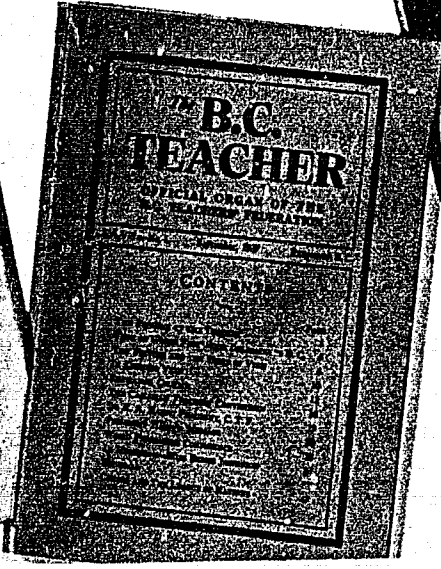


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50th ANNIVERSARY

VOLUME 50 NUMBER 1
Sept. - Oct. 1970



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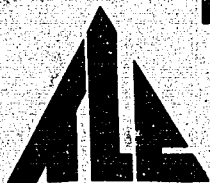
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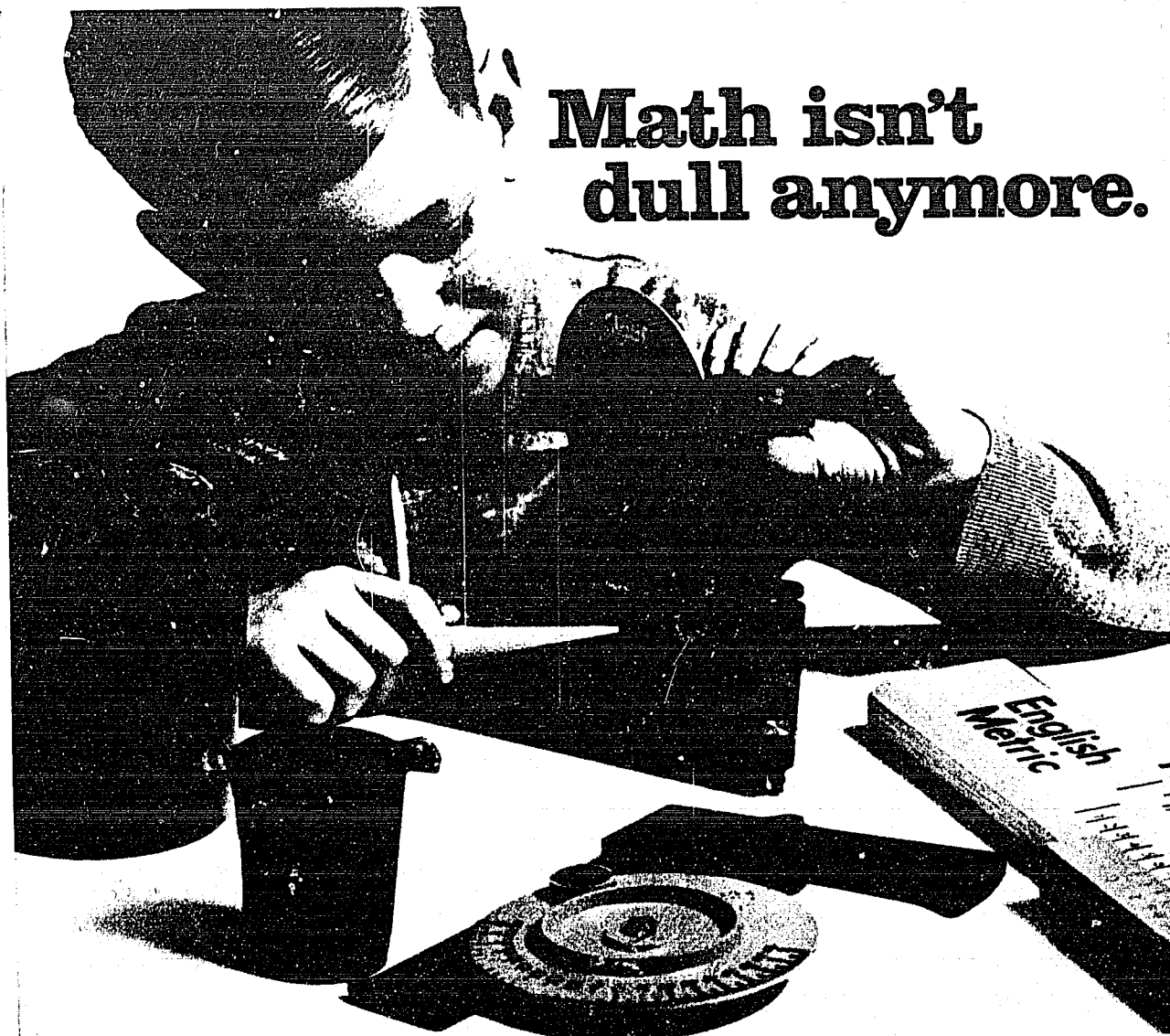
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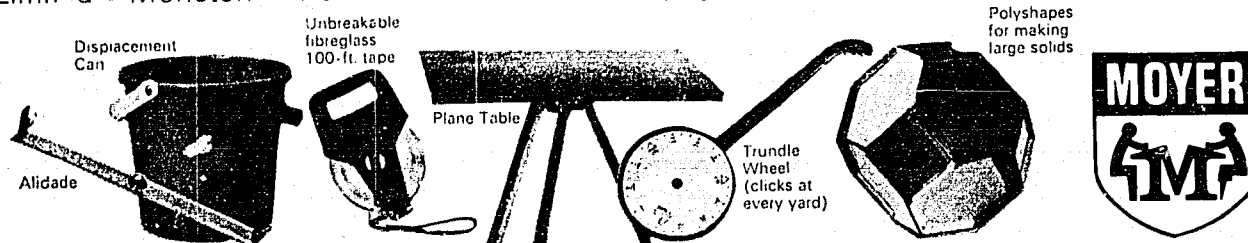
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THE BC TEACHER

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

Vol. 50, No. 1

September-October 1970

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COVER PICTURE

Because the year 1970-71 marks the 50th anniversary of this magazine, the cover pictures will have a Then-and-Now theme. All the layouts have been designed by Cleland-Kent Western Ltd. This month's cover shows a selection of our styles since we began publication. Yes, even Volume 1 is represented.

PHOTO CREDITS

Pp. 13, 14, 15—Dave Looy; p. 20—Texarkana Project; p. 21—from Ph! Delta Kappan, with permission; p. 22—Teach Mel, National Education Association; pp. 24, 25—Audio-Visual Education, Vancouver School Board; p. 40—supplied by author.

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'The Seamless Cloak of Learning' Appreciated

Sir,

This note is to tell you that, in my opinion, the address given by Charlie Ovans entitled 'The Seamless Cloak of Learning' is one of the best philosophical discussions about education that I have read in many years. Your magazine is richer for having printed it. I suggest that it will be quoted for many years by people who have a broad concept of educational objectives.

E. G. Stroyan, Manager,
Community Relations,
Vancouver Island,
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Nanaimo

for example, have found it necessary to use such technique in those particular divisions, these are far from typical.

It is a good deal more common for public and private *professional* organizations to make use of performance evaluations in which there are among the team of evaluators some combination of one's colleagues, superiors and outside (less involved) experts. (In the case of a chemistry instructor, for example, the 'outside' person might be a professor of chemistry or of science methods who was acceptable to the instructor, the instructor's depart-

ment, and to the senior appointment's committee or dean.)

The organizations with which I'm familiar that make use of techniques similar to Merit College's include hospitals, law firms, medical clinics, universities, and, more recently, scientific and professional divisions of the Federal Civil Service. None of these organizations use such techniques to gain in 'efficiency' as Moore has charged. Their main purpose is to make salary and promotion decisions that will be fairest to the professional and his career and at the same time protect the client's interests not to mention the reputation and credibility of the organization—whether it be a school, psychiatric hospital, or a government tax appeal division.

Finally, let me provide several of the bits of information that Mr. Moore did not have.

1. 'Age' of the two staffs. Both colleges had nearly 50 years of operational experience. Both began as adjuncts to high schools. Of the Non-Merit College sample 21%, as compared with 18% of the Merit College sample, had no previous teaching experience. The mean age of the two colleges was not significantly different.

2. Presidents' personalities. I did not measure these. Non-Merit College's president had a doctor's degree in education while the president of Merit College had a doctor's degree in public administration. Non-Merit College's president was, ex officio, on every committee of the college; Merit College's president acknowledged little expertise in educational matters and relied heavily upon the advice of his

A Rebuttal of Criticism

Sir,

The Moore article, 'A School is not a Factory' (*The B.C. Teacher*, April 1970) makes reference to a study I completed several years ago on the subject of performance evaluations. The author, however, placed himself in the uncomfortable position of criticizing a piece of work having only a sketchy knowledge of the work itself.

His most serious error was, I believe, in making the assumption that performance evaluations for purposes of advancement in salary and position classification are 'principles of business and industry.' Actually the procedures followed in Merit College, that is, evaluation of professional services by appropriate colleagues and outside experts, are not at all typical practices for industry and business. While it is true that several large industrial firms employing scientists, in special research and development divisions,

... but when we do ...

Dear Ken:

In your article entitled 'Vale, Vito' in the May-June edition of *The B.C. Teacher* you had some justifiably kind words to say about our retiring colleague, Mr. Vito Cianci. However, you did make a gross error when you stated that he taught at Victoria Secondary School.

It is true that Victoria Secondary School happens to be in the same city that Mount Douglas Secondary School has made famous—Victoria. But, Mr. Cianci was far too great a teacher to waste his talent at Victoria Secondary School. Please note that Mr. Cianci's loyalties remain with the school to which he gave such excellent service—Mount Douglas Senior Secondary.

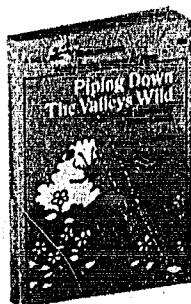
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John J. Lowther,
Principal

Victoria

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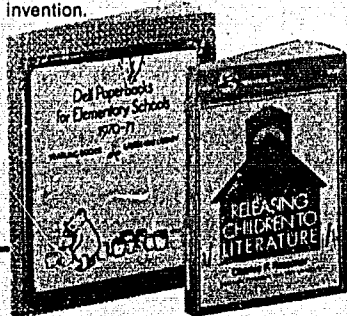
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Segment Ideas only to Explain Them?

Sir,

Says Raymond P. Grigg (*The B.C. Teacher*, April): 'Ideas of a truly profound nature are not intellectual, rational or academic. Creativity and genius have the strange characteristic of sensing new horizons, not building them. *The idea is segmented only to explain it, not to understand it.*' (Italics mine)

Would that we could explore this thought in a not too restricted session of honest-to-goodness meeting of minds! Formal debate? God forbid!

Victoria Eric H. Whittingham

Some Solutions for the Educational Dilemma

Sir,

There simply has to be a solution to Mr. Grigg's acknowledgeable observation, 'Students can't help being non-intellectuals.' And the solution may be in books, which, I gather, these students avoid. We obviously can't burn all the books and feed these minds to the Cyclopsian electrode that, by being in itself *all-seeing*, obviates the personal experience of sight and sound. So now we need those increasingly popular, sensitivity courses; and the TV generation, accustomed to total reactiveness, has to be taught 'listening skills.' You don't respond (communicate) to a TV set; you receive and incorporate in toto. And, since we're convinced that what we see is *always* true and can be accepted at face value, we seldom question the medium's message. If our students yearn for *dialog*, as you suggest, perhaps it is to overcome that sense of personal frustration imposed upon them by the all-encompassing medium. I see this as a

healthy sign.

If TV has further limited self-awareness, it has at the same time expanded our awareness of others—'the global community' is a fact, a fact that should have terrific implications in terms of education. The cosmopolitanized student can't help resenting the over-emphasis on *his* (our) cultural tradition. For him, new vistas of experience have been opened—another sign of hope. Young people now leave the traditional ties of hearth and home and, desiring direct experience, go abroad, not to sight-see, but to become totally immersed in the milieu of humanity. And we may, indeed, 'Unite our separate novels into a common novel—Unite our separate consciences into a common conscience,' as the Russian poet Yevtu-shenko suggests.

Here, perhaps, are some possible solutions to the educational dilemma:

1. Libraries and teachers must become cosmopolitan in outlook.

2. Libraries need to develop large, well-catalogued periodical sections. Electronics has speeded up print, and microfilms are coming, but are our libraries and educational institutions keeping pace?

3. Speed-reading techniques should be taught at the secondary level.

4. We need to adopt a visual approach to composition. Both fiction and non-fiction must re-create a situation, vividly and concretely, for only then will books compete favorably with other media. May I recommend *Pictures for Writing* by David A. Sohn—an up-to-date approach to composition.

5. The spoken language must find its place on the written page. TV has ordained it, not Noah Webster. Dialogs read with an enlivening freshness that incites involvement. Try the compelling dialog between H. G. Wells and Rabindranath Tagore, where East and West truly meet (*The Tagore Reader*).

6. More rapidly-changing language demands the teaching of general linguistics in the English program.

7. Above all, TV must attain the status of art and, like art, be subjected to the scrutinizing eyes of the critic. And we should all be critics. One correction, Mr. Griggs: 'Electronic communication doesn't become more realistic,' it *appears more realistic*—and this is its most dangerous feature.

Burnaby Mrs. Joanne Whitney

We Shall Miss These Teachers

Active Teachers

Owen Kenneth Bennett
Denis W. Brown
Arthur Franklin Hurt
Roy Krutow
Mrs. Gladys (Brereton) Puddy

Retired Teachers

Robert D. Affleck
Miss Margaret S. Bell
Desmond Burdon-Murphy
Miss Jean M. Cantelon
James E. Condon
Miss Helena F. Crake
James Henderson
Miss Anna Hildebrand
Arthur T. Hunkin
Miss Margaret J. Nichol
John M. Orr
Miss Jessie F. B. Parkes
Miss Gertrude K. Reid
Edgar R. Sprott
Mrs. Marie (Lund) Wilson

Last Taught In

Chilliwack
Victoria
Surrey
Coquitlam
Penticton

Died

August 2
May 3
July 6
August 2
May 15

Last Taught In

University Hill
Vancouver
Vancouver
Vancouver
Fernie
Vancouver
Vancouver
Courtenay
Victoria
North Vancouver
Salmon Arm
Vancouver
Merritt
Richmond
Langley

Died

May 4
May 17
May 5
July 30
July 5
March 25
July 2
May 5
August 15
June 2
February 13
April 8
July 28
April 17
March 23

ADVANCES IN EDUCATION

FISCAL RESPONSIBILITY

The CELDIC* report is directed to the 'One Million Children' in Canada with emotional and learning disorders. Nonetheless, its authors enunciate some basic principles respecting the full spectrum of education in Canada and, particularly, but in small measure, the role of the school trustee.

