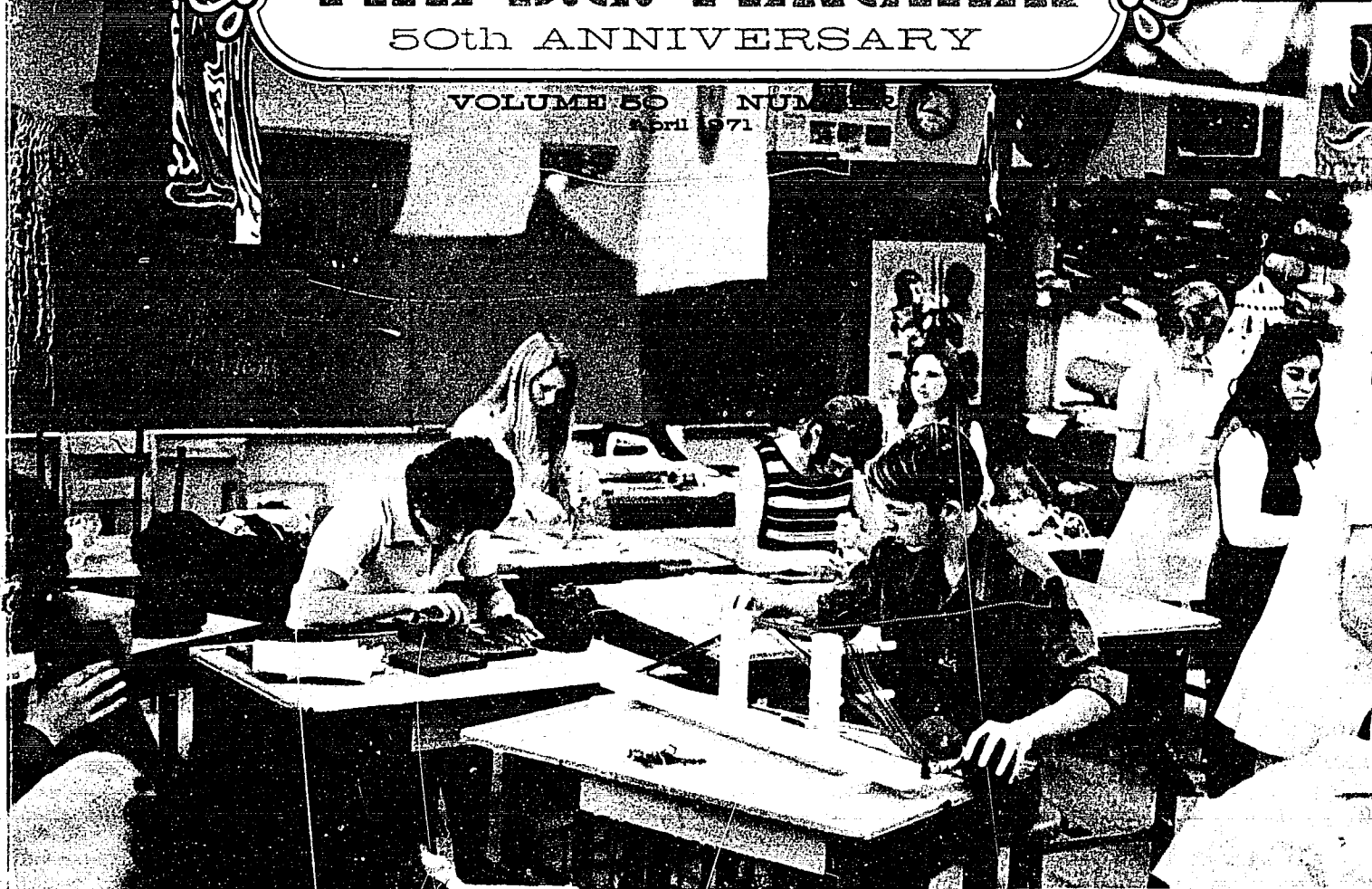


THE B.C. TEACHER

50th ANNIVERSARY

VOLUME 50 NUMBER 2
April 1971



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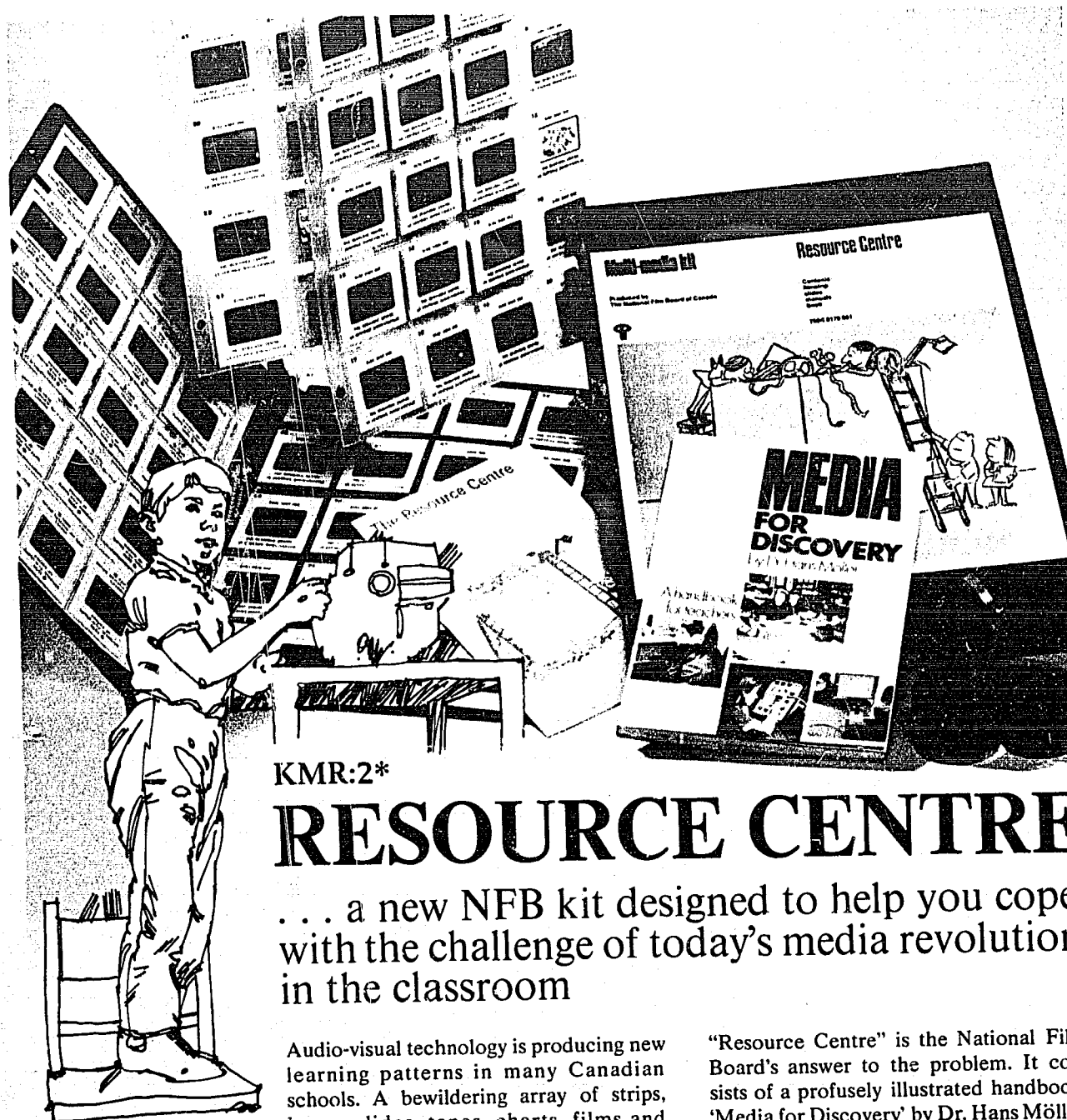


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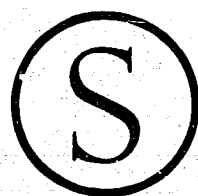
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Notice to all Graduates of Simon Fraser University Professional Development Program

Arrangements have now been concluded regarding revisions in teacher certification and Teacher Qualification Service category for some teachers who completed the Simon Fraser University Professional Development Program. The revised regulations will affect the standing on the Bachelor of Education degree program for students who undertook Education 403. Similarly, former students now holding an EB or EA Teaching Certificate may now be eligible for changes in teacher certification and teacher category. Teachers with the following standings are eligible to apply immediately to the Department of Education for consideration of upward revision in teaching certificates:

1. Those with 45-59 semester hours plus P.D.P. (including Education 403 and Education 404).
