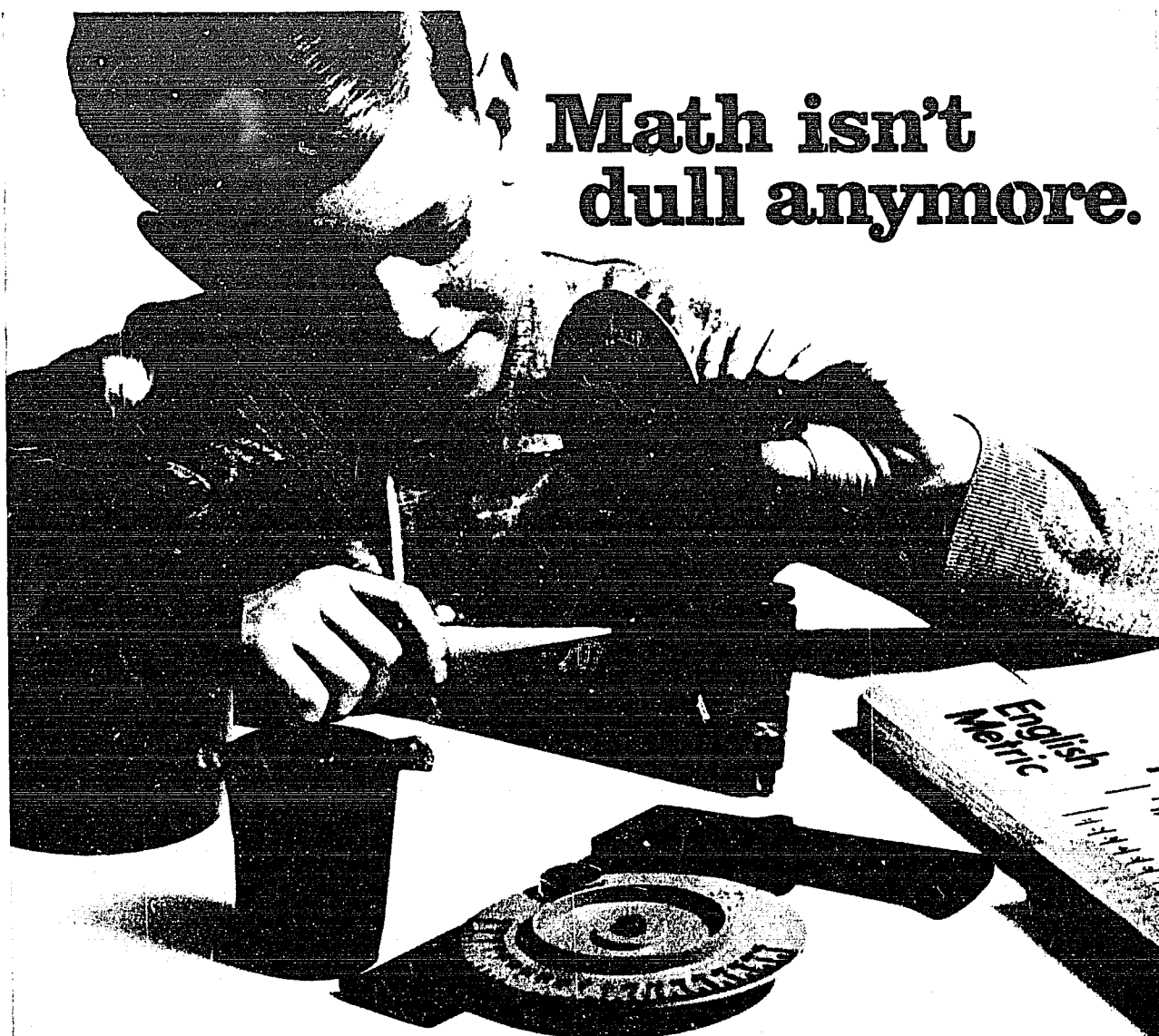




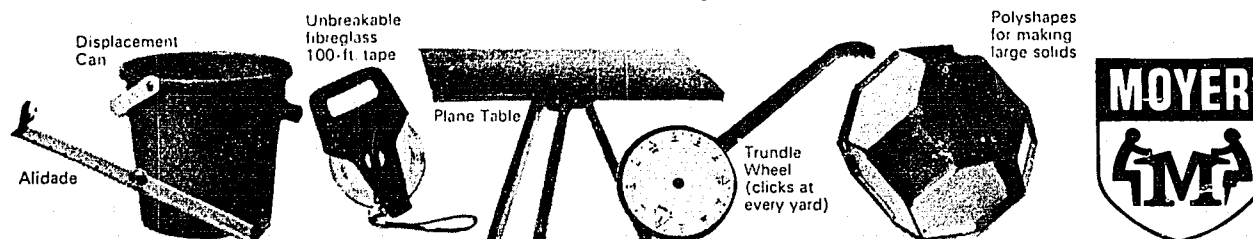
THE BC TEACHER / SEPT.-OCT. 1969

VOLUME 49 NUMBER 1



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COVER STORY

Miss Margaret Carter, who will comment on this year's series of cover pictures by elementary grade pupils, is a specialist in elementary art in the Vancouver school system. She believes the primary area is the starting place for visual training. Of our first picture, by Paula Craig of West Vancouver's Caulfeild Elementary School, she says:

Cut paper and swatches of delicately toned paint make this head a lovely and forthright expression. Paula's 'art work' is beautifully balanced and strikingly dramatized by the black background. This Grade 1 pupil clearly demonstrates that, as Kurt Rowland says in *Educating the Senses*, 'the child's earliest experiences there are also his most powerful ones in the long run; they act on a virgin system . . .'

PHOTO CREDITS

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The B.C. TEACHER

ACTION NOT WORDS

THE EDITOR COMMENTS

work this year will therefore focus on elementary education. So far so good. No significant improvement in our elementary schools will be made, however, unless and until school districts and teaching staffs decide what specific steps should be taken, and then actively take those steps.

The Federation's Division of Professional Development will be able to assist teachers with information, research findings, advice and suggestions, Lesson Aids materials, materials from the BCTF Resources Center, in-service activities, news of what is happening elsewhere, etc., but any changes must be implemented, of necessity, in the schools.

No matter how conscientious teachers may be in their desire to improve education, however, much of their effort can be thwarted by restraints inherent in our school system. It should go without saying, for example, that administrative positions and procedures exist only to further the work of classroom teachers. Sometimes, however, administration—either in a school or in a school district—becomes an end in itself. Administrators, too, must examine their actions to ensure that they are

contributing to the education of children rather than hindering it.

Moreover, any action or inaction of school boards and the provincial government inevitably affects the quality of education. However, we believe the claim of school trustees that they are genuinely interested in education and are willing to do whatever they can to improve it. And we are prepared to accept the provincial government's contention that it is willing to act if, as we have predicted, the education finance formula causes rather than solves problems in education..

In short, teachers, trustees and the provincial government all say they are prepared to act to improve our school system, particularly at the elementary level. Will the words result in action? The proof will be the degree to which our school system improves in the months and years to come.

Meanwhile, teachers have an opportunity to set an example for both trustees and government. We can show by our willingness to act that we are genuinely concerned about the children of our province.

As the colloquialism puts it so well, actions speak louder than words.—K.M.A.

¶ This summer thousands of words were written and spoken about the state of education in this province. Unfortunately, words are of little value unless they are followed by action.

Some of the steps needed to improve our school system can be taken only by the provincial government; some can be taken by school districts; some can be taken by staffs of schools; some, by individual teachers.

The BCTF Executive Committee has agreed with the Federation's Commission on Education that elementary schools should receive top priority. Much of the BCTF's

¶ With this issue we are beginning a new department, *Monitoring the Media*. Each month Jan Drabek, who teaches at Kitsilano Secondary School in Vancouver, will examine various media for their use in the classroom.

Jan will deal with such media as films (features and documentaries), television programs, plays, magazines—almost anything, in short, except books, which are already covered in our *New Books*

department, edited by Don Nelson.

In his first column Jan comments on two current movies, 'Romeo and Juliet' and 'The Charge of the Light Brigade.'

We think you'll enjoy his straight-from-the shoulder commentaries, and we're sure you will gain some useful ideas for using the various media more with your classes.

Welcome aboard, Jan. You're now at the mercy of our readers!

—K.M.A.

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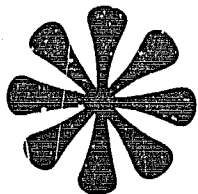
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Who Really Benefits From

Powerful groups can manipulate legislation to their advantage; the impotence of the poor permits legislation to discriminate against them.

has been corrupted.

It means that when the social order is dissolving, our political forms decaying, these are consequences not of the cupidity of the masses, but of the stupidity and self-seeking of the leadership in areas of government, business and education.

How are the cues propagated? Let's look at some legislation passed last year—in particular the new labor legislation, Bill 33, through which compulsory arbitration, long established for teachers, became law for unions.

In addition, there was the other controlling legislation, Bill 25, which placed the ceiling on education budgets within school districts. Dr. Peterson felt it was in the interest of equality, but we need not trouble our heads with Dr. Peterson's explanations, which confuse things.

There has been a general trend in North America toward a planned economy and British Columbia has proved no exception. Planning requires controls in matters of inflation, strikes, rising costs. Both acts derive from a common matrix, that is an infertile and bankrupt government (financially and creatively), but neither act will solve the problem of inflation.

They are a piecemeal compromise, but not an intelligent social policy. They are a concession to corporations, to be sure, but that is not the only reason the politicians crossed the action threshold.

Probably it was the convergence of two rising anxieties in critical

areas. First, there was anxiety among the masses about rising wages and rising costs and it became necessary for the government to do something to calm the masses and to gain control of run-away education budgets that were an embarrassment.

Nothing hurts a politician more than inactivity. To do something, no matter how inept, is to gain some publicity.

Second, there was considerable anxiety shaking the corporate structures about prolonged strikes, which threaten three-year plans. As Galbraith has pointed out, modern corporations long ago abandoned the market as a regulating device for price control and arranged price controls among themselves.

Anxieties Exercise Pressure

Uncertainty remains in matters of strikes, concerning which the corporations depend on the state for control. And the enabling device for the state is compulsory arbitration, or Bill 33.

It seems that rising anxieties exercised a pressure for action and account in part for the legislation. One suspects that corporate concern, rather than government concern for the public, precipitated the government's action.

With respect to education, there was a need to reassure the public, but more important, there was a need for the government to reassure itself that it controlled local school boards.

The cues were propagated through the mass media. The media

In a long a scholarly study on the formation of public opinion, V. O. Key Jr. concluded that public opinion in the main was not self-generating, but the product of an interaction between political influentials and the masses. Public opinion is a response to the cues propagated by influentials, opinion leaders and political activists.

This has profound implications. It means that the well being of the people in the province depends greatly on the beliefs, standards and competence of the influential group.

It means that the public does not corrupt itself—if it is corrupted, it

The writer, who has contributed previously to the magazine, is a teaching assistant at SFU.

Legislation?

have become a transmission belt, a common transportation company, carrying whatever nonsense the politicians feed it, exaggerating and amplifying where it needs to.

Public Gets Information Only

In this way, the public receives media radiation—a lot of information, but no knowledge. Slogans embalmed on the office walls of union leaders, reminders of a time when corporations and unions sought each other's destruction, are trotted out for public consumption. A loyal opposition adds to the rage.

Within the noise are the usual phrases, those logical abstractions, on 'freedom,' 'democracy,' 'the just society,' 'the public interest,' 'equality,' and some references to 'communists.' Whether these appeals seek to arouse or quiet the public, they are nevertheless based on the assumption that the public is influential. Perhaps the appeals simply make the public feel influential.

Explanations Are Appeals

Explanations fall into this category. Explanations are appeals, but more astute forms of appeal, inasmuch as they calmly explain the issues to a bewildered audience.

Thus, in an article titled, 'Bring the Public Interest into Strikes,' a UBC professor of economics, Dr. Noel Hall, explained the main dimensions of Bill 33 to the public. 'What's all the fuss about?' he began. 'Surely not about compulsory arbitration.'

The main thrust of Bill 33, accord-

ing to Dr. Hall, was not compulsory arbitration; rather it was a totally new concept of dispute settlement, an entirely new concept of governmental intervention—*burden of proof*. Here, either the union will be asked to prove why it should have a 40-cent-an-hour increase, or management will be asked to prove why it can't grant the increase. Some innovation.

Other main innovations in Bill 33, according to Dr. Hall, are that:

- (1) It will bring the public interest into collective bargaining.
- (2) It will shift terms and conditions from those to which both parties can agree, to terms and conditions to which union, management and the commission can agree.
- (3) It will provide a full-time commission that will enable the commissioners to express an independent viewpoint and not compromise their analysis.

On the shortcomings of Bill 33, Dr. Hall criticizes:

- (1) The public interest was not defined, but wisely left to evolve.
- (2) If interpreted literally, the act could prove difficult to administer.
- (3) If unions and management find proving things a burden, they might adopt strategies to circumvent the terms of reference of the commission.'

Where Public Interest Lies

He does offer a clue to where the public interest lies and where presumably, one will expect the act to be interpreted literally. He says:

'The most difficult aspect of the 'public interest and welfare' concept lies not in the essential services, but in those industries where continued production is closely related to the economic health of the province. Protracted strikes in forestry, pulp and paper, mining, and perhaps fishing might well be more detrimental to the public interest than a strike of municipal employees, in, for example, Delta municipality. . .'

It is within the corporate structures then.

But the main problem with respect to Dr. Hall's article lies in the lack of awareness on the part of the public that they should discount academics. Dr. Hall is a chairman of

a conciliation board. He has a vested interest in industrial disputes, in whether or not disputes take place and whether or not conciliation boards exist. His career is tied to industry. Academics project a rational image and they are useful in the political process.

For example, investigators into the ways of the Illinois legislature found that a professor from the University of Illinois had been appearing in the legislature to rationalize opposition to a tax bill. A politician explained:

'Our arrangements were concluded before the hearing ever started, but it was absolutely essential that members who had agreed to vote against the bill be furnished with a "cover"—with an impressive witness whose competence was unquestioned—so that they could offer an explanation for their votes. The professor furnished that "cover." When we return the favor on legislation on which others are interested, we shall expect to be furnished with a "cover".'

There Are Many Publics

In addition to the problem of public interest, which is undefined because there is not one public but many publics, the notion of an independent viewpoint by the commission will not stand scrutiny.

For one thing, government has a hidden hand in conciliation. For another, Herring (1936), Leiserson (1942), Truman (1951) and Bernstein (1955) investigated governmental regulatory agencies and found that few regulatory policies have been pursued unless they proved acceptable to the regulated groups. Edeiman argues that they become economic and political instruments of the parties they regulate.

And conciliation boards tend to award settlements higher than those unregulated bargaining can produce. Conciliation boards develop symbiotic ties with the groups they regulate as they become familiar with wants and needs of these groups. In other words, a psychological embrace develops among the opposing parties and the referee.

Continued on page 24

QUEBEC

PETER A. JOHNSON



The article entitled 'Quebec: Education in Turmoil' in the June 1969 issue gave a comprehensive history of the situation in Quebec, and Mr. Ashwell is to be congratulated on his objectivity.

However, as one who has spent two years in Quebec (for the federal, not provincial, government), I disagree vigorously with the author when he states that there are no easy answers to the trouble with Quebec's educational system.

One of the major aims of the Duplessis era was to keep the public both ill-informed and misinformed about anything and everything in Quebec and Canada. Domination of the educational system provided the means. 'Grade 7 education is enough,' was one of his famous edicts.

Today, in Quebec, things have

A former B.C. teacher who taught the last two years in Quebec the author now teaches for the Ottawa C. Collegiate Board.

not changed much. The people are still misled and the government still works tirelessly to create chaos in the educational system, as evidenced by the division along linguistic and religious lines, the teacher negotiations, the CEGEP failure, the newly-consolidated high schools, and the one thousand school boards who treat teachers and students as something to be abused.

Old-world traditions and prejudices dominate the schooling system. The linguistic-religious basis provokes antagonism between French-Catholic boards, teachers and students and English-Catholic and English-Protestant boards, teachers and students. Rivalry, pettiness and jealousy are inherent in the system.

