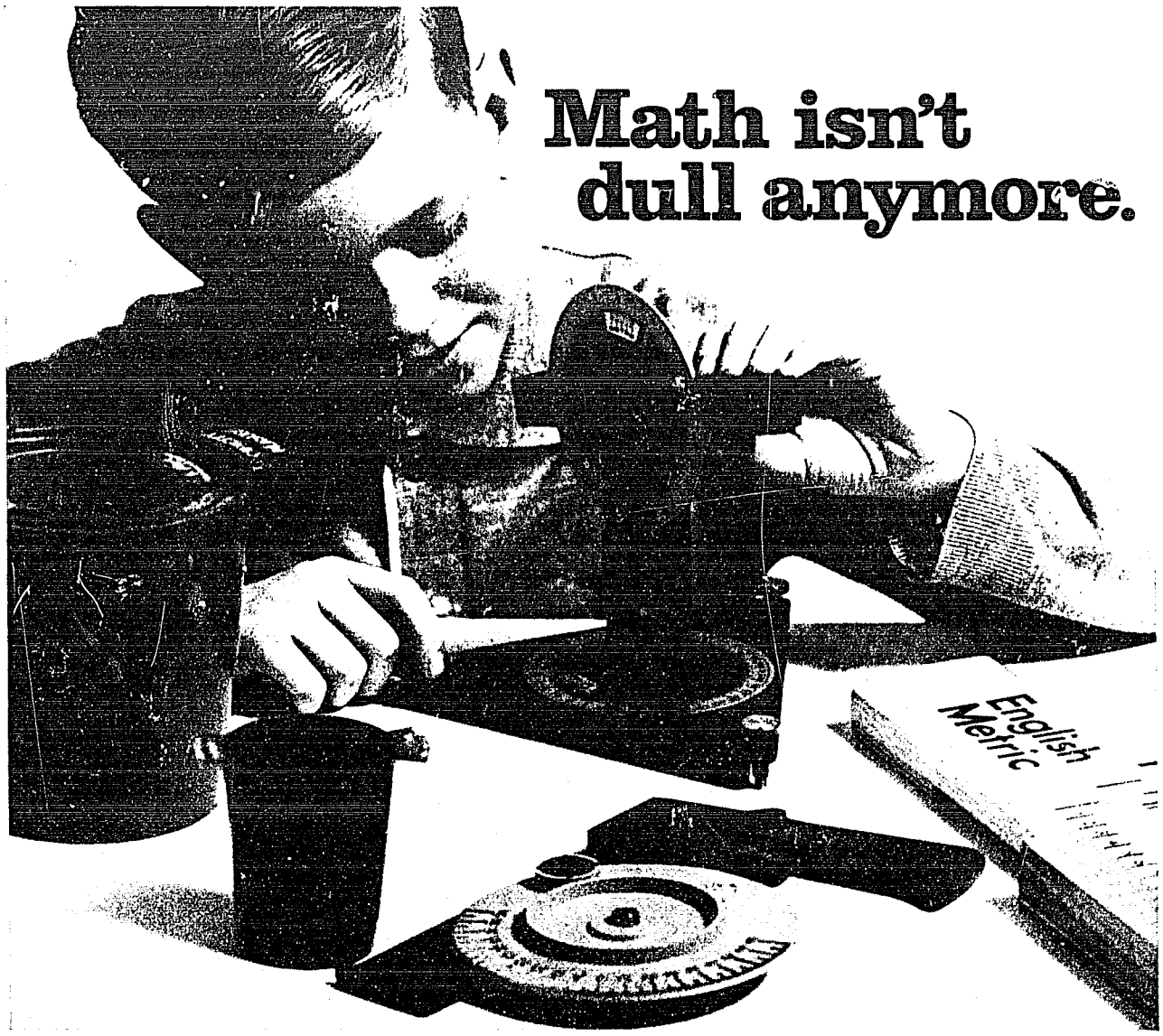
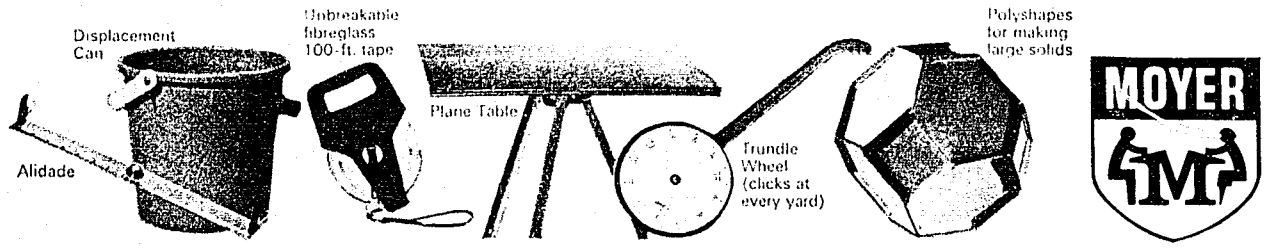


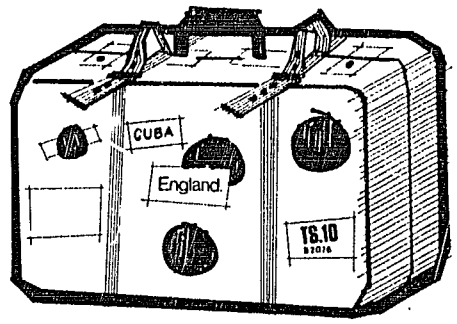
Math isn't dull anymore.

Moyer makes it fun and easier to grasp with the world's finest learning aids. Take the Theodolite our young student is using, for example. With it, our Plane Table and Trundle Wheel or 100-foot tape (all shown below), accurate mapping of classroom, corridors or even outdoors becomes a stimulating adventure. How high is the school flagpole? The Clinometer (front) will help him to find out. What's the diameter of the class volleyball? It's easy to measure with our Vernier Caliper (right). Or, he can find for himself how Archimedes' principle works with our sturdy plastic Capacity Measures (left) and Displacement Can (below). In fact, we offer *more than 100* mathematical learning aids for 10-to-13-year-old students. If you'd like to know more about them, just contact: MOYER Division, Vilas Industries Limited • Moncton • Montreal • Toronto • Winnipeg • Saskatoon • Edmonton • Vancouver.



MOYER

SUMMER CHARTERS FOR 1970



	VANCOUVER TO	DEPART	RETURN	DAYS	$
C.P. Air	LONDON	JUNE 28	AUG. 31	64	315.00
	LONDON	JUNE 29	AUG. 30	62	315.00
Air Canada	LONDON	JUNE 30	SEPT. 6	68	315.00
	LONDON	JULY 21	AUG. 16	26	315.00
	LONDON	JUNE 28	SEPT. 2	66	315.00
P.W.A.	LONDON	JULY 14	AUG. 19	36	315.00
	LONDON	JULY 11	SEPT. 5	56	315.00

Making Your Holiday Plans For Next Summer ?

Why Not "Jet" to London on one of the B.C.T.F. Co-operative Association's Charter Flights ?

SPACE STILL AVAILABLE

VISIT EXPO '70

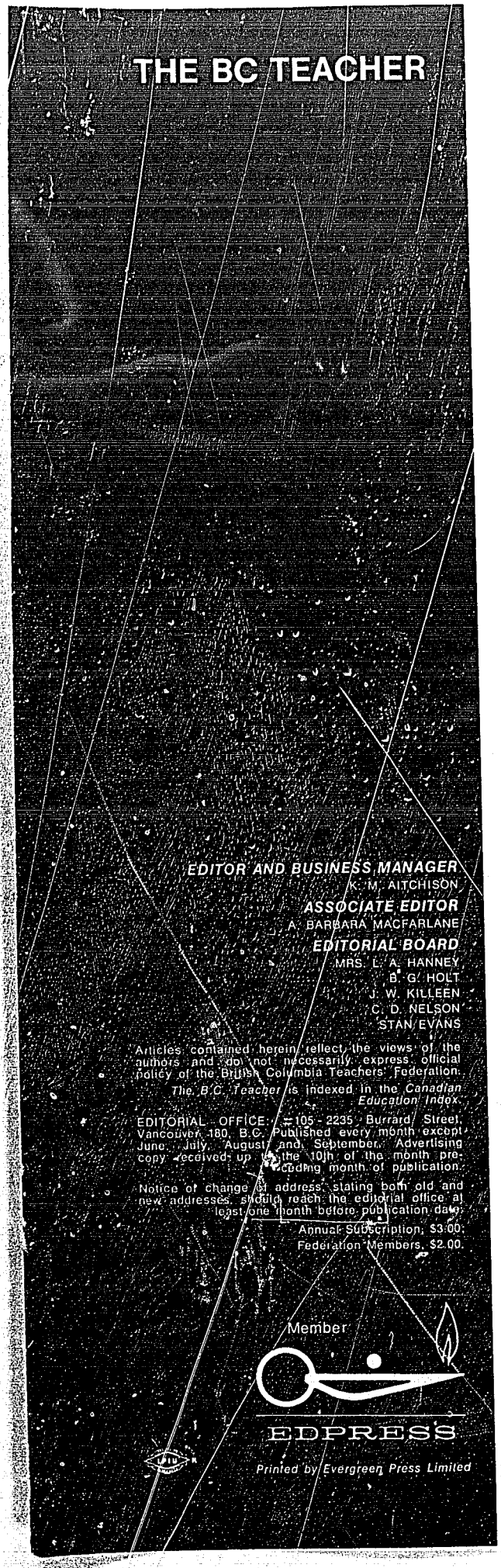
The Fabulous Orient

Space Still Available on the Co-op Charter

Air Fare — Vancouver to Tokyo	$350.00
Optional 21 Day Tour of Japan	
With 4 Days in Osaka at a Cost of	$425.00
Total All Inclusive Tour and Fare	$775.00

For further details phone or write — Attention: Vi Scott at
B.C.T.F. Co-operative Association
#206 - 2235 Burrard Street,
Vancouver 9, B.C. 736-7741

or our Victoria office — Mrs. M. Redford
3491 Saanich Road,
Victoria, B.C. 385-3393



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

Volume 49, Number 4 **January 1970**

COVER PICTURE

Matthew Williams created this interesting, well-executed ceramic figure while a Grade 7 pupil at Ocean Grove Elementary School in Campbell River. He now attends E. J. Dunn Junior Secondary School in Port Alberni. Perhaps because Matthew can proudly claim Chief Maquinna of Nootka as an ancestor, his inspiration for this work arose from the same feeling that moved the early totem-carvers.—Margaret Carter.

PHOTO CREDITS

Pp. 138, 139—Narcotic Addiction Foundation of B.C.; pp. 140, 141—Bob Bodlak; p. 144—Simon Fraser University; pp. 146, 147—supplied by authors; pp. 148, 152, 153—supplied by authors; p. 159—David Shearer; pp. 160, 161—supplied by author; p. 173—Manager, Dunbar Theater, Odeon Theaters.

Correspondence Courses and Scholarships for Latin

Sir,

The purpose of this letter is to acquaint administrators, counsellors and teachers with the regular course offerings, correspondence courses and scholarships available in Latin. The numbers of students electing Latin have been declining in recent years, and we believe that some of the reasons for the decline are the lack of awareness of changes in the courses and lack of knowledge of the scholarships available.

1. *Regular Courses.* The regular courses, Latin 9, 10 and 11, proceed to Latin 12, in which a recommendation is now possible. *The compulsory writing of a Departmental examination is no longer required.*

2. *Beginners' Latin 11.* This new course has been instituted to suit the needs of good language students at the Grade 11 or 12 level. While such students would meet the foreign language requirement for graduation by studying another foreign language, they could take Latin as an elective to round out their language studies.

3. *Latin 8.* This Grade 8 course may be introduced with the consent of the district superintendent, as provided in Sec. 546, Curriculum Circular, 10.9.65. The content of such a course is not laid down in the Curriculum Guides, but is a local production which must be approved first by the local authorities before being authorized by the Department of Education. A specimen course may be obtained by writing to me.

4. *Correspondence Courses.* Correspondence courses in Latin 9 through 12, *including Beginners' Latin 11,* are now available. The marking of macrons (vowel quantity signs) is no longer required in correspondence courses.

5. *B.C. Association of Teachers of Classics Scholarships.* Two scholarships of $150 each are available to students of Latin 12. The scholarships must be applied for and are awarded on the basis of high marks in the Latin 12 Departmental scholarship examination. One scholarship is awarded to a student proceeding to the study of Classics at the University of British Columbia, and the other to a student proceeding to the study of Classics at the University of Victoria.

6. *Classical Association of the Pacific States Scholarship.* One scholarship of $150 is available to students of Latin 12 proceeding to the study of Classics at a Canadian or American university. Applications must be submitted, and selection is made on the basis of the results of a special examination which is given annually in May or June. In 1968 and in 1969 the scholarship was won by British Columbia students.

Further information about any of the above matters may be obtained from myself, Mr. W. A. Huggett, President, B.C. Association of Teachers of Classics, 3944 Braefoot Road, Victoria, B.C.

I wish to close with the plea that the above matters be brought to the attention of teachers, students and parents. Our continuing concern is the discovery and encouragement of promising students in the classics.

Victoria W. A. Huggett

Teacher or LC?

Sir,

While I am very impressed with the new terminology which has accompanied the many innovations in our educational system, I must confess that I'm rather dismayed at one serious oversight. I do not wish to blame any educationist in particular, but I'm anxious to know whether this blunder was by any chance a deliberate act.

My concern is over the rather casual use of the terms 'school' and 'teacher,' both of which are obviously relics from an antiquated system. How on earth could anyone overlook the fact that these expressions are entirely incompatible with our desire to change; especially since their replacement presents no apparent difficulties.

The emphasis is on learning, not teaching; and our federation would therefore be well advised to urge replacement of 'teacher' by 'learning co-ordinator' (abbreviated LC) everywhere in this province.

And every LC knows very well that students practically shudder at the thought of having to go to 'school,' whereas it is obvious that their concerns would be greatly diminished if we had them attend a 'communications center' (abbreviated CC).

Let's see if our LCs are sensible enough to suggest some further improvements in our CC terminology. Of course we could always set up a committee to look into this matter.

Vancouver P. J. Pulle

Workers Deserve Reward

Sir,

John Hardy's contribution to the October issue raises questions that few people have dared to pose in the past—the degeneration of a system which, although it is known by the title of Democracy, bears little relation in its manifestations to the ideals from which it has sprung.

While Hardy discusses bargaining procedures for wage and salary contracts, I should like to pursue his

theme in another direction and show that a major part of the necessity for continual strife lies in the ineptitude, if not criminal culpability, of governments, in the realm of simple economic business.

We are continually told tales about inflation's being due to the demands of the wicked wage-earners and the wicked merchants. This nonsense finds ready acceptance among groups which are penalized. It is a common occurrence for pensioners to write to the newspapers protesting the irresponsible actions of groups which are trying to gain an increase in pay.

The labor groups rightly point to the fact that increases in wages have been responsible for only a small fraction of price increases. A recent survey by the Vancouver Real Estate Board shows that increases in construction workers' wages have had negligible effect on the price of houses. The greater part of the increase in the price of homes is due to increased land costs, and it is significant that land is not a labor product. The recent soaring of lumber prices was by no means accompanied by a comparable elevation in wage rates in the lumber industry.

If the monetary systems were not controlled by governments, perhaps the fixed money-income part of society would have a valid complaint, but it so happens that immediately people gain an increase in money-wages, that increase is eroded by inflation and increased rates of income tax, so that to stand still in the matter of real wages (the goods and services that a person receives for his work), an ever-increasing amount of money is necessary.

Without going into the mechanics of inflation (I think the quantity-velocity-production theory seems logical), I should like to point out that governments can and do control the value of money and to give some examples.

When, after continual inflation, a monetary system becomes unwieldy governments can 'reform' the currency at will. By replacing inflated bills and other credit instruments with new bills and credits to a fraction of the original value, they are able to revalue the money as they wish. The Soviet ruble and the French franc are prime examples of this process.

Nor is it entirely accidental that, several years ago, the Canadian dollar suddenly assumed a discount position in relation to the U.S. dollar. This action was definitely predicted and deliberately embarked upon by the Canadian government of the day. Since that time, our dollar, in peace-time, has been consistently maintained at a discount to a dollar which is affected by all the inflationary forces of a war-time economy. Plainly, our currency has been managed to a fine degree with little effort.

It is quite obvious that if our governments believe that high wages are a cause of inflation, they are a pack of innocents out of touch with what is being done by the 'sinister figures' who are manipulating our dollar in spite of the government's having the power itself to do so.

Governments whose ideas are rooted in the superstitions of the Dark Ages look upon wages as a cost of production, and falsely assume that high wages are bad for a country. Thus, as soon as a jump in money-wages is attained, inflationary forces are set to work to nullify the increase.

This, of course, makes no sense at all, for wages are paid out of the produce of labor. High wages mean that those who work receive in return a large proportion of the fruits of their labor. Low wages imply that of all the goods and services produced by work, the lion's share goes to those who do not work (assuming always that incentive to work is not affected by the wage-level).

Historically, high wages do not seem to have resulted in higher prices, for we find that it is the high-wage countries that are able to sell their products against world competition. Japan, when a country of low wages, exported little. Today its exports are rising with its wage level. We may ask ourselves what place in the world's markets is occupied by Brazil, Mexico, Peru or India, countries traditionally of low wages.