2. Those with 75-89 semester hours plus P.D.P. (including Education 403 and Education 404).

Applications should be submitted by letter using the following format:

Registrar,
Department of Education,
Victoria, B.C.

Please review my certification standing in the light of changed regulations regarding Education 403.

.....
(Signature)

Name

(Maiden name if applicable)

Address

Present Certificate Present School District No.

Transcripts and other university documents will be forwarded from the university for all former students affected by the change.

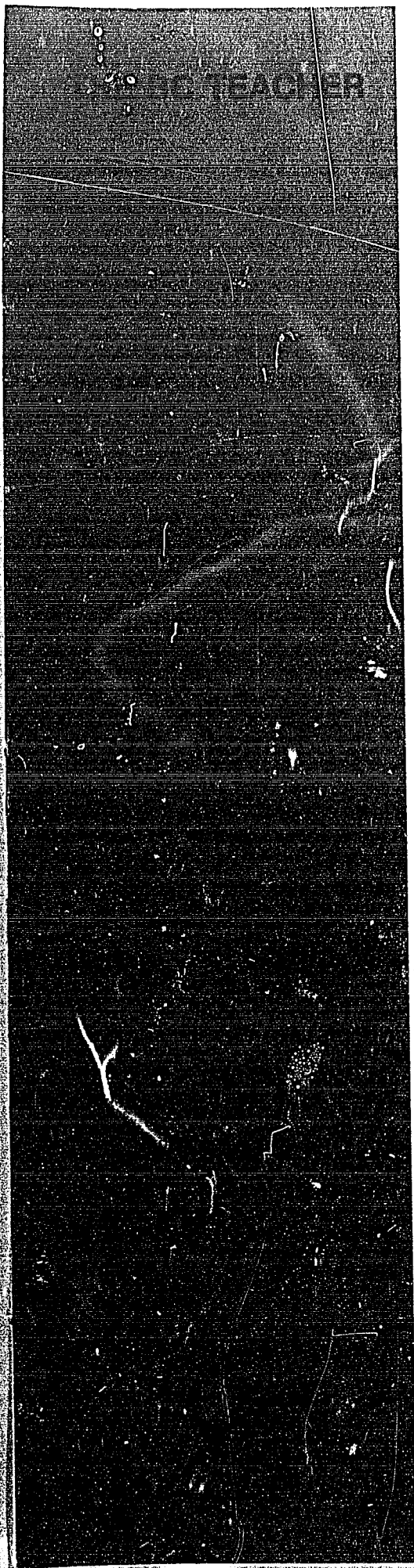
Following receipt of a new certificate, application should be submitted to the Teacher Qualification Service for possible revision in Teacher Category. Teachers applying to T.Q.S. should present proof of new certification and also return, for revision, the T.Q.S. category card which they now hold.

IMPORTANT NOTE:

Changes in teaching certificates or teacher category will become effective on 1st September 1971.

Applicants should submit immediately. The deadline for applications is 31st December 1971.

Informal enquiries may be directed to Mr. J. C. Paterson, Professional Development Centre, Simon Fraser University.



