December 1970
VOLUME 50 NUMBER 3

THE B.C. TEACHER

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The Faculty of Education and The Center for Continuing Education, University of British Columbia announce:

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Inquiries should be directed to: Mr. Philip E. Moir, Director, Education-Extension Programs, Center for Continuing Education, University of British Columbia, Vancouver 8, B.C., 228-2181.

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Applications close on DECEMBER 31, 1970, with the appointment expected to be made in mid-February 1971.

Inquiries for additional information, or the letter of application, should be forwarded to:

J. S. Church,
Chairman, Board of Trustees,
Project Canada West,

c/o B.C. Teachers' Federation,
#105 - 2235 Burrard Street,
Vancouver 9, B.C.

All inquiries will be treated in strictest confidence.

THE BC TEACHER

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Affiliated with the Canadian Teachers' Federation

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COVER PICTURE

Textbooks, too, have changed during the past 50 years. The five old books in the center of our picture belong to the Provincial Library, by whose courtesy they appear here. The others are recently published books borrowed from the BCTF Resources Center. School children today are luckier in their school books than were their grandparents, aren't they?

PHOTO CREDITS

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More Reasons Why BCTF Policies Need Reviewing

Sir,

I should like to add to some of your comments and take you to task for some of the others you made in the September-October issue.

It seems to me that you failed to mention two of the most important points in connection with the present 'surplus' of teachers.

First, school boards will tend, with the encouragement of the provincial government, to hire more inexperienced, hence less expensive, teachers. In this connection, the recent proposal of the BCSTA to, in effect, end the teacher's right of tenure is significant.

Second, the boards and administrators will now have a more powerful club to hold over the teachers' heads—particularly over those labeled 'troublemakers,' i.e., the innovators and the discontented. Another BCSTA proposal that 'master-teachers' become a special category follows this line of thought. We must never forget that whoever evaluates the work of another has the power to reward and to punish.

I agree with you that the BCTF must review its policies and responses but for a more important reason than the fact that there is a surplus of teachers. All political and economic signs point to further cuts in educational spending and, more important, in whatever autonomy the teacher has. The essence of the crisis that is rapidly coming upon us is, I feel, the control over learning conditions. If classroom by classroom, subject by subject, we are to be bound by rigid provincial formulas and by the arbitrary will of business-oriented school boards, then whatever education is taking place will be snuffed out.

In such a situation, the question is not how many teachers are available but what type of teacher will be attracted to a group of, in former BCSTA President Campbell's words, 'pseudo-professionals.' If teachers are to embody the educational goals of self-direction and autonomy, they must resist vigorously all attempts to reimpose the 19th century conception of teachers as minor civil servants and go on to wipe out all vestiges of their former role. Otherwise, it is idle to equate a surplus of teachers with an increase in the quality of education.

This last point brings me to the role of the BCTF. It is not good enough to say that 'like animals, man must adapt to changes in his environment.' It seems to me that the BCTF has done this much too often in the past with its endless talk and pseudo-moderate stands. Such an argument ignores the fact that, unlike animals, man can alter his environment for the better or worse.

The BCTF, if it is to mean anything, must be willing to take strong stands to the point of striking on issues which affect learning conditions or else confirm my suspicions that it is really a company union hiding behind pious platitudes and inept leadership.

100 Mile House F. J. Frigon

A Reply to Mr. Keyes

Sir,

Re Robert Keyes's article in the September-October issue—I was interested to read of the support he gives to the provincial finance formula, since he serves a district which last year had to cut one million dollars from its budget as a direct result of the finance formula. The 'myriad details' of full-time librarians, teacher aides, special education, French program, etc., received short shrift there.

Interesting, too, to note the 'liberal extractions' from the CELDIC report, chosen so carefully from the full context. It is true that the report does say that the trustees occupy a key position in education; but before it says that, it says:

'Although as school districts have grown in size this role [partnership in education] has become more complex and diversified, the basic functions of the school trustee system remain unchanged. In practice, school trustees play an important part in deciding not so much the broad outlines of educational poli-

cy, . . . as the interpretation of this in borderline areas . . .—sometimes regarded as frills— . . . It is here that a conflict arises between the trustees' function as watchdogs of the public purse and their sensitivity to community pressure. Traditionally school trustees have been regarded as exerting a conservative influence upon educational developments.'

Then the report goes on to say that there have been some trustees who have pressed for change.

However, the section ends, not as Robert Keyes would like it to, at the 'key position' note of praise, but on quite a different note:

'Because we recognize the invaluable role that can be played by trustees . . ., we believe that every encouragement should be given to trustees to *increase their understanding* of the diversity of individual needs and differences which the school system must meet.' (Italics mine)

Just as Mr. Keyes wishes the educator to learn what an operational budget is, so that his view of the whole will not be obscured by his concern for 'myriad details,' so this writer, supported by the CELDIC report, suggests that the trustee also acquaint himself with those very myriad details, in order that his view of the whole will not be obscured by his concern with the operational budget.

Has Mr. Keyes read the 'Proposals for Change' section of the CELDIC report? It contains new and exciting ideas for a complete shift in our organization of local services. Or is he, while wanting change, afraid of change?

Burnaby — Greta Nelson

Positive Action Is Our Need

Sir,

Your editorial in the September-October issue left a very negative taste in my mouth.

I was taught that adaptation was a sign of intelligence—but that high intelligence was demonstrated by skilled adaptation *of* the environment to one's own needs with as little adaptation *to* the environment as was necessary for survival.

I therefore do not expect a negative type of adaptation to the present situation; I expect the BCTF to come up rapidly with some positive proposals to eliminate:

1. The hiring of a teacher with an incomplete Library major and only four months' teaching experience instead of a fully-qualified teacher with considerable experience.
2. The hiring from abroad (this year!) of teachers *not* qualified in special subject areas still experiencing a shortage.
3. The firing of experienced teachers who happen to be in a probationary year and are let go for economy reasons only.
4. The hiring of two or three or any number of interns (P.G.) to *replace* a classroom teacher. These people should be, without equivocation, supernumeraries.
5. The undoubted dilution of teacher power by the introduction of volunteer teachers or instructors or supervisors of learning—call them what you will.

The BCTF must *now* in these critical days make up its mind immedi-

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ately whether its terms of reference under the Public Schools Act as the organization of those 'bodies' who *at this moment* are teaching in public schools of this province by right of possession of a certificate or of a letter of permission are now relevant—whether it should now become a union of all teachers holding a valid B.C. certificate, who wish to become members because this teachers' union will *protect* their vital interests and their economic welfare against unfair practices by the employing school boards and the government.

I call for action, NOT negative adaptation!

Kamloops Alex Philip

From a New Member

Sir,

As a recent recipient of the Dr. Maxwell A Cameron Memorial Medal and Prize, I should like to extend my thanks to the members of the Federation for this and other honors it has bestowed on me during my undergraduate years at the University of British Columbia. Now that I myself am a member of the Federation, I have been made aware of the myriad services which it offers to the teachers of British Columbia. My hope is that I can reciprocate, and serve the Federation when called upon.

At present I am 'enjoying' all the problems of the neophyte junior secondary school teacher, and learning about all those things they never dared to mention at the University. But I find my work in the English and Drama departments of McPherson Park Junior Secondary School in Burnaby both challenging and rewarding, and I find my fellow staff members most helpful when needs arise.

We live in an exciting time as far as education is concerned. We as teachers must shape the future of education in the light of a clear-cut philosophy of change. Teacher solidarity can bring about effective educational change, and the BCTF is our key to teacher solidarity. Let's all get behind it!

Thank you again.

Burnaby Stephen D. Bailey

We Are Complimented

Sir,

I offer my congratulations to *The B. C. Teacher* on reaching its fiftieth year. The magazine has made incredible contributions to the cause of education in this province and it is pleasurable to observe that you are carrying on most capably its fine traditions of service.

It was delightful to read the two verses on the cover page of the 1924, Vol. IV edition. (I was in North Bend at that time.) Two lines in particular—

'To bear in silence though our hearts may bleed;

'To spend ourselves and never count the cost,'

Wow! There's a slogan for 1970-71!

Burnaby C. J. Frederickson

Survival Is at Stake

Sir,

To me it is unquestionable that, considering prevailing customs and mores, the survival of humanity is at stake. Various estimates of the time still left range from the most pessimistic—25 years—to the very optimistic—infinite, because 'something' will turn up.

I prefer not to leave man's survival to chance. I believe that the school is the only institution free enough to develop a conscious effort, a 'people movement,' directed toward ensuring human survival.

I contend that the first function of the school, considering the consequences of inaction, is to make deliberate efforts to produce individuals having survival of the human race as a basic goal.

It follows that the school must act as a societal 'change agent' and that all teachers must accept this role as their primary one. It is also necessary that community support for this role be solicited and encouraged so that this prime need can be most effectively met.

Strenuous efforts must be made to devise teaching methods that will produce the objective stated. It is very apparent that the earlier steps are taken, the more effective they will be. The words of Loyola, 'Give me a child until the age of seven . . . ,' come immediately to mind. At the present time conscious concern develops in an individual too late to be of any value or does not develop at all.

I believe that the encouragement of natural curiosity and the stimulation of logical reasoning and of oral expression are essential to the achievement of the objective stated. For this reason the pattern now characteristic of schools, that of repression and mold-fitting, must be abandoned absolutely in favor of relevance, inter-personal reaction and communication.

In brief, the schools must concern themselves with the development of thoughtful, concerned individuals rather than the production of consumers of unnecessary products or programmed people content with the *status quo*.

Burnaby J. H. Robertson

Labels Are Discriminatory

Sir,

As a Burnaby teacher and a member of the B.C. Teachers' Federation, I take strong exception to your discrimination against female teachers. In *The B.C. Teacher,* all males are referred to by their first and last names, or by their initials and last name, while female teachers are segregated into the labels 'Miss' and 'Mrs.,' the 'old maids' and the 'pieces of property' respectively. These labels are discriminatory and archaic, and must be eliminated.

All teachers must be treated with equal respect, even the females.

Port Coquitlam Raija Lonquist

More Things Are Wrought . . .

Sir,

During the war the people of Great Britain paused daily at 9 p.m., at the stroke of 'Big Ben,' for prayer. May I suggest that with Canada in such turmoil, Christians everywhere, collectively, pray daily at 9 p.m.

'More things are wrought by prayer than this world dreams of.'

Victoria (Mrs.) Dorothy Abraham

C. D. OVANS

A TRIBUTE TO FRANKLIN P. LEVIRS

FRANK LEVIRS leaves the position of Superintendent of Education on December 31, the culmination of a long career encompassing all but one position in the school system hierarchy. This is a career that can truly be described as a dedication to the cause of education, a cause which no person has more faithfully served.

I can remember vividly my first meeting Frank more than 25 years ago. The occasion was the convention of the East Kootenay Teachers' Association, held that year in Kimberley where Frank was principal of the secondary school. I was the stranger in a reception room full of happy teachers relaxing in the evening after the day's round of speeches and discussions.

As a stranger, unknown to anyone in the room, I had time to look around and to observe what was going on. Seated on an easy chair in one corner of the room was a distinguished-looking man so unobtrusive that he would have escaped notice entirely had he not been surrounded by half a dozen or so young teachers animatedly talking to him. I could not hear their words, but I could see their smiles and I could sense their respect and affection for him. 'Who is this man,' I thought to myself, 'who can command such a warm response? I must meet him.'

This initial impression of the man whom I was to meet many times down through the years on official business persisted, and as I write this tribute I find myself thinking about him with the same kind of respect mixed with affection that his teacher-colleagues exhibited toward him when first we met.

Quiet, unobtrusive, considerate, very very human—this is the Frank Levirs who by personal example demonstrated that education, out of its concern for people, should be supported by a humanitarian value structure.

Another trait Frank Levirs has consistently and invariably exhibited is personal integrity. It is no secret that he is leaving office several years ahead of schedule. He really had no option in the circumstances confronting him. He could not stay and maintain his integrity—not as measured externally by others, because he would have continued to do more than full justice to his job, but as assessed internally by himself. When the time came that within himself, through his whole being, he could no longer be with and in his job, without anger or malice to anyone else, he quietly resigned.