It is not my purpose now to support, to condone or to condemn the CELDIC report. It is my purpose to relate some of their positive statements respecting education in general to a specific proposal for implementing changes, for reinforcing the acceptable, for planning priorities, and for providing flexibility within the provincial educational framework.

'From the point of view of society, it is clear that among other things, the educational system makes for social cohesiveness, economic efficiency, political stability and scientific and cultural advancement. From the point of view of the individual his education should not only help to prepare him to live in soci-

ety, but also enable him to develop his own unique potentialities to their fullest extent. . .¹

While our society views education as a national investment, it has nevertheless a very confused attitude toward the methods it should use to ensure that such a large investment will produce results benefiting the largest possible number of citizens. It is not sufficient to make schooling at all levels financially and geographically accessible to all young people. Planning for the economy and the welfare of the nation implies that a democratically chosen authority has to establish priorities and that it must inform and orient its youth according to the 'chosen areas of national development. . .²

One of the fundamental dangers in a planning approach to 'chosen areas of national development' is that the plan becomes the objective. In other words, the person with a modicum of *laissez faire* philosophy still in his being will, and should, ask, 'Who is going to plan the planners?' We should never forget that the protection in a democratic sys-

tem of government against ill-chosen areas of national development, or from major shifts in objectives, is the ballot at the next election. The authors of the CELDIC report hold this philosophy, despite the interpretation that might be put on some of their statements.

'There is an apparent conflict between these two educational aims of equipping the child to live in society and of allowing for the development of a unique individual . . . The dilemma belongs as much to society as to education. How much freedom should, or can the individual have? If today, we have difficulty in answering this question for society as a whole, small wonder that we have difficulty in answering it for our schools.'³

We may, however, conveniently distinguish between the formal and the informal aspects of education; between the organized system of schools, colleges and the like and the relatively unorganized influences operating in the community and through the mass media. In our thinking about education we are apt to overvalue the effectiveness of the

*Commission on Emotional and Learning Disorders in Children

- NOT AN EITHER/OR PROPOSITION

formal system, and to underestimate the informal educators, especially parents, families and, above all, the child's own peer group.⁴

This article suggests a method whereby the fiscal responsibility so necessary today in school districts can be melded effectively with educational advancement and the need to recognize 'the informal educators.'

'What is the balance between the authority of the state, the group, the school, or the teacher, and the individual responsibility of the citizen, the parent, or the child? Can the child be left free to learn in his own way? For the answer to these questions we need to look at the process of education within the society itself.'⁵

This balance is achieved in Canada's system of federalism through the local trustee process. This system of local control by elected representatives is under attack, some justified and some not. The answers to the above questions, posed by the Commission, lie in strengthening the trustee system to ensure that the trustees and the educators are

jointly responsible at the local level for educational progress.

In Canada education, in the formal sense, is considered a basic human right. This right governs the state's approach to education—curricula, compulsory attendance, payment through the public purse, beginning age, graduating or 'terminating' age, and so on.

There is no question in my mind that equality of educational opportunity is a basic human right, but one wonders whether the rules and regulations governing our present system, which arise from the 'right' concept, promote or detract from a good learning experience. Perhaps education should be a privilege (available to all, but exercisable by and the responsibility of the parent).

The organizational structure, which in many respects is a hierarchy, has been developed around this basic right and our federalist system of government. The Canadian constitution (the British North America Act of 1867) establishes education as a provincial responsibility. The provinces have delegated much of, but not all, their authority

An economist school trustee says there are both advantages and disadvantages to the education finance formula. He suggests a method to exploit the advantages and minimize the disadvantages.

ROBERT W. KEYES

to publicly elected school trustees.

The Commissioners seem to have been surprised to find that 'in many instances, particularly in recent years, . . . it has been trustees who have pressed vigorously for change while the opposition has come from school officials and departments of education.'⁶

But, should this really have been a surprise? Who, more than the representatives of the community, are aware of the wants and needs of the community? It is when the trustees get out of tune with the community that difficulties arise. The most pressing problem currently facing trustees is that of sifting needs from wants and establishing a system of priorities for implementation so that educational advancement and fiscal responsibility go hand in hand.

The reports' authors go on to state that 'it is clear that in the system of checks and balances in educational power, school trustees occupy a key position and that changes in the educational system can only be introduced with their support.'⁷

Mr. Keyes is chairman of the West Vancouver School Board.

This key position arises from our federalist system of government, from our system of local trustee elections and from the awareness by the trustee of the views of the community he represents.

It is appropriate for a school trustee to end this liberal extraction from the Commission's excellent report *One Million Children* with the last quotation, which offers a note of praise for the much-beleaguered trustee—the one who 'gets it' from either direction!

This is also an appropriate point of departure for the fundamental message of this article, namely, that the educational hierarchy—and I stress hierarchy—has been woefully inadequate in its approach to and implementation of the new method of financing education in British Columbia. We have failed, in particular, to relate it to present daily needs.

This is just as true, in my opinion, of the department that instituted the change as of the school district trustees, superintendents and secretary-treasurers—that must work with the formula. The Department of Education's developmental support is neither sufficient nor adequate.

Let me illustrate some of the difficulties I see, and then present a method by which the advantages can be exploited and the disadvantages minimized. There are both advantages and disadvantages in the recent amendments to the Public Schools Act. Those features tried and found unworkable should be changed again.

If, as a result of this method, one school district in the province gains by employing its resources in a more effective way, this effort will be worth while.

Money, finance and budgets are taken by educators, more often than not, as euphemisms for reaction, restriction and restraint. All too often their experiences have justified their attitudes. This need not be so. It ought not to be so. But do the educators say with tongue-in-cheek that change is needed when, in fact, they are afraid of change?

The school district budget should

be the financial translation and blueprint of its educational plans. Do the real educators (not the educational administrators) know what an operational budget is and means? My experience is that they do not. Perhaps we need to ensure that an administrator in education has more knowledge of basic economics and business methods as a requirement for his job. Too often, the administrator in education's view of the whole picture, which is essential for maximum results, is obscured by his concern for the myriad details.

A budget is a document that should permit the fulfillment of educational objectives, not frustrate them. So that this fulfillment will come to pass, the details of a budget on a line-by-line basis must not be adhered to slavishly. The operating budget must be subject to change so long as appropriate reasons arise for change. Flexibility is the watchword, otherwise overspending will result, and the educator and the administrator will not have the opportunity to relate the budget to the local area.

A basic principle of sound budgeting is that accountability and responsibility go hand in hand. In other words, an organization places its basic responsibility, accountability and control mechanism at the level where results are achieved, changed or influenced. It seems unnecessary to state that the only reason for the existence of formal education is to educate the child in the school.

It is at the school level that almost all a district's resources are employed. It is at the school level that costs are incurred. It is at the school level that the budget should be developed. It is at the school level—on the principal and his staff—that accountability and responsibility should rest.

In *Involvement—The Key to Better Schools*, the report of the BCTF Commission on Education, the commissioners state in part:

'We believe that schools should make more effective use of the talents and physical resources of the community and that the community should become more involved in

assisting the school and using the school resources . . . (and) that introduction of most educational changes should be at the school level not at a district or provincial level.'

The New Education Finance Formula

It is my opinion that new finance formula, if well understood and given a chance, permits this approach to resource employment more than ever before. The formula provides—in fact, it invites—the use of the Programming-Planning-Budgeting (PPB) approach to educational objectives, but school districts apparently have failed to see the potential flexibility inherent in it.

The 110% limitation, the averaging concept, and the pupil-teacher ratio, which are restrictive in some districts, but not many (and we tend to forget this), have unfortunately become the issues in British Columbia. That this is so has diverted the time and energy of many dedicated people to an attack on the formula itself whereas a more positive approach directed to its advantages would have yielded greater returns. (Such an approach would, incidentally, have pointed up more quickly the more obvious weaknesses in the formula—weaknesses that are bound to occur in anything new, and untried in a new environment.)

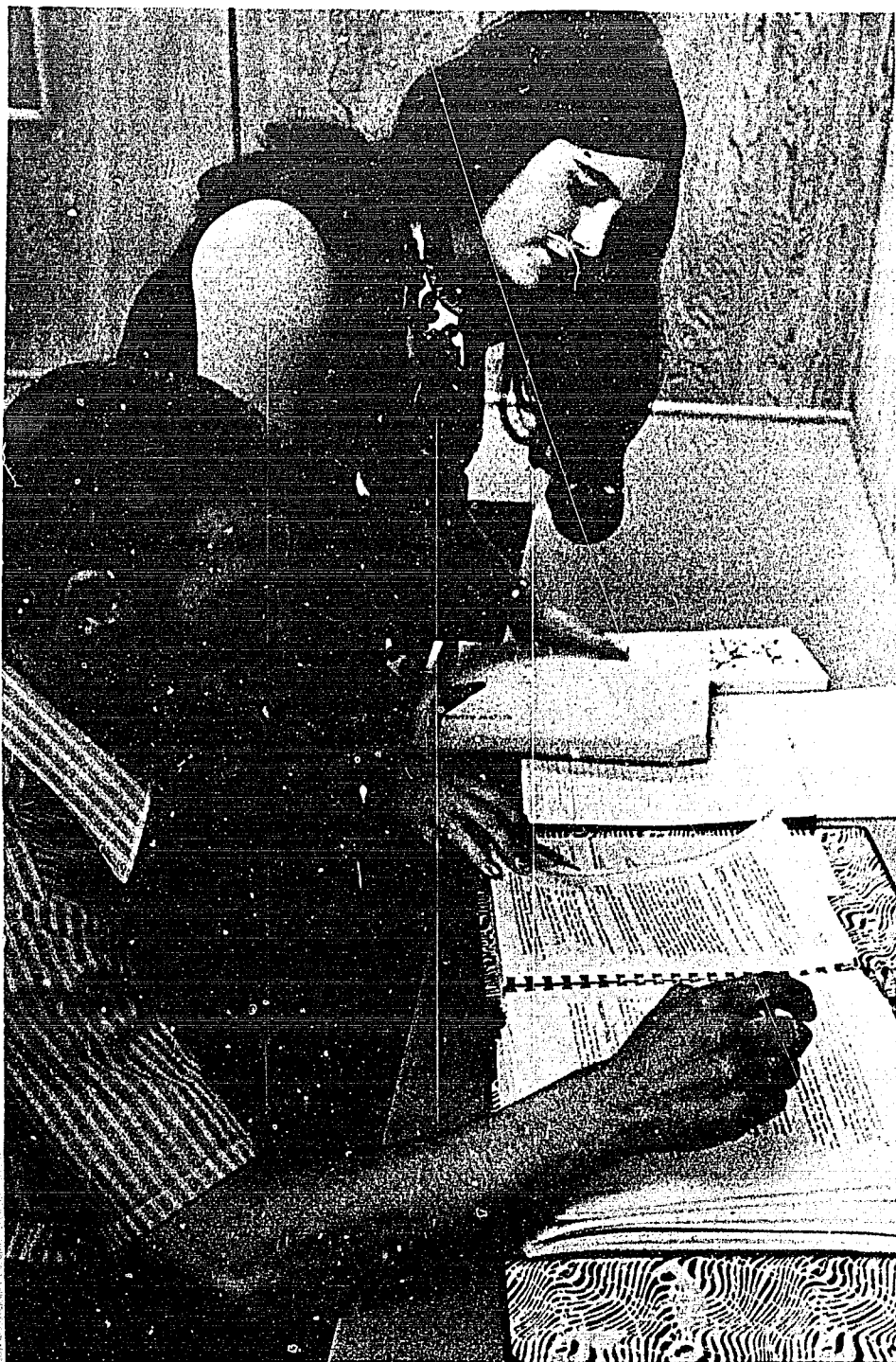
What does the new formula do that the old did not? To put it simply, a school district is now given a pie to cut up as it sees fit, rather than a pie cut up as predetermined by the Department of Education.

The whole focus has been shifted, as it should, from the educational and administrative organization to the child. It is up to the school district to make this shift effective.

This was the main concern of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, as stated in its report, *Living and Learning*.

'It should be noted that although the recommendations are numerous and varied, they all are embraced by an overriding concern for a total child-centered program of educational opportunity. This is the

Continued on page 31



Any teacher may examine the content of a Lesson Aid before purchasing it and staff members will fill his order at once.

¶What are lesson aids?

Some day someone is going to come up with a simple, concise, yet conclusive definition of lesson aids. Last spring, we considered changing our name to describe more aptly the wide variety of units that we handle. Teacher resources? Students' aids? Learning helps? No matter what was suggested, the stock retort was, 'But, the name such-and-such doesn't include so-and-so type of units.' So it

is that we, quite happily, remain the BCTF Lesson Aids Service.

Although the name of our department remains the same, we have made several changes and have launched into what might be called a new era for the Lesson Aids Service—for the first time, we are selling something other than printed materials, namely slides.

When you look at the 1970-71 catalog, the first thing you are likely

LESSON AIDS' NEW LOOK

To the best of our knowledge, the BCTF is the only teachers' organization offering a Lesson Aids service. Several changes have been made in the service this year, including a venture into photographic slides.

SHIRLEY COX

to notice is its bright yellow cover. This will enable you to find it more easily when it gets mixed up with that pile of papers on your desk.

You will probably notice also that there is only one catalog, covering all the grades, rather than separate elementary and secondary catalogs. It was our opinion that the distinction made between elementary and secondary was often an arbitrary one, because with a very slight

adaptation by the teacher, many of the units could be used with almost any age group. Thus, the 1970-71 catalog is divided solely on the basis of subject areas. We have made an effort, however, to list those materials appropriate for younger children at the beginning of each section and, if a unit is definitely oriented to a certain grade or age group, we have so indicated.

When you take a good look at the catalog, you will see that there is a new section, Multi-use Slide Sets. These sets include slides and printed materials. They may be used by individual students, by small groups of students, or by teachers and students together. We hope that this

will be the first of many new, more flexible, and more varied materials.

Another change is related not to the design or content of the catalog, but to its distribution. In past years, we have mailed one catalog to each school in the province and have given away additional copies upon request. As a result, last year we printed a total of 8,500 catalogs and still ran out in May—a rather expensive business! In an effort to keep costs down, this year we are mailing catalogs to all schools in the province in the ratio of one to every five teachers and are cutting back on the number of catalogs we give to individual teachers. It would be helpful to everyone concerned if

someone in your school would undertake to put them in the library or in some other place where they will be easily available to all the teachers.

