They can open the doors to parents as a valuable part of the team. They can provide a warm supportive climate for learning in which each child is valued for himself.

True, education is not moving fast enough to develop adults for the year 2000 who are emotionally sturdy, who have the spirit of inquiry, who are critical thinkers and who have a creative approach to problems as yet unknown. But if nursery-kindergarten and primary teachers fragment their efforts, if they do not unite in their concern for children, they will be derelict in their commitment to the citizens of tomorrow!□

'I could use that many arms in my classroom sometimes.'



STUART BURTON



land of the Nile

When we paid a visit to the United Arab Republic in March of 1967, we did not know that the U.A.R. was about to take provocative action against Israel, nor that it would soon be engaged in a shooting war with that country. The only signs of militarism we saw were a few army units stationed beside the Suez Canal, and armed guards on the Nile bridges in Cairo.

Looking back, we are glad that we had a memorable tour of the Nile valley from Cairo to the new Aswan dam before Western tourists became temporarily unpopular in Arab countries, but we are sad to think that

Now retired, Mr. Burton was formerly principal of Burnaby Central Secondary School.

some of the young men who guided us to the wonders of both ancient and modern Egypt may have lost their lives in the 'Six Days' War' of June 1967.

For most people travel heightens interest in hitherto unknown places. For us our contact with Egypt has made us avid readers of any current news concerning that interesting land. Its history, too, has become more attractive and meaningful to us since we have seen the pyramids of Giza and Sakkara, have climbed the steep, low passage to the burial chamber in the exact center of the Great Pyramid, have taken pictures of King Tutankhamen's treasures both in the Cairo Museum of Antiquities and in the tomb itself in the Valley of the

Kings, have visited the great palaces and temples of Luxor and Karnak at the site of ancient Thebes, have stood on the chiseled side of an unfinished obelisk lying in the rock quarries of the pharaohs near Aswan, and have watched Ra, the golden sun-god, disappear behind the Western Mountain in the Land of the Dead.

The official guides, who are usually university-trained, are well versed in the romantic aspects of Egyptian history, and the *son et lumière* displays before the Cairo citadel and at Giza, where the ageless Sphinx relates the drama of 5000 years, enliven the story of the land that is the gift of the Nile.

Modern achievements of the United Arab Republic are also worthy of admiration. Our twelve-coach diesel train on the 500-mile Cairo-Aswan run was a sparkling creation of stainless steel, chrome and arborite (made in Hungary). From the train windows we saw flourishing, irrigated farms of wheat, lush fields of sugar-cane, and groves of date palms. We passed busy sugar-mills, a fertilizer plant, a chemical works, and a steel mill. And what could be more modern than the new High Dam at Aswan? 'Enough material in it to build seventeen pyramids of Cheops.'

When the High Dam is completed in 1970 its generators will produce twelve times 180,000 KWH of electricity—enough for the operation of new chemical industries, the exploitation of rich copper deposits, and for all the domestic and industrial needs of the whole Republic for many years to come.

Nasser Lake, above the dam, will provide enough water storage to double the present cultivable acreage in the Nile Valley, and it will give the country 300 miles of navigable waterway to the Sudan, as well as to the relocated temple monument of Abu Simbel. President Nasser is 'the modern Pharaoh who is bringing

prosperity to modern Egypt.'

At the dam site one notices that signs, posters and bulletins are printed in both Egyptian and Russian, and one is told that the High Dam was made possible by Russian loans and Russian technical skill. Some 800 Russian engineers are directing the work of about 30,000 Egyptians.

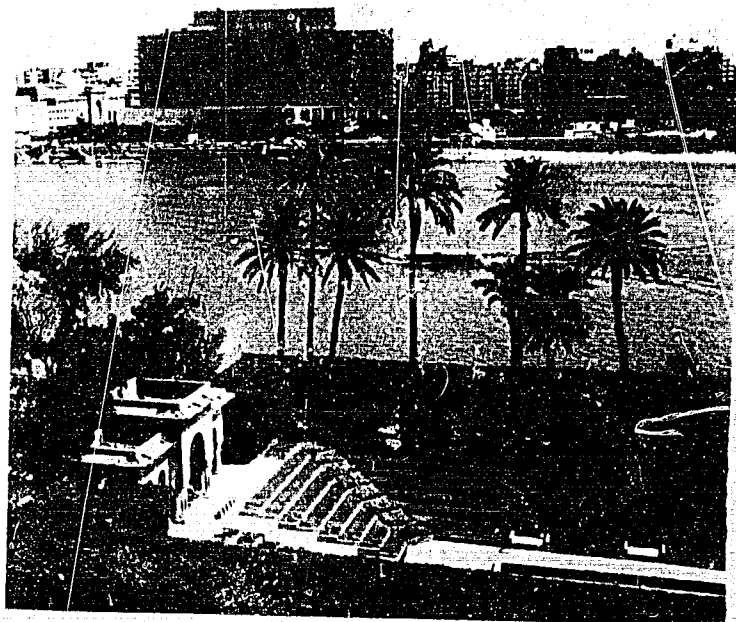
I would say that the High Aswan Dam is comparable to the Peace River power project, but that the incorporation of irrigation works and railway and port facilities make the Egyptian Nile project far more complex and costly. Added to these complexities is the effort to save the ancient monuments that will otherwise be submerged by the rising waters of Nasser Lake. The government is working on this project, and has obtained valuable help from abroad. German engineers have transported the enormous stone blocks of Kalah-sha's Temple to a new site above the High Dam, and Abu Simbel, with its colossal statues, will continue to evoke the visitor's wonder and awe, thanks to the skill of American engineers who have supervised the removal of the temple to higher levels.

In spite of the obvious progress that is being made in the U.A.R., there remains much to be done to bring that country into the modern world. For example, although the train we traveled in to Aswan was new and clean, the roadbed was deplorable. We jolted and bounced and pitched about uncomfortably for 15 hours. And, although the sugar crop was lush and abundant, it was transported to the mills on the backs of camels. Outside Cairo there are very few cars and trucks. Donkeys and camels still carry the freight and the people. Pumps are scarce and fields are still watered from buckets attached to long, counterbalanced sweeps or by camel-propelled waterwheels. There is very little

In this view of Cairo, the Trade Fair and Exhibition Grounds are in the foreground and the Pyramids of Cheops are top right.