As educator he goes out of my consciousness as unobtrusively as he came in. He will not attract attention to himself. Others who, like me, have worked with him down through the years will have to spot-light attention on him.

TEACHERS AND STUDENTS CAN GROW UP TOGETHER

A teacher in a 'free school' charges that there are few adults in the world, and that many classrooms contain no adults at all. He suggests 'ways in which teachers who have not yet reached adulthood themselves can do so, and then aid those who are in their care to reach the same goal.'

LYNN H. CURTIS

Mr. Curtis, now on the staff of Saturna Island Free School, previously worked with various organizations dealing with alienated youth.

¶An adult is a functioning human being who is capable of making decisions and taking responsibility for himself. There are few adults in the world, and it is an unfortunate situation that many families, organizations and classrooms contain *no adults at all.* It is my purpose here to suggest ways in which teachers who have not yet reached adulthood themselves can do so, and then aid those who are in their care to reach the same goal.

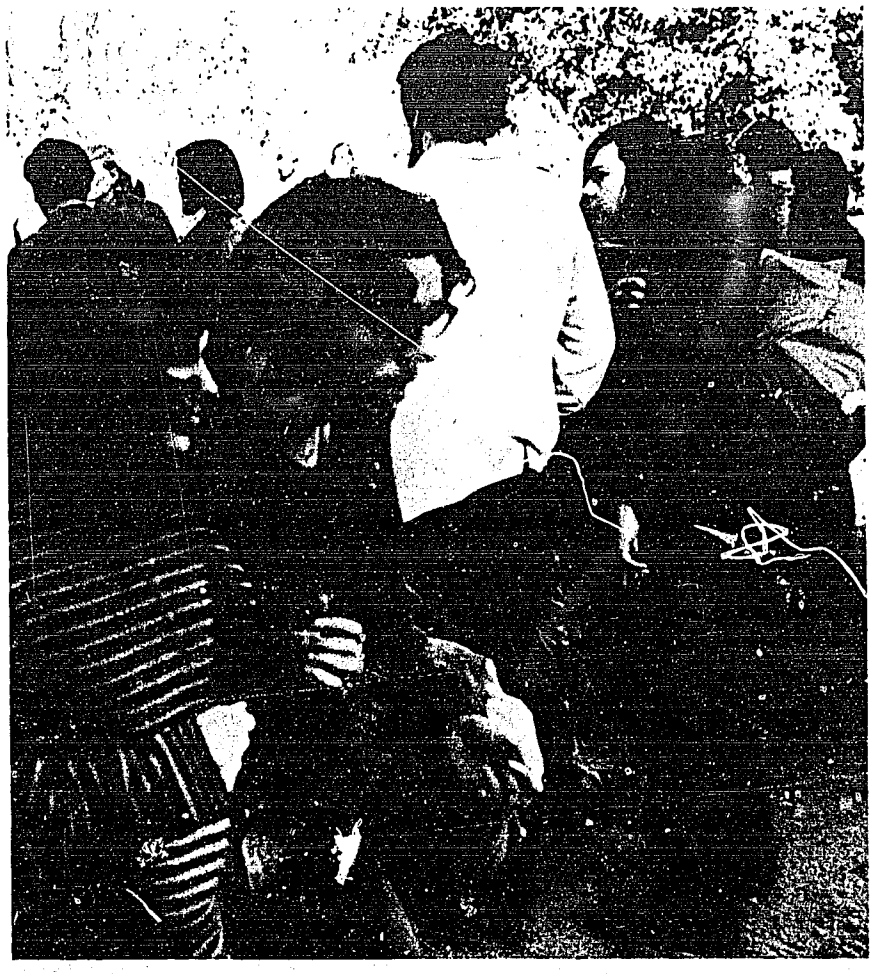
I see the development of an adult as having three basic stages—the ability to identify needs, the ability to choose an appropriate remedy and the ability to acquire that remedy. A simple example is:

'I am thirsty.'

'I need a drink.'

'I shall get some water.'

A child is born with the ability to distinguish only between comfort and discomfort. When he feels discomfort he cries, but is dependent upon older people for identification of the discomfort and a remedy. As the child grows, his ability to identify needs grows and, along with



Their need for growth has forced young people to leave home and to wander the land searching for themselves. What success they have in becoming more adult has been at the expense of their relationships with their elders.

identification, comes the ability to choose his own remedies. He remains dependent upon older people for the supply of most of the remedies. At this point the child can say, 'I am thirsty. I need a drink.', but he takes this need to an older person to have it fulfilled.

This is a crucial point in development. The older person can now complete the need by supplying a glass of water, but he should take steps to help or allow the child to find out how to get a drink by himself as soon as possible, thus completing the child's *adult-ability* in this area. The road to adulthood is merely the completion of many of these identification/selection/supply configurations.

Once a child has developed a skill in a particular area, he should be expected to continue to fulfill that need by himself whenever he identifies it. In my own work with children I have only one firm rule. I will do nothing for a child that he is capable of doing for himself. In this way the development of an independent, fully-functioning, self-supporting adult is possible. I see this development of adult-abilities as the key learning process for growth.

I have observed that, all too often, unfortunately, children are not aided in this growth, but are, in fact, discouraged from becoming self-supporting. In some cases, when a child identifies a need, he will be told that he cannot have it. Here the child has a need that is denied by an older person. He can choose to comply with the restriction or he can seek fulfillment elsewhere. In other cases, if the parent or teacher approves, the need will be fulfilled by that older person continuously. Here we see the development of a dependency relationship that will not be discarded until either the child or the provider becomes frustrated. In these two cases it is still possible for the child to become self-supporting with some work from either side of the dependency relationship.

There is a third case, however, in which the child expresses a need and is told that he is lying.

A. 'I need a drink of water.'

'Don't be silly, you just had a drink a while ago. Go out and play.'

B. 'I need a drink of water.'

'You know that children only drink water at recess.'

This kind of case, with all its daily complexities, results in the mystification of children. It is a process that continuously tells children that they don't know what they want and that older people will tell them what they need.

'May I have a cookie?'

'You don't *need* a cookie.'

It leads eventually to that complete dependency in which children begin to disregard and mistrust their own feelings and to depend on older people for the selection and fulfillment of their needs. This, in turn, leaves the older person in the position of not only deciding what the children will do, but of actually anticipating their needs.

Society has come to the point where parents decide what their children will do before they are born. Teachers can sit down and plan 16 years of schooling without once consulting the children who will be involved. Once this process has gone on for more than one generation—and we passed that point long ago—we are left with few mature adults, for the process for gaining adult-abilities has been removed.

It is my opinion that this process has produced a society composed of older people who are crippled in their abilities. There are many people in their teens, 20s, 30s and 40s who function as children—who are unable to fulfill their own needs or, in some cases, unable even to identify them. These people—many of them teachers—are unable to make those decisions that affect their own lives. How can they be expected to aid young people in gaining adult-abilities they themselves have never experienced?

The tragedy here is that, once a child has been mystified and has grown up to become an older person in an adult role, he loses touch with the need to gain adult-abilities and will usually deny that he is not

an adult. Here we find the mother who has been mystified by her mother who was mystified by her mother and who will deny that she is mystifying her children.

The mother has not developed the abilities necessary to be a functioning person and will not allow growth in her children because such growth would threaten her own child-like position. The mother can obtain satisfaction only by manipulating other people to provide her with the things that *her mother* told her she needed.

And this process continues for generations. Only when a child-like person can realize that he is not satisfied and is not in control of his own life can something be done to break this chain.

In my work with young people, I have become conscious of the growing awareness on the part of these kids of their lack of power to control their own lives. I have spent years working with young people whose need for growth has forced them to turn away from their parents and teachers, to leave home and to wander the land searching for themselves. In most of the cases in which these young people have made a success at becoming more adult, it has been at the expense of their relationships with their elders, whom they resent for earlier attempts at mystification.

With respect to the much discussed 'generation gap,' the basic problem is that contemporary young people are often more aware than are their elders of the need for growth to adulthood and the need for personal responsibility. I shall not go so far as to say that all teenagers are functioning adults and all parents are functioning as children, but I do ask you to think of adulthood as a state of being rather than an age-range. And I further ask you to observe the people around you and yourself, and try to pick out those people who have some abilities to be responsible to and for themselves.

For people who are living in the world today, the most important factor in being an adult is the ability *to be aware of what you are doing and to take responsibility for it.* If this can be accomplished, the ability to make decisions based on your own needs and feelings can come if you choose. Knowing what you are doing will go a long way in promoting the development of adult-abilities.

I should like to suggest two experiments that can easily be done by anyone as an aid to becoming aware and being responsible.

Experiment 1—Becoming aware

This experiment will aid you in noticing what you are doing. Take a few minutes every day to concentrate your attention on yourself. Make statements about everything that you do, beginning with the words, 'Now I am aware that. . .'

'Now I am aware that I am looking out the window.'

'Now I am aware that I am seeing a tree.'

'Now I am aware that the tree has leaves.'

'Now I am aware that I am staring.'

'Now I am aware that I am looking at my feet.'

'Now I am aware that I am breathing shallowly.'

'Now I am aware that I am smelling meat cooking.'

'Now I am aware that Brian came into the room.'

'Now I am aware that Brian is sitting down.'

'Now I am aware that I am nervous.'

'Now I am aware that I feel silly saying, "Now I am aware . . ." in front of Brian.' etc.

As you go on with this experiment for a few days you should concentrate on various things within yourself, such as hearing, smelling, touching, thinking, etc. In this experiment you will be in contact with the realities of your actual experiences. What we are doing as individuals is the only thing we can know as a positive reality and it is the reality we most often disregard.

Experiment 2—Taking responsibility

In this experiment we work as in Experiment 1, but adding the words, 'and I take responsibility for it. '

'Now I am aware that I am sneezing and I take responsibility for it.'

'Now I am aware that I am tired and I take responsibility for it.'

'Now I am aware that I am looking at the floor and I take responsibility for it.' etc.

At first this may seem like a mechanical, and perhaps foolish, experiment, but the full meaning of admissions of responsibility can be understood only through your experiencing these statements coming from yourself over a period of time.

These two experiments serve as keys to awareness and responsibility. The artificiality of the experiments can be attributed to their foreignness in a culture in which awareness and responsibility are uncommon. When you reach the point where you can apply this structure to every event in your life, you are well on your way to adulthood.

'I am aware that I am unhappy and I take responsibility for it.'

'I am aware that I am fat and I take responsibility for it.'

'I am aware that I read poorly and I take responsibility for it.'

'I am aware that I do not have a Master's degree and I take responsibility for it.'

'I am aware that I am angry and I take responsibility for it. '

'I am aware that I enjoy my work and I take responsibility for it.'