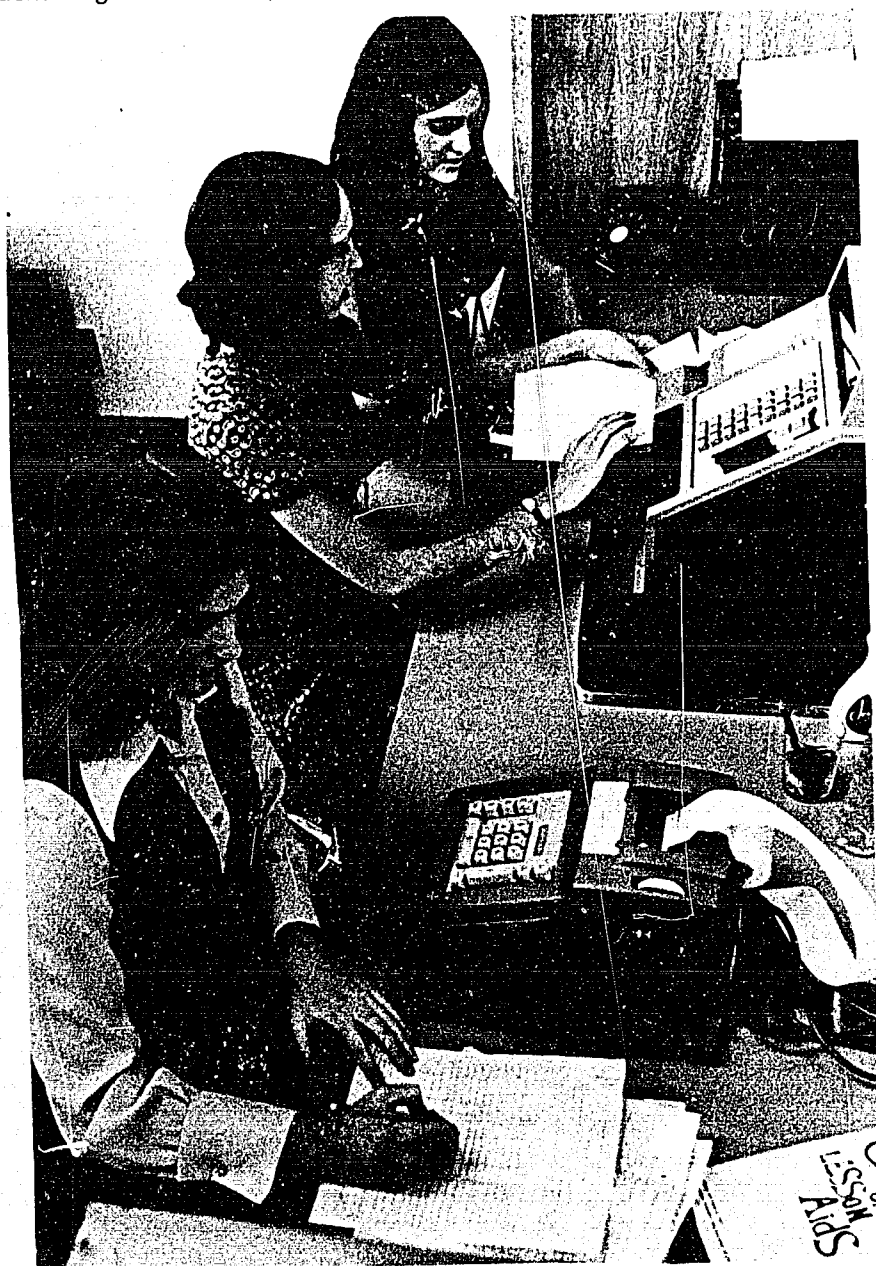
At this moment, we have more than 760 units in the catalog and another 30 are 'in the works.' The total number of units has dropped slightly since last year, because during the spring we took a critical look at all our units and 'discontinued' a large number of them. However, it will not take long to build up the number again. Since February we have added about 60 new items, such as:

M1 Earth Science Slides. A set of 103 slides, compiled by Mr. Anand Atal under the sponsorship of the B.C. Science Teachers' Association, with a printed booklet describing the features shown on the slides. This series illustrates the geological features which are dealt with in the earth science units of Science 8 and 10.

M2 to M6 Indoor Field Trips. Five independent lesson aids (20 slides in each unit) with printed materials, including a narrative and questions and answers, on the physical and cultural geography of the area in question. These are designed to be used as an introduction to the concept of field trips as, through them, the students can learn what to look for when on an actual field trip. These units will be supplemented by two *Outdoor Field Trips* (50 slides and printed materials in each unit). These are designed to be used as preparatory work before going on a field trip or, if necessary, as a substitute for an actual field trip.

713 Contour Maps. This unit is one of our pet projects, because it is the first Lesson Aid in which color is used. It is a learning activity package designed to teach the recogni-

Because the Lesson Aids service is primarily a mail-order service, staff members work hard to fill each order as rapidly as possible.



Lesson Aids are stored in banks of shelves. Here Supervisor Shirley Cox selects an item ordered by a teacher.

tion and use of contour maps. It is recommended for use with eight- to ten-year-olds.

9003 Guides to the Study of Novels in Language Arts Grade 6. Written by Miss Bev Buchanan of the North Vancouver School Board, this unit is designed to aid the teacher in the new Grade 6 language arts program. It includes such information as notes on the authors, background information on the novels, questions, and lists of difficult vocabulary.

2065 The Cariboo—Birthplace of B.C. An envelope containing such items as original writings and documents of the early pioneers with related questions. Could be used by individual students, by students working in small groups, or by the teacher when preparing lessons. It could serve as a basis for a more detailed study of this era of Canadian history.

2066 to 2092. A variety of background reading materials relating to urbanization—its problems and its effects on the individual—and pollution. Although these units have been published primarily for use in the new Social Studies 11 course, several of them might be related to such subjects as guidance.

2383 and 2384 Violence and Stealing, respectively. Two learning activity packages designed to assist students in the development of their own value systems. These have been compiled by Dr. Sheilah Thompson.

Where do we get these new materials? Our sources are varied: some PSAs are active in encouraging the development of helpful and innovative materials for their subject areas; individual teachers send us units that they think would assist other teachers; supervisors working for school boards often allow us to publish material they have de-



veloped for use in their own school districts; and students in the faculties of education at the universities often permit us to use materials they have researched and developed for their own practice-teaching sessions.

If you have, or know of, any units that you believe would be useful to other teachers in the province, please write or telephone us. We are looking, basically, for materials that are innovative and adaptable, are prototypes, are not too limited in their use, and are not copyrighted.

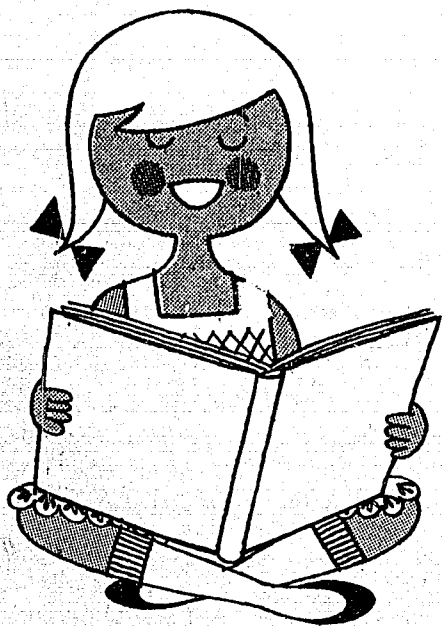
You probably know that the Lesson Aids Service operates on a non-profit basis, but did you know that

from July 1, 1969 to June 30, 1970 we sold more than \$38,000 worth of materials, an increase of more than \$11,000 over the previous year's sales? And did you know that, during that same period of time, we had not only many orders from right across Canada, but also orders from such places as Mittagong, Australia; Johore, Malaysia; and Kericho and Kagumo Colleges in Kenya?

Those of us who work with the Lesson Aids are convinced that this service has the potential for being of real assistance to teachers. If you have any questions about the service or any ideas about how it can be improved we should like to hear them.

§

AND TEACHER MAKES THREE



¶It beats me why fond Moms and Pops despair when their first-born reaches school age. Clutching their balding heads, or sobbing into a long discarded baby dress, they utter such plaintive cries as: 'But she's so LITTLE' or 'I don't think Junior is ready to sit still all day!'

Speaking with the voice of experience, I can assure them—they're not losing a baby at all, they're gaining a new household god. All powerful and omnipotent, the god may change shape and form from year to year, but its name remains the same—Teacher.

Well may Mom and Dad fear this day, for their reign of supreme knowledge is over. Henceforth, the King and Queen of the lowly board know nothing, and teacher knows ALL. Sweet waste of time to argue that black is not white, for if teacher says so, anything is possible!

But just to prove that she (for they are usually she's, in these first few traumatic years) is a benevolent and forgiving god, teacher likes to surprise Mom and Dad several times a year. Like the day before pay-day, at 8.30 a.m., when teacher says we have to send seventy-five cents—no pennies please—for workbooks, or Junior will flunk Kindergarten.

However, it is in celebrating all pagan, Christian, and hitherto unknown festivals that our godlike teachers have excelled. Everything

When parents send their child to school for the first time, they're not losing a baby; they're gaining a new household god. All powerful and omnipotent, the god may change shape and form from year to year, but its name remains the same — Teacher.

JENNIFER WRIGHT, Debbie's Mother

from Wart Hog Day to the Festival of the Pumpkin Gatherers is celebrated with due acclaim. Of course, the really big productions are saved for Hippety Hop Easter, Ho-Ho-Christmas and Ha-Ha-Halloween.

In fact, I no longer judge the passing seasons by the calendar or weather, but by the requests for ten pine cones and green sparkle paint, 1 lb. cotton batting and five hard boiled eggs; or twelve cardboard tubes, three and a half inches long. This may come as a shock to Zee, but household gods, not holiday buying, account for their increased sales figures at Festival time.

Which leads me to another observation. The supplies that our educators give out are of fantastic quality. Despite three dry cleanings, we have yet to prise open Debbie's coat pocket and see the I-can-count-to-four card she pasted up for us. And that orange Halloween paint outlasts the hardest wear—one look at the patio decking proves that.

Our classroom oracles have also always enjoyed asking for last minute costumes—for plays, concerts, or just to liven up class in dull weather. Of course, their specialty is demanding unusual outfits—nothing so easy as Sue Neighbor's bunny outfit—which means that my specialty is having hysterics till 11 p.m., then staying up till 2 a.m. completing the latest fad.

Take last week for example. Debbie came in from a hard afternoon's roller skating to announce dramatically:

'Mom—it's 5 o'clock already, and you haven't started my tree costume yet.' Sarah Bernhardt couldn't have commanded a better scene.

'WHAT tree costume?' I asked, blood pressure rising.

'I'm in this play at school, and teacher says I have to be a tree by lunchtime tomorrow.' She was wide-eyed at the honor of it all.

'Is it a speaking part, dear?' I asked, stalling for time.

'Oh, no—I just stand around and move my limbs,' came the innocent reply.

Several hours and fifteen paper sacks later, Debbie was encased in brown paper to everyone's satisfaction. True, she couldn't walk at all, her roots read Safeway, and her girth exhorted one to Keep B.C. Green, but she looked roughly like a tree.

I could hardly wait till she came home from school next day.

'How was the tree?' I called. 'Did the Scotch tape keep you together?'

'Oh the janitor used my bags for the garbage, but it was all right,' Debbie replied brightly. 'I cried so much Teacher said I was just perfect as a Weeping Willow.'

Christmas concerts, of course, call for much more effort and

thought. Last year I broached the subject a whole ten days before the big event.

'Our class is singing a song,' Debbie shrugged. 'We're going to be early Canadians.'

My heart sank to my non-creative boots. I imagined poke bonnets, crinoline skirts and sausage curls. Every night I hopefully pressed for more details, with no result.

'Teacher says she'll tell us in plenty of time,' Debbie snapped irritably, three days before the concert. The next night the request did indeed come home. I ranted and raved, screamed and hoilered, but midnight found me ironing the washed potato sack, preparatory to fringing the hem. Teacher had surprised me again. And, darn it, she was correct—oh so correct. For what earlier Canadian can one think of than an Indian singing the Huron Christmas Carol?

But even that surprise was surpassed by my Christmas gift. It just proved to me how clairvoyant our teacher had become. For I received, daintily wrapped, a specially designed case to hold twelve pairs of ear-rings. Each little compartment was tenderly lined with toilet tissue, and under the crayoned flowers on the lid I could still read the legend: ONE DOZEN BEST LAID.

Now who but our very own household god could know that my jewelry is always scrambled? S

ACCOUNT

Responsible professionals are held accountable for what they do. Why shouldn't teachers, principals, Department of Education officials, school district officials, school trustees, universities and parents all be held responsible for their parts in the education of children?

A new jargon will shortly cross the border. Its forerunner is 'accountability,' its followers are 'performance contracting,' 'educational engineering,' 'management support group' and 'independent auditing.' Even if in fact these exact phrases do not travel from their birthplace, the U.S.A., their intents and some of their implications certainly will.

Early this year there was held, in Washington, D.C., the annual conference of the National Laboratory for the Advancement of Education of the Aerospace Education Foundation. These meetings, lasting three days, were followed by another smaller meeting convened by Dr. Leon Lessinger, Professor of Education at Georgia State University in Atlanta. Until the end of 1969, Dr. Lessinger had served for 15 months as Associate Commissioner of Education at the Bureau of Elementary and Secondary Education of the Office of Education.

The National Laboratory meetings had well organized but free discussions for all participants under such headings as Performance Objectives, Instruction Design, Media, Multiple Option Curriculum, Accountability, Community Involvement, Instructional TV, Drug Abuse, Computer-Assisted Instruction, Long Range Information Storage and Retrieval. Classroom demonstrations of students working with computers, lessons with CAI

(Computer - Assisted Instruction) were held every afternoon, and there were main speakers addressing themselves to educational challenges of the 1970s.

Although, as the titles indicate, discussions followed a wide spectrum of topics related to the advances of technology, the almost inevitable undercurrent theme on everyone's lips was the 'Texarkana Project,' destined to be the first representation of one significant change in American education.

Texarkana is a city divided down Main Street by the Texas-Arkansas border. Many Canadian viewers may have been introduced to this city last fall on a Walter Cronkite news special that showed the city overrun by rats! This offered great scope to the many owners of guns and rifles, but it seemed that no one then would take the responsibility for the removal of garbage. Disease was rampant and the majority of the population seemed not to notice the seriousness of their situation. Whether that problem has been solved by now is not known, but one can well imagine that in a city with such environmental difficulties the high schools have a drop-out problem.