The Nile Hilton Hotel in Cairo. The Museum of Antiquities is top left and the formal Park of Ramses II is in the foreground.



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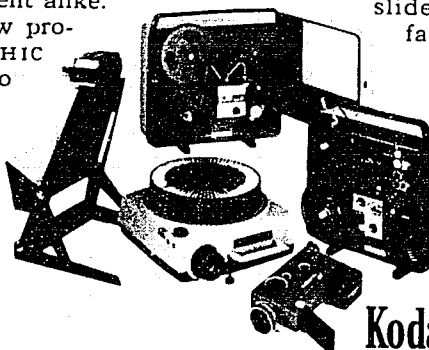
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MAY-JUNE 1968

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The Sphinx looks on while the Burtons try camel rides at the Pyramids of Giza.

farm machinery. Although there are some excellent tourist hotels in Cairo, Luxor and Aswan, there are still drab, mud hovels in the villages for most of the population. Black-robed women still carry water from the wells on their heads in huge clay jars or in shiny kerosene tins.

Baksheesh is a Way of Life

We met many friendly people in Egypt, but those who prey upon tourists seem to be a corrupted breed. 'Baksheesh' is their password and they invent a multitude of situations to be able to use it. Their palms are extended after every service.

When we were disembarking at Port Said from the ship that had brought us from Bombay we were offered the services of a man who claimed to be a baggage official. He said he would see us through Customs for the trifling fee of \$5.00. At the Customs counter I asked the official if this help and fee were customary. He replied that the man had nothing to do with Customs; did I wish to lodge a complaint?

On the train from Port Said to Cairo both the conductor and the porter asked for 'baksheesh,' and the newsagent also wanted a tip for selling us a cup of tea.

Souvenir vendors around all the tourist attractions were very persistent. 'Take a look, lady; it costs nothing to look!' If she did look, she was immediately involved in bargaining for a sale. I found one way to demolish those vendors who offered 'fine temple murals or tomb hieroglyphs' for sale. 'You're a tomb robber,' I said with mock seriousness. 'I shall report you to President Nasser.'

It is only fair to say, however, that the government-trained guides are knowledgeable, courteous and helpful, and do not solicit tips.

As in many Eastern countries, cheating the government seems to be done with impunity. A black market

in currency flourishes. A tourist can readily obtain a handsome premium above the official exchange rate. Moreover, if one has a shopkeeper ship goods to one's home country, he will price them on the Custom's invoice at half the purchase price. This saves the purchaser duty and the seller income tax. It also stimulates sales to gullible tourists.

We Meet a Teacher on Sabbatical Leave

One of the favorite pastimes of travelers abroad is comparing experiences. In a foreign land, when a Westerner hears his own tongue, he pricks up his ears and says, 'Are you an American?' Of course, we are always proud to reply that we are Canadian. And when one runs into a fellow Canadian (which seldom happens in the off-season travel of retired teachers), it is an event.

In a Cairo cafe we went through this routine and found we were conversing with a Port Arthur, Ontario, high school principal and his wife. They were not retired, like us, but were on sabbatical leave for a year of traveling. As I was born too soon and had taught in the wrong province to have had the stimulating experience of the sabbatical, I was full of wonder and envy when I learned that this happy man was receiving 70% of salary from his enlightened school board. I'm sure he will return to his school duties with renewed energy and enthusiasm and that his services will be much more valuable than if he had not had the year off. (Did I read that one B.C. school board has granted sabbaticals 'for educational purposes' on a two-thirds of salary basis? It is certainly a move in the right direction.)

Egypt is indeed a wonderful country. In spite of 'baksheesh,' I advise every teacher to go there before he dies. And the sooner, the better! □



"Would you mind rushing it a bit? I have some papers to grade tonight."

THE B.C. TEACHER

How to Spot Reading Problems

Continued from page 352

In following up the children who received the templates, we found that approximately 80% of them scored in the 'needs further readiness training' category on the readiness tests administered in September. Only two children (under 5%) scored in the 'Very High' category; approximately 15% scored in the 'High Readiness Range.'

Both children who scored 'Very High' are progressing well in their reading activities, but are experiencing difficulty with their printing. Of the eight children in the 'High' category, one child is experiencing difficulty with his reading, and several show poor printing skills.

Vernon School District has been concerned about the inadequate development of some beginning children and for over 20 years has operated a pre-primary class to provide a transition program. Of the 15 children in the 1967-68 class, eight were tested with the Perceptual Forms Test and were selected as needing template training. On later school readiness tests they showed very poor readiness development. The other seven pre-primary youngsters had not taken the pre-school test.

A check with all Grade 1 teachers in the district located ten youngsters who were functioning quite poorly, but whom we had not identified as poor risks. None of these children had taken the Perceptual Forms Test.

The teacher of the pre-primary class and the teacher of our learning difficulties class are both using the templates and other directed material for assisting their students to develop better visual-motor skills and establish improved integrative behavior.

Because we believe the program is a worth-while one, we decided to continue it this year. This year we tested all pre-school children by the first week in April. As a result, the parents and kindergarten teachers will be able to do a great deal to increase the developmental level of the children who need some training before they begin school in September.

The fact that the program is sponsored by a community service club which has international status provides an opportunity for school-community co-operation. The Vernon Lions Club not only supplied \$200 to help establish the program, but also donated the associated materials to each of the elementary schools in our district. The Lions Club of Lumby—don't underrate a community of 800—was also most co-operative, and contributed \$50 to the project.

There has been considerable interest in other parts of the province in our pre-school testing program. We hope this article has answered some of the questions people have been asking. We shall be pleased, of course, to answer any enquiries.