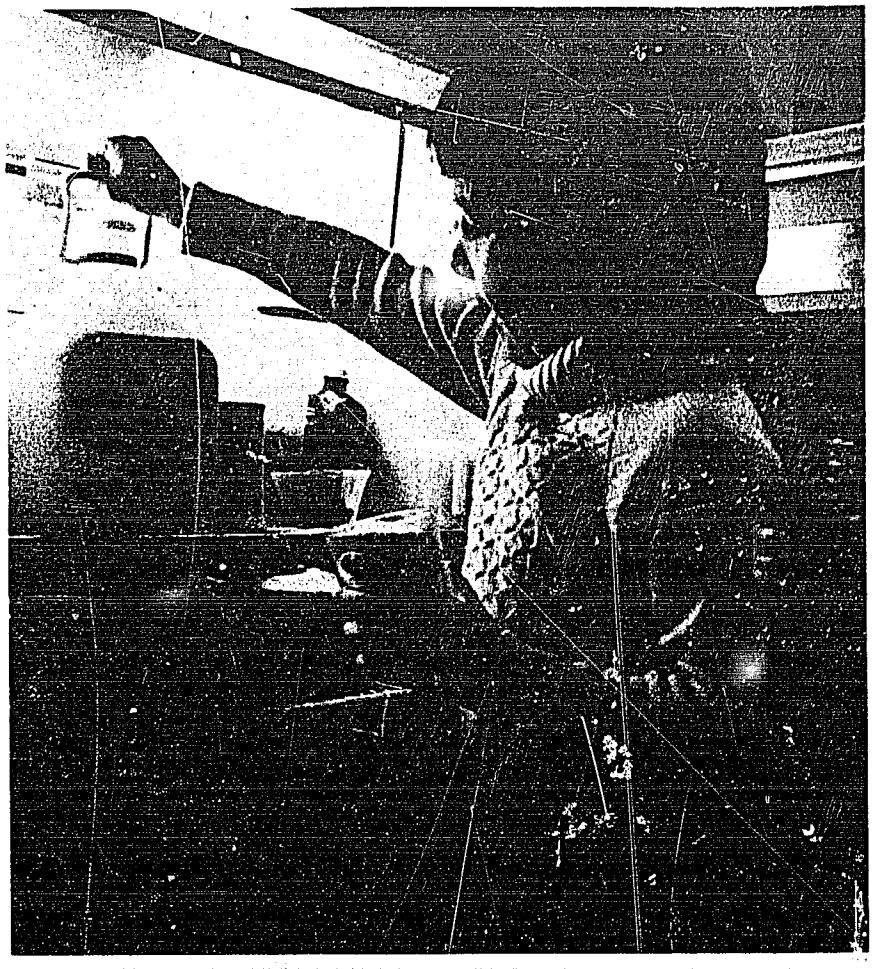
'I am aware that I am alive and I take responsibility for it.'

'I am aware that I am hungry and I take responsibility for it.'

Once you have developed some ability in knowing more about what you do, you will be able to begin making decisions based on what you feel. The process of de-mystification, however, is fairly difficult, though not impossible.

Once you find out what you are doing, you will usually be able to find out whether or not you like what you do. If you do not, you will at least know that you don't like it and you can take some action to bring your *being* into line with your *feelings*.

The process of taking responsibility for your actions is more complicated than I have outlined, but, in line with the process I have been describing, I should prefer to confine further discussion to corres-



Once a child has learned how to fulfill a particular need by herself, she should be expected to continue to do so without the help of an older person.

pondence or to allow interested people to discover further information and assistance on their own. A number of workshops for personal growth are available in British Columbia and literature on the subject is fast-growing.

I should like now to deal with methods of education that would encourage the development of adult-abilities among children. I should like to emphasize, too, that these methods might be threatening to people who do not have sufficient confidence in their own adulthood.

The first step in aiding a child in his growth toward adulthood is to have trust in the child and to allow and encourage experimentation. Once a child has identified a need, he should be encouraged to find a remedy for that need. It is a rare occasion when a teacher will take the time to teach a child the means whereby he can fulfill *his own needs at the time and in the future.* In the long run, much time can be saved if the children in the classroom become adult in their approach to self-fulfillment. No library should be set up with the intention of providing a librarian to find books for children and no mother of a 7-year-old should be making peanut butter sandwiches.

'I want to write. Get me a pencil.'
'I won't get you a pencil. The pencils are in the drawer by the window.'

'I want a sandwich. Will you make me one?'
'I won't get you a sandwich. All the materials are in the kitchen and you can use the kitchen if you clean up after yourself.'
'I don't want to clean up.'
'O.K.'
'So, can I have a sandwich?'
'I have already answered that question.'

It often seems easier just to do what the child demands, but in the long run the frustration of wanting something and having to go through the learning needed to get it will pay off in independence and maturity.

It is also very important that children learn who they are and what they are doing.

'What are you doing, Peter?'
'Nothing.'
'What did you just do to Wendy?'
'Wendy was staring at me.'
'What did *you do* to Wendy?'
'Wendy's just a cry baby.'
'What did you do to Wendy?'
'Hit her.'
'Who hit Wendy?'
'I hit Wendy.'

'What are you doing now, Peter?'
'Nothing.'
'What are you doing now, Peter?'
'Writing.'
'Who is writing?'
'I am writing.'

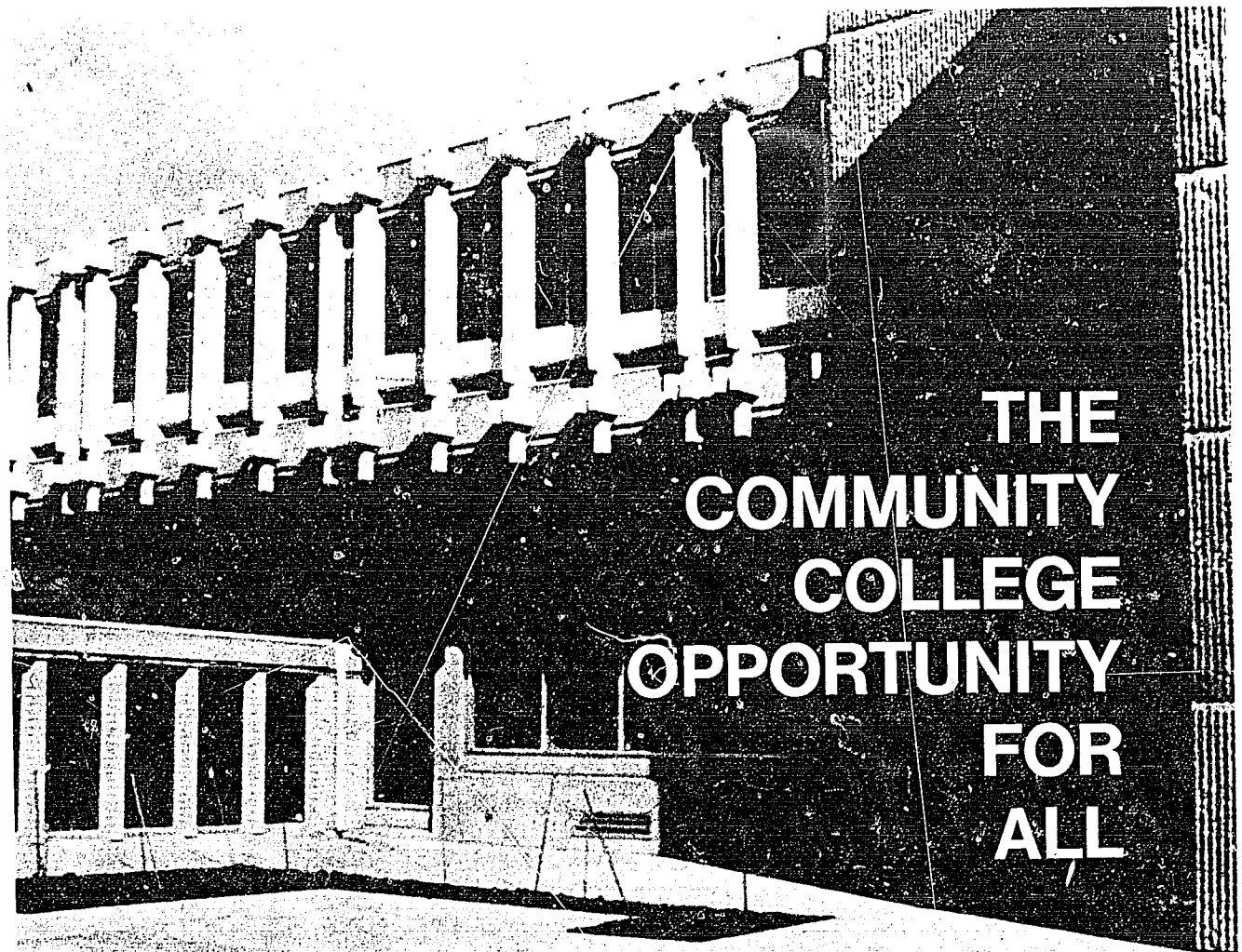
'What are you doing now, Peter?'
'Now I am jumping.'

'What are you doing, Peter?'
'I am reading a book.'

When children are aware of who they are and know what they are doing in the present and are encouraged to be responsible for themselves, they will begin to get in touch with ideas of their own. They will begin to suggest changes and their own creative development will begin to take over. They will begin to take risks. Each risk will bring learning that is particularly relevant to the individual child. Some experiments will be experiences of success and some will be failures. Both will be learning.

If teachers and students are growing together toward adulthood, they will be able to enjoy each others' world and they will be able to come together through the joy of spontaneous learning.

Learning that is gained by personal involvement, frustration, sadness, joy, excitement, awareness and growth toward adulthood is so much more meaningful than the swallowing of someone else's reality that the two are beyond compare. Young people are beginning to understand that. Why not join them in the discovery? §



THE COMMUNITY COLLEGE OPPORTUNITY FOR ALL

In August 1965 a 'happening' occurred in higher education that is bound to have the most profound effect ever on the history of education in this province. At that time the doors of British Columbia's first community college opened in a 75-year-old converted secondary school.

Now, half a decade later, this college has moved from its worn-out halls to the new concrete and stone of a multi-million dollar campus overlooking the lush green of a golf course and the purple shadows of the Coast Range Mountains. Now, half a decade later, the one college has grown to six colleges in operation, and several more are eagerly awaiting their first students.

One of these colleges is housed in the shell of an outdated hospital; some find accommodation for their students in the late afternoon when the rooms of a secondary school are vacated by their daytime occupants; others function in the downtown reaches of business districts; and still others make use of renovated portable structures or occupy land vacated by a federal prison.

The community college, especially in the initial stages of its development in B.C., has had to make do with whatever it can borrow in the way of accommodation. Yet, despite housing problems, despite difficulty in establishing a positive identity, the community college in B.C. is pushing its way to a front place in educational history.

Tied, in certain cases, to the secondary school system through the Public Schools Act, lacking a viable Act of its own, and increasingly thought to be a part of an ill-defined tertiary educational system, the community college finds it extremely difficult to develop an identity of its own. The administrative organization prescribed by law places the community college within the jurisdiction of a school district or region responsible for the public schools. Yet the various functions and purposes of the community college place it far beyond the public school concept. The vast range of student objectives, and abilities, as well as the much greater emphasis placed by most students on the 'transfer' program than on the general education and career programs, have confused even more the picture of this newest innovation in tertiary education in B.C.

The two-year community colleges now enroll more than one-fifth of all the students in higher education in B.C. Some of the colleges, such as the College of New Caledonia, serve only a few hundred students, while the pioneer college, the multi-campus Vancouver City College, enrolls nearly 5,000 students.

The growth of the community college has been nothing less than phenomenal. Students are drawn to the college, as if by a magnet, by an

Mr. Jones is a member of the faculty of Vancouver City College and Mr. Dennison of that of UBC. Mr. Jones has previously written of various facets of their joint study over the past five years of the community college movement in B.C.

GORDON JONES and
JOHN DENNISON

Community colleges have been operating in B.C. for five years. The authors examine what has happened in those five years, examine some of the strengths and weaknesses of the colleges, and conclude that the colleges can be a determining force in developing better-educated citizens for the province.

open-door admissions policy, which, while guaranteeing admittance, does not always guarantee success. They are drawn by a tax-supported structure which provides university-equivalent education for half the cost of that at the four-year campus. For some of the students, desire for the semi-protective system of the community college before leaving home for good, is an added feature. Three-quarters of the students are young adults, for the most part recent secondary school graduates and drop-outs; the remainder are the over-25-year-old students eager to get and hold an education, who now seek the insurance of a second career to protect themselves against the encroachments of automation upon their present careers.

The opening of B.C.'s first community college five years ago introduced an entirely new dimension of higher education into the educational scene. The idea of such an institution had achieved far from unanimous acceptance by professional educators and public alike. A considerable number of critical voices were raised, many of which suggested that such an educational institution could not offer the quality of tertiary education to which society had become accustomed.

