THE BC TEACHER / MARCH 1969
VOLUME 48 NUMBER 6

A NEW GROUP LIFE INSURANCE PLAN

Available through the mass buying power of the British Columbia Teachers' Federation.

*The Plan is endorsed and recommended by the Executive Committee of your Federation.

SCHEDULE OF INSURANCE COST

Attained Age	*Life Insurance Unit*	*Annual Premium Per Unit*
under age 41	$10,000.00	$23.00
age 41 to 45	10,000.00	45.00
age 46 to 55	10,000.00	93.00
age 56 to 60	7,500.00	93.00
age 61 to 65	5,000.00	93.00
age 66 to 70	2,500.00	93.00

members may purchase up to a maximum of 3 units

CONVERSION PRIVILEGE . . . AND WAIVER OF PREMIUM INCLUDED

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1. *Complete the answers to the questions on the application form on the opposite page.*
2. *From the schedule of insurance calculate the annual premium.*
3. *Complete and mail application with cheque payable to:*

Canadian Premier Life Insurance Company
300 - 2695 Granville Street
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CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

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Enquire also about our new low cost income protection policies.

School District No. 80 (Kitimat)
KITIMAT, B.C.

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★ ★ ★ Primary and Intermediate
★ ★ ★ Kindergarten
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★ ★ ★ Special Education — Slow Learners
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★ ★ ★ Junior and Senior Secondary — Subject Fields

SALARIES

Years training	1	2	3	4		5	6
Experience	E.C.	E.B.	E.A.	S.C./P.C.	P.E.	S.B./P.B.	S.A./P.A.
0	4,440	5,315	5,963	6,608	6,739	7,254	7,900
1		5,656	6,343	7,024	7,164	7,732	8,410
2		5,997	6,723	7,440	7,589	8,210	8,920
3		6,338	7,103	7,856	8,014	8,688	9,430
4		6,679	7,483	8,272	8,439	9,166	9,940
5		6,924	7,863	8,688	8,864	9,644	10,450
6		7,169	8,142	8,985	9,168	9,976	10,795
7		7,414	8,421	9,282	9,472	10,308	11,140
8		7,659	8,700	9,579	9,776	10,640	11,485
9			8,979	9,876	10,080	10,972	11,830
10				10,173	10,384	11,304	12,175
11						11,636	12,520
12							12,865

Additional Benefits:

Full allowance for outside experience.
Up to $500.00 moving and travel allowance to married male teachers bringing their families to Kitimat.
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Medical and group life insurance shared by the Board.

Apply to **MR. D. E. McFEE,**
District Superintendent of Schools, 8 Drake Street, Kitimat, B.C.

BRITISH COLUMBIA TEACHERS' FEDERATION

Application for Group Life Insurance

LIFE Amount of Insurance $.....

Annual Prem. Enclosed

$.....

FOR HEAD OFFICE USE ONLY

Group No. .....
Cert. No. .....
Effective Date ....
Date of Birth .....
Sex .....

1. Name of applicant

..... (First) ..... (Middle) ..... (Surname)

Address

..... (Number) ..... (Street)

..... (City) ..... (Province)

Particulars relating to the life to be insured.

2. (a) Name of insured: Mr., Mrs., Miss

..... (First) ..... (Middle) ..... (Surname)

(b) Address:

..... (Street) ..... (City) ..... (Province)

(c) Place of Birth: Date of Birth:

..... (Day) (Month) (Year)

(d) Height Weight

..... (Ft.) (Ins.) (Lbs.)

(e) Beneficiary:

..... (First) ..... (Middle) ..... (Surname)

Relationship: .....

(f) Name of School .....

(g) Address:

..... (Street) ..... (City) ..... (Province)

3. Are you now actively engaged in your occupation on a full-time basis? Yes..... No.....

4. Have you ever been postponed, rejected or rated for any Life Insurance?.....(if yes, give details).....

.....

.....

5. Are you in good health?.....(if no, give details)

.....

.....

6. Have you been a pilot or member of the crew of an aircraft in the past 5 years?.....(if yes, give details)

.....

.....

7. If the answer to any of the following is YES, please give conditions, dates, duration, results and name and address of doctors and/or hospitals.

Have you ever had or been told you had:	YES or NO	
(a) Lung disorder (e.g. Asthma, Bronchitis, Tuberculosis)?		
(b) Heart trouble (e.g. Pain in chest, shortness of breath, high blood pressure or murmur)?		
(c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)?		
(d) Diabetes, Kidney disease or abnormality of the urine?		
(e) Tumor or growth?		
(f) Epilepsy, Paralysis, nervous or mental disorder?		
(g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder?		
(h) Any disease, impairment or deformity not named above?		
8. Have you, during the past five years, been under observation, had medical or surgical advice or treatment, other than stated above or been hospital confined?		

IF ADDITIONAL SPACE IS REQUIRED FOR ANY SECTION, ATTACH SEPARATE SHEET

I hereby declare that the above answers and statements are complete and true and agree that any coverage issued in consequence of this application shall not take effect unless, on the date the insurance would have become effective, I am actively engaged in my occupation on a full-time basis. I further agree that the insurance applied for shall not become effective until the first day of the month following approval of this application by the insurance company.

Dated at ..... this ..... Day of ..... 19.....

SIGNATURES

Life to be Insured .....Owner (if other than life to be insured) .....

MEDICAL AUTHORITY

I hereby authorize and request each physician or other person who has attended or examined or may hereafter attend or examine me and each hospital or sanatorium in which I may have received or may hereafter receive treatment to furnish to Canadian Premier Life Insurance Company any knowledge or information thereby required. A photostat of this authorization shall be as valid as the original.

Date ..... (Day) (Month) (Year) Signature of Life to be Insured .....

MARCH 1969

WILLIAMS LAKE SCHOOL DISTRICT

INVITES ENQUIRIES

- This school district is meant for teachers who are interested in the freedom to teach. The atmosphere was created by design and it is no accident that District #27 is recognized as one of the educational leaders of the province.
- Here you will find the educational climate invites and encourages the initiative to try new ideas and new methods in a modern approach to education. Here a teacher feels important because he is recognized as a member of a profession that is important.
- You will find the new approach has not been confined to theory. Modern buildings and the finest in equipment and teaching aids have been provided to make the new concept workable. We use department heads in larger schools and make use of para-professionals.
- This is a growing area of the province. Last year, the enrolment increased in this District by 13.7%. This offers an exceptional opportunity for advancement. It also means you are working with young, forward-thinking staff members.
- Outside of the classroom you will find the Cariboo a wonderful place to live. Winter and summer it is the playground area of British Columbia. It is called "the big country", and once you have travelled over its vast park lands you will agree that it is indeed the Big Country.
- The two major communities of Williams Lake and 100 Mile House provide all the services and recreational facilities one might wish. If you have a family you will particularly like the prospect of raising your children in this still-unspoiled part of British Columbia. In the major centres, extensive junior programs are carried out in skating, hockey, curling, skiing, riding and swimming.
- Our salary scale is among the best in the province, with special attention given to the professionally qualified teacher. Particular attention has been given to fringe benefits.

PERSONAL INTERVIEWS
in
VANCOUVER AND VICTORIA
are Invited

District 27 recruitment team members will be available a number of times this spring to give you further information on the district with the forward look in education. Please watch for the advertisements in the daily paper. Meanwhile:

Vancouver, Hotel Vancouver
March 20-25 Orientation Day

Easter —— As Advertised

Victoria, Red Lion Inn

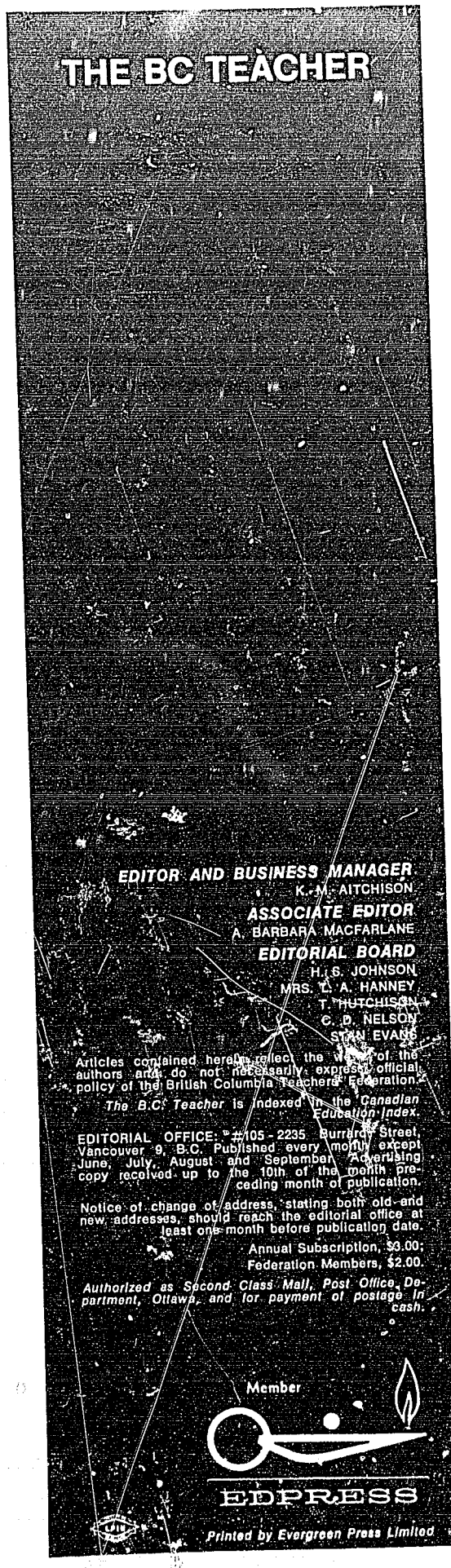
March 20, 21 Orientation Day

Address Enquiries to:

Mr. R. E. Flower,
District Superintendent,
School District 27,
P.O. Box 5000,
Williams Lake, B.C.

SCALE - MIN. MAX.

EB	EA	PC	PE	PB	PA	PA(Masters)
5110	5650	6200	6420	7100	7600	8050
7630	8665	9995	10215	11420	12280	12730
x8	x9	x11	x11	x12	x13	x13



MARCH 1969

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Affiliated with the Canadian Teachers' Federation

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COVER PICTURE

This month's artist is Rory Hill, of Hudson Hope Elementary-Junior Secondary School. Of his lino print on mulberry paper, which is entitled 'Interrogation,' Rory says, 'Our art teacher, Mr. Faris, suggested we base our lino blocks on the theme of war and/or peace. War made me think of cruelty and interrogations, which seem to bring the inhumanity of man down to a more personal and degrading level than does an impersonal battle between war machines. The way we made our lino prints was a little different from the usual. We printed the colors with appropriately-shaped pieces of cardboard and over this we printed the lino blocks using black ink.'

PHOTO CREDITS

P. 216—supplied by author; pp. 217, 218—James Enters; pp. 222, 223—Audio-Visual Divn., VSB; pp. 224, 225—supplied by author; pp. 226, 227, 228—supplied by author.

SCHOOL DISTRICT No. 86 (CRESTON-KASLO)

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR 1969-70

Vacancies Are Anticipated Or Indicated In:

A. SECONDARY

Home Economics
Industrial Education
Physical Education (Boys & Girls)
Counselling & Guidance
English & Social Studies
French
Mathematics

B. ELEMENTARY

Special Classes (Educable Retarded) — Intermediate
Elementary Science
Elementary Music
Intermediate
Primary

SPECIAL FEATURES

Full Credit For Teaching Experience in Commonwealth & U.S.
Lay Supervisors
Auxiliary Teaching Personnel
Good In-Service Training Allowances
Summer School Bonuses

District Representative will be available for Interviews at:

B.C.T.F. Convention - Hotel Vancouver
April 7, 8, 9
(Enquire at Desk)

Written Applications to:

F. T. Middleton,
District Superintendent of Schools,
Box 1640,
Creston, B.C.

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Knock teaching problems for a loop!

Technicolor *610 & 810*
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You get greater concentration from all your students. Attention is focused on the screen. Minor classroom noises and distractions are minimized. Students stay more alert, attentive.

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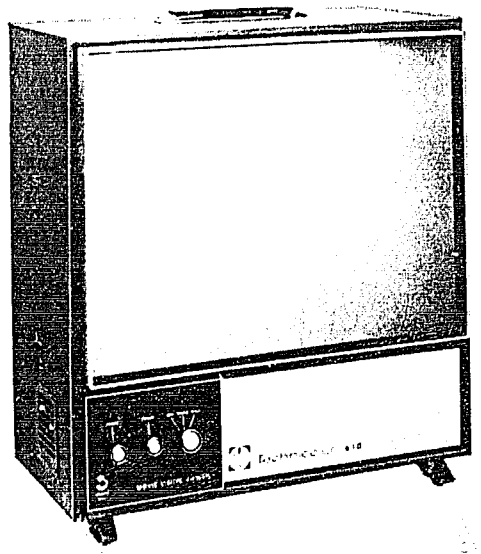
The treatment of one single idea, shown in color and backed by your personal commentary can make your lessons absorbing, penetrating and meaningful. Intangible, even complicated topics can be presented with amazing clarity.

REPETITION

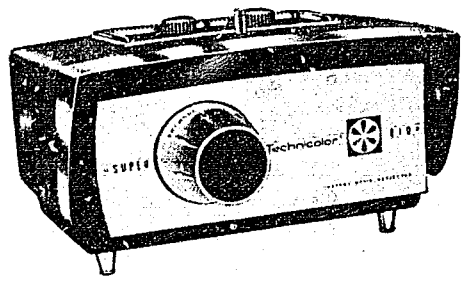
A second run can greatly increase comprehension during lessons; gives students a chance to question, discuss and mentally catalogue facts; a tremendous aid in both individual and group study sessions.

With the Technicolor 610 and 810 endless loop projectors at your disposal results will speak for themselves . . . in greater individual and class achievement and greater satisfaction in your function as a teacher.

For a list of Super 8mm endless loop films, and the name of your nearest Audio-Visual Systems dealer, write us.



THE NEW TECHNICOLOR MODEL 610 SUPER 8 MOVIE VISION CONSOLE PROJECTOR



TECHNICOLOR SUPER 8 DELUXE 810 INSTANT MOVIE PROJECTOR

Audio-Visual Systems
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Sex

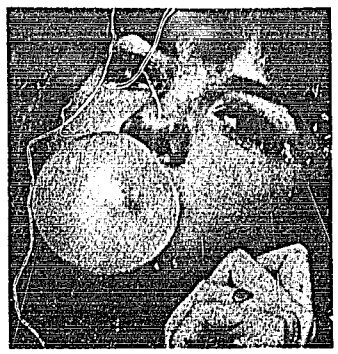
How do you teach it to students who think they know more about it than you do?

As an educator, you are well aware of the changing concepts of sex education, and the growing demand for appropriate sex education programs.

You are also aware that today's students know more—or think they know more—than any generation to date.

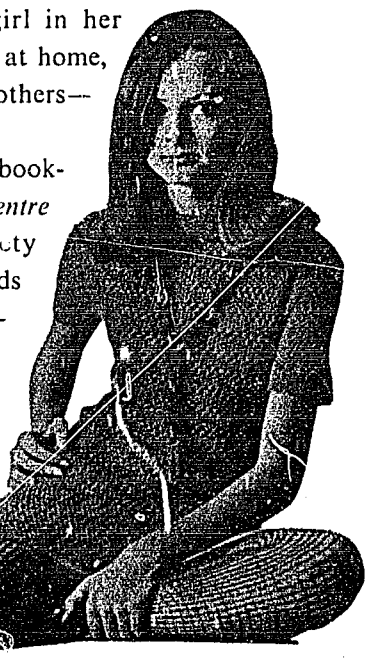
Together, these factors have caused a country-wide dialogue about what should be taught—and *how*. In all the controversy, there is agreement on one point: Menstruation, for example, must be taught in context of a young woman's physical maturation and her healthy identification of self as a female.

At Kimberly-Clark, we have watched with keen interest changing theories and practices of sex education; and concurrently, have engaged in an extensive re-evaluation of our own educational materials. The result has been the creation of the new *Life Cycle Centre* by Kotex products—a complete source of information, teaching aids and sanitary protection products for women of all ages.



We invite you to make use of this new facility, and we call your attention to our educational materials and teaching aids listed below.

Three new booklets have been specifically designed for classroom use: *The Miracle of You*—for the young adolescent girl; *Your Years of Self-Discovery*—for the girl in her mid-teens; and for use at home, a new booklet for Mothers—*You and Your Daughter.*



In addition to these booklets, the *Life Cycle Centre* provides a wide variety of valuable teaching aids such as unit plans, overhead transparencies, and a film, "The Story of Menstruation". All are available to you at no cost. Just fill out the convenient order form.

The Life Cycle Centre
by Kotex Products,
Kimberly-Clark of Canada Limited

Please allow four weeks for delivery of film and literature.

_____THE STORY OF MENSTRUATION. A 10-minute animated colour movie by Walt Disney Productions that tells how and why the menstrual process happens—simply, beautifully, and in excellent taste. 16mm sound.

Day Wanted
(Allow 4 weeks)_____

2nd Choice
(Allow 5 weeks)_____

3rd Choice
(Allow 6 weeks)_____

Number of Days
wanted (limit 5 days)_____

Materials will be sent to teachers or authorized personnel only.

Free Booklets and Teaching Aids (Please specify quantity of booklets needed).

_____THE MIRACLE OF YOU
_____YOUR YEARS OF SELF-DISCOVERY
_____YOU AND YOUR DAUGHTER
_____One TEACHING GUIDE
_____One MENSTRUAL CYCLE—OVERHEAD TRANSPARENCY UNIT
_____One GUIDE FOR RETARDED GIRLS
_____One TEACHER'S PRODUCT DEMONSTRATION KIT (for Grades 4, 5 and 6 only)

Send to: Educational Director,
Life Cycle Centre, Dept. BCT-693
Kimberly-Clark of Canada Limited
2 Carlton Street,
Toronto 2, Ontario.

Name and Title_____

Grade_____School_____

Street_____

City_____Zone____ Prov._____

YOURS FOR THE ASKING...

valuable teaching material for your classes

Use this ad as your order form. Mail it together with your name and address to:

The Corporate Secretary
Canadian Imperial Bank of Commerce
25 King Street West, Toronto

	Quantity Required	
	English	French
1. Natural Resources Map of Canada (English only) Printed in blue and white, 12¼" x 17½", A-36.....	.....	
2. Booklets on agricultural subjects designed for farmers. Found useful for teaching agriculture to Grades 7 and 8, and in Secondary Schools. Illustrated. To obtain our latest Farm Booklet and a Requisition Form listing other titles, check here.....	.....	.....
3. Banking Forms for Schools. To obtain a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available.....	.....	.....