There are many movements afoot to consolidate, and so remove the barriers; unfortunately, various groups are pulling in different direc-

tions. Some want French-only instruction, as seen in the current St. Leonard fight. Others want bilingual schools without any religious instruction. Still others want combinations and permutations of both, ad infinitum. The result? DeGaulle only knows!

No modern educational system could possibly be built on such a diversified basis. And the shadow of the Duplessis government realizes this.

Perhaps the ones who suffer most, apart from the students themselves, are the teachers. It would be very difficult to find a more discouraged and down-trodden group anywhere. But it is partly their own fault in that no one voice speaks for the province's teachers.

Several unions vie for membership and compete with each other. Very little co-operation is evident among the 70,000 teachers, so in-

EDUCATION IN TURMOIL!

Another Point of View

stead of seeking better learning and teaching methods, they are embroiled in trying to make a decent living.

Ever since Bill 25, which removed the rights of collective bargaining, all teachers have been abused and treated as non-professionals. The protracted negotiations are simply another means of showing governmental contempt for an educational system worthy of this great province.

As for the students, their situation is best seen at the CEGEPs—better known as junior colleges. Now in their second year of operation, they are proven failures for two reasons.

First, instead of carefully planning their development, the government merely lumped together the classical colleges (religious learning institutes) and technical schools to form CEGEPs. Second, 30% of the students were supposed to take academics and 70% to study in the technical fields. In practice, the re-

verse is the case. Consequently, student dissatisfaction abounds because there are no jobs and no space in the universities.

However, the turmoil in Quebec's education is best seen by looking at the regional high schools which are being established to consolidate the numerous school districts. Gigantic structures that house 3,000 to 4,000 students, and are patrolled by numerous commissionaires, are the latest brain-child of Quebec's government.

The teachers meet before school begins in September and are given 200-page books of rules and regulations to be enforced. Secondary education has become impersonal and the students are only numbers to be processed in the factory-like buildings. The schools are doomed to failure because the students are merely a commodity and expense the provincial government must bear.

In addition to the above problems, one also finds the red-herring of separatism dragged across most issues—and separation is a distinct possibility in the near future.

There are those who wish a French island of culture in the midst of a WASP society. And many of these same people realize that if Quebec does separate, they themselves will make personal gains.

Consequently, these people push French-only instruction because it is a step along the path to separation.

In summary, I believe the government of Quebec does not want to be in the 20th century. It wants to keep the masses ignorant so it can rule and enjoy a separate state to which Quebec is quickly moving.

By obstructing the establishment of sound education, the Quebec Department of Education is fulfilling the desires of various individuals and organizations.

Both school trustees and teachers increasingly hold to the view that it is the business of the community's school system to provide adequate education for *all* the community's children (including those placed in residential centers for treatment). Both groups are concerned with providing help for the acting-out, hyperactive child who disrupts the class, places an undue strain on the teacher and furthers his own maladjustment.

There should be equal concern for the withdrawn child who reveals his emotional problems through a persistent mood of unhappiness, anxiety or depression. If educators are to pay more than lip service to providing for individual differences in the classroom, they will realize that there really is no 'special education'; that each child is 'special' in that he should have a tailor-made school environment which takes account of his own particular deficits, strengths and individual style of learning.

The Educational Research Institute of B.C. has recently released the report of the 1968-69 study, made by myself and J. A. Findlay of Burnaby, of the educational provisions for and needs of emotionally disturbed children in B.C. schools. The study included:

1. A survey, through the use of a 40-item questionnaire sent to the 54 district superintendents of B.C. schools (and returned by all of them), of policies and practices with respect to emotionally disturbed children in the schools;
2. Conferences by one or both directors of the study with key personnel of the school districts of the Lower Mainland, Victoria and selected school districts on Vancouver Island, and the larger centers in the interior of the province;
3. Visits to special facilities for disturbed children in the schools where such were available;
4. A survey of practices and policies with respect to children with emotional problems in other Canadian school systems; and
5. A discussion of views with leading authorities in special education in Canada and the U.S.A.

S. R. LAYCOCK

5%

The directors of the study were concerned with three questions:

1. Which pupils may be considered emotionally disturbed?
2. How many such pupils are there?
3. What can be done in the schools to help such pupils to solve their emotional problems?

Who Are the Emotionally Disturbed?

Teachers as professional persons are increasingly aware of the danger of labels (even such innocent-looking labels as 'average,' 'bright,' 'dull' or 'learning disability'). At best, labels are merely tentative ways of thinking about a pupil in an attempt to understand what can be done to further his optimum growth and development.

The term 'emotionally disturbed,' therefore, should not be considered a disease entity as such but as a way of thinking about children who present a variety of emotional problems. Such problems include:

1. inability to relate to teacher and classmates;
2. inappropriate behavior unacceptable to peers and adults under normal conditions (e.g., excessive restlessness, too aggressive behavior,

- refusal to conform to discipline);
3. a persistent mood of unhappiness or depression;
4. an inability to face up to the ordinary problems of living;
5. a strong feeling of inadequacy (poor self-concept);
6. a difficulty in learning in spite of the usual remedial measures;
7. a tendency to have physical symptoms, speech problems, pains or fears associated with school problems.

Too often the labels used in school are the result of a medical approach to pupil behavior. Teachers, however, should focus their attention on the specific behavior of pupils and on how, through using a broad spectrum of educational methods, they can help the pupil to *learn* better ways of behaving.

I am doubtful of the wisdom of a current 'band-wagon' practice of labeling all emotionally disturbed children as 'brain-injured' or as having a brain dysfunction. Many leading exponents of this view (including Cruickshank of Syracuse University) frankly state that they use this label for all emotionally disturbed children whether or not or-

THE ODDS ARE THAT . . .

OF YOUR PUPILS

NEED

SPECIAL HELP

ganic proof of brain damage or dysfunction exists.

On the other hand, there is plenty of support for the view that, while some emotionally disturbed children are brain-injured, the behavior of many disturbed children seems to be associated with a variety of environmental circumstances in their home and school. Too great reliance on medical models in dealing with emotional disturbance is questionable in our present state of knowledge.

How Many Disturbed Children?

Studies of the number of emotionally disturbed children in school have yielded percentages that range from 2% to 49% depending on the criteria used. A practical criterion is that of the number of pupils with emotional problems who need more help than, under present conditions, can be supplied by the classroom teacher. On this basis, a considered conservative estimate is 5% of school children. According to this criterion there would have been in the elementary and secondary schools of British Columbia during the school year 1967-68 more than 23,000 pupils in need of special help with their emotional problems.

What Can Be Done?

If 5% of pupils need help beyond that which, under present conditions, the classroom teacher can provide, what is the nature of such special help? Roughly, help can be provided in two main ways:

1. By providing sufficient supportive services to the regular classroom teacher and the disturbed child that the youngster's emotional problems can be solved while he remains in his regular class;
2. By removing the child from the regular class and providing special facilities to the degree necessary for the youngster's rehabilitation with the aim of returning him to his regular class as soon as possible.

Help for Child and Teacher

Many mildly and some moderately disturbed pupils can remain in their regular class if (and it is a very important 'if') sufficient *supportive services* are available to their teachers and to the children themselves. These services may consist of those provided by an itinerant supportive teacher who has specialized in the emotional problems of children, a district special counselor who has had special mental health training, a school psycholo-

gist, a school social worker, a mental - health - oriented school nurse, and, in secondary schools, school counsellors who have had adequate training in dealing with the personal emotional problems of adolescents. In addition, some fairly severely disturbed children may also be able to remain in regular classes if the psychiatrists and psychologists of the regional mental health centers are able to provide some continuing treatment of these youngsters.

Other ways in which children in a regular class can be helped to solve their problems is through the use of paid and unpaid teacher aides. The former are especially helpful to the classroom teacher whose class includes one or more disturbed children as well as to the teachers of special classes.

Volunteer aides in the form of lay persons who regularly give an hour on two days a week to a disturbed child in a one-to-one relationship over a year or more have been found to be very effective. Such school systems as those of Ottawa and London

Professor emeritus of the University of Saskatchewan, Dr. Laycock has also taught in UBC's Faculty of Education.

(Ont.), use volunteer aides for disturbed pupils in both regular classes and in special classes.

Special Classes

While it may be true that special classes of various types have been used as 'dumping grounds' or have enrolled pupils whose needs for such services have not been carefully determined, this does not justify the recent 'band-wagon' practice of disbanding all special classes. This has happened in some instances in B.C. where special classes have been discontinued *without providing sufficient supportive services* for the child to solve his emotional problems in a regular class.

I am not convinced that the school, in dealing with emotionally-disturbed children, has only two alternatives, namely either to leave them in a regular class with or without supportive services, or to send them to special residential treatment centers. Much evidence was found in the recent study that even quite severely disturbed children could often remain in their community school if special services were provided in the form of a special class where the class was small (six pupils), the classroom environment and methods of teaching modified, and a carefully selected and well trained teacher available.

As the first step away from a regular class, the Borough of North York (Ont.) has 29 'protected' classes consisting of 18 to 20 pupils each, two or three of whom are disturbed youngsters and the remainder well-motivated and stable children. Partial special classes and resource rooms are also used in a number of school systems.

In these the disturbed pupil retains his identity with his regular class, but goes to a special class or resource room for part of his school work (typically for reading and arithmetic). A variation of this occurs where an itinerant supportive teacher takes disturbed pupils out of their class either individually or in groups for periods of an hour or two in order to help them with their school work or through counselling.

There are no magical keys to teaching emotionally disturbed children just as there is no one way of teaching the so-called 'normal' child. The methods used in teaching disturbed pupils will vary with each child's needs . . .

I am convinced, however, that when the needs of disturbed pupils are carefully evaluated there will still be some pupils whose needs are best served in a special class of 6 to 8 pupils on a reasonably structured environment (with minimum distracting stimulation and the use of carrels where necessary) and with the services of a specially trained teacher.

It is doubtful if the needs of disturbed children can best be met by placing them in omnibus 'learning disabilities' classes with children whose problems are mainly perceptual or problems of mental retardation or remedial reading. In the first place such classes are often too large (15 or more pupils) and in the second place few teachers are suited for both training and personality to be equally effective with emotionally disturbed and mentally retarded pupils and those in need of remedial reading or speech services.

Methods of Teaching

There are no magical keys to teaching emotionally disturbed children just as there is no one way of teaching so-called 'normal' children. The methods used in teaching disturbed pupils will vary with each child's needs and the personality and teaching style of the individual teacher.

Nonetheless the teacher trained

in dealing with the problems of disturbed youngsters will be fully aware of the possibilities of using the psychodynamic-interpersonal approach, the sensory-neurological approach and the behavior-modification (operant-conditioning) approach as these strategies are helpful to an individual child or to a particular group of pupils. The teacher's methods are likely to be eclectic.

Adolescents' Emotional Problems

It is doubtful if special classes are useful in solving adolescents' emotional problems. A better answer is usually found through carefully selected and well trained school counsellors who are freed from routine duties, who have a reasonable counselling load, and who are backed by the consultant services of special counsellors, school psychologists, school social workers and, where necessary, of psychiatric personnel.

The Laycock—Findlay report discusses in detail the topics referred to in this article together with a variety of other problems including the evaluation of special provisions for the education of disturbed children, and the training of the various types of specialized school personnel. The follow-up of children who are assigned to a special class or returned to a regular class or who are transferred to or from the school to or from a residential treatment center is also discussed.

The last section of the report deals with what the school can do to help prevent emotional disturbance in school children. Suggestions are made as to the part played by administrative devices, methods of grading, evaluating and reporting pupil progress, creative teaching, curricular experiences relevant to each pupil's needs, discipline conceived of as a learning experience for pupils, and the teacher's mental health and emotional maturity.

The Laycock-Findlay report, entitled *Education for Emotionally Disturbed Children in British Columbia Schools*, is available for \$4.00 postpaid from the Educational Research Institute of B.C., Board of Trade Tower, 1177 West Hastings, Vancouver 1.S



GARY PENNINGTON

ADVENTURE PLAYGROUNDS HAVE PROVED THEIR WORTH

¶We may now be witnessing the start of an educational trend in the public elementary schools of B.C. I hope that 'adventure playgrounds'—like open area schools, individualized instruction and team teaching—will become part of our everyday approach to working with children.

Before focusing on just what an adventure playground is, let us look at children's play, because unless we have some basic concurrence on this matter, a discussion of play areas is quite pointless.

Play Is a Learning Activity

Neville Scarfe, dean of UBC's Faculty of Education, says, about children's play: 'A child's play is his way of exploring and experimenting while he builds up relations with the world and with himself . . . play is a learning activity. Play is educative because while thus employed the child is self-directed, wholly involved and completely absorbed . . . It (play) secures concentration for a great length of time. It develops initiative, imagination and intense in-

terest. There is tremendous intellectual ferment, as well as complete educational involvement.

'No other activity motivates repetition more thoroughly. No other activity improves personality so markedly. No other activity calls so fully on the resources or effort and energy in the total human being.

'Play is the most complete of all the educational processes for it in-

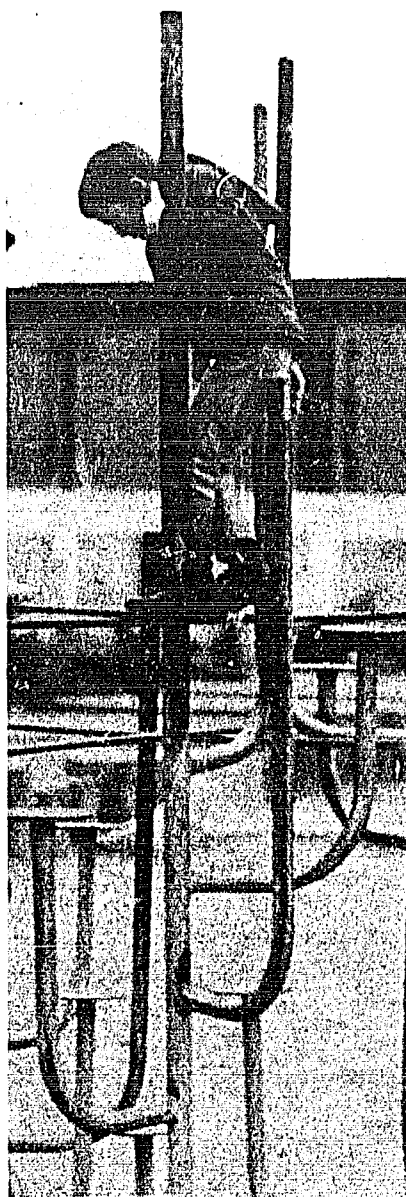
Mr. Pennington is an assistant professor in the Faculty of Education at UBC.

fluences the intellect, the emotions and the body of the child. It is the only activity in which the whole educational process is fully consummated, where experience induces learning and learning produces wisdom and character.¹⁷

If we think about play from our own experiences we shall likely conclude that children left to their own devices will almost invariably play and have *fun*. However, a more detailed analysis of children's play provides other interesting information:

1. What we hear as the sound of children at play is often only the sound of *some* children at play.
2. To assume that fun alone is enough is perhaps faulty, for we are forgetting many of the other desired outcomes we talk about in education.
3. Children at play in games or other endeavors can be quite ruthless and cruel.
4. The majority of young children are too sensitive to failure and frustration, too uncertain of their physical prowess, and too easily intimidated by competitive challenge, to enjoy the conventional playground.⁴
5. The recreative habits and physical standard of today's adult population is testimony to the patterns of play fostered and followed in the past.
6. While they may not often confess it, many parents and educators believe that children's play is something that will magically take care of itself.

A. B. Etkes, an American architect, provides very apt commentary on this last point when he writes: 'We do everything for our children; we educate them, we train them, we discipline them, we direct them and yet we haven't really taken full advantage of the *only* thing they offer us freely . . . *their desire to play*. We haven't, as yet, bothered to really study this most important phase of a child's life and turn it into a constructive, productive *learning experience*.'⁴



Left: Free-form tree at North Vancouver Community Center provides many branches for climbers.

Below: Child-built split-log constructions offer scope for the imagination—a 'fort' can provide safety from 'wild forest animals'!