Furthermore, many believed that the community colleges would become havens for second-class students whose academic achievements were insufficient to allow them entrance to the other institutions of higher education. Numerous other questions have been raised, for the most part centered upon the comprehensive format of the curriculum, which has suggested that the college is striving to be 'all things to all men.'

Yet, no crystal ball is needed to predict that the community college will increase in importance; already the numbers of students participating either full- or part-time in college studies have doubled. Not only are the numbers of students in this sphere of tertiary education growing, but also the importance of the community college clientele is growing. With the reduction of the age of majority from 21 to 19 years, nearly all of the community college students will be able to add their voices to the democratic process.

As is to be expected, most of the students in the community college are fairly recent secondary school graduates, but older students are starting to return to college in ever-increasing numbers. While the older students originally accounted for one-eighth of the enrollment, they now make up one-fifth.

These students, both young and old, return to college for a variety of reasons. Most students, at least on the 'comprehensive' campus of the college, have vague but earnest expectations of eventually transferring to the four-year campus, for approximately 70% of the students enroll in 'transfer' or university-equivalent programs, although no more than 20% eventually *do* transfer. About one-quarter of the students are involved in career programs, learning to be artists, salesmen, dieticians, accountants, secretaries; some take only those courses that suit their passing fancies; others spend their time finding out something about computers, dressmaking, or just how to decorate a kitchen.

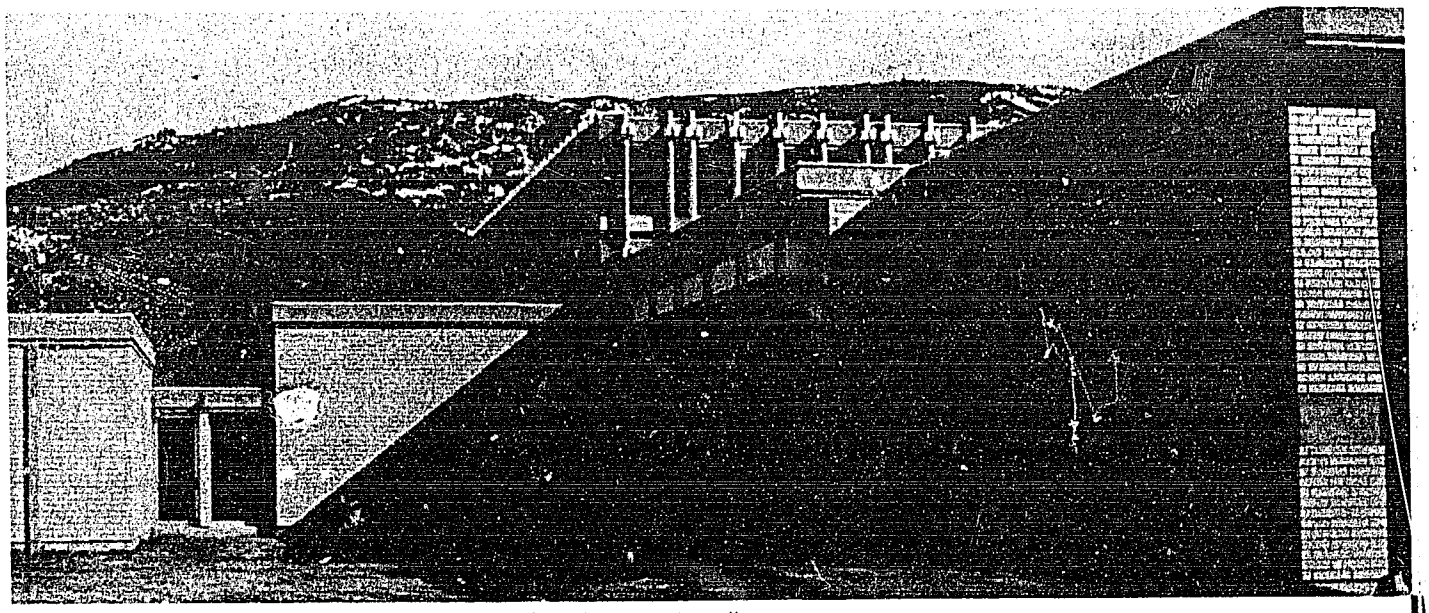
Others, especially the older men and women, just want to learn something, anything, that will give them a saleable commodity on the labor market. In trying to be 'all things to all men' the colleges have adhered to the 'open-door' concept; no one with the *will* to try is denied access to the rungs of the ladder of intellectual, economic and social mobility.

So the colleges build an all-purpose, flexible, expandable curriculum. Can the college do what the secondary school has failed to do? Can the college do what the university is unwilling to do? In the first half-decade of experience with colleges in this province the answer seems to be 'yes'!

How successful have the colleges been? The answer, no doubt, lies in one's interpretation of which aspects of the colleges' programs are important. Certainly, they have attracted faculty with impressive credentials. They seek to recruit men and women with the desire to teach, to assist students in the learning process, who do not want, for any number of reasons, to become research-oriented.

Yet the community college has not permitted itself to reject all research in favor of an exclusively instructional role. There is uneasiness about and unhappiness with the present role of society. Student activist groups are involved in community programs both at a local and at a provincial level; college instructors voice dissatisfaction with 'traditional' educational philosophy; and there are those who are involved in institutional research, always seeking answers that will lead to the continued acceptance and improvement of the college product.

From wherever they come, both instructor and student are pulled with unbelievable power toward this institution. The open-door policy has guaranteed that there is something for everybody in the college. Community colleges are making it possible for increasing numbers of secondary school graduates (and a few non-graduates as well) to



Selkirk College, in Castlegar, is one of the growing number of community colleges that now enroll more than one-fifth of all students in higher education in B.C.

begin working for the baccalaureate degree, people who would not otherwise be able to do so because of academic or economic deficiencies. For example, roughly 50 percent of those college students transferring to a university had a pre-college or secondary school achievement record below the level required for direct admission to a university. In other words, of the approximately 1,500 students transferring from college to university during the past half-decade, 750 were initially not eligible for admission to university.

The general public still appears to underestimate the value of the contribution of the community college to higher education and to view it as a kind of sanctuary for the have-nots both intellectually and financially. To a point this is true. As has been pointed out, about half of the transferring students were certainly marginal students upon entry to college.

At the same time the college should not be considered as a 'second cousin' to the university, nor should attending it be thought of as an easy way to get part of a university education. The ever-increasing number of college transfer students achieving first and second class standing after their first year at the four-year institution should testify to this. The constant reduction in the failure rate of college students after transfer—a reduction to the point where the percentage of college students failing their complete first year at university is *less* than that for the 'regular' university student (that is, the student entering university directly from secondary school)—also indicates that college academic quality is not second rate.

Just why this phenomen is so, just how it came about, is not clearly understood. But one point is clear—students are being attracted to an institution whose drawing power is unprecedented. Part of the drawing power is the open-door policy, a policy that, for the most part, does not hold a person's academic background a liability; and part of it may be found in the knowledge that there is something for everybody at 'college.' The college welcomes all, the secondary school survivor, the drop-out, the graduate; even the student who has graduated from secondary school on a terminal technical course finds an opportunity to enter the 'university'-bound stream at college. Remedial programs, college preparatory programs, career programs, 'spare' time programs—all of these offer the student the opportunity to do his 'thing' and, provided the student has selected his program wisely, success can be just around the corner.

The mandate of the community college is to meet the instructional needs of the people. And this it does through both transfer courses and career programs. Yet within the framework of the transfer program there is evidence of growing problems. Although the students do compare favorably with the 'regular' university student at the end of the first year of transfer, there has appeared a wide variation in the degree of success of transfer students at university, depending upon the faculty and year entered. It seems that most of the transfer students could be successful, at least in their first year after transfer, *if* they would select a major field that is appropriate to their ability and prior achievement. There are probably one or more university faculties in which the transfer student with a C grade (2.0 grade point average) in college could succeed if properly motivated and assisted. It seems, however, that in some cases students are transferring to inappropriate faculties. The counselling functions of the college and university are vital in these cases.

While the achievement of college transferees to university is commendable for the first year after transfer, success as measured by on-time receipt of the baccalaureate degree is another question. At first glance, the achievement of transfer students over the two- and three-year period of university study has

not appeared impressive. The attrition rate seems somewhat high and the degree attainment somewhat low.

Only one-fifth of the college transfer students studied in a recent survey graduated from university on time. There appears to be no reason why community college transfer students generally should require more time and more courses than regular students to complete the degree program. Yet, despite rather close work by both college and university on articulation problems in courses and curricula, this is the case.

The preponderance of delayed graduation is found among those transfer students who transferred to the university after only one year at the community college. The rate of on-time degree graduation from the university for students transferring after two years at the college was over four times greater than that of those transferring after one year.

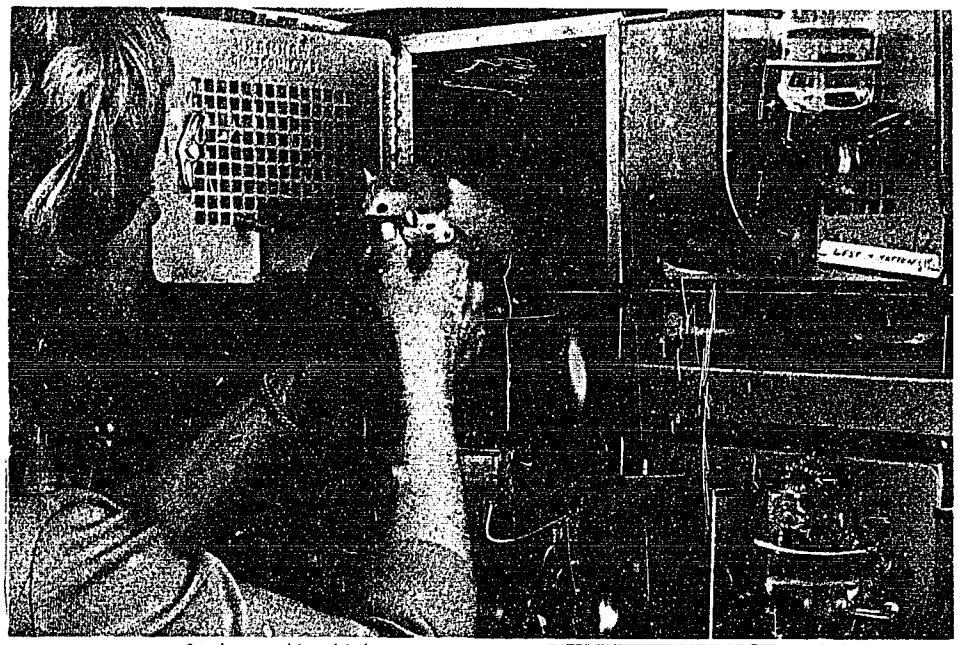
When the overall aspect is considered, the college student prepared to remain at the two-year institution for the full two years will have a far greater probability not only of graduating from university on time, but also of doing so with a higher overall university achievement.

One-third of the transfer students who did not graduate on time had withdrawn from university study. Withdrawal was greatest among those students who left the community college after just one year. In fact, one-year transfer students had over three times the rate of attrition at university as had those who transferred after two years of college study.

Grade point averages and percentage achievement grades are among the realities of both college and university life that the transfer student must be prepared to accept. The community college students are transferring to various university faculties, with different standards of achievement and with varying requirements for admission. Loss of credit upon transfer to the various faculties has posed no serious problem in the past few years. Roughly 70% of the students lost no credit upon transfer from college to university, and 23% lost no more than one course upon transfer.

A number of the problems encountered by transfer students, especially in the area of credit-loss upon transfer, seem to be the result of the individual student's not being aware of university requirements in his particular area of study. Wrong courses taken at college, too many courses taken in a particular field, incorrect course sequences, transferring with more than the allowable maximum units were some of the problems encountered by such students.

Although university and college publications give the information needed to clarify the student's problems, for one reason or another the transfer student, in certain cases, either is not aware of this material or, if he is, is not prepared to accept the pronouncement as applicable to himself. Counselling, therefore, about university attendance and career choice needs to be greatly expanded at all levels—secondary school, community college and university. Despite the foregoing, how-



Students taking biology courses at Malaspina College, in Nanaimo, have such animals as these hooded rats available for study.