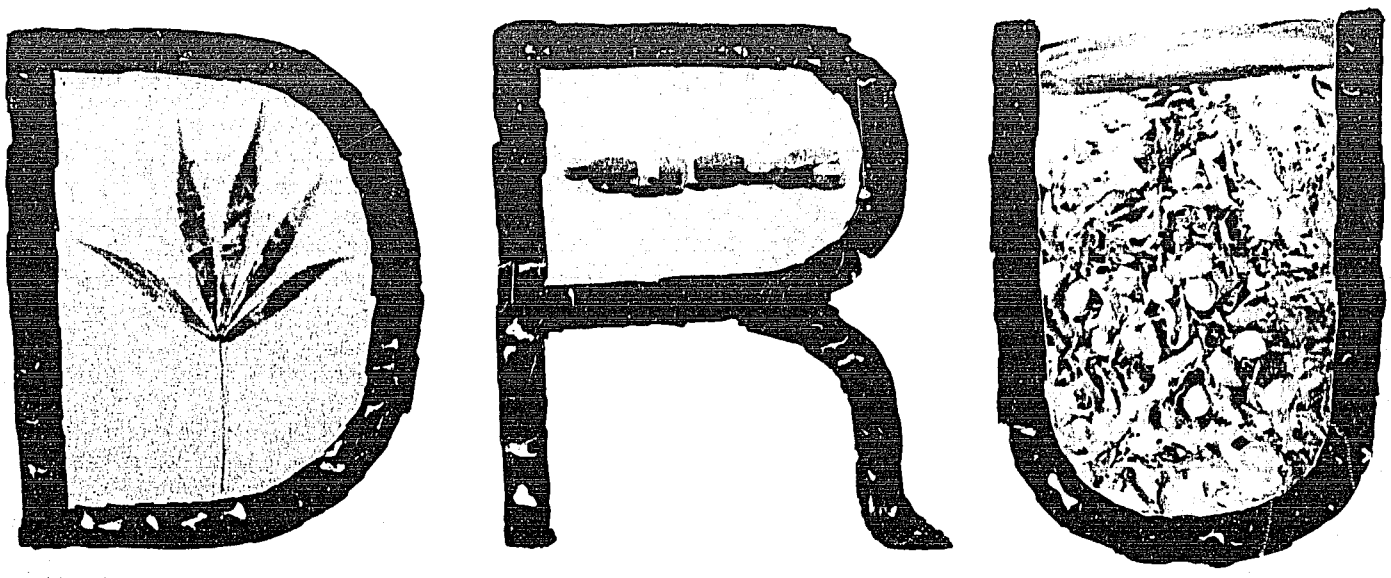
My stand is the opposite to that of those who would deny the producer the right to the produce of his labor. I declare that only the people who work to supply commodities and to render services should have an undeniable right to their full reward, because all that is economically desirable in life is produced by someone's labor. Those of us who do not work must exist by the charity of such workers, unless we belong to the group which takes from them without their permission, i.e., the thieves.

Pay claims of teachers, of construction workers, of telephone employees, of transport workers—you name them—are not inflationary. If the federal government will stop inflating the currency, these claims can serve only to direct more of the wealth in the direction where it belongs—in the direction of the useful members of society.

Aldergrove E. A. Bryan

We Shall Miss These Teachers

Active Teachers	Last Taught In	Died
Edwin Floyd Ashwin	Mission	April 9
Peter Frank Cubis	Prince Rupert	November 3
Mrs. Kathleen Agness Eyre	Victoria	October 11
Melvin Laird Henderson	Vancouver	August 9
Mrs. Elsie Lockett	Penticton	October 3
Kenneth A. Spencer	Burnaby	August 13
Mrs. Margaret Hadden Stapleton	Victoria	November 19
Retired Teachers	**Last Taught In**	**Died**
Edward P. J. Beckett	Department of Education (Lillooet)	September 28
Mrs. Rosaman Lawrence	Burnaby	September 5
Miss Sadie Mills	Vancouver	November 22
James R. Mitchell	West Vancouver	October 19



JOYCE GARIEPY
BCTF Editorial Assistant

Just how bad is the drug problem among students? Probably a lot worse than most people think, if this analysis of the situation in the Lower Mainland applies to other parts of the province as well. The writer interviewed students of various ages, young people who have just left secondary schools, teachers, counsellors, principals and parents. The comments of the various groups may surprise you.

¶Drug is a four-letter word. Like love. And hope. Like DEAD.

Statistics for the Lower Mainland indicate that as many as 70,000 students in the area have experimented with illicit drugs. Nearly one-third of Greater Vancouver's young people are speed freaks, acid heads and only a shot away from being a junkie.

Some quit. Many don't.

What do you do if you know a youth is on drugs? If you're his father, you'll be furious. His mother?

GS!

Your heart will break and you'll blame yourself. If you're a teacher, you'll probably ignore it because, after all, what can you do?

But if you really care about kids, you'll cry inside. They're heading for disaster and they don't give a damn.

Like an epidemic of measles, the use—and abuse—of drugs that infect human minds has spread across the country.

Although the Narcotic Addiction Foundation of B.C.'s most recent study, released in December 1969, reported 28% of secondary students had used one or more drugs one or more times, estimates of observers closer to the scene count the number of 'heads' even higher. According to independent surveys in Lower Mainland school districts, secondary schools have an average proportion of drug-experienced students which police estimate at 50% and counsellors put at 75%. Some secondary principals estimate that that 90% of the students in several schools have experimented with hallucinogens, although all rate habitual users much lower.

This pharmaceutic plague is here. It is here now. And medical authorities warn it will get worse, and will leave in its wake an alarming number of chronic psychotics and deaths.

Virtually every child attending a school in the Lower Mainland has been exposed to the drug scene. Every school day, as well as on week-ends, students by the thousands are sniffing, smoking, tasting, testing, ingesting and injecting a myriad chemical concoctions calculated to send them on a trial-and-error trip to 'something else.'

Twice that many adults are daily becoming concerned, puzzled and worried to the point of panic.

'Why?' wail anguished parents. 'Why do they do it? What do they want? How will it end?'

'Why not?' retort the users. 'What do we want? Something else! How will it end? With peace and tranquility!'

Drug use is unquestionably becoming a way of life for some young people.

Encounters with mind-affecting drugs are once-in-a-while events for most teenagers. But the line between the occasional marijuana smoker and the turned-on drop-out is a slender tight-rope.

While most of those who smoke marijuana occasionally do so with no apparent harm, some young people do get hurt, and the casualty rate from 'dropping acid' (LSD and STP) is high.

There are real dangers in drug abuse. Each person's experience with drugs is complicated and unique, and individual reaction is only conjecture. There is no guarantee that a person's first acid test won't backfire. What was intended as an innocent experiment could become a recurring nightmare.

But to the immature the risks are offset by the fantastic rewards expected. Intrigued by tales of 'dream worlds outside of time where colors have sounds and music can be seen,' they consciously decide to take a chance.

'Sure it's dangerous,' commented one student. 'But so is living.'

When Lower Mainland students were asked about their experiences with 'grass' and 'acid,' they were surprisingly willing to discuss drug use among their peers.

'I smoke pot because it makes me feel good.'

'The whole world looks different. Things are cleaner and nicer somehow, more beautiful.'

'I thought I could find out who I am. Drugs looked like the answer to many bewildering emotions I was feeling.'

Many kids consider it a passing phase, a part of growing up.

'It was just something I had to try for myself. No second-hand trips for me. I'm definitely glad I tried it, but I've grown up now.'

Huddled in a corner of an open all-night laundromat, teenagers share a 'joint.' Laundromats are popular hang-outs for pot-smokers. *(Posed picture)*

Others admit the experience was enormously disappointing.

'I felt nothing after it was over except a guilty conscience.'

'I've stopped taking drugs. When I saw it was taking me nowhere, I quit.'

'I see now that drugs can ruin your life. It's OK to say "It's my life and I'll do what I want with it," but life isn't really like that. It really isn't yours to ruin. Everything you do to yourself affects those close to you in some way.'

'At first the high was great. But you can't sustain it when it's over, so what's the point?'

Opinions vary among users and medical authorities concerning the effects of hallucinogens on the human psyche.

Proponents of marijuana use proclaim it is perfectly safe and absolutely non-addicting. Research has not disproved this, although some scientists theorize that there is a psychological dependence after prolonged or frequent use by some people.

Evidence of chromosome breakdown and brain damage related to LSD use is growing, but is still largely guesswork rather than established fact.

While many youths scoff at those who link LSD to chromosome damage, and ridicule those who profess

to know the perils of 'pot,' others are taking the authorities' views quite seriously. The use of LSD is definitely declining, according to researchers, who attribute the tapering off in part to publicity given to recent suicides of young people known to have been under the influence of LSD at the time of their deaths.

Although advocates of acid are fewer now than a year ago, the number of pot-smoking pupils has reached an all-time high.

Even more appalling, surveys indicate drugs are being pushed in elementary schools as early as Grade 4, and the young students are not limiting their experiments to smoking pot. Counsellors, as well as family doctors and psychiatrists, are aware of elementary students who are regularly 'shooting speed' (the far more dangerous methedrine) and they know of 13-year-olds who make poly-sniffing a habit.

'Anyone who tries to tell you that drugs haven't penetrated our elementary schools doesn't know what he's talking about,' insists Cec Leng, special counsellor at Vancouver's Sir Charles Tupper School.

One of Vancouver's deeply concerned educators, Leng says it's almost too late to help this generation.

He is not alone in his thinking. Some school officials, disillusioned by the failure of drug education programs to discourage students from taking drugs, have become prophets of doom for this class of students and are hoping for a miracle before next term.

Parents, too, are throwing up their hands in dismay. Admitting to failure in her attempts to get parents interested in an adult program of drug recognition, one mother claimed that parents won't take action until the drug problem hits them in their homes.

'They won't believe it can happen to their son or daughter. Drugs are not part of their rationale. Indulgence in sex and alcohol they can accept as relatively harmless kids-will-be-kids antics. Drugs happen to other people's children; they can't affect their home.'

Young people are getting increasingly careless about what kind of drugs they are taking. Here teenagers 'do up' with marijuana. *(Posed picture)*

But when they do, parents panic.

If there is blame to be laid, parents seem to be the scapegoats.

Robert Hickey, Supervisor of Education, Narcotic Addiction Foundation, places the blame for much of student drug abuse directly on adult society.

This is the age of chemistry, he says, and points out that drug dependence is a disease of society. Adult abusers far outnumber the youths taking drugs, observes Hickey. 'Death by overdoses of prescription remedies are common. Fatal accidents attributed to alcohol consumption are phenomenal. There's a pill for every woe sitting on the medicine cabinet shelf. Is it surprising that kids try drugs as a way out too?'

Curiously, it is the students themselves who are showing the adults how to control the drug problem.

Drug-induced deaths make daily headlines, and there is no doubt that these one-way trips are producing a sobering effect on some of those who are left behind.

Students *themselves* want to know more about drugs.

'But don't tell us what to do. For once give us a chance to make up our own minds.'

Student after student echoed this plea in a random survey of Lower Mainland schools.

Asked about drug education in *their* schools, students' answers were blunt.

'They try to scare the hell out of you. What a laugh.'

'They're not teaching us anything more; they're just catching more of us.'

'Our principal doesn't know what's happening. He thinks the kids in the school don't take drugs, so it's never mentioned.'

'The teachers are stupid. They don't even know when a kid's stoned out of his mind.'

'We've been saturated with films and talks. When will they smarten up and tell us what we don't already know?'

Students are equally critical of parents.

'They have their booze. I'll take pot.'

The young have become alienated from adult society—a domain where they can find little identification and less idealism, and few sources of pride and satisfaction. Hypocrisy runs rampant and domestic strife is a family by-word. Some turn away from society, hoping to find a life of meaning and a place where love abounds and fulfillment can be achieved. Some turn to drugs for this tranquility.

Lurid stories about drug addiction have proved useless. Teenagers tend to regard the supposedly inevitable progression from pot to heroin as a fallacy. They scorn tales of brain damage and genetic abnormalities and demand proof that these suspicions are well-founded.

If drug programs in the schools have been designed to turn young people off drugs, the students haven't been tuned in.

Conscious of this failure, schools everywhere are looking for new ways to reach today's younger generation.

Convinced that young people can be reached through information given the right way, a somewhat different approach to drug education was started last month at Sentinel Secondary School in West Vancouver. The program, backed by counsellor Neal Henderson and principal Jim Carter, is a program designed and taught by the students. Students ask their own questions and a council of students, made up of users and non-users, gives them straight answers.

'We'll be standing by, of course, but if they want help, they'll ask for it. We won't interfere,' said Henderson.

He admitted it was a gamble. 'We're trying to discourage drugs, but they're already here and being used by a high percentage of our students. Our job is to give them the right information. We'll be here when they need help.

'We also have faith in these kids. They're smart. Given correct information, they'll make the correct decision.'

One serious side-effect of drug use, warned Henderson, is that youngsters frequently don't know what they're getting. 'What they think is marijuana can be tobacco mixed with anything. What they think is LSD is sure to be laced with something else these days. The drugs being circulated are often contaminated and God only knows what the kids are taking.

'We hope this student-to-student program will get that much through to them.'

Somewhat less confident of student-produced programs are Cec Leng and the special counsellor at John Oliver Secondary School, Art Messenger. Student programs, they contend, add glamor to the participants and feed the ego of the student body.

Both men advocate a program that concentrates on educating the very young very early, and the parents immediately. There should be a family life program, the men insist, that concentrates on the family.

'There's a new crop of mothers today,' says Leng.

'They're too busy, too worried or too indecisive to give proper guidance. Our job as educators is to teach today's children to be good parents tomorrow.'

Messenger supports this tack. He claims that 10% of the school population is going to be a problem 'no matter what.' This group is predictable, he says.

'The pattern often starts to develop as early as Grade 2, and you know the kid is heading for trouble. Rarely can we change the pattern.'

They're destined, he insists, to be misfits, trouble-makers and society's drop-outs.

'Whatever is "in" will be "their thing." This year it's drugs. Who knows what it will be next.'

According to Messenger, another 10 to 20% will not consider taking drugs. 'The big group in the middle is going to grow out of this thing. Sure, they'll have a try at it; it's the thing to do. But kids are smart. They grow up. And they quit.

'Our job as educators is to concentrate on the very young kids coming up. If we teach them to be stable adults and good parents, the generation after that should produce some pretty good kids.'

Hickey, too, called for education of the very young. 'But know what you're talking about when you talk drugs with kids, or be prepared to be laughed at.'

It helps to know the law, too, he says. The use of marijuana and the non-medical use of other drugs is illegal. A criminal record is forever. Ask them if it is worth the risk.

Aside from all the legal, moral, frightening reasons for not using drugs indiscriminately, perhaps the best reason came from the student who learned that 'life isn't really like that.'

Drug-induced insight or not, parents would be wise to listen to this child's message.

Drug is a four-letter word. So is help. And LIFE. §

A new disease threatens society, according to two Vancouver drug experts, and the medical profession is aware of no cure.

Called menticide—mental suicide—those afflicted have become invalids through drug abuse and are beyond medical and psychiatric help.

Both Dr. Conrad Schwarz, consulting psychiatrist at UBC, and Dr. Murray Cathcart, Cool-Aid medical co-ordinator, said they both know of 'several cases' of menticide.

Dr. Schwarz said these patients, usually in their late teens or early twenties, look like chronic schizophrenics.

They are completely unable to take care of themselves, according to the doctor, and have a preoccupation with internal thoughts. They cannot make decisions, do not respond to external stimuli and have 'flat' emotional responses.