Pamphlets describing the Winter Haven Program for kindergarten and Grade 1 classes are available from the Winter Haven Lions Research Foundation Inc., Box 111, Winter Haven, Florida 33880, U.S.A. □

MAY-JUNE 1968

NANAIMO

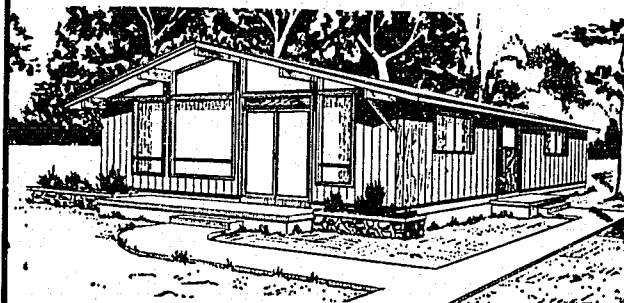
Because of rapid growth, there will be additional teaching positions at both the elementary and secondary levels for September 1968

Your application is invited.

District Superintendent of Schools,
School District No. 68,
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Prince Rupert is a progressive district. We are looking for bright young people on their way up and competent, mature people who can keep up.

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3. Teacher Aides
4. Teacher Resource Centre

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1. Educational TV
2. District Music Teacher
3. Team teaching with provision for open area facilities at least in one elementary school.

If you are well trained and enthusiastic, we would appreciate an opportunity to tell you more about Prince Rupert, the friendliest city on the North Coast.

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District Superintendent of Schools
P.O. Box 517, Prince Rupert, B.C.

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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, 1968.
6. Application forms are available from the Federation Office.

Are Student Councils Useless?

Continued from page 350

When one examines the variety of club activities that councils co-ordinate, the programs they sponsor, and the substantial sums of money they handle, the amount of confidence, insight, skill and diplomacy required of council members is impressive. The need for some form of leadership preparation becomes obvious. Even the 'natural' requires assistance and guidance in making sound decisions. Recent research indicates that qualities of leadership can be developed.

A training device that has produced noticeable results in the United States is the student council workshop. After spring elections, successful candidates are encouraged to participate in a one-week orientation program, designed to give them some understanding of the multi-faceted aspects of council activity along with some insight into the personal responsibilities of each member.

A team approach is used under the direction of a qualified consultant, who presents the topic for the day in a large group session. Subsequently, the students divide into small groups, under the direction of experienced teachers, to examine in detail the implications of the ideas expressed earlier, in the context of their own experience.

Theory is reinforced by practice through the participation in the planning and execution of typical school activities. Students also receive considerable training in parliamentary procedure. The program balances work and recreational activities. Since students are required to live in residence, group dynamics result in a free exchange of ideas. Provision is also made for individual consultation with the consultant.

In June 1967, the first such province-wide workshop was held at the Totem Park Residence at UBC. Some 115 student council members-elect from secondary schools assembled for a four-day workshop. The consultant was Dr. Donald I. Wood of Rice University, Texas, who has conducted many such workshops in the United States and two successful workshops in Alberta. Student evaluations at the close of the workshop revealed enthusiastic support for its continuation.

The 1968 workshop is to be held June 23-28. Its success will depend on the support individual student leaders receive from their principals and student council sponsors. Students must be encouraged to attend and, upon their return, be permitted sufficient opportunity to carry out some of their new ideas.

No orientation program will provide a panacea for all the ills that have beset student councils, but at least a start can be made to improve their performance. Better performance will encourage student involvement and participation, which will increase the pool of capable candidates eligible to hold office. Councils, in turn, will earn the confidence of both staff and students.

Given the proper environment and leadership, student councils can be revitalized to perform a positive function in the life of the school community. □

THE B.C. TEACHER

#3 Kappa Epsilon Sorority
Mr. S. D. Bungeat
2678 W. 22nd
Vancouver 8

#19 The Burnaby YMCA
4970 Canada Way
Rby 2

#9 Mrs. C. Rissmell
2665 Cypress St
Van. 9

#10 Mrs. Ruth Downs
943 Clements Ave.
North Van.

#12 Miss Dian Hood
#1103-2020 Haro St.
Van. 5

#11 Mr. F. S. Julian

#13

#15 Mr. B. J. ^{GRONDALL} Grondall

#18 Mrs. B. Gray

A MATTER OF OPINION

My disgruntlement about teachers grows as further evidence of undesirable teaching practices comes to my attention. (The few excellent teachers are exempt from my wrath.) The student is not respected by most pedagogues. He stands in fear of us, the demi-Gods, who take full advantage of our authoritative position.

Several years ago, in a school in which I taught, a teacher struck a Grade 3 pupil across the head with a pointer, causing a large lump which required medical attention. The reason for this 'disciplinary' action was the child's poor penmanship. He was an excellent student but now, five years later, neither his opinion of teachers nor his writing has improved. And his excellence in scholarly pursuits has deteriorated.

In my previous district, I witnessed the strapping of six Grade 4 students. The reason for the punishment — homework incomplete. What a petty crime to cause such grave repercussions! I wonder how teachers would react if they were disciplined according to their own

TEACHERS ANNOY ME

JENNY G. BONIFACE

rules, let's say for inattendance at local association meetings. Surely, as teachers, we can find some compassion for our pupils and understanding of the misery we inflict.

The writer teaches in Surrey.

In my last school I heard one day, above the sobs of a child, the frustrated voice of a teacher saying, 'What do you mean, you can't divide fractions?' The meek, frightened voice replied, 'I didn't understand when you showed us.' Still displaying no signs of weakening, the teacher yelled, 'Get back to your classroom; and when I tell you to do your work, you do it, because I'm not showing you again.'

This, I admit, was the greatest teacher-transgression I have observed, but it did not end there. During recess, the agitated parent contacted the school to inform the principal that her child had arrived home upset because he couldn't do his arithmetic. The matter was hushed and quickly settled because the authoritative word of the teacher was not to be questioned. The child's story was considered just a child's story. The effect of this traumatic experience will not go unfelt, at least by the child, for I am sure he will now look at teachers in a different light.

Teaching seems to attract many individuals, particularly women,

Accommodation Available

COMPLETELY FURNISHED: Two-bedroom house for rent, Sept. 1, 1968 to June 30, 1969. On bus line near Simpson-Sears. Rent to responsible tenants \$160 per month. Security deposit required. P. W. Priesen, 7010 Sussex Ave., Bby 1, 734-5117.