TEACHER

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION
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Vol. 50, No. 7

April 1971

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COVER PICTURE

Once again we are indebted to the Vancouver School Board's Archives, this month for the photograph of an art class of the middle 1920s. The color photo of a modern art room was taken by Dave Looy at Kensington Junior Secondary School, Burnaby, by courtesy of Mr. Julian, the principal, and Miss Downing, the art teacher.

PHOTO CREDITS

Pp. 254, 257—Dave Looy; p. 259—supplied by Mr. L. F. Fenton; p. 261—Mrs. Laura Gibbons; p. 262—Mrs. Bud Davison; p. 264—Bob Bodlak; p. 272—supplied by CBC-TV.

Semestering Is Not That Simple A Matter

Sir,

I should like to question some of the statements made by Mr. Ellwood in his article on semester systems in the November issue.

1) 'More effective learning and mastery plus higher achievement should result from increased frequency of instruction and concentration of instruction.'

The only figures he refers to are those of Red Deer, where there was an increase of 15% from 1949-1964. Surely there must be better statistics than these, from one small place and based on the 1949-64 period, when rote memory, etc., were stressed. The new philosophy of open-end experiments and understanding principles came in, for science, with the new courses that have been in use since 1964.

From some studies I have seen, and from talking to many teachers, I have concluded that C, C- and D students do not do as well under the pressure of the semester system.

What about such skill subjects as typing, shorthand and oral languages? Do the students do better with 75- to 80-minute periods than with 55- to 60-minute periods?

2) 'The semester system seems to improve instruction as a result of better teacher preparation and the removal of unnecessary trivia.'

What is the purpose of education? To boil everything down so that it can be absorbed in a concentrated form? Often the so-called trivia or side-issues are the most interesting and relevant part of a course.

Mr. Ellwood suggested that the time allotted to science could be dropped from 125 to 114 hours, and perhaps to 90 hours, as is done successfully in one school. *Any course could be cut to half the time if its content were reduced.* The science courses were set up for approximately 120 hours (see the Curriculum Guide) and, in many cases, all of the material is not covered in that

time. If the time is going to be shortened, the course should be altered to fit the hours, but *not* by cutting out the 'trivia.'

3) 'The teachers get to know their students better.'

Perhaps one gets to know them more quickly, but, in the long run, does one actually get to know them better? Many of the students I get to know best are those I meet between periods, at lunch hour, and so on, over the whole year. I am not quite sure that more meetings over a shorter period of time would really increase my knowing them, because a longer time may cause a deeper understanding.

4) 'There is an increased marking load for teachers.'

There is also an increase in work load for science teachers because they will have to set up experiments twice a year instead of once a year. The equipment will take more abuse, for it will have to be removed from storage twice as often.

5) Some other disadvantages, not listed in Mr. Ellwood's table, are:

a) Pupil loads are sometimes uneven.

b) The pace is hectic for both teacher and pupil. This disadvantage seems to 'come through' in all the questionnaires (from different schools) that I have read.

Mr. Ellwood suggested that '75-minute periods may not be as effective with the junior secondary pupil.'

Is the semester system suitable for the junior secondary pupil? It seems to work very well for the senior secondary schools, but many junior-senior secondary schools that are on a semester system have a modified system (not the four-subject/semester).

Is the semester system (four subjects/day) educationally sound or is it going over so well because it is new and because a free-attendance system came with it?

What is happening to the semester

systems in Seattle, where, I understand, they have been used for years?

I should like to see the BCTF and/or the Department of Education strike a committee to look at semestering and its many forms. It seems ridiculous that each school or school district should have to search out the necessary information before it can make a decision.

North Vancouver Dick Piercy

Mr. Young Is Rebutted

Sir,

I doubt if I have ever read anyone with a greater capacity for destroying his own case than Mr. John Young.

If I understand him correctly, Mr. Young, in his letter in the February issue, is concerned that the greatest emphasis in education is not being placed on social and citizenship training. He does not use these words, but to me they are synonymous with his 'co-operation, group goals, human needs, personal expression, personal rights.' I agree with Mr. Young that the development of the individual both as an individual and as a group member is paramount in today's overcrowded world.

Unlike Mr. Young, I am not so naive as to believe that the school by a simple change of emphasis can remake the individual and remake society. The school is but part of the educative machinery. Mr. Young must surely be aware that in the field of values the home is far more influential than the school. Nor is there uniformity of belief as to the values the school should inculcate. In many homes, competition is a built-in feature; aggressive fathers tend to produce aggressive sons. Nor do people necessarily practise what they preach. Has Mr. Young withdrawn his own school from all competitive sports? Or is competition wrong only in the intellectual field?

Mr. Young, I think, errs in sug-

gesting that values can be taught as subject matter. I remember from my own high school days that stultifying, excruciatingly boring subject, Civics. It taught all the virtues from mother love to government ethics. I doubt if one child ever changed his behavior pattern one iota as a result of his exposure to Civics, yet its objectives included practically all of Mr. Young's. The 'what' was all right, but the 'how' was all wrong.

Mr. Young ignores the fact that we live in a highly complex environment and that education must equip children to function adequately in a technological world. He ignores, too, the fact that with so much human knowledge some structuring is useful, if not imperative. It is advantageous for both the teacher and the learner to be able to concentrate on one thing at one time.

Where does the stress on values come in? To be sure, values are everybody's business. A math teacher may not directly teach values—but he exemplifies them in how he teaches. He demonstrably puts his emphasis not on competition, but

on individual student progress. The values are part of the 'how,' not part of the 'what.'

As an aside, I cannot accept Mr. Young's accusation that attempts to restructure the school system are 'inconsequential tinkering.' If this be so, Mr. Young is apparently more guilty than most. Surely the efforts to restructure are aimed at creating an environment more likely to produce the changes in attitude and approach that Mr. Young desires. It helps in changing the mental set if the physical environment is changed at the same time.

But the sentence that raises my hackles and turns me against all that Mr. Young says is: 'If mankind is to survive, our schools must eliminate the violence that is fraudulently passed off as education.'