Airline pilot training is offered at Selkirk College, where students get flying experience in light aircraft.

ever, most of the transfer students do not seem to have experienced loss of credit on transfer.

For the university-bound student, the community college holds the answer to many problems, provided the student is prepared to profit from the experience of others.

The college student should plan his college program carefully, keeping in mind the program of studies he wishes to undertake at university. If this is done, he will find transfer from the college to university no more difficult than he would find transferring from one year at the university to another. Transfer after two full years at college not only will ensure higher grade achievement after transfer, but also will raise the probability of graduation from university without undue delay. Although the 2.0 (C grade) grade point average earned at a community college is a reasonable indicator of the student's likelihood of future success at university, it is still relatively unsatisfactory as an absolute predictor of success. It seems reasonable, therefore, to suggest that criteria additional to the G P A be considered when a student is applying for entrance to a university.

To date, the basis for determining the success, or lack of it, of college transfer students has been to evaluate the transfer student by university criteria. If the transfer student achieves favorably while at university when compared with the 'regular' student, it has been assumed that the community college has done a good job. In other words, it is naturally expected that whatever the four-year institution has done is correct; therefore, if the two-year institution follows suit, it too must be doing well.

There is a possibility, however, that university achievement should not be the only basis upon which college transfer should be evaluated. A two-year college program is rapidly becoming more necessary for many types of employment; it is possible, therefore, that within a few years the four-year degree may become a requirement in new fields. In view of this possibility, it is not unreasonable to suggest that the evaluation of college transfer students be made on other than present university standards and achievement.

In the total environment of higher education, the comprehensive community college is the only one that can effectively claim that it is there *for* the community. It is the only unit that can honestly offer the open-door policy. It is the only school that can offer and profit by its widely differing educational objectives; objectives that should provide for the university-bound student, the career-directed, the secondary school drop-out, the unemployed, the recreation seeker, the young and the not-so-young. The variety of students is as vast as the variety of persons living in the community. Yet the danger exists that when everyone is provided with something, no one gets anything of value. Although uniformity with the universities' programs may be possible at the college level, it is probably undesirable because of the wide variations in the pre-college academic experience and ability of college students.

Differences should continue to exist not only in the structure and content of the college program, but also in the method of instruction and materials. The community college should not be required to offer an indefinite number of transfer programs to parallel those of the university. Certain college programs, for which rather expensive experimental equipment is required and in which the proportion of transferring students is small, could well be reserved for the exclusive jurisdiction of the university, where a much broader financial base is available to pay for such requirements.

Child care services are available at Malaspina College for mothers attending classes there.

Not all students want to go the distance to the baccalaureate degree. Some four-fifths of the present college population apparently feel this way, yet a single career will no longer take everyone through his life-span. Somewhere along the way a man or woman will want to try something different, sometimes more than once.

The open-door community college could well become the college-without end, the keystone for change.

The thoughts expressed here are really judgments or assessments based on the total findings of five studies previously done by the authors. Undoubtedly, these conclusions have reflected certain values and opinions—values that reflect the view that *all* of a society benefits from its citizens' being educated to their highest potential. We believe the community colleges *can* be a determining force in the development of a better-educated citizenry. §

A PLAN FOR ALL SEASONS

CHARLES FRIZELL

The author charges that our secondary schools are moving into a state of almost total disarray as a result of over-reacting to technological and socio-economic changes. He proposes a new school system using a quarterly system over 12 months.

¶The forces of social change tend to over-react. As with the French Revolution, which precipitated a mutation from the rigidity of regal complacency to the terror of total anarchy, so in the schools we have gone today from the 'up-tight' to the 'down-slack.'

Although I cannot speak from personal experience of the situation in the elementary schools, which constitute by far the most important years for education, it is not too blunt or jejune to say that in the secondary schools education is moving into a state of almost total disarray.

It may be that in the cause and pursuit of 'progress' and 'freedom'—whatever those much misused words may mean to the modern mind—such a movement into disarray has been necessary to bring about some salutary change in education more in harmony with the technological and socio-economic developments of our time.

Because we are all destined to die, we live in time, and therefore the way in which we use time is very important. In this respect it is worth noting that what really counts is not so much the number of hours spent in the classroom, but the amount and quality of work done each hour.

If not too much credibility is to be given to the cynicism that defines education as the act of throwing artificial pearls before real swine, we must now address ourselves to laying the foundations upon which can be built a new and ordered secondary school structure that offers elected courses of disciplined and meaningful subject matter—contained in more *realistic units of time*.

Skills have always been learned by imitation and by doing, but that which can be formally taught, whether it be the science of biology or the science of language, is still basically the classification and systematization of knowledge, all of which involves a concept associated with the word 'discipline.' Unless the schools are to be regarded as playpens rather than as workshops, they cannot be divorced from the concept conveyed by the meaning of this word.

It must be accepted as axiomatic that within certain frameworks of restriction we are endowed by God with freedom of choice. There is much talk of love these days. Yet the only thing we really know about love is that it can exist only within a climate of free choice; it cannot be coerced. But as with love, the exercise of any free act is to choose a commitment within which free choice becomes considerably prescribed.

Similarly, even at the secondary school level students should have the climate of freedom to choose their courses, but after this choice they should be committed to a three-month, rather than ten-month, term of serious and prescribed work. Or they should have the freedom to commit themselves to a three-month period of exploratory work in the market place. After this they would be free to return or not to return to the schools to take further three-month courses that experience has indicated to them they need, or that would be of value.

I am well aware that such a plan would not necessarily put the youthful heart at rest, or solve for it all the problems of man in relation to the world and God and eternity. I am also aware that the real quality of an educational system is directly related to the quality of the individual teacher who is in direct contact with the individual student—both of whom are human beings of blood and bone, of mind and spirit—not to the complexity of the

Mr. Frizell teaches at Vancouver's Windermere Secondary School.

timetable or the size of the building or to the number of distant administrators operating from some remote headquarters.

I suggest that our school system should be organized as follows:

1. Tetramesters

Secondary schools will operate throughout the whole year on a tetramester or quarterly system, with a one-week holiday between quarters. The quarters will consist of twelve weeks, and will be arranged within a five-month period so that the [illegible]n early summer and a lat[illegible]quarter. (See diagram.)

2. Curriculum

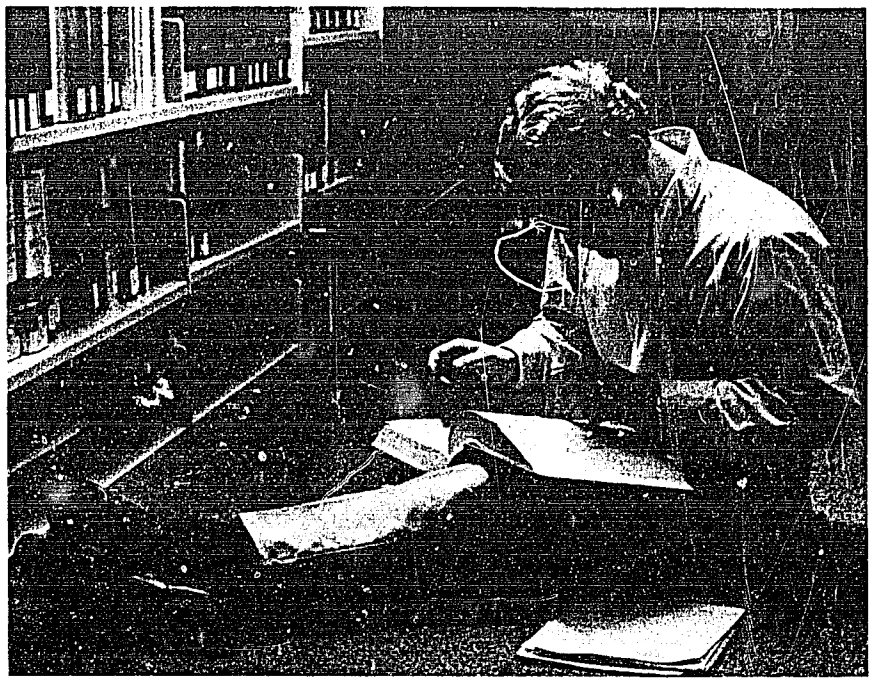
The Curriculum Branch of the Department of Education will review all present courses, and re-define their contents so that they can be divided up into units that can be covered in 55 teaching hours.

All such new quarterly courses will then be classified into two groups—one will be those that have to be sequential to prerequisites, and the other those that can be mutually exclusive of prerequisites.

Those that have to be sequential (French, physics, etc.) will be numbered I, II, III, IV, and so on. Those that can be exclusive (topics in social studies or literature or mathematics beyond the first two courses in algebra) will simply have an appropriate title descriptive of the course.

Following the completion of prescribed Grade 8 courses in English, social studies, mathematics and science, plus electives, which will be covered in three successive quarters, all courses except for PE and vocational guidance will be electives.

The existing structure of Programs and Specialties with their obligatory courses will cease to be binding. Students will be advised by vocational counsellors what basic courses are required for entrance into all post-secondary institutions, or for direct entry into industry or the apprenticeship trades. On the basis of this and parental wishes—except for PE, which would include one period assigned for course planning and vocational guidance—all post-Grade 8 students would be free to choose their own courses.



A clever and ambitious student could complete the equivalent of the present Academic Program in three years instead of four if he took no quarters off.

3. Grade Levels and Graduation

The present system of grade levels beyond Grade 8, together with a set graduation time, will be eliminated. Up to their 19th birthday, students will be free to attend as many, or as few, secondary school quarters as they choose.

After their 19th birthday students will no longer be eligible for free secondary school education.

During their time of attendance, students will build up an aggregate of courses which, if satisfactorily completed, will be officially credited to them on a Permanent Record Card filed with the Department of Education, from whom a certified transcript can be obtained.

For the purposes of administration, guidance and enrolment, all students will be assigned to roll classes according to age. These classes will also constitute the PE and guidance block into which they will be timetabled. It will thus be possible for a guidance teacher to follow students up according to age, regardless of the courses they have taken or the number of quarters they have attended.

4. Evaluation and Reports

In general, letter grades will not be assigned in relation to the normal probability curve. Each subject teacher, or department head, will set a standard of what is considered to be a level of minimum competence in the handling or understanding of the subject matter for the course. Above this level the following symbols, denoting the corresponding assessment of achievement, will be assigned for the Permanent Record Card:

A Outstanding
B Above average
C Average
T.P. Terminating Pass
N.Cr. No credit given for course

The *Terminating Pass* (T.P.) indicates that it will be noted on the student's Permanent Record Card that the course was taken and completed, but the level of achievement does not permit the student to proceed to the next sequential or related course.

The *No Credit Given* (N.Cr.) indicates that the student, because of a lack of attendance, effort or ability, did not reach the level of minimum competence set for the course, and that no mention or credit for the course will be noted on the Permanent Record Card.

Two report cards will be sent out

each quarter, the first during the sixth week of the quarter. This will consist of one of the following four comments for each course: Good Progress, Satisfactory, Weak, Unsatisfactory. The last two assessments will be accompanied, and elaborated upon, by an explanatory or qualifying remark.

For the second and final report, the mark assigned will be arrived at from accumulative two-week tests given during the quarter, together with the result from a final exam given during the last week of the quarter when all students will be on an examination timetable.

How to Put Plan into Operation

1. Transition from Trimesters

As soon as the Department of Education has completed the reclassification of courses in 55-hour units, the present school year can be re-structured into a trimester system, using the quarters as outlined above. At the discretion of the individual school district, it will then be a simple transition to implement a fourth quarter into a twelve-month operation.

It may be that in some school districts, according to local needs or wishes, none or only some of the secondary schools will implement a year-round operation. Those that do not will close during the quarter of their choice.