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IMPORTANT:

Triad Leasing Company Limited announced in November a new car purchase plan for teachers. Already the response has been overwhelming from all over the province. The backing of many new car dealers and your support have allowed this plan to flourish.

Thank You,
W. R. "Bill" Stonier, Pres.

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THE EDITOR COMMENTS

/Children are our Concern

Because we care about the children in our charge, and because we believe that the new formula for financing education in this province will, in the long run, tend to lower the quality of education offered our students, we have criticized that formula. The provincial government has not appreciated the criticism and has, understandably, attempted to refute it.

One of the points the government has been making is that its formula will provide equality of educational opportunity for every child, regardless of the financial wealth of the community in which the family resides.

The statement is misleading. Unfortunately, equalizing educational opportunity is not simply a matter of equalizing school costs. Even if it were, there would still be problems. The more closely grants from the provincial government are in line with actual school costs, the higher will be the degree of equalization of costs. However, the government's grants are intended to provide only, in the words of the Public Schools Act, a 'basic education program.'

If equalizing costs would produce equality of educational opportunity, the standard of education throughout the province would be equalized all right, but at a *basic* level—one which would almost certainly be lower than those now in force in some school districts.

This is what worries us. We are concerned that the quality of education in certain school districts will be lowered to meet the arbitrarily determined provincial average, and that the students in these districts will thereby be done a disservice.

The government's refusal to recognize that different school districts can quite legitimately have different costs, and that a district which is spending more money than another on the same number of students is not necessarily inefficient, could have the tragic effect of promoting *inequality* of educational opportunity for students in the higher-cost districts.

It will be difficult, under the new legislation, for any district to provide a standard of education that is significantly better than the 'basic' standard of the province, even if it is willing to do so. We can only hope, therefore, that the provincial definition of the word 'basic' will be generous enough to give all children in the province, not a minimal standard of education, but a high standard—the kind of education they will need to prepare them to live in the next century.

However, we doubt that the standard will be much more than a basic one. We realize that what is basic, good or high quality is a matter of opinion, but that is exactly what we are worried about. The finance formula gives the Minister of Education virtually complete authority to decide the level of spending on education throughout the province. Obviously that level will be determined in large part by the amount of money made available by the Minister of Finance for provincial grants to school districts. We do not believe that the standard of education in our province should be the decision of one or two men.

The finance formula provides, as the Minister indicated, a greater measure of equality in the amounts the various school districts will spend, but the stringent restrictions placed on the rights of school boards to spend beyond the provincial average will inevitably mean that the government will control the level of spending in each school district. We believe that the long run result will be equalization at a standard of mediocrity.

At best, it will be difficult to make advances in education. Under the former system the willingness of some 'lighthouse' districts to pay the cost of experimenting and innovating resulted in improvements which would be adopted by other districts. We doubt that reducing all districts to an average provincial standard will promote the experimentation, innovation and research necessary to keep education even abreast of the times, never mind ahead of them. Education may well stagnate.

We believe that the government's idea of using the average practice of school districts as a basis for its education grants is fundamentally wrong. The government's 'second look' in January, which gave more money to all school districts, and its 'third look' in February, which gave more money to *some* districts were at best a patching-up process. The basic flaws in the formula are still there.

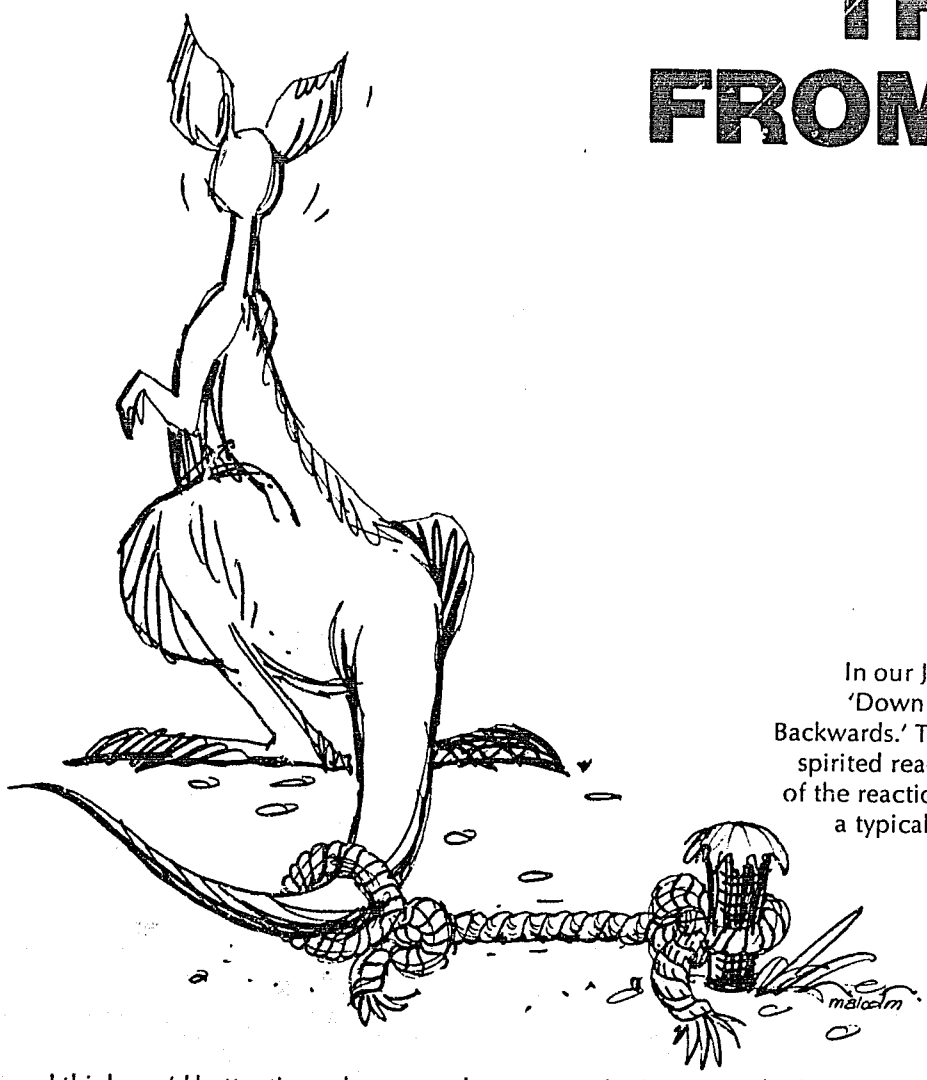
It is interesting to note that the 'third look' allocated grants to districts which had 'approved' special education and occupational classes. Ironically, some districts had reduced the number of such classes this year because of the budgetary problems precipitated by the finance formula, and therefore received less of the additional money than they would have received otherwise!

We sympathize with trustees who must try to plan and budget ahead when the government continually changes the ground rules for grants. It is almost a waste of time for them to try to cope with a financial situation that keeps changing as rapidly as it did this year. Moreover, it is a poor state of affairs indeed when a policy of the provincial government keeps trustees, teachers and municipal councillors upset for several months each year. Surely all these people should be devoting their energies to better activities than trying to make school systems adjust to a finance formula based on faulty premises.

Children are our concern. We fear that the effect of the new finance formula will be to reduce the standard of education now being enjoyed by many students in the province.

The Minister of Education has promised to review the formula with us. It is in his power to prove we are wrong. No one will be happier than we to learn that our fears are groundless.—KMA

THUNDER FROM DOWN UNDER



In our January issue we ran an article entitled 'Down Under Everything's Upside Down and Backwards.' This article drew, to say the least, some spirited reactions. We could not possibly print all of the reactions in full. We have therefore chosen a typical reply and some excerpts from several other letters we received.

K. R. LACEY

I think you'd better tie me kangaroo down, sport, for fear that the left side of the Australian coat-of-arms may do his 'nana, and job Rick Knight *(The B.C. Teacher,* January issue) for his reflections on his experiences of teaching for four months at a Sydney school.

Well, for most of it, the 'roo can fight on his own: I won't pull on the gloves to defend any of Australia's education systems—except the private schools, which deserve sincere praise.

However, as one of the possibly 2,000 Australian teachers who left Australian teaching last year to teach in Canada, I feel uneasy at some important misrepresentations made in Mr. Knight's article. I certainly do not doubt his intention to be fair and accurate: I do wish to correct some inadvertent errors in his reportage—and perhaps to throw a defensive punch or two, after all.

First, Mr. Knight is not quite right about living costs in Australia. The cost of leading a staid, respectable, corny little middle class life is considerably higher in Canada than it is in Australia. My family and I have set up here in Nelson, B.C., pawing over the catalogs night after night, buying car, furniture, housing, clothing, food, and so forth. We have evolved a convenient formula which is *nearly* good enough: to whatever it cost in Australia in Australian dollars (worth about C$1.23) add 50% to get the Canadian price in Canadian dollars.

Naturally, it doesn't work on every item—but unfortunately it does work on the things you spend most of your salary on: food, rents, clothing. Electrical goods are cheaper here, but how often does the family man buy them? I saved perhaps $100 when I bought my Canadian range, and I guess I'll save another $100, in 15 or 20 years, on the next one I buy. I'm afraid we'd starve if we assumed prices to be even roughly the same. We'd also die of cold and go semi-naked: we'd sit in a house furnished with Douglas-fir logs. I guess Mr. Knight is a young bloke, and unmarried, and just hasn't gone into the family side of it.

Mr. Knight is perhaps a little unkind to us poor Aussie teachers when he says that the number of us emigrating to Canada is 'an embarrassment to Canadian authorities.' He *may* be right, but I applied for six positions in Alberta and B.C., and was embarrassed with six acceptances. I get the impression that we have not worn out our welcome with Canadian authorities just yet.

Mr. Lacey, an Australian teacher with 15 years' secondary experience (including a year in Scotland), teaches at L. V. Rogers Senior Secondary School, Nelson.

Anyway, Mr. Knight says that it is the best teachers who are leaving Australia, and I'm sure he's right there!

Mr. Knight lost credit in Sydney for one year's teaching. I writhe to admit it, but he's completely right. However, it would be worse in Melbourne. If he had arrived in Melbourne with a cast-iron Ph.D., 20 years of teaching, with, say, a few years as the principal of a school, *he would have been started on the same salary as a trained B.A. in his first year*! My home State recruits roughly ten applicants per year from about 500 overseas enquirers: and no wonder.

Now what's this about our sports day? All right: we're silly about sport, and as a country I think we waste too much time on it. But 'sports day' only means 'the day on which games and games instruction occur': it is not a weekly day-long orgy. Actually, most schools allow one and a half to two hours a week on this. Is that so bad? It is only an unproven theory that the system of regular exposure to program-happy gym instructors in indoor gymnasiums is any better. And given Australian climates and weather patterns, wouldn't *you* want your own children to get out and revel in it? No, Mr. Knight, I've seen many an Australian sports day and I've seen Canadian gymnasiums—and the former are a better educational experience, chaotic as they often appear.

And while I'm on it, it *is* the duty of a child who is good at sport to use his skill in the service of his house and/or school! In a system oriented to group sports, is this not desirable and reasonable? Must our children be educated to expect to receive everything, and to give nothing?

Our children sit in double desks (unless they prefer to sit on their own). Sure: most children prefer to sit and work with a mate—sorry, buddy. And believe me, if you want to slide in with a student to help him with a difficulty, those two-seaters allow it, whereas the singles do not.

A further Canadian set of values went into his observations about our roll-marking—but surely he saw something underlying the differences? Most Australian schools call a roll, rather perfunctorily, before morning classes and after lunch. The simple truth is that our students do not usually play hookey from school. They'll be there, give or take one or two once a term or twice a year, whether you mark the roll or not.

Why? I don't know, but putting this alongside other observed differences, I think our students have a more mature approach to their schools. It is certainly true that most senior high-school-age students regard 'wagging it'—playing hookey—as childish. Until I arrived in Canada, the expression conjured up in my mind a picture of Mark Twain's little boys off fishing. Sometimes, I must admit, the seniors will take an unrequested and unofficial absence from sport to study. Mostly, however, they realize the odds are already too heavily stacked against their academic chances of success—big classes, yearly memory exams, too few qualified and trained teachers, and the like—for them to be able to afford the luxury of absence from classes.

Mr. Knight, *please*! Of *course* we have home rooms, in virtually every school. But these are for the students, not for the staff. The students are usually encouraged to be proud of their room, and to keep it tidy, even to decorate it if they feel like it. You were not given a table and chair, because, well—shouldn't you have been on your feet, or moving round the desks, or sitting in with a student? When does a teacher get time to sit down?

Now that suggests my penultimate punch in defence. You found us merely 'doing a job,' a 'cushy 9:30 to 3:30 job.' Well, I guess you found as many doing this at your Sydney school as I find in my area (though not in my present school, where, unfortunately for my present argument, admirable professional attitudes are the rule and not the exception). But Mr. Knight, I wish you had looked outside Sydney, where the good, professional teachers are apt to be hidden in a hiring system which floods the schools with unqualified, untrained men and women who are often, though not always, as far removed from being teachers as hospital maintenance staff are from being doctors.

In the city schools you are apt to find the people who die of loneliness two minutes past the last traffic light: the wives whose husbands don't make enough, so they . . . you know the types, and you met them at your school. Why didn't you get out in the country schools, where the young and ambitious *must* go, if they want promotion? Believe me, Mr. Knight, there *are* professional men in Australian teaching, but if the various Australian governments don't snap into gear pretty soon, most of them will be in Canada or selling insurance.

Finally, your point that we should 'do something about it' if things 'are not as good as in Canada.' You're right to expect teachers to be the first into action: you're wrong if you think we have not been so. Short of assassinating the various State premiers, we have, through our professional bodies, tried most things. I have been through two short strikes: work to rule was tried: open defiance on the more asinine requirements: 14 years of conferring with State governments, our employers: advertising campaigns: in my State we even considered forming a political party to fight out elections.

We tried, Mr. Knight; we did try. But you didn't stay long enough in Australia to find out that Australians *do* want better education, but they *don't* want to pay for it, or work for it, or think about it. That is the main reason, I think, that 2,000 of us came here last year. There'll be more.□

A Little More Thunder

I am not moved to reply by any feeling of loyalty to the Department of Education in N.S.W. I have completed the 'resignation form' on a number of occasions. . . I have recently returned (to Canada) after an abortive attempt

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American Curriculum Projects

can their materials help us?

ANGUS M. GUNN

For more than a decade large federally-financed curriculum projects have been under development in the United States. Some of the earlier ones, like PSSC (Physics), received widespread acceptance in Canada. Others, like ESCP (Earth Science), have been almost totally ignored.

Materials from the social science or social studies projects, characteristically the last to appear in any reform movement, are now beginning to make their appearance on the commercial market, and it is time to appraise afresh the relevance of these U.S. materials to our Canadian and, more particularly, our British Columbia curricula.

The output of the various U.S. federally-financed programs is nothing less than stupendous when measured by Canadian standards. On one program alone—ERIC (Educational Research Information Center)—a thousand reports a month have been coming out during the last two years. These reports are reproduced on special microfilm in which a 48-page document can fit on a single 35mm slide.

Mr. Gunn, now Assistant Director of the High School Geography Project in Boulder, Colorado, has written for the magazine previously.

In another program the National Science Foundation has spent $70 million on 26 major curriculum projects, including four in social science—high school anthropology, high school geography, high school sociology, and elementary school social science.

In this article I shall illustrate the process and product of these programs by referring to the one with which I am most closely associated, the National Science Foundation-sponsored High School Geography Project. In so doing I shall stress the process of innovation and the range of materials produced before dealing with the question asked in the title.

Process of Innovation

When the director of the newly-formed Ontario Institute for Studies in Education took office a few years ago his declared goal was to win the scholar back to education. This same goal was paramount in the beginning stages of the High School Geography Project. Young, for the most part unknown, geographers who had ideas and who were willing to work were given freedom to develop new and exciting materials.

Their terms of reference were prescribed by a Steering Committee representing the profession nationally.

These terms of reference were broad. They allowed the innovator to experiment freely, to enlist his own educational advisors, and to try out his materials informally in some local school. The result was a range of new materials, materials which captured the interest of high school students.

A Project office was established to co-ordinate the output of scholars working in different parts of the country, to conduct school trials on a wider basis, and to arrange for commercial publication of the complete one-year course. The work is now nearing completion and The Macmillan Company of New York should publish the first units of the course late this year.

Range of Materials

With the exception of major equipment like film and overhead projectors, everything needed for the classroom is provided—student resources, teachers' guides, color slides, audio tapes, student work manuals, decks of role cards, activity sheets, overhead transparencies and hardware models. The accompanying pictures show students at work on one of these hardware models, the Portsville lego board. Notice the absence of the teacher in the pictures.

Each lesson of the 200 or so in the whole course carries detailed suggestions for classroom organization and procedures. Typical of these suggestions are open-ended inquiry questions which focus on materials rather than people, questions for which there are no 'correct' answers. In addition, the materials of the course are divided into six units to facilitate scheduling in schools.