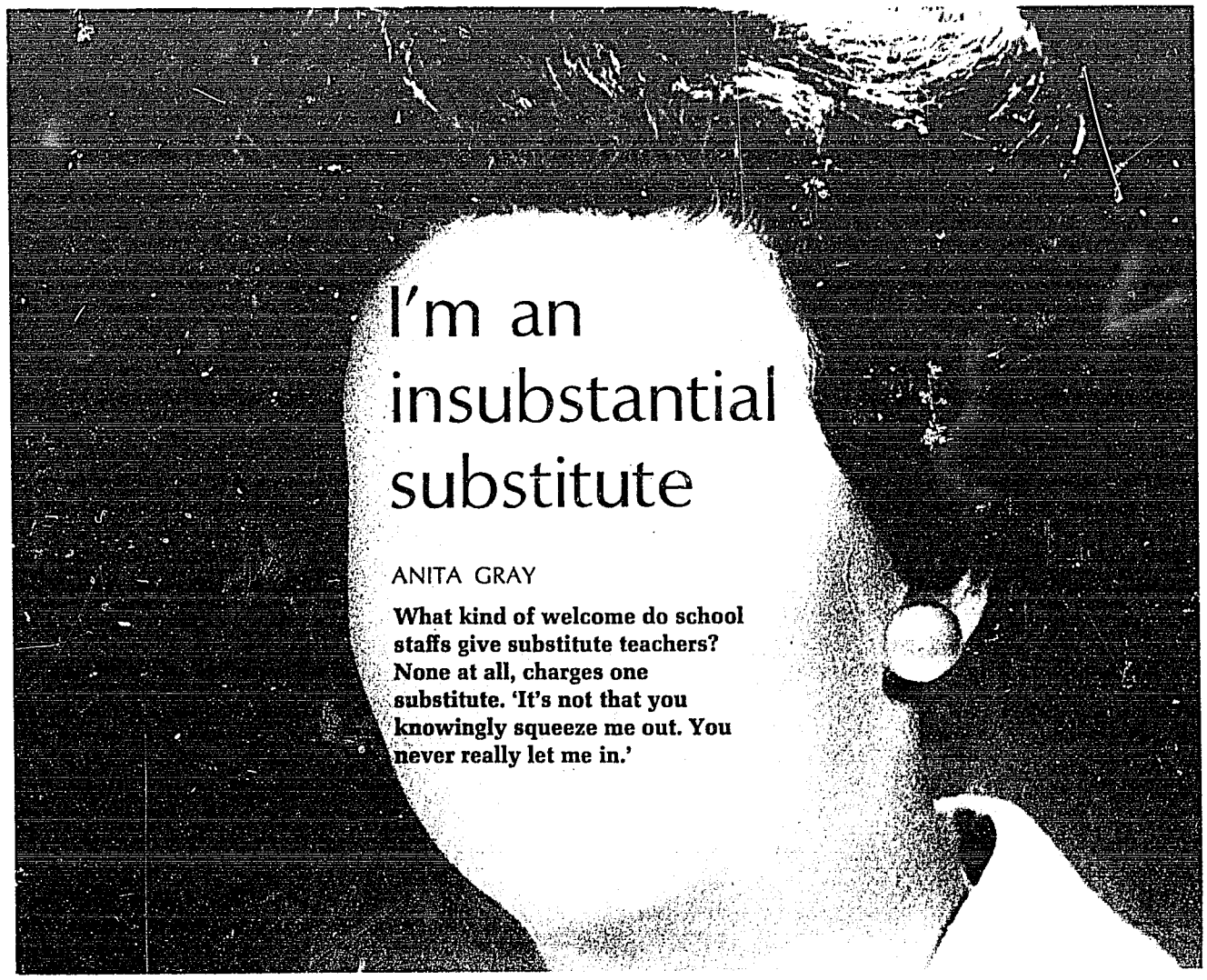
'They create a feeling of helplessness in me as a medical doctor and psychiatrist. We just don't know what to do with them.'

Dr. Schwarz said that anyone taking any hallucinogen is taking an 'uncalculated risk.'

Dr. Cathcart, who stated that he treats up to 60 medical cases every week at Cool-Aid, said he knows of many who have had to be admitted to mental hospitals.

'We need accurate research to show these kids that they take a serious risk when they use these drugs.'

The doctor has called for a large scale epidemiological and behavioral study of users and non-users to show the pharmacological, psychosocial and toxic effect of hallucinogenic drugs as quickly as possible.



I'm an insubstantial substitute

ANITA GRAY

What kind of welcome do school staffs give substitute teachers? None at all, charges one substitute. 'It's not that you knowingly squeeze me out. You never really let me in.'

¶I don't want an elephant to tremble when I speak. But as a substitute teacher I yearn for a share of the lowly mouse's talent to make its presence felt.

Now and then I'm a transient intruder in your staffroom—a mouse of sorts—but I can't cause a bit of a stir.

For six weeks I've reported at various schools for a one- or two-day stand to take the place of an ailing colleague of yours.

But, search as I will, I can't find her place in your staffroom. As for her chair, her coat hanger and other things movable, I'm willing to believe that it's common practice for the indisposed teacher to take them home to bed with her.

But what about her territorial stake, her breathing space, her personality niche? They elude me too. There's one clue that is worth pursuing. Could it be that each of you—her 30 or 40 healthier fellow teachers—take advantage of the teacher's absence to expand your normal sphere of influence? Deny it if you will, but I'm convinced that the absent teacher leaves behind no staffroom gap, physical or social, for the substitute to occupy.

It's not that you knowingly squeeze me out. You never really let me in. At 8:30 this morning—or perhaps it was one day last week or the week before—I crashed the gates of your private preserve. As is my unfortunate habit in unfamiliar surroundings, I bolted through the door with unseemly haste, clattered at the coatrack, and blundered through the wrong exit. You didn't see me. You didn't hear me.

At noon I barged in again. After tentative reaches for at least three chairs which fended me off with an occupied look, I perched finally in the vicinity of a table for six. I munched my sandwiches and fumbled unsuccessfully for the communal salt. I listened politely to your conversations and attempted to interject a few words. They went unnoticed.

It's been the vain hope of my life to exude an air of unobtrusive charm, but this is something else. As a substitute I'm nameless, faceless and completely without substance.

You're still flesh-and-blood people, of course, and very real to me. I'm trying hard to keep you in focus. But there's a real danger that you'll disintegrate into an indistinguishable mass of unresponsive nerve ends.

Before that happens, I must devise a plan. It will have to be a

Continued on page 165

'Anita Gray' was a teacher for several years. She is now a substitute teacher.

¶Canadian interest in CAI, although not manifested by a large number of publications, is increasing. A glance at some statistics produces some eye opening results.

For example, of the 30 to 35 institutions in Canada offering post-baccalaureate education, four are very much involved in CAI research and/or implementation. In the United States, of the 1,647 institutions offering post-baccalaureate education, 50-60 institutions are involved in CAI activities.

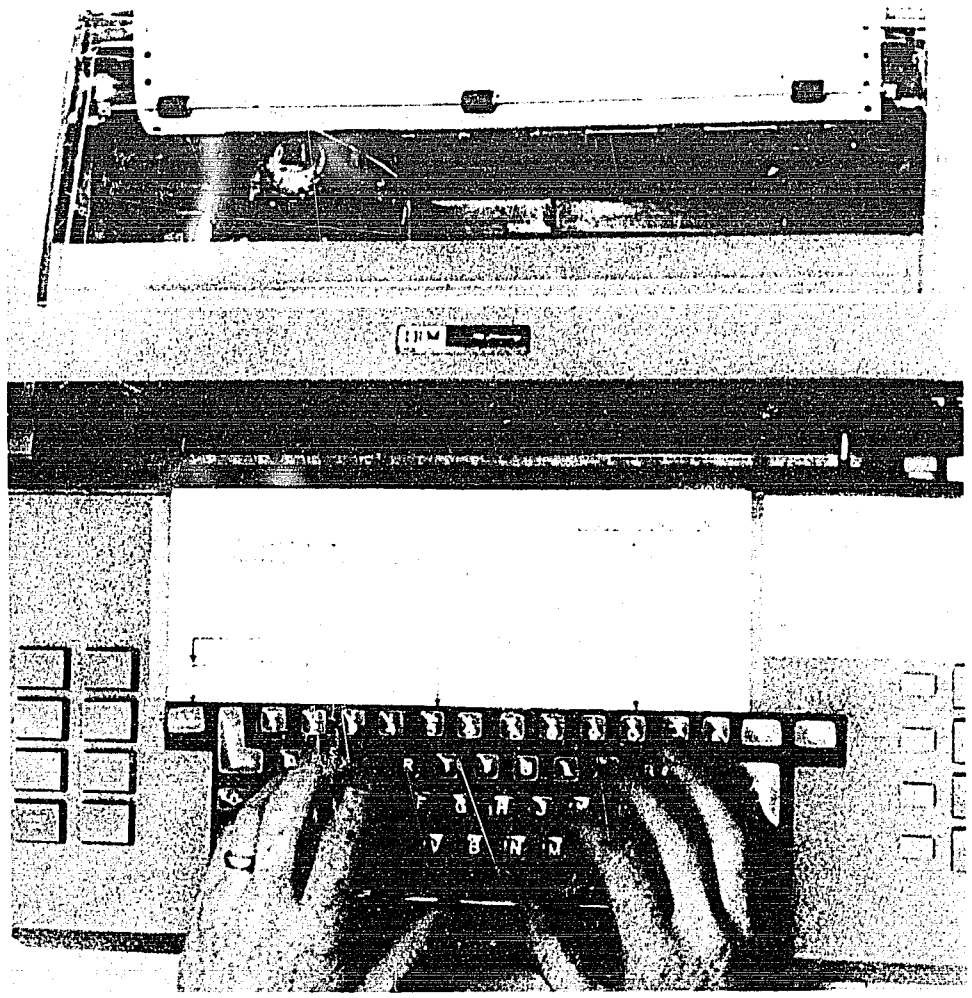
A look at similar statistics for schools involved with CAI will produce almost similar results. Proportionally, then, Canadian institutions are very much involved in CAI.

We have selected four Canadian universities to provide some insight to the state of CAI in Canada. It should be noted that most of the major universities in Canada are either interested in CAI or considering its use. Many have actually experimented with the development of software on a small-scale basis, but for the time being have discontinued their pursuit in this area because of high costs and the man-hours required to develop good software.

The four universities or institutions discussed in this article are: the Ontario Institute for Studies in Education, the University of Western Ontario, the University of Alberta and Simon Fraser University.

Of particular interest to the reader should be the activities that are to take place in the coming year and those planned in the near future. This is especially the case in British Columbia, since CAI should be implemented in two B.C. schools, one rural, the other urban. Activities of the three institutions outside B.C. will be discussed first. Attention will then be directed to CAI activities in B.C. followed by a few statements about the outlook for the future of CAI in the province.

The authors would like to acknowledge the following individuals for their contributions in the preparation of this article: J. F. Hart, University of Western Ontario; B. Haselgrave, Simon Fraser University; S. Hunka, University of Alberta; J. M. Kennedy, University of British Columbia and L. D. McLean, The Ontario Institute for Studies in Education.



CAI In Institutions Outside British Columbia

The Ontatio Institute for Studies in Education (OISE)

The Ontario Institute for Studies in Education (OISE), which was founded in July 1965, has been experimenting with CAI for the past few years. Some of the major activities or projects of OISE, to mention only a few, have been:

1. The development of a new computer language CAN and CAN5 to be used for CAI.
2. The Pickering Project. This project involved the installation of two teletypewriter terminals at Woodlands Centennial School. The terminals, which became part of the school's enriched resource center, were used to assist in the individualization of the school's instructional program. The last school year saw 57 Grade 7 and 8 students receive tutorial instruction via the two terminals.
3. In co-operation with the North York School Board, OISE tested the viability of using computer terminals in conjunction with the Harvard Project physics teaching material. This material was introduced on an experimental basis in two schools in the fall of 1968. Two terminals were involved, one in W. L. Mackenzie Collegiate Institute, where 70 Grade 11 students received instruction via CAI, and the other in York Villa Collegiate Institute, where 60 Grade 11 students participated in the project.

Results of past CAI experimentation at OISE have been encouraging. This year OISE, among other planned activities, will reorganize and reconsolidate its resources available for CAI. The Institute also plans to continue its experimentation at W. L. Mackenzie Collegiate Institute, adding a second terminal to the one now installed. About 60 Grade 11 students will receive some of their instruction in physics via the two teletypewriter terminals.

Computer Assisted Instruction

WALTER DICK
RAYMOND LATTA
LeROY RIVERS

PART 2

INTEREST IS GROWING IN CANADA

In this second of a four-part series on Computer-Assisted Instruction, the authors look at CAI activities in Canada, with special emphasis on B.C.

The University of Western Ontario

The future of CAI in Ontario public schools rests not only upon the CAI activities at OISE, but also upon the outcome of experimentation at the University of Western Ontario. Both institutions are actively supporting the efforts of the National Research Council (NRC) which is attempting to co-ordinate CAI activities in Canada.

Activities on the University of Western Ontario campus relating to CAI stem mainly from the efforts of the Computer-Assisted Instruction Research Group, established in February 1968. The main objective of the group is to explore the use of films and computers in education.

At present, CAI research at Western Ontario is incorporated within the university's master's program in Computer Science. A $3000 fellowship for CAI research has been provided by IBM to assist students working on specific research projects.

Some of Western's activities have been as follows:

1. Three students, who are completing their master's degrees in Computer Science, did their theses in activities relating to CAI. One thesis involved experimentation with mathematics teaching in a secondary school; the other two involved experimentation with interactive techniques associated with CAI;
2. Exchanges have been held with the Ontario Institute for Studies in Education and with Dr. Patrick Suppes' group at Stanford University;
3. A teletype terminal was installed at Wheable Secondary School and was used to present trigonometry to Grade 10 students.

Past activities at Western have been encouraging enough to warrant continuation of the CAI experiments at Wheable Secondary School this year. Other activities planned in the 1969-70 school year include preliminary investigations for CAI in one or more primary schools. In a recent conversation with the second author, Dr. Hart, Director of the Computer Center at Western, indicated that funding for additional experimentation remains the major drawback to further exploration of CAI.

The University of Alberta

In spite of problems of funding, such institutions as those previously mentioned, as well as the University of Alberta, have made significant efforts in experimenting with and in implementing CAI.

The University of Alberta got its beginning in CAI in a somewhat unusual way. Most institutions used programmed instruction as the springboard for their initial dunking into CAI. The University of Alberta, on the other hand, moved into CAI through numerical work with its IBM 360/67 system. The university uses the 360/67 system to assist it in its work with a recently acquired

IBM 1500 instructional system. The use of the two systems has led to some interesting developments.

Two very exciting projects at the University of Alberta, while related to instruction, are more in the development field. They are the construction of a pre-compiler for coursewriter, and the development of an instructional logic tracer.

The former project involved the writing of a new author language, called VAULT, which allows for the separate development of instructional logic and subject matter. The system has been tried out with a group of teachers and the results have been encouraging. Using VAULT, for example, one can design or select instructional logic separate from the preparation of subject matter to be used for instruction. Using VAULT and the 360/67, the logic and subject matter are integrated, the result being coursewriter output. The coursewriter statements can then be used with the IBM 1500 system.

This approach has interesting implications for instructional software. Once completely debugged and refined, it may shorten the production time of software and allow changes in course flow and content to be made with much greater ease than is now possible. In addition, this technique may allow the teacher to become more closely involved in the development of instructional materials without having to be an expert in CAI systems.

The second development, that of the instructional logic tracer, permits users of the IBM 1500 system to trace paths of instructional logic and to obtain a detailed listing of the course flow as computer output. Such a development facilitates the testing of the instructional program. By simulating student responses, one can examine all the possible branches involved in the course logic and determine whether or not they are functioning properly.

Dr. Dick, assistant professor of educational research at Florida State University, is also research associate in the CAI Center. Mr. Latta, a former B.C. teacher, and Mr. Rivers participated in a recent year-long CAI institute at the university.

Through simulation, which allows one to change student variables and examine the changes in the output, one can actually test the logic of the instruction program without having actual students suffer the consequences of faulty logic. Using this approach, one can test and modify a course until it is judged to be acceptable.

The two Alberta projects are important developments in the field of CAI, and will undoubtedly contribute to its future growth.

Some future research projects or activities at the University of Alberta which are perhaps more instructionally orientated, are: (1) the determination of individual differences and their relationship to students' performance in elementary school mathematics; (2) the investigation of learning styles important in presentations via cathode ray tube (CRT) terminals; and (3) studies relating to the sequencing of complex learning tasks.

CAI Activities In British Columbia

Simon Fraser University

Simon Fraser University became involved in CAI activities in 1968. SFU is the major institution in B.C. active in CAI. While the Computing Center had been investigating the feasibility of CAI for some time prior to 1968, efforts were not coordinated and action was not taken until Dr. Brian Pate, in conjunction with IBM, formulated a project to evaluate CAI.

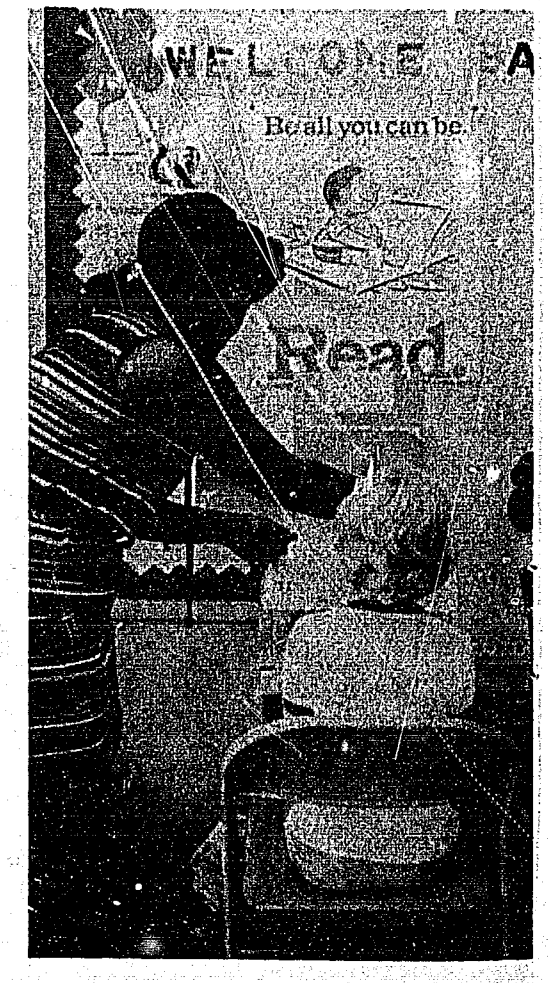
The project entailed the evaluation of CAI in SFU's Chemistry Department, which was already well experienced in using audio-visual techniques as an aid to regular classroom instruction. The main objective was to compare CAI with the other teaching techniques used by the Chemistry Department. Several CAI programs have been written and evaluated with students. A corollary interest of the Computing Center was the feasibility of using the university's general purpose computing system concurrently for both regular applications and CAI activities.