2. Elementary Schools

Elementary schools will continue to operate on the present ten-month year, closing during July and August. The current trend toward 'continuous progress' for individual students will be encouraged, so that by the time they get to their final (Grade 7) year, some will be ready to move into secondary school by Christmas, others by Easter and the remainder in June. Grade 7 will thus become a retaining year during which, as the classes get smaller, more individual help and remedial work will be provided for the slower student. This should tend to reduce the need for remedial work in fundamentals in the secondary school.

The months of July and August, when the elementary schools are closed, constitute respectively the last month of the early summer quarter and the first month of the late summer quarter. This will facilitate holiday arrangements for parents with children in both elementary and secondary schools. Also, with 'continuous progress' and the Grade 7 retaining year, there should be no serious disruption of the educational progress of a student in elementary school if he is taken out for a month to fit in with the holiday plans of a family which also has children in secondary school, and which decides to vacation during a winter or spring quarter.

3. Staff Arrangements

During any twelve-month period, teachers will be expected to contract themselves to three quarters in advance, followed by one quarter off. During the contracted three quarters, they will receive the same rate of pay as during the present ten-month school year.

For semi-retired or special teachers seconded from a profession or industry, arrangement can be made with the local school board to teach for only two quarters, or even one quarter, a year.

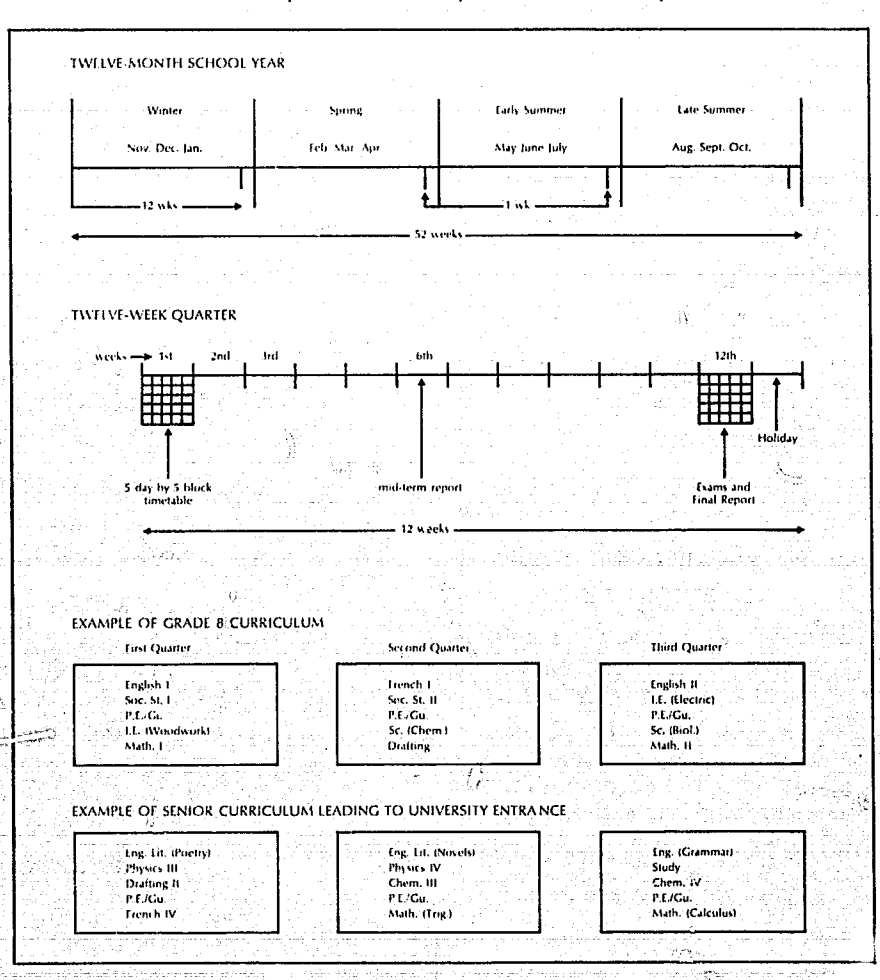
In addition, together with the students, teachers will be entitled to the week off between each quarter and to all statutory holidays that fall during the time the quarter is in session.

4. Course Planning and Timetabling

Students will take a maximum of four courses plus PE during a quarter.

The timetable will be based on a five by five structure, with the option of rotating blocks in the afternoon to give variety and to eliminate the assignment of any one course to the last period of the day, when students tend to become tired.

A course in band would be scheduled outside the main timetable three mornings a week at 8:00 a.m. This would guarantee a continuity of student participation over a period of several years.



Course planning will begin for each student during the guidance period from the first week of each quarter. Thus, by the eighth week each student should have his course planning completed for the next quarter, and by the final or twelfth week each student and teacher should be in possession of his future timetable.

Students will be encouraged to plan their courses for several quarters ahead. A student unable to get into a course because of over-demand, will be assigned a priority to ensure that it will be available for him in the following quarter. (See diagram.)

I have painted the picture of this proposed landscape in very broad strokes. Many finer shades of color and delineations of form will have to be added to complete it.

I have attempted to avoid the linguistic inanities of educational jargon, and to avoid making distinctions between skill and cognitive subjects, or getting involved in the bogus profundities of psychologies and philosophies, motivations and methodologies. All these have been investigated to a muddy depth in thousands of theses alembicated in the laboratories of colleges of education by aspiring masters and doctors of pedagogy.

There are obvious pragmatic advantages to a year-round quarterly system:

1. It would make more efficient and economic use of the plant.
2. It would eliminate the separate organization of summer school.
3. It would give the student the freedom and flexibility to choose his courses and to weave in and out of the school and the market place for three months at any season of the school year.
4. It would enable a clever and ambitious student to complete the equivalent of the present Academic Program in three years instead of four if he chose not to take any quarters off. He would thus be eligible to enter and graduate from university sooner.
5. It would abolish the absurd stigma of 'drop-out' being attached to a

TEACH IN CANADA'S ARCTIC NORTHWEST TERRITORIES

POSITIONS AVAILABLE: Commencing September, 1971.

The Northwest Territories Department of Education will require teachers to fill positions in schools with one to sixty teachers. Major requirements will be for primary and intermediate teachers willing to live and work in small isolated northern communities. For larger communities, a small number of elementary, secondary school and specialist teachers will be required.

In addition to regular teaching duties, teachers will have challenging opportunities to provide leadership and service in a variety of community activities and adult education programs.

REQUIRED QUALIFICATIONS:

—a valid teaching certificate from a Canadian province.

—at least one and preferably two years of successful teaching experience.

TERMS OF EMPLOYMENT:

—On appointment, transportation costs are paid from place of recruitment to place of appointment in the Territories. Return transportation costs are paid in separation provided the teacher has served for a complete academic year.

—Housing, with basic furniture, provided at reasonable cost to the head of the household.

—Food rations supplied at cost, on request, during first year in the north in communities where there are no commercial suppliers.

—Pension Plan, Group Surgical-Medical Plan and other benefits.

SALARY SCALE: The 1970-71 salary scale is presented below.

	Minimum	Maximum
Level 1	6,000	8,351
Level 2	6,436	9,353
Level 3	7,385	10,658
Level 4	8,968	13,535
Level 5	9,600	14,600
Level 6	10,128	15,225

PLUS:

(a) Teachers Settlement Allowance at $750 to $2708 (depending on location and marital status).

(b) Administrative and Supervisory Allowance for Principals and Vice-Principals.

(c) Extra allowances of $300 per annum for certain subject specialists.

DETAILED INFORMATION:

For a copy of **Teach in Canada's Arctic: Northwest Territories** and application forms, write to

Chief,
Teaching Personnel and Staff Training,
Department of Education,
Government of the Northwest Territories,
Yellowknife, N.W.T.

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student enterprising enough to try to make his way in the world before he completes Grade 12.

6. It would benefit the total community by helping to spread the pattern of tourism over a much longer period of the year, eliminating much of the present congestion that tends to build up during the months of July and August. It would also help to minimize, during these two months, the listless hiving of young people with nothing but time on their hands.

In addition to these advantages, if the shorter quarterly courses were made more rigorous with more clearly defined and attainable goals, it would enable the schools to redirect certain trends that, if allowed to continue unchecked, can lead only to the inevitable state of disarray to which I have already referred.

For example, there is much prattling about, and some practice of, the 'open area discovery' method of teaching. It seems to me that, if we can see farther ahead today than our forefathers could, it is because we can stand on their shoulders. In the classroom, therefore, it is the responsibility of the schools to put the student onto those shoulders so that outside of the classroom he can begin his discoveries from that vantage point. The discovery method would have the student groveling on the floor (carpeted or otherwise) of the classroom at the feet of our forefathers.

A slightly oversimplified analogy is a student wanting to build an airplane. Instead of going to someone who has already built an airplane, and starting with *his* knowledge and experience, he retires to an agony of creative thinking in the wilderness.

If, on the other hand, the 'discovery' method means discovering books written by men who have built airplanes, there is nothing new in it, except perhaps that the exact location of the books is kept a secret, and the student has to play a little game trying to discover where they are to be found. All of which implies that either, as a method, it is a complete farce or, as something new, a total fake.

A quarterly system would also enable the schools to offer a wider variety of non-academic electives in such areas as art and music appreciation, current affairs and comparative religions.

These could be given by suitable lay teachers from the community. For example, a useful, remedial course in the *logic* of grammar could be re-instituted. Since it would last for only twelve weeks rather than ten months, it need not be boring, and it might assist the young to avoid the error of concluding that if bread be the staff of life, the life of the staff must be one long loaf.

Finally, I must admit that if the purpose of the schools today is to educate for a leisure-oriented society, and simply to corral the young and help the majority of them to kill time during their adolescent years by learning to shoulder the heavy burden of boredom and idleness, in large measure we are succeeding magnificently, and there is no justification for such a re-structuring of our secondary school system. §

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NEW BOOKS

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THE WORST POSSIBLE TIME . . .

to attract any teacher's attention is mid-December. With salary negotiations going on, term-end preparations to be made and Christmas in the offing, who has time to read? So, without any apologies, I herewith present a more or less timely piece of poetry (?) pinched from an industrial publication. Eyes down:

Remember when 'hippie' meant
big in the hips,
And a 'trip' involved travel in
cars, planes and ships?
When 'pot' was a vessel for cooking things in,
And 'hooked' was what grandmother's rug may have been?
When 'acid' etched metal instead
of men's minds,
And 'grass' was a ground cover,
normally green?
When 'groovy' meant furrowed
with channels and hollows,
And 'birds' were winged creatures
like robins and swallows?
When 'union' meant marriage of
two hand-in-hand,
And 'pickets' were used to fence
in one's land?
When 'fuzz' was a substance real
fluffy like lint,
And 'bread' came from bakeries,
and not from the mint?
When 'roll' meant a bun, and
'rock' was a stone,
And 'hang-up' was something you
did with the 'phone?
It's crazy, man, but English it's
not,
Methinks that our life style is
starting to rot!

BE THAT AS IT MAY . . .

it is our wish that you enjoy a cheerful holiday season, and are ready to come out swinging in January. Yet another monotonous reminder — when in doubt, give good books for Christmas. I do. Cheers.

—C. D. Nelson

ART

Art and Man, Bks 1, 2 and 3, by Breiger, Vickers and Winter. Holt, Rinehart and Winston, 1970. $4.55 ea., paper

This series is now complete, Books 1 and 2 having arrived on our shelves.* In a computerized, specialized and highly organized age, the order of appearance of these books has been a pleasant and reassuring experience. Greater minds than mine obviously function in a pixillated manner, and I for one am consoled.

Books 2 and 1 are blood brothers of 3, in that the same care in layout, design and discriminating selection of prints is evident. The text is very readable and moves along with an almost forgotten rhythm and richness. Such phrases as 'luminous robes lined in deep and glowing colors,' and 'dynamic explosive power surging through a twisted body' may not appeal to our jaded tastes, but they apparently do to our deeply romantic but deadpan students. A recent student report described Le Corbusier's imposing Ronchamp as 'a form that arouses the feelings of wonder and holy fear, similar to those felt by hermits and pilgrims in strange and distant places'; an almost verbatim swipe from the text of Book 3. But who cares! This student was intrigued and captivated and any book that can do that has my gratitude and approval.