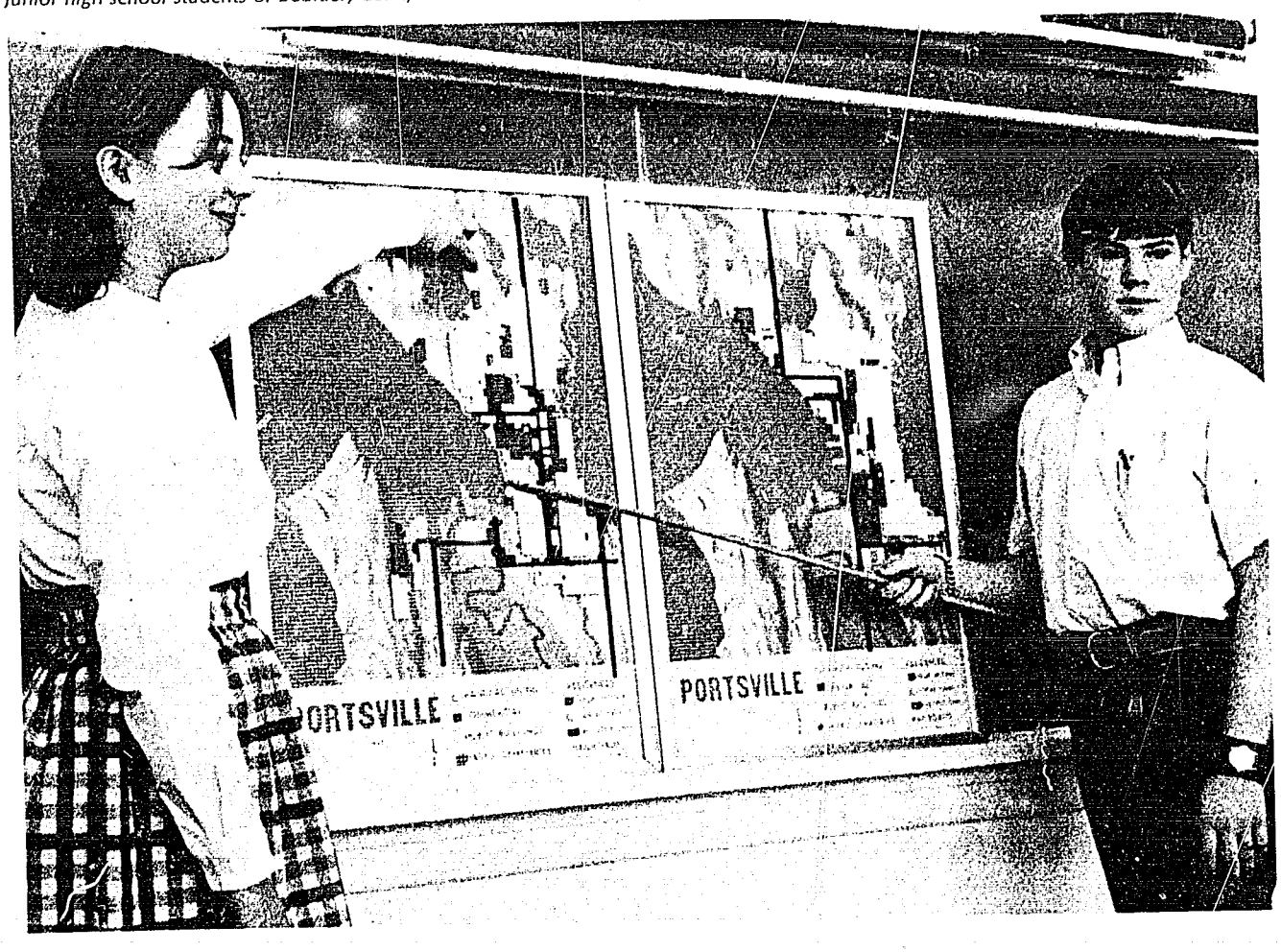
Relevance to B.C. Curricula

We in British Columbia are still in the stage described by A. D. Woodruff as 'grassroots curriculum.'[1] The practitioners who use the materials are the principal designers of the curricula. There is nothing inherently wrong with such an approach if the practitioners are competent, if the range of materials available to them is great, and if economic circumstances compel, as they apparently do in B.C., a condition in which the function of the curriculum designer is to select from texts and materials produced in another setting.

But surely we must look forward to a day when something approaching the structure of curriculum work de-

[1]In his address to the Conference of Provincial Teachers' Associations in Western Canada, Vancouver, February 7, 1966, Woodruff pointed out in reference to present-day curriculum work '. . . among the competencies needed are the axiologist, epistemologist, logician, cognitive psychologist, subject-matter analyst, programmer, media specialist, curriculum-oriented administrator . . . such an interdisciplinary team is required, not just in an advisory capacity, but in the production task.'

Junior high school students of Boulder, Colo., defend the Portsville they created.



scribed by Woodruff, and now effective only in the big U.S. projects, will be a reality in every province of Canada. When that day comes we can look back on the experiences of projects like HSGP for guidance. Meanwhile, we can make available in every school single copies of the newer materials to give teachers a broader perspective on the nature of curriculum reform and to prepare them for the day when they can participate in a more adequate program specifically geared to B.C. or Canadian needs.

These project materials, however, are just as relevant to our present as to our future needs. Many Canadian teachers already know this. More than 2,000 copies of provisional editions of HSGP have been sold in Canada, and British Columbia, on a per capita basis, has purchased more of these than any other province.

The following list of the six major units of the course, together with some of the activities within the units, shows clearly the relevance to B.C. curricula:

I The Geography of Cities:
  (1) site and growth of cities
  (2) the urban ghetto
  (3) urban structure

II Manufacturing and Agriculture:
  (1) location of industry
  (2) history of farming on the Great Plains
  (3) hunger

III Cultural Geography:
  (1) Eastern Canada
  (2) cultural diffusion
  (3) spread of Islam

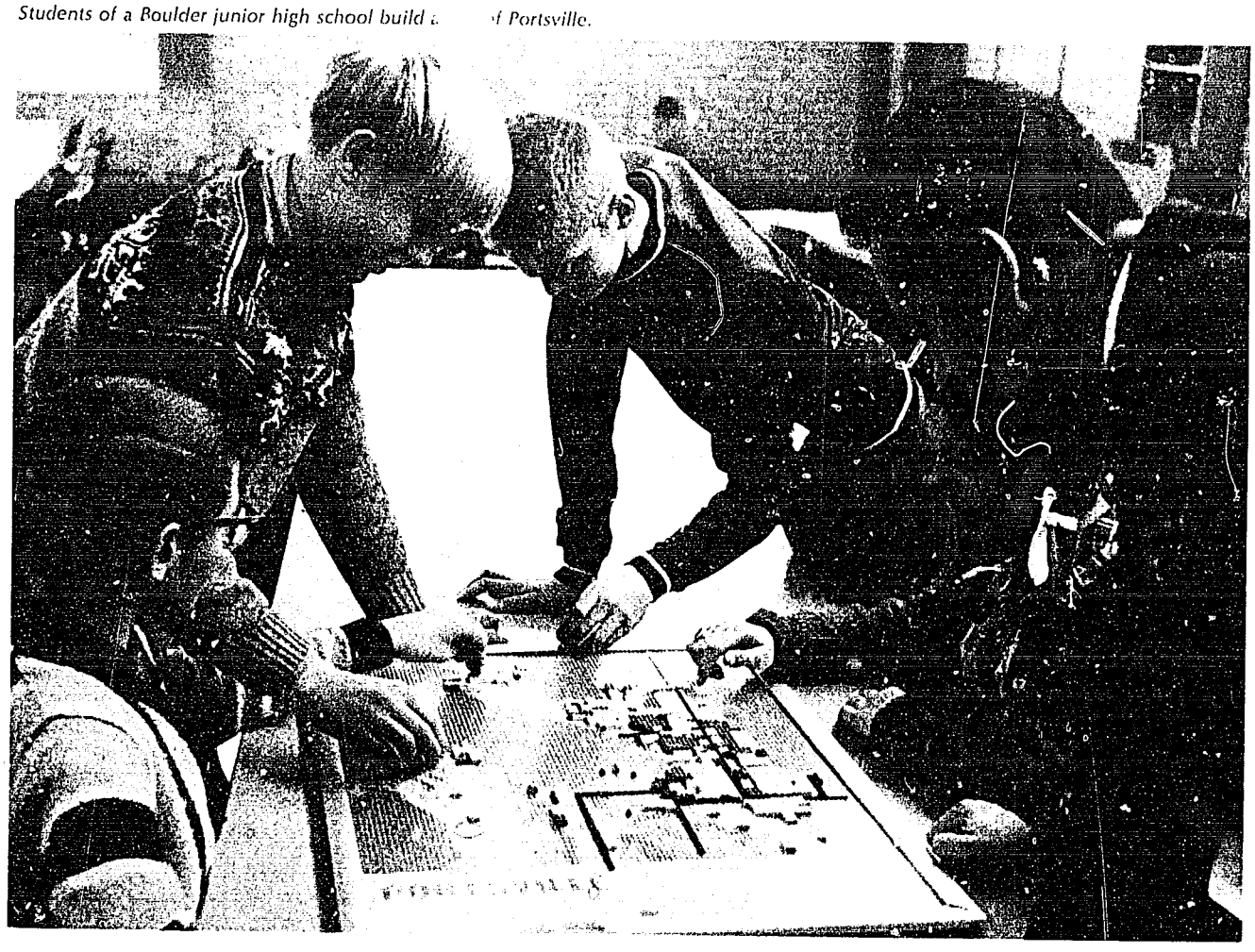
IV Political Geography
  (1) Point Roberts
  (2) London, England

V Habitat:
  (1) Flood hazards
  (2) resources—conflict of interests

VI Regional Study of Japan:
  (1) population pressure
  (2) growth of industry

Most significant of all is the fact that the teaching strategies employed in these units are largely independent of the particular content in which they are set. Games, model making and model testing, role playing, decision-making, prediction and verification all are common, and all focus on the needs and interests of the adolescent. They contribute to improved teaching of geography. But they also contribute substantially to an improvement in the teaching of history, economics, and sociology and are in line with the broader purposes of education generally. □

Students of a Boulder junior high school build a *f Portsville.*



REACTION OF A PARENT

BLANCHE HOWARD

To the uninitiated, the jargon used by educators often seems designed more to befuddle the mind than to enlighten it. Why, for instance, can't a library be a library, instead of a 'resource center'? Why can't we stick to the old-fashioned virtue of self-respect instead of labeling it 'positive self-concept'? To any lover of the English language, nothing is more soul-searing than such a coined phrase as 'innovative school.'

On the other hand, the report uses the phrase 'exceptional child' in its strictest sense, as a child operating anywhere outside the norm, from the extremes of retarded and handicapped, to brilliant and genius; thus confusing the lay reader like me who had equated 'exceptional' with 'brilliant.'

The writer is the wife of Frank Howard, M.P., and a chartered accountant by profession.

However, since educational jargon presumably is perfectly comprehensible to educators, and they are going to constitute the bulk of the readers, we can hardly quarrel with the form of presentation. A rose by any other name would smell as sweet, and the books loaned by a resource center are probably indistinguishable from those lent by a library.

I am impressed by the statement, at the secondary level, that 'every student in the secondary school should be on an individualized program,' but it is hard to be impressed by its practicality. In an age of overcrowding, the impossibility of achieving such a goal makes it useless even to debate its value. On the other hand, recommendations that 'grades should be replaced by a plan for continuous progress' and 'experiments should be conducted in a variety of organizational schemes using the

twelve-month school year' are both interesting and possible concepts.

The continuous progress system, I am told, is used very successfully in some provinces, and could be instrumental in shortening the ever-lengthening years of training as our knowledge increases. I question, however, whether 'students should choose sequences of study based on their individual future plans,' as the book suggests, since as a parent and friend of other parents, I have observed that the individual future plan of the average teenager changes as often as his or her style in clothes and music. A good basic education, to my way of thinking, should open any door for the holder of a secondary school diploma.

There seems to be considerable emphasis on eliminating all formal examinations, but again it seems to me useless even to debate the merit of the idea unless the universities change their methods. As long as university examinations are held, the student who has not learned the special disciplines involved in studying for and writing exams will not be prepared for university life.

One idea reiterated in various forms was voiced in the brief of the Salmon Arm Teachers' Association: '. . . it was hoped that homework would be self-directed by interest and curiosity. A worth-while idea might be the delegation of certain parts or units of a course to be researched entirely by the student himself, in his own time.'

The teacher's problem, as I see it, would be greatly improved by simply eliminating our homework.

To an old-timer, this brings back memories of the educational revolution of the Dewey days of the 30s, when 'progressive' education was foisted upon Alberta schools, to the horror of the older reactionaries. Children with sandboxes and paper camels would supposedly research themselves up to a study of ancient Egypt; reading would be achieved through natural curiosity, not phonics. The memorization of multiplication tables was sticky, since even the hardiest pupils never became that interested in arithmetic.

Similarly, it seems to me that the idea of individual research projects by secondary school students is wonderful for probably 3% of the school population, or whatever the ratio of inquiring minds to total minds is. Facts are unpleasant beasts, and few young people will be sufficiently self-motivated to master them to have the basic tools for their research. Concert pianists must learn scales, mathematicians must learn arithmetic, writers must learn grammar, and researchers, alas, must spend long, unpleasant hours assembling facts. Another old-fashioned virtue, self-discipline, generally requires help in its development.

In this book, and to their great credit, the teachers have taken a hard, earnest look at themselves and their own education. Many of their recommendations for self-improvement are excellent, and seem to spring from an awareness that only a well-educated person can hope to educate and inspire another. I have always felt that there is nothing more damaging to the spirit of inquiry in a young person than a teacher who is not fully conversant with his own subject matter. One of my own children, excited about a story in ancient history, asked the teacher a question about it, and received the dampening reply, 'How should I know? We haven't got that far in the book yet.'

One of the most progressive and long-overdue recommendations deals with the necessity for allowing teachers to set standards and police their own profession, removing those who are unsatisfactory or a discredit to the profession. Without this right, one which is closely guarded by doctors, dentists, engineers and lawyers, teaching cannot hope to be regarded by others as a profession; nor can teachers hope to raise standards and gain the confidence enjoyed by other professions.

I haven't touched on many interesting proposals at the elementary level, such as the use of auxiliary personnel to free teachers for teaching, nor on many excellent administrative proposals (women teachers should be given equal opportunity with men), since a detailed review and analysis of all the recommendations would be beyond the space and scope of this article.

In closing, however, I should like to quote an excerpt from a brief submitted by the Voice of Women in Vancouver, which is beautifully worded, and which strikes at the heart of all education, whether in or out of the schools.

'These goals (elimination of war and violence) can be achieved only if educators themselves believe in them, if they forswear the use of physical punishment, humiliation, and sarcasm as ways of dealing with children. We approve of all efforts to weed out of the profession those who are damaging to children, and all efforts to encourage to the profession those who are rich in empathy. The world desperately needs more compassionate people, and human beings can be educated in ways which develop compassion.'□

COMMUNITY COLLEGES

a great starting place for university students

GORDON JONES

Mr. Jones is a member of the Department of Political Science at Vancouver City College.

The two-year community college movement, which made its full-scale debut in British Columbia in September 1965, has offered a new form of post-secondary-school education. But the argument about the role of this new addition to higher education continues unabated some three years later. One section of society wants a career-technical institution for immediate employment: the other wants an academic program that will allow students to go on to university without losing credit.

To the secondary teacher the development of community colleges should be of the utmost importance. Unhappily, however, many teachers in the public school system, although aware of this 'new' institutional innovation, are not sufficiently conversant with the movement to give proper information to their secondary school students, the future clients of the college movement.

Since the emphasis on the part of students is still the 'university program,' it is the college's university transfer program that is receiving the bulk of the comment. Consider the case of Vancouver City College. By far the largest in terms of enrollment and longest in operation, VCC is sending a considerable number of new registrants to UBC each year and that number is growing rapidly.

Despite this fact, no more than 13% of the students enrolled at VCC on the transfer program have subsequently enrolled at a university. When various academicians, student protest groups, teachers' committees, government agencies and citizens concern themselves with the problems of transfer students they are, in reality, considering this 13% group. Yet it is with this area—that of the transfer student—that the growing dialog is concerned.

How do students who transfer from two-year community colleges to the four-year university adapt and compare to 'regular' four-year students? There are several American studies on this topic, including the two works by Dorothy M. Knoell and Leland L. Medsker of the University of California. A recent British Columbia study on transfer students, conducted by John Dennison of UBC and myself, offers up-to-date information on the B.C. community college transferee to university. This report dealt with 176 college students who transferred

to UBC in September 1966 and 376 who transferred in September 1967.

The community college should be regarded as a part of the higher education system, not as an extension of secondary school, which ends at Grade 12. The college will gain its acceptance through a satisfactory academic performance and through its function as a screening device—a place for students who are not sure of their ability or desire to go to university; a place for the older student—the student who has been away from the academic world for some time—to return to and prove to himself that he is not too old to take up formal education again. This should help reduce the attrition rate of the first two years of a four-year institution while helping to meet the soaring demand for university places.

Even if a student studying at college on the 'transfer program' decides not to go beyond the two years, all is not lost. Local business and industry should be more willing to accept graduates of the two-year college. No longer are these people to be considered as 'high-school types.' They are more mature, more ready for the responsibilities of our modern society.

It is paradoxical that, although the college attracts those students who might not otherwise have tried the university course from scratch, the college helps increase university enrollment through a stimulation of education throughout an area.

Education begets education. Larger numbers of mature students, marginal secondary school students, students from a low economy region, students who are educationally still searching for themselves, and students from college career or technical programs—all of whom probably could not or would not have entered university directly—are, through the services of the community college, finding their way in the new academic world of higher education. As soon as a college opens, enrollment spirals. The community college helps create an atmosphere of education.

Unfortunately, one of the major sources of criticism of the community college has been those who should know better—secondary school teachers and university professors. Their criticism is not malicious; it is born of a lack of factual information regarding the college, its philosophy, its function and its results. The suggestion has been that the community college offers a sort of 'second class' education. The battle may be won, but the war is far from being over. There is still much to be done to get some universities to accept the fact that the community college is not inferior academically.

Some local four-year institutions are still fighting community colleges on this ground, and on the ground that the college will accept anyone. To some, the open-door policy has meant no standard. Actually, this policy has simply enabled so-called 'crum-bums' to enter college and display that, at least in some cases, they are merely 'late bloomers.' For others, the college provides a 'revolving door'; they *do* fail and they *do* drop out.