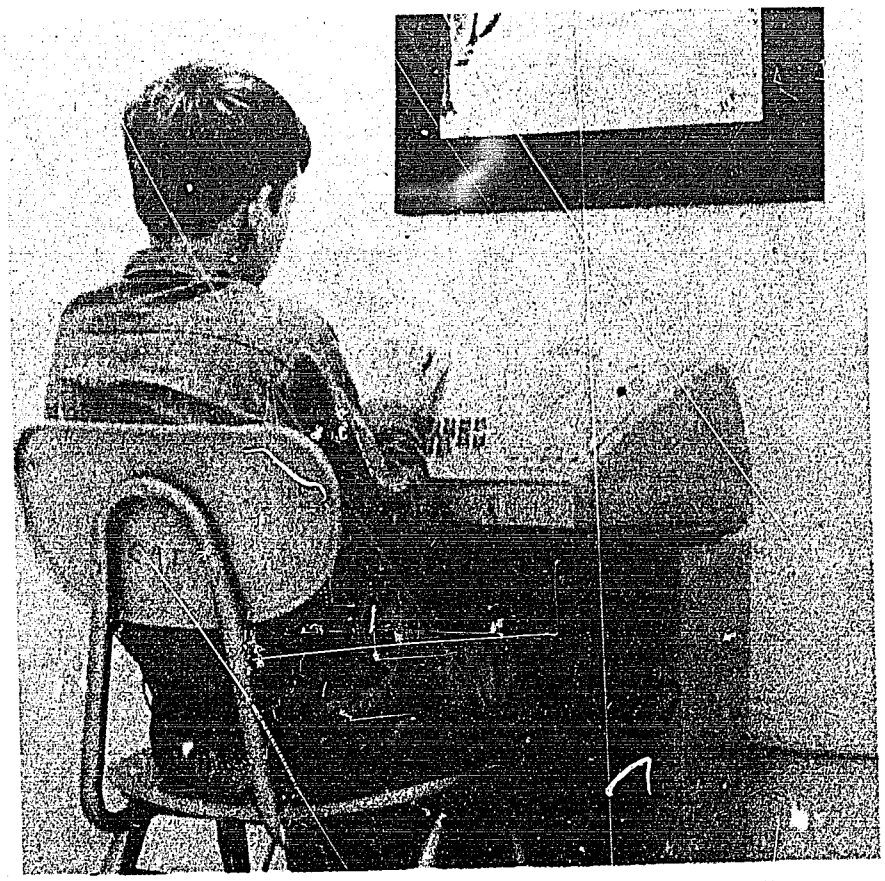
The Computer Center has made significant progress in CAI. It has been able, for example, to run Coursewriter III concurrently with its other activities under a full operating system. The Center is also able to provide, in addition to CAI, two additional telecommunication applications—remote batch entry and an on-line library circulation control.

The results of experimentation at SFU have been encouraging enough for the university to continue its efforts with CAI. This year CAI activities will be expanded to include: (1) the addition of two or three terminals in the Department of Education, (2) the provision of remote terminal capability for research at the University of Victoria, and (3) the placement of two terminals in two schools in B.C.—one a rural school, the other an urban school.

This last venture should provide

Elementary students are responding favorably to CAI. This student is being assisted with a reading program she is receiving via a teletype terminal.





This junior high school student is pondering some practice math problems.

B.C. educators and other interested people with valuable information about the use of CAI in B.C. schools.

Although not now active in CAI, UBC has investigated its possibilities in the past. Last year the Department of Civil Engineering experimented with a programmed course at the fourth year level. While results of the experiment were rewarding, the department does not intend to experiment further because of the tremendous number of man-hours for program development per hour of student use.

The above statement does not imply that UBC is not interested in CAI; nor does it imply that UBC will not plan future CAI activities. At present, UBC's 360/67 computer is operating as a fully time-shared facility. The hardware and software at the Computing Center could easily support CAI activities. The Faculty of Education has given some thought to a pilot project in CAI.

Some of the individuals responsible for CAI experimentation at the institutions discussed above have expressed a concern that readers may overgeneralize the present state of the art. We should point out, as they have, that many of the projects are still in the initial stages, many findings must yet be verified, and many problems must be worked out before CAI becomes an everyday tool in the process of education.

Does CAI Have A Future In B.C.?

Some factors that have contributed to the interest and involvement in CAI in the schools have been the increasing emphasis on individualized instruction and the introduction of computers in the schools for record keeping and computer instruction. Schools in B.C., along with other Canadian and American schools, have been placing increasing emphasis on individualized instruction. One need not go back any further than the April 1967 edition of this magazine to find evidence of this. Almost the entire issue was devoted to a discussion of individualized instruction.

Because of the emphasis on individualizing instruction throughout Grades 1 to 12, and because CAI has been clearly demonstrated to be a potent tool in providing for individualized instruction, the interest in and use of CAI will probably continue to increase.

Schools that are now using computers for activities other than CAI may find that the next logical step toward computer-assisted instruction is not as formidable as it initially seemed. In addition, those schools involved in CAI on a small scale through the efforts of such universities as Simon Fraser may provide not only valuable information, but also the impetus for other schools and institutions to become actively involved in CAI.

Two factors that may create problems in the widespread use of CAI in B.C., as well as the rest of Canada, are costs and shortage of experienced personnel. As mentioned in the first article in this series, CAI costs are on a downward trend. However, whether one rents or purchases a CAI system or utilizes a time-sharing system, the investment is considerable. The personnel needed to operate a CAI system drives the cost even higher. A rough estimate is that as much should be spent for personnel per month as is spent for hardware.

Many of the individuals responsible for CAI experimentation at the institutions mentioned in this article have stressed their concern about the shortage of experienced personnel. Indeed, the personnel needed to run a CAI center effectively are both expensive and in short supply. These problems are not insurmountable, but they are possible inhibiting factors in the widespread use of CAI. Perhaps, as the interest in CAI continues to grow, the federal government can be encouraged to support research in this area.

The attempts by the National Research Council to co-ordinate CAI activities in Canada can certainly be considered a positive factor. The greater the communication and cooperation among those interested in CAI, not only within B.C. but across all of Canada, the brighter the future of CAI will be. §

In this article prepared especially for our magazine, a group of teachers offers suggestions for greatly improving the education of Indian children.

GLADYS HESHIDAHL
FREDA HOFF
RITA DOUGLAS
RICHARD ANDERSON
ROBERT HARDING

¶Understanding is the universal key to the solution of most problems. Applied to the Indian problem, as in all human relations, understanding is a two-way street. We must understand the Indian and the Indian must come to understand us.

This land was theirs. We took it, we planted, we reaped, but very few Indians now share the crop. Indians have been cast aside, degraded and restricted to struggle in poverty and despair.

Many people have in the past mistakenly thought that total assimilation would be the ideal future when incorporating Indians into 'our' society. How wrong can we be if assimilation means to be thrown into a large melting pot only to lose all identity?

What we really want is integration, which means the existence of various subcultures of ethnic, political or economic groups each maintaining its own identity. Each must have equal opportunity for love, understanding, self and social acceptance, job opportunity and education. Because the greatest measure of equalized opportunity is equalized and individualized education, teachers must carry a major share of the responsibility for

HOW WELL DO WE TEACH INDIAN CHILDREN?

providing this equalized opportunity.

Cultural Differences

Most Indians agree that they are not totally responsible for their conditions. They would like to retain some of their culture while being accepted and becoming involved in world progress.

They would like to be listened to and to have some of their ways and ideas about life respected and used. They would like the white man to listen and, maybe, change somewhat in his ways. They would like to participate in the blessings of freedom and prosperity.

Indians, more than any other group of Canadians, must increase their participation in the thinking and planning that must be done. This pertains especially to matters that affect their own present and future welfare. They haven't been listened to for so long that it is difficult now, difficult for them to respond according to our expectations and difficult for us to listen with a positively tuned ear.

Listening is not enough. To avoid repeating the mistakes made in the past in our dealings with Indians, we must make great effort to learn how to assist them constructively, not with just a different set of handouts. Our society cannot absorb any more marginal men.

Our response must be to help the Indian help himself. We must consider that Indians are not shallow in their acceptance. Their sense of feeling is keen and their feelings go deep. If we offend the Indians, however, we may never know it because most Indians will not tell us; they will endure in silence.

Most Indian people are very deliberate in their decisions and need time to ponder and decide. When the decisions are made, they will be largely intuitive and the sensitive teacher will build his or her own teaching around the Indians' own concepts.

Too many studies focus on the problems of the Indians. Too few attempt to identify their many positive characteristics or strengths.

Our native Indians have many positive characteristics. As a people they are noted for their manual dexterity—they are artistic and original. They are loyal and will share with others. They are unhurried and unspoiled and are more concerned with the humanitarian than the materialistic approach to living.

But there are also many problems which both sides must recognize if progress is to be made. Not the least of these is the deep-seated Indian resentment of the white man. Regardless of the reasons, what to do about it now is the only question of significance.

Fulfilling present needs is a part of current life and has nothing to do with the past, no matter what that might have been. If resentment is blocking progress now, it must be eliminated. Both sides must be willing to accentuate the positive if they are to walk together.

The Indians must learn to stand up for themselves. Many have allowed themselves to become degraded and defeated. They are too timid to speak up and be heard. Unfortunately, group pressure on the reservation is against individuals standing out from the rest, and it is for this reason that many resist change.

But change must come, for the old way is gone. Many younger Indians realize this and are willing to adapt their ways to those of the modern world. They seek guidance in their approach to necessary changes.

Perhaps the problems which Indians face have been over-stressed. The mass media must look to issues which carry a new interest. To air problems concerning Indians is of little use if the problems are old ones.

It is time for all concerned in this team approach to work together on solutions. Teachers can play an important role. It is up to the teacher of Indian children to learn more about their needs and then, knowing these, to take action.

Pre-school Training

The subsistence existence of partially educated Indian parents on the reserves allows for only a minimal amount of experience and background for their children. Consequently, when the children enter Grade 1 they are unable to keep up with non-Indian children.

Their knowledge must be supplemented; their background enriched in some way. Too often Indian youngsters fail one, two and even three grades. With this history of failure, can they be blamed for losing their enthusiasm for learning?

Indians perform poorly on tests, including IQ tests, because of their different basic pre-school training. Educational research shows that IQ and intelligence scores can be improved. A lot of sound educational research gives support for nursery schools and kindergarten programs to help fill some of the gaps in pre-school training.

These activities, if suitably conducted, should help to encourage the child's self-expression and widen his experiences. Early emphasis should focus on language, developing a positive self-concept and thus encouraging skills and a motivation toward self-expression.

Pre-school programs could be expanded to encompass as many children as possible, and perhaps at earlier ages. Results of 'Head Start' programs in the U.S.A. have shown that the advantages gained by the child are often lost during the first year of school. This would suggest that enrichment programs should be started for an even earlier age and include even the three- or four-year-olds, that the instructional programs at subsequent age levels be re-evaluated and that efforts be made to enrich the total family and community environment to be supportive of newly acquired skills.

Ideally, kindergartens should be co-operatively run, with Indian mothers helping. This would not only give them a sense of involvement, but would perhaps enrich their experiences as well.

Indian parents and others are very anxious that at least nursery and kindergarten teachers be Indian. Local arrangements could probably be made whereby the Indian community would supply the buildings and the school boards the teachers' salaries and the cost of supplies.

Wherever possible all means of audio-visual enrichment should be utilized in schools as well as in kindergartens. Perhaps special radio and TV programs could be arranged which would be pertinent to Indian education.

Any contact with concerned individuals is bound to enrich their English expression, for a large percentage of the Indian children now entering school lack the degree of fluency in English that is exhibited by non-Indian pupils.

While pre-school programs provide the earliest intervention in the lives of Indian children, and therefore offer the most hopeful long-range solution to their school problems, most of the present generation is already in school.

Language Barrier

English should be taught to Indian children almost as one would teach a second language. The Indian child's experience with abstract language is limited; he thinks naturally in concrete terms, and is unable to grasp the meaning of some of our idiomatic expressions.

To help overcome the speech and language problems of Indian children, teachers should use as many pictures, diagrams and charts as possible to illustrate ideas. These should relate to the Indians' frame of reference.

An enthusiastic teacher should have on hand a library of books which are of interest to the Indians, concerning Indians. George Clutesi of Vancouver Island has written several books. *Son of Raven, Son of Deer,* one of his books about Indian legends, is now part of the Grade 5 language arts course for B.C. schools, and should be of interest to all Indians.

Following the lead given by Sylvia Ashton-Warner's *(Teacher)* experience with Maori children, each Indian child could be encouraged to write a book based on his own background.

Language is often a barrier for the Indian adult as well as for the Indian child. Indians do have opportunities to air their views on radio and television. Sometimes these opportunities are not successful because many Indians do not express themselves fluently or in correct English.

Basic English skills should be made available at all educational levels so that the Indian people can present their ideas effectively. When Indian children begin to see the value of education, they will want to share with their parents the joy of the accomplishments of reading and self-expression.

Teacher Attitudes

Indians are traditionally shy in the classroom. It is best not to make an issue of any lack of response because an Indian never wishes to be singled out publicly. Approach him privately first, to let him know that you are taking an interest in him, and then attempt to draw him out in class by questioning him on subjects with which he is familiar.

One way of drawing out older boys is to get them involved in discussion groups. This could be done during the lunch hour. Topics for discussion could be: assuming their place in the world, sticking up for their rights, changes in the Indian Act, etc. After achieving success with out-of-class discussions, gradually involve these lads in class discussions and then in mixed-group discussions as they learn the skills and become better able to relate to non-Indian students.

Grading systems should be flex-

ible for certain classes. Success in such courses as shopwork and science should not depend on proficiency in English. Permit any student to submit written assignments once for checking and direction toward improvement and then for final acceptance, so as to allow the child to improve without the usual fear of his work's being inadequate.

Teachers should be warm, understanding and genuinely interested in their Indian students. Ask if they have any objections to your meeting their parents or guardians. On their terms such visits can often be set up through the parents themselves. The parents and students will be quick to tell you if you should not visit their homes. If you meet Indian parents without prior introduction, greet them even if you do not know them.

Teachers should try to make the early years of school as successful as possible for Indian students. A positive attitude toward school developed in the first three grades often carries over. Encouragement and praise for any kind of good work achieves better results than reprimands for poor performance.

Cultural differences between Indians and non-Indians are many. Indian children lack social experiences, they are not future-oriented, they do not value possessions; therefore they are difficult to motivate.

Competition is foreign to the Indians. This is why it is considered 'bad form' for someone to answer a question in the presence of another student who does not know the answer. This reticence also applies to making presentations, which is considered a form of showing off.

Many Indian-pupil reactions that invite teachers' misunderstanding are rooted in Indian traditions and home conditions. If teachers understand the cultural background, conflict will be lessened.

How can a teacher help an Indian student boost his self-image and not think of himself as a second-class citizen? First of all, he can accept the Indian student as a person, equal in status to a non-Indian student, but with different needs and problems.

If the Indian student has fallen behind his age group, remedial work should be undertaken and continued until he is again able to take his place among his peers. There is nothing quite so devastating to the ego as being branded 'a stupid Indian' in a class whose members are two to three years younger and much smaller in size.

The teacher can also point out the inaccuracies in our textbooks and TV programs, where the Indian always appears as the villain or the cruel savage. Many opportunities arise spontaneously in a classroom when class and race discrimination can be discussed without making an obvious issue of it.

Gordon J. Reid, a member of the Qualicum Indian Band and vice-principal of the Hazelton Amalgamated Schcol, has been appointed curriculum consultant on Indian education with the Department of Education. Mr. Reid will be on leave of absence from the Skeena-Cassiar school district for his new duties from January to June of this year.

Indian children excel in such things as woodcraft, fishing, boating, and so on. The teacher could use this knowledge by drawing experiences and skills from these students during a science or social studies lesson.

To make the Indian child feel worth while, bring him into the group as much as possible. Foster his pride in being Indian. Include units of work on true Indian history, culture and art. Invite Indians (chosen by Indian students) who are knowledgeable and willing to speak at school on Indian subjects, such as present industry, art forms, history and their potential position in society. All these things improve his self-image.

Indian children are often bilingual. Why not have the whole class learn a few words of the local Indian language?

Curriculum and Administration

The average educational attainment of the Indian in B.C. is Grade 9. How many Indians go on to university? Currently, on a per capita basis, in B.C. about one out of 100 non-Indians attend universities as compared with one out of 1,000 Indians.

To compete in a predominantly non-Indian industrialized society such as ours, the Indian needs a suitable education, and the majority of those who drop out do so by the end of Grade 8.

The main problem begins before the child enters schools, and it is aggravated during the years from Grade 1 to Grade 8.

If the Indian child continues his education into secondary school, he will then face many additional problems. He needs encouragement to discuss his problems with his peers and with sympathetic adults.

Teachers should remember that Departmental curricula and administrative bulletins make provision for the meeting of such educational needs as those created by the cultural differences of Indian children.