Children's Needs

All children have basic needs in the areas of growth. As well they need creative outlets and the opportunity for success.

In schools our traditional practices for administering to the physical growth needs of children border on educational malpractice. In most cases we haven't provided either the environment or the opportunity for appropriate and natural development of strength, endurance, flexibility, balance and co-ordination.

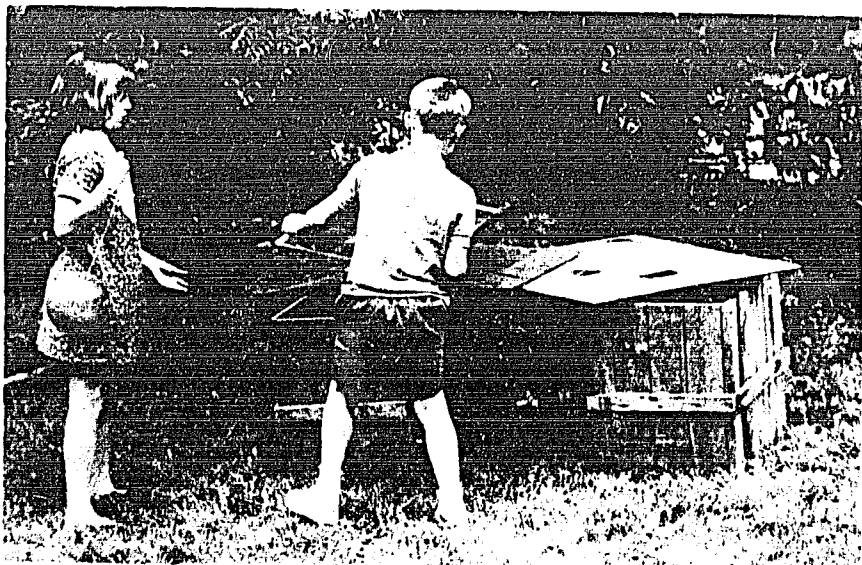
Stated more simply, we haven't acknowledged or administered to kids' needs to run, jump, climb, hang, crawl, or relate to other people and other things in a physical sense.

The innate desire of children to dramatize, to explore, to build—yes,

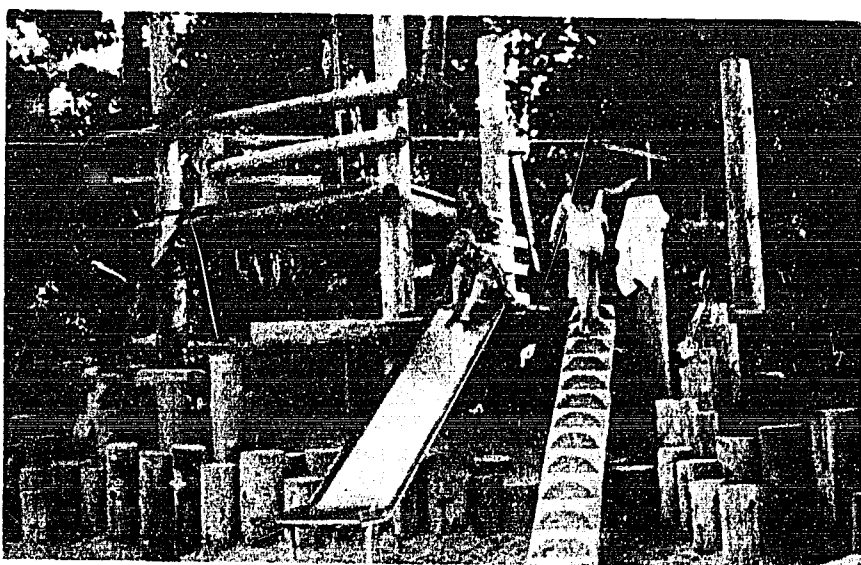
even to tear down—are other strong needs.

Depending on background and the home environment, children may also be desperately in need of security, privacy and sense stimulation.

Perceptual skills, as another area of children's needs, is coming more and more to the attention of educators. As Bryant Cratty has stated, we are 'on the threshold' of recognizing the tremendous *need* to develop laterality, configuration skills, patterning, proportional and kinesthetic awareness in children. Initial research experiments—particularly with children who have reading difficulties—suggest we have only tapped the surface in terms of what we *might* be able to do for children through the medium of play.



Above: If you have anything to work with, you can build an 'igloo,' a cabin, or a dog house. This one is in West Vancouver.



Below: Horseshoe Bay children make good use of this combination of adventure playground elements.

The Environment

Education's role in respect to the aforementioned factors appears to be threefold: (1) provision of a rich and stimulating learning environment; (2) provision of a free and creative learning climate; (3) guidance of children's activities in a manner that is educationally beneficial to the individual and to society.

While these variables are all interrelated, our present focus is on the physical environment. And the present question, reduced to basic terms, is simply, 'Where should children play?' The answer is also simple '... in a safe but stimulating environment.'

Assuming we desire an educational continuum; assuming that we desire to motivate children in productive and enjoyable ways in all

areas of our school plant; recognizing that much of the child's learning at school will take place in the 800 to 1,000 hours of relatively unsupervised free time at his disposal; and again, acknowledging the educational values of play—a large part of the answer to meeting many of our children's needs may reside in what we call 'adventure playgrounds.'

The Adventure Playground

History: In the early 1940s C. Th. Sorenson designed one of the first adventure playgrounds in Copenhagen, Denmark. Sorenson, a landscape architect, found that children liked activity in junk yards and building sites more than they did in his aesthetically pleasing traditional playgrounds.

His first adventure playground

was patterned after these findings about children's play wishes. It included left over building materials and other pieces of equipment which could normally be considered junk. It is interesting to note that his playground was an immediate success with the children.

The concept soon spread to Switzerland and other parts of Europe. Lady Allen of Hurtwood, also a landscape architect, established the idea in England. Her desire was to provide places where children could satisfy their 'deep urge to experiment with earth, fire, water, and timber, to work with real tools without fear of criticism or censure, and their love of freedom to take calculated risks ... under tolerant and sympathetic guidance.'⁶ Her accomplishments, particularly in the slum areas of London, have been fantastic.

In Canada the children's creative play center at Expo '67 was perhaps this country's first comprehensive (and successful) attempt to provide an adventure playground. Mrs. Cornelia Oberlander and Gordon Smith of Vancouver were instrumental in this development.

Development in B.C.: Powell River is the only school district in this province which has adventure playgrounds. These playgrounds are due largely to the imagination and insight of Jack Van Zwietering, grounds foreman for the Powell River District schools.

In November 1968, Van Zwietering spoke at a provincial conference on elementary school physical education. Response to his presentation was overwhelming. As a consequence a number of schools in Kamloops, Vancouver, Coquitlam, North Vancouver, West Vancouver and Chilliwack are planning to build adventure playgrounds in the immediate future.

Highlands Elementary School in North Vancouver and Graham Bruce Elementary School in Vancouver are

schools which appear to have developed the concept most extensively in the urban areas.

In fact, it may help to relate in point form a bit of a success story regarding Highlands School in North Vancouver.

Highlands School: An Abbreviated Case History:

1. Summer 1968: Initial informal pool-side discussions between university personnel and two teachers recently given charge of the physical education program at Highlands School. Also brief conversation between university staff and enthusiastic school principal about development of physical education program.

2. November 1968: 'Quest for Quality' Conference on elementary school physical education attended by both physical education teachers from Highlands School—opportunity to hear about and discuss adventure playgrounds with Mr. Van Zwietering.

3. November 1968: Ralph Moyle, men's physical education teacher, visits Powell River to view playground development there and take 8mm movies of children at several schools.

4. January 1969: University personnel meet with Highlands P-TA executive regarding adventure playgrounds. Viewing of slides courtesy Powell River School Board. Suggestion by university staff that students plan and develop initial playgrounds and that parents be involved in the planning and development of the project.

5. January-February 1969: Grade 6 and 7 students design a number of very interesting and imaginative scale playground models.

February 1969: General P-TA meeting. Student models on display, slides and movies on Powell River program, projections for Highlands School . . . Project gains overwhelming support from parents! Offer of construction materials, services of various companies, donations, individual professional services of architects and engineers . . . All from within the P-TA membership!

6. February 1969: Tentative indica-

Below: Highlands School pupil playground-planners displayed their models to UBC Faculty of Education students 12st March.



Right: This maple tree trunk with its branches, replanted on a Powell River school playground, is a popular feature.

tion of board support of playground concept.

7. February 1969: Questionnaire to parents to gain additional ideas and determine what service, time and materials are available.

8. March 1969: Detailed scale model developed by parent (Mr. Skeath) based on student ideas. More offers of services and materials by parents.

9. March 1969: Student models on display at University for benefit of UBC Faculty of Education students and staff. Elementary students' field trip to University.

10. March 14, 1969: School carnival to raise funds for adventure playground. . . A financial and social success.

11. March 24, 1969: Formal presentation to North Vancouver School Board for support of the project. Likelihood of district-wide adoption of the concept of adventure playgrounds. Full board support and approval granted.

12. Continued community interest in project by a number of other schools, the Pacific National Exhibition and other agencies.

13. Projected Completion Date—Fall 1969.

The significant ingredients in this short case history appear to be: the soundness of the basic concept, the enthusiasm and support of administrative and teaching staff, good working reciprocal relations between two school boards and the university* and, perhaps most important, *involvement* of students and parents in the planning and execution of an idea that offers direct social, educational and recreational benefits to all.

The Adventure Playground—A definition: It is difficult to define the adventure playground in a concise and specific manner. J. Crape has suggested that 'creative' playgrounds (or spaces) usually contain the following play elements and divisions: sand, water, hard surface, grass land, climbing equipment, walls and space for vehicles.

However, upon examination one sees that many of these elements can be found in some of our better traditional playgrounds. A better way of defining the adventure playground may be to look at the equipment ideas and play areas planned

*Actually universities; Dr. Eric Bannister of SFU co-operated in this venture.



by students at Highlands School. These included:

Climbing cages	Crawling pipes
Tunnels	Bancell mazes
Skate ramps	Climbing trees
Large and small slides	and ropes
Climbing nets	Igloos and forts
Sand boxes	Even ground for games
Bar rollers	Shinny bars
Rockers	Tire jump pits
Hopscotch and other black-top games.	A triangle bar pulley
Tree houses	Scrambling nets
Trolleys	Bike and trike tracks
Barrel rolls	Tire walks
Tire swings	Old cars
Boat swings	Rebound walls
Balance logs	Climbing walls
Stepping stones	A rocket swing
Tree forts and fire poles	Tether balls
Hills and mounds of earth*	Hills, flowers, trees
	Lighting for night use

*I have observed that children gain great pleasure from playing in, on and among trees, piles of dirt and various other types of vegetation, and land contours, yet the first thing school and park designers do when building parks or schools is move in and bulldoze these natural areas flat, and soon children don't play there any longer.

Areas of Concern

Granting that many of these ideas have great appeal to children, parents and educators still have many legitimate concerns.

Safety is one such concern that jumps to the minds of many parents. In a really 'way out' adventure playground in London that included very high student-built structures, students made bonfires and 'wild' Tarzan ropes. Authorities found that there was only one reported accident and that it was caused by a parent urging a child on to greater heights.

A report from Edgehill School in Powell River states: 'They (children) learn a sense of responsibility to one another in playing safely, and though there have been accidents to children using the equipment, these occur no more frequently than from falls in the playground, down steps or while engaged in team sports or athletics.'

A report from J. P. Dallos School in the same district showed that one child suffered contusion to the left forehead when he fell while sliding down the fire pole and that there were other reports of minor skin abrasions.

As with the use of large indoor climbing apparatus, educators are beginning to realize that children learn confidence, skill and safe habits through working and playing on equipment at their own level of ability.

Talking about 'limitation-minded' play equipment, Etkes asks: 'How long will a child repeat the simple play scheme? He may innovate on the slide, dangle dangerously from its underside, walk up its ramp, or make a game of blocking the ladder and daring others to get by. He may use the swing wildly and hazardously, or monopolize it with a violent challenge to others to unseat him during the crowded recess or lunch break period. The adventures are short lived and unproductive as well as dangerous. He eventually becomes bored, frustrated and must turn elsewhere to respond to the ferment and curiosity within him.'⁴

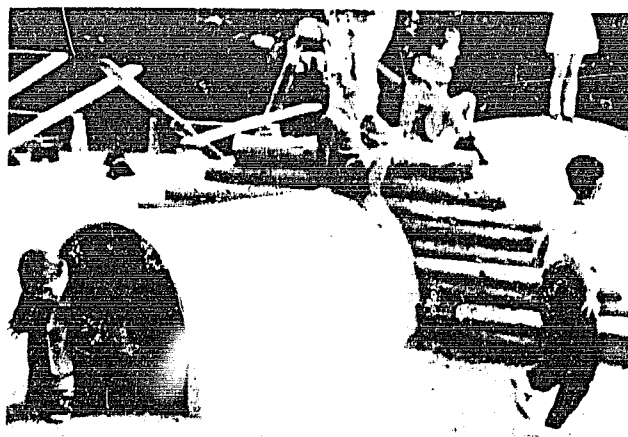
The critical factor in creating a safe but provocative environment for the child is to design equipment that will allow each child the opportunity to recognize his natural limitations as well as possibilities.

Cost. Today as perhaps never before we are conscious of the burgeoning cost of education. It is reassuring to note on the authority of architect Cornelia Oberlander that the cost of developing an adventure playground is about 1/6 that of building a traditional playground. The use of such natural materials as wood, rock and earth of course contribute to this saving.*

In B.C. we should also use to better advantage the 4% allowance for outside development of school sites when construction of new schools occurs. As well, the resources of the community should be called upon. Service clubs have provided tremendous help in the past. The adventure playground should suggest many possibilities to them.

If North Vancouver is any example, parents have a great deal to offer in this enterprise. It is worth noting that this procedure em-

*Concrete, wood, wire and rope—the materials of the adventure playground—not only cost less, but also are more inviting play surfaces than cold metal.



Left: This igloo slide tunnel is yet another element in Powell River's adventure playgrounds.

Below: Hans Berger designed the West Vancouver Community Center playground where this picture was taken.



bodies the keynote of the report of the BCTF Commission on Education, *Involvement—the Key to Better Schools*.

Vandalism. The Powell River schools again provide some interesting data—vandalism in their school playgrounds has *not* been a major problem. A few tetherballs left out have been slashed, but aside from having to rebuild some early structures to make them much sturdier, there has been little problem with respect to students vandalizing play equipment.

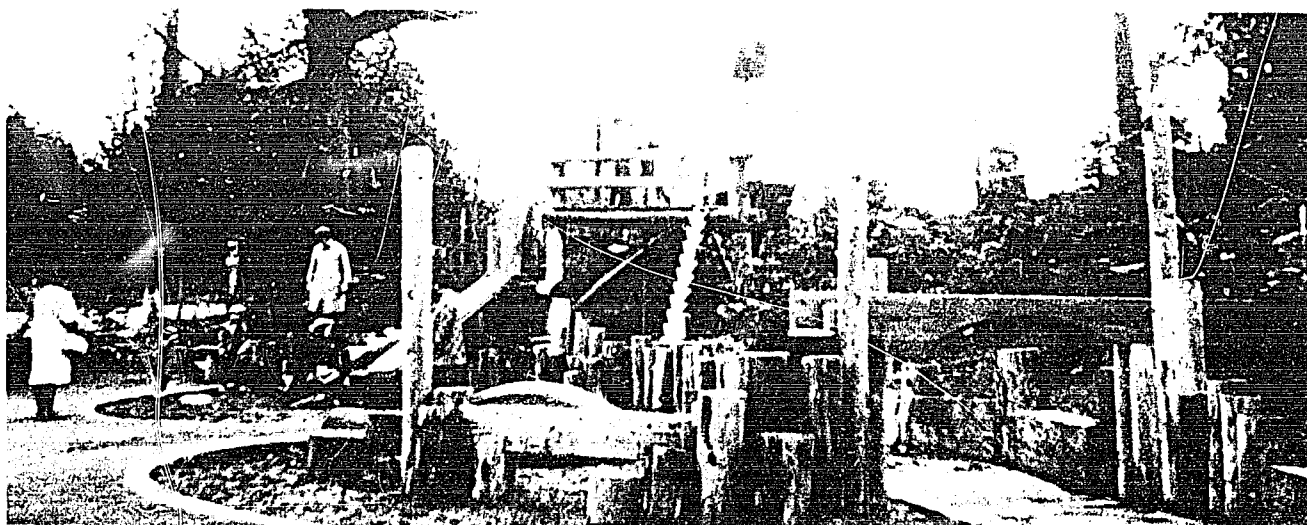
We can safely assume that many of the causes of delinquency and vandalism have to do with lack of identity, boredom, lack of interest exhibited by adults, and a lack of appropriate recreational facilities.