Meanwhile federal money granted for state and local aid to schools has not always, over the past six or seven years, been used in the

best way and many of the problems that the additional huge funds were intended to solve have not been solved. Criticisms increase, controversy rages, 'children still don't read well,' 'arithmetic standards are low and students can't compute.' 'Head start' programs have produced dubious results.

Changes have certainly been made. New schemes have been tried. Investigations into leakages, mismanagement or simple inefficiency have been begun. But more millions of dollars would be the price of thorough research into matters like those.

For such reasons and also because of international pressures, inflation, a relatively new government outlook and the rising notion of 'accountability,' the brakes on more lush gifts are on!

The Texarkana people have now succeeded in 'coming up' with new insight and have been federally funded for a project that is intended to stop their potential drop-out rate in the high school grades. They have accepted the 'guaranteed performance contract' of a private firm, Dorsett Educational Systems, Inc., of Oklahoma, to teach the 10th grade students and raise their standards of reading and arithmetic to grade level. This had to be achieved in not more than 80 hours of instruction. If the firm failed to do this, it would

TABILITY

JOHN V. TRIVETT

not be paid. If six months after the end of the 80 hours the students have slipped back in their standards, the firm has agreed to be fined.

Evaluation of the project is the responsibility of a group independent of the school district and the Dorsett employees, and the overall direction of what is done is also undertaken by an independent group. The IEAA is the 'independent educational achievement audit'; the MSG is the 'management support group.'

The method used by Dorsett is basically to seat students before simple computers, with screen attachment, sound, flash slides and conditioned responses, within a setting as unlike a normal classroom as possible. For this purpose a large mobile room, decorated handsomely with sofas, curtains, carpets and all the comforts of home, is brought to the school playground. The students are rewarded for good performance with 'green stamps' that can be exchanged for leisure periods and/or material rewards.

Apart from the modern decor in the special room, the firm does not pretend to present other than traditional content with old styles of presentation aided, of course, by

the modern technology and machines.

Whether Dorsett Systems turns out to be the Pied Piper of this American Hamelin town is one matter. The rats may go, the drop-out problem may be solved, but if only superficial learning has occurred, it may be in the long run to the detriment of the students. Many educators will wish to look very carefully at what is proved by this technological success. Questions that may be asked include, 'Is it important to solve the drop-out problem at all?' 'Why not graduate everyone on leaving school whether or not he has completed the courses?'—individual's records can still show what did happen in school. 'What is being upgraded?' 'Is it a slickness in computation elicited from a narrow range of conditioned responses?' 'Does the 80 hours actually assist in the improvement of how to read, or does it just encourage and motivate more the student frequently bored in the traditional classroom?'

Another matter has important implications. One can imagine, for instance, how some of the local teachers will react when they have to accept that a private firm has done in a short time what the schools have not done in ten years of schooling. There is, too, the public reaction following the publication of the results. The goal has been attained (did you doubt it?) and in

considerably less time than the contracted 80 hours.

This kind of successful project, therefore, will almost certainly become an important, tested beachhead for many people who are saying increasingly often that educators should be more accountable for what they do, to guarantee results from their efforts in schools. As a consequence there will be new, rising pressures that will not necessarily be in the best interests of children.

The educators invited to the Les-singer meeting included some of those who are asking the more fundamental questions and who wish to look more deeply into implications of the Texarkana project. They emphasize the concern that the new bandwagon noise should not blot out any dehumanizing clang, however technically attractive. They stress that there are more subtle tunes that must be amplified, that technology can be viewed and must be used only with full recognition of human values and sensitivities. There are specific models of boys and girls as learners, as well as those of the machines that may help. 'A marriage is needed between humaneness and technology.'

If the marriage is contemplated, the ceremony has hardly occurred, although the invitations may gradually be circulating. The period of

Mr. Trivett, an associate professor in the Professional Foundations Department, Faculty of Education, Simon Fraser University, is currently on leave from the university.

engagement, however, is certainly appearing to end as more and more educators see the need for co-operative effort. It is probable that during the next year such promptings will begin to be gathered together under a new family name, such as The Society of Educational Engineers, ready to tackle anew the formidable educational tasks of the 1970s.

Meanwhile, 'accountability' seems to be a good concept to take to heart. Responsible professionals are held to be accountable for what they do. Doctors answer to the public and their professional sensitivities tend generally to have them accept that it is primarily up to them to maintain better health in the

community. They do not excuse their failures by saying that the patient's lack of ability to be healthy or the patient's background is the reason why cures cannot at least be attempted.

Why, then, do teachers not expose themselves more and be held accountable for what they do?

When the n th grade teacher seems not to communicate with the students, or is ignorant of what to do next to advance a learning situation, should he go on shifting the blame or assigning the cause to the inadequacies of the $(n-1)$ th grade teacher?

When will teachers in secondary schools stop blaming their junior secondary school colleagues for not

equipping the incoming students with 'the facts' and 'the fundamentals'—whatever *they* are! . . . And the junior secondary teachers blame the elementary teachers, and they the kindergarten teachers and they the parents . . . and they each other's families . . . ad nauseam!

If every teacher's salary were doubled tomorrow, what changes would occur in classrooms? Are the alleged low salaries really the cause of poor teaching? Or is it that we don't know better?

If class size were lowered, even if there were a one-to-one student-teacher ratio, would learning be improved or might it be worse?

Such questions smack of attitudes of nonaccountability; nevertheless, remarks prompting them are bandied about staffrooms daily to ease frustrations, and place the reasons for our pupils' behavior and non-learning upon a thousand vague heads.

There is some truth underlying all such comments, of course. Money is scarce and it is absurd that, apparently, one weapons' system financial overrun in the U.S.A. last year exceeded that country's entire spending on elementary and secondary education!

Many homes are fraught with boring, fractious and unhappy activities during which children are anything but encouraged to view the world as a lovely and exciting place in which effort will bring joy.

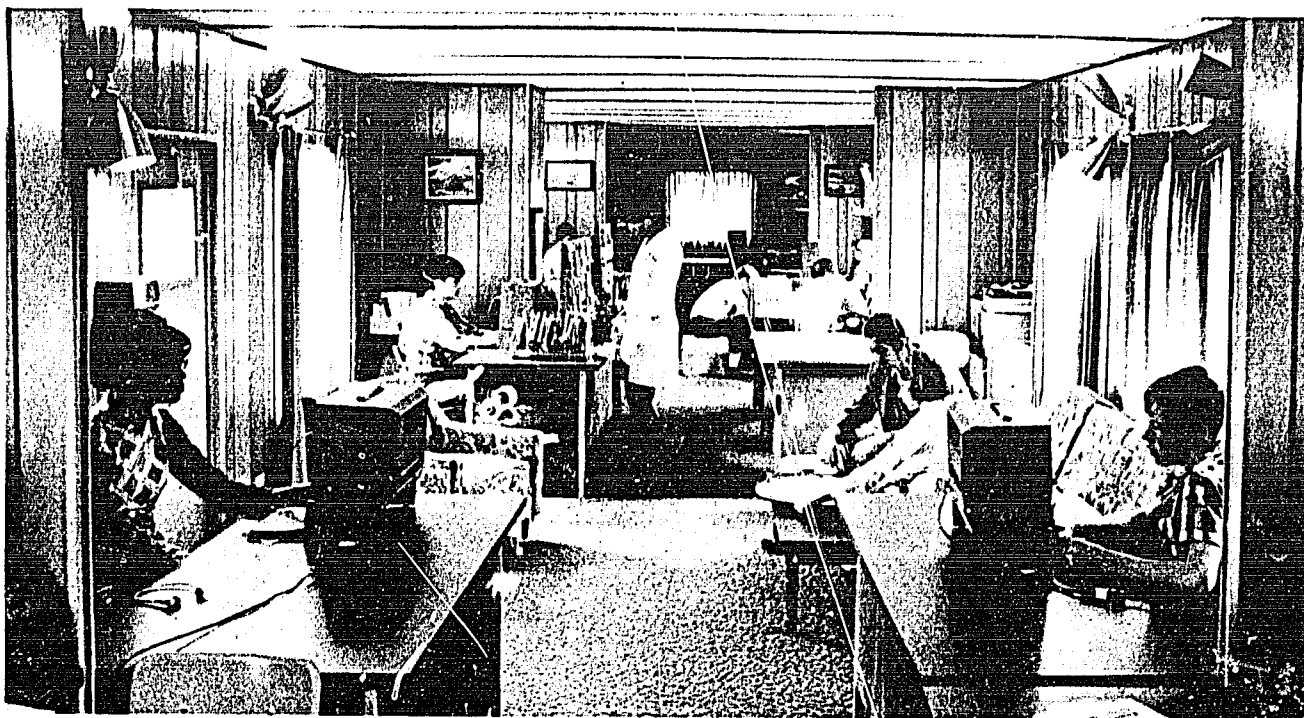
Fundamentals are not known, and the later in school life these lacks are noticed, the harder they may be to rectify.

But, when all is said and done, the century is wearing on and many of the anticipated improvements do not come from public or from governmental sources.

The children in my class wait with their difficulties, possibly oblivious to those alleged causes. When all the rites of sticking pins into the effigy of the principal who has assigned me this 'poor class,' into that of the superintendent who 'allows' such inadequate school buildings to be erected, and into those images of the $(n-1)$ th grade teachers who have passed on to me an impossible task are over, I still have to make a

Most of the pupils in the Texarkana Project Rapid Learning Centers (RLCs) have come out of a classroom with group instruction where they have been frustrated and humiliated by not knowing the answers to questions. In the labs they work at their own level, and if they make a mistake, only the machine knows about it.





This is a typical Rapid Learning Center in the Texarkana Project. RLCs are mobile units furnished for comfort, with carpets, wood paneling and upholstered furniture.

decision. The 30 students whose portion of lifetime spent with me will never be repeated are there. I must surely say to myself, to them, and to my society, 'I wish to be held accountable for much that happens. The brunt of the responsibility is mine.'

Once the challenge is accepted, I know there is much work ahead. Better human relations must be developed, individual differences probed, learned and always accepted. My own values have to be examined continually: my behavior, my interests, my knowledge, my beliefs. The needs, not only the wishes, of every student have to be identified and the attempted communications for support, information and criticism of what I do must be overhauled again and again. If fundamentals are not known, I have to find out how they can be communicated, even in a short while, and although belatedly met—for without them it is true that little lasting effect can be expected.

Activities for every day need to be thought out, planned and engineered as the plans prove to be only vaguely descriptive of guide lines. Equipment has to be assembled, essays and other writings read

for pleasure, mathematics papers studied for the joy experienced in sharing evolving thought patterns. And I must watch myself as well as my pupils, seeing whether and when I dominate or whether I lead in a quiet, unassuming way to release growth and creativity, whether I teach or act as a learning facilitator, whether I demand respect or earn it, whether I blame or seek causes without judgment.

Finally, lest one think that teachers are the only people involved in education who might accept the notion of accountability, let me pose some questions for others.

Do trustees accept accountability for what they do, non-financially as well as financially.

Do they really know what is happening in schools?

What would happen if a principal chose his staff according to the individual styles and activities of his school? Would he then be prepared to hold himself more accountable for what happened?

Is the Department of Education willing to be accountable to the public, alive to the many growing criticisms and frustrations of school life? Are its members meeting these challenges now or is comparative

silence evidence of non-accountability?

Do school district officials become aware of what is actually occurring in the hearts and minds of their teachers and children? Or are they superficially content to praise all as doing 'magnificent jobs,' maintaining an insecure status quo to hide the widening credibility gap between needs and imagined wishes?

Are the universities regarding their loins not only to combat future threats of 'student trouble,' but also to serve better in roles of leadership in all aspects of learning?

Do parents take trouble to find out whether their sons' and daughters' hasty criticisms of school are justified?

Will mothers and fathers accept accountability for their parts in molding the attitudes of their youngsters to learning and to life?

Everyone is involved directly or indirectly in education. Accountability in the whole process can be encouraged only if accountability grows within individuals—that is, me and, maybe, you. If this does not happen, we may, in the words of a BCTF official, 'be perpetrating a colossal fraud on the public.' §



WHO ARE THE DROP-OUTS?

Teachers can be reasonably satisfied with the job they are doing for the young people who complete secondary school. But what about the drop-outs? The author interviewed both drop-outs and stay-ins and got some penetrating observations on our school system.

SAM DUMKA

The present system of education in B.C. forces schools to practise differentiation and discrimination. As soon as pupils choose one of the non-academic programs, they are branded by teachers, parents and employers as being 'somewhat lacking in the upper story' and are relegated to second-class status. This is a shameful and idiotic practice, and a grave injustice to our young people.

After starting on this note of condemnation, I should offer some explanation. My opinions are strongly influenced by the opinions and recommendations of young people. I believe that no one knows our system of education better than the pupils who are passing through it. As part of my Master's program, I wrote a thesis on drop-outs. My research consisted of interviewing 100 drop-outs in the Greater Victoria School District. As a basis for comparison, I also interviewed 100 'stay-ins' (pupils who did not withdraw from school). The population consisted of 10,495 Grade 8 to 12 pupils

enrolled in the Greater Victoria School District during the 1966-67 school term.

A random selection of the pupils was made, and each structured interview lasted for a minimum of one hour. The pupils felt they were making a contribution to educational change and improvement. It was often difficult to turn them off when they felt that someone was really interested in their opinions and recommendations. I believe there is much merit in what they had to say. My findings are based upon 1,800 pages of information gathered during 200 interviews, and facts gleaned from 200 permanent record cards.