The 1967 Administrative Bulletin for Secondary Schools explains that principals may make changes in suggested course time allotments to suit the needs of particular groups or situations in a school. Provision is made for increasing the time for English and other basic subjects as required.

Our Indian students must be helped with English, in particular. Some Indian groups have trouble pronouncing certain sounds, especially the *sh* sounds. In the very early stages of learning the skills of the English language, children who have speech defects should be given remedial work.

Social studies, guidance and English courses could be more advantageous to Indian students if these courses could relate to the Indians' own background. For example, research projects of Indian students could be to investigate problems of concern to them. These might be more worth-while than the traditionally structured projects.

In such assignments the Indian

Mrs. Isobel Midmore and a group of students discuss current literature on Indian affairs at a large Vancouver secondary school.

children could be helped to write for various items, many of which would also be useful in class discussions and presentations.*

Another suggestion (a project successfully undertaken with much enthusiasm by the students of Mrs. Isobel Midmore in a Vancouver secondary school) is to have the students gather and preserve in a scrapbook newspaper and periodical articles concerning Indians, which can then form a focal point for discussion.

Projects such as these may help Indian students better understand their people's emerging purpose and their role in society.

If a teacher finds it necessary to discard a course of studies, or part of it, he must select and arrange his own new course and its content with his principal's approval. If the teacher decides to make alterations in the courses he is teaching, he may also require the sanction of the Department of Education. Many teachers have undertaken such proceedings to the advantage of their pupils.

In isolated communities, Indians face the problem of commuting to schools—often an uneconomic proposition.

In certain instances students can live in supervised dormitories, which enables them to attend a central secondary school for Grades 8 to 12. In most cases they can go home on weekends, so that their family bonds are not altogether broken.

At present twelve dormitories are operating in the province with some success. These are considered by by some to be better situations than boarding homes or residential schools, from which students may be unable to visit their families for months.

*List of sources available on request.

On the Integration of Indian Students

Teachers can be the most effective representatives of Canadian society insofar as Indian people are concerned. They need to be ready to listen to the Indian people.

—William Mussell, Special Assistant to the Minister of Indian Affairs and former secondary school teacher in B.C.

The presence of Indians should enrich the whole class situation because the challenge, if met, would produce a new kind of education which would be stimulating and valuable for all.

—G. Kent Gooderham, Assistant Chief Superintendent, Education Branch, Department of Indian Affairs.

Support from Home

The success of any student is largely dependent upon the support he receives from his home. Teachers can play an influential role in obtaining this support by going into the Indian community and attempt-

ing to establish adult education classes which would meet the needs of the people involved.

A door-to-door survey, with prior publicity, is a very effective way to get participation. Such visits should be done by Indians rather than by non-indians.

By extending their efforts into the community, teachers can encourage Indians to take an active part in making known their needs and wishes to those writing the new Indian Act. Is it possible that secondary school Indian students could be made more aware of the new objectives of the Department of Indian Affairs through school projects?

The ultimate objective of the Department is to help the Indian people attain social and economic competence so that they may participate in the life of the country in the same measure as other citizens do and be able to choose how and where they will live.

Harry Lavallee (above) is Director-Counsellor and Mrs. Marge Cantryn (below) is Counsellor at the Vancouver Indian Center.

The Department of Indian Affairs is usually very anxious to co-operate financially with local school boards on such matters as central secondary school and dormitory facilities, if these will help the Indian people reach their broad objectives. The Department shows interest in continuing this procedure even though the provincial governments are being made responsible for Indian education.

Training for Teachers

Educating both the new and the experienced teacher in the ways of Indians could be an important aspect of in-service teacher training. To be effective, the teacher should be acquainted with the values, morals and customs of the Indians he is teaching.

If he isn't, he won't understand his students, and will experience difficulties in helping them achieve success in school. It is only by making the earlier years successful and enjoyable that the Indian student will wish to go on.

Competition is not characteristic of most Indian life-styles. Overt behavior which would cause one to appear superior—thus making his peers seem inferior—will be avoided. The change of emphasis and attitude toward competition with one's peers could be confusing to the Indian child and it might take him some time to learn to work on his own.

Again, the Indians are not a talking people; they are a pondering, thoughtful people. Will the teacher understand and give time, or will he regard Indian 'Johnny's' as slow learners, unable to cope with the white man's ways? This has happened all too often—the Indian child has been placed in the slow learner category and he is thus 'labeled.'

As was mentioned previously, Indian parents would like any preschool programs operated by Indians. Sechelt School District is trying a pilot project, running a preschool program in the 1969-70 school year, using as instructors Indian girls who have graduated from secondary school and have completed preparatory programs. This type of program has been operated in Alert Bay for pre-schoolers for five years now, and is showing success.

Indian involvement in the education of their children will, it is to be hoped, increase parental interest, concern and co-operation in the education of their children. If the Sechelt project proves successful (as the Alert Bay project already has), incentive for trying similar projects in other school districts would result. The financial support of school boards is needed.

Summer school programs or workshops on Indian education would be an essential element in establishing such a program on a provincial basis. A very successful and worth-while non-credit workshop on Indian education was conducted in the summer of 1969 at the University of British Columbia by Dr. A. More. Consideration is being given to offering a credit course on Indian education in the summer of 1970.

Another aspect of teacher training which should not be overlooked is that of the teacher during university training. The teacher education programs should expose some of the problems—and possible solutions to them—of working with Indian youth in an effort to draw future teachers into this challenging field. Opportunity should be provided in every school district for teachers to learn more about the needs of the Indians in their area.

Vancouver Indian Center

The Vancouver Indian Center is one pilot project in which Indians are showing true leadership. The Center, a Red Feather agency, is a financially-participating member of the United Community Services, receiving money grants from the federal and provincial governments as well as from the city.

It is organized and run completely by a group of Indians, and is dedicated to helping Indians make the transition from a way of life not unlike what it was 500 years ago to

Continued on page 166

The Key to Better Schools

Involvement for WHAT?

R. J. BISHOP

Education, as outlined by the BCTF Commission on Education, will be a rudderless vessel, says the writer, for it will have no objectives. People who attack society's traditions take on themselves a dreadful responsibility, for they can ruin as well as raise the individual, the group or society.

For we are here as on a darkling plain
Swept by confused alarms of struggle and flight
Where ignorant armies clash by night.

So writes Matthew Arnold at the end of 'Dover Beach' to express his dismay at the increasing breakdown of traditional values in his age. In the anarchy of warring values in which every modern man must live, one is frequently tempted to believe that this is the way things have always been, and that this is the way they must always be. Not so.

Whatever their superficial disputes in religion or politics, our ancestors were buoyed up on the ocean of life by points of secure reference which gave them direction and dynamic no matter how they were buffeted by the storms of experience. They knew what the purpose of human life was; they knew what the end of education was, and they knew what art was supposed to achieve.

I want to remind you, at this point, of a few of the philosophical and critical assumptions that lie behind the education and the art of our ancestors, for only by contemplating past assumptions and the achievements consequent on those assumptions can we place ourselves in a position to criticize intelligently new assumptions in education, present demands for change in objectives in teaching, in attitudes to the child, in methodology, and then gauge the ends they are likely to achieve.

We need to remind ourselves that, imperfectly as things may have been done in the past, they were yet done in such perfection that, in a measure, the whole dynamic of our present day civilization rests on what our forebears did, that all the great books, works of art, scientific discoveries and religious and social insights we take for granted today were willed by them to us.

In his *Apology for Poetry*, Sir Philip Sidney tells us that the end of poetry is 'to delight and teach, and delight to move men to take that goodness in hand, which, without delight, they would fly from as a stranger, and teach, to make them know that goodness whereunto they are moved.' One should never forget that if every artist in the Western tradition agreed that poetry did these things (delight and teach) supremely well, it was also his opinion that every other art form—drama, painting, sculpture, and even the essay and novel—was supposed as well to be directed to achieve these ends. Specifically, the value to be insisted on (again I quote Sir Philip) is that 'the end of all earthly learning is virtuous action.'

All the great writers and educators of the Western world until our day follow Sir Philip in these assumptions. All of them insist with Alexander Pope that 'the proper study of mankind is man,' and that the proper end of that proper study is to forward the refining and civilizing of man so that he may, in the words of Francis Bacon, stand upon 'the vantage ground of truth, and . . . see the errors, . . . in the vale below, so always that the prospect be with pity, and not with swelling or pride.' The result of education may be clarity of vision, but clarity of vision demands humility: 'not with swelling or pride.' The educated man, in

The author is a professor of English at the University of Victoria.

knowing himself, knows his own littleness.

Such considerations as these set the ends of literature and directed the educational endeavor of our ancestors. Because they feel that the new scientific movement is deflecting man's scrutiny from the study and improvement of himself to the study of things, a series of satirists, including the mighty Jonathan Swift, attack repeatedly the activities of the scientists. Swift's view is typical; in his view the projectors or scientists who think they know all, know nothing, for they do not rightly understand the first duty of man, the search for self-understanding, for moral improvement. Against the background of this controversy and to meet these attacks on the scientists, Thomas Henry Huxley formulated in the 19th century his seminal re-definition of a liberal education:

Education is the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws.

In thus re-defining education to include not merely the 'knowledge of men and their ways,' but 'of things and their forces,' Huxley reconciled the old with the new. He also went further. He pointed out in unsentimental terms the serious consequences to the individual and the community of disregarding right education:

Those who learn the laws which govern men and things and obey them, are the really great and successful men in this world. The great mass of mankind . . . pick up just enough to get through (life) without much discredit. Those who won't learn at all are plucked; and then you can't come up again. Nature's pluck means extermination.

We should remember that both the humanistic view of education and Huxley's enlarged view were framed against a belief in the survival of the fittest.' Moral perfection was important to the humanist lest he be rejected by God; scientific education is necessary to the modern lest he be rejected by Nature. Either way education was deemed essential by our ancestors for moral growth and for physical survival.

I have gone on at this length about the educational objectives of our ancestors because I want to make clear that our society in the past has had behind it certain sustaining beliefs which have given dynamic to its educational system, its home life, and to every phase of its social intercourse. These beliefs have shown to the simplest the meaning of everything they must do, and the rewards that each can expect both in the here and the hereafter for his willing co-operation.

Men and societies live by such beliefs. Wrench them from us and there is trouble. Those who attack traditions, who establish new mythologies, take on themselves a dreadful responsibility, for they can ruin as well as raise the individual, the group or the society.

As I read *Involvement: the Key to Better Schools,* I was anxiously searching for the beliefs, the mythology, the assumptions on which its conclusions rested. And I must admit that I was disconcerted when I reached page 136 and found the commissioners saying that they have 'deliberately not stressed the goals or aims of education and curriculum' because 'we could find little agreement concerning the aims of education.' And I was further nonplussed to discover that they seemed to feel that the aims of education were of such incidental importance to our society that they could safely be left to be developed 'on the school level.' And the one gentleman they quote on page 136 seems to equate the formulation of lofty objectives with 'hypocrisy.'

Well, it may be human nature to fall short of lofty objectives, but it isn't hypocrisy to have lofty objectives. Am I to assume that no modern teacher has any lofty objectives? Am I to assume that any teacher who dares to claim that he has is to be dismissed as a hypocrite? Let's hope that things have not yet come to this pass.

For teachers to give over lofty aims and objectives, just because there is dispute about them and just because cynics throw bricks, will be disastrous for the teaching profession and for our society. For man is a goal seeking animal, and if the school system and the teachers in it do not bend every effort to provide proper models on which children can form their behavior, by which they can set their standards, children will find those models, those standards, elsewhere.

Teachers Are Embattled

The good teacher today is embattled as never before by hucksters of every sort who, to achieve personal profit or power, are prepared to resort to any sort of manipulation—and the hucksters are being aided in this manipulation by all the wizardry of modern technology.

Let me give some examples of the problems caused by allowing leaders to be sloppy-minded about objectives. No one today dare underestimate the impact of TV programs or of TV advertising on the minds of the young. Thus, much concern has been expressed recently about the impact of the morality taught in TV westerns, that most popular form of entertainment. Here, against a background of violence, 'good guys' may win, but to achieve that winning they use exactly the same violent methods as the 'bad guys.' Can one wonder at assassinations, at riots, when this TV-manufactured myth of the satisfactions of violence stalks North America, ever ready on the draw? Can we wonder at last spring's destruction at Sir George Williams University in Montreal?

Marshall McLuhan has reputedly stated that 'the medium is the message.' Besides violence there are several other messages, which I consider equally pernicious, that are purveyed hour by hour, day by day, through our newspapers, our radios, our TV sets.

One is the myth of the instant solution. If we take Geritol, we shall have instant energy; if we take Sominex, we shall have instant

sleep; if we brush with Crest, we shall have instant relief from tooth decay; and if we use True, Oxydol or New Bolder Bold, we shall have a new, improved something or other that will guarantee instant freedom from lung cancer or instant cleanliness. We can have instant beauty and we can have instant and continued relief from perspiration odors.

Adolf Hitler proved that you can fool most of the people most of the time if you can just keep at them often enough, and can prevent any opposition from speaking out. Over the past generation our advertisers, because of our technological progress, have been guaranteeing us instant solutions for problems in numberless areas of our lives. The advertisers also have been dismissing 'all that hard work' and discounting the wisdom of experience.

Solutions Are Not Easy

The present generation, more and more, is demanding, by analogy, 'instant no-work' solutions in areas where we still must work by slow human wit and not by technological witchcraft. There is a growing demand for 'instant, no-work' learning, for instant solutions to social problems of all kinds, for instant peace and prosperity; and there is a growing irritation with anyone who is old-fashioned enough to insist that the finding of a workable solution to any social problem can come only as the result of careful, slow work.

In effect, our advertisers are building such a gap between expectations in the young and possibilities of fulfillment, that we are coming into a dangerous period in which we are going to be under more and more pressure to abandon our old tradition of *laissez-faire*, our traditional trust—if we do nothing, if we let things drift, the interplay of competitive forces will somehow or other furnish us with satisfactory solutions.

Some of the things I have been saying may annoy some readers. Whether you agree with me or not, I am trying to suggest that real education as never before is under attack from both within and without, that day by day new social concepts are being hammered into us by mere repetition, and not as a result of intensive rational scrutiny in terms of possible educational and social consequences.

And I am suggesting that because of this constant brainwashing it behooves teachers as never before to think about their objectives and about the means to attain them. And it behooves them, once they have their own objectives straight, to carry the educational war out of the schools and into society so that the use of TV in particular to instill socially harmful attitudes and values can be curbed as rapidly as possible.

'I'm on continuous progress all right — downhill!'

I began this article by an attempt to outline the aims and objectives of education as enunciated by our ancestors. Am I being inexpressibly naive when I suppose that knowledge is the end of education today as it has been in all generations past: knowledge of ourselves, our fellows, our traditions, our present society, and our hopes for its future; knowledge of our society in relation to other societies and their objectives; knowledge of things and the total environment about us; knowledge of the problems that beset us, of the brevity of our lives, of our physical limitations, and yet of the possibilities inherent in us for individual and collective magnificence?

Is it not this knowledge of the good and evil of man's estate that the school system seeks to impose on children, generation after generation, as they battle their way to maturity? And is it not the purpose of the learning process (whatever techniques we may use and however gadget-conscious we may be) to get each child (or as many as possible) quivering with such eagerness to participate in this great exploratory quest of the humanizing of man and of his environment, that he can hardly wait to become adult?

And where imagination in the teacher or parent meets imagination in the child, is this not the time when a new fire of zeal is passed on to a new generation? And is it not the sense that he occasionally achieves this transmission which gives every teacher, more than any dross of salary expectations, the courage to go on through all the difficulties that beset us ordinarily of our own and others' inadequacies? And if this be true, dare we, in view of all the tremendous diversity in situations possible in classrooms, in social situations and in human individuals, become doctrinaire about methods of administration, or teaching? Is democracy the only way?

I think we should do very well to remember, in the face of all the present clamor in the educational world for democratic procedures, the words of Sidney Hook in his article entitled 'The War against the Democratic Process' in the February 1969 issue of *The Atlantic*. Though intended as a warning to the universities, I think they apply to the schools as well:

The fact that a society is politically organized as a democracy does not entail that all its other institutions be so organized—its families, its orchestras, museums, theatres, churches, and professional guilds.

I think that we may expect that all the institutions in a political democracy function in a democratic spirit, and by that I mean that all participants of any institution should be regarded as persons, should be heard, listened to, consulted with. But the responsibility for decisions cannot be shared equally without equating inexperience with experience, ignorance with expertness, childishness with maturity.

Continued on page 163

HERE'S HOW ONE SCHOOL STAFF WENT ABOUT

INDIVIDUALIZING INSTRUCTION

RONALD BEROD, CHARLES GALLOWAY and NORMA MICKELSON

¶When the levels system was approved as one way of individualizing instruction in the language arts for children in the primary grades in B.C., little guidance was given to assist in its implementation.

The staff of Victoria's McKenzie Avenue Elementary School undoubtedly asked the same questions most other teachers asked. It seemed evident that much study and planning would be needed before any system of levels could be properly initiated.