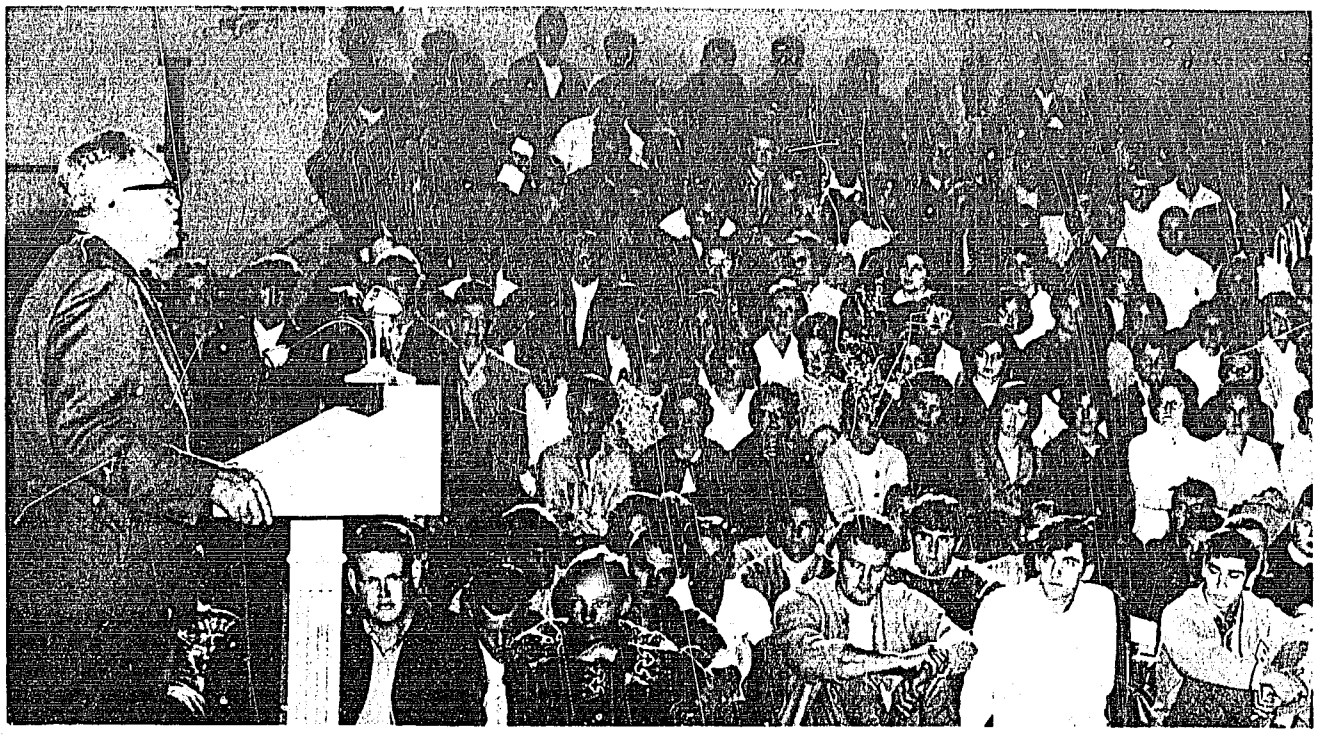
The college does not graduate a student merely for the sake of graduation, but it does provide more opportunities than a university. It is a teaching-orientated institution; therefore the faculty can devote far more of their energies to the students.

As far as the transfer student is concerned, much work remains to be done to rid the community of old wives' tales regarding the community college. Part of the effort must be directed at staffs in our public school system; part must be directed at university faculties in an attempt to gain unqualified support for the college movement.

What is required by all is an 'act of faith.' The University of British Columbia is one local four-year institution that, since the birth of the community college movement, has demonstrated, at least in the Registrar's Office, this act of faith. I believe this faith has been well placed.

Vancouver City College has established a fine record in preparing students to transfer to various faculties at UBC, but improvement is still possible. This improvement will undoubtedly come when all professionals concerned—the secondary school teacher, the college in-

The college should be a place for a student to return to formal education; it should help to reduce the attrition rate of the first two years of a four-year institution. Even if a student does not go on to university, he is better prepared for the responsibilities of modern society.



Principal Newbery of Vancouver City College addresses a new group of students.
If they were all on the 'transfer' program, only 13% would actually transfer to university.

structor and the university professor—become better acquainted with the facts regarding our present college students.

One thing has become altogether too clear—in our quest for more information on the college movement we cannot, we must not, rely entirely on research from the United States. In some categories our students demonstrate characteristics similar to those uncovered in the Knoell-Medsker survey; in others, they differ significantly.

The following comments are based on the Dennison-Jones report on Vancouver City College transfer student characteristics and subsequent performance at UBC. Because the report was based on the first and second groups of VCC transfer students to move on to UBC since the college opened, the reader should consider any conclusions as tentative and requiring ratification through studies conducted upon future transfer students. However, the conclusions are at least encouraging, and justify UBC's continued act of faith.

1. It appears that some students transfer to inappropriate university faculties. The prognosis for success appeared to vary greatly from faculty to faculty. More college students would probably be successful if they selected faculties and major fields appropriate to their abilities. The failure rates of transfer students in first year Commerce, first year Applied Science and second year Science were considerably higher than the average failure rate for all faculties.

2. Attrition after transfer is possibly higher than it should be, running about one-third. This figure is based on the number of 1966 college transfer students who did not re-enroll at UBC for the 1967-1968 term. Grade point averages earned at college did not appear to have any significant bearing on future university drop-out. The highest drop-out rate of college transfer students was that for the group who obtained a grade point average of between 2.00 and 2.49 at college. Nearly half of the drop-outs were in this range. One-fifth of the drop-outs had earned a GPA higher than 3.00, that is, a grade of B or higher.

At present the college GPA and the grades earned at university are relatively meaningless as indicators of a student's likelihood of withdrawal from the university. Of the drop-outs, fewer than one-quarter had completely failed their university year, and slightly more than one-quarter had received second class standing.

3. Unlike the students reported on in the American study, local college students did not experience any drastic reduction in their grades at the end of their first year in university. In fact, the evidence indicates that more transfer students obtained upper class averages at university than they had at college. Similarly, fewer achieved at a failure level.

A closer look, then, must be taken at what have been termed the 'late bloomers' in community college and secondary school, to find out why some are more successful after transfer. It is possible that failure rates would be even lower if students completed a full two-year college program before transferring to the final years at university. At present, the majority of transfer students enroll at the university after completing only the first year at college. Given the type of direct attention offered in college facilities and the greater interest

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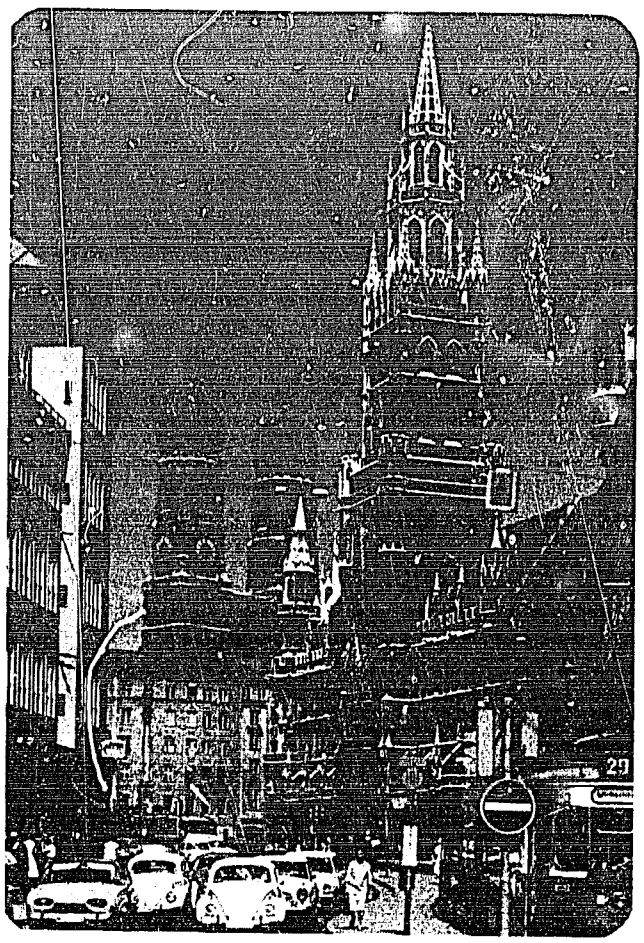
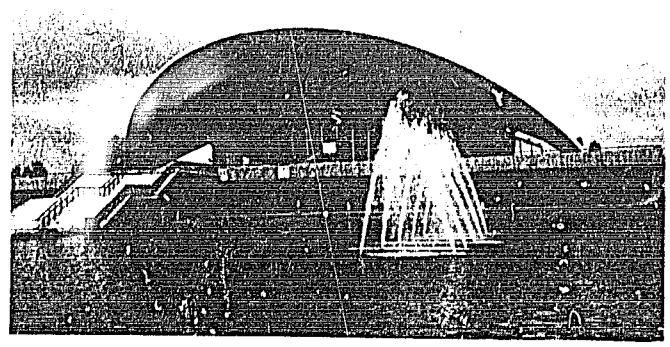
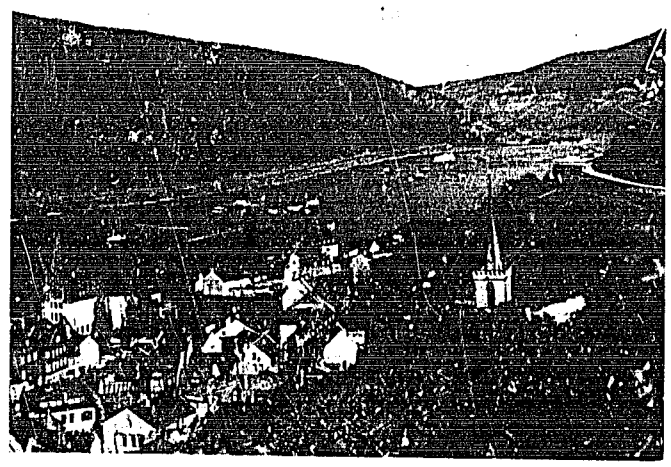


Munich's new Town Hall and the Frauenkirche.





Above, the Congress Hall in Berlin; below, Assmanshausen, a typical picturesque city on the Rhine.

BRINGING FOREIGN

In recent years the study of foreign languages has taken a great step ahead. A variety of relatively inexpensive exchange programs for teachers and students now provides opportunities for studying, traveling or working abroad, for learning the language and experiencing the culture of another people by a process of total immersion.

A case in point, providing for the encounter of German and Canadian students, is the Canadian-German Academic Exchange Program. It is sponsored by the Canadian-German Academic Exchange Association and the Federal Government of West Germany through its embassy in Ottawa. The aim is to send several hundred Canadian university students to Germany for three months each summer.

The students are provided with employment in factories, businesses, hospitals, etc., for two months, or they may study at universities or the Goethe-Institute; the third month is free for individual travel. The students also take a study-tour to the city of West Berlin as the guests of the West German government.

For the past two summers the Canadian government has followed this good example, and has initiated a similar program which brings German students to Canada.

What does participation in this program really mean for a student?

The participants have successfully completed at least one year's study of German at a university. Their encounters with Germany, its language and literature, up to this time, have been mainly through the medium of the printed page, a few films and the teacher. Moreover, for most students the exchange program means leaving the American continent for the first time. They suddenly have to rely upon themselves, and they learn the language according to the 'swim or drown' principle; they become acquainted with the real Germany through personal experiences and impressions.

By living and working with the German people, a

The author is Assistant Professor in UVic's Department of Germanic Languages and Literature.

Group of Canadian students who participated in the exchange program in 1968 on a river cruise.

LANGUAGES TO LIFE

WALTER E. RIEDEL

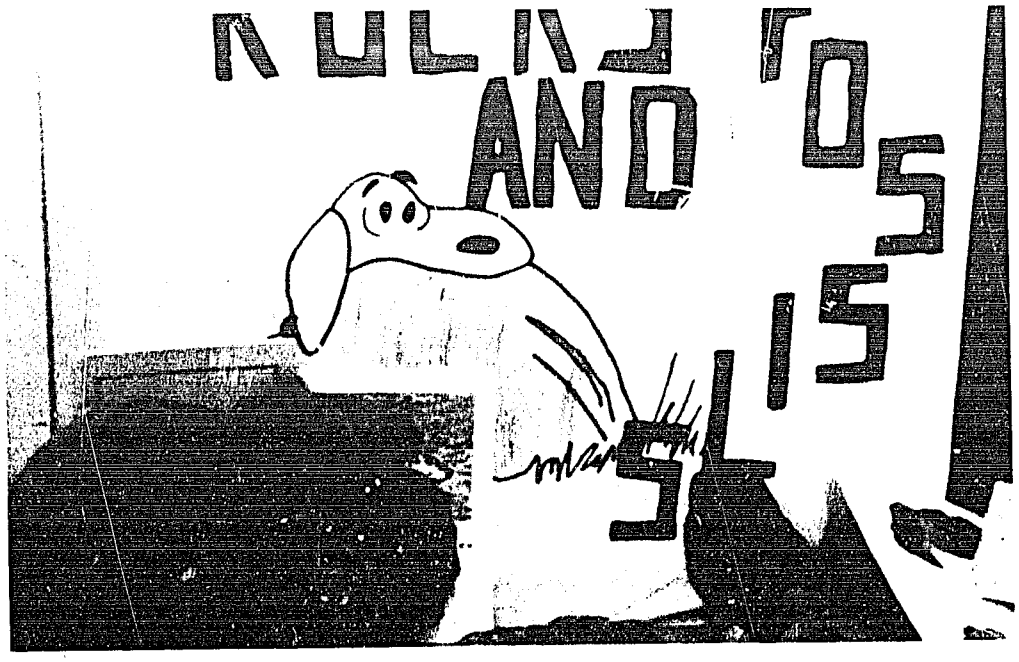
student learns to understand them; he gains a new perspective of the host-land, its people and their culture, as well as of his own country and its people.

What the program means educationally to individual participants is best revealed by their own enthusiastic comments: The summer in Germany is described as 'fabulous,' 'wunderbar,' 'an invaluable experience,' 'a wonderful opportunity to work with the German people and learn their language,' 'one of the most wonderful summers of my life,' '. . . it broadened my understanding of the people and their culture,' '. . . the trip to Berlin provided me with new challenging ideas by introducing me to immediate world conflict,' '. . . changed my attitudes,' 'has shown me some of my preconceived ideas and clarified some illusions,' '. . . has been an education.'

Again and again students emphasize that they have formed meaningful new friendships reaching beyond national borders. Many who worked in small family businesses were astonished by the hospitality. One student wrote: 'The family welcomed me — a total stranger — into their home and treated me as a member of the family.'

The exchange programs are so valuable that as many students as possible should have the experience. Since such programs are relatively recent in Canada, students, especially secondary students, do not know about them. Usually a student learns about the opportunities when he completes the foreign language requirement in the first and second year of university. The compulsory foreign language is now under heavy criticism, and there is a possibility that it may be abolished. Consequently, even fewer students may learn about these opportunities in the future unless their foreign language teachers in secondary schools inform them. A chance for a summer in Germany may help to motivate today's 'relevance-oriented' student.

The youth exchange programs are not just adventures, but an invaluable contribution to the development of a student's personality and, ultimately, to the development of international understanding and co-operation. It is perhaps the best beginning for peaceful co-existence among people of different nationalities. □



Close-up of fossils. Center one is broken because, as pupil said, 'It was so heavy when I carried it home, I dropped it.'

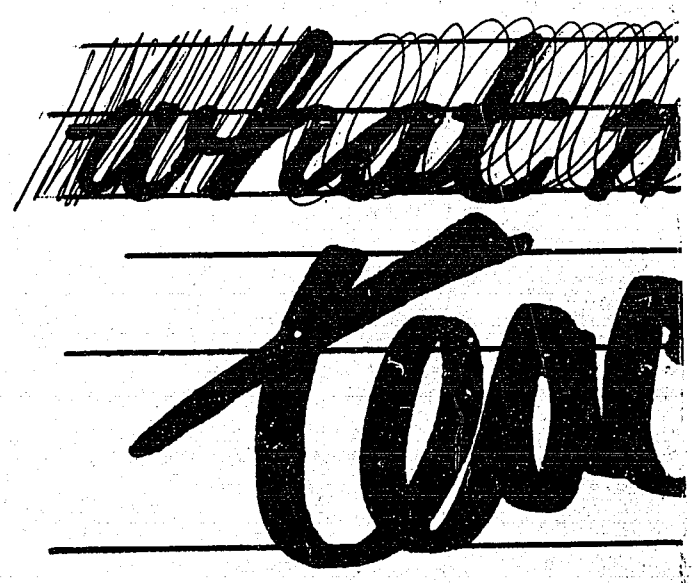
Wall display of l

It's rather interesting, and perhaps of some significance, that the most fascinating classroom I have seen in my visits to schools as an Associate of SFU's Professional Foundations Department is at Dawson Creek. Here, in Grandview Elementary School, Don Thain, EC Certificate, has created a real learning environment for his Grade 6 pupils.

In one corner he has a caged boa-constrictor, a racoon, a tame skunk (de-skunked) and sundry other interesting but smaller animals. On the adjacent wall are samples, skins, taxidermist models, and pictures of all articles and artifacts used in Dawson Creek pioneer trading.

Another shelf and wall display contains local fossils and Indian artifacts collected and identified by Don and his students. Some really magnificent specimens have been collected and pupils are more than willing and qualified to report upon these to any less well informed visitors.

At the front is the weather station where pupils keep a full meteorological record for the locality. They are preparing a large balloon filled with helium for an experiment on wind directions at higher altitudes. They are also studying stars and planets with the aid of a nine foot telescope. Pupil-constructed models of celestial bodies studied hang from the ceiling. Also suspended from the ceiling are models of airplane types pupils can identify flying in and out of Dawson Creek. There is a more than adequate classroom library of excellent



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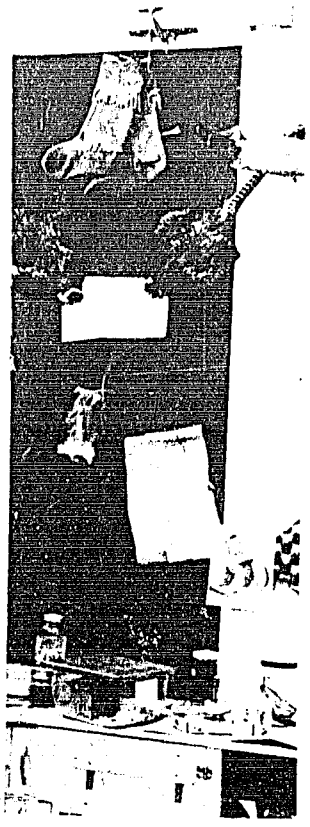
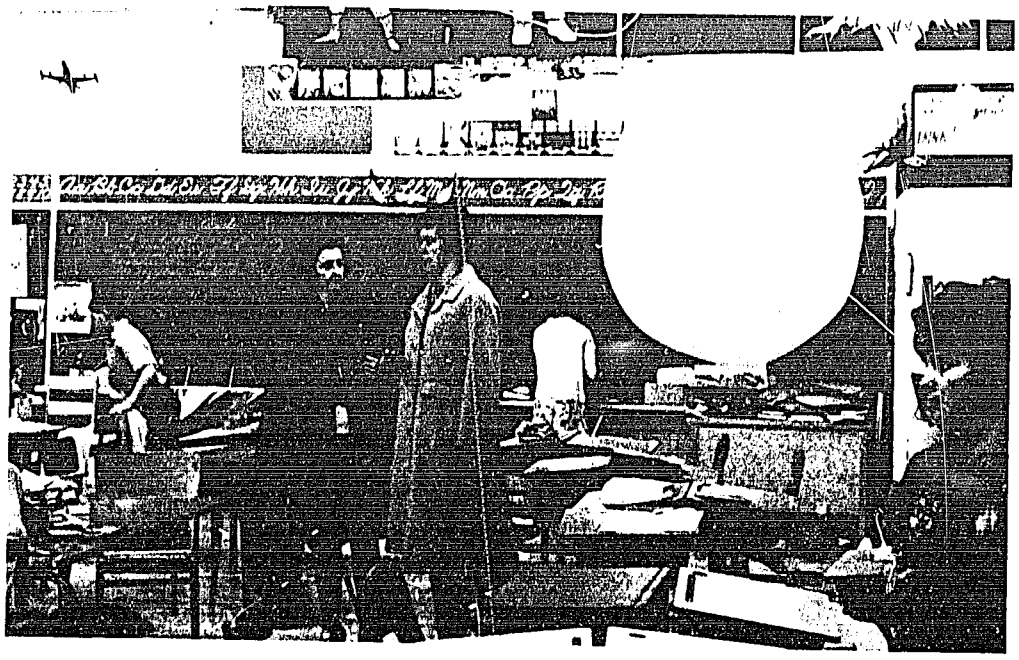




Primary Supervisor Miss Johnson and SFU's Miss M. Brown in front of weather station with balloon for studying high altitude wind currents.

ocal 'products.'