The findings show that there are characteristic differences in the school and home experiences of drop-outs and stay-ins. Drop-outs have a higher record of grade failure, reading retardation, truancy and rate of absence than have stay-ins. Grade failure, particularly at the elementary level, seemed to destroy a youngster's self-image. I wonder how many of us could maintain a healthy self-image as teachers if we had our failures made conspicuous

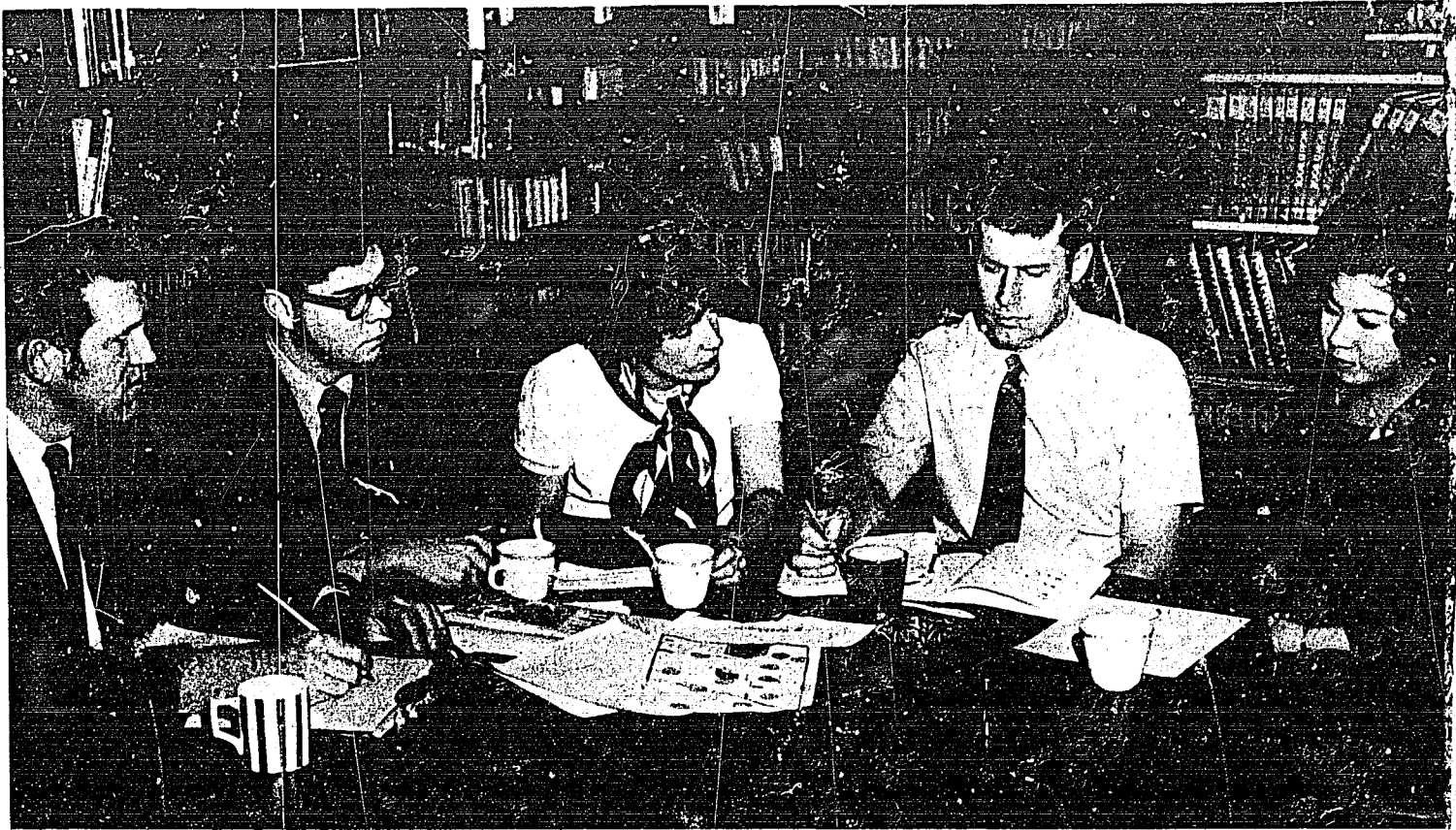
in the same dramatic manner.

Drop-outs do not receive less counselling than do stay-ins. According to both drop-outs and stay-ins, however, guidance and counselling services are far from adequate. Pupils state they lack confidence in counsellors who are insufficiently trained and who lack, as well, the type of personality that would promote a good pupil-counsellor relationship. According to pupils, a teacher who is also a counsellor has difficulty divorcing himself from the authority a teacher represents, thereby increasing the difficulty of establishing rapport with his counsellees.

Guidance, which should be part of counselling, is used by some administrators as a convenient way of arranging spares for teachers. Such a practice makes a travesty of guidance, and yet it has prevailed in some schools. Guidance must be part and parcel of counselling. The two should not be separated, and their task must be the responsibility of full-time school counsellors. Pupils should also be permitted to choose any counsellor in the school.

Continued on page 27

The writer is the vice-principal of Reynolds Junior Secondary School in Victoria.



WHAT'S IN A TEAM ANYHOW?

After viewing the recent Apollo missions on television we could easily see that success did not lie in the hands of the astronauts alone. As one astronaut said, 'It was a gigantic team effort.' Certainly this could not be disputed after one witnessed the complex operation at Mission Control in Houston, and the thousands of men and women working together there.

Likewise, teachers can no longer work effectively in isolation. The moon shots proved to me beyond a shadow of a doubt that teamwork is as necessary in education today as it is in the field of modern scientific technology.

Much time and money have been spent recently to develop 'innovative schools.' A year ago at Stan-

ford University it was my good fortune to attend a workshop sponsored by the Stanford School Planning Laboratory on the subject. I was bombarded with talks by architects, planners and leading educators on all subjects pertaining to the topic.

We visited a number of open area schools and talked mainly about buildings. I met many interesting people and learned much through private bull sessions, but came away with a feeling of frustration because the workshop didn't really get down to the main issue at hand, namely, what happens after the building is built.

In an open area school the greatest advantages are gained through teaming. Two or more teachers must

plan the program for children in their respective areas. If the teachers cannot work well together, the results will obviously be chaotic and not in the best interests of the children. My main recommendation to all educators interested in open area schools, therefore, is that teaming be given prime consideration. If this is not done, many existing open area schools will soon have permanent partitions in them.

Let me state again that there are tremendous gains in teaming, for both teachers and children. Teachers can learn much more about subject fields that were foreign to

Mr. Downs, vice-principal of Vancouver's Dr. H. N. MacCorkindale Elementary School, is at present on loan to DND schools overseas.



The writer believes teamwork is necessary in education today, and offers suggestions for organizing teams of teachers.

J. A. DOWNS

them. Joint discussions about ways to help children can result only in better understanding of children's needs. Beginning teachers can learn from the more experienced, and vice versa. Children have the opportunity to work with a variety of teachers. Through co-operative teaching, integration and correlation of curricula can become a reality.

This co-operative teaching all hinges on whether or not the members of the team can work together effectively. When school officials begin to consider staffs for open area schools, therefore, they must carry out two steps. First, they must have general orientation sessions for teachers who are interested in teaming. Second, following the orientation program, they must have a

more intensive program for those teachers who are vitally interested in teaming.

The leaders chosen for both sessions must have had experience teaching in open areas and must themselves be vitally interested in teaming. The hope is that small groups will emerge from the latter sessions and individuals will soon see whether or not they could work well together. In some districts teachers working on a team are paid to return two weeks prior to school opening in September to work together without distractions and plan the program for the children in their respective areas.

In schools in which teams have been working together, the members themselves must be involved in

the selection of any replacements. Prospective team members could be given a trial period prior to selection. To my knowledge there are very few districts in B.C. in which the principal and his team are allowed free rein in the hiring of a new teacher to a team.

From my experience as a team member, I think the ideal team in an elementary open area school should have the following:

1. a natural leader to act as a co-ordinator;
2. some good followers as well as leaders;
3. teachers who are sensitive to others;
4. teachers who are willing to give and to receive constructive criticism;

These Teachers Have Retired

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

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 James Frederick Aberdeen, Richmond
 Boyd McKechnie Acteson, Vancouver
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 Herbert Thomley Elford, Shuswap
 Philip Leslie Elliott, Vancouver
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 Eldred Keith Evans, Nelson
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 John Clealand Ferguson, Chilliwack
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 Robert John Henwood, North Vancouver
 Miss Annie Laurie Hills, West Vancouver
 Harry William Hobbs, Burnaby
 Mrs. Dorothy Mary Hobson, Powell River
 Mrs. Marjorie G. Holland, Vancouver
 Mrs. Marjorie E. Holmwood, Powell River
 Mrs. Dorothy Howard, North Vancouver
 Frederick Huber, Richmond
 Robert Huddleston, Victoria
 Mrs. Irene Mary Hurley, Alberni
 Mrs. Bernice M. Hutchinson, Victoria
 Mrs. Lillian F. Inglis, Saanich
 Mrs. Eileen F. M. Jenkins, Golden
 Mrs. Edith Mildred Jensen, Alberni
 Miss Jessie Johns, Vancouver
 Mrs. Agnes L. Johnston, Victoria
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 Mrs. Margaret MacK. Keeling, Coquitlam
 Leslie Keith, Princeton
 Miss Lois Ethel Kinley, Victoria
 William Daniel Kirk, West Vancouver
 Alan George Kirkby, Chilliwack
 Karl Keever Knapp, Kamloops
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 Mrs. Mary Sharpe, Williams Lake
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 Mrs. Stella Aleta Unwin, Coquitlam
 Mrs. Helen G. von Alton, Burnaby
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 George Wesley Williams, Vancouver
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 Miss Mary M. M. Winter, Vancouver
 Mrs. Edith Wootton, Vancouver

5. teachers who are child-centered rather than subject-centered;
6. teachers who can discuss any subject frankly and honestly;
7. experienced teachers as well as inexperienced ones.

It is difficult to determine the optimum number on a team, but I believe a two-man team can maintain communications most easily. On teams of four, there is a natural tendency for two people to pair off and work closely together on a unit of work. On a three-man team, one person could become isolated from the other two, while any more than four members could produce serious difficulties in communication.

Teams must meet continually to examine and re-examine their aims and objectives. I have seen seemingly well organized teams fail to do this simply because the members could not communicate with one another. For example, if the majority of members of a team of four are all very aggressive leaders, the results can be chaotic, for each will try to dominate meetings. Similarly, I have observed what seemed like a dis-

organized team succeed because the members had a mutual respect for each other, were sensitive to the feelings of other members and were absolutely honest with one another.

Recently the teachers at MacCorkindale School spent much time preparing a brief to the Vancouver School Board entitled 'The Need For More Planning Time.' At present, teachers are expected to do the greater part of their planning out of school hours. The law of diminishing returns becomes evident as teachers spend more and more out-of-school time throughout the year. They become exhausted and cannot function well together. The answer is not to give each teacher a spare at different times—which may be the case in a traditional setting—but to find some time when all members of the team can meet together. More communication not only facilitates the successful execution of the program, but also eases psychological pressures brought on by higher noise levels in the open area and added distractions and movement. Time must be made

available on a weekly basis for teams to assess and re-assess their programs, teaching methods and methods of evaluation.

The open area is not a panacea for all the problems in elementary education. It is only one method through which children learn and teachers work co-operatively. When a principal encourages his teachers to make decisions that affect the learning environment of the children, and if the teachers are capable of this responsibility, the results can be mutually beneficial. As one teacher remarked to the principal upon leaving the open area school for a consultant's position, 'Thank you for allowing me to develop as a professional teacher.'

If the current trend continues, and more open area schools are built throughout the province, more thought must go into the training and selection of teachers. They must be given more in-school time to plan. Whether the recipe is a success or failure will depend upon not only the ingredients, but also how well they mix together. §

Who Are the Drop-outs ?

Continued from page 23

When certain pupils withdraw from school, there are sighs of relief from the staff and administration. Another school problem has left! Should the school then be freed of all future responsibility for its drop-out? Should the school relax and feel confident that society will provide the guidance the drop-out needs so desperately?

It is essential that qualified, full-time counsellors be provided for the schools, that sufficient time be allocated for their task, and that some contact be maintained with drop-outs so guidance can be offered them when they need and want these services. Drop-outs must not feel they have been rejected and have to face a hostile society entirely on their own. They must know where they can be warmly received and counselled if they so desire. Counselling services, therefore, must be easily available to both potential drop-outs and drop-outs.

Drop-outs feel that they are less understood and accepted at home and at school than do stay-ins. It is important to have pupils participate actively in all phases of school work. The pupil and the teacher should establish a relationship wherein the pupil would be encouraged to discuss his doubts, difficulties and needs. The teacher should ask the pupil for his opinion, suggest various job responsibilities to him and help him build his self-esteem. The pupil will respond to any personal interest taken in him by the teacher, and such a pupil-teacher relationship will provide a strong defence against ideas of dropping out that might occur later on. The pupil should be involved in some decision-making. There is no substitute for the pride and pleasure the pupil derives from having a share in making the decisions that control his life. The teacher must be ready to listen to the pupil's reactions and to go along with his suggestions, if they are appropriate. The pupil is an individual; if his individual needs are

met, he will put forth his best effort.

To promote the best development of the pupil, there should be friendly communication between the parent and the teacher. Each has information about the pupil that would be very valuable in promoting his welfare. The parent and the teacher should bring the pupil into the picture before any decisions are made. The three people concerned—pupil, parent and teacher—should freely discuss rules and programs of action. If the pupil has an opportunity to voice his grievances and to help, even in a small way, to decide upon a program of action, he will tend to be much more co-operative. If communication and rapport among the child, parent and school were established, pupils with varying degrees of ability, talent, interests and emotional equilibrium would be better accommodated.

There was general condemnation of corporal punishment by both drop-outs and stay-ins. Many drop-outs became disciplinary problems because they found school unin-

teresting or because they were not making satisfactory progress. In their dissatisfaction with school and with themselves, they lashed out at teachers who questioned their anti-school and anti-social behavior. Punishment did not change their behavior; nor did it improve their attitude. Corporal punishment served merely to intensify their dislike of school and detentions made their resentment more acute.

Corporal punishment is being used less and less in Victoria, particularly since the school board questioned its practice. The use of corporal punishment could be phased out entirely if closer relations were developed among the pupil, his parents, the counsellor and school authorities. The pupil and the parent should be made aware that the pupil could be asked to withdraw if his behavior continued to interfere with the rights of others. There must be more communication with the parents; the school and the home must work in partnership for a better understanding and development of the pupil.

Schools Cater to 'Heroes'

Drop-outs participate in fewer extra-curricular activities than do stay-ins. According to drop-outs, our schools cater to the basketball hero; we eulogize the rugby champions; we offer adulation to the track star. But who wants to be laughed at when he lumbers in last? Many drop-outs suggested that we should emphasize participation rather than competition; that members of school teams be asked to take on coaching and refereeing duties rather than play in intramural games; that we should give more time and attention to the beginner, the mediocre and the below average. We should not lavish our praise and attention on the superior.

The majority of drop-outs, at least in the Greater Victoria School District, do not come from lower socio-economic levels. Some drop-outs, who had one or both parents engaged in professional work, claimed that they rebelled against the constant pressure for the high achievement expected of them. Others said they acquired an inferiority com-

plex because they could not match the high academic achievements of their parents. Some from lower socio-economic levels stated they were determined to work hard so they could enjoy life more than their parents did.

Drop-outs have lower scholastic aptitudes than stay-ins. The relationship between male and female drop-outs and intelligence quotients below 110 is very significant. More than 65% of our pupils are on the academic program, a program designed to prepare pupils for university, yet only about 20% go on to university. It is obvious that the reorganization of the secondary school system based on the six programs is not fulfilling the needs of many of the pupils. There is still too much emphasis on the academic program. This emphasis repels and frustrates the pupil who is not academically inclined.