What sort of demagoguery is this? I refuse to concede that I teach violence simply because Mr. Young says I do. Mr. Young would seem to have sat in Herr Goebel's class on 'Propaganda and Enlightenment.' Make the accusation gross enough and people will believe it.

He goes on to the equally mon-

strous accusation that if you love a child, you cannot punish him or if you punish a child, you cannot love him. Poppycock. Society of necessity must have structure and people who hurt others by violation of the structure must be persuaded not to do so again. I should deem it no favor to place a child in Mr. Young's unstructured penalty-free school with no preparation for a structured, penalty-ridden world. The structure as it exists may be faulty and the penalties wrong, but total abolition of structure and of penalties is neither desirable nor possible.

Perhaps I have read more into Mr. Young's comments than he intended. Perhaps he was over-emphatic simply to draw attention to the inadequacies he sees. To me, his approach is self-defeating because it is so very much overstated. I am annoyed because Mr. Young, in defeating himself, helps defeat me and everyone else who believes that society and the schools need more emphasis on the individual and his relation with others.

For this end, we should be asking English and social science teachers

They tell me
Qantas grows on you.
If it grew on me,
I'd have an operation.



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to examine *what* they teach and we should be asking every teacher to examine *how* he teaches. We will not get them to do this by vitriolic and unfair attacks on present policies and procedures.

West Vancouver

B. G. Holt

Mr. Frizell Also Comments

Sir,

I should like to thank Mr. John Young for the noble effort he went to in trying to express his appreciation of some of the ideas presented in my modest proposal, *A Plan for All Seasons*.

For example, where I wrote that the real quality of education is 'directly related to the quality of the individual teacher . . . not to the complexity of the timetable or the size of the building . . . etc.', he matched it with 'education has very little to do with courses, promotions, staff arrangements, rotating blocks . . . etc.' Such emulation is indeed flattering.

My only criticism of Mr. Young's letter is that the general tone seemed a trifle testy. Perhaps this was due to my reference to the Department of Education. I was not aware that he regarded its traditional function with such detestation, and only hope that, in his apparent desire for total independence, he does not find it as 'distasteful and humiliating' to rely upon the taxpayer for his salary as, it would appear he does, to 'rely upon the Department of Education for directions.'

Vancouver

Charles Frizell

A Program for Primary Boys

Sir,

I write regarding the latest project to be approved for support by the Educational Research Institute of B.C. 'The Development and Evaluation of a More Appropriate Program for Boys in the Primary Grades.'

The study hopes to ' . . . result in program descriptions . . . to masculinize school for young boys and feminize it for young girls.'

We hope that Dr. Knowles, director of this project, will conduct a

truly empirical study and, in so doing, take into account all the variables concerned—the teachers, classes, programs, and masculine-feminine attributes. For example, in the category of male teacher, there are the following:

- 1) good teacher (plus 4, 5 and 6)
- 2) average teacher (plus 4, 5 and 6)
- 3) poor teacher (plus 4, 5 and 6)
- 4) those males with masculine attributes
- 5) those with some feminine attributes
- 6) those with feminine attributes

Female teachers have the same categories, of course, with the interchange of 'masculine' and 'feminine.'

Then, the variables in classes:

- 1) large classes
- 2) average-sized ones
- 3) small ones
- 4) all-boy classes
- 5) half-girl classes
- 6) some girls in classes
- 7) all-girl-classes
- 8) some boys in classes
- 9) boys with masculine attributes
- 10) boys with some feminine attributes
- 11) boys with many feminine attributes
- 12) girls with feminine attributes
- 13) girls with some masculine attributes
- 14) girls with many masculine attributes

Each of the 14 types of classes would have to be matched with each of the variables for the tea-

chers, or the conclusions drawn would be invalid.

Thus, there would be some 216 control groups, from the purest of classes (all masculine boys, taught by a good masculine teacher, average class size) to the most questionable (all feminine girls, taught by a poor, all-feminine teacher, huge class).

I forgot to include the other variable: the program content, which would, of necessity, range from all-masculine content down the continuum to all-feminine content. The additional variable compounds the control groups, but science is science and must be served.

I suspect, however, that most of us know now what the outcome of this incredible study will be. The teachers chosen will be top-notch. The kids will respond to *good teaching*. But everyone will believe it was the genitals that did it.

Burnaby

Greta Nelson

Articles Appreciated

Sir,

I was very pleased to see the coverage *The B.C. Teacher* was able to give to the matter of sensitivity training in the February issue. As you are aware, the BCTF's School Mental Health Task Force had this area as a concern for some time.

Many thanks for having found space for these articles in *The B.C. Teacher*.

Prince George

Henry Lunn

We Shall Miss These Teachers

In Service

Mrs. Ann Louise Corbett
James Leland Curley
Harold Dark Goard
Philip John Osborne

Last Taught In

Abbotsford
Vancouver Is. N.
Vancouver
Abbotsford

Died

October 5
September 12
October 17
January 15

Retired

Miss Edna E. Cameron
Mrs. Evelyn E. (Carrington) Moor
Mrs. Mabel E. (Poulter) Pink
Miss Mabel F. Pullen
Miss Margaret N. Ross
Percy D. Taylor

Last Taught In

Burns Lake
Burnaby
Victoria
Vancouver
Victoria
Vancouver

Died

September 12
January 13
January 19
February 8
January 30
January 29

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JOHN A. MACDONALD: THE MAN AND THE POLITICIAN

By Donald Swainson

This biography provides a useful and lucid summary of the main events of Macdonald's career as a politician; it is also a revealing study of the attractive and complex man himself.

LOUIS RIEL: THE REBEL AND THE HERO

By Hartwell Bowsfield

Louis Riel has been variously interpreted as insane, a rebel who deserved to die, or a tragic hero who fought to save French culture. Mr. Bowsfield gives a balanced view of the man against a background of turbulent events.