OWSELL

eacher, Mr. Snowsell
ar as an Associate
Professional Foundations.

books, mostly paperback, dealing with things studied.

Don's notice board is a gem. 'Kucher's Korney Korner' for administrative notices; 'mess hall duties' for pupil responsibilities in the classrooms and for their animal friends. 'Down with Common Sense' states another notice.

Principal Julian Kucher says he cannot keep the students out of the room, or get them out once they are in. Each has a project he or she is keen to fulfill. There is no problem of classroom discipline or maintenance.

One might say that, with his EC certification, Don has not been 'handicapped' by higher education. So how do we answer the problem—'What makes a Teacher?'

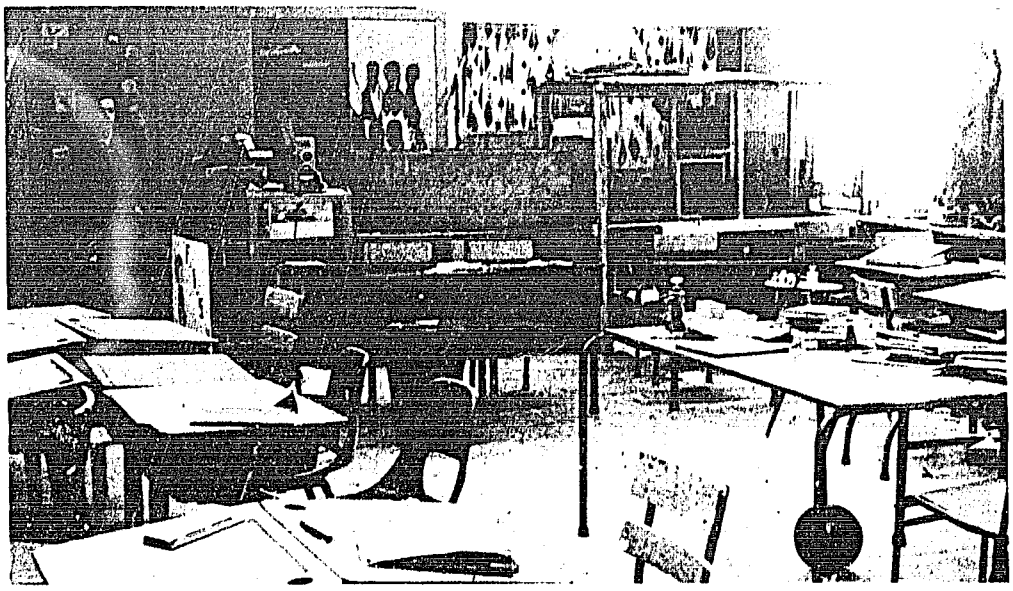
Pupils in Grades 4 to 6 at Alwin Holland School in Fort St. John were interviewed on Video. Closed circuit TV equipment was provided by SFU and controlled by Fritz Hunrath of SFU's Communications Branch.

Camera operators were pupils, as was the interviewer. These had had 10 minutes of 'training' prior to operation.

Question asked was, 'If you were giving advice to young students planning to enter teaching as a profession, what advice would you give?' The camera man followed the interviewer and those interviewed with real ability and skill. The tape is a most interesting record.

Of course a goodly number said, 'Give no homework.' The interviewer—the biggest boy and not renowned as a scholar or supporter of teachers—reiterated, 'Well,

Visual education equipment and cages with boa constrictor, raccoon.



you're here to learn, aren't you—homework's just to help.' Astounded teachers listening cried, 'Wonder of wonders, he's on our side.'

But most of the pupils made such statements as: 'Teachers should be kind,' 'Teachers should like kids,' 'Teachers should be more happy,' 'Teachers should have more fun,' (Hear! Hear!) 'Teachers shouldn't get mad so much,' 'Teachers should like to teach kids,' and so on.

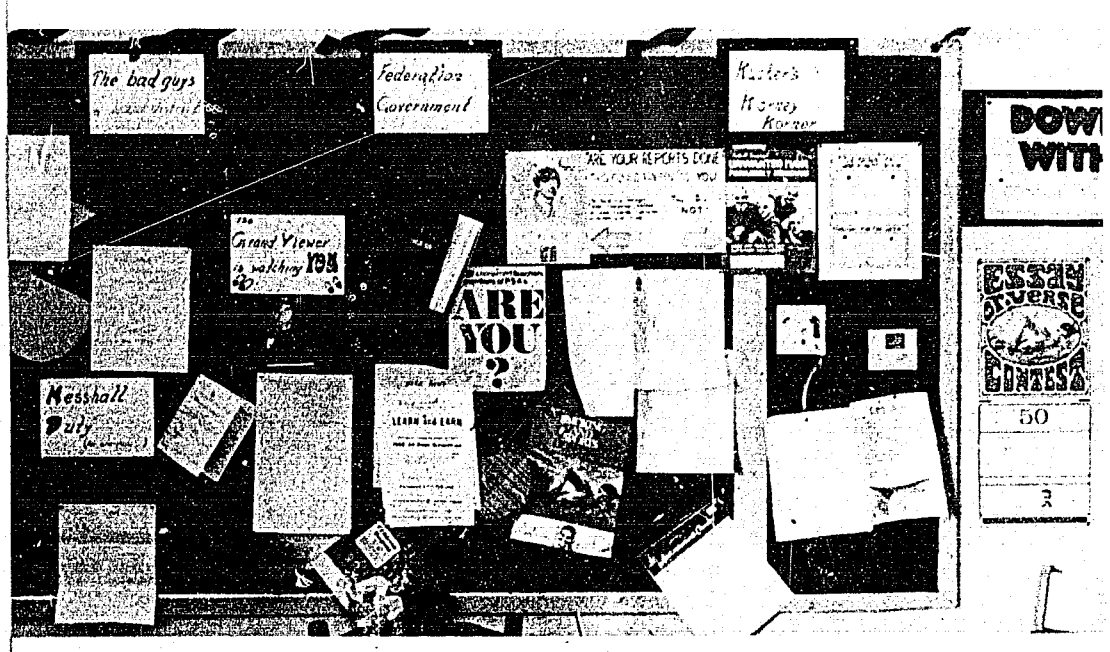
No one said, 'Teachers must have a university degree,' or 'Teachers should know their subject thoroughly'—the things that superintendents, principals and teachers' organizations stress.

The youngsters saw the teacher as a person. It was his or her personal qualities of understanding, joy of living, love of teaching, empathy with his students which they stressed.

Shouldn't we place more emphasis upon these characteristics? Aren't these youngsters' opinions of real significance? Certainly no other group associated with education is more affected by or more closely associated with or suffer more bitterly from teachers than the Klassroom Kids.

So teachers, current and prospective, know your stuff—that is very important. But love those little devils. Get a kick out of them in your teaching and their learning. Smile through your frustrations with the teaching-learning situation. And as Don Thain proclaims, 'Down with Common Sense.' Have more fun—develop the sensibility and sensitivity which is so uncommon.

In *The Prophet*, Kahlil Gibran wrote of teachers: 'No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.'□



The classroom notice board is stimulating and original.

SCHIZOPHRENIA

in the classroom

L. H. GARSTIN

Schizophrenics make up the largest group of the mentally disordered. Some 60% of the cases in mental institutions are schizophrenics.

Although not usual in early childhood, schizophrenia should be considered wherever there is a 'quiet, withdrawn' elementary pupil. Schizophrenics also form one of the largest single groups of pupils with mental disorders in their adolescent years.

Teachers should be aware of the symptoms and causes of schizophrenia, and what to do about it when they meet it in the classroom.

Let's look at symptoms first; there are five main ones.
(1) Thinking tends to become disordered. This may vary all the way from a mild mental woolliness to a sort of private language not understandable to the normal person. Unrelated ideas may appear together irrationally in conversation. Frequently ideas do not follow one another logically.

There is difficulty in carrying out abstract thinking. Mathematics and skill in making generalizations are very often the first casualties in the pupil's deteriorating learning pattern.
(2) Emotional blunting takes place. The ability to experience appropriate emotions is lost. The capacity to love or hate tends to die out, or at least is severely repressed. This frequently results in a blank, expressionless face.
(3) There appears to be a loss of will. The schizophrenic adolescent may feel impelled to keep doing the opposite of what is asked of him, yet may not be able to give a reason for his behavior. Some schizophrenic pupils in my own school kept skipping periods and indulging in truancy even though caught every time and admonished. Questioned about why they did this, they could give no rational explanation.

Sometimes, too, the schizophrenic is ambivalent in his attitudes, expressing contrary feelings verbally and non-verbally. Thus, one schizophrenic patient offers a clenched fist when he says goodbye to people.
(4) The rate of co-ordination of body movements is sometimes slowed. The pupil displays a physical awkwardness and curious body postures, as though he were expressing his inner state of feelings in pantomime. This symptom ranges from a state of stupor to that of great excitement and hyperactivity.
(5) One of the most prominent symptoms of schizophrenics is the presence of delusions, i.e., of beliefs which are not true and which cannot be corrected by an appeal to reason. Hallucinations—vivid sensory impressions—like hearing voices and seeing non-existent objects, are also common.

There are other significant symptoms. The schizophrenic may do a lot of daydreaming, evince an increasing lack of drive and experience states of depression. There is nearly always a tendency to withdraw from the real world.

There is also evidence of a significant correlation between schizophrenia and reading-language disabilities —visual-perceptual defects, dyslexia or word blindness, and the like. This is not to say that all those with read-

The writer is principal of McKim Junior-Senior Secondary School, Kimberley.

ing-language defects are schizophrenics, but schizophrenics seem invariably to have these learning problems.

The causes of schizophrenia are complex. There is possibly a hereditary element involved, although all experts in the field do not agree on this. In nearly every case there is evidence of an unstable family situation. However, this instability is more likely a trigger which sets off an existing predisposition to the disease than it is a basic cause. We really do not know enough about the causes to identify them with any certainty. A great deal more research is needed into the causes and cure of this great mental crippler.

What can teachers do about it in the classroom?

The first thing is to be able to identify its possibility in a student. Having done so, one should report one's suspicions to the school psychologist, public health nurse or doctor. Mental health clinic services should be sought for assessment and treatment.

While the causes of the disease are uncertain, treatment *is* available. The patient may be given medication which, if it does not cure, will help return him more closely to reality. If this is accompanied by individual psychotherapy, the patient can lead a normal life while learning how to live with his illness, much as a diabetic does. Such a student will probably be able to operate more normally in the classroom and will not be a behavior problem or a disturbance to other pupils and himself.

As for handling the pupil in the classroom itself, one of the most important things is to display an attitude of sympathy and understanding. The schizophrenic will usually respond to an outgoing, warm personality who demonstrates a real wish to help him. To consider him an undisciplined, poorly-raised person; to consider him 'bad' or 'lazy' or 'dumb' is worse than useless. A teacher who is 'human-centered' rather than 'subject-centered' is much more likely to elicit favorable responses.

Every effort should be made to involve the schizophrenic in small group activities. In small groups he will not feel so threatened and will be less likely to withdraw into isolation. In this way one can give him an opportunity to maintain contact with the world outside himself.

Flexibility is needed in one's expectations of a schizophrenic. He may (because of his tendency to daydream and to do the opposite of what is expected of him) have difficulty in completing seatwork and homework assignments. He may, for the same reason, skip classes and play truant.

He may, in his expression of his inner feelings, go through rather distracting bodily movements. He may talk out impulsively and without permission and his answers to questions may (because of his disordered thinking) be long, rambling and unrelated.

Allowances (in so far as is possible in a group situation) must be made for such quirks of behavior.

Although it may be difficult, with the large number of pupils with which one has to deal during a typical school day, attempt to get to know the schizophrenic on a person-to-person basis. Find out about his home background if possible. Let him talk out his problems as he sees them, without making moral value judgments. Take the initiative in inviting him to see one alone after school, just to allow him to express his problems as he sees them and to indicate how he feels he is getting along.

Praise him for anything he has done satisfactorily, no matter how insignificant it may appear.

Above all, be genuine. The schizophrenic can spot a 'phony' as quickly as a normal child and will act accordingly, no matter what one may be saying.

Finally, agitate loudly for increased research into schizophrenia's causes and cure. There are cancer funds, heart funds, arthritis funds and many others. It is time we developed an organized fund along similar lines for schizophrenia. It is far more extensive and damaging in its results even though it may not physically kill.

Its victims are in the schools and we have a moral obligation to do something about it.□

Community Colleges—

Continued from page 223

generally displayed by a student taking upper division work, the failure and attrition rates might be substantially reduced.

4. Although it should not be considered an absolute factor in determining subsequent performance, the grade point average obtained at Vancouver City College proved to be a fairly good indicator of future performance at UBC. In an attempt to determine some predictive measure of transfer student performance at the university, we conducted a multiple regression analysis of the effects of three single independent variables upon the average grade obtained at UBC. We found high and significant correlation between the UBC numerical average and VCC grade point average.

We attempted further representation of the prediction analysis of college GPA upon UBC numerical average in the form of a single entry expectancy table. This table showed the percentage probability of obtaining certain university averages in terms of college GPA.

This study indicates a 100% probability that a college student with a GPA of 2.50 or higher will earn at least a 50% UBC numerical average. In other words, community college students with a C+ grade or higher have every chance of success at the university. The probability of a minimum 50% university average is 96 out of 100 for transfer students with a college GPA of 2.00 to 2.94. For students with less than a college C average, the probability of subsequent success is naturally lower. Yet there is a definite danger in arbitrarily setting any GPA as a minimum requirement for transfer status.

Most of the complete failures among the transfer students at university were found in the transfer group who had achieved at college a GPA of less than 2.00 or a C average. I should mention, however, that nearly one-quarter of these marginal students—i.e., college students admitted to UBC with less than a college C average—did complete their course content at university with a 50% or higher numerical average.

5. There is no reason yet why community college transfer students should require more time and credits than 'regular' students to complete degree programs. So far, only three VCC transfer students have graduated from university with a baccalaureate. Two of these students graduated with second class standing; the other, with a pass standing. All three completed their degree programs on time, that is, within two years of leaving the community college.

6. Examination of transfer student performance in various courses compared with that of 'regular' UBC students seemed to indicate that transfer college students were not as successful as their regular counterparts. However, the percentage of transfer students passing the course was, in most cases, comparable. It was apparent that the regular students gained somewhat more of their share of first and second class grades in comparison with transfer students.

The failure rate of the regular students was three-quarters of that of the college transfer students. The higher failure rate for college students is accounted for by the unusually heavy failure rate experienced by the marginal transfer students, that is, those students who earned less than a college GPA of 2.00. If one considers only the students with a GPA of over 2.00 while at VCC, the failure rate of college transfer students would be slightly less than that of the regular students.

7. While approximately 40% of the college students successfully completed their year at UBC, no further information was available as to how many of the remainder passed supplementals or corrected their status at summer school. The fact that more than 40% of the transfer group were able to satisfy the requirements for their year at the university indicates the value of the college. It would be interesting to speculate upon the chances these people might have had of entering the university had the college not been in existence. The proportion of college transfer students failing the year was slightly under 15%.

8. Two-thirds of the college transfer students entered the university at a second-year level; in other words, the majority of transfer students entered UBC after completing the equivalent of one year at the college. One might ponder the success of these students if they were to remain at the college for two years and enter university at the third-year level. For the weaker student, there would probably be considerable benefit from the second year at a community college.

I am convinced that community colleges like Vancouver City College are extending opportunities for higher education to a large number of students who would not likely be able to undertake a degree program. From the point of view of the secondary school teacher, the college movement is particularly useful to those students (the so-called high school drop-outs) who have been away from formal education for some time, to those whose secondary school achievement was marginal and to those who wish to re-evaluate their academic possibilities without enduring the initial impact of the four-year institution.

No single conclusion could be drawn about the college transfer student performance because of probable differences among the faculties entered. Yet one thing seems to be developing—a clearer interpretation of the needs of the college transfer student and more accurate, intensive counselling of this student with specific direction to the appropriate university faculty.

The achievement of college transfer students at the four-year institution indicates, at least from results as currently outlined, that these students will generally compare favorably with the regular university student. As the community college movement expands, so will its unlimited potential. □

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Thunder from Down Under

Continued from page 215

to re-adapt myself to the archaic 'administrative techniques and behavior patterns' mentioned by Mr. Knight as existing in N.S.W.

My first point is that Mr. Knight correctly analyses the root of the trouble to be the administration.

As far as the teacher training program is concerned, I consider it to be far more vigorous, far more practical and far more comprehensive than that given in many parts of Canada. Mr. Knight comments that 'teachers fresh out of teacher training colleges have borrowed from the government and pay the debt back from their salaries.' This is not true. With a few exceptions, students at teacher training institutions attend on a scholarship basis, and in return for this, are bonded to give at least three years' teaching service. . .

Since most of my experience has been in elementary schools, I cannot fully refute Mr. Knight's comments on slow learners . . . In Sydney, I taught a remedial class comprised entirely of 'slow learners,' and there are schools expressly for the education of children at both ends of the intelligence scale. Many high schools have 'General Activities' classes for slow learners and there are courses especially designed for the teachers of these classes. . .

In summary, I would say that the curriculum of N.S.W. schools is far more comprehensive, and therefore demands more from both the student and the teacher. . . Teachers there have to be dedicated to put up with the administration, and when they can't take it any longer, they either go into other jobs, or come to Canada. . .