ROOMS FOR SUMMER SCHOOL: A number of rooms will be available at THE ANGLICAN THEOLOGICAL COLLEGE OF BRITISH COLUMBIA, 6050 Chancellor Boulevard, for the period of July 2—August 16, 1968 inclusive. Ideal location on campus. Men only. Our rates include room and full board: \$160.00 - single room; \$155.00 - double room. A deposit of \$20.00 will assure reservation. Please make reservations early to: The Bursar, Anglican Theological College of B.C., 6050 Chancellor Boulevard, Vancouver 8, B.C.

SUMMER SCHOOL? Avoid the institutionalism of residence and enjoy the best food and rooms at UBC. Details: Mr. Harrison, c/o 5765 Agronomy Rd., Vancouver 8.

TO SUBLET: Furnished one-bedroom apartment, Kitsilano—July 1 to August 19, 1968. This apartment would suit two people who are attending summer school. Fifteen minutes from UBC and very close to the beach. Write A. M. Burnett, #8-2425 W. 2nd Ave., Vancouver 9.

TO SUBLET: furn. bachelor suite Kitsilano, July 1-August 31. Near beach, town and transportation. 15 mins. by car to UBC. Phone 731-8880 or contact Miss C. Kimberley #1-1925 Maple St., Vancouver 8.

SUBLET: July/August bachelor apt. w/ balcony. S. Burnaby near Central Park \$95 month. Conv. access downtown, UBC via Marine Drive. P. Griffiths, #308-6688 Willingdon Ave.

FOR RENT: July and August, furnished apt. for two; \$35 a week; 5 min. from BCIT, 30 min. from UBC; G. R. Vosburgh, #115-6688 Willingdon Ave., Burnaby 1, Phone 434-6836.

SUBLET JULY AND AUGUST: Two-bedroom fully furnished apartment. \$300 includes 8 weeks' rent, phone, light, cable vision, 3 blocks from beach. Bryan Belfont, #204-1977 W 3rd Ave., Vancouver 5, 738-4303.

AVAILABLE FOR SUMMER SCHOOL SESSION: Kitsilano, 15 min. to UBC, room accommodate one or two, kitchen privileges or board and room. Phone 731-1335.

FOR RENT: Fully furnished 3-bedroom house in lovely North Vancouver setting. Reasonable rent for July and August in return for care of house and lawn. Sorry no pets (allergy problem). Children welcome. 988-0609.

FOR RENT: Three bedroom, furnished home in New Westminster, July 2 to August 16. Rent \$225.00 227 Second Street. Phone 521-0378. N. West 11

SUBLET: July and August luxurious bachelor suite overlooking Lost Lagoon. Swimming pool and sauna. \$100 per month. Telephone 682-2055.

SUMMER SCHOOL? Don't leave the family behind! Attractively furnished house, July-Aug., \$110 per month. Close riding, fishing, yet only 40 mins. UBC. Accept 3 children, polite pet. Sanders, 3924 Oxford St., Port Coquitlam.

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who suffer from various personality deficiencies—insecurity within their own families, mother-domination, or, perhaps, inability to function as total persons. Subconsciously, these individuals often choose teaching as a career because it compensates for some basic need which lacked fulfillment in their lives. Where else but in a classroom can one be the ultimate director and manipulate a large-scale puppet show utilizing real people? What a sense of prestige accrues to that type of teacher when she experiences this authority!

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broadening their interests independently. Surely we get to know our pupils best by observing them in an unstructured situation and, as we abhor the thought of spending any of our free time on that rain-drenched playground, I suggest we allow the children access to the school and its facilities.

While this is one of the evils with which we must concern ourselves, it is more important that we rid our profession of the undesirable attitudes that some teachers display toward children. If the attitudes cannot be corrected, we must dispense with the teacher.

To ascertain that desirable persons enter our profession, a selective screening process could be implemented. Then the most important criterion for teachers-elect would be their ability to interact favorably with children. Excellence in scholastic achievement should not rank as high as it does now. Most teachers have the ability to teach, but many have personalities deficient in the characteristics conducive to a good learning atmos-

phere. A teacher does not need to be a thesaurus. A graduate of our public school system possesses sufficient educational background to teach elementary school children. Therefore, if he shows the rudiments of a desirable teacher, a secondary school student could be molded, from that point on, into the type of leader necessary to cope effectively with today's problems.

Included in any screening program should be various tests to prove or disprove a candidate's capacity to become a successful teacher. A check of his background and opinions from former teachers, church ministers and club leaders would be a good beginning. And his university program should include more courses in which he can study his own personality and fewer academic ones.

If, after all possible guidance has been offered, a teacher fails to respond, then he must be dismissed. Only when we can remove misfits from our ranks will teaching be a profession. □

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YEAR END BITS AND PIECES

At this time of the year the Q & C file bulges with all sorts of odds and ends—notes to myself, quotations lifted from all over the place, memoranda intended for particular readers of this column; most of it still useful, some of it cryptic to the point of unintelligibility. However, it should be possible to salvage enough for this, the final effort for the year.

Welcome to the Club: in a recent special *BCTF Newsletter* there appeared on the back page an amusing item dealing with some extraordinary reactions to Bob Buzza's mild little joke about too much bone in the head and not enough in the spine. I imagine most readers caught on to the speaker's intention when he made the remark, but as usual there are those who wildly mis-read even the simplest ideas offered by a speaker or writer, and rush into print with rebuttals which are so far off the mark that they are ludicrous. This happens to anybody who tries to communicate. It happens to me all the time.

What happens is that readers criticize what they read, and not what the writer wrote. They set up a lot of flimsy straw men and then show how cleverly they can knock them down. Nothing they say has any connection with the original material, but this doesn't stop them. The best example I can think of in my own case was the letter in the magazine last year written by some character who reacted to the item

I did about the contemporary art scene in B.C. by ignoring every point I tried to make, setting up a series of ideas I hadn't even faintly contemplated, and after refuting these, going on to a spiteful attack on me personally. This, too, is standard procedure. If you can't successfully refute a writer's ideas, you can always call him names. Maybe what we need is a course in remedial reading for teachers.