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By David Flint

JOHN STRACHAN
By David Flint

WILFRID LAURIER
By Barbara Robertson

ALEXANDER MACKENZIE
By James K. Smith

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Wednesdays: 7:30 PM (3 hours) May 5, 12, 19, 26 Cost \$25.00.

An opportunity for teachers to learn how they can greatly increase student involvement by making and using inexpensive materials, and employing everyday objects.

Leader: Mr. Don Wilson.

Teacher of Art at U.B.C. Faculty of Education, on leave from the Vancouver School Board where he has taught Art and Language Arts at the Bayview Elementary School. Course limited to 20 participants.

2. Making Media Work - New Classroom Techniques.

Thursdays: 7:30 PM (3 hours); May 6, 13, 20, 27 Cost \$25.00.

An exciting experience for teachers looking for new ideas and stimulating involvement techniques.

Leader: Mr. William Nemtin.

Mr. Nemtin is a media consultant in Vancouver. Formerly associated with the National Film Board of Canada in Media research, Mr. Nemtin has conducted workshops throughout North America on the role of media in communications. He developed the NFB's "Challenge for Change" program. Course limited to 20 participants.

3. An Experience in Filmmaking for Teachers.

Saturday, May 15 - 9:00 AM-3:30 PM
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Cost \$25.00 - includes equipment and film.

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Leader: James Mulholland.

Teacher at Eric Hamber Media Centre, Co-Director of U.B.C. Summer Media Institute. Mr. Mulholland has had vast experience in presenting media courses to students and teachers. Course limited to 20 participants.

SHORT COURSES

4. Media and Special Education.

Tuesday, May 12 - 7:30 PM (3 hours) Cost \$8.50.

New media techniques have recently been developed to help the child with special educational needs. This course reviews current advances in the field and will prove valuable for the special education teacher.

5. Media in the Resource Centre.

Tuesday, May 19 - 7:30 PM (3 hours) Cost \$8.50.

Sessions are designed to offer an in-depth look at a variety of media (print and non-print) of the well-equipped resource centre. Selection, use, cataloguing and housing will be discussed. Leader for Courses 4 and 5: Mr. Paul Azaroff. Director of the Audio-visual Department of Harry Smith & Sons, Mr. Azaroff achieved national recognition for his work with culturally disadvantaged children while engaged in media research for the National Film Board of Canada. An informed and enthusiastic lecturer, Mr. Azaroff will share with the participants many exciting and innovative approaches to special education. Course limited to 20 participants.

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I enclose cheque, bank draft or money order in the amount of \$ which I understand will be promptly returned should the course be over-subscribed when this application is received.

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Why not let them earn and learn?

What community can subsidize three months of idleness and vacuity for its young? Here is one suggestion for solving the problem of what to do with the country's youth during the summer months.

BERNICE McDONOUGH

Mrs. McDonough, of UBC's Faculty of Education, has written for this magazine previously.

¶The summer of 1970 was a glorious, rosy apple of a summer, but an apple with the worm of discontent gnawing at its core.

Wherever a few adults gathered the conversation invariably swung around to the 'youth problem.' The lack of summer employment for students, the hippies and the drug scene, the general disenchantment of youth with The Establishment—all these problems vexed city councils, government agencies, parents—and young people, too.

Some of the measures that were

put into operation in an effort to alleviate the situation are about as effective as trying to repair a ruptured artery with a Bandaid—and about as sensible. They are ineffective because they do not deal with the causes of the problems and they exemplify perfectly McLuhan's theory about 'viewing the world through a rear vision mirror.'

Whether we like it or not, the days when the farm, the woodshed and the family camping expedition kept the young busy for the summer are gone, and they will never return.

What, then, are the alternatives? Shall we sit idly by and watch more and more of our young people take to the roads; see them housed in hastily-opened hostels, a prey to all the diseases that dirt and poor nutrition can spawn, an expense to the taxpayers, a sorrow to their parents, and fertile ground for the drug pushers to cultivate?

Or should we now be engaged in extensive planning, so that next summer will see more of our young people with something constructive to do?

There Must Be an Alternative

If the economy of the country cannot provide summer employment for all who want it, it is imperative for the physical and mental health of our young people, and for the well-being of society, that the federal and provincial governments provide a workable alternative.

What community is so well off that it can subsidize three months of idleness and vacuity for its young? What community is so short-sighted that it would let the physical and mental powers of its youth lie fallow for three months every summer?

Then who shall answer for it if their growing malaise and disenchantment rise to overwhelm us?

It is good for young people to see their country and to meet their counterparts from other provinces and other countries. It is an experience that must be broadening and enriching for them. But they cannot travel indefinitely; they cannot be unemployed and unoccupied forever.

Seeing the young people last summer on Fourth Avenue in Vancouver or on the Dam Square in Amsterdam or the Spanish Steps in Rome, one was struck by what must be the unmitigated boredom of such a life style. There they sat like great herds of somnolent seals, staring vacantly into space, flopping over occasionally as the sun moved around.

Dr. Hans Selye lists boredom as one of the major causes of stress and tension because it is contrary to the basic nature of mankind.

In a recent article in *Health Maga-*

zine he said, 'The best safeguard against such stress is to start cultivating hobbies early in life . . . writing, painting, music, shopwork, knitting.'

I propose, as a partial solution to this problem, the setting up of an extensive Earn-and-Learn Program to operate at least for the summer months, and the year around if necessary.

Under such a scheme young people would be paid for participating and use would be made of the many community resources and agencies already in existence.

The idea is certainly not without precedent. We now pay part of the tuition fees for students attending university. We once paid for the education and training of all the men and women who returned from World War II—and this was one of the best investments Canada ever made.

Why should the taxpayers be asked to foot the bill for an Earn-and-Learn Program now, in a period of uncertain economic prospects?

Because we are already spending comparable sums on welfare and health services for unemployed transients; because we spend millions on armaments and useless aircraft carriers, millions on crime detection and prevention, on jails and detention homes, on hospitals and mental health facilities. All this is spent to try to bring the individual back into the mainstream of society, to restore him to physical and mental health. Too much for the cure, too little for prevention. Too much for repairs, too little for building.