If we *really* take these factors into account in our planning of recreation places, we may realize the type of benefits found in Powell River, where one principal writes that 'the playground fosters a feeling of pride among children who love to show it off to visiting friends or hear it admired by children new to the school.'

I wonder if many readers can recall the typical situation found on many of our traditional playgrounds where swings are either broken or are wound tightly over the top bar, where picnic tables are uprooted and overturned, where broken glass is thrown into swimming pools? The source of these problems may well reside in the way we have planned our children's play areas.

I also wonder if we could experiment with the adventure playground concept in our secondary schools. I don't mean that we should repeat any of the ideas found in the ele-

Above: Mothers and their families enjoy their visits to this community recreation park near Horseshoe Bay.



Below: The stepping logs and swinging bridge are part of a long obstacle course at the Young Offenders Unit at Chilliwack.



mentary schools—these same ideas wouldn't necessarily work. But I can imagine *similar* areas — obstacle courses, partially assembled cars and car engines, large scaling rocks for climbing.

Having had the privilege of seeing some of the excellent architectural work done by students at Vincent Massey Junior Secondary School in New Westminster, I can anticipate some of the great ideas these young people could come up with if given the responsibility of designing an adventure playground.

Rural Needs. Educators may be quick to label this a concept that applies only to metropolitan centers. And certainly, with current problems of urbanization, the need for play spaces is more pronounced in our larger cities. It must also be recognized, however, that the character of our rural communities is also changing. The days of work and play in the fields aren't part of the life of too many youngsters in our outlying communities in 1969.

Kirchner, in his study of the physical fitness of elementary school children, found that children living

in metropolitan areas were more physically fit than those in rural areas. He suggests that modern modes of transportation, increased sedentary habits of children and the lack of organized recreational opportunities available to rural children are contributing factors. It is very likely a myth that the young country boy or girl is stronger and healthier than his or her city counterpart.

The need for physically challenging and interesting activities such as those found in an adventure playground may thus be even greater in

our smaller towns and cities.

Some Fundamental Questions

The following questions are taken from a recent UBC School of Architecture thesis dealing with the relationship between child development and the environment.⁸ These questions are particularly relevant to the topic under consideration:

1. Spatial Boundaries:

Are they natural or man-made?

Are they fostered by the physical environment or set by parents?

Do they aid or hinder growth by allowing exploration beyond or bottling up and containing?

Are there routes past boundaries—or difficult but solvable ones to tackle?

2. Spatial Size:

Are there large spaces open and free for the child to expand into and intimate spaces for security and retreat?

Are spaces sufficient to satisfy the needs and patterns of the child (i.e., running, climbing, making noise, etc.)? Do they increase with maturity?

3. Sense stimulation: (Physical objects, people, etc.)

Does the child like color, motion, form, etc.? Objects to practise spatial perceptions (up, down, under, etc.). Objects to aid grouping and co-operative play (sand boxes, wagons, merry-go-round). Objects to

increase muscular co-ordination, etc.

Do they evoke rhythm, noises, texture, sight, the senses, etc., in exciting fashions?

How does sense stimulation from physical objects relate to the individual or group and how do they relate to each other or the physical environment in total?

Is a particular environment deficient or abundant in stimuli for children?

How difficult is it to get close to stimulating environments? Are they fixed and local or periodic and transient—to give either security and reliability, or excitement and interest to explore where they came from?

Do they stimulate the growing child through each stage of develop-

ment or are there gaps?

4. Differentiation of Function:

Do the child and adult functions interact or oppose?

5. Social Interaction and Privacy:

Are there provisions for privacy and social interaction areas for the child and parent? What are the limits—at home or in the community—inside and outside? Does the child have a room to himself or material to make a fort?

Is there concern for the wants and needs of both parent and child?

6. Safety and Needs:

How can one relate parents' concern for safety with the child's needs to explore? Does one remove all harmful environments (i.e., sloughs, junk piles, caves, etc.), and if so, can the environment become so sterile and protecting that the child does not learn to cope with dangers?

Can the environment be planned around natural dangers which might stimulate those who are past the stage when the danger is acute?

If school and community leaders will co-operate and pioneer in seeing that adventure playgrounds become a reality in our elementary schools, then in addition to the many values outlined above, the imaginative teacher will have an outdoor classroom at his disposal. And play may become a truly significant learning experience for all youngsters. §

References available on request.

It is difficult for children to grow up emotionally stable if they are denied space and freedom to take and overcome risks, and if they are denied the opportunity to meet and make friends with others of their own age.

—Lady Allen of Hurtwood
in *Planning for Play*.

Who Really Benefits?

Continued from page 11

Finally, concerning Dr. Hall's article, a comparison with one written by C. D. Ovans helps underscore the point. Mr. Ovans wrote an appeal for public support. But look at the intent of the writers: one sought to arouse the public; the other sought to maintain public quiescence.

People have come intuitively to regard collective bargaining as a ritual and ask why the ritual every year. Why not allow for automatic increases? One reason, perhaps, is the need to condition the public to

accept higher prices, and it is the public that pays the bill.

Propagation has occurred when people blame the high cost of labor for price increases without knowing whether wages have increased or by how much, yet pay the price. Is the battle real? Or is it all illusion?

Certainly the battle is real for the unorganized publics, those people on fixed income, the small entrepreneurs, the pensioners, who pay higher prices without correspondingly higher incomes. For the unorganized publics, the effect of Bill 33 is mainly psychic. It is to be hoped that their comfort is of some duration; otherwise the government will

have to go through the motions again.

Bill 33 re-sanctifies collective bargaining. It ensures that the ritual will take place, that unions will be part of the economic scene for some time, and most important, that wages and prices will continue to rise.

It does seem that, whatever laws are passed, the powerful groups in society can effectively manipulate legislation to their advantage, while the impotence of the poor enables legislation to discriminate against them.

Regrettably, Bill 33 follows this pattern. §

**In 10 seconds,
describe the size, shape,
color and structure of a
specimen of rhodochrosite.**



Done.

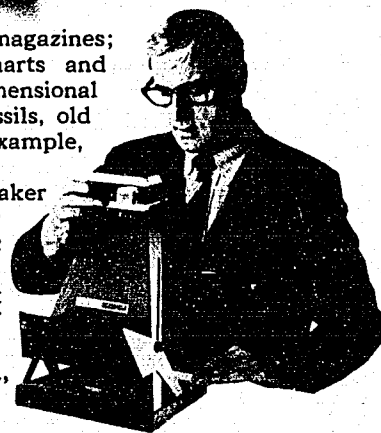
For you to describe verbally the above specimen, would take considerably longer than is necessary for your students to assimilate a visual image of it. That's what's so great about photography: regardless of what subject you teach, photography can help you explain it faster, easier and a lot more effectively.

Of course, finding the right slide (or print) to illustrate a specific problem or idea isn't always easy, that's why the KODAK EKTAGRAPHIC Visualmaker came into being. The Ektagraphic Visualmaker is, in effect, a complete visual production kit, so easy and foolproof to use that anyone can make his own top-quality visuals. All you do is position the Visualmaker over your subject and shoot. No fussing with focus, exposure or framing. The range of material you can use on the Visualmaker is almost limitless. For example, any type of printed matter such as newspapers;

full-color illustrations from magazines; or details from maps, charts and graphs; even from three dimensional objects such as flowers, fossils, old coins, or as in the above example, geological specimens.

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'OPEN AREAS' DON'T HAVE TO BE INDOORS

W. V. POTTER

Mr. Potter was principal of Needles Elementary-Junior Secondary School last year. He is now in the Kelowna School District.



Imagine a mountain that rises knife-edged against an October sky of blue! Imagine a climbing forest trail overlaid with gold and over-arched with gold supported by the trunks of white birch, poplar and pine in the diffused light of the autumn sun. You cannot imagine, in this environment, teenage boys and girls — an entire school of 47 students — strolling through corridors of the wilderness, sitting in a ferny glade for the opening exercises, reveling in the great out-of-doors.

Why?

It isn't done!

Why . . .??

The warmth of 'living' and the sunshine that surrounded a one-day outing can scarcely be radiated from the page of a book.

After a few brief directions our school's population walked along the shore road of the Arrow Lakes to a wooded trail leading to a Forestry Branch lookout. At a leisurely pace, in self-forming groups, the students walked for some time. A 'Wagon Wheel' each may have contributed to the enjoyment of the opening exercises at our ferny glade.

A poem gave food for reflection:

Yesterday is now a memory;
Beneath tomorrow's veil we cannot see;
The dawn brings unspoiled hours for
work and play—

Let us salute today!

May we be true to all the light we see —
Loyal and strong, that we may proudly be
With joy and beauty lighting up the way,
Masters of life today!

'O Canada' was sung where pines and maples grow.
The day's Bible reading was Matt. 5:1 - 11.

The Lord's Prayer.

Announcements:

'—divide into patrols of six.

—appoint a leader.'

Clawmarks on the smooth green-grey trunks of white poplar trees either amused or intimidated the hikers. Several willow grouse faded into the shadows. Trunks of cedar, Douglas fir, Douglas maple, larch, spruce and pine made avenues to the mystery world beyond.

Each patrol chose its own campfire site from a wide-spreading area through which a mountain stream echoed. Smoke in various quantities began to rise; blue columns in the clear autumn against a background of bracken and forest.

Each group took on an individuality: the Housekeepers, the Mountaineers, the Pirates, the Hippies, the Creek-siders, etc., and yes, the 'Outcasts'—three of us enjoyed a casual lunch by a campfire of dry poplar.

A teacher visited each campfire to direct, to joke, or to enjoy a moment of friendship. Then came songs, marshmallows, short periods of instruction in the identification of several native woods and what to do when lost in the wilderness.

The return trip found everyone more easy, more considerate of each other, and glad to be alive that day.

The B.C. TEACHER

Students' Impressions Varied

'I enjoyed cooking stakes over a fire and the delicious taste of it when it was done. All in all we had a prosperous hike and a good time.'

'The hike up and back was quite educational.'

'The taste of outdoor food that had been cooked over a little campfire was absolutely glorious.'

'We had steak and good things to eat and especially I liked the smell of wood in the air. I liked being told about trees.'

'Sitting around the fire singing and roasting marshmallows was lots of fun, but the walk was too far and too steep.'

'I appreciated the trip and I hope we can have another one. I liked when we stopped and sang taps and had the Bible reading.'

'I got to know my fellow-students better and I enjoyed everyone being together and we got along very good.'

'I think that Friday was one of the most enjoyable school days of my life. It showed the pupils that the teachers could trust them on a field trip like this. It offered the students a bit of adventure and fun.'

'I enjoyed cooking the steaks, sandwiches, apples and marshmallows over the flickering fires.'

'We were free to do as we pleased. I heard a great number of the students say they could go on more trips into the hills.'

'Our trip touched on a sample of wilderness living. Campfires and cooking is something not every child gets to do. Being with other students in the outdoors is a very nice feeling.'

'It was a long trip but I enjoyed every bit of it. The leaves were a kind of thought of nature and their pleasant scent was in the warm air.'

'I thought it was fun to have the chance to eat outside by a campfire instead of at school where I would probably be finishing homework or something.'

Staff Comments Favorable

'I wish that city schools could have an opportunity like this. I'm sure parents would support it completely.'

'I feel that a Canadian school does not usually offer such a rewarding adventure.'

We appreciate the values that were realized on this outing. Do we dare dream of such an innovation in school activities as week-long 'living-in' outings in the wilderness at locations reserved and equipped for this purpose? Could it become a heritage of all rather than the privilege of a few schools? The laboratory is inexpensive, the 'open area' is large and already constructed. Opportunity for pupil involvement is unlimited.

Among the influences that lend enrichment, self-discipline, and wholesomeness to life are experiences in 'total living' in the wide open spaces.

This closing quotation was spoken by the late Taylor Statten, beloved 'Chief' of Camp Ahmek, Algonquin Park, Ontario:

'The winds that blow over those vast stretches of spruce and pine are a remedy for many real, and all imaginary ills.'

Reader's Digest

Reading Skill Builders

Two important announcements

1: The first is both a good-bye and a sincere *thank you for services rendered* to a friend of long-standing—Thomas Nelson & Sons. This company has been distributing **READING SKILL BUILDERS** for over 10 years. However, as the Digest opened a new Educational Department last year, we feel it is both logical and practical that *all* our teaching aids, including **READING SKILL BUILDERS**, be handled by this new department. The changeover is effective October 15, 1969.

2: Secondly, we wish to announce that the series now includes 14 new volumes, plus 4 new practice pads, *edited and published in Canada by Reader's Digest especially for Canadian schools*. For detailed information, write Reader's Digest, Educational Department, Montreal 215, Que. —or complete and mail the coupon below:

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215 Redfern Ave., Montreal 215, Que.**

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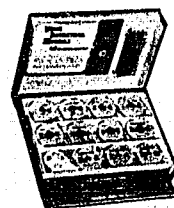
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CHRISTMAS 1969

THE WARM GOLDEN SANDS OF THE BEACH AT WAIKIKI

Honolulu	P.W.A.	Dec. 21 - Jan. 3/70	153 seats \$210.00
Honolulu	P.W.A.	Dec. 19 - Jan. 3/70	153 " \$210.00

THE FLUFFY POWDER SNOWS OF SQUAW VALLEY

Reno/Squaw Valley	P.W.A.	Dec. 28 - Jan. 4/70	117 seats \$255.00 per person all inclusive— sharing twin bedded room—without bath
			\$285.20—all inclusive—single room—without bath
			\$203.15 per person all inclusive—one child 2-12 sharing room with parents

SUMMER 1970

Britain	P.W.A.	June 28 - Sept. 2	153 seats \$315.00
Britain	P.W.A.	July 14 - Aug. 19	153 " \$315.00
Britain	P.W.A.	July 11 - Sept. 5	153 " \$315.00
Britain	Air Canada	June 30 - Sept. 6	150 " \$315.00
Britain	Air Canada	July 21 - Aug. 16	150 " \$315.00
Britain	CP Air	June 28 - Aug. 31	240 " \$315.00
Britain	CP Air	June 29 - Aug. 30	240 " \$315.00
Japan	CP Air	Aug. 15 - Sept. 6	152 " \$350.00
		* Optional tour package available *	air fare only
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IMPORTANT:

Official airline tariffs, with London as destination, are based on high season and low season dates. Substantial price differences occur between these season dates, with the high season being the costliest.

High season dates are: Departure (Eastbound) June 14 to August 3
Return (Westbound) July 25 to September 14

The rest of the year is low season.

To accommodate the preponderance of teachers, the Co-operative must arrange charter flights to London during the summer months, which is the high season.

One of the most vivid recollections I have of my early school days is the spectacle of three classmates filing out into the hall each morning while the rest of us rose to recite the Lord's Prayer.

It was explained to me that the trio were Jewish and therefore could not take part in the exercise since 'they don't believe in Jesus.'

Prior experience on the playgrounds and instruction in Baptist and Salvation Army Sunday Schools had left me with the undisturbing if naive notion that the only difference between Jewish kids and the rest of us was that they went to a different church.

But here was proof that something much more serious was involved, warranting a daily disruption of the public school routine. I began to view my Jewish classmates with a mixture of envy (for being able to get out of the daily prayer recital) and suspicion (for being palpably *different*).

I can't think of a better way to start breeding religious intolerance in six- and seven-year-old children. Having seen the evidently all-wise public school set the example by excluding Jews from a routine classroom activity, the children had begun to learn a bias which would lead some of them in later life to bar Jews from clubs, neighborhoods and jobs.