Raised Eyebrows Department, AGM Division: If the newspaper item I have here is correct, I want not only to raise a surprised eyebrow, but also to offer a resounding Bronx cheer to the delegates at the recent AGM who 'shouted down one Vancouver teacher who suggested that other ethnic groups might deserve special consideration too,' and who, according to the report, was hooted when he mentioned that there were more of other racial groups in B.C. than

French. This public display of intolerance for what is surely only an opinion on a topic under discussion is not only bad public relations for a supposedly select group of people, but bad manners as well.

Memo to Comox District Teachers' Association: Re the motion supporting French-speaking schools in B.C. I suggest a re-reading of the short little fable about the Arab and his camel and his tent.

Item for Further Elaboration at a Later Date: There was a time when the fellow who could read and write had the edge on everybody else, and could become a teacher with little else to offer. This worked back in the Dark Ages, and in pioneer situations, but I'm wondering if we don't need something more today. Isn't it true that we have a great many teachers at all levels from kindergarten to university who are there simply because they have read more books than the rest of us? I can think of any number who have never been out of the shelter of the academic world, and who have never proved their ability to do anything else than read a lot of books, and yet who are trying to prepare today's students for tomorrow's world.

I can see that this is a tricky topic, and one which is going to need a lot of study, discussion and argument, but which promises to be an entertaining one to follow up. Next term. □

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**Education Faces
A Real Emergency**

Vancouver 15, B.C.

Sir,

Now, in the midst of a popular drive for 'progressive' leadership in Canada, precious little is heard about concrete proposals for education, our most important vanguard for technological and social progress. Yet, from three editorial sources, the state of emergency facing education is unquestioned:

The Vancouver Sun, April 2, reporting on the 17th Annual Labor Institute, published statements from a panel of 17-year-old students selected from various schools: 'Modern education is mediocre'; 'Young people should take part in school planning to dissolve the generation gap'; 'Recognition of human rights should be a part of the education pattern'; 'There should be a bill of rights for young people.'

The Vancouver Province, April 3, quoting from a N.Y. school circular, cited technological and social progress over the past 33 years—the appearance of social security, urbanization, unemployment insurance, medicare, frozen foods, television, computers; and also, the fall of three empires, scores of new nations, one-third of the world's population under communism, a functioning World Organization—and the final remark, 'the organization and curriculum in high schools today are almost exactly as they were 50 years ago'!

The Western Producer, March 28, reveals 'Big Business' in education with 'educational spending now averages (in Canada) 4.5 billions annually, an increase of nearly 100% in five years'! The provincial average is '30% of yearly expenditures,' and Ontario spends '40% of

her budget on education'! Most of this money goes to elementary and secondary schools.

In view of such reports, what then must be done to bring education out of its deep slumber?

1. Ideas on school-financing must become more and more rational in character with first priority; and without 'ifs, ands, or buts';

2. Establishment of a research center, supported by all levels of government, to serve the educational needs of the nation whatever they may be;

3. Press, radio, and television must become more educationally responsible, not for creating 'pressure' groups, but for maintaining a universally informed public;

4. Greater co-ordination of programming between schools and industry, with explicit proposals for schools dovetailing into those of industry;

5. A well-trained, fully functional, counselling staff to assure proper guidance for each student (based on abilities and attitudes) toward his most suitable avocational pursuits;

6. Fulfillment of pre-school training needs, for normal and handicapped children; particularly for deaf, the blind, and the retarded.

Briefly, educational needs must become the nation's conscience, to be catered to without reservation. The only concerted steps currently aimed toward improvement is found in such efforts as the B.C. teachers' fact-finding commission, which means simply, we are trying to lift ourselves 'by our own bootstraps,' because industry, commerce, agriculture, and indeed society (culturally and politically) fail to contribute effectively with demands for educational direction.

Too many people think 'niggardly'; yet squander billions—'Big Busi-

ness' indeed!—to meet the bare essentials of the day; and, at the same time, tend to be concerned with the 'almighty' dollar to the continuing disadvantage of education! A qualitative social change appears imminent as the only solution, if education is rightfully to assume the lead in social and technological progress.

Ivor J. Mills

**Will Education
Be Mechanized?**

Winnipeg, Manitoba

Sir,

The Philadelphia news release quoted by Mr. Cairnie in the April issue calls for the closest scrutiny by teachers everywhere.

The release says that Philco-Ford, after two years of preparation, have come up with a 'computer-assisted' brand of education. It adds that four Philadelphia high schools have already signed up for programs in reading, biology and maths.

This may seem innocuous at first glance, but second thoughts give pause. There is the possibility that this is the thin end of the wedge in the process of mechanizing education.

Philco-Ford can hardly be classed as do-gooders. They have limitless funds at their disposal, highly-sophisticated advertising and sales staffs, and a market that has no bounds.

'Computer-assisted' education will inevitably become 'computer-controlled.' Centralized, nationwide programs are just around the corner. Under this kind of set-up the teacher will be down-graded into insignificance, no matter what Philco-Ford says.

Teachers will have to talk back—or be submerged. We know most computers can't do the teacher's job. For instance, computers can

only give out responses previously fed into them by a doubtfully competent programmer. Nor can computers really handle individual differences — there's no dialog between machine and pupil.

Computers can increase the speed at which the pupil collects information, but the collection (and regurgitation) of information is a minor factor in the educative process. On this point Shakespeare has the last word in *The Tempest* when Caliban says to Prospero:

'You taught me language; and my profit on 't
Is that I know how to curse.'

I think it's time that teachers began to give serious thought to the computerization of education, and I hope that this hurried note may start something.

G. J. Reeve

P.S. I would suggest to my colleagues, for summer reading, Orwell's 1984.

Canada's Unity at Stake

Victoria, B.C.

Sir,

How can a man like Vito Cianci, who obviously does a great deal of reading, be so uninformed on Canadian history? His comparison of third language groups to the French-speaking Canadians is completely illogical. He reminds one of certain B.C. politicians who make the same specious comparison.

My family also came to Canada when I was young, and we spoke German at home. But no one in our family would expect to be able to retain that language in a country the founding peoples of which

were either English- or French-speaking.