Some Successful Programs

Last summer the federal government allotted approximately \$6.8 million for eight types of programs to be conducted by the Armed Forces. These ranged from hiring students to help with engineering, building, land clearing projects or as secretarial help at \$2.38 an hour to conducting drop-in centers in Vancouver and in Revelstoke.

Captain J. M. Shellard, of Canadian Forces Base, Chilliwack, speaking of the Student Militia Program conducted in Vancouver, said, 'Thirty boys, mostly from the In-

terior, took an eight-week training course in running and servicing heavy equipment. They certainly returned home with some new skills, and they were paid for learning them.'

He mentioned the program in which 1,100 of those already in the Militia or Army Reserve participated. This, too, was an eight-week program and the reservists received regular army pay.

Twelve hundred cadets spent eight weeks at Vernon, and they too were paid.

Captain Shellard was particularly enthusiastic about the program in which 80 boys were engaged in clearing brush and improving the park at Chilliwack Lake.

'This has been a most successful effort. These young people had the advantage of participating in a project which will be of lasting value to the community. Many young people today are vitally interested in the problems of pollution and in the quality of our environment. What better way to provide a chance for them to take positive action about it? It is unlikely that any boy who has helped to make a park will ever be guilty of defacing or destroying it. The boys had a great summer—work, sports, swimming, fishing, comradeship—we were proud of them.'

Navy Cadet Program Was Good

Norman Platt of Burnaby, six feet tall, weighing 165 pounds, 16 years old, like hundreds of other unskilled youths on the Lower Mainland, was unable to find a summer job.

Norman was a member of the Navy Cadet Corps at HMCS Fraser in New Westminster last winter. He and nine of his mates were able to attend a two-week summer training camp at HMCS Quadra on Vancouver Island. They could be accommodated for only two weeks of the long eleven-week holiday, and they received no pay.

Norman said, 'It was really great. We learned the basics of seamanship—how to row and how to sail. I could sail a cutter now with a crew. We were taught to rope climb, swim and life save, first aid and artificial respiration, emergency steering

measures and how to rescue people at sea.'

He said, with obvious pride, 'This program separates the men from the boys. We had to get up at 6 a.m. every day and in the Navy you do everything on the double. Some of the fellows were so tired that they went to sleep in the evening movie.'

Would he go again? Yes, sir! Even without pay. He hopes to go for a full month next year. Did he learn anything that might be useful to himself or society last summer? You be the judge of that.

For many young people the mere mention of the words 'Armed Forces' is an anathema and for these there should be other programs—such as the ones offered by the Banff School of Fine Arts.

such scholarships were relatively easy to obtain if a young person demonstrated any ability or interest. Older people pay their own way.

Courses last from two to six weeks. A summer spent here restores one's faith in youth. Unbounded energy, talent, dedication and enthusiasm flow like the oratory of a politician. Piano students start practising at 6 a.m. and the opera cast is often still rehearsing at 10 p.m. The courses culminate in displays of the work done or in concerts. The opera and ballet groups usually take their productions on a tour of the smaller centers of B.C. and Alberta.

If anyone thinks that academic learning is the only kind of accomplishment that is important, he

of trained leaders and the movement spread across the province, offering not only gymnastics, but also instruction in games and sports to suit many groups. Participants ranged in age from seven to seventy. No one was paid to attend classes, but the instructors received hourly wages.

The movement was surely unique on the North American continent, but one of the first acts of the Social Credit government when it came into power in 1952 was to chop this grass-roots participation program completely.

Spokesmen said, 'We do not see why the people of this province should be taxed to pay for the recreation of a few.' This was surely one of the most shortsighted acts ever



Young people cannot travel indefinitely; they cannot be unemployed and unoccupied forever. Their growing malaise and disenchantment create in them attitudes that lead eventually to violent disorder.

Every summer hundreds of students—and older people, too—gather at 'The Campus in the Clouds' in Banff. Here they pursue their interests in music, art, drama, dancing, journalism, photography, ceramics or film-making.

The Government of Alberta offers numerous scholarships to young people, covering room, board and tuition. I gained the impression that

should spend half a day touring this school.

B.C. has another precedent to look back on. In the 1930s there were numerous unemployed persons in Vancouver. Seeing this, Ian Eisenhart and Jerry Mathison, two superb gymnasts, started the Pro-Rec movement. They began on a shoestring, using any facilities they could find. Soon they had a nucleus

perpetrated by any government.

Wouldn't it be preferable, today, to spend some money on this type of recreation, rather than on detention homes and drug clinics?

Why Pay Them to Attend?

Why not? We pay for family and youth allowances now, and welfare—plenty for welfare. Why not

Continued on page 264

No goodbyes to our Mr. Chips

TOM ALSBURY

*The author, now retired, is a
past president of the BCTF.*

Cheerful, alert, interested in today's world and its great contrast with his world of yesterday, and in what is happening in the schools and to education, were the spirit and outlook of 98-year old W. H. Fenton, former long-time teacher at Vancouver's Magee High School, in a recent visit I had with him. He is probably the senior 'Mr. Chips' among the retired teachers of B.C.

'Will' Fenton, as he was affectionately known to his teaching colleagues at Magee, retired 33 years ago, on a munificent teacher's pension of \$29.00 a month, granted to him by the grateful provincial government of the day. But neither bowed nor beaten, he immediately opened a business school on 41st Avenue in Kerrisdale. He operated it successfully for more than ten years, as many former students now successfully established in business positions will eagerly testify, and then retired for a second time at the age of 75.

For many years a teacher of business subjects, he actually began his teaching career in England as a headmaster's assistant in a private boarding school, teaching such academic subjects as Latin, Greek and mathematics, despite the fact he had had little formal education and was largely self-educated. He was an outstanding teacher and a high-speed writer of Pitman shorthand. On numerous occasions he was selected by the Pitman publishing company to act on shorthand revision committees. He was an active pioneer in the formation of the British shorthand teachers' association about the turn of the century. He had achieved a position of prominence in business education in England, before leaving for Canada in the summer of 1914.