Prestige Is Lacking

The programs deemed to be non-academic are not sufficiently prestigious to be acceptable to parents and referring to them as non-academic is a misleading and erroneous categorization. Many parents are reluctant to accept that their children have limited academic abilities. They clutch desperately at the faintest hope and in their mind's eye see their children as university graduates. This concern and frustration could be eliminated if no distinction were made between academic and non-academic pupils, or among the six senior secondary programs with their rigid constants.

The Department of Education should eliminate the organization of courses into programs. Pupils should be permitted to take a full program of such electives as correspond with their fields of interest. Counsellors could recommend courses that would provide enrichment and continuity of interest. Pupils would not graduate on any particular program. They would graduate from senior secondary after completing a specific number of courses.

Admission to university should not be based upon the completion of rigid prerequisites, but upon

demonstration of a certain level of competence in a student's chosen field of study. If such were the case, parents would not insist that their children take courses for which they are unsuited and for which they have no liking or competence. Employers would not differentiate or discriminate between academic and non-academic if the Department of Education eliminated such differentiation. Pupils would be more willing to stay in school and study subjects within their fields of interest.

More Research Is Needed

The implications of early school withdrawal are unique for every individual. More research is required on this topic, but the immediate impact appears to be harmful, particularly when a pupil withdraws at the junior secondary level. Unless he has completed Grade 10, employers are reluctant to hire him, vocational schools and many apprenticeships are closed to him.

Most drop-outs from the senior secondary grades are employed or are continuing with some form of further training. The shock that is part of the aftermath of dropping out may be just the jolt needed to provide the initiative and perseverance required for more meaningful further training. Many drop-outs feel they are both academically and culturally disadvantaged. They could, in addition, be psychologically disadvantaged. Completion of secondary school would contribute generally to a pupil's self-esteem, to his confidence and to his knowledge of the art of living.

The door should be left open for drop-outs to return to school. Every pupil contemplating leaving school should be made to feel that, after he has withdrawn, he can still talk to his school counsellor or to a special counsellor outside the school environment who is designated for this purpose. Every pupil who has withdrawn from school should be followed up a year later. Such an expression of interest in his welfare could encourage him to take such steps as would enable him to become a better trained, more involved and more productive member of his community. §

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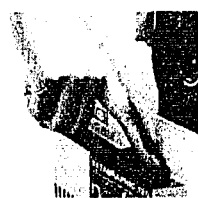
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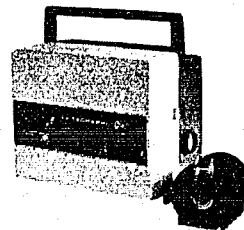
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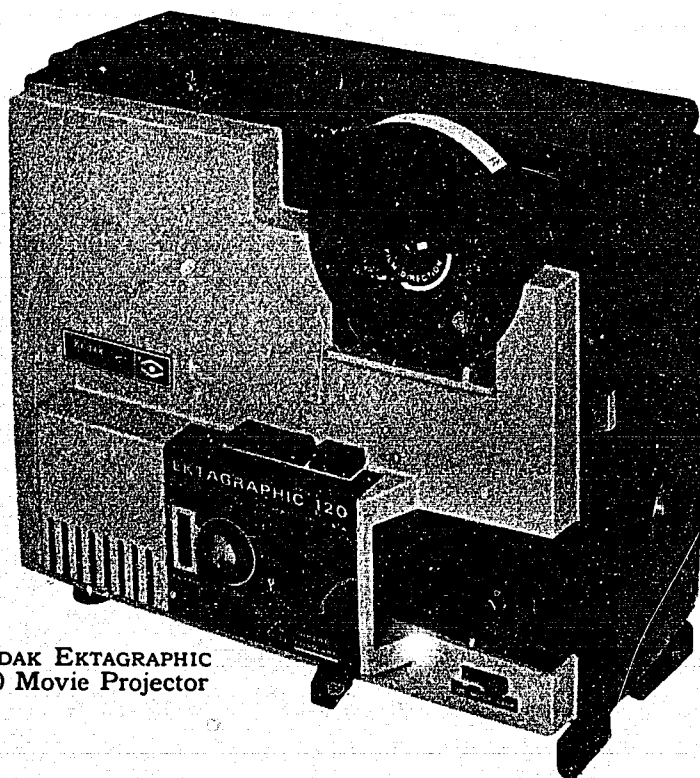
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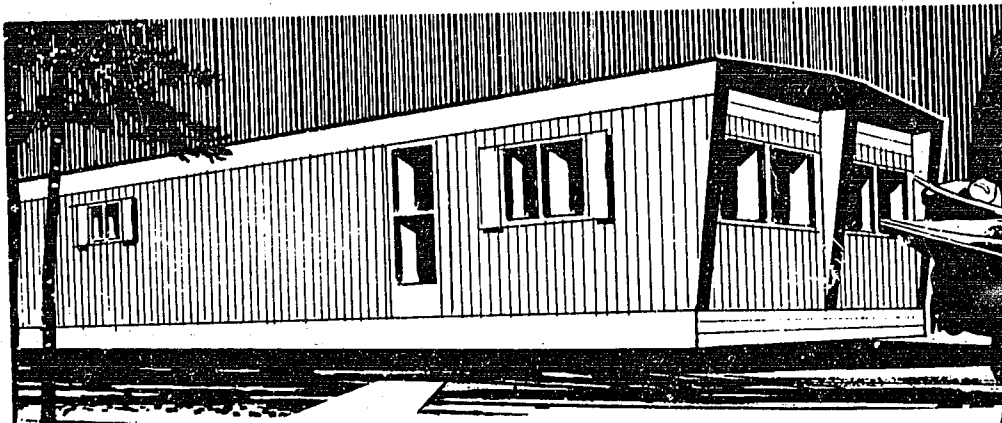
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Advances in Education

Continued from page 12

context in which they are offered and in which they must be read.⁹

The key to the financing of public school education is the instructional unit, which is the basis of the foundation grant program. The control unit is the school (where the instructional unit is derived) plus additional benefits for special programs, and for medical and dental care.

The key to the door of flexibility has been offered. Can the trustees, administrators and teachers use the key in a co-operative, cohesive manner to open the door for the benefit of the child—in fact, for all?

Indeed, can we really work together for educational advancement and fiscal responsibility, and offer opportunities for our share of the 'One Million Children' in Canada, for 'Involvement' and for 'Living and Learning'?

The CELDIC report says again:

'It is not sufficient to render schooling at all levels, financially and geographically accessible to all

young people. Planning for the economy and the welfare of the nation implies that a democratically chosen authority has to establish priorities. . .'¹⁰

The following procedure for the development of a school district operating budget sets out a systematic approach to achieve priority objectives through the allocation of limited resources. It is designed to permit the fulfillment of educational plans and programs. It is focused on the school to reflect necessary changes most rapidly, and to permit maximum communication with the parents and other resources of the community.

Formally, the objectives¹¹ of this procedure are:

1. To provide the best possible education at the least possible cost.
2. To permit maximum flexibility in the use of district resources.
3. To recognize the differences as between schools necessarily existing in offering the approved standards of education.
4. To give to the trustees adequate financial tools to guide the district toward the first objectives as

each school year progresses.

The details necessary to the implementing of a school-oriented operating budget follow. The focus is on the school, given a set of educational objectives within which the school may operate. These objectives may vary from school to school or from group to group of schools, depending on the local community's aims.¹²

Detailed Procedure

A. Procedure at the District Level

(1) Establish educational objectives for the ensuing year (on approval by trustees)

- (a) Program to be offered
- (b) Programs to be added or deleted
- (c) Research, experimentation, in-service training to be authorized
- (d) Auxiliary services to be available, e.g., teacher aides, itinerant teachers, programmed instruction, audio-visual
- (e) Special classes or services to be available

(2) Forecast pupil population by school

Continued on page 33



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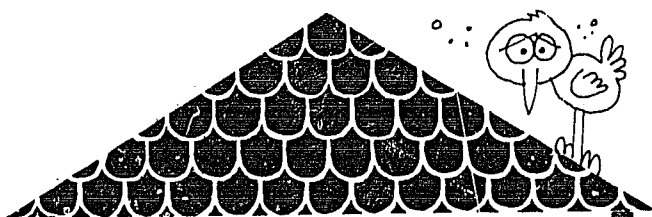
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Advances In Education

Continued from page 31

- (3) Establish cost of instructional unit by major operating expense for current year for each school in the district
- (4) Estimate cost of instructional unit for district for ensuing year
- (5) Estimate cost of instructional unit for each school for ensuing year, for purposes of initial school budgeting only
- (6) Estimate number of instructional units by school for ensuing year
- (7) Estimate overall desirable pupil/instructional resources ratio
- (8) Request from principals their school budget on two bases:
 - (a) a realistic school budget (B to D accounts), assuming no limitation of funds
 - (b) an adjusted school budget (B to D accounts), assuming a limitation on funds (i.e., school instructional units multiplied by cost of instructional unit)

B. Procedure at School Level

- (1) Principal, in consultation with his staff, to prepare a budget for his school on above two bases, taking into account:
 - (a) programs to be offered
 - (b) resources he and his staff consider necessary to offer these programs
 - (c) nature and size of the school population expected in his school
- (2) The school budget should cover all direct and variable instructional expenses of the school including:
 - (a) number of teachers and salaries
 - (b) number of auxiliary personnel and salaries
 - (c) teaching supplies needed, including an inventory of the stock of school supplies
 - (d) in-service training, workshops, courses requested for staff
 - (e) tours, plant visits, functions required for students
- (3) The school budget should include all operating (C) expenses, but the school will be expected to influence only the *method* of custodial care, i.e., to accept or reject district standards as these apply to the school.
- (4) If the school accepts the district

standard, its budget will reflect these expenses as provided by the district office. If it rejects them, the school should make the equivalent adjustments elsewhere in its budget, or show due cause for special treatment.

(5) The school budget should include all repairs and maintenance (D) expenses as estimated by the district.

(6) The principal may establish his program of preventative repairs and maintenance in consultation with the maintenance superintendent. The school should be allowed to adjust these if the principal's priorities call for expenditures elsewhere, and the risk of postponement is revealed to principal, district staff and trustees.

(7) All school budget figures should be presented with a monthly breakdown of estimated expense, to enable effective corrective action. *This is an essential part of the process.*

C. Procedure for Joint School and District Review

- (1) The school budgets will be totaled to secure an overall district budget—in the District Superintendent's Office (without or with limitations)
- (2) Surpluses and deficiencies by school should be drawn out, and resource shifts as between schools should be made wherever possible (e.g., school A may wish to use volunteer aides thus releasing a teacher for service in another school; school B may have a surplus of teaching supplies; etc.).
- (3) Joint budget review meetings should occur between the district superintendent and (a) elementary principals, and (b) secondary principals. A consensus budget for presentation to the trustees should now be prepared. (Where a consensus cannot be obtained, subject to Finance Committee veto, the recommendation of the district superintendent will prevail.)
- (4) Provision for the Finance Committee of the board to be called in for a review of each school budget should be made at this point.

D. Trustee Approval

- (1) The secretary-treasurer, after

agreement between the district superintendent and principals, should present an operating budget for approval by the trustees in summary form with supporting detail by school, on a monthly basis.

(2) The presentation should include:

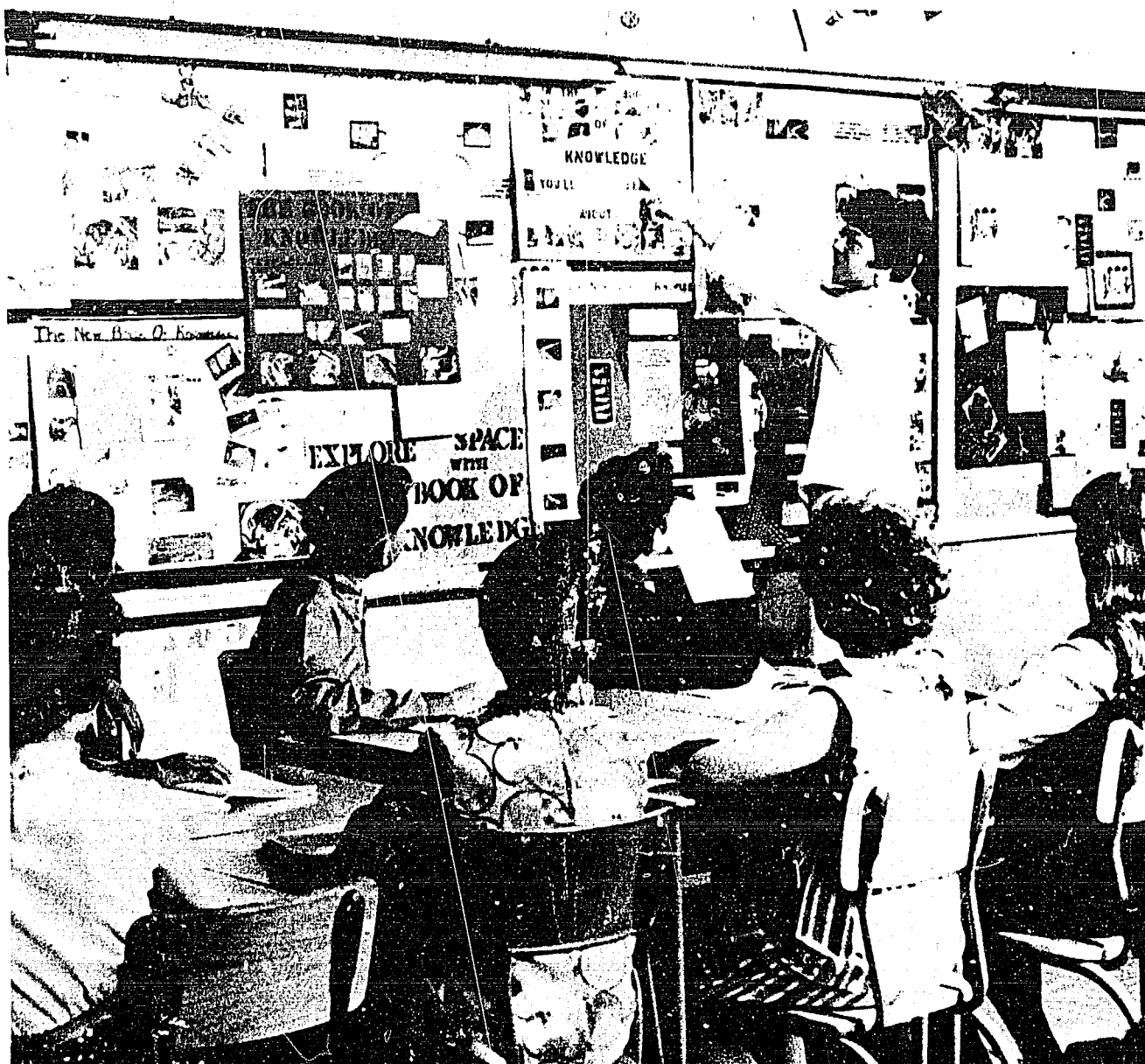
- (a) Comparisons with previous year's actual and budget
- (b) Estimated effect on instructional unit cost of the district
- (c) Estimated overage/underage in provincial average instructional unit cost
- (d) Estimated alternative areas for resource adjustment, if recommended, together with the effect on educational standards
- (e) Estimated effect on next year's mill rate showing estimated sources of new revenue—increased enrollments, increased assessments, change in basic levy, other sources, e.g., fees

(3) The presentation should also include an estimated monthly cash flow showing short-term cash surpluses or deficiencies, and recommended borrowing program.