The unity of Canada, and perhaps its continued existence, depends on letting French-Canadians know that Canada—not Quebec only—is their home. Those of us who are not of French-Canadian or British background have an advantage—we can be pure Canadians. Let us do all we can to make this a *bilingual and united country*.

David P. Reimer

Let Us Reason Together

Victoria, B.C.

Sir,

Not that Mr. John Young is in any need of defence from such as I, but only that the tone of his critics (March issue) encourages some response, is the why of these few remarks.

Claude Bissell, President, the University of Toronto, has written, 'The university is too important to be taken for granted. It needs constant critical analysis.' Change the word university to education or schools or what you will and the same is true. It or they are too important to be taken for granted. It or they need constant critical analysis. This is the service which Mr. Young and others are performing.

To reply with passion that he writes too passionately, to reply that on the contrary almost everything's right with the system, to interpret his purpose as personal attack, seems to me to miss the point completely. Worse still, it adds weight to the argument of those critics who claim that tea-

chers have a vested interest in maintaining the system as is regardless of a rapidly changing world, increasing numbers of drop-outs and a rising tide of unfavorable student opinion.

Come, let us reason together; never mind demolishing straw men, please.

Mrs. Dorcas Blair

A Letter to John Young

Alberni, B.C.

Dear John, Your Supporters and Your Opponents:

Why do people insist on calling what John is doing an experiment? John is temperamentally incapable of conducting an experiment. His is an act of faith.

Faith is a wonderful human quality. Faith in one's self and in his fellow man has led and will lead to all the progress of the human race. But, John, faith can become intolerance. Intolerance leads to conflict and the hardening of the positions of those who do not share the faith.

You know the value of human dignity and self-esteem. This realization is the basis of your dealings with the teachers and students with whom you work. Teachers who are skeptical and those who are wavering have these same qualities. Do not in your enthusiasm strip them of that dignity and self-esteem.

To those who smart under John's lash, I suggest that you think of him as a crusader, with all the strengths and weaknesses of that breed. Strip away the excessive verbiage, discount the hyperbole, and treasure

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what remains—mutual respect for the dignity and self-esteem of the teacher and the taught.

D. J. S. Smith

Students Should Choose

North Vancouver, B.C.

Sir,

Congratulations on your March issue! This has been the MOST interesting edition I have ever read. My interest is mainly in Technical and Vocational Education and it is very gratifying to me to see, FINALLY, that prominent educators are at last coming around to the idea that perhaps the student should be allowed to use a little of his own discretion in the choosing of courses. Of course, he should have the assistance of COMPETENT counsellors. I have often wondered if nine units of academic credit make a counsellor competent.

I am one of the many teachers who have become sadly disillusioned since the Chant Commission and should like very much to get out and try some other career after over 25 years of service in teaching. However, if the articles in the March issue are an indication of a 'new dawning' in education, perhaps I can stick it out and help out in some way.

I have had the experience of bringing a student along in my field to the point that he was achieving a good measure of success, only to lose him because his parents and some counsellor decided that he should have extra periods in some 'academic' subject area that he was going to 'fail' anyway.

Why do 'subject' areas all have to have the same allotment of time? Why cannot a technical field be allowed extra time to cover the mathematics involved and that time be subtracted from the students' General Math program? Why, indeed, cannot time spent in preparing written reports for social studies, electricity, physical education, etc., be credited to English? Why shouldn't all students get a chance to become proficient in typing? You can see the need in my typing of this letter.

I should, in particular, like to

commend and second Peter A. Boldt's ideas on curriculum. Adding these ideas to what I have heard is being proposed by the Curriculum Revision Committee, I can see that if it comes to pass we shall really have something for secondary teachers and students both to look forward to. I hope it is going to happen in the very near future.

G. R. Leonard

What May Man Become?

Victoria, B.C.

Sir,

'The hope that is in Man is not in what he is, but what he may become.' Thus C. D. Ovans, in the course of showing us just why we teachers are important (February 1968).

Not what he is, but what he may become. . .

And pray, 'just what may he become?'

To the extent that we teachers are able to take on the role of facilitators of learning rather than imparters of factual information, we

shall minimize our tendency to short circuit the mental energies of young children and of youth. While contributing (heavens be praised!) to the magnification of individual differences, we shall set the stage for the development and maintenance of a positive self-image in every boy and girl who comes within our orbit.

Who shall set a limit to what Man may become as society in general and teachers in particular contribute ever more intelligently to the creation of the 'joyfully inquisitive mind, eager to learn and skilled in the art of clear, incisive thinking' (same issue)!

With the clear, incisive thinking of a 'wise, stable, versatile, creative self' (Spragge), Man everywhere, because rather than in spite of kaleidoscopic differences in color and culture, may yet become a world citizen with human values pre-eminent; may yet become a joyful and able crew member of this amazing spacecraft we call Earth.

Eric H. Whittingham

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Torsten E. Lundell	Fernie	April 3
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Mrs. Heidi Renate Samuda	Coquitlam	December 12
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Miss Anna J. G. Purdie	Vancouver	April 14
Frederick C. Stevenson	North Vancouver	February 1
Miss Ancilla Stewart	Peachland	March 29
Mrs. Mary A. Wish	Department of Education	January 28



PROGRESS REPORT . . .

With any luck at all, I should be back to work in June. Failing that, it will definitely be September. During my enforced idleness, I have kept in touch with many of my colleagues and libraries and books—particularly books. I hope my readers have done the same.

Beginning next term we hope to embark on a slightly different course. We plan to feature a few longer reviews, examining books in depth, pro or con. We also hope to eliminate unnecessary coverage of textbooks, workbooks, etc. We feel these can best be examined by the various Revision Committees.

The office, which is valiantly trying to cope with this department during my absence, will be sending out as many books as possible during the summer to try to build up a backlog of reviews for the fall. If you receive any books, I hope you will co-operate by sending your reviews in very soon.