To understand the philosophy and administration of the levels system, therefore, the staff embarked on a careful study of programs which had been introduced in such other places as Ontario, Saskatchewan and Whitehorse, N.W.T. After several months and many meetings —some with district supervisors and the district superintendent — the staff concluded that, even though not all of the problems involved in meeting individual differences of children were known, the rationale for individualizing instruction was sufficiently sound to justify their implementing such a program.

Traditional administrative roadblocks had to be removed. 'Grades' took on new meanings and became synonymous with 'a year in school': they no longer referred to a specific body of knowledge or a program. Textbooks were not prescribed for a specific year or grade. The traditional use of competitive marking and reporting was changed so as to fit more closely an anecdotal model. Teachers judgment was accepted as a legitimate form of evaluation. Comparisons with other children were not made and letter grades were eliminated. A great deal of flexibility was allowed at all stages.

Children were placed in groups as homogeneously as possible, taking into account their past performance. These groups were flexible enough to allow re-grouping at any time or to allow a pupil to be transferred to another group, or, possibly, out of his own classroom for one or more subjects. One major problem proved to be the re-grouping of pupils for a new term. Members of functioning groups could not be separated merely for administrative convenience nor could a class contain an unworkable number of groups.

As the teachers attempted to individualize instruction, they realized that the prescribed program of studies did not outline the skills involved in each subject, nor did it give any guidance on the sequences of skills. A content-style curriculum did not seem complete without the guidance provided by a carefully sequenced list of tasks.

Toward the end of the 1967 school year, the staff realized the need for a more comprehensive rationale on which to base future program planning to accommodate the individual differences of children. They therefore asked for the cooperation of the Faculty of Education at the University of Victoria. Faculty-staff discussions took place at noon, after school, and from 1:00 to 3:00 p.m. one day each week, for which time parent volunteers and student-teachers relieved the staff. This proved to be of inestimable value.

The authors are, respectively, principal of McKenzie Avenue School, Victoria; an associate professor in the Faculty of Education at the University of Victoria, and an assistant professor in the same faculty.

During the workshops of 1967-1968 gross affective goals for children in a public school program were structured. These initial goals were described the staff's interpretation of an 'ideal, worth-while citizen.' Gradually it became clear that each cognitive area of the curriculum had to be related in some way to the overall goal of good citizenship.

By June of 1968, the difficulty of expecting teachers to build programs in their 'off hours' was recognized. It was evident that financial aid would have to be obtained to provide teacher time. A research proposal was therefore submitted to the Educational Research Institute of B.C., which gave support to the project through a research grant. This grant made possible the hiring of substitute teachers on a regular half-day-a-week basis. Resource personnel—such as specialists in the fields of hearing, sight and physical co-ordination—were consulted. Secretarial help and resource materials were obtained.

Following the formulation of affective goals, the staff chose the language arts area (communication skills) as the first curriculum content area to develop with a view to meeting individual needs of pupils. This curriculum development went ahead in seven phases:

Phase 1: A theoretical rationale was developed for constructing a program to meet individual differences of children. This rationale became the basis for subsequent phases of the project.

Phase 2: A task analysis was developed for the seven-year elementary program. This involved analyzing the four major strands of the communication skills program into their components (listening, speaking, reading and writing).

Phase 3: Behavioral objectives were composed for each task or topic outlined in the task analysis (Phase 1).

Phase 4: Samples of exercises for each behaviorally stated objective were noted. An indication of how a teacher might evaluate progress in a specific skill was thus provided.

Phase 5: Bloom's Taxonomy was used to classify each objective into one of two categories: 'knowledge and comprehension' or 'higher.' To date, Phase 5 of the curriculum development schedule has been completed and mimeographed as *Working Paper Number 1* for use in McKenzie Avenue School, 1969-1970.

Phase 6: Subsequent to the development of curricular objectives for individualizing instruction, a personal profile of each child in the school will be made to indicate his progress in all areas described in the program. This is to be done early in the 1969-1970 term. The program will then be used as an individual, small group, or large group program.

Phase 7: The value of the program will be assessed in May 1970, to show the degree of progress.

It is not difficult to imagine the time that will be involved in adapting an individualized program to the needs of each child. Diagnosis of entering behaviors (readiness), planning of relevant activities and instructional procedures, evaluation of pupil progress toward stated goals, and a redefinition of each child's program on the basis of his daily growth and development are only a few of the teaching-learning strategies relevant to individualizing instruction. However, it does seem that adequate provision for individual differences of children can be achieved only through such a comprehensive rationale. §

And here's how Gold River Elementary School goes about

CLOSING THE CREDIBILITY GAP

P. L. PUNT

Much has been written, recently, about what should be taking place in the classrooms of our schools.

'Good' schools should be:

Training pupils in independent study skills;

Shifting a great deal of responsibility for his own learning to the learner;

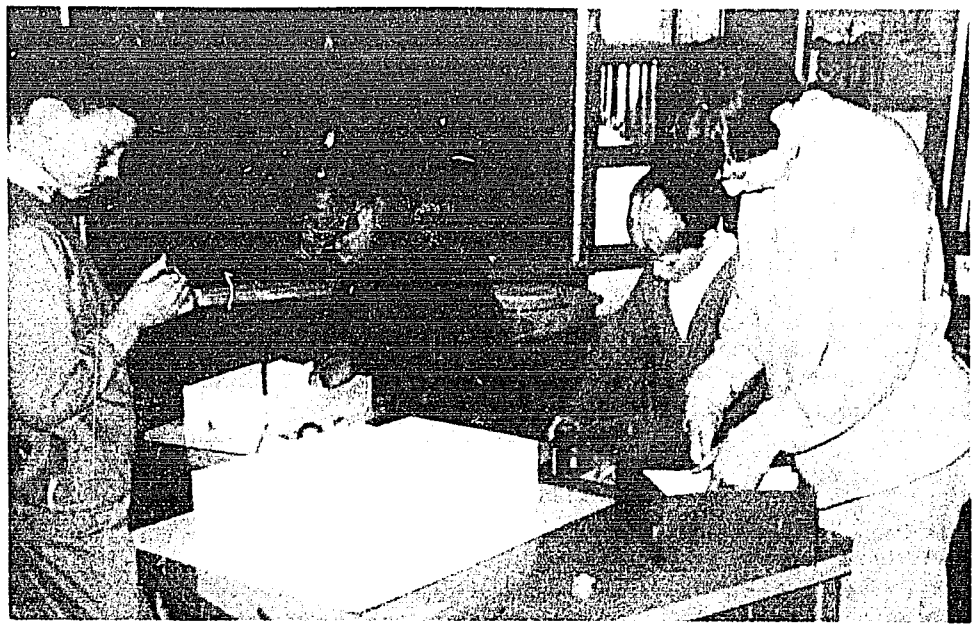
Carefully organizing the learning environment to stimulate and direct the pupils' learning along productive lines;

Developing self-instructional materials and learning packages around each educational objective and content concept or skill;

Informing pupils in advance of the objective of a learning activity and of the behavior they will be expected to demonstrate as a result of what they have learned;

Permitting learners greater access to *all* the learning resources of the school, not just those that may be contained within a single classroom; and

Recognizing that a child's rate of growth is variable, but continuous, and that learning should, therefore, be related to the maturity and growth of the child.



Above: These pupils are involved in carrying out group work in the school's project room.

Left: The young scientist is very much involved in a science experiment she has undertaken.

In the Gold River Elementary School we are practising, not just preaching, this educational philosophy. We have, to a large extent, closed the credibility gap between recent research on child development and the unique learning patterns of children and the traditional educational practices currently being followed in many of B.C.'s elementary schools.

Our pupils may progress continuously with their learning experiences from the time they enter kindergarten until they leave to enroll in a secondary school. Such obstacles to learning as grading, passing and failing, and time barriers have been removed. Success, therefore, is emphasized as the motivational key to learning progress.

Initially, a levels system was developed as an administrative bridge in the process of developing complete individualization. Emphasis on levels is gradually being phased out as instruction becomes more individualized. A hierarchy of skills, concepts, understandings and attitudes has been identified and arranged on a continuum for the elementary school years. The degree of sophistication to which skills and concepts are learned depends, of course, on the maturity and capability of the pupil.

The success of our individualized program hinges, basically, on three factors: teacher inclination toward change, physical facilities, and a generous supply of up-to-date equipment and instructional materials. The staff has been responsible for adapting curricula, for accepting and assisting with the development of modern reporting practices and for bringing about changes in the whole area of evaluation of pupil learning.

Because learning is an on-going, continuous process, evaluation must be done, also, on a continuous basis. Check lists of activities for each child are kept to ensure continuous progress. Pupils are not evaluated merely to determine a letter grade. They are evaluated to determine the extent of their mastery of material and to diagnose their weaknesses so that corrective measures may be prescribed.

The enthusiastic involvement of our teachers in the individualizing of pupil learning in the language arts, arithmetic and science programs has led to other innovations, including an individualized i.t.a. program for first year pupils (believed to be the first of its kind in B.C.), co-operative teaching programs in two areas of the school, language experience programs and a conversational French program. We have found that co-operative teaching lends itself well to the individualization of instruction as it permits greater flexibility of grouping.

Teachers have been successful in getting pupils involved and responsible for much of their own learning. In fact, pupil involvement is the most important aspect of our individualized program. Pupils can be seen operating audio-visual equipment, writing and taping their own plays in language arts, constructing models in

---

The author is principal of Gold River Elementary School.

mathematics, manipulating their own laboratory equipment in science or going to the library to research a topic.

Pupils have access to the library-resources center at all times. Such audio-visual equipment and materials as slides, filmstrips, film loops, sound tapes, visual projectuals, viewmaster slides, record-filmstrip sets, pictures, maps and other materials are available for pupil use. The library is used almost as much as the classrooms—it is the focal point of the school. The school, then, has been organized for pupil as well as teacher use; equipment and materials are near at hand for the use of both. Teachers realize that it is pupil learning that is most important and not course content. In other words, stress is on learning, not on teaching.

Our method of reporting to parents is compatible with our goal of individualized instruction and the sustaining of an eagerness to learn for the sake of learning. Conferences with parents are scheduled twice a year and anecdotal reports are sent home twice a year. The instrument used, however, is not as important as the information conveyed: Is the child eager and interested? Is he learning? Letter grades are not used because they denote comparison of an unfair nature. They are an arbitrary rating, at best, and merely a convenient way of 'packaging' or classifying children.

Schools, such as ours, that are making efforts to remove practices based only on tradition and administrative expediency and that are making efforts toward complete individualization will reduce and eventually close the credibility gap that exists in education today. §

Involvement for What?

Continued from page 157

As Hook sees it, many of our universities are in the process of shutting up educational shop because of activist pressures to apply this concept of across-the-board democracy to the university process. Frankly, I hope the schools are not going to follow suit, for if they do, the destruction of our society will inevitably follow.

By all means let us have consultation, dialog, or what have you in our school system if it will make everyone feel better, but let us never forget that standards must be established and maintained, by those who have the experience, by those who have the training.

It has been the great faith of our school system that every child is capable of being illuminated. It is the sad knowledge of every teacher of any experience that it is the few rather than the many who can be so gifted.

Despite the constant demand of our egalitarian society that the schools and their teachers light lamps in which there is no oil, and despite the constant attempts of our educational politicians to devise so-called democratic systems which will disguise for as long as possible the inequalities that providence thrusts upon each generation of mankind, the truth of nature has eventually to be faced, that no two children are equal (or for that matter no two teachers), and that while excellence and even originality is possible for the few, for the many the best that can be achieved is a training in good habits, and in responsibility, in what is meant by citizenship.

Insofar as the BCTF report persuades our society to embark on new programs to give opportunities to learn to our children, I think it is a very good thing. Insofar, however, as it continues the tradition of persuading the public that the extraordinary can be achieved with the ordinary, it continues the educational confidence game. And insofar as it contributes to increase the guilt feelings of teachers, especially of younger teachers, when they do not have the success with all students that they are led to expect they can have if they will only find the right method, or the right gadget, I think its effects can be positively evil. Idealism betrayed can lead to deadly cynicism.

Some people like smorgasbord, and the report is as good a smorgasbord as one can find in the educational field at the moment. I suspect those consuming it are going to treat it exactly as a smorgasbord is usually treated. They will take from the copious table exactly what they want and ignore all the rest.

For teachers to give over lofty aims and objectives, just because there is dispute about them . . . will be disastrous for the teaching profession and for our society.

Yet, looked at critically, would it be untrue to say that our educational cooks have in their enthusiasm for certain dishes given them a disproportionate share at the table to the neglect of less flashy, less fashionable articles of diet that are nevertheless essential if the social relevance of the educational process is to be stressed?

In their concern for the development of the individual child and in their concern to sustain the professionalism of teachers, the commissioners have forgotten to stress sufficiently the relation of that development and of that professionalism to the needs of our society. We forget that relationship at our peril. What is our freedom for? It can be for self-development. It can be anarchistic. It can be socially constructive. What is our freedom for?

The pendulum of change in our North American society has swung radically away from discipline to permissiveness in the last 50 years. During that time we have indulged in many experiments in permissiveness; now the commissioners propose more at every level in the educational process. Our society is going to be very interested in the possible consequences of these.

The danger always is that, if new experiments are based on faulty premises and result in harmful consequences, the whole process of experiment, of change and growth and, in this instance, the whole prestige of the teaching profession, will be set back in the subsequent reaction. No matter how you twist or turn in the agony of answering, the great question our society will ask is how this new program in permissiveness will equip its children to compete and survive in the world of the future.

I know 'compete' and 'survive' are dirty words for many modern educators. You must pardon me, however, for I live upon the shore, and every day as I look out to sea I am reminded through the activities of crows, gulls and eagles of the predatory nature of the world. And when I consider the history of the settlement of this country, I am reminded of the predatory nature of our ancestors. We have this great land today because they were efficient enough to take, industrious enough to develop what they took, and warlike enough to keep it when developed.

What Are Our Aims Today?

What are the aims of our education today? To tell our students that human nature is other than it is, to blink the facts of life, to ignore nature until, as Huxley says, she gives us 'a blow under the ear'? Last year, when I was on sabbatical, I took occasion to investigate the school systems of many countries. I was not surprised to find that three of the countries we in North America fear as most competitive and productive —Japan, Germany and Russia—had non-permissive educational systems, and that each system is addressed to training every youth, in the full measure of his ability, to be an obedient, industrious, enthusiastic and highly competent servant of his country.

But I was astonished as I wan-

dered through Northern Europe and talked to people from Holland, Denmark, Norway and Sweden to find that they also had highly competitive and relentlessly disciplined educational systems. When I asked why, I was invariably told: 'We are small countries. We must be competitive to survive.'

Today we seem to shrink from terms like obedience, duty, industry and discipline. We don't like to think that everyone isn't capable of setting his own goals, of being creative, of 'doing his own thing.' We like to think of every classroom as a functioning example of participatory democracy. And we like to believe that a society will emerge from this experience in which all men will voluntarily co-operate for the greatest good of the greatest number.

It's a fine dream, but how true is it? Will all the fine phrases in the world change the nature of man, or make the immature mature? How much permissiveness can our society stand? Haven't the developments of the past few years indicated that permissiveness has gone about as far as it can go? Aren't our teachers being asked to dance on a fine line between involvement and anarchy? And aren't our students being asked to carry burdens of decision which most of them are ill-equipped to carry? To make the whole question a personal one: how many teachers in this province are capable of 'doing their own thing' without any external assistance, without—I hesitate to use the term —some social coercion?

In putting forward their proposals for increasing stress on individual self-development, their proposals for undermining authority and tradition in our school system, and in failing to define precisely the objectives of social use which they expect to obtain, the commissioners are asking all of us—citizens, teachers and parents alike—to become passengers on a mystery cruise.

Reading the report in these skeptical terms, I see a vision of a new luxury liner equipped with all the latest in electronic equipment and manned by a crew of increasing capability, but I see it as a ship without an objective, a ship without a captain, a ship without a rudder.

Am I supposed to have faith that this rudderless vessel, this superb enunciation of the doctrine of *laissez-faire* in education, will carry us all to some enchanted paradise of unbounded social good? Well, I do not have that faith. With all our joy-riding on the magic carpet of modern technology, we need to remember that the magic formula has not yet been found to change the nature of man, that the world is still a predatory and competitive place, and that, high as the tide of our present prosperity may be, there are still rocks under the smooth waters.

If we neglect our job of training children in the realities of man's estate, sooner or later they and our society will pay the penalty. It is the diligent, the efficient, the excellent who survive. How diligent, how efficient, how realistic, how rational will the Commission's proposals make the next generation of our citizens? §

I'm an Insubstantial Substitute

Continued from page 143

devilishly subtle one, I'm afraid. I'm not devious by nature; I'd much rather just slug you over your collective heads with the truth. But for a wraith, that's next to impossible.

Not that I'm all that familiar with the habits of wraiths. I've been in contact with only one as far as I'm aware.

His name was Jimmy, the imaginary boy who struck up a summertime friendship with my four-year-old nephew, Peter. All summer long Jimmy kept me on my toes. Absentmindedly I'd sit in his chair, close the door before he'd slipped through, neglect to set a place at the table for him. I didn't really understand the child, I guess. At least, I seldom had a ready answer for Peter's reproachful, 'How do you think Jimmy feels?'

Today, 15 years and six substitute weeks later, I know all too well how Jimmy felt. It's just possible that, armed with that insight, I may have the ingenuity to work out a scheme to breach the staffroom barrier.