This procedure is in outline only, but it calls for major shift in thinking with respect to the use of funds in a school district. The Department of Education may well have to make a change in its financial accounting requirements. It certainly ought to run a series of workshops for school board secretary-treasurers and district superintendents to orient them to this school-oriented philosophy. School districts will benefit from a resultant better use of the instructional unit concept. School districts in turn, will need to acquaint all administrators — educational and business—to the effective use of budgets.

Successful application of this philosophy and procedure should result in maximum use of existing resources, an effective utilization of the educational finance formula, a flexible educational environment, and an ability to meet the rapidly changing requirements of a fast moving world.

But what do the teachers think? And what will regionalization do? \$
References available on request.



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I have never been an economic determinist in the crude sense of believing that each individual's opinions are necessarily determined by his position in the social scale. But when I read Pensioner Jim Hill-Tout's attack on Teacher E. A. Bryan in your April issue, I begin to wonder.

'We can see our pensions being steadily eroded by inflation, and recognize the greatest single factor—irresponsible wage demands that exceed both the rate of productivity growth and the rising cost of living. . . .'

The greatest single factor? In this, Hill-Tout contradicts both the Economic Council and the Task Force on Labor Relations. But then, of course, he does quote the higher authority of the *Vancouver Sun*.

Anyone possessing a speaking acquaintance with economics is aware of the close connection between inflation and war expenditure. A graph of the U.S. wholesale price index over the past 200 years, for example, is almost a horizontal line interrupted by five exceedingly high peaks coinciding with America's five major wars. As to the 'peacetime' inflation of the past 25 years, one need only look to the fact that during that period U.S. 'defence' expenditures have totalled more than one trillion dollars.

'Cost Push'? What is that but the increasing pressure of war contracts on commodity prices, interest rates, labor supply, etc.?

'Demand Pull'? What is that but the excess purchasing power generated by astronomical, deficit-financed military budgets?

In the face of that over-riding reality, no economic group can do other than protect itself as best it can against the inflation that is there whether we ask for 5%, 7%, or what have you. For any individual group (teachers, workers, pensioners, farmers) to settle for less than full compensation for the inflation loss is simply to perform an act of futile philanthropy.

As to 'economic illiteracy,' let Jim sharpen his own pencil. A union that settles for an increase equal to the cost-of-living increase, obviously forgoes any participation in rising

A MATTER OF OPINION

ECONOMIC ILLITERACY

EMIL BJARNASON

productivity. A union that settles for an increase equal to the rise in productivity obviously forgoes any compensation for rising living costs. No wage movement can possibly give its recipient the full benefit of productivity unless it is equal to the rise in productivity compounded with the rise in consumer prices. That is mere arithmetic. And such an increase in today's economy cannot be less than 7 or 8%, the level that Jim finds repugnant.

'Economic illiteracy'? When did it become fashionable for economists (and Jim Hill-Tout is an economist) to compare the rise in GNP (a social aggregate) with the rise in wages (a rate per unit)? Or to compare a movement in real dollars (his reference to GNP) with a movement in

current dollars (his reference to wages)?

Mr. Hill-Tout compares a pensioner's 1970 raise of five cents a day to teachers' raises 30 times as high and some unions' 100 times as high. Possessed though I am of infinite sympathy for the pensioners, and ready as I am to support their case for higher pensions, I suggest that he take a longer view and compare the amount of pension he is receiving (inadequate though it be) with the pension received by teachers retiring in the period 25 years ago, when he and I were doing our poor best, on behalf of the Federation, to get pensions raised—just as the Federation is still doing. Then let him compare the resulting percentage increase with the rise over the same time span in teachers' salaries. He may find the comparison enlightening.*

Pensioners will never win their fight against inflation by directing their fire against their unretired brothers, the only group in society that can and will fight for their cause. Rather, both groups should turn out in struggle against the common enemy, the war-makers.

Or should I deduce from Jim's letter a case against any struggle at all? After all, the five cents a day he says he got in 1970 is closely akin to what he suggests the rest of us should get. Should I not conclude that, if that is the case, he should be satisfied with it?

*I don't know what year Jim Hill-Tout retired, and I don't have in front of me full information on teachers' pensions for all years, but taking the first and last years for which the figures do come to hand without too much digging, it appears that a basic teacher's salary (PC or equivalent) increased by 170% at the minimum and 83% at the maximum between 1947 and 1964, while an average teacher's pension (including OAP) increased by 224%. Both, of course, have further increased since then. That makes neither the wage nor the pension adequate, but it gives the lie to the notion that the employed teacher is exploiting the poor pensioner. S

Mr. Bjarnason is the director of the Trade Union Research Bureau.



FROM ZIG ZAG TO LELOUCH

One of the by-products of being a teacher with interest in the audio-visual is an unfortunate tendency to view each TV program or movie as a lesson aid. It gets to be so bad at times that one feels guilty for merely enjoying oneself.

So, for example, among the twenty or so movies I saw this summer was a minor epic called *Zig Zag*. I guess television serial watchers will see better plotting any night on *Perry Mason* or *The Defenders*, but the wide screen is my cup of tea and so is the crunching pop corn and the total absence of the little ones yelling at the top of their lungs when the ice cream man is allowed to pass by unnoticed. And *Zig Zag* took place in the criminal milieu of palm-treed California. It was probably totally contrived in situation, characterizations and the current realities of Los Angeles. That's why I liked it, because there was no harsh realism and I couldn't possibly identify personally with anybody.

It was great fun, but no matter how much one strained his eyes, it was difficult to come up with anything educational about it. Except that crime doesn't pay, but that's a lesson that under present world realities belongs to ancient mythology.

A few years ago *The Defiant Ones* showed Tony Curtis and Sydney Poitier chained together while attempting to escape from the clutches of the law. Race was thereby 100% 'in' so far as serious films were concerned. This year's crop

of the racial ones wasn't spectacular; if Canadian kids got some sort of an idea about American racial problems from them, they certainly got the wrong one.

They got a lot of laughs in *Cotton Comes to Harlem* with Godfrey Cambridge; they got a cheap imitation of an integrated Tennessee Williams play in *The Liberation of L. B. Jones*, which should have rightly been called *The Son of In the Heat of the Night*. *The Landlord*, with Pearl Bailey, was largely unintelligible because there was too much art and not enough coherence in the cutting. It also had a very progressive soundtrack in which the audibility of the performers' words was considered secondary to the clinking of glasses and rattling of garbage cans.

Then there were the war movies, *Catch 22* and *M.A.S.H.* The latter was displayed in Canada with uncommon pride because its star, Donald Sutherland, is a native son. Most disquieting to those who have seen World War II with the original cast and to those who were alive and aware when the Korean War was being fought was that both movies were lying. Attitudes such as those shown in them were either totally non-existent or so rare in their appearance that their possessors kept them under their hats.

The implications of the lie are much more widespread than apparent at first glance. And much more important than the fact that the Vietnamese War is being protested through Glenn Miller, day-

light bombing and crushed caps of the pilots of the Army Air Corps. It becomes uncomfortably clear that because a decade or two after the events we allow such flagrant tampering with history largely unchallenged, our versions of, say, the Balkan Wars or the Crusades must be monstrously distorted.

The most horrifying thought in this connection is that Hitler, for example, could very well be metamorphosed within a century into something resembling the Napoleonic legend. The ubiquity of the audio-visual treatment of history nowadays would probably be responsible for a much faster growth of legends.

But on to the happier side of pictures.

Last year the French director Claude Lelouch put together a film called *Love Is A Funny Thing*, which had a much better twang to it in the original French as *La Femme Qui Me Plaît*. He put Jean Paul Belmondo opposite Annie Girardot and he

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Sex

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

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

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

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

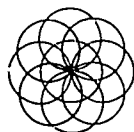
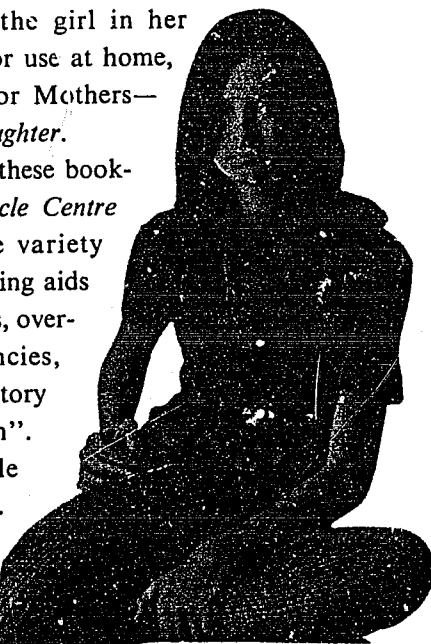


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Annie Girardot and Jean Paul Belmondo in *Love is a Funny Thing*—Should the director get the 'Educator of the Year' award?

made them fall in love in a funny way. Then he gave it an ending without the happy.

No world shaking achievement yet? Well, not really. Except that Lelouch took an awful chance. He took this romantic French couple and instead of walking them up and down the embankment along the Seine with the Ile de la Cité fuzzily in the background, he took them on a trip across the dry and dusty U.S. Southwest.

Now here is the twist: Instead of following in the footsteps of the Italian director Antonioni, for whom it would seem (after watching *Zabriskie Point*) the U.S. is an obscene word, Lelouch gave credit where it was due. He also condemned where necessary. One of the most amusing scenes in *Love Is A Funny Thing* occurs when a waiter in a small American town discovers French money. Sure, he cannot help showing his ignorance of the stuff, but the way Lelouch pres-



ents it, there is no guile implied. In fact, one has the welcome feeling that Lelouch sees no logical reason why French currency should be a common sight in a roadside restaurant in the U.S.

That is why Lelouch should be a strong nominee for the 'educator of the year' award. In patiently explaining, in tolerating, smiling and at times admiring an alien culture

he has set an example in *Love Is A Funny Thing*. The idealistic kids of today will find that example endearing.

Too bad the movie played in a small art theater. Since that is the kind of place teenagers generally shun, it will probably be something like three years before they get to see the film.

On television.

§

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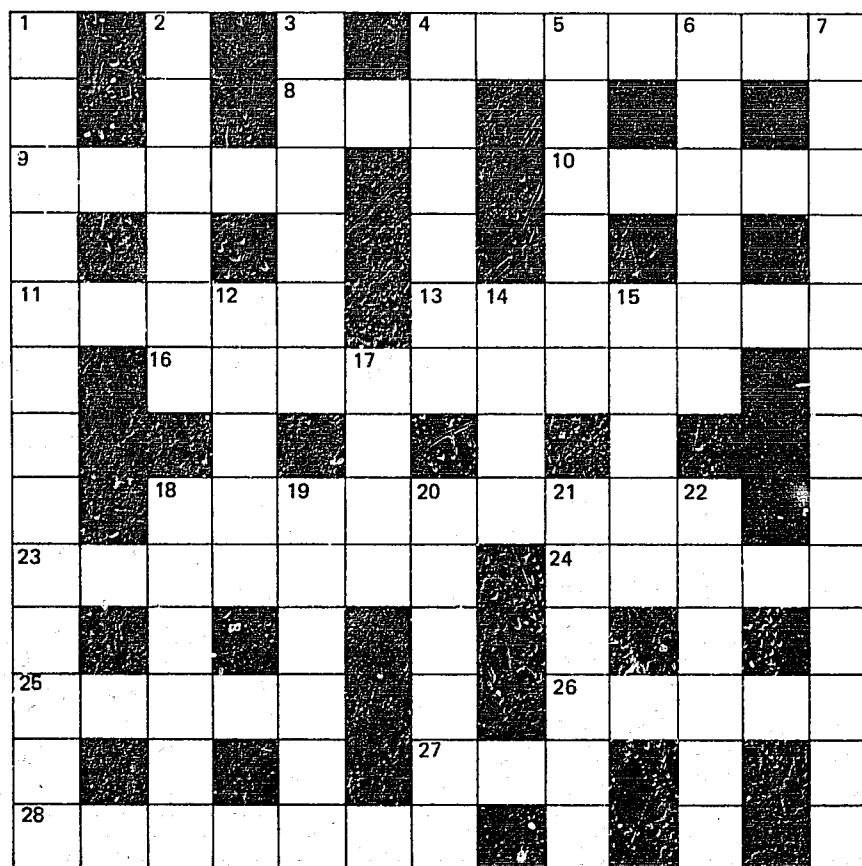
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ADDRESS

Here is a new feature we hope will prove to be enjoyable. Thanks to one of our readers, we shall run an original crossword puzzle each month in the hope that it will prove of interest. We should appreciate receiving your reactions — puzzles worthwhile, too hard, too easy, etc.



CLUES ACROSS

4. So if sac burst apart utter failures would result (7)
8. Seen in a Chinese pagoda (3)
9. A lot at random should supply everything (5)
10. Genuine thousand go to make up the kingdom (5)
11. in which the king did this (5)
13. See pace go clumsily for the run-away (7)
16. Wishful thoughts prevail when dams ready for disposal (9)
18. Beat blade (anagram) (9)
23. Segregate when Leo is at variance (7)
24. Misdeals to get front positions (5)
25. Take the wrong trail — and end up in court? (5)
26. Something to drink from tar we splash around (5)
27. Part of a race very keenly contested (3)
28. Reactor (anagram) (7)

CLUES DOWN

1. Having a fatherly feeling even though a tear in plastic can result (13)
2. Countless and unrevealed (6)
3. Boy in the merry month has an ailment (6)
4. Container used when noisily getting on in years (6)
5. Continent which, if a car is used, would take a long time to cross (6)
6. Painful spasms—to affect one's style? (6)
7. Holiday places created when storm resusers change (13)
12. Artistic support formed when the lease is re-drawn (5)
14. Eats awkwardly when the bristle is around (4)
15. Enough from the camp leader (5)
17. Curse! The dart has gone astray (4)
18. Coiled (anagram) (6)
19. Bet all on getting to see 'Swan Lake,' for example (6)
20. Sore quotation (6)
21. Bowler (anagram) (6)
22. Ear set askew for the religious festival (6)

(Answers will be printed next month.)