What of the Jewish children themselves? Their parents had evidently taken advantage of the provincial regulation excusing from the daily Christian religious exercises those with conscientious objections. Presumably these parents felt it less offensive to have their children singled out as non-believers than to have them take part in the ritual of an alien faith. Neither alternative is particularly attractive to the non-Christian parent.

This was in 1945, the year after the British Columbia legislature amended the Public Schools Act to make Bible reading and the Lord's Prayer mandatory features of the public school day. Previously B.C. had been the only Canadian province in which Bible reading was not permitted in public schools (the Lord's Prayer was optional), but

A MATTER OF OPINION

LET'S CUT OUT SCHOOL RELIGIOUS EXERCISES

DAVE ROBERTSON

public feeling about religion had been growing more intense during the Second World War and the government of the day bowed to pressure by adding the following words—still in effect today—as Section 167 of the Act:

'All public schools shall be opened by the reading, without explanation or comment, of a passage of Scripture to be selected from readings prescribed or approved by the Council of Public Instruction. The reading of the passage of Scripture shall be followed by the recitation of the Lord's Prayer, but otherwise the schools shall be conducted on strictly secular and non-sectarian principles. The highest morality shall be inculcated, but no religious dogma or creed shall be taught.'

Regulations drawn up by the Council of Public Instruction provided that teachers or students with conscientious objection to the religious observances could be excused, but, as I have tried to indicate earlier, this is not a satisfactory solution.

Many people—more, one would hope, than was the case a quarter-century ago—today believe that religious belief is a personal and pri-

vate matter which should be of no concern to the state save in its responsibility to see that individuals are free to practise the creed of their own choice.

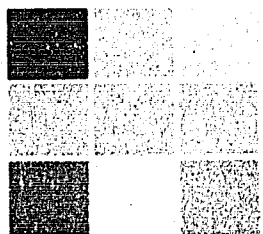
Another difficulty with the present law is that, as it is worded, it appears to ban any kind of study of religion. But obviously a student's education will be incomplete if he is prevented from learning anything of the various religious movements which have shaped history and continue today to influence social, political and economic developments all over the world.

There are several other objections to Section 167 as it now stands, most of them cited by the 1965 Consultative Committee Report on Religious Exercises in the Schools. This report resulted from the BCTF's resolution of the previous year which recommended discontinuance of the compulsory religious exercises. The committee's findings included the following:

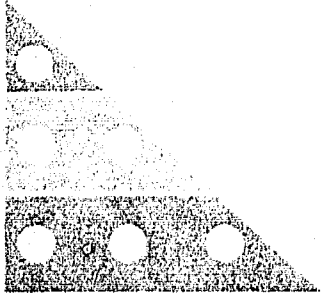
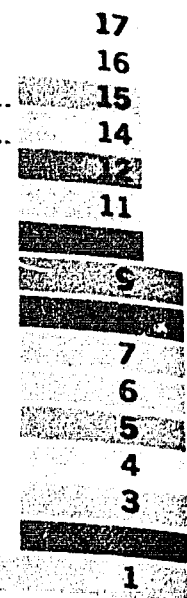
- The prescribed exercises, being automatic, are of dubious religious or educational value.
- No one seems to know whether the exercises are intended to be devotional or instructional. If devotional, the classroom hardly lends the appropriate atmosphere; if instructional, the Section's prohibition of explanation or comment severely limits the educational value.
- Many teachers are not or do not feel qualified to lead devotional exercises or instruct in religious matters.
- In practice, the Act's strict requirements sometimes are circumvented or carried out in ways that rob the exercises of any devotional or educational value they might have had to begin with.

The Civil Liberties Association recently prepared a position paper incorporating the arguments in favor of amending the law and proposing new wording for Section 167. Copies of the brief and letters urging support of the Association's position have been sent to the BCTF, to Education Minister Donald Brothers and Deputy Minister Dr. Neil Perry, to the B.C. School Trustees Association and to school boards throughout the Lower Mainland.

Mr. Robertson is actively interested in the question of civil liberties as a member of the Civil Liberties Association.



13-?



NUMBER LORE

Long, long ago the Greeks and many other ancient peoples thought that numbers had magic powers. Even today there are people who think that some numbers are lucky or unlucky. They believe that 7 is a lucky number and that 13 is an unlucky one. In fact, there are tall buildings in which no floor is numbered 13. The floor above the 12th floor is called the 14th. We all still use expressions and phrases that have come down to us from the people who once believed in the magical qualities of numbers. We give three cheers; we talk about being in seventh heaven; we say that things are at sixes and sevens.

Numbers have intrigued people down through the ages. The ancient Greeks were particularly fascinated by the characteristics of numbers. To them different numbers had special qualities. For example, the Greeks thought of even numbers (those that can be divided evenly by 2) as breakable and therefore weak and feminine. In contrast, they thought of odd numbers as unbreakable and

therefore strong and masculine. The number 5 was used to represent marriage because it is the union of 2 and 3, the first feminine and the first masculine number.

► PRIME NUMBERS

Some relationships that the Greeks found among the natural numbers seem especially interesting. (**Natural numbers** are the ordinary numbers, such as 1, 2, 3, 4, and so on.) The Greeks found that some natural numbers can be divided evenly only by themselves and 1. These numbers are called **prime numbers** or **primes**.

Of the first ten natural numbers, 2, 3, 5, and 7 are prime. (The number 1 is not considered a prime.) Take 5, for example. It can be divided evenly only by itself and 1. There is no end to the list of prime numbers. No matter how high you count, you will still keep finding prime numbers. After 2, itself a prime number, all the prime numbers are found among the odd numbers. The even numbers

Good 2 (4, 6, 8, 10, are
divided by 2. So they are
not a number that is not
a composite number

to Sieve of Eratosthenes
about 2,000 years ago
named Eratosthenes
all the primes among
numbers. He wrote down
numbers up to 100. Then he crossed
out all the multiples of 2 (except 2) that could be
divided by 2. Then he crossed out all the multiples of 3 (except 3) that could be divided by 3. He continued this process until he had crossed out all the multiples of the primes up to 10. The numbers that remained were all prime numbers. This process is called the Sieve of Eratosthenes. The sieve can be extended to find primes up to the largest number you want. Eratosthenes found that there are infinitely many prime numbers. You can discover which prime numbers that 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97, 101, 103, 107, 109, 113, 127, 131, 137, 139, 149, 151, 157, 163, 167, 173, 179, 181, 187, 191, 193, 197, 199, 211, 223, 227, 229, 233, 239, 241, 251, 257, 263, 269, 271, 277, 281, 283, 293, 307, 311, 313, 317, 331, 337, 347, 349, 353, 359, 367, 373, 379, 383, 389, 397, 401, 409, 419, 421, 431, 433, 439, 443, 449, 457, 461, 463, 467, 479, 487, 491, 499, 503, 509, 521, 523, 527, 529, 533, 539, 541, 547, 557, 563, 569, 571, 577, 581, 583, 587, 593, 599, 601, 607, 611, 613, 617, 619, 623, 629, 631, 637, 641, 643, 647, 653, 659, 661, 667, 671, 673, 677, 683, 689, 691, 697, 699, 701, 707, 709, 713, 719, 721, 727, 729, 731, 733, 737, 739, 743, 749, 751, 757, 761, 763, 767, 769, 773, 779, 781, 787, 791, 793, 797, 799, 801, 807, 809, 811, 817, 819, 821, 823, 827, 829, 833, 837, 839, 841, 847, 851, 853, 857, 859, 863, 867, 869, 871, 873, 877, 881, 883, 887, 889, 891, 893, 897, 899, 901, 907, 909, 911, 913, 917, 919, 923, 927, 929, 931, 933, 937, 939, 941, 943, 947, 949, 953, 957, 959, 961, 963, 967, 969, 971, 973, 977, 979, 981, 983, 987, 989, 991, 993, 997, 999, 1001, 1003, 1007, 1009, 1013, 1017, 1019, 1021, 1023, 1027, 1029, 1031, 1033, 1037, 1039, 1043, 1047, 1049, 1051, 1053, 1057, 1059, 1061, 1063, 1067, 1069, 1071, 1073, 1077, 1079, 1081, 1083, 1087, 1089, 1091, 1093, 1097, 1099, 1101, 1103, 1107, 1109, 1111, 1113, 1117, 1119, 1121, 1123, 1127, 1129, 1131, 1133, 1137, 1139, 1141, 1143, 1147, 1149, 1151, 1153, 1157, 1159, 1161, 1163, 1167, 1169, 1171, 1173, 1177, 1179, 1181, 1183, 1187, 1189, 1191, 1193, 1197, 1199, 1201, 1203, 1207, 1209, 1211, 1213, 1217, 1219, 1221, 1223, 1227, 1229, 1231, 1233, 1237, 1239, 1241, 1243, 1247, 1249, 1251, 1253, 1257, 1259, 1261, 1263, 1267, 1269, 1271, 1273, 1277, 1279, 1281, 1283, 1287, 1289, 1291, 1293, 1297, 1299, 1301, 1303, 1307, 1309, 1311, 1313, 1317, 1319, 1321, 1323, 1327, 1329, 1331, 1333, 1337, 1339, 1341, 1343, 1347, 1349, 1351, 1353, 1357, 1359, 1361, 1363, 1367, 1369, 1371, 1373, 1377, 1379, 1381, 1383, 1387, 1389, 1391, 1393, 1397, 1399, 1401, 1403, 1407, 1409, 1411, 1413, 1417, 1419, 1421, 1423, 1427, 1429, 1431, 1433, 1437, 1439, 1441, 1443, 1447, 1449, 1451, 1453, 1457, 1459, 1461, 1463, 1467, 1469, 1471, 1473, 1477, 1479, 1481, 1483, 1487, 1489, 1491, 1493, 1497, 1499, 1501, 1503, 1507, 1509, 1511, 1513, 1517, 1519, 1521, 1523, 1527, 1529, 1531, 1533, 1537, 1539, 1541, 1543, 1547, 1549, 1551, 1553, 1557, 1559, 1561, 1563, 1567, 1569, 1571, 1573, 1577, 1579, 1581, 1583, 1587, 1589, 1591, 1593, 1597, 1599, 1601, 1603, 1607, 1609, 1611, 1613, 1617, 1619, 1621, 1623, 1627, 1629, 1631, 1633, 1637, 1639, 1641, 1643, 1647, 1649, 1651, 1653, 1657, 1659, 1661, 1663, 1667, 1669, 1671, 1673, 1677, 1679, 1681, 1683, 1687, 1689, 1691, 1693, 1697, 1699, 1701, 1703, 1707, 1709, 1711, 1713, 1717, 1719, 1721, 1723, 1727, 1729, 1731, 1733, 1737, 1739, 1741, 1743, 1747, 1749, 1751, 1753, 1757, 1759, 1761, 1763, 1767, 1769, 1771, 1773, 1777, 1779, 1781, 1783, 1787, 1789, 1791, 1793, 1797, 1799, 1801, 1803, 1807, 1809, 1811, 1813, 1817, 1819, 1821, 1823, 1827, 1829, 1831, 1833, 1837, 1839, 1841, 1843, 1847, 1849, 1851, 1853, 1857, 1859, 1861, 1863, 1867, 1869, 1871, 1873, 1877, 1879, 1881, 1883, 1887, 1889, 1891, 1893, 1897, 1899, 1901, 1903, 1907, 1909, 1911, 1913, 1917, 1919, 1921, 1923, 1927, 1929, 1931, 1933, 1937, 1939, 1941, 1943, 1947, 1949, 1951, 1953, 1957, 1959, 1961, 1963, 1967, 1969, 1971, 1973, 1977, 1979, 1981, 1983, 1987, 1989, 1991, 1993, 1997, 1999, 2001, 2003, 2007, 2009, 2011, 2013, 2017, 2019, 2021, 2023, 2027, 2029, 2031, 2033, 2037, 2039, 2041, 2043, 2047, 2049, 2051, 2053, 2057, 2059, 2061, 2063, 2067, 2069, 2071, 2073, 2077, 2079, 2081, 2083, 2087, 2089, 2091, 2093, 2097, 2099, 2101, 2103, 2107, 2109, 2111, 2113, 2117, 2119, 2121, 2123, 2127, 2129, 2131, 2133, 2137, 2139, 2141, 2143, 2147, 21

FACT NUMBERS
All composite numbers
are one other number
times 1. Some numbers have
more factors, while some have
fewer. Some numbers can be divided by 1,
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831

These research activities on Numbers come from the only encyclopedia that really adds up to a youngster.

2 Have fun with number 9.

- (a) The number 12,345,679 is strange. (Note that there is no 8.) When multiplied by 18 (or two 9's), the product is all 2's. When multiplied by 27 (or three 9's), the product is all 3's. Do the multiplication on a piece of paper to see if this is true. Then multiply 12,345,679 by 36. You know that 36 is four 9's. Do you think the answer will be all 4's?

- (b) Take any two-digit number except one in which the digits are the same.

For example: $\underline{\quad 93 \quad}$

Reverse it $\underline{\quad 39 \quad}$

Subtract the smaller from the larger $\underline{\quad 54 \quad}$

Reverse the new number $\underline{\quad 45 \quad}$

Add them $\underline{\quad 99 \quad}$

Do the same with other two-digit numbers. What is the answer? Is the answer always the same?

- (c) Think of a number. Add the next larger number. Add 9. Divide by 2. Subtract the original number? Is the answer 5? Will it always be 5?

3 Make a magic square.

Long before the Greeks explored numbers, the Chinese had invented number games. About 500 B.C. the Chinese created the first magic square. A magic square consists of rows and columns of numbers. Each row adds up to the same number. So does each column, and so does each diagonal. Here is the first known magic square (written with modern numerals).

4	9	2
3	5	7
8	1	6

4 Increase your number language.

In ancient times people wrote numbers in many different ways. These are some of the ways that number 143 was written long ago.

Find out how the numbers from 1 to 10 were written by:

- (a) the Egyptians; (b) the Romans;
(c) the Mayans; and (d) the Babylonians.

5 Try a cross-number puzzle.

Work this as you would a crossword puzzle, using numbers instead of words.

Across

- A. $207 + 66 + 50$ D. $120 + 312 + 356$
G. 2×193 H. $858 \div 6$ I. $100 - 10$
J. 2×45 K. $112 + 54$ M. $400 \div 4$ N. 8×8
O. $160 \div 2$ P. $12 + 146 + 91$
R. $1,606 - 834$ U. 20×20 V. $496 \div 4$

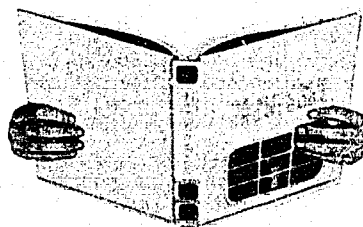
Down

- A. 3×11 B. $56 \div 2$ C. $3 \times 1,232$
D. $54 + 17$ E. $8,814 - 324$ F. $5 \times 1,660$
K. 4×406 L. $6,104 + 46 + 290$
M. 9×119 Q. $270 \div 3$ S. 8×9 T. 1×24

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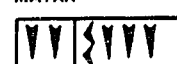
EGYPTIAN

CXLIII

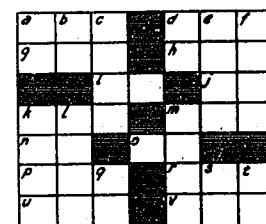
ROMAN



MAYAN



BABYLONIAN



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Toronto 1, Ont.



from the files; old & new

¶This is planned to be the year of The Big Clean-up; the Sorting Out; the Throwing Away.

In general, I have a theory that anything which hasn't been in active use for six weeks should be thrown out, and I follow it pretty well. Somehow, it has never applied to my collection of notes, clippings, pictures, photos and all the rest of the stuff I have been keeping ever since I was about 16 years old, when I started keeping notebooks and clipping files. Most of it I have found useful, but sheer quantity, and the fact that much of it is outdated, forces me at long last to start thinning it out.

I keep telling my English classes that the notebook habit is a good one to get into, and that their own personal notebook will very likely prove to be the most important tool, and a source of ideas for ever. This is certainly true for me. I know I couldn't function without my notebooks.