Colleen Johnson
San Josef, B.C.

My own experience in the matter of school systems, which appears less limited than Mr. Knight's, leads me to two conclusions. First, one needs more than four months to evaluate them; second, educational superiority is difficult to define, let alone measure.

The Australian school system may not be 'good,' but it is rather pointless making direct comparisons with the Canadian system. Who really does think that frequency of school dances constitutes a valid index of comparison? Perhaps a more balanced view of the Australian system could be written by one of the '2,000' immigrants. . .

A. O'Carroll
Vancouver, B.C.

I have another viewpoint and my comments are based on four years' teaching experience in Perth, Western Australia, and 15 years' personal education in the same State.

In common with so many other Australians, I left my country because of an overwhelming desire to *travel*. The teaching and nursing professions facilitate entrance to jobs overseas while one is traveling. As I taught in Malaysia, Africa, England, Montreal and B.C. over a period of eight years, I developed a deep feel-

ing of pride in the education I had received in Western Australia as a student, and the caliber of my colleagues as a teacher.

. . . I thought with pride and fond remembrance of my own teacher training when I heard so many of my student-teachers on their practicums deprecate their own university training. I was shocked at the oft heard comment on the part of university students, 'If you can't think of anything else or if all else fails, then go into education.' (By the way, in Western Australia, sponsor teachers of education students receive additional salary.)

It seems that much of the Canadian criticism of Australian education . . . centers around the presumed lack of heating, blackboard space, storage space, lights, PA system, teachers' desks, supplies, washrooms, duplicating machines, etc. I confess I can't remember feeling the lack of any of these material aspects of education at all. In the dozen or more schools in Western Australia with which I'm personally acquainted, I can't really remember where the washrooms were situated or how many there were.

I do remember 400 teacher trainees one year helping to build a new teacher training college from an old army barracks. I think we may have had to bring our own packing case for a seat at our first lectures. But I do know and fondly remember the great pioneering spirit and high morale which we had then, and which later carried through to our own teaching careers. . . .

It is a fact that salaries are lower in Australia than in B.C. . . . but I found it easy in W.A. to save $3,000 in three years teachers' pay for my traveling in Africa and Europe. In North America I have become more materialistic and have found living costs to be higher.

'All pupils are subjected to the same general teaching methods' and 'Individual attention is usually reserved for the bright ones' (quoted from Mr. Knight's article): My aim as a teacher is 'Creativity based on Interest.' Continuous progress, individualized instruction, group discussion and student involvement are just new names for old methods whose underlying principles were introduced to me as a student in Australian schools. In my education there was a tremendous emphasis on individual and group planning of learning activities, field trips, nature camps, all an integral part of the curriculum and providing opportunities for the training of independent work habits, responsibility and reliability, sportsmanship and citizenship. (Yes, Mr. Knight, the desks were plain wood and bolted to the floor, but I remember much of the time we were in seminars on the lawn in the sunshine.) . . .

Mr. Knight, please don't damn all Australian education as 'upside down and backwards' by what you found in your four months' stay at a N.S.W. school. Or believe that Australian teachers flock to recruiting Canadian offices just to relieve their frustrations over pay and working conditions. Perhaps they, like me, just wanted to travel.

Lyn Hancock
Victoria, B.C.

. . . as a former music teacher who taught in a secondary school 50 miles from Sydney, I am highly incensed at the insinuation that there is a lack of extra-curricular activities in schools in Australia. It is a pity that, while in Sydney, Mr. Knight missed the choral concerts performed by massed and individual school choirs and accompanied by school orchestras, the Sydney and suburban Eisteddfodan, the concerts by the National Youth Orchestra, drama festivals, the plays performed in Hyde Park, the debating competitions, the musicals from the various schools—all of which, to my mind, are products of extra-curricular activities.

Diana Polley,
Duncan, B.C.

On first reading this article I could not help feeling very annoyed and resentful of Canadian teachers in general. After simmering down, however, I realized that the opinions expressed were not those of Canadian teachers, but those of an ignorant and inexperienced representative of a body of fine and dedicated people. No, Rick, the truth doesn't hurt; the thing that gets my back up is that you have judged all systems of Australian education on the grounds of *four months'* teaching (or was it filling in time?) in *one* Sydney school. I have been teaching in British Columbia for three years (each year in a different district) and I wouldn't attempt to judge the B.C. system of education, let alone the whole Canadian system.

Before coming to B.C. I taught for 14 years in Queensland schools, so I am able to comment on some of Rick Knight's remarks, as compared to Queensland schools. . . .

I fail to see what point the author is trying to make when he says that he was 'knocked back a year' for overseas experience. The *Summary of Salary Scales, April 1968,* for B.C. shows that only 41 out of 89 districts allow full Commonwealth experience. This means that a teacher from Australia, coming to certain districts in B.C. with, say, ten years' experience, is knocked back five years.

. . . Everyone realizes that the cry for more science equipment is universal and the Australian government is spending millions of dollars per year for school science buildings and equipment to try to keep apace

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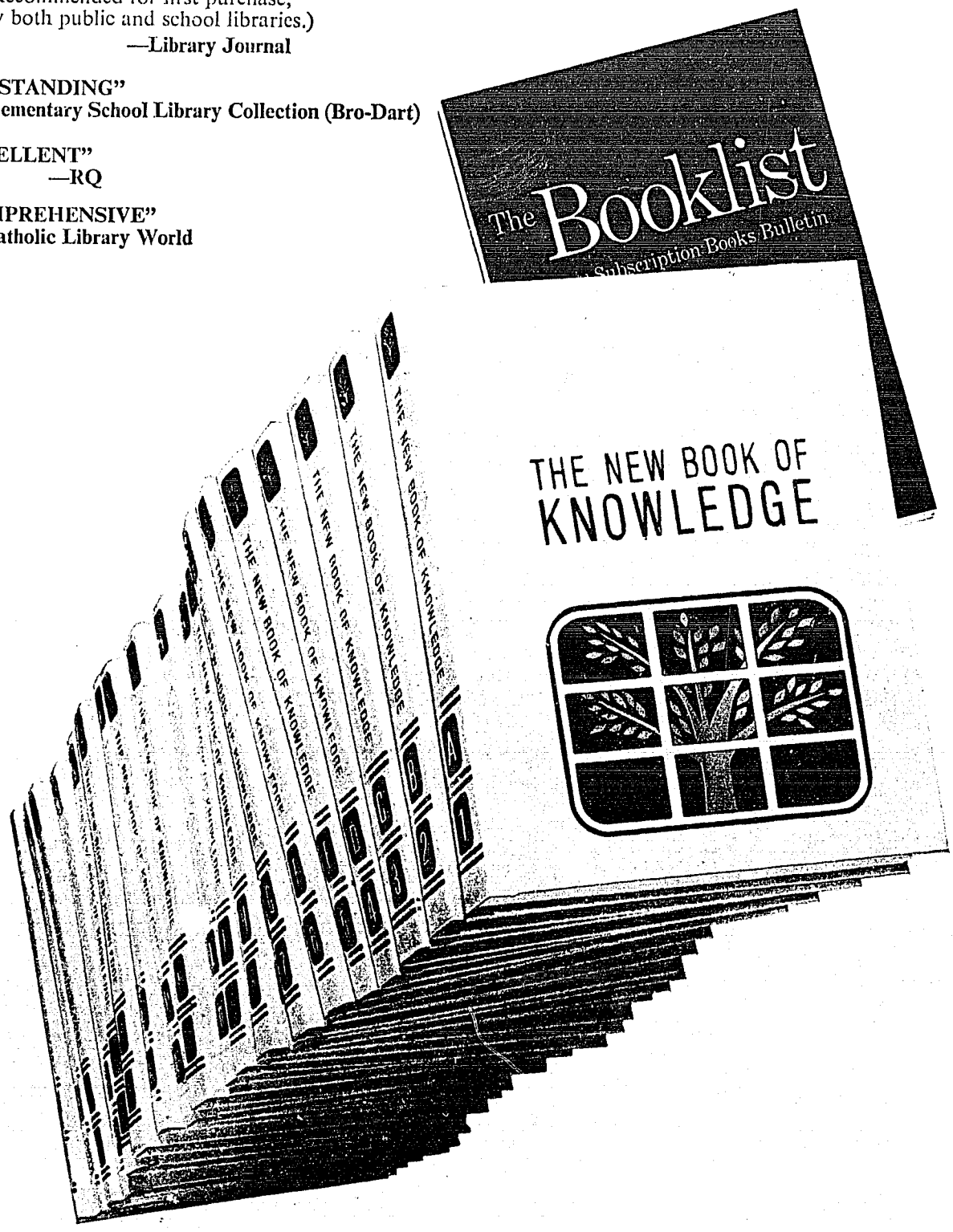

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with modern advances. The first secondary school at which I taught in B.C. was certainly not well equipped in the science department and the teachers (Canadian, incidentally) were always complaining about lack of equipment . . . I am not going to run down lack of science facilities here, suffice it to say that the science labs in the schools at which I have taught in B.C. are no better than the ones I have seen in Queensland.

Extra-curricular activities are an integral part of school activities in all Queensland schools. Every year in the town where I taught there is a district drama festival and, during the year in which I left, there were six high schools represented. . .

The fact that many sporting facilities for Sports Afternoon are sadly lacking, I'm sure, is Australia-wide—so what? . . . The important thing is to get *all* students to compete in the fresh air and even you, Rick, should know that 'a healthy body helps make for a healthy mind.' If this helps make Australia one of the healthiest nations in the world—why knock it? . . .

Commerce in N.S.W. meaning geography, economics and political science is something that seems hard to digest. Every high school in Queensland offers a commercial course consisting of the core subjects plus typing and bookkeeping. (Shorthand in many cases.)

. . . I should like to conclude, however, by disagreeing profusely with the statement that, 'Unfortunately for Australia, many of the best teachers are the first ones to leave. Refusing to put up with frustration, they leave so they can teach.' Making statements like this is pure stupidity. The majority of us didn't come for the above reasons and I certainly 'taught' as much in Queensland as I do in B.C. I came in answer to an advertisement in the *Queensland Teachers Journal* . . . as I saw the opportunity to widen my experience, both for teaching and living, and to see Canada, about which I had read such wonderful reports. I have met many Australians now teaching in B.C. and I can't remember one who has bought a house and intends to settle here permanently. Everyone whom I have met from 'Down Under' has seen more of Canada and The States than many B.C. teachers, and a great majority confess that they are returning 'Home.'

Alan Rainnie,
Chilliwack, B.C.

Mr. Knight reminds his fellow Canadians who may happen to find themselves in this backward country, to go well informed in Canadian geography so as to be able to answer questions on this subject from dissatisfied Australian teachers planning to go to Canada.

Mr. Knight should have studied Australian geography a little and discovered that Australia is a large country with many self-governing states each with its own Department of Education. To carelessly generalize as he did and judge the whole Australian educational program, or even that of N.S.W., on one term's experience at one school makes his report of little real value.

M. J. Ford,
Ganges, B.C.

What's wrong with teacher training?

JOHN GRIGORUK

The author teaches in Creston.

Ahh, to relax at noon—after lunch —and read the latest edition of the *BCTF Newsletter.* What's this, still other problems in education? Oh, well, be philosophical. Tell yourself that it is good to see others stewing over their perplexing matters for it helps to alleviate the frustration which tends to build up in some of us, especially teachers of non-metropolitan schools.

Suspecting there may be something wrong with the teachers of today, one may ask the novice teacher — or even one who has taught up to four or more years— what is wrong with teacher training? The answer, without any development, is simple: not enough teachers have been taught about living.

Oh, yes, most new teachers have been taught their subject and/or how to impart it. But how many have had the opportunity to sit down, relax, and consider such important queries as: Why do we learn? When do we live? What is important—to yourself, him, her, them, us, it?

How many have had the opportunity to realize, appreciate and even enjoy the part played in the scheme of things by *people* who devote tireless and precious time, practising for presentation their best skills and understanding?

How many have been able finally to recognize the important contributions to mankind by the artist, the mathematician, the writer, the musician, the scientist, the baker, clergyman, homemaker, athlete, philosopher, doctor, carpenter, the mechanic, driver, woodsman, Member of Parliament, salesman and all others who practise?

Are beginning teachers exposed to the appreciation of human endeavors so that they may recognize the total potential of their students —without bias--and thus encourage their best performances, especially in the students' fields of interest?

What is wrong with teacher training? Too few opportunities are afforded for considering one's purpose of living, let alone that of mankind. New teachers are primed to infatuation with the traditional academism as if it were the guarantee of success in their chosen profession. Everyone takes for granted that in these days of super-computerized electronic living everyone will learn

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to live merely by living. This shallow infatuation and taking for granted pervades other faculties of our colleges and universities; it even pervades other institutions of learning, ignoring the fact that all learning must be for the harmony of mankind.

The novice must be made aware that the bell rings—or tolls—for all of us, equally. If we are to enjoy this planet and life, we must enjoy each other. We must learn to live artfully and graciously. We must teach artful and gracious living, for art and grace identify humanity; they have guided man since his beginning.

I make no effort here to dwell on such pertinent and interrelated themes as friendly competitions; human, time and money values; beautiful British Columbia; its resources and their conservation and preservation; secondary industries and jobs. I shall not even attempt to be specific on the theme of the purpose of living.

The strength of the teacher education program lies in the determination of the novice. He is still determined to use his enhanced skills and ideas to enlighten the student and impart knowledge. This determination is vital. Yet, as I have suggested earlier, its purpose is questionable, and so is its direction.

Perhaps the greatest single improvement that can be made in the education of teachers is to develop a process which will have all prospective teachers realize—especially as they revert to education after completing post-graduate studies in other faculties—that a teacher's job is one of responsibility, devotion, and servitude. Seriously! By the very fact that the teacher is not a machine, he cannot and must not be a machine! He must be sensitive to the needs not only of his charges, but also of humanity.

If for any reason the teacher feels that he is weak or incapable in some area of the teaching-learning process, he should give his strongest moral support to all others who are striving to better education and to keep it up with the times—and this means all subjects and aspects of education.

The prospective teacher must realize that his purpose is not theoretical idealism, but the manifestations of ideals, and therefore he must often work with other teachers and students to make the best of ideas work. The achievement of ideals must not be left in the hands of a few teachers while others adopt the veil of complacency. This task must be actively shared by all those who choose the time-honored task of teaching. Otherwise, the respected institutions of teaching and learning will be no more. They can be left to crumble and dissipate by deteriorating from within—because of the teacher.

The reader is right if he says this article is theoretical and idealistic. But he can rest assured that I am doing my utmost to live up to my words.

It is because ideals are based on purpose, and because the purpose of life seems to be least understood during these hectic yet wondrous times, that I emphasize that prospective teachers—and thus mankind—should be given greater opportunities to discover more about the art of living, for this is exactly what our living is about!□

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2. **Personnel Office - University of British Columbia, Monday, Tuesday, Wednesday, and Thursday, March 31, April 1, 2, 3 - 9:00 a.m. to 5:00 p.m.**
3. **Bayshore Inn - Tuesday and Wednesday, April 8 and 9 - 9:00 a.m. to 5:00 p.m.**

Interviews will be conducted by one of the following District personnel: **Mr. G. H. NELSON, District Superintendent of Schools; Messrs. R. W. NESBITT, A. K. MUTTER, W. C. BRAND, Directors of Instruction.**

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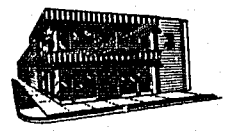

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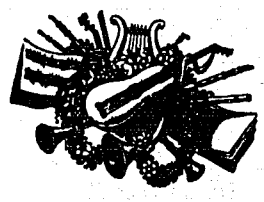

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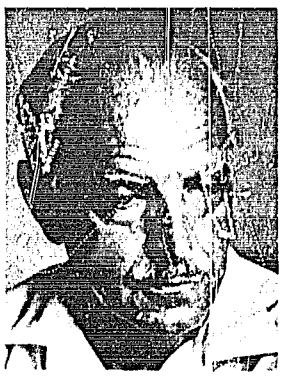

TELLING IT LIKE IT IS/PART 2

As we were saying last month when we were interrupted by lack of space, How do we justify all this palaver? I think the American poet Phyllis McGinley comes as close as anyone to expressing my own idea about writing when she said of her own work, '. . . a sort of running argument with those whose interpretation of life is different from mine.'

Fair enough. I think we can justify the presentation of opinion for the consideration of others even if at times we come to feel, as Harry Turner said in his piece in the December issue:

'Opinion is needed, no doubt, but so much?' And, 'Can we depend on opinion to improve the classroom situation?' (My answer to that is no, but more of this later.)

I use expression of opinion, my own or someone else's, as a test of the value of the idea. If the idea is a good one, it will stand up to rebuttal. If it is weak, rebuttal will show up the weaknesses. This is a stimulating exercise.

One difficulty is that rebuttals occasionally come from readers who criticize what they read and not what I write. There is quite a difference. In a lecture to Cambridge students, E. L. Lucas said, '. . . write so that though others may disagree with what you think, no one can disagree with what you mean.'

Putting down exactly what you mean is a tough proposition, as any writer knows. Too many factors, known and unknown, enter into the process, and when the job is finished and the material in print, you are up against another set of factors, also known and unknown, which influence the reader's reaction.

So you often wind up with the feeling that you have been talking to yourself; that the reader has glanced at your stuff briefly; that he then goes off talking to himself in another direction entirely. This is really too bad, since I believe that to allow the printed word to pass without comment is a loss to both the reader and the writer. There has to be some sort of spark set off, or why bother?

I'm told I use words 'emotively.' Also 'without knowledge of their connotations.' Yes indeed, to the first; not at all, to the second. Writing is an emotional experience as far as I am concerned, as is any sort of creative expression, and if I don't feel strongly about my subject I don't want to talk about it. I was brought up in an emotionally supercharged family in which strongly held feelings were as strongly expressed without inhibitions, where euphemisms and circumlocutions and bland statements were felt to be the refuge of bloodless individuals who were afraid of the exhilaration of a verbal free-for-all.

And anyway, sometimes the emotionally loaded word is the only one with the right connotation, as in 'barbarian.' As they say, the Greeks had a word for it, and this was one of their better ones. What would they have called Jerry Rubin? A serious young scholar seeking enlightenment? Not very likely. The characters who battered the gates of Rome were perhaps politely interested in the Roman way of life? Mob is a good word, whether applied to rioting masses or to supposedly civilized students who forcibly take over property not theirs to use.