All the well-chosen cuts show up nicely in opaque projection, an increasingly important factor, since many of our students seem to have been denied the visual splendor of Western civilization. The satisfaction to be gained from recognition, understanding and appreciation of Durham, a Romanesque tympanum or a Degas bronze is not to be considered lightly. The history of man's heritage can puzzle and elate the minds of our students, and these three books offer a clue to the presentation of a course rich in challenge, appreciation and knowledge. —W. Calder

*Book 3 of this series, which unaccountably arrived some months ahead of the first two, was reviewed in these pages in our May-June 1970 issue.—Ed.

Modern Painting, by Burton Wasserman. Moyer Divn, Vilas Industries, c1970. $11.95

The next time your conscience or your wife drives you to the local art gallery, take along a copy of this book. You'll look great carrying it and feel even better if you've read beforehand.

This is not a bundle of professional pedantry or foggy mind-twisting; we have plenty of those things already on the shelves. Here is a clever path to an understanding of what the modern painter is up to. It appears that some of them have been trying to accomplish something, whether this work has been labeled surrealism, cubism, dada, expressionism or Pop.

It is a well presented book, nicely laid out and with pertinent illustrations—not much color, but somehow that doesn't seem important, viewed in the light of the text. If terms such as Cool Art, Abstract Expressionism and Kinetic have turned you off and you've taken refuge in the 'tried and true that mother taught me,' please spend some time inside these covers, if only to find out what your students are talking about. —W. Calder

CANADIANA

Vancouver's Svenskar: A History of the Swedish Community in Vancouver, by Irene Howard. Vancouver Historical Society, 1970. Price not given

Occasional Paper #1 of the Vancouver Historical Society records the history of

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Sex

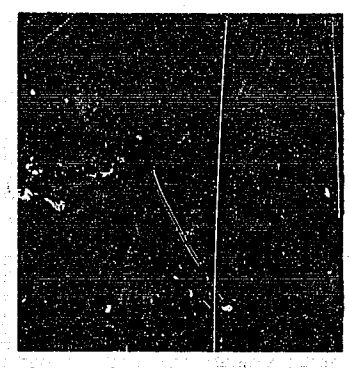
How do you teach it to students who think they know more about it than you do?

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

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

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

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



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

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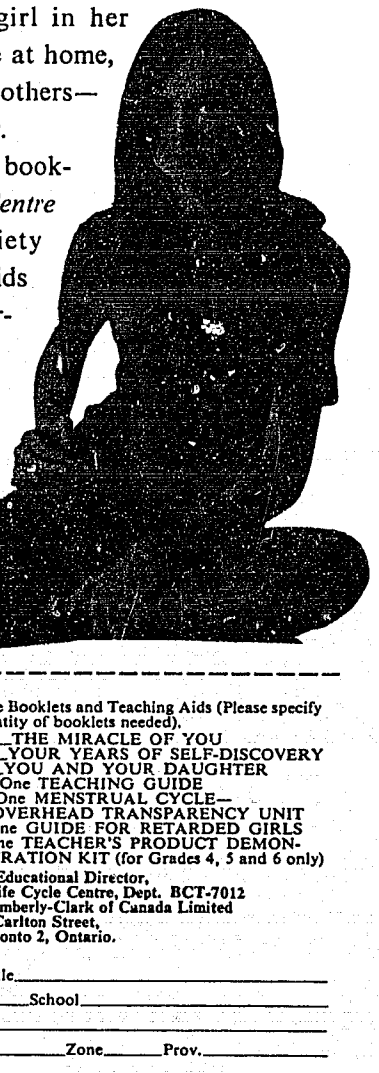
In addition to these booklets, the *Life Cycle Centre* provides a wide variety of valuable teaching aids such as unit plans, overhead transparencies, and a film, "The Story of Menstruation". All are available to you at no cost. Just fill out the convenient order form.



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Vancouver's Swedish community—an indomitable, hard-working group of pioneers, laborers and businessmen. On the whole, Mrs. Howard has avoided the most common pitfall of the recorder of local history —the monotonous recital of names and dates. However, she has included anecdotes and details that, while interesting in themselves, are very tenuously applicable to the main theme of the book. As a result the work lacks cohesion and continuity when read systematically.

This is a book to dip into at random. Chapters are brief and self-contained. Perhaps the most interesting, and certainly the most exciting, is the one on the fight for unions and humane working conditions in B.C.'s logging camps, a conflict in which the Swedes took an active part. The building of the Swedish churches and of the world-famous Swedish Rest Home are stories of courage and faith, especially on the part of the women.

Although her translations from the Swedish are literal and awkward, Mrs. Howard's narrative style is easy and informal. J. Ostoforov drew the attractively stylized maps of Scandinavia and early Vancouver; and there is an index of Swedish place names and names of persons mentioned in the text. A fine collection of photographs is included. One point in this regard: no explanation is given for the tantalizing caption 'The last trip of the S.S. Chelohsin, the loggers' transport,' the picture showing one ship (the Nanaimo ferry?) passing another that seems to be sinking ignominiously by the stern, rowboat attached, in English Bay.

E. A. Alm underwrote the publication of this book for the Vancouver Historical Society. It is to be hoped that other good citizens will provide financial assistance for the preservation in book form of the record of other ethnic* contributions to our history. *Vancouver's Svenskar* is a commendable first. —Eleanor F. Hoeg

*There is every likelihood, Mrs. Hoeg, since next year marks yet another centennial for B.C. Look for a spate of books on just about everything connected with our fair province!—Ed.

CHEMISTRY

Modern Chemistry, by Metcalf, Williams and Castko. 4th ed. Holt, Rinehart and Winston, 1970. $7.88 net

Modern Chemistry should prove an invaluable commentary for students taking Chemistry 11 and 12. The material presented in this complete revision of a text first published about 12 years ago parallels quite closely that in the *Chemstudy* text. Chemistry teachers will be all too acutely aware of the shortcomings of the prescribed text in presenting adequate explanations and worked examples; *Modern Chemistry* does much to fill the gap.

Close attention has been paid to the matters of error and uncertainty. The authors have gone to a great deal of trouble to set out calculations clearly, with attention given to significant figures and the simplification of units. To cite just a few examples, one could mention calculations on Raoult's Law, more sophisticated pH manipulations, and those involving oxidation numbers. Other prominent features include sections on reaction kinetics, equilibria and redox reactions.

It is refreshing to see that the matter of ionization in aqueous solution dealt with quantitatively through the experimental approach of boiling-point elevation and freezing-point depression. Those familiar with Chemistry 11 will, no doubt, deal with this kind of work. Though it is implied in that part of the *Chemstudy* text that deals with the differences between pure substances and solutions, the matter is not pursued there. Here is a good example of how the *Chemstudy* text leaves too many students with too large 'a question to wonder about.'

Organic chemistry is dealt with at greater length than in most similar texts. While not differentiating between 'sigma' and 'pi' overlap in the section on bonding, the ideas of delocalization in aromatic systems are well presented diagrammatically. Why do authors cloak such topics in mystery? Why not introduce the idea through aliphatic systems, such as 1-3 butadiene and the stabilization of the carboxylate ion? All of these examples correlate so well with spectroscopic determination of bond characteristics.

The general layout of the text is good, and the type is clear and well-set. Much quantitative information is presented through the use of periodic tables; hence the identification of trends within any group or period follows naturally. These tables, however, show a departure from the normal (?) by a new placing of the pairs of elements lanthanum and lutetium in the rare earths, and actinium and lawrecium in the actinide series. The many

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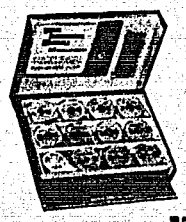

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"He cleans up every year betting he can't name his own reindeer."

diagrams are particularly clear and good use has been made of color photographs, atlhough one wonders whether their inclusion is perhaps a little extravagant. A 14-page glossary and 16 pages of various appendices listing quantitative information will be welcomed by both teacher and student.

The overall impression I have is that this text would be a very welcome addition to the bookshelf in the laboratory, the library or the student's home.—John Bray

MATHEMATICS

How to Use the Slide Rule. Forum House (90 Ronson Drive, Rexdale, Ont.), 1968. $1.25 paper

Perhaps this volume should have been called *How to Use the Slide Rule that Has Everything.* The authors (not named) point out that a log-log deci-trig slide rule is required if all the units are to be covered.

The worked examples and problems are dealt with very concisely and I suspect that secondary school students may be rather discouraged by what, at first, seems to be a rather terse presentation. Clearly, the text is directly aimed toward undergraduates working in engineering and related fields. One might conclude from the table of contents that the first half of the book would serve as a useful introduction to slide rule operations necessary in senior secondary physics and chemistry courses. However, the immediate use of various 'folded' scales would prove 'off-putting' to those not familiar with simple manipulations.

Nevertheless, those for whom this book is intended will find it a very useful and compact reference at an attractive price.
—John Bray

READERS

Normie's Goose and *Normie's Moose Hunt,* by Vic Cowell. Copp Clark, Toronto, 1968. $3.50 each; paperback 75c each

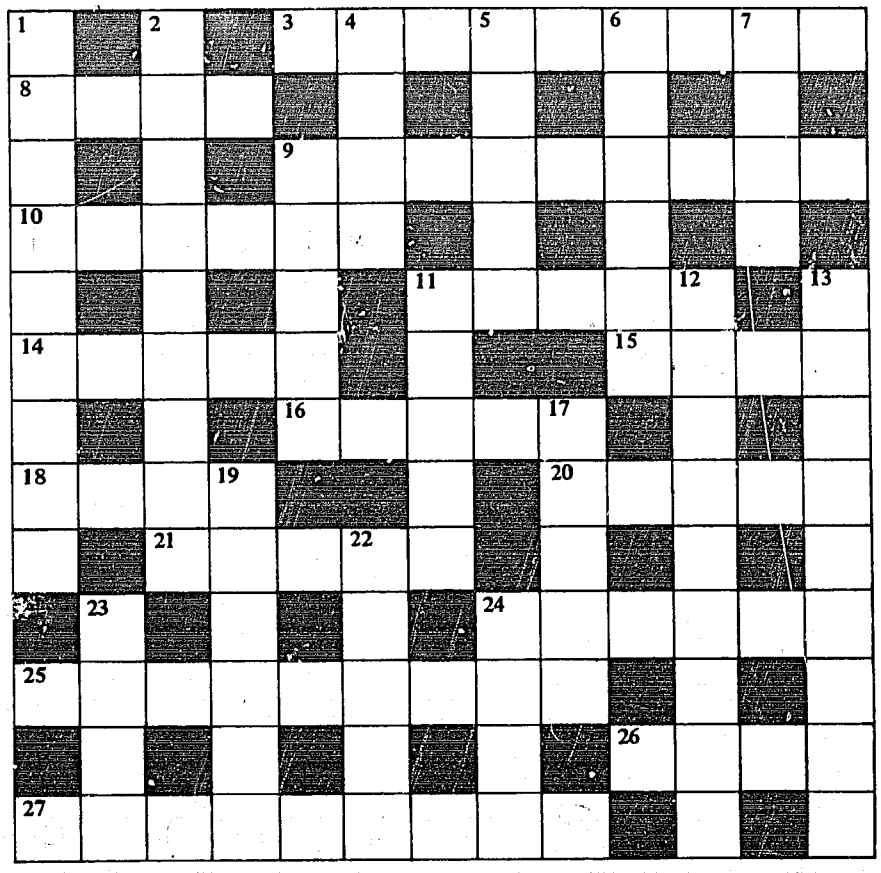
These are successful high interest, low vocabulary culturally-oriented books for the Indian child in elementary school. They deal with Normie, a Cree Indian boy of northern Canada. The illustrations are colored, with simple lines, and, along with the simple text, they depict the life of a modern Indian family of the north.