The material comes from every conceivable source: daily papers; magazines of every stripe from *Mad* to the university quarterlies; books;

scraps remembered from radio or TV programs; notes jotted down at lectures and meetings; remarks made by kids in class or written in their essays and exams; overheard bits of conversation; lines from plays—there's no end to sources of material. Some of it is straight; some of the items have my penciled reactions beside them (I wonder, on looking at some of the old items why on earth I kept them in the first place, and what my comment means).

The greater part of the material is made up of ideas which have jolted me into an awareness, have turned a light on something I had seen only dimly or have started me off on an entirely new line of thought.

From *Harper's Magazine* in 1937 came this item which jarred me out of the comfortable little rut I was already getting into:

'Whatever education may be culturally or as a concept, as an institution it is not independent or self-sufficient. It cannot create; it can only reflect.'

The following came from the

same magazine several years later, written by Robert Hutchins:

'Interest as the aim of education leads to aimlessness. The proposition that what is taught should be taught as interestingly as possible does not mean that what is interesting is what should be taught.'

A reminder from Bertrand Russell to those citizens who lately have been getting worked up over the need to control from outside the school curriculum:

'The teacher, like the artist and the philosopher, can perform his work adequately only if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority.' Amen to that.

No matter where you dip into W. R. Niblett, you find something stirring. Well, I do anyway.

'If our long-term aim is simply to compel children to accept from the outside a faith ready-made and to take over by rote, at second-hand, a set of values which they do not gradually come to feel as their own, we are not in fact educating them to be fully human.'

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Here is another:
'The product of this sort of education and indoctrination is an individual in his degree personally responsible for the culture which he has inherited, and responsible too for adding to its content and changing its direction as called for by the times in which he lives.'

The earliest item in the collection came from something written by H. G. Wells, and I remember the charge I got out of it when, in my last year at high school, I found it: *'Telling the truth is the latest achievement of the human mind, and so far the achievement is very imperfect. . . There is a real resentment in most minds against people who talk or depict too nakedly. Most of us prefer to float in a rich warm buoyant juicy mess of make-believe . . . Our minds are still in the amphibian stage, and cannot hold out in the clear dry air. . . Man is born secretive, intricate and self-defensive, and he learns to become frank and simple. Candor, like everything else, is a thing to be achieved with infinite difficulty. . .'*

Not all the items are in such serious vein. A lot of them are bits of humor, happy examples of felicitous writing, sparks to give a welcome lift. Such as this, from a talk given by a psychiatrist to his interns at a mental hospital:

'There is one thing I wish you to remember while you work under me. In the present state of society, the patient is often right, and you are wrong.'

From the preface to a catalog for an exhibition of the work of Georgia O'Keeffe comes this little gem, which I think could be applied to our own work:

' . . . with the hope that it may show there are many ways of seeing and thinking, and possibly, through showing that there are many ways, give someone confidence in his own way.'

I don't know who was responsible for this, but I hang on to it:

'The secret of a serene life is always to leave wherever you are in plenty of time to dawdle on your way to where you are going.'

Some cynical character remarked

that education was like animal training in that:

'It was a knowledge of means without knowledge of ends.' Ouch. The same lad said,

'An educational authority is one whose ignorance is highly specialized.'

From one of my favorite people, Richard Needham:

'Men and women weren't put on earth for each other to criticize or reform; they were put on earth for each other to enjoy.'

Who would expect to find something memorable in a whodunit? Not I, until I found this, spoken by one of the characters:

'To an innocent, anything is possible, because there's no experience programmed into the memory to tell you that things aren't possible. . . Innocence is the knowledge that you can do something; experience is the knowledge that you can't.'

At this point in rummaging around, I have a hunch I'm not going to throw out very much of all this. You never can tell; I might need it someday. §

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I Was Misquoted, Says Reporter

Sir,

Blushing all over, I unveil myself as the Victoria education reporter whose scribbles drew Vito Cianci's ire in the May-June issue of the *B.C. Teacher*. Mr. Cianci disagrees with the idea of a provincial board to define the aims of education, as advocated recently by James Campbell, president of the B.C. School Trustees Association. And Mr. Cianci brands my endorsement of the concept a 'woolly bit of day-dreaming.'

An ex-reporter himself, Mr. Cianci has employed one or two old journalistic dodges which come in handy on a dull day. He has (a) quoted selectively and then taken off on a tangent, and (b) is probably raising dust just for the hell of it.

What did Mr. Campbell actually say? 'Purposes of education are pro-

perly in the realm of society at large,' he said. Mr. Campbell declared that teachers' views on education 'are important but must cease to be exclusive.'

'Their realm of decision-making, as a class, must be more carefully defined to encompass ways, and means and must not include dominance over purpose and aims.'

Mr. Campbell proposed a provincial curriculum board, prime task of which would be 'to determine society's best wishes with respect to the purposes of education, and where these wishes were not well-defined, to articulate and achieve acceptance of suitable purposes.'

The vision of our schools thus being delivered into the hands of the Board of Trade and the Canadian Manufacturers' Association is Mr. Cianci's very own bogeyman. I wish

he would admit paternity instead of implicating Mr. Campbell and myself.

I disagree with Mr. Campbell on the composition of his proposed agency (he wants trustees and MLA's), but support his view that society as a whole should decide the aims of its education system.

Education in B.C. is heavily insulated at every level from participation by the public. The system has no long-term aims beyond the usual platitudes found in administrative bulletins. Fundamental decision-making is in the hands of administrators, nearly all of whom came up via the classroom.

Mr. Cianci manages to stick his words into my mouth, to the effect that teachers 'are so obviously doing a poor job.' In the articles he refers to, I paid tribute to the profession for quietly burying the Chant Commission's hard-nosed, Three-Rs approach to education.

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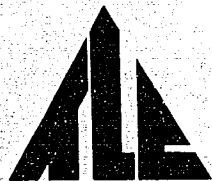
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As a reporter, the experience of being chopped up in print by deliberate misunderstanding has given me a new sympathy for those who do scream, 'I wuz misquoted.'
Victoria Bill Stavdal
The Daily Colonist

Keeping up with the Jargon

Sir,

As I'll bet you already know, even the most literate and native speakers of our language (such as readers of this journal) have at their command only about 20% of the 678,482 words that currently constitute English. (This figure does not, of course, include the words added to the language since last Tuesday when I made my count.)

At first glance, this failure on the part of most of us to establish an intimate relationship with 80% of our potential vocabulary looks like sheer laziness. We all appear to be sitting shiftlessly on the porch while the ripe fruit from The Great Tree Of Our Language lies rotting on the

ground before us.

But things aren't really as bad as my metaphor. Most of the words we fail to pick up weren't meant for human consumption, anyhow. They're mostly just jargon words designed to keep the uninitiated at a respectful distance, something the family doctor achieves when he accuses his patient of sporting a 'bilateral periorbital hematoma,' which is a good example of the kind of ornate prose that for years has been giving the medical profession a black eye.

But my immediate quarrel is not with black eyes as such. Nor is it with the several thousand jargon words that will forever remain a mystery to those of us fated to spend our lives *outside* such arcane modern specialties as medicine, law, space travel, pollution control and film censorship.

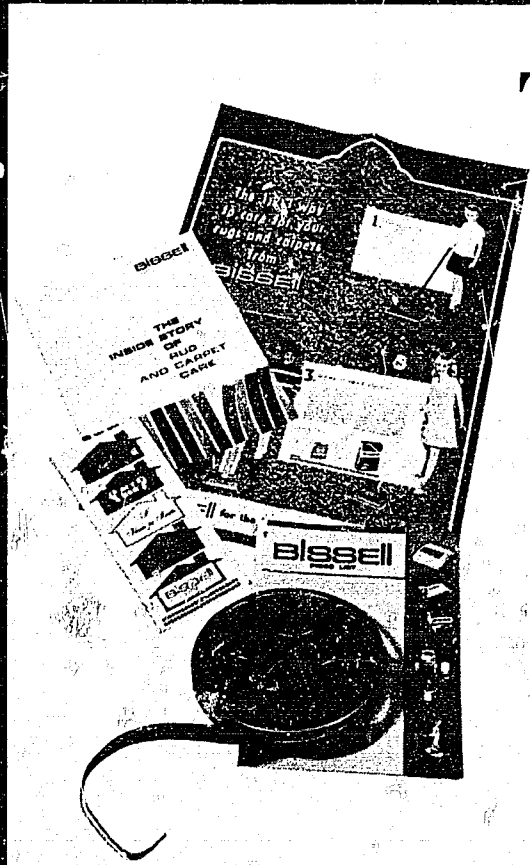
What I am quarreling with is the ever-increasing number of linguistic hematomas ('swellings,' literally) which currently darken the mouths of many educators, but which are not understood by many teachers

inside the profession.

Regrettably, even the most up-to-date dictionary doesn't offer much help to a normal Canadian boy eager-beaver to keep up with his jargon. (I bought a new dictionary for this very purpose not long ago and was dismayed to find that most of its contents were as stale as day-old bread by the time I got it home from the supermarket.)

So what I respectfully suggest is that as soon as you possibly can you include in each issue of *The B.C. Teacher* a sort of 'greensheet' of educational jargon, so that those of us back here at the other end of the horse's mouth will have some way of knowing which of jargon's flightiest fillies will be worth betting on tomorrow.

In order to seem perfectly clear about what I'm suggesting, I've included below a few samples of the kind of entries I hope your greensheets will contain. The jargonisms that I have attempted to define and/or illustrate are some that made me tear my hair while I was combing through educational jour-



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nals at my local barber shop one quiet day last summer.

I probably should explain that the barber shop I go to is not far from the UBC gates, and is, on this account, patronized by several members of the faculty, some of whom tend to be forgetful. So it is not unusual to find among the standard barber shop accretion of old *Girlye Mags* and pre-war copies of *Field and Stream* some left-behind learned journals of the most educational type.

(Incidentally, the opportunity for high-level reading is not the only challenge offered by this particular barber shop. One rainy morning last winter, for example, I had to race a quite spry Assistant Dean across Tenth Avenue to see which of us would get first crack at the *Girlye Mags*. But I doubt whether either you or your readers have any real interest in who won, so I'll get back on the track of my definitions.)
unstructured: This highly honorific adjective means something like 'free' as opposed to 'planned,' as in 'Jones was out on the town last night

so his lessons today are completely unstructured.' When applied to school buildings, 'unstructured' means that Victoria has not yet okayed the plans.

inter-disciplinary: An adjective that is commonly employed to describe study hall situations where at least two teachers are required to keep the noise pollution at a tolerable level. (See also 'team teaching'.)

feedback: An exclusively singular noun that is fighting hard to replace 'gossip' and the slangier 'scuttlebutt,' especially in urban areas. However, citations of it have been made as far north as Chilliwack: 'Despite the high cost of beef, cattle producers in the area feel that they will be doing well this year if they even get their feedback.'

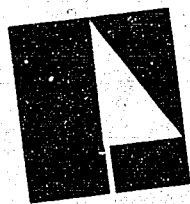
dialog: An old noun up to new tricks. In its contemporary usage, 'dialog' nearly always implies a serio-jocular confrontation between representatives from opposing factions, such as between a hippie and a bald man, in which case it can also mean 'two monologs.'

media: An extremely flexible word

that can be used as an adjective (as in 'resource media'), or as a considerable mouthful (as in 'resource media center'). It also occurs as the simple infinitive 'to media,' in which case it means 'to take a book out of the school library.'

priorities: A singularly plural noun. (In these inflationary times, a single 'priority' isn't felt to be worth a serious thinker's damn.) As currently employed, 'priorities' are 'Those things one likes to do, and intends to get done' as opposed to 'Those things one should do, but won't.' The following social note from Ottawa shows exactly how the word should be used: 'Posing for a representative from Madame Tussaud's Waxworks is not among the Prime Minister's cultural priorities.'

In addition to the numerous jargon terms that are invented by educators, there are, of course, others borrowed from the general language and adapted for school and college use. I hope you will remember to include examples of this type in the greensheets you will be providing us with in the future. The kind



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of thing I mean is such a phrase as 'An Involved Person.' When adapted to education I think this usually means 'A teacher who can stomach the gut issues without getting ulcers.'

Vancouver

Alan Dawe

Questions Needing Answers

Sir,

Having taught Grades 4 through 12 in my five years of experience, I hope to publish a book in an attempt to answer such questions as:

1. Is the Occupational teacher a Negro or do you have to be a Negro to be an Occupational teacher?
2. Do you have to work hard to be

a counsellor or do counsellors work?

3. Do children learn to 'play hooky' or do they 'play hookey' to learn?
4. Who do the administrators really love and who really loves the administrators?
5. Do you have to wear a suit to teach or do you have to teach to wear a suit?
6. Is there a bottle in the teacher's desk or is the teacher in a bottle?
7. Do we say the Lord's Prayer to learn or do we just learn to say it?
8. Do students love to learn or learn to love?
9. Is it school board or bored with school?
10. Do you learn to laugh or do you laugh to learn?
11. Is school for the children or are

the children for the school?

12. Do teachers test the children or do the children test the teachers?
13. Is it principal or just prince?
14. Does the timetable work or does it just table time?
15. Do we fail children to help them or do we fail to help them?
16. Is it trigonometry or trickonometry?
17. Is it superintendent or intend to be super?
18. Is God dead A.D. or is he Minister of Education, B.C.?
19. Are there poor teachers or are teachers just poor?
20. Do you have to be right to be liked or do you have to be liked to be right?

North Vancouver

L. Jim Short

We Shall Miss These Teachers

Active Teachers

Mrs. Isabelle Robson Cook
Mrs. Murial Audry Curr
Mrs. Rosa Margaret Davey
Hugh Gerald Green
Miss Mabel Agnes Hind
Mrs. Pearl Irene (Nichols) Holden
William Robert Long
Christopher Duncan MacInnes
Chester Hugh Millar
Phillip David Palmer
Mrs. Ruth Russell
Albert Brian Thompson
Edward A. C. Tweedale
Mrs. Alice Eva Wendell
Mervin William Warwick
William Andrew Wilcocks

Retired Teachers

Miss Mary I. Bolton
Miss Ellen Bournes
Mrs. Hilda (Nightingale) Bruce
Mrs. Marion D. (Wright) Cornfoot
Miss Eva M. Doherty
Miss Ruth George
Thomas Roy Hall
Mrs. Jennie M. H. Harding
Miss Esther G. Harrop
Mrs. Alicia A. C. Humphreys
Frederick Job
Frederick T. Marriage
Clarence R. Messenger
Miss Jemima B. Milne
Frederick A. Oldfield
William C. Ozard
Edward S. Sims
Miss Lea A. St. James
Thomas S. Whittemore

Last Taught In

Nanaimo
Vancouver
Vancouver
Nanaimo
Vancouver
Maple Ridge
Powell River
Vanderhoof
Shuswap
Alberni
Nanaimo
Abbotsford
Salmon Arm
Burnaby
Abbotsford
Powell River

Last Taught In

Vancouver
Coquitlam
Lake Cowichan
Vancouver
Vancouver
Victoria
Vancouver Normal Schoc!
Vancouver
Vancouver
Vernon
Salmon Arm
Kelowna
Vancouver
Vancouver
Vancouver
Victoria
Vancouver
Victoria
Victoria

Died

August 2
August 2
August 2
April 21
August 2
April 15
February 10
June 30
March 14
April 26
August 2
May 27
February 9
August 2
April 8
April 23

Died

April 21
April 18
March 25
May 20
March 28
April 28
May 10
May 9
March 16
August 2
April 24
June 23
June 11
January 23
August 17
July 27
March 1
June 29
May 6

STAFF REQUIREMENTS

1970-72

For Department of National Defence

Schools Europe

The Department of National Defence operates schools in Europe to provide elementary and secondary education for children of the Canadian Armed Forces. Teachers and Supervisory staff members are obtained on a loan of service basis with the co-operation of their employing school boards in Canada. A two-year Agreement is negotiated by DND with the school board and the teacher nominated by the board.

For the school year commencing September 1970, it is expected that teachers and principals will be required for the following grade levels and subject areas.

(A) ELEMENTARY LEVELS

Kindergarten, Primary, Junior, Intermediate, French Conversation, Library, Principals.