I hope your holidays will remove the various battle scars accumulated during the past year. In other words, enjoy your vacation. See you next fall.—C. D. Nelson

ENGLISH

The Blue Guitar, by Donald Rutledge and John M. Bassett. McClelland and Stewart Limited, 1967. \$2.50

The Blue Guitar is, in general, an attractive addition to the field of poetry anthologies, although some of its strings have been plucked rather often. The range of poets included is wide enough to satisfy most tastes, from the eccentric-looking works of e. e. cummings to the acid blasts of Irving Layton. In this respect, however, it might well be asked whether the inclusion of only one poem by a poet is a particularly good idea if an honest representation is to be given. The single poem of William Plomer in this work certainly gives rise to the query.

The editors, in a very short preface, state gravely that they have included no 'beat' poets and note this 'with some surprise.' This loss is a weak point, for it denies the preceding statement that the poems have been chosen for 'their quality and their appeal to students . . .'. The poems of Allan Ginsberg can hardly be said to appeal to the old as much as they do to the young, to give but one example. The fault in this book lies, to a great extent, not in its range or the period covered, but in the actual poems chosen. While such modern Canadian poets as A. M. Klein and Raymond Souster fare very well, the same can hardly be said for such poets as Ezra Pound and T. S. Eliot. The poems of the latter two are rather unimaginative and bare. Old chestnuts are given for W. B. Yeats and Theodore Roethke where a more exciting choice might easily have been made. Incidentally, we may now add Sarah Binks to the list of Canadian poets if the table of contents is to be wholly believed!

No biographical or critical notes are included, but a short discography is. Of special interest is the bibliography which is quite complete as a listing, while not mentioning any publishers. In sum, this work must be commended for a good coverage of much of the modern period of poetry, although it is still inferior to the recent anthology of contemporary verse edited, with notes, by Louis Dudek. For practical class use the latter is greatly to be preferred, especially for its excellent introduction.—S. Nankivell

FICTION

The Gate of Worlds, by Robert Silverberg. Holt, Rinehart and Winston, Toronto, 1967. \$5.20

Imagine that the Black Death of 1348 had so decimated Europe that the Turks were able to found an empire there. Imagine that the great nations in 1963 were Mexico, Peru, Ghana, Mali and Russia. Imagine that there are 'motorcars,' but that they are fueled by coal. Add to these an ambitious youngster, Dan Beauchamp, who goes to Mexico in a paddle-wheeled steamship, and you get what is so rare—a novel for teenage boys that isn't science fiction. There is plenty of action in the story, and it should prove popular once the librarian has 'sold' the somewhat unprepossessing cover. The Mexican names are difficult, but you don't have to pronounce them.

The 'Gate of Worlds' is the future that lies ahead of everyone and gives the reader an insight into infinity, and free choice of action.—Betty Holt

GUIDANCE

Family Living and Sex Education, by S. R. Laycock. Can. Health Education Specialists Society, Ottawa, 1967. No price given.

The Canadian Health Education Specialists' Society has published Dr. Laycock's book as a *Guide for Parents and Youth Leaders*. This publication definitely fulfills this purpose. For some time the need for guidelines in family life has been continually requested by parents, teachers and youth leaders. Mr. Spiers of the Toronto Board of Education states, 'It is safe to say that, in the midst of this need that has been so loudly voiced, the considered findings of Canada's leading educational philosopher will be eagerly welcomed.' Dr. Laycock writes with a common-sense approach demonstrating exceptional insight and full documentation for his opinions. The teacher of group guidance in B.C. schools would find this book invaluable, particularly the sections on Adjustment Problems, Independence, Social Skills, Basic Values and Attitudes, Developing Principles for Effective Living, and Preparing for Marriage. In addition to his bibliography of 65 source materials, there are mentioned at the end of each chapter available pamphlets that are either free or at little cost that will allow for individual follow-up by students about some of the open ended questions raised in this interesting book.—N. A. McIntyre

MISCELLANEOUS

Why Shoot the Teacher?, by Max Braithwaite. McClelland and Stewart, Toronto, 1965. Price not given.

It is fortunate that this book is short enough to read in one sitting, for few people will be able to put it down before finishing it. It is a realistic, yet warm and humorous, account of a 20-year-old Saskatchewan lad's first year in rural school in Saskatchewan, in the early '30s—the low point of the Great Depression. One of the few of his Normal School class to find a teaching post, the author experiences, in the words of Farley Mowat, his 'first bleak collision with reality . . . amid loneliness of a mind-destroying quality.'

All teachers will enjoy the book, but those who have lived on the Prairies will re-read it many times. It captures the unforgettable atmosphere of the Prairie provinces and their schools at a time when no one had cash, and teachers were paid \$450 a year—in promissory notes.

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night to the Christmas concert, the success
or failure of which was the criterion by
which the community judged its teacher. In
one chapter he makes some devastating
comments on the school inspectors of the
day. In another he tells how he handled
the situation in the spring when he dis-
covered that all his students older than the
Grade 7 level were spending recess in the
barn—with the doors closed!

This book should be required reading for
everyone who began teaching during or
after World War II.—K. M. Aitchison

PSYCHOLOGY

Educational Psychology, by S. R.
Laycock and B. C. Munro. Copp
Clark Publishing Company, Tor-
onto, 1966. No price given.

Laycock and Munro recommend the use
of their texts for undergraduates at univer-
sities and for teachers now in the field.

It is not often that one can enjoy read-
ing an education text, but *Educational Psy-
chology* is surprisingly enjoyable, partly be-
cause it is written in a clear and under-
standable language and partly because of
some truly excellent chapters. These are
Chapter 11, 'Creativity in the School';
Chapter 14, 'Learning to Cope Effectively
with Stress'; and Chapter 17, 'The Teach-
er.' In addition, there is a lucid treatment
of statistical concepts in Appendix A, in
which the writers have made quite clear,
for example, exactly what the SD really
means, and not merely how it may be used.

The book is organized into three parts:
one, six chapters concerning the student,
his needs and his development; two, seven
chapters dealing with learning processes
and their significance in classroom activi-
ties; and three, four chapters related to
special education and specific problems
concerning those students who need extra
help.

In summary, the book is helpful, up-to-
date and makes interesting reading.