There seems to be developing an attitude of 'let's not be beastly to the students' (as Noel Coward almost said); great breast-beatings and low cries of 'mea culpa, mea culpa'; placating gestures toward almost anything they want to do or say. Let's not go overboard on this.

Maybe we should pause a moment, and make an effort to '. . . call things by their proper names and see them in their correct relationships.'□

EVALUATOR WANTED

The Teacher Qualification Service, sponsored jointly by the B.C. School Trustees Association and the B.C. Teachers' Federation, seeks applications for the newly created position of evaluator.

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Apply in writing to

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FROM OUR READERS

Pacific Education Showplace—a Reply

Sir,

As the producers of Pacific Education Showplace, we were very interested in the article by Alwyn Pollard in your January issue. We wish to thank you for the interest you have shown in the Showplace by publication of this candid and incisive article.

There is a great deal of merit in many of the thoughts expressed by Mrs. Pollard. We agree wholeheartedly with her view that there is a need for exhibitors to demonstrate the application of their products in the classroom situation. This, in fact, is one of the primary objectives of PES—to provide an opportunity for educators, not only to see displays of latest products and equipment, but to learn from exhibitors how these developments can be used for more effective teaching.

We have encouraged PES exhibitors—as well as exhibitors in Canadian Education Showplace and Atlantic Education Showplace — to adopt this approach and many of them have very successfully related their product displays to the teacher-student situation. We shall continue to emphasize the importance of this kind of exhibitor demonstration.

In addition, plans for the next PES—to be held in Vancouver, October 9 to 11, 1969—include a number of feature exhibits and demonstration areas specifically aimed at showing how new equipment and technological advances can be used to advantage by teachers in the classroom environment. Such features have been developed with great success for the CES in Toronto and we are planning similar innovations for the next Vancouver show.

While we unhesitatingly endorse most of Mrs. Pollard's comments, we must take very strong objection to the unfortunate headline on this article. The use of the word 'disaster' is not a true reflection of the views expressed by the author. Perhaps this first PES did not measure up to its potential, as Mrs. Pollard suggests, but nowhere in the article does she say it was a disaster; nor is it possible to find anything in her comments to justify such a description.

To describe the show as a disaster is untrue. Many thousands of educators in attendance found it an interesting, informative and exciting event. As the show grows and develops we are confident that it will make an increasingly significant contribution to education in Western Canada.

It's unfortunate that this inaccurate and potentially damaging headline should appear at a time when PES is still in its formative stages. We can only hope that its future progress will not be adversely affected by what was, to say the least, inept headline writing.

Toronto — Robert McBeth
Promotion Manager
International Trade Shows
of Canada

(We used the title suggested by the author of the article—Ed.)

Teachers Must Do Less!

Sir,

Involvement — the Key to Better Schools is a BCTF 'great.'

Now what must we as teachers, carried along in no small degree by the momentum of teaching as we were taught, DO? (Even a retired teacher is impelled to ask that question.)

Comes chorus reply: 'We do less; the pupils do more!'

Quite so. How, then, shall we play our part in guiding the student to growing satisfaction in and from his exploratory years?

Take, for example, history, the prelude to the present human drama. We seek such perspective of days long gone and of those still with us as will enable us to clarify in our own minds the larger issues in, say, 4,000 years of human endeavor. With the insight and enthusiasm so engendered we become creators of learning situations in which the student discovers meaning; and, what is more, from which he develops a dedication to his part in the drama.

To come to the point: we know of no better guide to the bigger issues than *The Lessons of History* by Will and Ariel Durant (Simon and Schuster, 1968). Parenthetically, may we be forgiven for, as yet, having read no more than a condensation of the $5.95 book?

The Lessons of History would be a treasure and inspiration to a teacher in any field, at any level, with experience ranging from a few months to many years; to anyone who desires to give classroom reality to 'Involvement — the Key to Better Schools.'

Victoria — Eric H. Whittingham

On the Right of Choice in Education

Sir,

In the December 1968 editorial you reflected on Article 26 of the Universal Declaration of Human Rights. It is my hope that the thoughts you expressed will continue to occupy our minds during 1969 as well.

The burden of your editorial lay on the section that reads: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.'

One of the rights referred to in that section is expressed at the conclusion of Article 26. It reads: 'Parents have a prior right to choose the kind of education that shall be given to their children.' And, in addition, the article states that at least in the elementary stages such education shall be 'free' as well as 'compulsory.'

Permit me to point out that in our province there is an indirect threat to that right of choice in education. Financial difficulties result in no effective choice for parents as to whether they will send their child to a public or independent school.

The choice that these parents are faced with does not primarily relate to academic standards, important

We Shall Miss Them

Active Teachers	Last Taught In	Died
George A. Brittain	Victoria	December 16
Robert Alexander Kandie	Surrey	October 24
Miss Lillian Jennie Krull	Vancouver	December 23
Donald F. Paynter	Kamloops	January 12
David Quillet Rowett	Prince George	October 16
Robert James Thompson	Vancouver	December 23
Retired Teachers	**Last Taught In**	**Died**
Miss Catherine McNiven	Vancouver	December 20
Sidney H. Price	Burnaby	January 15
William R. Robson	Vancouver	January 1

though they be, but rather to the nature of man and his destiny in the cosmos. It relates to moral values, the reasons for right and wrong, the philosophical bases for the aims and purposes of education. The penalty, if indeed there should be one, for choosing to obey one's conscience in such an important area should not be unduly severe.

Dr. Leddy, in the article 'Freedom Will Crumble Without Unity' (December 1968) says: 'We no longer think of it (the nature of freedom) entirely in political terms. We have enlarged its range, realizing that political freedom is incomplete and unstable until it is supported by economic and social equality.'

Earlier in the same article he had already agreed that: 'We maintain that unity through our willingness to accept others as they are, reassured by what we share in common, and yet not resentful of our differences.'

He certainly touches on the essential ingredients of a truly pluralistic democracy. The situation in British Columbia, however, testifies to the fact that diversity has not been allowed to come to positive and meaningful expression in its educational system, and not in a just and equitable way. When financial considerations make a real choice non-effective, the right of choice is without meaning.

The independent schools in British Columbia are performing a public service to nearly 8% of the total school population. The parents of some 23,000 students are exercising their right of choice, and they are saving the public in excess of $13,000,000 annually, apart from providing their own staffs, equipment, facilities, and real estate.

The very fact that these parents are willing to make these sacrifices underscores that for them the choice is a real one, and a meaningful one. I should add that for many parents a choice is not possible, because a lack of funds has forced closure, or has prevented opening schools of their choice.

Is our British Columbia society so intolerant that it cannot provide for more than one school system in an equitable way? Almost all other free Western nations have made such provisions; and with effective control over academic standards, I might add.

As I understand it, in a democracy the majority rules, having proper regard for the minorities. But the majority does not tyrannize. I agree with Dr. Leddy that freedom will crumble without unity. But this is also true; unity will turn into conformity . . . without freedom. The essence of a free democracy is diversity.

Vancouver — G. Ensing, President
Federation of Independent
School Associations
in British Columbia

Ecology-based Education?

Sir,

There is an old fable about a fly sitting on a chariot wheel. The chariot is rolling down a dusty road and the fly is reputed to be looking back and marveling at the dust he is raising.

This, I think, is unhappily true of education. Madison Avenue-style oratory to the contrary, education seems to be singularly unfocused. Education has no taproot penetrating deeply into the substratum of reality. Somewhat à la Robert Service, 'We chop and change, and each fresh move is a fresh mistake.'

Sadly enough, the foregoing thought can be taken as a purely negative view toward all the educational progress that has been made. This is not an intended conclusion. With full recognition of the vast strides that have been made, it seems that the juggernaut that is education is missing badly —

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perhaps the right fuel mixture has never been found, and perhaps, perhaps. . . .

It does seem, however, that there is a taproot readily available. Ignoring the fact that analogy is abhorrent to many, it may be that education is the scion and ecology may well be the taproot to which it can be grafted.

Some years ago, Sir Julian Huxley commented that 'physics and chemistry and their application to technology will not be the important sciences for the modern world, but evolutionary biology and ecology and their applications in scientific conservation.'

We need not go into details of all the publicity concerned with dwindling resources, population pressure, air pollution, water pollution, strip mining, insecticides, and the like, to recognize the fact that circumstances here on earth may be getting beyond the control of mankind. Nonetheless, it would seem that ecology— the relationship between organisms and their environment — is a potentially strong taproot from which the diverse branches of education may develop and bear fruit.

Many problems might therein be solved. Although traditionalists and purists might groan, it could well be that students might find more meaningfulness in a curriculum which is environmentally centered than in one based on courses which in many cases seem irrelevant to the life of the individual student. Such questions as, 'Why do I have to take this or that course?' are sometimes truly difficult to answer within the present framework (if the would-be answerer is intellectually honest), but a curriculum devoted to understanding and improving man's relationship with his environment—well, that would make sense.

I firmly believe we shall eventually come to ecologically oriented curricula—as Huxley implied, survival will be at stake. Many philosophies have had their day, but an ecological philosophy of education will be the quintessence of sober thought. Its implementation might be difficult, but certainly no more difficult than continued justification of the program which now exists. No rational being indulging in the appraisal of local, national or world conditions would be likely to concede that our educational system is living up to its ideals, objectives, appreciations, etc. A reasonably candid teacher will not hesitate to agree that we are immersed in our jargon, but only moderately successful with our clientele.

It is not my intention to try to present a tightly bound ecologic philosophy. Rather I am attempting to be a bit of a catalyst and possibly speed up the reaction rate of the transition to ecologic awareness. I believe very deeply that Francis Bacon was altruistically correct when he commented, 'He who would command Nature, must first learn to obey her.' It is my hope that some day children will go to school realizing that they are a part—only a part—of the environment in which they live; and that their success as individuals and as a species depends on their realization that man stands as custodian of the earth, and must keep it healthy and productive, lest he 'shuffle off this mortal coil.'

McBride — Robert F. Harrington

The Medium/the Massage

Sir,

I've always considered Mr. McLuhan a bit of a nut, a showman who likes to shock, a coiner of the neat phrase, like 'urbing the orb,' 'the medium is the message,' and now, 'the medium is the massage.' So far, then, I have never taken him very seriously, but a recent incident involving a young student friend jolted me clean out of my disbelief. Rightly or wrongly, then, the medium is, or is fast becoming, the message.

While discussing English 100 with this young man, now attending a B.C. Regional College, I saw the light! I hadn't seen this boy since the fall and was appalled by the change in him.

He had entered the college from Grade 12 with an above average intelligence, a creative imagination and a nicely developing critical faculty. Having dipped happily into English literature in secondary school, he had a lively interest in all forms of it—novels, plays, movies, poetry—in short *ideas*. In other words, he was interested in what makes man tick. Now, a few months later, pale, with a crazed glitter in his eye, he sat at his desk shuffling a large collection of typed cards through white nervous fingers.

'What on earth are you doing?' I asked. He gave me a weary, twisted grin and answered in a slightly quavering voice, 'I'm stacking my rubber-banded paper-clipped bibliography cards into divisions and subdivisions.'

'You're what?' I asked.

Fidgeting around on his card-cluttered desk, he produced a

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TABLE I

This table assumes the investor invests $50.00 each month for 20 years.

End of Year	Total Invested	Yearly Interest Earned	Total Interest Accumulated	Total Investment Including Interest	End of Year	Total Invested	Yearly Interest Earned	Total Interest Accumulated	Total Investment Including Interest
1	600.00	22.78		622.78	11	6,600.00	625.15	3,230.03	9,830.03
2	1,200.00	66.39	89.17	1,289.17	12	7,200.00	710.93	3,940.96	11,140.96
3	1,800.00	113.04	202.21	2,002.21	13	7,800.00	802.69	4,743.65	12,543.65
4	2,400.00	162.95	365.16	2,765.16	14	8,400.00	900.88	5,644.53	14,044.53
5	3,000.00	216.35	581.51	3,581.51	15	9,000.00	1,005.94	6,650.47	15,650.47
6	3,600.00	273.52	855.03	4,455.03	16	9,600.00	1,118.37	7,768.84	17,368.84
7	4,200.00	334.65	1,189.68	5,389.68	17	10,200.00	1,238.67	9,007.51	19,207.51
8	4,800.00	400.10	1,589.78	6,389.78	18	10,800.00	1,367.38	10,374.89	21,174.89
9	5,400.00	470.09	2,059.87	7,459.87	19	11,400.00	1,505.10	11,879.99	23,279.99
10	6,000.00	545.01	2,604.88	8,604.88	20	12,000.00	1,652.47	13,532.46	25,532.46

TABLE II

This table assumes the investor invests a lump sum of $1000.00 and leaves it for a twenty-year period.

End of Year	Yearly Interest Earned	Total Interest Accumulated	Total Investment Including Interest
		Initial Investment	1,000.00
1	70.00	70.00	1,070.00
2	74.90	144.90	1,144.90
3	80.14	225.04	1,225.04
4	85.75	310.79	1,310.79
5	91.76	402.55	1,402.55
6	98.18	500.73	1,500.73
7	105.05	605.78	1,605.78
8	112.41	718.19	1,718.19
9	120.27	838.46	1,838.46
10	128.69	967.15	1,967.15
11	137.70	1,104.85	2,104.85
12	147.34	1,252.19	2,252.19
13	157.66	1,409.85	2,409.85
14	168.69	1,578.54	2,578.54
15	180.50	1,759.04	2,759.04
16	193.14	1,952.18	2,952.18
17	206.66	2,158.84	3,158.84
18	221.13	2,379.97	3,379.97
19	236.61	2,616.58	3,616.58
20	253.17	2,869.75	3,869.75

TABLE III

This table assumes the investor invests a lump sum of $5000.00 and leaves it for a twenty-year period.

End of Year	Yearly Interest Earned	Total Interest Accumulated	Total Investment Including Interest
		Initial Investment	5,000.00
1	350.01	350.01	5,350.01
2	374.52	724.53	5,724.53
3	400.73	1,125.26	6,125.26
4	428.79	1,554.05	6,554.05
5	458.80	2,012.85	7,012.85
6	490.92	2,503.77	7,503.77
7	525.29	3,029.06	8,029.06
8	562.06	3,591.12	8,591.12
9	601.41	4,192.53	9,192.53
10	643.51	4,836.04	9,836.04
11	688.56	5,524.60	10,524.60
12	736.76	6,261.36	11,261.36
13	788.33	7,049.69	12,049.69
14	843.52	7,893.21	12,893.21
15	902.57	8,795.78	13,795.78
16	965.75	9,761.53	14,761.53
17	1,033.36	10,794.89	15,794.89
18	1,105.70	11,900.59	16,900.59
19	1,183.10	13,083.69	18,083.69
20	1,265.92	14,349.61	19,349.61

The average interest earned over the 20 years (Tables II and III) is 14.35%.

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mimeographed sheet.

'Here, read this,' he mumbled. 'Can't explain.'

It was a directive, closely typed on both sides with instructions on how to proceed with the writing of a short research paper. Grade 11 and 12 English teachers take careful note.

The sheet included the following outline:

A. Read through all your note cards.
B. Then organize the cards into three large piles.
C. Next organize each pile into several subdivisions. Use rubber bands for large divisions, paper clips for small divisions.
D. Where necessary, clarify subject headings on cards, and put into a 'miscellaneous' pile the few cards that don't seem to fit anywhere yet.
E. From the main divisions of the cards and the subject headings marking the subdivisions, construct your TOPIC OUTLINE.
F. Revise the topic outline, if necessary, and rearrange the piles of cards to match the revision. Remember that you cannot have an A without a B, a 1 without a 2, etc.
G. Review your 'miscellaneous' pile.
H. You may be requested to write a SENTENCE OUTLINE, using your topic outline as a skeleton. Write the paper section by section, working from your rubber-banded stacks of note cards.

The pièce de résistance at the end was the mind-boggling phrase: 'If you do not omit any of these steps, you will find it very difficult to write an F paper.'

Well, there is part of this excruciating document, so scrupulously worked out for the benefit of all the poor Joe Does who happen along to English 100.

Yet, under all its heading and subheadings and sub-sub-headings, there wasn't the remotest reference to *content* or to the possible connection the student's critical message should have with that content, which is, after all, the marrow of research.

My poor young friend, just out of Grade 12, had not been brought up on the rubber-banded stacks of cards and, although he was a good poker player, this kind of literary Patience merely brought on an intellectual freeze-up. He was unable to think or act. All he could do was sit and shuffle, getting his major and minor divisions hopelessly mixed up. Something akin to mental paralysis had set in.

Sometimes in desperation he would throw the whole bunch up in the air and choose his main divisions and his subdivisions from their grouped positions on the floor. I watched him, fascinated. Occasionally his stacks of subdivisions were bigger than those of the main divisions. Then, horrors, the elastic bands got on the subdivisions instead of on the main divisions, which resulted in the latter bearing the discriminating brunt of paper clips.

The boy is clearly in a bad way. If you mention novels, movies or plays, he starts as if stricken. The lad with the wild imagination, who loved books and even secretly wrote poetry, has burned all his books and is going in for computer programming. After the trauma with the card filing system, he says he will find the computer a breeze and more fitted for the job than he could ever hope to be.

With this kind of super-organization at the tender level of English 100, is there not grave danger of throwing away the picture and treasuring the frame? Isn't this a case of outdoing McLuhan? Are we all agreed, then, that the mediun: *is* the message, the massage, or what have you?

Vancouver (Mrs.) B. J. Easton

A Compliment

Dear Ken,

The purpose of this note is to congratulate you on the outstanding quality of *The B.C. Teacher*. It is a damn good journal: well-written, well-edited, well-designed, informative and provocative. The January issue arrived in this morning's mail, and I have just returned from a pleasant and profitable lunch with it.

Thanks!

Toronto George E. Flower,
Co-ordinator of Graduate Studies,
Ontario Institute for Studies
in Education

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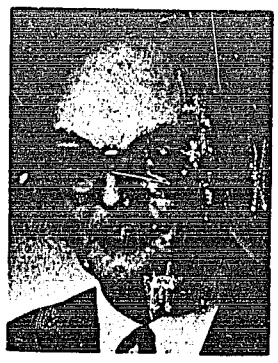

C. D. NELSON
Book Review Editor

OUR FACE IS RED. . . .

Early last year we received a review copy of *The Oxford Companion to Canadian History and Literature* (see book review below). With the best of intentions we put it aside for further consideration—and then the roof fell in. Sickness, hospitalization, recovery, etc., on my part, and still no review. Our apologies to Oxford University Press for the unseemly delay in acknowledging their fine reference book.