A Reminder —

The deadline for resolutions for the 1971 Annual
General Meeting is December 15.



WILL THE CLASS . . .

please come to order. Greetings, fellow bookworms and other educational fauna. As noted elsewhere in this issue, we (not the editorial 'we') are now 50 years old, and we (editorial this time) can promise you an interesting year in this corner. I am particularly pleased with two reviews of creative writing in the classroom, a hitherto neglected field, as well as a perceptive analysis on reading instruction by a guest reviewer, Tory I. Westermarck, who is an associate professor at UBC.

THIS SUMMER . . .

I had a mind-blowing two weeks taking an in-service course that asked the question, 'Have you discovered media?' I can truthfully answer: 'Like wow! I have indeed.' Kudos to all those excellent resource people for an exceptional experience. If it is ever offered anywhere close to your district, run, don't walk, to sign up. You won't regret the time.

PHILOSOPHY . . .

If I were asked to dilate on my own personal summer activities (with the notable exception alluded to in para 2 above), I could do no better than to quote the immortal James Thurber: 'It is better to have loafed and lost than never to have loafed at all.'

—C. D. Nelson

BIOLOGY

Living Things, by F. L. Fitzpatrick, T. D. Bain and H. E. Teter. Holt, Rinehart and Winston, Toronto, 1970. Price not given.

Living Things is yet another standard presentation of junior secondary level biology. The preface claims that the material presented has been selected on the basis of its relation 'to the needs and interests of students as they confront their daily concerns,' resulting in 'a book that supports the general or liberal education aim.' This claim is, for the most part, unsubstantiated.

A perusal of the book reveals the same old half-tone illustrations of what foods to eat for good nutrition; root hairs; conjugating *Spirogyra*; and guard cells. Some of the terminology is rather elementary—a vertebra is a 'neck bone'; molars are 'heavy grinding teeth.' Some labeling is erroneous—a butterfly pupa is labeled a 'cocoon'; what would appear to be the embryonic chorion is labeled 'uterus.'

The text is generally direct, clear, readable exposition. Boldface type and italics are widely used for new terms and pronunciation guides appear often. A limited glossary and an adequate index appear at the end of the book. Each chapter is concluded by a good summary and related subjective questions. Suggested laboratory activities are included frequently throughout.

The three-kingdom system of classification is used. Evolution is presented as fact rather than as theory to account for variety among living things. Special creation is not mentioned as an alternative concept.

A total of four pages of 'simple chemistry' constitute Chapter 3. Chapter 4 deals only empirically with the chemistry of protoplasm. In contrast, Chapter 5 makes a chemical distinction between the light and dark reactions of photosynthesis.

The profuse illustration includes photographs of good quality, but the overall effect is marred by many of poor quality. One photograph is obviously faked. The impression is given that many of the photographs are merely space-fillers, often involving half a page or more. The captions accompanying many illustrations make their inclusion unjustified.

This volume is not recommended for extensive use as a supplementary reference text as it does not provide anything sufficiently new or innovative.—D. A. Arnott

ENGLISH

We Live and Learn, by the children of Grade 3. Comp. by W. Ready. Cromleck Press, Ancaster, Ont., 1969. Paper. Price not given

This is a short 35-page book of stories and a few poems written by the pupils of a Grade 3 classroom in Ancaster, Ontario.

Their teacher, Judy Lomas, states in the introduction that she has tried to emphasize creativity by sharing experiences and through discovery, enquiry and exploration.

The selections are indeed imaginative, with stories about strange creatures from a new planet, and of how animals got their particular body peculiarities. However, the book's usefulness to the teacher is, in my opinion, limited by the lack of variety in the topics. Too many items on one topic by various students are included. Since the stories were not copy-read (the teacher felt the pupils' enthusiasm would be dampened by using red marks), the stories are often difficult to read.

This self-covered book is printed on very good quality paper in a variety of colors, but the type seems rather cramped for 8-year-olds to read easily. Imaginative illustrations done by the children accompany the stories, but, unhappily, are unsigned.

—Lois Joyce

An Ice Cream Cone Feeling in the Dark of December; an anthology of writing from the students of Alberta. English Council of the Alberta Teachers' Association, Edmonton, 1969. Paper. Price not given

The purpose of this anthology, as outlined in the introduction by editors Emma E. Plattor and Jack R. Cameron, is to act as a catalyst in encouraging more imaginative teaching and writing in Alberta classrooms. To achieve this aim, a wide variety of material from both primary and secondary students is presented. The topics are pertinent to the particular ages of the writers. A minor criticism is the lack of humorous selections. Haiku, tanka, cinquain and limerick are some of the verse forms used here.

I found this book extremely useful in the classroom as a handy source of practical ideas for creative writing lessons. The teachers' comments on some of the students' work are helpful. My pupils were motivated by both hearing and reading poems and stories written and signed by children their own age. Reading this book is a pleasure rather than a chore, because, unlike many similar collections, this one has been copy-read!

The format is attractive, with wide margins and good clear print. It is self-covered but durable, and the pages open flat. Illustrations by the children are in black-and-white and add charm to the selections.

A tape recording to accompany this anthology is currently in preparation. It will provide guidelines for using the book in teaching reading, language and literary appreciation. Besides using the voices of students reading, the tape will include selections for blending sound and music in creative oral expression. The one-hour tape will be available in cassette (\$5.00) or reel

(\$4.00). Orders should be sent to: Dr. Emma Plattor, Faculty of Education, University of Calgary.—Lois Joyce

HISTORY

Canada and Its Leaders, by John S. Crosbie. Baxter Publishing Co., 1969. \$4.95

In this 176-page cloth-bound collection of short biographies of the prime ministers of Canada, beginning with John A. Macdonald and concluding with Lester C. Pearson, John Crosbie presents a panorama of the political history of Canada.

Through the lives of the various prime ministers, the author gives us an insight into the personalities of Canada's leaders and their contribution to Canada's growth as a sovereign nation.

Unfortunately, the review copy had pages that were joined together at the top, thereby causing the reviewer to wonder if publishers should recall their books. In addition, some pages were creased and the type was slanted.

The bibliography has an excellent list of sources of information about the prime ministers of Canada. There are chronological charts of Canadian Governors-General and of Canada's ruling monarchs since Confederation.

A very suitable reference for in-depth studies of our political leaders. It is recommended for Grade 10 and 11 social studies. —Elden Kier

READING

Reading in the Elementary School, by George Spache and Evelyn Spache. 2nd ed. Allyn and Bacon, 1969. (Can. Agt. Macmillan of Canada) Price not given

Teachers are aware that there is no one best way to teach reading, but that for certain children some approaches are more appropriate than others. The authors reflect this point of view in the new edition of their book. Differentiated instruction, flexibility and preventative diagnosis are themes elaborated upon throughout.

The scope is similar to the 1964 edition, with some welcome additions. The revisions incorporate recent research, previews and additions to bibliographies and suggested materials; there are useful discussion questions following each chapter, and the format and type quality have been improved. A new chapter deals with comprehension, critical reading and questioning techniques to promote comprehension; another deals with innovations and recent research in reading.

Following a definition of reading, the authors examine readiness and the advantages and limitations of basal readers, individualized, linguistic and language experiences approaches to reading. Within this framework they offer a program for the future and suggestions for implementing that program.

In the section on readiness, the authors are critical of the inadequacies of existing practices. They offer, instead, a variety of activities that have proven successful in the prevention and correction of reading difficulties. The sections on auditory and visual perception have been extended and should be especially useful to teachers of initial

reading and corrective reading.

Capitalizing on the advantages of several programs, the authors present their program for the future. While essentially individualized, the program is not prescriptive, but is offered as an initial guide for the teacher who wishes to differentiate instruction for the gifted, average and slow child.

A singular strength of the Spaches' unit on individualized instruction is the emphasis on the diagnostic aspect of the conference between pupil and teacher. This, coupled with suggestions for record-keeping, planning procedures, and scheduling, make the section highly useful.

Units on word recognition techniques and skills and vocabulary follow essentially the development of the earlier edition. In my opinion, however, the chapter on comprehension and critical reading is the best published in a general textbook. The application of Bloom's *Taxonomy of Educational Objectives* to specific types of questions that can be used to develop different levels of comprehension will be valuable to any teacher who is concerned with the problems of teaching reading as a thinking process.

Reading in the Elementary School is highly recommended for the professional library of anyone interested in the teaching of reading. Ideas and concepts are clearly stated without the usual elaborations found in most reading texts. The authors assume an intelligent, professional audience and present a scholarly work for which we should be grateful.—Tory I. Westermarck

SOCIAL STUDIES

101 Stops of Interest in Beautiful British Columbia, by David E. McGill. Privately published, \$2.95

The result of 12 years spent traveling B.C.'s highways, this book offers a delightful way of getting to know our province. It consists of a collection of color photographs of 101 of the Department of Highways' 'stop of interest' signs, together with information elaborating the text of each sign. A map at the beginning of the book shows the location of the signs.

Each page is devoted to one sign. The picture includes enough of the background to indicate the type of country in which the sign is located. The additional information supplied by the author is very readable, and has been checked for accuracy by Willard Ireland, Provincial Librarian and Archivist. This supplementary text helps to answer many of the questions prompted by the brief information included on the signs.

The idea is a simple one, but has been carried out very effectively. The book should have a special appeal for motorists, and would certainly be a valuable addition to the glove compartment of any car. However, it should also be useful in teaching the geography and history of our province, and would therefore be a useful addition to school libraries.

Traveling B.C. in an automobile or in an easy chair should be more enjoyable with Mr. McGill's book.—Ken Aitchison

MATERIALS RECEIVED IN BCTF RESOURCES CENTER

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

ALTERNATIVE MODELS OF ELEMENTARY EDUCATION, by B. R. Joyce. Waltham, Mass., Blaisdell, 1969.

ANGER AND THE ROCKING CHAIR; GESTALT AWARENESS WITH CHILDREN, by Janet Lederman. New York, McGraw-Hill, 1969.

AV INSTRUCTION: MEDIA AND METHODS, by James W. Brown. New York, McGraw-Hill, 1969.

FACTORS RELATED TO THE PROFESSIONAL DEVELOPMENT OF LIBRARIANS, by E. W. Stone. Metuchen, N. J., Scarecrow Press, 1969.

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM, by Lloyd Homme. Champaign, Ill., Research Press, 1969.

INDIVIDUAL READING: READINGS, compiled by Sam Duker. Metuchen, N. J., Scarecrow Press, 1969.

THE LIVES OF CHILDREN, by George Dennison. New York, Random House, 1969.

THE NEW WORLD OF EDUCATION, by Marc Belth. Boston, Allyn and Bacon, 1970.

RX FOR TEAM TEACHING, by Robert H. Johnson. Minneapolis, Burgess, 1968.

SELF CONCEPT AND SCHOOL ACHIEVEMENT, by William Purkey. Englewood Cliffs, N. J., Prentice-Hall, 1970.

SEX IN THE CHILDHOOD YEARS, by Isadore Rubin. New York, Association Press, 1970.

SUMMERHILL: FOR AND AGAINST, by N. W. Ackerman. New York, Hart, 1970.

TEACHING ELEMENTARY SCHOOL SCIENCE, by H. D. Thier. Lexington, Mass., Heath, 1970.



THE EDITOR COMMENTS

WE'LL HAVE TO ADAPT

Like all animals, man must adapt to changes in his environment to survive. In the last year the teaching environment has altered significantly. The supply of teachers has improved to the point where the recruitment-and-employment picture has been completely changed. Teachers and their organization are going to have to do some adapting.

The change was not unforeseen. Indeed, the research division of the Canadian Teachers' Federation predicted it six or seven years ago. It was, however, a dramatic change for those who found themselves caught in it. A teaching environment in which for more than 20 years employment opportunities were virtually unlimited, has become one in which some teachers cannot find a position anywhere in the province. For the first time there are more people than positions available.

How significant a problem is the surplus of teachers? No one can say with any certainty yet, but it is probably not as serious or alarming a situation as some people make it out to be. Let's try to put it into perspective.

The situation in which people must compete for the positions available is new for teachers, but not for most other people. An unemployment figure of 4% of their working forces seems normal for most occupations. For years the rate in teaching was nil. Even now it is only 1%. As of the middle of September, some 250 teachers had registered with the BCTF as being available for employment, but even this figure is misleading. Some of the 250 indicated that they would be

available only for one area of the province. Obviously, their chances of employment were greatly reduced by this stipulation.

A somewhat parallel situation exists in nursing. For years there was a chronic shortage of nurses. Now nurses are finding it very difficult to find jobs.

At any rate, there is no doubt that the supply of teachers has improved. What about the future?

The Department of Education predicts higher enrollments over the next five years, especially in the secondary grades. A greater student population will, of course, create a demand for more teachers. Meanwhile, we foresee four consequences of the improved supply of teachers.

First, the mobility of teachers will be greatly reduced. Those teachers who have positions will tend to keep them, and turnover in the school districts will be much lower than in past years. Indeed, the turnover in several districts this year was minimal.

Second, there will be higher standards for the profession. Higher expectations will be held for teachers in terms of gaining admission to training, of graduating from training programs, of obtaining positions, and of being kept on staff after the probationary year. Higher standards will, of course, be good for the profession as a whole, but they will be hard on those individuals who cannot measure up to them.

Third, new teachers will find their choices of first appointments restricted. They will have to go where the vacancies are rather than where they would like to go—a

situation similar to that of the 1930s and 1940s.

Fourth, teachers on probationary appointments will find it increasingly difficult to gain appointments to permanent staff if their first year is not a successful one. In this regard, it is now more important than ever that their colleagues on staff, particularly the principal, make sure the beginners get all the advice and assistance they need to become established.

If standards of entry to teaching were high enough (a university degree is the *minimum* required for the other professions), if classes in B.C. schools (now among the largest in the country) were reduced, and if every teacher in the province were assured of a manageable workload, there would be no surplus of teachers.

Unfortunately, however, the improved supply situation has occurred at a time when the provincial government has severely curtailed the amount of money that can be devoted to education. For years improvements have had to await the availability of more teachers. Now that teachers are readily available, school boards are prevented from hiring them. Society is the loser when the talents of its people are not put to good use.

One thing is certain: traditional responses likely will not be appropriate in a changed environment. The BCTF must, therefore, review its policies on such matters as teacher education and recruitment, tenure, working conditions and unemployment insurance.

As we said when we started, man must adapt to changes in his environment.—K.M.A.

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