Now living quietly in Victoria

only a stone's throw from the Legislative buildings, he was the recipient of a fine letter of congratulation from Premier Bennett on the occasion of his 96th birthday, which, however, has not yet resulted in any increase in his pitifully small pension.

The Fenton story is a story of success in teaching. It was a remarkable feat of grit and determination by one forced to leave school at a very early age and practically self-educated in time squeezed from the long hours of work and struggle to eke out a living in 19th century Britain.

The Fenton story began almost a century ago. He was born on June 6, 1872, in a small town 12 miles from the city of Birmingham.

His mother was obliged to buy a small store to earn a meager living for her three small children when her husband, a gifted musician, died at the age of 49. Will, the middle child, helped in the shop until he was 11, when he was forced to leave school to work to augment the family income.

In his teens, after a variety of dead-end jobs, he was apprenticed to a hatter to learn the business. Here he was presented with an opportunity he eagerly grasped, which led eventually to his learning to teach. He borrowed books from a nearby library and read avidly in slack hours at work and after hours at home, this despite a work-day that lasted until 8:30 p.m. and was followed by a three-mile walk home.

Another fortunate circumstance was an interest taken in this serious young student by the headmaster of one of the many private boarding schools then existing in Britain. The headmaster made him his teaching

assistant. By sheer hard work and continuous study, he became able to teach elementary Latin, Greek and mathematics.

He kept at his studies without let up, and eventually succeeded in passing the stiff London Matriculation examinations. Later, he was able to enroll and take courses at the London College of Preceptors, a pioneer teachers' training school, while continuing to earn his living.

Earlier, before getting into the teaching field and while working as a telegraph messenger, he had bought, for fourpence (9c), a copy of the *Phonographic Teacher*, an early book by Sir Isaac Pitman, the inventor of the best shorthand system up to that time, and was fascinated by it. This interest led to his branching out into the field of business education.

Offered a position in Winnipeg, to take charge of a business school there, Fenton left England in the summer of 1914, not knowing that war was imminent. After guiding this school through the difficult,

early war years, he accepted the principalship of a consolidated school in the nearby town of Sperling. Here, once more, he was back teaching such academic subjects as French and mathematics, and administering an academic school.

Attracted by an offer from the then-flourishing Sprott-Shaw chain of business schools, he came west to Vancouver. His ability and experience as a business educator were soon recognized. He received and accepted an appointment to head the Commerce Department at Duke of Connaught High School in New Westminster.

It was there that I came under his influence as a Grade 9 student. This began a life-long association through various stages — student, fellow-teacher and friend—that has continued to this day. It was his keen and watchful interest in his students that led me back to school, after dropping out, and directed me toward qualifying as a teacher.

The life story of W. H. Fenton is one of continued success in teach-



Mr. Fenton

ing. He progressed to more responsible, higher-paid positions. In the mid-1920s he left New Westminster to accept an attractive offer from the Point Grey School Board to head the business education program in that municipality, then separate from Vancouver.

He retired in 1938, only to advance in another direction. He opened his own business school.

At 98 years of age, Will Fenton is senior among the group of retired teachers with whom he worked. Several of these are now in their 80s, among them E. H. Lock of New Westminster, Norman Murray of White Rock, and W. S. Ashley, E. T. Oliver and W. H. (Bill) Morrow of Vancouver.

This is the story of our Mr. Chips. He now lives a quiet life in Victoria, but one that is rich in memories. As I left him after my visit on the day before Christmas, he said to me with a cheerful smile, 'I am a year and five months off the century mark. It looks as though I am going to make it.'

§

SENIOR CITIZEN 12,000-TO-1 POLICY WINNER

BY HARRY YOUNG

It is said to be 12,000-to-one against its happening, but there's a senior citizen in Victoria who the other day received his life insurance death payment while he is still alive and kicking.

He is William Fenton, 613 Avalon Street, and the other day he was presented with his cheque by D. A. B. Hall, Victoria manager of the Imperial Life Assurance Company, which issued his policy 48 years ago.

The whole life policy was written when Fenton was 50 years of age and was a school-teacher in Vancouver.

Today he is 98 years of age, and the life insurance company's mortality table extended no further than his last birthday.

So the policy became fully paid-up, and the payment which normally would be made only at death was handed over.

Except for the fact his eyesight is bad—he cannot even follow television—Fenton is in good health and was quite surprised when he was told he had beaten the company's odds against his survival.

Reprinted with permission from The Daily Colonist (Victoria), October 2, 1970

miss jones jumps into gerbils

Frankly, Miss Jones is not in the habit of jumping into anything that promises a change of classroom routines, but there it was: she told us that she was going to adopt a couple of Mongolian rodents.

'You pronounce the g as you would a j,' she explained. And that wasn't all. A cage would have to be built by the Grade 7 boys and a few copies of a booklet had to be ordered by the librarian.

'But gerbils! Why gerbils?' we asked. The answers we got were a little vague and mostly defensive, but we did glean a few gems even if they did little to assure us of her rationality. For instance, we were told that a leading women's magazine had extolled the virtue of gerbils as pets. There was even a picture of Barbra Streisand holding two of the 'little dears' the article said she kept in her New York apartment. One of the staffroom wits suggested that Miss Streisand might have found other interests by now, but, be that as it may, Miss Jones was not dismayed.

At first glance, the appeal of the mouse-rat-chipmunk thing is not obvious. Her call to the local pet shop didn't add to the enthusiasm Miss Jones thought she had acquired, either. In the close quarters of a small cage, 10 of the creatures

scampered over a few wood chips that were well dampened and gave off the usual musky odor one associates with rodent species. Frowzy-looking and skitterish in movement, the gerbils almost lost the admiration of our heroine right then and there.