I've had to abandon down-to-earth plans. It was natural at first to look to seasoned fellow substitutes for inspiration. But, alas, they're also beyond the pale, floating along the same ephemeral road.

There was one substitute who did show considerable promise. Lindy was young and eager. Early one morning she stirred my hopes by her explanation of what she had in mind for her physical education class. She was about to launch a 'sensitivity' program.

'Teenagers are uptight,' Lindy confided to me. 'They don't relate well with their peers. I'm going to show them how to reach each other.'

I was vague about how the breakthrough was to be effected, but I understood enough. Obviously Lindy possessed the modern psychological know-how to solve my substitute hang-up. Her technique would bear watching in the middle of the day.

As fate would have it, neither of us made it to your staffroom that lunch hour. Instead we paced the muddy banks of a small stream nearby.

Lindy's 'sensitivity' hour had gone as planned. The repressions of one 16-year-old had been released forever in a flood of hysteria. Lindy was pleased about that. But her success catapulted her into the confines of the square world. Neither the principal nor the school nurse nor the girls' counsellor could be persuaded that the girl's hysteria represented a major breakthrough.

I don't see how I could have been much help as a confidante. Actually she terrified me with her claims for the therapeutic value of a catatonic state.

But I'm glad we missed lunch. Good heavens, I'm not one to stomach a mass Teacher Love-in. I don't really want to know who's a Rachel, Rachel or who's enjoying The Prime of Miss Jean Brodie. I want to reach you, sure, but it's never been my hope that we should all sob together.

I'd settle for a much quieter recognition, the kind I usually get when I climb onto a coffee-shop stool or take a seat on a bus. Charisma I don't possess, but I do have the kind of profile people talk to. I didn't realize how much I've relied on that quirk profile—until you disembodied me.

Ah well, it may not be so bad in the spirit world. Since I'm already half-way there, I may as well go all the way. It's not that I'm resigned to my fate. I'm counting on the art of the occult to provide me with a staffroom presence of sorts.

Reputable mystics claim that, through contact with souls long gone, they can control the thoughts and direct the actions of earthly inhabitants. As I understand it, the important thing is to conjure up the right medium.

I'm trying to tune in on an ancestor of mine. Apparently he made quite a thing out of studying the bumps on people's heads. Once I figure out how to raise him, my great - great - great - grand uncle should come through with some practical unworldly schemes.

It's a chancy business, this tampering with psychic phenomena. I run the risk of intensifying the schizophrenic symptoms I'm now developing.

There's something deadly real about five-sixths of a substitute's day. Most of us make an honest-to-goodness, down-to-earth run at meeting the peculiar exigencies of your classroom. A fey approach to bewildering lesson plans and higgledy-piggledy seating arrangements could court disaster. In fact, my best pragmatic approach often brings the same results.

My biggest trick to date has been to adjust from the stark realism of the morning hours to the airy nothingness of the staffroom noon. But I'm game to go one better.

I'm about to recruit my fellow substitutes. It may take us some time to get the hang of our scheme, but you musn't fear that our demands on your attentions will become outrageous. At least I hope not. Speaking for myself, a sporting chance at the salt shaker will be enough to bring me down-to-earth. §

How Well Do We Teach . . .

Continued from page 153

that of the late 20th century.

The Center provides recreational activities, such as billiards and television, as well as counselling. Director-Counsellor Harry Lavallee and Girls' Counsellor Mrs. Marge Cantryn hope that eventually the present heavy counselling function of the Center will diminish, as more and more young Indians are proving that they are capable of being active, worth - while, producing Canadians.

The counsellors of the Center will gradually shift the emphasis from the counselling and rehabilitation work to that of preserving Indian art and culture.

Canadian culture is rich as a result of the cultural contributions of all ethnic groups. Indian youth should be proud of their people's contribution to Canadian culture. At present, many are interested in learning as much as possible about their Indian traditions and heritage before the older tribe members are gone.

Mr. Lavallee believes that the schools could provide a place for students to work on such projects. Exploration in these areas would be meaningful and interesting, particularly in the social studies and English curricula.

In the near future the Indian Center will move to a new, larger building capable of accommodating expanding programs in Indian art, dancing, cultural studies, carving and sports. The Vancouver Indian Center is a project of which all Canadians, particularly Indians, should be proud.

Strangers to the Vancouver area may go to the Center to meet other Indian people. Besides being a recreational and counselling area, the Center is a place where common problems can be discussed, whether they deal with culture, education, city life or just where not to buy a car.

Small groups of Indian students could, possibly, visit the Center as the basis of a social studies, English or guidance assignment. Appointments should be made in advance by telephone or letter.

Teachers in the area could profit from a visit to the Center to learn more about Indian people and how to tackle specific problems they might have at their schools.

If counsellors in the Vancouver area have difficulty in getting Indian students to stay in school or have other problems, they might find it helpful to contact a counsellor at the Center. An appointment can be arranged, even during school hours, for a student to talk to the Center's counsellors. The student may be more responsive to their suggestions.

The current feelings and desires of Indians, teachers and many others are reflected in this article. There is particular agreement that all people must be more sensitive to and more interested in each others' needs.

Ways of developing better understanding must be found in order that people will take up their roles in the decision-making which affects their own lives. §

A MATTER OF OPINION

CAN STUDENT PAPERS HANDLE CONTROVERSY MATURELY?

MARY BENEDICT

¶A sophomore was arrested for pushing drugs in school.

Five senior girls have dropped out of school because of pregnancies.

Seven boys were suspended for coming to class intoxicated.

This list is typical; the real one much longer, and such news has a way of making the rounds. Most newspaper staff members clamor to make their papers 'relevant' by giving space to such topics.

The adviser often shakes his head with good reason. The high school editor sighs a lot and goes ahead feeding his readers bland accounts of Spanish Club Pinata parties, Chess Club challenges, and Student Council dances.

Occasicnally, there's the personality sketch of a girl whose judo talents are such that she can toss a 300 pound opponent over her left shoulder or the feature about boys who own their cars and now must keep working to pay for them.

No one is disputing the need for such stories if a school paper is to link information with reader. Club activities, curricular and extracurricular news, and interesting features are all part of a well balanced publication.

But what of those other topics—the subjects we've come to call controversial? Surely they cannot be ignored if that same paper meets its journalistic responsibility, even at the high school level.

The adviser had every reason to shake his head regarding the story about the sophomore drug salesman. Chances are that the metropolitan dailies and the local radio and television stations protected the boy's identity.

That story about five pregnant senior girls would very likely result in a libel suit if just one of those girls 'fails to deliver' (pun intended). Where are the reliable sources for the information? Doctors are like daisies when it comes to that kind of information. The dean of girls and the school nurse are not going to be unprofessional. There goes that story.

By the time the newspaper comes out, even if it's a weekly, those seven senior guzzlers are back in class, having served their sentences. The rumor factory has turned out other juicy items. Those boys and their breakfast escapade have been forgotten. Just how relevant is stale student 'crime' news?

The point is that most of these occurrences which students are discussing and about which they are genuinely concerned cannot be reported in a straight news manner and for very sound reasons. Should they then be ignored? Not if a staff wants to have a significant voice in communicating issues to classmates, not if they want to come to grips with the major problems of their world, certainly not if they want to train for the profession of journalism.

The subject matter is there with built-in reader interest. The need for intelligent coverage is obvious. Finding the right approach or springboard into the story becomes the challenge.

Let's take that three-lettered word SEX that used to attract so much attention before four-lettered words became popular. The list of stories or possible approaches is endless.

The weakest staff member will probably write a personal essay and call it an editorial. Result: top of the head opinion, no basis in fact, no valid support for conclusions.

Another reporter may gather a random sampling of student opinion. The probable question—what do you think of sex education? Result: a garbage can story collecting ignorances, going nowhere.

The serious reporter will search for an angle or direction that will give his story meaning and, yes, relevancy. He may do a 'follow up' on students who did marry early, some who had to quit school in order to marry. He will protect their identities and at the same time give the reader an honest picture of their reasons, their problems, major obstacles, and the probabilities for successful marriages.

There are psychologists and social workers available for interviews on the subject of 'the pill' and teen morality. That particular story will now relate the problem to the adult

---

The author teaches journalism at Arlington High School, Indianapolis. The article is reprinted with permission from Communication: Journalism Education Today.

community, widening in interest and in appeal.

Legislatures often consider and sometimes pass bills which regulate sex education in the public schools. The searching reporter will seek out the sponsors, research his story, and project it to his readers.

A review of the sex education program in the school with an appraisal of its effectiveness by reliable sources, including students, and with an evaluation of trends by others who have studied the problem has natural appeal. In fact, sex instruction in the school is good for several different stories, among them curricular news coverage.

Imaginative reporters could add to this list. Imaginative and mature staffs are providing their readers with stories on the subject of sex.

The point is that the word controversy disappears with the mature approach to coverage. Whether the subject is drug abuse, teen drinking, or racial discord, no story is too controversial for today's high school press if the approach has been journalistic.

A high school paper should be just that—a newspaper. . .Not a bulletin board for stale items. . .Not the VIEWpaper of the underground press.

The underground press has taught us to be pertinent, to be concerned, to be relevant. In many cases, it has jarred us into an awareness of our responsibilities.

High school papers which have imitated their underground competitors, however, have fallen into the trap of collecting personal essays from students who disagree and presenting these extreme views to readers as 'the real story.' Confused readers will react, but they won't be able to react to reliable information.

The responsible high school journalists are pursuing their stories as though they were working jigsaw puzzles. They search out the relevant factors and fit the pieces together to form coherent pictures for their readers.

What's all this fuss about controversy? Let's go after those important stories. Get the picture! §

C. D. NELSON
Book Review Editor

HELLO, 1970 . . .

Gad! another decade is at hand. I hope our readers were not too badly bruised by the last one. You will have to bear with us, at any rate, in the matter of books. For a while all the titles reviewed here will bear 1969 or earlier dates.

BY NOW EVERYONE . . .

should be well acquainted with the paperback book. We have watched its evolution from the 'penny dreadful' and the popular fiction piece to its present status as an indispensable part of the educational and library scene. No student, secondary school or university, can do without the ubiquitous paperback nowadays, despite the relentless rise in the prices we have to pay. I mention this to remind people that there are many tremendous bargains to be had in this relatively cheap form. Several of this month's reviews illustrate this fact.

CHEERS FOR ONE . . .

of our reviewers, Mrs. Jan Harris, for her lament on the decline of the art (skill?) of being able to quote from works of literature, chiefly poetry. I can remember when it was mandatory for students to commit to memory certain immortal lines. I never regretted this requirement. I'm glad Jan hasn't forgotten either.

—C. D. Nelson

DRAMA

Reading and Staging the Play, an Anthology of One-act Plays, by John Gassner and Frederick H. Little. Holt, Rinehart and Winston, Toronto, 1969. $3.25 paperbound

This is an excellent collection of one-act plays, each of which is accompanied by useful production notes on characterization and style, tempo and timing, costumes, properties, and miscellaneous other notes. There is also an introduction to the one-act play as a theater form, an essential glossary of theatrical terms and a useful guide to the ins and outs of royalties and copyrights. The book is well bound and has a good quality paper cover.

A person reading this book for the first time, whether he has been engaged in theater work or not, cannot fail to learn something from it. I recommend it highly for senior students who want to try their hand at direction; for the actor who wishes to find more in a play than the mere learning of words; and for all teachers of English and others who are, in any capacity, responsible for staging a play.

All the selections are worth while—some are masterpieces. Senior secondary and many junior secondary students will be able to profit from this book. It is not too 'far out' to suggest that any study of this anthology could help to eliminate some of the theatrical rubbish that so often finds its way into drama festivals. A good book of this kind is rare—don't miss it!—J. Getgood

ENGLISH

Voices of Literature: Sounds, Masks, Roles; Compiled with Notes and Commentary, by Marshall McLuhan and Richard J. Schoeck. Holt, Rinehart and Winston, Toronto, c1969. $3.45 paperbound

Can it be possible that the same Marshall McLuhan who stunned the world with his esoteric disclosures on everything from architectural trends to educational methods could have compiled the delightfully simple collection of favorite poems entitled *Voices of Literature*? Perhaps the most refreshing aspect of this book is that two university professors could collaborate on an anthology that includes selections that have been among the most widely quoted of every generation of the 20th century.

These range from such familiar ballads as 'Sir Patrick Spens' and 'Get up and bar the door' through Shakespeare's lovely lyrics and sonnets, not ignoring the ever-popular works of Burns, Wordsworth, Byron and Tennyson, and rounding off with the most musical and striking examples of modern Canadian and American poetry.

The book is divided into four parts, the poems being categorized as Ballads and Narrative Poems, Poems of Characterization, Poems of Comment and Criticism, and Lyric Poems. The strong paper cover bears an exciting psychedelic design, and the book contains full indexes of titles and authors as well as a glossary of terms related to the commentaries and notes on each poem.

Here is an anthology designed to meet the needs of any English teacher who seeks to enrich and build for his students a background of poetry that is so sadly missing from the class texts we have in B.C. schools today. And whatever happened to the warming experience of being able to quote colorful passages from memory? Did you every try to memorize some of the 'modern' poetry with which we are inundated these days in the English courses? Apparently there is still a place for 'Horatius' and 'Lochinvar'; for 'Gunga Din' and 'The Village Blacksmith'; for the 'Seven Ages of Man' and the 'Rubaiyat' of Omar Khayyam. At least two university professors think so and have taken the trouble to show us the way back to poetry we can appreciate and love at any age with any degree of intellectual sophistication.

Add to these ingredients notes on background, vocabulary, settings, explanations of passages, and a set of well chosen questions which precedes each selection, and you have a treasury of poetry that becomes a valuable possession of every teacher.—Jan Harris

FRENCH

A Handbook of French Irregular and Defective Verbs, by Alexander H. Nicota. Oxford University Press, c1969. $1.95 paperbound

A new edition of a book previously entitled *A Dictionary of French Irregular and Defective Verbs.* To quote from the preface by Maurice Grevisse, 'Rien n'a été oublié.'

The book begins with complete paradigms of samples of the three classes of regular verbs. Next comes a synoptic table of regular verbs in *-er* having orthographic peculiarities in conjugation. Twelve types of verbs are included in this table, and reasons are given for the orthographic irregularities, which should help the student to remember them easily. A list of abbreviations used in the text follows.

In the main section of the book the verbs are arranged alphabetically, and each is given what seems to be a complete list of possible English translations and equivalents. The derivation of the word shows whether it is from Classical Latin, Latin, Low Latin, Old French, German or Old High German.

The auxiliary is indicated for each verb, and there is also an indication of those verbs which take the auxiliary *avoir* for the transitive form and *etre* for the intransitive or pronominal form. In those cases where the auxiliary changes to indicate the action as opposed to the result of the action, this also is shown.

There is an indication of the preposition to be used before a complement or a following infinitive. The classification is shown for each verb (whether transitive, intransitive or pronominal), and the conjugation is indicated. For each verb there are sample sentences in French showing its actual use. There are explanations of any irregularities or peculiarities in usage, spelling or pronunciation, and reasons for these idiosyncrasies.

There is also a lucid explanation of the use or frequency of use in modern French; where a verb is outmoded or outdated, this is indicated, and an explanation given of what verbs are replacing it in current usage. Where the use of the verb is limited to certain tenses, persons or forms, this is

explained clearly. There is a list of synonyms for each verb, and for many a list of antonyms as well. Where adjectives have been derived from verbs, these are given, and frequently synonyms and antonyms for the adjective, with examples of use in sentences. Each entry is concise, clear, reliable and methodical.

There are two appendices dealing with the use of pronominal verbs, and the agreement of the past participal, respectively. All this in 128 sturdy pages, paperbound, and of a convenient size to fit into a pocket. An absolute must for the library of every school where French is taught, and of use to all students, whether beginners or experts.—Faith E. Lort
(Ed. note: Whew!)

SOCIOLOGY

What's It All About, Charlie Brown; Peanuts Kids Look at America Today, by H. Jeffrey. Holt, Rinehart and Winston, 1968. Profusely illustrated with Peanuts cartoons by Charles Schulz. No price given

This is a clever running commentary on the 'Peanuts' comic strip, with selections from the cartoons to supplement the text. The text is an interpretation of the characters and their actions, and deals with Lucy on psychiatry, Snoopy on leisure time, as well as politics, religion, school, parenthood, sports, business, etc.

Recommended for 'Peanuts' fans of junior secondary level and up; perhaps too sophisticated for most elementary grade pupils.—Pamela C. Harder

PREDICTING MEDIA TRENDS

¶They had a funeral in our school the other day. They buried the literary magazine. The school's weekly radio show has gone the way of *Our Miss Brooks*. The school paper hasn't been seen this year because of many problems. Prominent among them is lack of interest.

Four jazzy-looking TV sets acquired with money earned through students' efforts are used, on the average, less than an hour a week. There is little interest in looking at *Peyton Place* reruns and, so far as we know, the subject of the use of cablevision (which would enable us to capitalize on educational television programs) has not been broached by anybody within the district.

On the other hand, there are three films either being shot or at least in preparation in the school. The band is sure a going concern, and morning, noon and night we are being blasted by electric guitars over the public address system.