(B) SECONDARY LEVELS

Mathematics, Sciences, Geography, History, English, French, Latin, German, Guidance, Physical Education, Home Economics, Industrial Arts, Commercial with Pitman Shorthand, Library, Principals.

PROCEDURES

The Department negotiates with school boards only. Principals and teachers interested in being considered for assignment overseas MUST present a request to their board. Nominations for the 1970-72 term must be forwarded BY THE BOARD to the Director of Dependants Education, Department of National Defence, OTTAWA 4, before 1 December, 1969. Boards not now participating in this loan of service arrangement may obtain complete detail of procedures by a direct request to the above address.

NOMINATION LETTERS SHOULD INCLUDE:

- (A) An outline of the experience of the candidate and present level of teaching (grade or subject and grade);
- (B) Subject area and grade level preference;
- (C) Academic and professional standing;
- (D) Present basic salary rate;
- (E) Age, marital status, number of dependants;
- (F) An efficiency assessment, general compatibility rating and other relevant information to assist in the selection of candidates.

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The Story of Life Insurance: 24 pp., illus. English. Discusses history and explains facts for students. Available in quantity.

Life Insurance: Dollars and Sense: 20 pp. English and French. Answers questions frequently asked by the general public. Available in quantity.

Problems in Life Insurance: English: Teacher-student workbook unit for business practice and mathematics classes. One unit per teacher. Student portion in quantity.

Sets, Probability and Statistics: 36 pp., illus. English and French. Explains the mathematics of life insurance. Available in class sets. Single copy of Key to each teacher.

Careers in Life Insurance: 24 pp., illus. English and French. Discusses the careers in the life insurance business. Available in quantity.

Actuary: 12 pp. English and French. Outlines career opportunities and educational requirements. Written by the Canadian Institute of Actuaries. Available in quantity.

A Career for You in a Life Insurance Company: 24 pp. English and French. Outlines career opportunities for university graduates. Available in quantity.

The Family Money Manager: 8 pp. English. Outlines fundamentals of money management. Useful for classroom discussion. Available in quantity.

A Miss and Her Money: 24 pp., illus. English. Tips on earning, budgeting and saving for teen-age girls. Available in quantity.

Money in Your Pocket: 24 pp., illus. English. Fundamentals of money management and life insurance for teen-age boys. Available in quantity.

You and Your Family's Life Insurance: 28 pp. English. Describes the life insurance role in family and individual security. Available in quantity.

Man and His Money (Economics and You) Series 1 and 2: Each 24 pp., illus. English. Witty articles explaining economics; for senior high school students. Available in quantity.

FILM STRIPS

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The Life Insurance Story—Part 1: Rev. '63. B/W. 36 frames. English and French. An introduction and history of life insurance. One print and one manual to each school.

The Life Insurance Story—Part 2: Rev. '63. B/W. 42 frames. English and French. The various forms of life insurance, policies and uses. One print and one manual to each school.

The Life Insurance Story—Part 3: Rev. '63. B/W. 31 frames. English and French. Life insurance company operation and foreign business. One print and one manual to each school.

You and Your Food: Colour, 28 frames. English and French. Instruction on good eating habits, nutrition and food value. One print and one manual to each school.

To obtain any of these FREE teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below (please print).

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Grades and Subjects taught

Name of Principal

Name of School

Address of School

Enrolment of School

Send your order to:

EDUCATIONAL DIVISION

THE CANADIAN LIFE INSURANCE ASSOCIATION

44 King Street West, 15th Floor

Toronto 1, Ontario.

These Teachers Have Retired

At the close of the school year in June, one hundred ninety-five teachers said farewell to their classes for the last time. Seventeen others, whose names are also included here, retired during the six months prior to June 30 or during the two summer months. To all these colleagues the Federation extends its good wishes for the future.

Miss Laura E. Adamson, Vancouver
Mrs. Ada Evelyn Almeder, Vancouver
John A. Armour, New Westminster
Miss Marie Anna Baker, Vancouver
Ernest Richard Ballard, Vancouver
Miss Norma M. Barrington,
Peace River South
Miss Bernice E. Barton, Vancouver
Mrs. Nellie P. Beddoes, Maple Ridge
Miss Kathleen E. Bishopp, Coquitlam
Mrs. Muriel L. Blackwell, Victoria
Miss Ina J. Blanchard, Vancouver
Miss Ethel M. Boothby, Mission
Mrs. Laura M. Bowyer, Maple Ridge
Mrs. Thelma P. Bradwin, Chilliwack
David E. Breckenridge, Saanich
Mrs. Mary C. Brook, Vancouver
Mrs. Mary A. Brown, Vancouver
Miss Margaret J. Bruce, Vancouver
Stephen G. Brynjolfson, Powell River
Mrs. Florence D. Buckley, Maple Ridge
Mrs. Martha V. Callister, Alberni
Duncan Cameron, Maple Ridge
Mrs. Annie K. Camp, Nanaimo
Mrs. Annie T. Campbell, Courtenay
Mrs. Ella Cannon, Prince George
Donald Capon, Vancouver
Mrs. Frances H. Chase, Burnaby
Mrs. Elva J. A. Clark, Kelowna
Mrs. Ethel L. Clark, Victoria
Mrs. Florence E. Clark, Burnaby
Miss Lillian A. Coade, Vancouver
Miss Alice M. Coleman, Saanich
Mrs. Agnes Connally, Maple Ridge
Miss Agnes J. Conroy, Vernon
Mrs. Marjorie S. Cook, Burnaby
Mrs. Alice Oakley Cooke, Vancouver
Mrs. Susan D. Cowan, Vancouver
Mrs. Iris H. Crabb, Vancouver
Miss Clementina Cruickshank, Vancouver
Mrs. Minerva E. V. Crane, Victoria
Miss Alice M. Curtis, Fernie
Mrs. Marie Anne Deane, Burnaby
Mrs. Ethel E. Dixon, Langley
Mrs. Elizabeth H. Douglas, Langley
James H. Downard, Victoria
Miss Jean M. Drummond, New Westminster
Isaac Abram Dyck, New Westminster
Mrs. Kathleen M. Elder, Kamloops
Mrs. Norah A. Elphicke, North Vancouver
Miss Katharine Elson, Vancouver
Miss Lenore Eversman, Vancouver
Mrs. Jessie J. Farber, Burnaby
William Farenholts, South Cariboo
Miss Madge G. Farmer, Surrey
Miss Eileen G. Farrington, Vancouver
W. Gordon Fleet, Revelstoke
Mrs. Gladys Forbes, Victoria
Eric Forster, Victoria
Mrs. Marguerite Foxall, Nelson
Mrs. Agnes M. Fraser, Vancouver
Mrs. Amelia Fraser, Trail
Mrs. Margaret Fraser, Chilliwack
Beverly C. Fyfe, Vancouver
Mrs. Mary M. Frew, Williams Lake
Miss Jean L. Fulton, New Westminster
James H. Gagnon, Trail
Miss Edna V. Gear, North Vancouver
Howard W. George, Trail
Miss Claudia Gilpin, Maple Ridge
William L. Ginther, Vancouver
Mrs. Elizabeth A. Good, Chilliwack

Mrs. Gwynnith Gooding, Vancouver
Mrs. Marjorie Gordon, Shuswap
Roth G. Gordon, Mission
John Gourlay, Ladysmith
Mrs. Marg. Gowe, Vancouver
Mrs. Eliza Grenfell, Merritt
Newton L. Grimmer, Vancouver
Albert A. Hards, Vancouver
Miss Gladys Harford, Burnaby
Miss Edith Harrison, Burnaby
Miss Agnes M. Healey, Vancouver
Mrs. Ella M. Heaven, Trail
Miss Olive W. Heritage, Victoria
Mrs. Lily Heslip, Vancouver
Mrs. Charlotte M. M. Hess,
New Westminster
Mrs. Marjorie V. Hiller, Prince George
Mrs. Alice H. Hockin, Surrey
Mrs. Fanny D. Hoe, New Westminster
Mrs. Kathleen E. Honeysett, Courtenay
Miss Kathleen Horner, Victoria
Arthur M. Howard, Vancouver
Mrs. Ruby E. Howard, Kamloops
Andrew Wm. Hyndman, Vancouver
Mrs. Louise Iverson, Victoria
Mrs. Doris S. Jelley, Richmond
Harry S. Johnston, Vancouver
Miss Hilda Jude, Langley
Mrs. Erma P. Keats, Nanaimo
Clive A. Kelly, Victoria
Miss Elizabeth Kendall, Vancouver
Miss Ruby E. Kerr, Maple Ridge
Frank Wm. Laird, Penticton
Miss Doris Laverock, Vancouver
Alvin O. Leboe, McBride
Charles E. Leppard, Alberni
Mrs. Minnie Leppard, Alberni
Gordon Leversage, Richmond
Ray B. Lobb, Kelowna
Ernest P. Long, West Vancouver
John C. Loomer, Victoria
Thomas Lowe, Vancouver
Miss Mary Lyster, Vancouver
John L. McAllister, Vernon
Miss C. MacAskill, New Westminster
Miss Irene M. MacAulay, Sechelt
Mrs. Bessie McBroom, Skeena-Cassiar
Donald C. McDevitt, Campbell River
Wilfred J. MacDonald, Vancouver
Miss Ileen McDonald, Vancouver
Mrs. Lorraine Macey, Vancouver
Neill M. MacGregor, Chilliwack
William G. McKenzie, Burnaby
Mrs. Donna M. McKinley, Golden
Mrs. Bertha M. MacKinnon, Gulf Islands
Mrs. Jessie M. McKinnon, Kitimat
Miss Christie MacNab, Victoria
Mrs. Elaine McNamee, Coquitlam
Mrs. Clara V. Mansberg, Courtenay
Mrs. Alice M. Marlatt, Lake Cowichan
Mrs. Anella Martin, Alberni
Miss Agnes L. Mathers, Queen Charlotte
Leslie B. Matthews, Victoria
Mrs. Mary Meek, Shuswap
Miss Clara Mercer, Kimberley
Edward F. Miller, North Vancouver
Mrs. Florence Mills, Quesnel
Charles William Mitton, Vancouver
Stephen T. Moodie, New Westminster
John Henry Moore, Burnaby
Mrs. Pamela Morrison, Courtenay
Mrs. Dorothy Moss, Langley

Miss Sylvia Mould, Vancouver
Mrs. Anna B. Nash, Burnaby
Mrs. Muriel Neilson, Sechelt
John L. Nicholls, Qualicum
Mrs. Ena Nisbet, Cowichan
Miss Margaret Nixon, Kamloops
Clarence R. O'Connor, Grand Forks
Frederick A. Oldfield, Vancouver
Miss Stella Pakkala, Vancouver
Mrs. Eleanor Palmer, Victoria
Mrs. Florence Parker, New Westminster
Miss Dorothy Peacock, Langley
Lionel A. Peake, Maple Ridge
Mrs. Edythe M. Pedersen, Ocean Falls
Mrs. Grace M. Perrin, Vancouver
Archibald Pickell, Vancouver
Gordon G. Piercy, Nanaimo
Charles H. Pillar, Quesnel
Mrs. Muriel K. Porter, Vancouver
Mrs. Rachel Price,
Armstrong-Spallumcheen
Mrs. Doris Pringle, New Westminster
Hubert D. Pritchard, Penticton
Frederick J. Reed, Alberni
Mrs. Elizabeth Revel, Shuswap
Miss Kathleen M. W. Reynolds,
North Vancouver
Mrs. Agnes Robertson, South Cariboo
Joseph T. Ross, Victoria
Mrs. Helen Roulston, Cranbrook
Mrs. Bernice Rutherford, Sooke
Bernard Ryall, Nelson
Allan J. Saunders, Vernon
Miss Edna Savage, Vancouver
Miss Jennie Schooley, Vancouver
Mrs. Lorna Schreiber, Langley
Miss Catherine Schreiner, Delta
Cyril H. Shoemaker, Vancouver
Miss Ethel M. Smart, Vancouver
Mrs. Margaret Smith, Powell River
Clyde McK. Smith, New Westminster
Mrs. Mary E. Smith, Burnaby
William G. Smith, Burnaby
Mrs. Annie Sotvedt, Vancouver
Herbert V. Stent, Summerland
Miss Ivadell Stokes, Delta
Miss Jean M. Story, Vancouver
John H. Sutherland, Vancouver
Mrs. Laura G. Taylor, Abbotsford
Robert M. Taylor, Merritt
Mrs. Annie Thomas, Nanaimo
Miss Marjorie Thorburn, Vancouver
Mrs. Myrtle Threlfall, Abbotsford
Joseph Timmins, Nanaimo
Donald H. Toms, Victoria
Miss Irma Trowsse, Cowichan
Mrs. Gladys Tuckey, Powell River
Charles Tudway, Courtenay
Mrs. Esma Turnbull, Delta
Henry P. Tyson, Maple Ridge
Mrs. Grace Waldon, Chilliwack
Wm. Arthur Weaver, Vancouver
Elmer W. White, Nelson
William A. Wilander, Vancouver
Carson I. Williams, Fraser Canyon
Mrs. Lilian Williams, Cowichan
Miss Jean Wilton, West Vancouver
Mrs. Grace Wiren, Sechelt
Mrs. Janet Wolsey, Vernon
Mrs. Jessie Wood, Peace River North
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Mrs. Margaret Wyllie, Maple Ridge

It wasn't that they had reached some sort of a pedagogical summit in East Europe.

Even after World War II their methods were mostly quaint antiques left over from the Austro-Hungarian Empire. And, as a reaction to the six years of Nazi occupation, in 1945 these were churned up by a hefty dose of rabid nationalism. In short, nothing to write home about.

But in one respect the Czechs in 1947 were far ahead of the North Americans in 1969: they used movies as part of the curriculum.

And not those flickers with maps across which sweeping arrows showed the extent of the Napoleonic Empire in 1812, or a badly drawn diagram of rock formations showing the workings of an artesian well.

Human movies. With girls and boys and conflict and drama.

Once a month our school was closed. In one long, chatty column, with the principal at its head, we marched to the nearest movie house for a special showing.

Even if the choice of film on occasion left a lot to be desired, it was

great fun. The movie was not selected on the basis of its educational worth, but on the basis of what was available.

So one month we were especially delirious with joy when the news leaked out from the principal's office that we would be exposed to the main issues in the development of the American West in viewing Errol Flynn in 'They Died with Their Boots On' — the story of Custer's Last Stand.

The only absentee on that day was one Cibulka, whose inflamed appendix had been removed the night before. According to the legend, up to the moment they connected the ether machine he implored the surgeon to postpone the operation for 24 hours so he would not miss the sound of the 7th Cavalry's alarmed bugler.

As it turned out, Cibulka wasn't the only one who missed the bugler. We all did.

The local Communist Party secretariat heard of the proposed outrage and a courier hastily dispatched to Prague brought back a dullish, black and white Russian talkathon, called 'Lenin in October.'

We didn't like 'Lenin in October.' It would have been difficult to like 'Lenin in October' even if one were Trotsky. But the funny thing was that in spite of it we learned something.

It was my first encounter with the Russian Revolution. The intensity of the faces of Vladimir Ilich and his colleagues—in spite of the puerile acting and the terrible overstatement of it all—remains imbedded in my mind to this day.

For their value to students this year I should put Zefirelli's 'Romeo and Juliet' and Richardson's 'The Charge of the Light Brigade' at the top of the list.

The former is what Bob Newhart would call an automatic 'grabber.' Speaking generally, any film with a Shakespearean theme is good news for the English teacher.