—Greta A. Nelson

SOCIAL STUDIES

*Civilization in the Western World,
Ancient Times to 1715*, by Major,
Scranton and Cuttino. Lippincott,
1967 (Can. Agt. McClelland and
Stewart, Toronto). 775 pp. \$11.50
(also in paperback)

Robert F. Byrnes, in the foreword to this
book, writes, 'the excellent textbook must
be more than a coherent explanation of the
past. It should also be a challenging intro-
duction to the study of history . . . both
exciting and within the capacity of the
average student.'

This is a well-written, stimulating and
fascinating book. The past comes alive.
Problems of people of ancient times are
related well to our problems. We think of
'total war' as a modern problem, but 'an-
cient warfare always was potentially total
. . . One day a community might be pros-
perous, peaceful and happy; the next the
victor might enter the town and methodi-
cally slaughter the entire population . . .
consider Joshua 11:21 (p. 33).

The general treatment is realistic—there
is no idealistic worship of some past golden
age, when men were more heroic and
civilized than they are today.

There is a very interesting and docu-
mented story of the developing alliance
between the Frankish monarchy and the
Papacy to displace the Merovingians so
that 'by Papal pronouncement Childeric
was deposed and Pepin was . . . anointed
(king) by Boniface . . . The revolution was
accomplished and at the instigation of
Rome.'

The section on Anglo-Saxon communities
in the Middle Ages and the development
of their agricultural system is valuable.
There is an excellent balance drawn be-
tween political, technological and environ-
mental factors as determinants.

In the section on Moslem nations the
significance of Islam in influencing Arab
development is well treated. The summary
is worth recording. 'The strength of the
Moslem Arabian army lay . . . in its higher
morale, to which religion undoubtedly con-
tributed its share; in its powers of endur-
ance, which desert breeding fostered; and
in its remarkable mobility, due mainly to
camel transport.'

The Black Death and its effect on Euro-
pean progress is well presented. The dif-
ference between medieval and modern
reactions is explained: 'No one understood
what was happening, and no one had a
bold, original program for the future. In-
deed, the idea of earthly progress . . . had
scarcely been born, . . . men could imagine
only two reasons for the disasters of the
period: either an angry God was punishing
them for their sins, or their neighbors had
turned demons of the underworld loose
upon them.'

The art and literature of each period is
reviewed as illustrative of the thinking and
temper of the times. The contribution of
the Jesuits to world development is sym-
pathetically covered.

The authors avoid 'taking sides.' The
section on the revolt against the Stuarts in
England is well treated. 'The division be-
tween Englishmen was along personal, con-
stitutional and religious not social lines . . .
Perhaps a majority of Englishmen never
took sides.' There is a balanced evaluation
of the effect of the Civil War on royal
power.

The final chapter on Science, Thought
and Art in the 17th century is particularly
well done. The pictures are well chosen
and well illustrate the reactions and in-
terests of the times.

Diagrams and maps are not numerous,
but those included are well done, effective
and relative. There is an excellent biblio-
graphy arranged in four sections: General,
Countries and Regions, Themes and Topics,
and by chapters. The reference list takes up
26 pages at the end. The index is remark-
ably adequate for a book of this coverage
and length.

The copy I reviewed was paperback and
would not stand up to hard usage. The
hardback edition at \$11.50 will be a valu-
able reference in any secondary school
library. It will provide an excellent back-
ground for depth studies and the biblio-
graphy will be of immense help to the
pupil researcher.—Frank Snowsall

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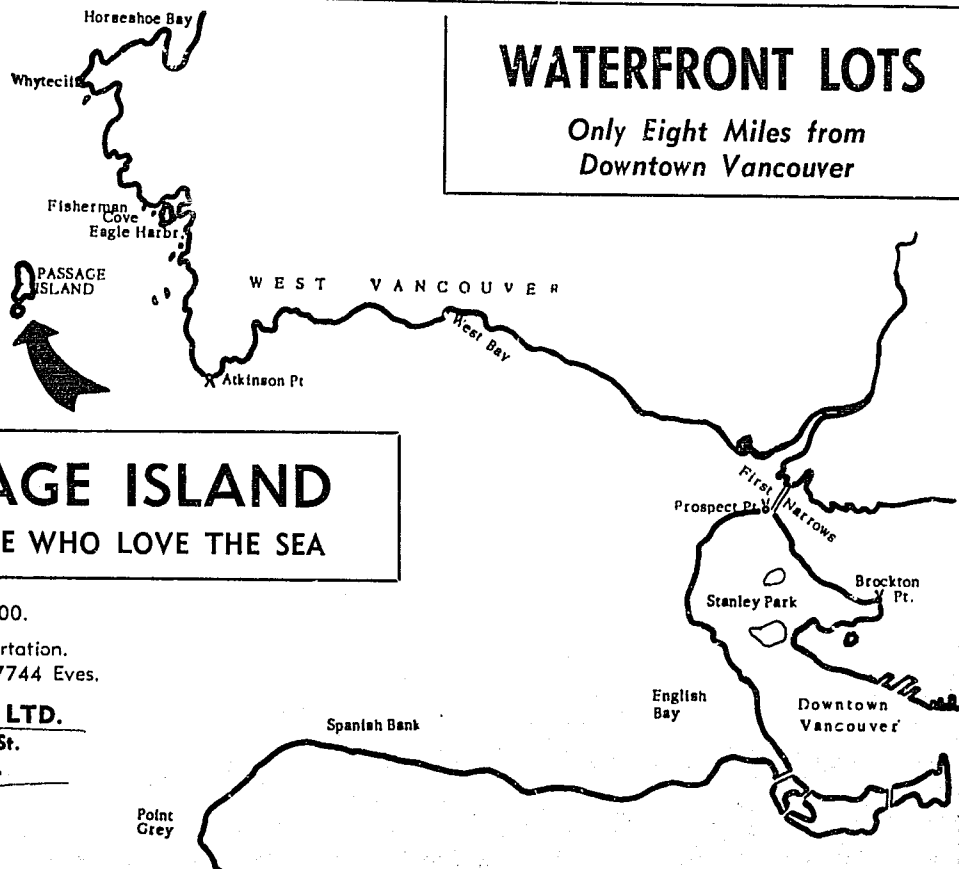
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