There is something being said here, one would suspect, about communication. Something about communication in the late 60s and early 70s.

In the 50s, when some of us were kids and TV started to pinch the film industry, the PR people thought up an incantation which would ward off evil networks.

'Movies Are Better Than Ever!,' they shouted from every street corner. But nothing—magic or otherwise—could alleviate the misery of the moviegoer, caused by the bombs which rolled out of Hollywood. Certainly the state-subsidized, badly-exposed atrocities that called themselves European art pictures could not even hope to do the trick.

No self-respecting teenager of that era would dare to miss Uncle Miltie on Tuesday or *Show of Shows* on Saturday night. And each gag on the Martin and Lewis Special was replayed ad infiritum by the class comedian the following morning.

One wintry afternoon Dave Garroway set up a television receiver in Newfoundland and for 90 minutes we sat glued to our chairs, awaiting *Wide Wide World's* first transatlantic transmission from England. (That it never came is beside the point.)

Oh to have been alive before TV got fat and ugly! Even deeply wrinkled Roscoe Carns seemed young and fallible on his private eye show, as he ad-libbed his way through forgotter. lines. His spon-

taneity at times had nothing to do with the plot, but it had a lot to do with being human.

Meanwhile, back in Hollywood, monster children were being born. Some lived and with massive injections of imagination they became almost normal. Others, like 3D, died and were buried along with thousands of pairs of cardboard glasses.

Nobody took movies seriously then. You went, ducked a spear thrown at you in *Bwana Devil*, and you swore you would not let them trick you out of your money next time. You yawned through second-rate orchestras playing light opera favorites, shown before Cinemascope pictures in stereophonic sound. For real music you would turn on the radio.

Each year thousands of movie theaters closed in North America. Nobody cried. Just as nobody cried when dinosaurs became few and far between.

Then, about the mid-60s, something happened. Maybe it had something to do with all that talk about how many of us were under 25, and a lot of people getting tired of twenty-million dollar *Cleopatras*. There was, of course, the relevancy of Vietnam and India and Watts. There was also the Johnson's Wax picture, *To Be Alive*, from the New York's World Fair, and the proliferation of new visual art forms at Expo in Montreal.

The Beatles appeared in a superb flick called *Hard Day's Night*, which was symbolic in that it brought kids back to the movie houses. And before you knew it the young ones were not only watching, but also making pictures—both in school and commercially.

At least seven new movie houses have opened in the Vancouver area within the past three years. Recently three theaters on the west side of Granville Street featured *Midnight Cowboy*, *Easy Rider* and *Last Summer*. Nothing middle-aged about any of them.

What is middle-aged and what is coming to an end, according to a recent article in the *New York Times*, is the era of the big studios.

John Voigt and Dustin Hoffman in Midnight Cowboy—*nothing middle-aged about it.*

Citing as examples 20th Century Fox's $6 million loss on *Dr. Doolittle* and $12 million loss on *Star!* the author, V. Canby, says that this crisis has many reasons.

Then he adds, ' . . . but none so obvious as the public's magnificent apathy in the face of some hugely expensive, apathetic films.'

The absence of the cigar-chomping mogul, however, does not automatically indicate quality. A badly conceived, edited, acted and scored nudnik called *Explosion* opened in B.C. last month. It deals obliquely with draft dodgers, paranoia and North Vancouver. An independent production, it has been subsidized by Canadian taxpayers. One wishes Mr. Benson's white paper had something to say about that.

Still, the idea of a group of people getting together to make a picture rather than having been called together by a cigar-chomping mogul seems like a better bet so far as quality and imagination are concerned.

Now, getting back to the first part of our story, if you view the school as a sort of a mini-society, and if you read the signs properly, you can at least attempt to predict what the attitudes will be in 10 years, when the present crop of kids is firmly established.

Obviously, the rise of the non-fiction novel and socially conscious cinema is one trend. *In Cold Blood* is as far removed from *Pride and Prejudice* as *Easy Rider* is from *Cleopatra*.

But there is also an iconoclastic strand in the whole thing. The media have to show change and flexibility. Just because they have been doing it one way for years is no longer enough. They must remain in step with society. Since our society is a rather fast-paced one, it will require media that keep experimenting and moving, are exciting and, in form and content, easily and quickly accessible.

If kids don't talk much about gags on TV, it's probably because the gags, like the comedians, like the writers, like the programs, like the networks, are tired. Sure, there are exceptions, but we're talking about trends. And a lot of people think that even *Laugh-In* shows signs of fatigue.

While TV by its very nature fits at least the second stipulation, newspapers really don't fit either. What's worse, among the larger B.C. dailies there is little evidence of any understanding of what is happening. There is still their virtual monopoly to fall back on, even though the proliferation of weeklies makes this a less dependable method of defence.

. . . But let's talk about that next time. §

TEACHERS, CUT YOUR CAR INSURANCE COSTS WITH ONE PHONE CALL.

DEAL DIRECTLY WITH WESTCO AND SAVE $20, $30, $40, $50 OR MORE THIS YEAR.

One phone call to WESTCO can save you hundreds of dollars on car insurance over the years. You can save $20, $30, $40, $50 and, in some cases, more per year — **for the same insurance coverage you have now!** Many B.C. drivers are enjoying these low rates. So can you!

You deal directly with WESTCO, a new auto insurance company with its head office in B.C. The company was established to carry out the recommendations of the Royal Commission on Auto Insurance and to comply with the new legislation on car insurance to be introduced by the B.C. government on January 1, 1970.

The most dramatic feature is that car insurance will be compulsory. Drivers without coverage will face fines of $250, three months imprisonment or both. You will have to buy car insurance . . . it no longer needs to be "sold". So, WESTCO has no salesmen. The sales commissions — one of the most expensive costs of typical insurance companies — are returned to you in the form of much lower rates.

DIRECT CLAIMS SERVICE

If involved in an accident, you speak directly to a specially trained WESTCO Claims Adjuster in Westco's head office — without going through a salesman, agent or any other "middle man". You get immediate attention from WESTCO's streamlined claim service system — as well as fewer delays and a lot less paperwork (which are other factors that raise insurance rates).

WESTCO provides quick, fair claims settlements handled without red tape. You'll appreciate the service as well as the savings.

ONE PHONE CALL MAY SAVE YOU HUNDREDS OF DOLLARS OVER THE YEARS.

If you need additional insurance to meet the new government requirements of $50,000 minimum coverage (P.L. and P.D.) — or if you are planning to change or renew your present coverage — call WESTCO first and learn how much you can save.

PHONE NOW! OR MAIL THIS COUPON TODAY. NO OBLIGATION — AND NO SALESMAN WILL CALL!

BCLC No. 2 T2

MAIL THIS COUPON FOR OUR LOW RATES ON YOUR AUTOMOBILE

COMPLETE AND RETURN TODAY FOR WESTCO RATES.
No obligation—No salesman will call.

Name _____
Residence (Please Print)
Address _____

City _____ Prov. _____

Occupations _____

Phone: Home _____ Office _____

Age ____ Married ☐ Single ☐
Male ☐ Female ☐

Number of years licensed to drive ____

Give number and dates of accidents in last 5 years,
(circle dates of those accidents which were not your fault).

In the last five years
Has your license been suspended? _____

Are you now insured? _____ Date it expires _____

This coupon is designed solely to enable non-policy-holders to obtain an application and rates for their cars.

	Car No 1	Car No 2
Year of automobile		
Make of automobile		
No. of cylinders		
Model (Impala, Dart, etc.)		
2/4 dr-Sdn. s/w, h/t, conv.		
Days per week driven to work, train or bus depot, or fringe parking area		
One way driving distance		
Is car used in business (except to and from work)?	Yes ☐ No ☐	Yes ☐ No ☐

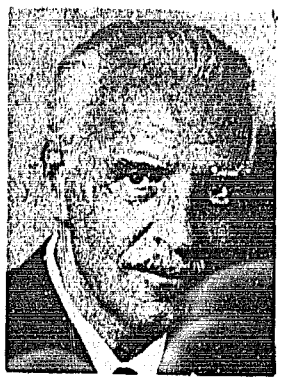
Give number and dates of traffic convictions in last 5 years.

LIST ALL ADDITIONAL DRIVERS

Age	Male or Female	Relation	Years Licensed	Married or Single	% of Use #1	% of Use #2
					%	%
					%	%
					%	%

WESTCO INSURANCE COMPANY 731-1111

HEAD OFFICE: 1927 WEST BROADWAY, VANCOUVER, BRITISH COLUMBIA



LET'S DISCUSS IT

¶Early in October some vocal members of one class I have in En 12 suggested a change in the routine we have been following. Their suggestion followed a period of talk triggered by a remark one student made regarding the value, significance, interest or relevance of the material in the text *Poetry of Our Time*.

Said he, 'Why should we bother to read the ideas of the writers of the past?' or words to that effect. Not exactly an original remark, as any teacher of English knows. Anyway, the class picked it up and the fun began. When the fuss died down a bit, what emerged was a request to try, for a time at least, the so-called discussion technique. They undertook to draw up a list of topics, connected, I hoped, with the 'examination of our language environment' we had been busy with, and then deal with them by free, open and undirected discussion.

Their major objective was to find out more about themselves and their fellows, with a nod toward their problems as expressed in contemporary literature.

Students are always in favor of discussing things. It's so much easier for them to simply talk off the tops of their heads than to undertake the tougher job of researching and organizing material into a coherent written essay. The fact that most of them haven't the background of experience and knowledge on which to base fruitful discussion doesn't bother them a bit.

Anyway, I went along with the idea, making a mental reservation that I'd call a halt when I had heard enough or became bored with the whole thing.

Two or three days ago we had a period of evaluation, and here is the gist of what I reported to the class, based on notes made throughout the talk-fest.

There is a fairly predictable pattern in all student discussions, and a common set of characteristics:

1. The talk is dominated by a voluble few, while the majority sit back and let them go to it.

2. Elements of arrogance, self-pity and the occasional tone of moral superiority are noted. Also some over-sized chips on the shoulder.

3. There is a total lack of historical perspective—a total ignoring of what man in the past has *thought* and *done*.

4. This is coupled with an irritating self-centeredness, where the only thing that counts is 'now' and 'me.' (I tried to point out that an individual wrapped up in himself makes a pretty small package, but no go.)

5. They object to using reference material, preferring to pull ideas out of their own scanty store. This sort of exchange is not very productive, and tends to fizzle out or get wildly side-tracked, away from the topic.

6. Topics chosen for discussion are apt to be woolly abstractions, rather far removed from problems and ideas which really concern them, as 'What is Death?' and 'Can our problems be solved?'

7. With few exceptions, the talks dissolved into formless and unproductive chatter. The need for some kind of direction and pattern doesn't seem to be apparent to them yet.

By this time any number of my readers must be wondering where I was all this time; why I wasn't supplying the direction they needed; why I didn't suppress the voluble and draw out the diffident, and so on.

By common consent, the class had decided to carry out the project entirely on their own. I was supposed to retire to the sidelines, to be on call for comment if and when asked. It didn't quite work out that way.

This particular enterprise is about finished, and will not be continued into the new term in its original format. The old authoritarian will resume his favorite position in charge of the group, so that at least one individual will know where we're going. §

THE LIGHTS ARE GOING OUT

The Learning Conditions Commission appointed to investigate the consequences of referenda defeats in Kitimat and Powell River last spring has confirmed that the quality of education in both districts has suffered this year.

The commission listed nine 'easily identifiable effects' of the referendum defeat in Kitimat, and 10 of the defeat in Powell River. It reported that it 'could find no evidence that any of the services restricted or removed as a result of budget-cutting represented "fat" components of the educational systems. Indeed, each of the restricted or removed services represented the loss of a positive element in the system. The budget-cutting did not eliminate unnecessary spending; it simply reduced the quality of the educational services offered.'

The importance of this finding cannot be over-emphasized. The money being spent by school boards in Powell River and Kitimat in past years was not being wasted; it was being spent to provide the youngsters of the two communities with high-quality education. Now, as a result of the provincial government's finance formula, the children of Kitimat and Powell River are receiving a lower standard of education.

The commissioners reported that many citizens of the two communities obviously had no conception last spring of the consequences of voting against the referenda, and were astonished when some aspects of the school system had to be curtailed or eliminated this fall as a result of the defeats. The people do not like what has now happened to education in the two communities, but the school boards, of course, had no option but to cut back.

A particularly tragic aspect of the situation in both communities is that the cutbacks necessitated by the loss of finances have, in effect, transferred some of the costs of education from all the taxpayers (the main one in each case is a large corporation) to the parents of the children attending school. Even more ironic is the fact that the transfer is a result of efforts by the provincial government to control the amount of money *it* has to put into education—yet neither Kitimat nor Powell River has been receiving any provincial money for operating expenses. Local taxpayers have been paying the entire cost of the two school systems.

Compounding the irony is the fact that the government's finance formula has as one of its purposes the equalization of educational opportunity. The result of the formula in Kitimat and Powell River, however, has been to *increase inequality* among youngsters in the two communities. Supplies that used to be provided by the school boards, for example, now have to be supplied by parents, putting the children of poorer families at a distinct disadvantage.

Another serious result of the referenda defeats has been the impact on the morale of teachers in the two districts. Uncertainty about the degree of public support for education and about the public's attitude toward teachers and schools has had a marked effect on the outlook of the teachers of the two districts. The districts will obviously lose some of their experienced teachers (indeed, several have already left), and will experience real difficulty in recruiting new staff. The result will be even further deterioration in the quality of education available to the children of those districts.

Perhaps the most dangerous aspect of the whole situation is that the deterioration in education is not obvious to the layman. The children still go to school, for example. The fact that they are being shortchanged when they get there is not obvious to many citizens of the communities. The danger is that the people of our province may be led into accepting quite casually severe declines in the quality of our school systems.

As the commissioners' report says, 'Improvements in educational systems come as the result of small steps, not giant leaps. The little lead enjoyed by such districts as Kitimat and Powell River should be treasured by all. Advances in education, as in other endeavors, are made on a broken, irregular front. The leaders in every field must be respected and maintained.'

The leaders are not being respected and maintained in British Columbia. In at least two of the 'lighthouse' school districts of our province the lights have gone out. Total darkness may be only a matter of time.—K. M. A.

A New Approach to the Study of Shakespeare!

FESTIVAL EDITIONS

(An All-Canadian Publication)

Directors of Shakespearean plays from Canada's famous Stratford Festival Theatre make Shakespeare come alive by presenting their notes and ideas as used in an actual stage production! Prepared under the general editorship of John Stevens, College of Education, University of Toronto.

DISTINCTIVE FEATURES

- Full dramatic text with notes as edited by leading Canadian English teachers.
- Director's notes on the play as a whole.
- Director's commentary on each scene.
- The story of the Stratford Festival Stage.
- Authentic illustrations of Stratford Festival costumes and stage settings.
- A study of the times, theatre and audience of Shakespeare.
- Thought-provoking suggestions for further study.
- Easy-to-read type.

Ready March 15th, 1970

The Merchant of Venice 75¢ (BASED ON THE 1970 STRATFORD FESTIVAL PRODUCTION)
Editor: John Stevens/Director's Notes: Jean Gascon/Theatrical Designs: Desmond Heeley

JULIUS CAESAR 75¢ (BASED ON THE 1965 STRATFORD FESTIVAL PRODUCTION)
Editor: John Saxton/Director's Notes: Douglas Campbell/Theatrical Designs: Leslie Hurry
(MORE EDITIONS TO FOLLOW)

For order information and our Festival Edition Preview Booklet, write:

SCHOOL BOOK FAIRS LIMITED

145 Front St. E., Toronto 2

National Distributors for: Festival Editions of Canada, Limited

POSTES CANADA POSTAGE
8c
2035 VANCOUVER

RETURN REQUESTED—THE B.C. TEACHER, 105 - 2235 BURRARD ST., VANCOUVER 180, B.C.

B.C.T.F. CO-OPERATIVE ASSOCIATION

SOME INTERESTING STATISTICS

1951 - INTEREST EARNED BY INVESTORS	**$ 29.66**
1969 - INTEREST EARNED BY INVESTORS	**$1,255,437.00**
TOTAL INTEREST EARNED BY INVESTORS 1951 - 1969	**$5,096,436.00**

NO TERM NECESSARY TO EARN

7½%

COMMENCING JANUARY 1, 1970

- "IMPORTANT"
- All Investments
- Received in Our
- Offices During the
- Month of January, 1970
- (Up To and Including
- January 31) Will Be
- Interest Bearing From
- January 1, 1970
- (The Minimum Interest
- bearing balance is $50.00)

EXCERPTS FROM FINANCIAL STATEMENTS AT OCTOBER 31, 1969

Gross Revenue From All Sources	$1,769,163
Less: Operating Costs and Income Taxes	392,806
Net Operating Income	1,376,357
Less: Interest Earned By Investors	1,255,437
Final Net Income, Retained For Re-investment	120,920

Total Assets October 31, 1969 **$23,212,000**

Join Now ($5.00 Fee)—Participate In The Earnings and Assets of

"THE TEACHERS' CO-OPERATIVE"

HEAD OFFICE
#206-2235 Burrard St., Vancouver 9, B.C.
Telephone 736-7741

BRANCH OFFICE
3491 Saanich Road, Victoria, B.C.
Telephone 385-3393