WHILE ON THE SUBJECT. . .

we might as well confess that we receive many more books from publishers than we could possibly review in these few pages. Between receipt of the book and publishing of the review there is sometimes a time lag of two or three months. It is a vexing question. A partial solution might be to list books received (but not reviewed) each month. Then, if any teacher reviewer was willing to 'take on' any books sight-unseen from this list, we should be pleased to send him/her the book. As a start, then, we append a short list of interesting books received. Come on, all you hims/hers!

MAY WE DRAW TO THE ATTENTION . . .

of district librarians, teachers' professional librarians and district superintendents a couple of indispensible bibliographic aids in the field of education? These are (1) *Education Index*, published by H. W. Wilson Co., and (2) *Canadian Education Index*, published by the Canadian Council for Research in Education, assisted by the Canada Council. Both of these concentrate on periodicals concerned with education, child study, etc., and are basically subject indexes. They appear frequently enough to enable the user to keep up with the latest developments in the field. We naturally assume that your district subscribes to a goodly number of educational journals!

C. D. Nelson

Counselling

A Successful Approach to High School Counselling, by John Liggero. Parker Publishing Co., West Nyack, N.Y., 1968 $7.95 (U.S. price)

This is the first book that I have seen written by a counsellor actually doing counselling in a secondary school situation and is packed with solid down-to-earth practical counselling techniques and suggestions. It gives reliable help in daily work and offers immediate and effective methods for dealing with the everyday problems a counsellor faces. It goes into great detail about the counsellor's role and his work as an educator and/or a psychologist. It talks of counselling the average student, the drop-out and the college-bound student. Other aspects of counselling, such as the counsellor's relationship with other members of the staff, the administration, how to counsel parents and duties to the community are also discussed.

Under helpful counselling hints Mr. Liggero lists some do's and don'ts for counsellors that he has found useful. Among these are the necessity of respecting the confidence of the counsellee, the advisability of pointing out the relative right and wrong of the situation he is complaining about, the importance of giving the real reasons for doing what the school considers right, and the alertness in referring emotional problems that are too serious for the average counsellor to handle.

Mr. Liggero cautions the counsellor against being a 'fixer' and allowing counsellees to use him. He also advises against being too friendly with the counsellee as this leads to favors being expected. On the other hand, he does not believe in too didactic an approach. He stresses the advisability of getting out of the counselling office, getting to know other members of the staff and seeing counsellees in their day-to-day activities. He makes a clear distinction between accepting what the counsellee is describing as his behavior and feelings and approving of these.

Under various counselling responsibilities Mr. Liggero first lists the duty of a counsellor to assist the student in his educational and vocational planning and personal social development. He describes the group guidance program as emphasizing orientation to the school and further education institutions, effective study methods, educational and vocational planning, personal and social development and group leadership. He also includes such activities as conferences, assemblies, workshops and seminars, as well as small group counselling of students with similar problems so that they may get a better insight into their individual problems.

Although Mr. Liggero believes counsellors should be employed full-time, as they are hindering their own role as a counsellor as well as that of the teacher by trying to split the two, he is quick to appreciate the individual needs of individual schools. He does feel that the counsellor as such can do a better job by having the time needed to see his assigned counsellees in a leisurely way rather than in a rushed way, having only a few minutes for each one each year.

He points out that some of the things particularly appreciated by staff and administration have been prompt attention to referrals, feed-back about what action is being taken when a referral is made, access to available records concerning students by other staff members as well as counsellors, the warning and invitation to be present at parental consultations when the teacher is free and stipulates that he would be willing to attend, as well as thorough screening ahead of time as to the particular problem to be discussed, and periodic reports or meetings of counsellors and other staff members.

He also notes that teachers object to counsellors taking students out of their periods for individual interviews, and that the counsellor sometimes presumes administrative authority (which should not be done).

He quickly acknowledges that the counsellor and the administrator may have quite diverse points of view regarding the student and what they wish to do with him, and also accepts the fact that the administrator has the last say. He suggests that the counsellor might have more suggestions regarding the overall programming of the school's offerings to suit a particular type of student gleaned from the wishes students may express in interviews. He also feels that experienced counsellors should be consulted regarding new counsellors' appointments to help the administrator assess the appropriate type of personality for the counselling team. He believes that the counsellor should report at the end of the year regarding the effectiveness of the counselling program as well as the general school program in terms of

effectiveness to the students, that he should offer his services to former counsellees, and should be willing to take his part in case studies with other staff members. He feels that counsellors with experience should be able to make most decisions regarding individual pupils' program requests without 'bugging' the principal.

The most attractive thing about this book is the fact that you have the feeling as a counsellor you are talking to another experienced counsellor on the same wave-length and you get a very pleasant reaction from knowing that other people are facing problems similar to your own and have tried out the various solutions that this man suggests.

I recommend this book for counsellors.

—N. A. McIntyre

Curriculum

School, Curriculum, and the Individual, by John I. Goodlad. Blaisdell, 1966. (Can. Agt. Ginn and Co.) $6.50

'Man is a discontented creature . . . He is forever wanting to be different, always hoping for something better.' These words by the author are indicative of the educational mood in British Columbia today as we seek to create the ideal learning situation in our classrooms.

If you are among those of us who are still uncertain of our present visions of the 'ideal' as encompassed by the philosophies and approaches involved in 'non-grading' and 'individual learning,' this book is a relatively comprehensive introduction.

The book is Americanized in outlook since its author is a faculty member of the University of California, but this fact does not detract from its value. The emphasis is on the organization of the non-graded school from the view point of administration, curriculum, and application as already practised in many progressive British Columbia schools. As such, the book becomes an excellent reference for the teacher who 'wants to know what it's all about.'

Further, many problems of the individual in a school system geared to standardized mass education are examined by the author. For the teacher who is in either the traditional or the 'new' school situation, he offers an abundance of teaching approaches related to subject matter that will brighten any classroom routine.

The style and format of the book are scholarly, but not pedantic or complicated by jargon. A liberal sprinkling of social philosophy adds to the interest of the academic study.

Goodlad, in recognizing the inevitability of change and the impossibility of finding that ultimate solution to teaching, wisely accepted his own statement as he committed modern theories to paper: 'We have yet to create an ideal school. But fortunately we have our visions. And as soon as one vision is translated into reality, we have others and each seems better than the last.'

—Janice M. Harris

Fiction

Night Falls on the City, by Sarah Gainham. Holt, Rinehart and Winston, 1967. $6.95

This is a novel with historic overtones, giving a panoramic view of life in Austria from the time of the German Anschluss of 1938 to the Russian invasion of 1945. The story revolves around Julia Homburg, the leading lady of the Vienna theater, and her husband Franz Wedeker, a Jewish socialist, philosopher and scholar. Julia and her maid Fina keep Franz in seclusion in their suite and, to conceal his whereabouts, Julia continues her life as an actress. The many, and often unrelated, incidents in the novel all have the ring of truth about them.

Unfortunately the characters, introduced in profusion in the course of the book's 572 pages, lack depth, and one is seldom moved to feel compassion for their predicaments. Franz, particularly, emerges as almost a ghost of himself, and one is rather annoyed that so intelligent a man should botch his opportunity to escape.

In spite of these shortcomings, the book should make good supplementary reading for the Grade 12 World History (social studies) course. The historical moral Miss Gainham expounds is the general apathy which permitted an aggressive minority guided by a paranoiac to mushroom into that Colossus now recognized as the Nazi regime.

Grade 11 and up.—Pamela C. Harder

Out of the Sun, by Ben Bova. Holt, Rinehart & Winston, 1968. $3.36

A suspense story for boys, telling of the undeclared war between the United States and what is quite obviously, though not so stated, Russia. The book deals with supersonic aircraft and lasers powerful enough to crush rock.

It is a poor attempt at science-fiction, capitalizing on today's headlines, and glorifying the Americans' attempts to defeat the Russians in the Cold War. It offers little of value. Not recommended.—Pamela C. Harder.

Up a Road Slowly, by Irene Hunt. Ryerson, Toronto, 1966. School edn $1.75

Winner of the 1968 Newbery Medal and originally published by Follett at $3.95, this is an extremely good buy, and the school edition is as attractive as the trade edition.

An excellent novel for girls in Grades 7-10, it makes a worth-while addition to a fiction program for this age group. Julie Trelling tells of her life from the time her mother died, when she was seven, until she completes high school at seventeen. Julie lives with a maiden aunt who is a stern disciplinarian, but finds, when her father remarries, that she prefers life with Aunt Cordelia. The problems of jealousy, snobbishness, unkindness, child-adult relationships and first love are handled in a forthright manner, and the adult problems of alcoholism and emotional disturbance are touched upon with compassion. The pace of the book is leisurely, but it never drags: it gives a good insight into many aspects of a girl's maturing.—Pamela C. Harder.

Reference

The Oxford Companion to Canadian History and Literature, by Norah Story. Oxford U. Press, c1967. $15.00

This book appeared late in 1967 and is already recognized as a standard reference in its two fields—Canadian history and Canadian literature. It is in the latter subject

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LOVELY 2-BEDROOM bungalow with fruit garden for rent July - August; prefer no children. Mrs. I. Scherrer, 3349 West 20th Ave., Vancouver 8, Phone 731-9437.

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SUMMER SESSION: Fully furn. 2-bedrm. home on UBC campus available in exchange for lakeside accommodation for 2 adults and 2 children. E. P. Lavallee, 5585 Kings Rd., Vancouver 8.

TEACHERS! ATTENDING UBC or Western Washington this summer? Rent my home in White Rock for summer school term—completely furnished, ocean view, nr beach, $300 the season. Box 53, White Rock, B.C.

FOR RENT June 28 to Aug. 28. 3-bedrm. house Dunbar area. Family welcome. Ph. 224-0962, Vancouver.

ANY RETIRED TEACHER who would like to rent my flat in Vancouver for the month of May when Vancouver is at its loveliest, please write Miss K. L. Clark, Ste. 318-1353 Jervis St., Vancouver 5, B.C.

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APARTMENT FOR SUB-LET — available July 1-Aug. 29: furnished, 1-bdrm; Kitsilano; 10 min. UBC; $35 a week. Miss G. R. Vosburgh, No. 204-2235 W. 6th Ave., Vancouver 9; 733-7016.

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that the work has proved to be most valuable; its coverage of history, while scholarly and well-written, is necessarily incomplete.

This book is something of a tour-de-force, representing the work and research of a single author. Miss Story was on the staff of the Public Archives in Ottawa for 30 years, during several of which she was Head of the Manuscript Division. There is, accordingly, a unity of style not often encountered in reference books of this nature.

An outstanding feature is the inclusion of hundreds of bibliographies at the end of important articles, listing titles to 1966. These are frequently several pages in length and often subdivided chronologically. The articles on Canadian literature are discussed under the appropriate form heading, e.g., 'Poetry in English,' 'Fiction in English,' etc., but in each case are immediately followed by a companion article headed 'Poetry in French,' 'Fiction in French,' etc. With today's increased emphasis on B and B, these sections on our second founding language are very useful.

A great many biographical entries are included, especially as related to the history of earlier periods as well as to all fields of letters. My one disappointment came after I looked in vain for some material on Amor de Cosmos (one of my favorite people), and found nothing. Perhaps in the second edition, Miss Story?

The network of cross references is profuse and accurate. The several appendices include lists of governors, administrators and intendants of New France, Governors-General and administrators of Canada, Prime Ministers of Canada, Governor-General's literature award winners, 1937 to 1966 inclusive, and finally a complete title index of works cited in the main text.

Any secondary school library worth its salt should have copies of this *Companion;* it is an absolute must.—C. D. Nelson.

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Other Titles Received

From Holt, Rinehart and Winston:

IMPROVING TEACHING: THE ANALYSIS OF CLASSROOM VERBAL INTERACTION, by Edmund Amidon and Elizabeth Hunter. December 1966. $3.85

EDUCATIONAL PSYCHOLOGY, A COGNITIVE VIEW, by David P. Ausubel. 1968. $9.85

READING DIAGNOSIS, AN INTRODUCTION, by Gabriel M. Della-Piana. 1968. No price

GEOMETRY IN THE CLASSROOM: NEW CONCEPTS AND METHODS, by Elliott, MacLean and Jorden. 1969. $3.95

EVALUATION IN THE ELEMENTARY SCHOOL, by William D. Hedges. 1969. $2.20

MATERIALS RECEIVED IN BCTF RESOURCES CENTER

(All materials available on loan—by mail or in person. Resource Center hours: Mon.-Fri. 9-5; Sat. 9-1.)

BUSINESS EDUCATION: AN EVALUATIVE INVENTORY. Ed. J. Curtis Hall. National Business Education Association, Washington, 1968.

DEVELOPING ATTITUDE TOWARD LEARNING, by Robert F. Mager. Fearon Publishers, Palo Alto, 1968.

METHODS OF GEOGRAPHIC INSTRUCTION. Ed. John W. Morris. Blaisdell, Waltham, Mass., 1968.

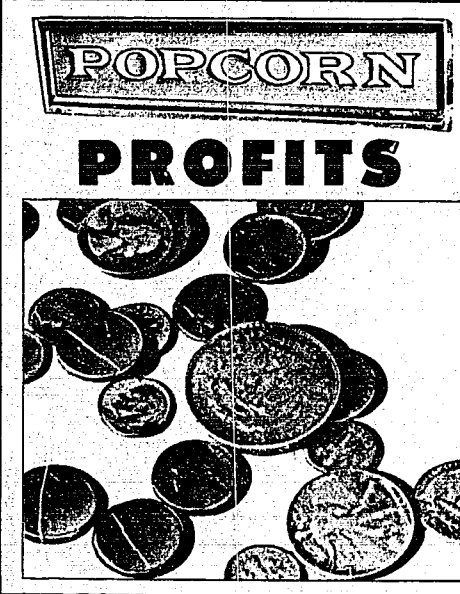
THE MODERN SCHOOL LIBRARY: ITS ADMINISTRATION AS A MATERIALS CENTER, by Helen E. Saunders. Scarecrow Press, Metuchen, N.J., 1968.

THE NEW SCHOOL LIBRARIAN, by Jack J. Delaney. Shoe String Press, Hamden, Conn., 1968.

THE PRINCIPAL AND THE CHALLENGE OF CHANGE. Ed. Jerrold M. Novotney. Institute for the Development of Educational Activities, Dayton, Ohio, 1968.

PUPIL PERSONNEL SERVICES IN SCHOOLS; ORGANIZATION AND CO-ORDINATION, by Dean L. Hummel and S. J. Bonham. Rand McNally, Chicago, 1968.

REPORT OF THE ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM. BOOK 2: EDUCATION. Queen's Printer, Ottawa, 1968.



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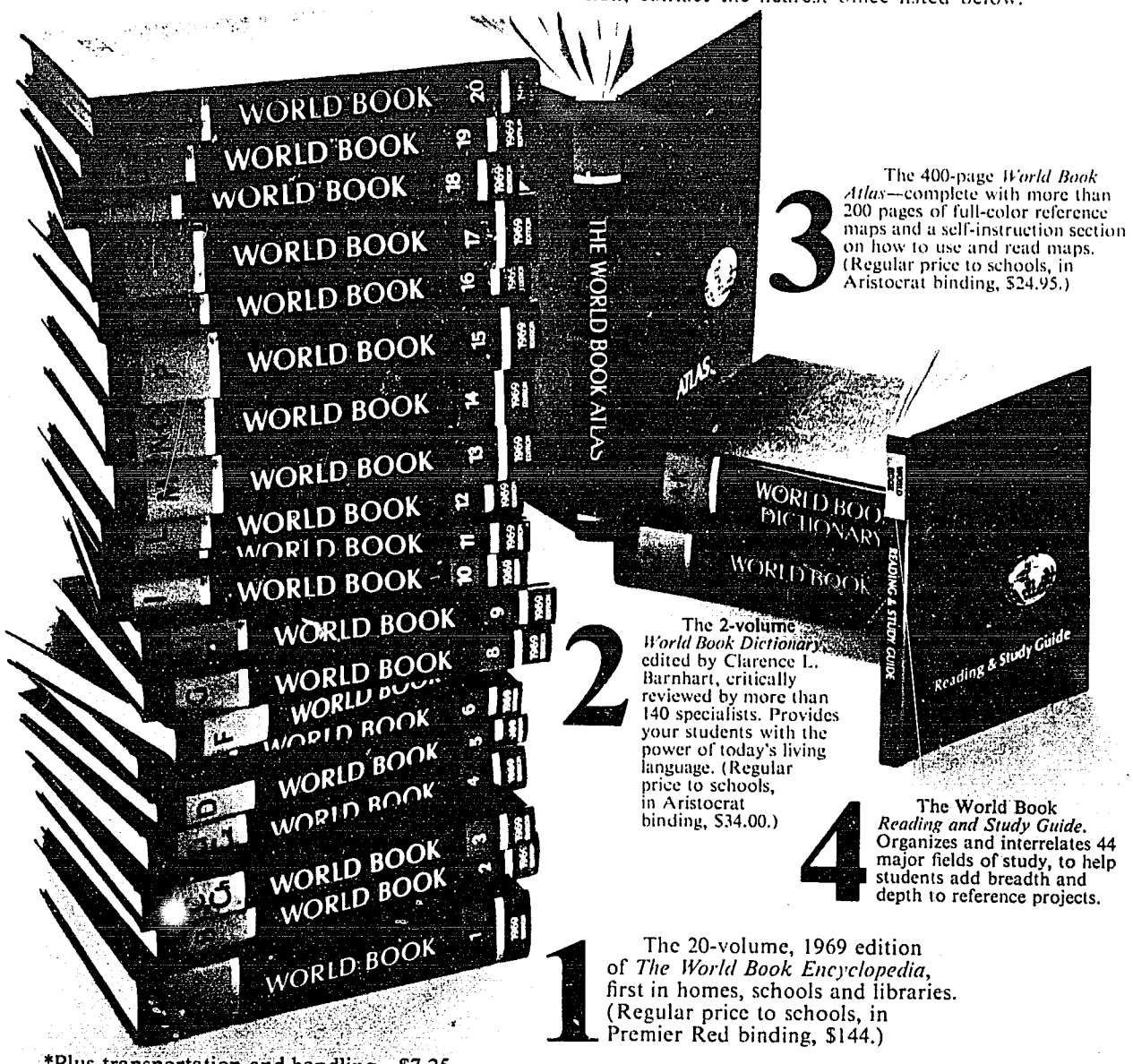

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(4) You borrow from YOUR OWN GROUP who are sympathetic with your problems.

(5) We finance CAR PURCHASES for any amount.

(6) LOW INTEREST RATE compares favourably with so-called "Bank Rates" on personal loans.

Not for Profit—Not for Charity—But for Service