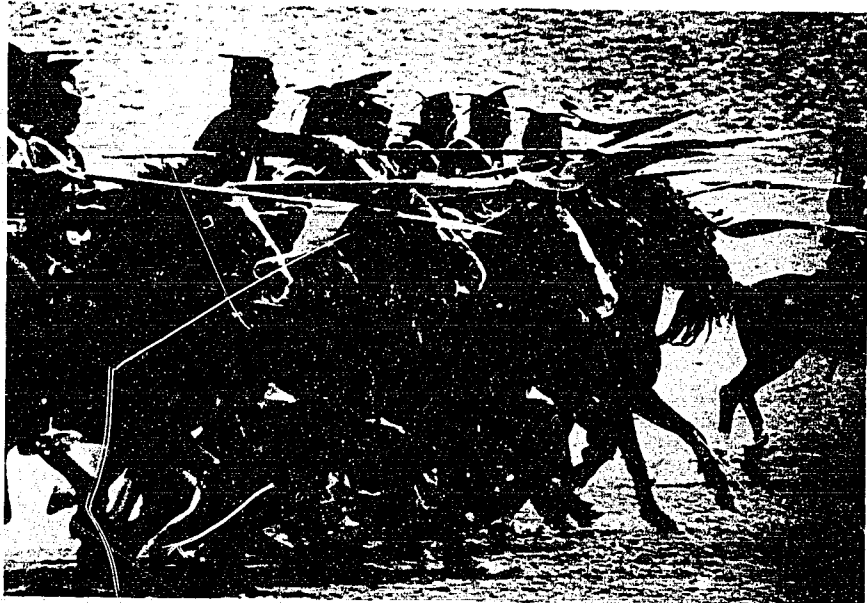
True, The Charge hammered its point home with such vehemence that one left the theater not only with a splitting headache, but also with a strong suspicion that Cardigan wasn't meant as Cardigan at all but the whole American military establishment, and that Balaclava was really Khe Sang. And it was too bad, because although the metaphor was crude, the photography was superb.

As a spark for a thoughtful discussion of 19th century colonialism, however, The Charge couldn't be beaten. Those kids in my Social Studies 10 class who managed to see it were greatly disturbed by it and that, after all, was what it was all about.

A film doesn't have to be great and educational (in the narrow sense of the word) to be a useful tool for the classroom. It's useful as long as it infuriates someone and that someone begins to think back as a result.

Some films manage to do this just by their title. To name a movie 'Krakatoa East of Java' is to throw the gauntlet at all those who have ever spent any time over a map of the East Indies. Because Krakatoa is west of there.

The Charge of the Light Brigade — Was Balaclava really Khe Sang?



Take something called 'Where Eagles Dare.' It had Richard Burton and Clint Eastwood in it — if you know what I mean.

In it a group of Anglo-American supermen parachute into Bavaria and before you can say 'Achtung Aufpassen auf die Engländer,' they take over a castle perched on top of a rock, which is so strangely reminiscent of the prince's pad in 'Snow-white.' It was great fun.

Now, suppose after everyone in the class has seen it, you give an assignment that calls for putting down on paper all the anomalies that barked from the screen. I don't mean such details as Hollywood traditionally ignores — for example, how come that not a single Nazi notices the strange accent of the Allied agent, which he must have in German no matter how much of a linguist he is—but some that are even more obvious.

Like the shuttle service with captured German transports which the RAF seems to be running between the Alps and London and which remains undetected by the Luftwaffe. Return trip would be well over 1,000

miles, with about 95% of it over Nazi-controlled territory. How come these daredevil pilots never came forward after the war to claim the fame they so justly deserve?

Talk it up, and the class has learned something about the geography of Europe, about the advances in aviation.

Quite a lot was also learned about the extent of the Nazi empire. And without sweeping arrows!

What it all boils down to is that there is nothing worse for teaching purposes than a mediocre picture. There is nothing to get one's teeth in.

The really atrocious one is like the old eighth grade social studies text which, among other surprises, welcomed Clement Attlee to 10 Downing Street and wondered where it will all end now that one can reach the shores of New World from Europe in 26 hours.

Suddenly every kid in the class became an editor. The chapter with the errors was by far the most widely read.

Maybe with the advent of classroom TV we shall not overlook the

educational possibilities of commercial movies. Even if only portions were used to illustrate a point—such as the horrors of a civil war through the train ride in 'Dr. Zhivago,' or the problems of weightlessness through the orbiting space station scene in '2001: A Space Odyssey'—the result is superior to many so-called 'educational pictures' which are made on such a tight budget. They try oh so very hard.

The commercial picture, of course, carries with it the stigma that one must pay to see it. Since the admission price in first-run theaters is almost \$2, this is not a minor consideration. But it is usually quite easy to arrange for a group price with the manager.

By the way, a 16 millimeter version of 'Lenin in October' is available for classroom showing from the Soviet Embassy in Ottawa for only the price of postage.

The Americans, on the other hand, do not offer a similar deal for 'They Died with Their Boots On.' Looks like the development of the West will remain a mystery to me forever. §

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BRITISH TEACHER will exchange modern 2-bedroom bungalow South Devon coast and 1968 car for similar accommodation in B.C. during August 1970. Miss K. Bryan, 18, Valley Drive, Church Road, Wembury, near Plymouth, S. Devon, England.

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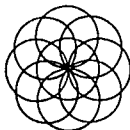
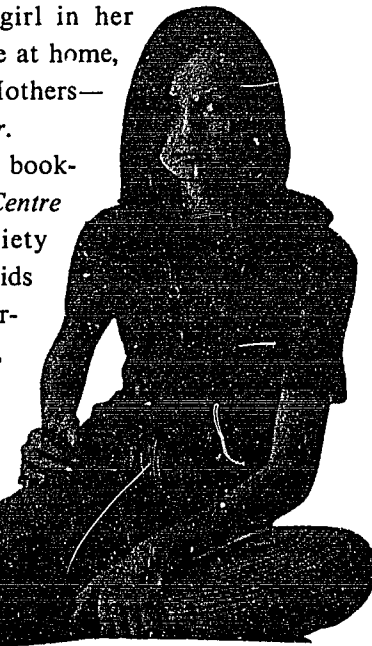


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Number of Days wanted (limit 5 days) _____

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Name and Title _____

Grade _____ School _____

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City _____ Zone _____ Prov. _____



SUMMER REPORT...

(in case anyone has been asking) ... Since I left this page last term I have: spent over 1,200 hours loafing; gone on 16 picnics and sundry expeditions to beaches, mountains and other out-of-the-way places; read about two dozen library books; spent a few days exploring the Olympic Peninsula and Puget Sound areas (I can't recommend the spectacular Hurricane Ridge drive from Port Angeles too highly); attended innumerable coffee parties, barbecues and meetings to help (in vain) elect the candidate of my choice; received 32 new books from publishers; paid two visits to my school to see how the building expansion has progressed (very well indeed); managed to put on eight pounds in some mysterious fashion, but which I shall have shed by the time you read this (or else!); and then there was that little trip to the moon. . .

I SHOULD LIKE TO HEAR...

from any teachers in any part of the province who would like to review books for this department. Just send me a postcard (and save a cent) stating your subject or special interest, your exact return address, and, of course, your name. We have to revise our file of reviewers every now and then, as it is difficult to keep it current and accurate over a period of years. Many people move, retire or drop out of touch for one reason or another. Address your cards to me, C. D. Nelson, Book Review Editor, *The B.C. Teacher*, 1715 Richmond Avenue, Victoria, B.C. Thanx.

AND NOW HEAR THIS...

Welcome back to the salt mines for yet another forty weeks!—C. D. Nelson

Reference (Canadiana)

1001 British Columbia Place Names, by G. P. V. Akrigg and Helen B. Akrigg. Discovery Press, Vancouver, 1969. \$5.70

Here is a book that is long overdue! Outside of Walbran's classic, and now out of print, *British Columbia Place Names* and the three *Milestones* books by C. P. Lyons, there isn't much available for the average teacher to consult on the fascinating subject of how our geographic names came to be. It is to the credit of the Akriggs that this new volume will help fill in many of the facts surrounding the naming of B.C. towns and physical features. They have done their job well, with style and sound scholarship.

Two things are at once apparent: the first, obviously, is that the authors have had to be extremely selective; and second, that many names are of uncertain origin or subject to several conflicting interpretations.

At the end of the book there is a postscript (see 'L'envoi . . . a continuing project,' p. 195), in which the authors invite further submissions from readers, many of whom must still be young enough to have heard at first hand how certain places got their present names. No doubt this book is but the first edition of what could ultimately become the definitive work in the field.

I hope future editions will include a bibliography separate from the excellent Introduction, and perhaps a more useful map on the end papers. The present map (with its Lower Mainland inset) includes about 40 towns and cities, and 16 names of rivers and lakes. Perhaps if the place names were numbered in the text it would be possible to show these figures *in situ* on the map.

Because the book follows a dictionary arrangement, with all names in one alpha-

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Prices quoted in these reviews are publishers' list prices, and are subject to varying discounts: 5 to 15% on textbooks and 25 to 35% on trade books. Library editions and pre-bound books usually do not have discounts. Where price is not mentioned, this fact is noted in the review.

Teachers buying books for their personal use should try to secure at least a 10% discount from book stores, or ask for the regular educational discount when ordering direct from the publisher or his Canadian agent. Be sure to establish that you are a teacher when you send in your order.

NEW BOOKS

bet, no index is included. This is perhaps the most economical arrangement for the present work. If a greatly enlarged edition is later issued, however, it might be better to arrange the names by regions (each with its own map) and have a complete name index for the volume. Of course, it would be a more costly production, but I, for one, would gladly pay the increase!

Any compilation such as this must be fair game for the nit-pickers, and, notwithstanding the authors' stated restrictions on the scope of their book, I should like to comment on a few omissions, unanswered puzzles and noteworthy entries. Since I am a native of the B.C. coast, and have worked all my life within shouting distance of it, I naturally have a special curiosity about the names of coastal places and geographic features.

Here are some names I wish had been included: Church House, Whaletown, Theodosia Arm, Lake Errock, Kildonan, Naden Harbour, Port Clements, Alliford Bay, Lawnhill and Tow Hill on Morsey Island, Jedway, Swindle Island, Simoom Sound, Woss Lake, Bliss Landing, Belize Inlet, and many more. For these I would have traded Aldergrove, Arrowhead, Silvertown, and others that commemorate little known persons.

A few intriguing questions (to my mind, at least) remain unanswered. For example, I have long wondered why we have *Chilliwack* city but *Chilliwahk* district. We are given the meaning of *Cordero*, but not *Cardero*. Are they related? Is the Allison of *Allison Harbour* the same as the one for whom the Pass was named? Is there any relationship between *Chemainus* and *Somenos*? I also wondered about *Floods* and *Nicoamen*; I had always known these places as *Flood* and *Nicomene*. And are *Bentinck Island* and *North and South Bentinck Arms* from a common source?

But the bulk of this little reference book is more than satisfactory in its treatment of place names. The longer entries for *Vancouver*, *Victoria*, *Douglas* and *British Columbia* are models of concise description which reveal painstaking research. Among the livelier name origins must be included *Gottfriedson Mountain*, *Carrier Lake*, *Kalamalka Lake*, *Nosebag Creek*, and dozens of others. Altogether, this book is a necessary reference for social studies teachers and all school libraries. I recommend it heartily!

—C. D. Nelson

Economics

Contemporary Canada: Readings in Economics. Ed. Timothy E. Reid. Holt, Rinehart and Winston, Toronto, 1969. \$5.10

The author, a professor from York Uni-

versity, Toronto, has selected 90 different articles from newspapers, magazines, the Economic Council, various royal commissions, the Canada Year Book and other sources on economic issues in Canada.

The wide variety of topics includes poverty, housing, the cost of separatism, pollution, credit, monopoly, foreign aid, balance of payments, communism, overpopulation and taxes.

The presentation is an 'issue-oriented' approach and is an attempt to provide challenging and provocative materials that the traditional economics text fails to do. Each article ends with searching questions that provide ample opportunities to involve teachers and students in discussion, thus making economics more relevant through two-way participation.

Much of the material is topical and current, and consequently the book could be soon outdated. Nevertheless, it would be a useful addition to any library both for the quality of the articles and as a sourcebook for student research.

—Eldon Kier

History

Conscription in the Second World War, 1939-1945, by J. L. Granatstein. Ryerson, Toronto, 1969. \$2.25 paperbound

One of a series of Canadian studies (the Frontenac Library) which effectively counters the charge that Canadian history is dull and/or bland, and helps fill the gap in the materials covering the 1939-1945 period.

Conscription has been a troublesome issue in Canadian affairs. Twice in a generation it has disrupted English- and French-Canadian relations, has split cabinets and political parties and has involved chiefly political rather than military considerations.

To W. L. Mackenzie King the great need in Canada was for unity, for harmony between English- and French-speaking Canadians; to this he dedicated himself. The author traces King's political troubles with Duplessis of Quebec and Mitch Hepburn of Ontario, the 1940 election and the NRMA-conscription for service in Canada.

He points out the lack of French recruits because the Canadian armed forces were unilingual. There was no French Royal Military College, few technical training manuals in French, and no French officer-training available. The French-Canadian's attitude was that he was a second-class citizen.

After the 1942 plebiscite which released King from his previous pledge of 'no conscription,' he enunciated his now famous policy, 'Not necessarily conscription, but conscription if necessary.' This satisfied Quebec. As things turned out, only 2,463 conscripts served overseas as a result of the 1944 draft. The author concludes by stating that King was strikingly successful in his policy and that there will never be another conscription in Canada.

There is a time chart of military and political events for the 1939-45 period, and numerous illustrations and cartoons from newspapers relating to conscription. This paperback makes an excellent and important reference for Canadians.—Eldon Kier

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.)

EARLY CHILDHOOD EDUCATION REDISCOVERED, compiled by J. L. Frost. New York, Holt, Rinehart and Winston, 1968.

FLEXIBLE SCHEDULING: BOLD NEW VENTURE, by D. C. Manlove and D. W. Beggs. Bloomington, Indiana University Press, 1965.

INDIVIDUALIZING LEARNING THROUGH MODULAR-FLEXIBLE PROGRAMMING, by Gaynor Petrequin. New York, McGraw-Hill, 1968. Invitational Research Conference, BCTF, 1969. PAPERS. (Available free while quantity lasts.)

NEW DIRECTIONS IN THE KINDERGARTEN, by H. F. Robinson and Bernard Spodek. New York, Teachers College Press, Columbia University, 1965.

ORIENTATION, PRE-SCHOOL AND PRE-KINDERGARTEN SUMMER PROGRAMME FOR INDIAN CHILDREN, by C. Galloway, N. Mickelson and D. Burchfield. Vancouver, Educational Research Institute of B.C., 1968.

QUEST FOR QUALITY; Proceedings of the British Columbia Conference on Elementary School Physical Education, Vancouver, November 22-23, 1968.

THE SLOW LEARNER IN THE CLASSROOM, by Newell C. Kephart. Columbus, Merrill Books, 1960.

STANDARDS FOR SCHOOL MEDIA PROGRAMS. Chicago and Washington, American Library Association and National Education Association, 1969.

CURRICULUM ENRICHMENT OUTDOORS, by J. W. Hug and P. J. Wilson. New York, Harper and Row, 1965.

FILMS

BALANCING. Produced by Elementary Science Study, 1968. Super 8 film. 18 min. color.

BONES. Produced by Elementary Science Study, 1968. Super 8 film. 20 min. color.

I DO AND I UNDERSTAND. Produced for the Nuffield Mathematics Teaching Project. 13 min. black and white. Primary classes involved in an individualized experience approach to learning skills in mathematics.

INTO TOMORROW. Produced for the Nuffield Foundation Science Teaching Project. 30 min. black and white. A class of nine-year-old children investigate the environment in and around their school.

MATHS ALIVE. Produced for the Department of Education and Science and the Schools Council, Great Britain. 30 min. color. Shows primary school children learning mathematics from their own discoveries.

THE REAL SCHOOL. . . THE ACTUAL TEACHER. (CTF Conference 1969) Produced for CTF by the Ottawa Public School Board. 25 min. black and white. Teachers facing teachers, discussing some of the real problems of teaching—the difficulties experienced by beginning teachers, the lack of meaningful communication within schools and the inadequacies of teacher education.

SOUND FILMSTRIPS

AND NOW WHAT? National Association of Secondary School Principals. 22 min. Discusses many factors which contribute to today's student unrest.

TEACHING THE DISADVANTAGED. Department of Classroom Teachers, NEA. 12 min. Outlines the characteristics of the disadvantaged student and suggests teaching methods which might be effectively employed.

THANK GOD IT'S FRIDAY! National Association of Secondary School Principals. 26 min. Based on project research on the experiences of beginning teachers, the filmstrip illustrates some of the common mistakes in attitude and behavior made by many beginners.



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