To test the interest of these books, they were put in a classroom where there were Indian boys ranging in age from 10 to 13. The boys were quite pleased with them and read them several times. The reading level is second year.

A package of eight of the 75c paperback edition is offered for $4.25. The books are particularly recommended for special class use. —Pamela C. Harder

REFERENCE (CANADIANA)

We have been informed by authors G. P. V. Akrigg and Helen B. Akrigg that their book *1001 British Columbia Place Names* (reviewed in the September-October 1969 issue of *The BC Teacher)* is now available, in a second revised edition, from the publishers, Discovery Press, P.O. Box 6295, Postal Station G, Vancouver 8. School libraries receive a 20% discount on the list price of $5.70. —C. D. Nelson



CLUES ACROSS

3. Study the document for the draftee (9)
8. Found in the order as it stands (4)
9. Eastern bracelet an occasion to have a gay time (9)
10. Eagerly desired every day around five (6)
11. Withdrawn from the lacrosse team and angry (5)
14. A mad tier (5)
15. With a taste of garlic has the thing (4)
16. The noblemen change and have a good time (5)
18. Part of the evening's fun (4)
20. Pleas involve a slip of the tongue (5)
21. Intoxicated and light-headed (5)
24. Leave behind on the sea-shore (6)
25. Get together so that the barrel-maker had a meal? (9)
26. The winding lane is underfed (4)
27. They catch the unwary golfer (4, 5)

CLUES DOWN

1. The inhabitants contain an example but say no (9)
2. Directed the entrance inside the mixed divan (9)
4. Part of the robe you wore yesterday (4)
5. The pilot animal? (5)
6. The artist takes the remainder but is most unusual (6)
7. The essence of the plant stem (4)
9. 150 misuse the problem guides (5)
11. The dish to seek favor (5)
12. Mishap set for the fellow-passengers (9)
13. Invitation to the insect? (9)
17. Oriental overdue but exultant (5)
19. Pinched a small drink? (6)
22. Trimmer (5)
23. Go at the garment (4)
24. The pace set by the pets (4)

Answers will be printed next month.

Answers for last month's puzzle.

ACROSS

1. Spice
5. Dealt
8. Arc
9. Burro
11. Birth
12. Graphic
13. Comic
15. Laser
18. Commendations
19. Yacht
22. Rufus
25. Armadas
26. Tiara
27. Lento
28. Ace
29. Least
30. Asset

DOWN

2. Pluto
3. Corgi
4. Preponderancy
6. Erica
7. Lathe
10. Orchestra
11. Bilateral
13. Cocky
14. Mimic
16. Scoff
17. Roses
20. Arise
21. Harms
23. Users
24. Untie

NFB
PRODUCTIONS
A FEW MORE NOTES

¶To relive an important part of one's childhood one needs only to thread the school projector with NFB's *Little Red Riding Hood* (15 minutes, 36 seconds, color) and—voilà.

Nothing avant garde about this production, no important insights into the wolf's libido revealed, no detrimental aspects between L. R. Riding Hood and her mother pointed out.

'For children, for wolves, for grandmothers, woodchoppers and all, this will likely be the film of the year,' says the tongue-in-cheek advertisement of the film sent out by the NFB. The delightful accent and narration style, the lively animation and original design are all those of Rhoda Leyer, a long-time NFB associate.

So what if the grandmother, fluffy and pink and half reclining in her bed, is slightly reminiscent of a French courtesan? Who wants a stereotyped grandma with a babushka all the time, anyway?

George Clutesi, the West Coast Indian artist and writer, once wrote that Indian kids are somewhat amazed at the sadism and cruelty in the white man's tales. Miss Leyer must agree because we are mercifully spared the details of the gory disembowelment. On the other hand we get a vivid closeup of the wolf's left eye, which is enough to send shivers down one's spine.

Little Red Riding Hood—*A film of the year for children, wolves, grandmothers and woodchoppers.*

Miss Riding Hood is heartily recommended for the early grades as well as for the nostalgic staff.

I was less enthusiastic about NFB's *That Mouse* (14 minutes, color). And I am reluctant to say it because I see that the Vancouver School Board has bought a print, which is probably circulating like crazy around the schools within the system.

Granted that there are some excellent shots of wild animals, which serve well for identification purposes, but the whole thing is terribly contrived. The idea is to dub in a human voice for each animal, often with foreign accent. After a while it's just too cute.

It seems to me that the same goal could have been achieved with less sweat and credibility strain. Walt Disney has done some marvellous things in his wilderness films and often he must have felt the temptation to make his real life animals as loquacious as his drawn ones. Fortunately he was able to resist the temptation. There must have been a reason.

Cosmic Zoom (8 minutes, color) is the kind of picture that gets the kids to do the thinking. Without narration it takes the figure of a boy in a boat and zooms out from him through the city, through the country, through the continent, through the earth, past the moon and into the universe. Then we go back and it zeroes in on a mosquito on the boy's hand, into the bloodstream right down to the atoms and molecules until, as the film's information sheet states, 'we arrive at the last dark speck of the unknown.'

There are elements of both *Fantastic Voyage* and *2001: A Space Odyssey* evident in the production, but it is weak on the soundtrack side. Although it is a fascinating piece of celluloid, its dramatic aspects could have been enhanced through a more carefully chosen music score.

For puzzlement show NFB's *If He's Devoured I Win* (4 minutes 45 seconds, color) to your classes. Billed as a 'film meditation on the subject of a person-to-person relationship,' it presents images of dead cats, dead birds as highly subjective symbols provided for the pleasure of your introspection.

Occasionally snatches of dialog are heard, such as, 'Are you happy? You don't say much. . . . Are you happy?' At one point a fleeting smile flew across my face as I was viewing this decidedly unfunny picture. A man at the top of a long row of steps blocking a girl's way illustrated the classic man-goal-barrier combination. Our old educational psychology prof at UBC would have loved it. He considered the proposition so important we never really got past it during the whole year.

(The girl in the picture, by the way, simply walks away—which is what we did so often during the ed. psych. period.)

Norman McLaren's *Spheres* (7 minutes 28 seconds, color) is accompanied by Glenn Gould's piano. Against the background of a blue sky a series of balls perform to the rhythm of J. S. Bach. Although I count myself among McLaren's fans, this one doesn't quite make it.

Even the seven minutes seem too long for this sort of thing and apart from the precisely arranged geometric patterns there really isn't that much imagination behind it. During its few good moments it becomes sort of an abstract *Fantasia;* during its worst ones, a dull kiddie cartoon with follow-the-bouncing ball overtones.

Neither for the music department nor for the art one. §

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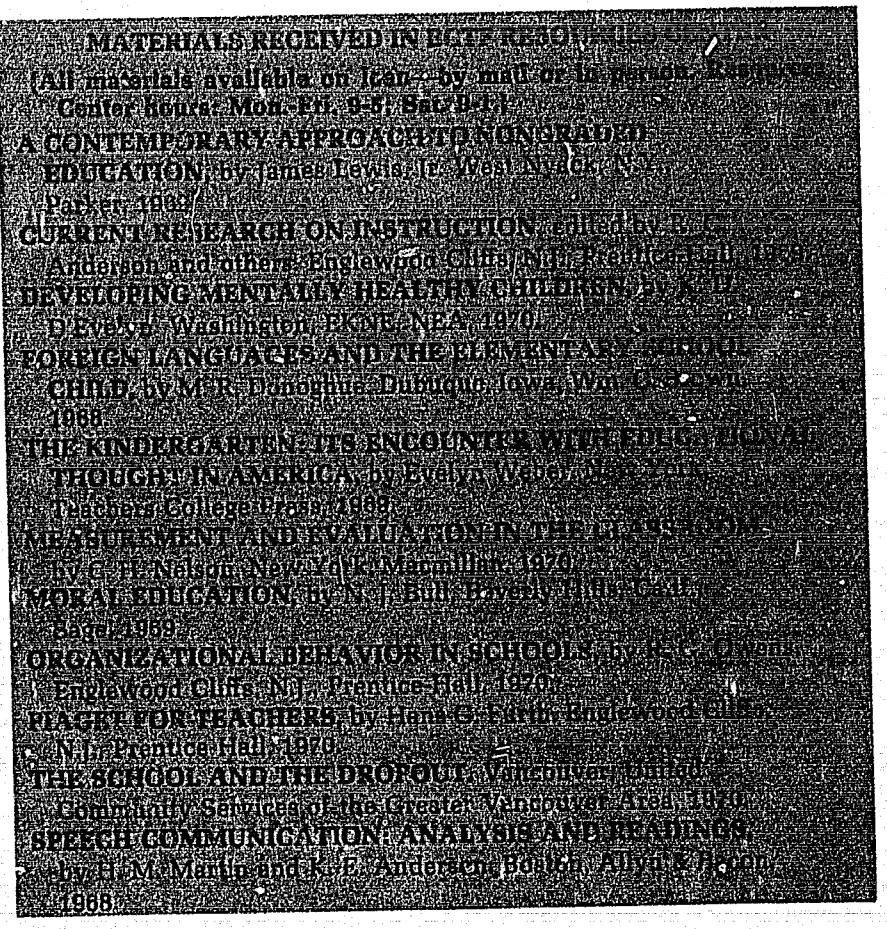

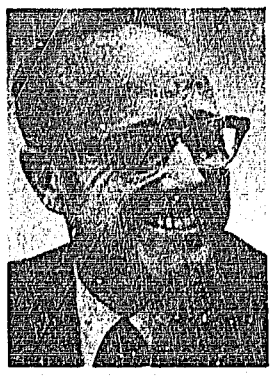

THE EDITOR COMMENTS — K. M. AITCHISON

CONGRATULATIONS TO ALL CONCERNED

¶Sincere congratulations are in order for everyone involved in this year's salary negotiations. The fact that virtually all areas reached amicable settlements speaks highly of the good-will of both teachers and trustees.

Instead of the distrust, resentment and sometimes outright anger that often pervaded negotiations in past years, both sides this year displayed a commendable willingness to understand each other's point of view, and to search for a settlement area.

Perhaps the key to this year's successes was a change in the approach to negotiations. In the past both sides often took initial positions and traded concessions until an agreement was reached. The success or failure of this technique depended, of course, on how successfully the respective parties established their initial positions and whether or not they made the right changes to support those positions as they moved toward an agreement.

This trading approach was not really suitable to the complexities involved in the negotiating arena, for teachers, trustees and the public were all involved. Even when the process was apparently successful, the solutions tended to be oversimplified and inadequate.

This year the process was quite different. Both teachers and trustees agreed to approach negotiations more realistically. Both searched for significant evidence on which to base their judgments of what constituted a fair and just increase for teachers. They could and did disagree with each other, but they were determined not to misunderstand each other, and to that determination goes much of the credit for the successful outcome.

The decision to ensure that salaries paid to teachers did not fall behind those paid in other sectors of the economy indicated the obvious direction for this year's negotiations —that of establishing the going rate of increases this year. Once that was agreed upon, actual settlements became relatively easy to conclude. The fact that this approach worked so well in its first real trial augurs well for the future.

Teachers owe a particular debt of gratitude to their colleagues who worked on their behalf, particularly to the regional agreements co-ordinators, who were asked to assume more responsibility for successful settlements this year. That they did so willingly and successfully is obvious to all. The co-ordinators and the BCTF Economic Welfare staff worked smoothly and efficiently as a team during the summer and fall. The proof of the effectiveness of the teamwork is, of course, the great number of amicable agreements all over the province.

At the local level hundreds of teachers were involved in serving on agreements and negotiating committees, and devoted countless hours of their time to ensuring fair settlements for their colleagues. The profession is indebted to them.

Credit is due, too, to the trustees. They, their representatives, and the staff of the B.C. School Trustees Association all co-operated with teachers to put real meaning into the expression 'negotiating in good faith.'

Everyone involved in this year's negotiations should take a well-deserved bow for a job well done. Let us hope the lessons learned this year will not be forgotten in the future. §

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