That reason prevailed in the pet shop, that Miss Jones did indeed jump into gerbils by purchasing a pair of them is now history. However, the wisdom of her act was not recognized by the rest of us until the project was well under way.

The cage was the first visible evidence of her schemes. Huge by usual standards, it measured four feet in length, some two feet wide and two feet high. There was a plywood bottom and the framing was screened around by screen-door netting except for the top, which remained open, although there was another piece of plywood that served as a cover overnight and on weekends.

The cage sat on the floor, and a primary child could just reach down through the top to touch the bottom. Two gerbils were placed on the bare floor of the cage and the whole affair was delivered to the classroom.

Developments were not long in coming. Antics of gerbils and child-

ren bubbled out of Miss Jones at every coffee and lunch break, during an in-service meeting on phonics, and even at the supper table, if we are to believe her roommate who, like the rest of us, was getting 'curiouser and curiouser' about the meaning of events. Miss Jones chose to let us stew for a week or so before exposing her hand, and we now suspect that this restraint was a deliberate attempt to make a point.

We were eventually told that the educational value of any animal introduced into a classroom is initially with its ability to motivate children's curiosity. Miss Jones said that if an animal is to become the object of *prolonged* inquiry and not just an exciting moment, the kind of guidance given by a teacher is important.

As we understood her, a teacher may erroneously replace 'inquiry' with something less fruitful by telling all. In other words, curiosity is not maintained in children by giving them answers to their questions, but by posing questions they may go about answering themselves. And events in her classroom supported the validity of her assertions.

Arrival of the cage, barren except for the gerbils, not only provoked an assembly of excited children around its perimeter, but also many, many questions. That Miss Jones

When Miss Jones and her class adopted two gerbils, the rest of the staff learned just as much as the students—maybe more.

DEL TURNER



stuck to her inquiry-teacher role throughout amazed even her, she tells us, because the temptation to answer the children's questions was great. However, the children were told only a few facts.

That the animals were called gerbils; that their great-great-great-grandfather had come from far-away Mongolia; and that a diet of lettuce and bird seed was planned for the gerbils was some of the information that was freely given. In reply to questions about the handling of animals, Miss Jones asked the children not to attempt to pick them up until everybody had become accustomed to each other. All other questions were answered either with the equivalent of a shrug or a question questioning the question.

'They need a bed.'

'What sort of bed do you think they would like?'

Or, in reply to questions about food: 'What do they eat?'

'Well, we're going to feed them lettuce and bird seed, but I don't know what else they like.'

'They might like bread.'

'I really don't know. How do you think we could find out?'

The 'bedding' problem was tackled first. The children wanted to try 'cotton batting because it's soft,' 'dirt to dig holes in,' 'rocks where



Records of the growth of baby gerbils were kept. They were weighed, with marbles as the standard, and measured, even for the lengths of their tails.

Mr. Turner is supervising principal of Adams Lake, Chase and Haldane Schools in School District #24 (Kamloops).

they can hide' and sand, when they were told that Mongolia was mostly desert. But how could they find out which of the suggestions the gerbils liked best? Try one at a time? Not in a primary classroom where everybody wants his idea tried right away!

They finally settled on a procedure whereby the cage bottom was sectioned off with a different material in each area. But how would they know which of the areas the gerbils preferred? Only one boy seemed to see that gerbils might spend more time in preferred bedding, so Miss Jones left the question open—they would watch and see what the gerbils did.

Feeding time brought the food question to mind once again: 'What else do gerbils eat?' And a rule was devised that stated that only those things people eat would be tried. Cereals, tomatoes, potatoes (cooked and uncooked), meat, candy, hamster food, peanut butter, and so forth, were tested over the next few weeks, with each child having a turn. All very scientific, but occa-

sionally the gerbils misbehaved.

One incident involved a little girl who had brought a bouquet of cut flowers to 'Show and Tell.' Having just completed a unit on growing seeds, the young lady announced that she thought cut flowers might grow if planted in soil, and Miss Jones encouraged her to try her theory.

It was an afterthought following the potting of the flowers that led to disaster: 'Maybe the gerbils would like my plant in their cage?' That the gerbils initially delighted the little experimenter and her classmates by 'smelling' the flowers did not detract from the calamity of finding that they also eat flowers while one is busy doing one's arithmetic. Even here something was learned, of course.

And when one is disgusted with one's seatwork and decides to feed it to gerbils, a whole new area of investigation can open up, too. What kinds of paper do gerbils prefer? Thick? Thin? Blue? Red? Newspaper? The immediate attack gerbils make on paper is a wonder to

all, especially children.

That the paper episode led to other basic questions (Do gerbils really eat paper?) and unique methods and answers is something only a teacher in a gerbil classroom can really understand, I suppose, but Miss Jones did manage to convey the advantages of the unpredictability of events by showing us how to capitalize on every one of them.

The interesting thing is that from our original impression of gerbils as obnoxious rodents we gradually formed a new picture. The animals appeared, eventually, to be almost ideal classroom pets. They respond immediately to all approaches of the children, are gentle, and unusual enough in behavior to hold the attention of all ages over months at a time. Kept in a large cage bedded with soil or sand, gerbils need cleaning only once or twice a year. Being a desert rodent, gerbils require only two or three drops of water a day, and if allowed to obtain this allotment from lettuce, carrots or apple, will not urinate liquid urine but urine in crystal form almost devoid of odor. They are different from most classroom pets!

The best teacher reference is a little booklet entitled *Curious Gerbils* (McGraw-Hill, 90c). Written for both children and teachers, the many activities of inquiry and the necessary information on care are delightfully told in print and pictures. The section on 'baby gerbils' is the best fun in the book, and, if your gerbils happen to produce young, you will be able to share the children's excitement as Miss Jones did.

She did tell her children that one of the gerbils was a boy and the other a girl, and, naturally, they had been named appropriately. But the birth of the four little ones came all of a sudden to surprise everybody, including the teacher. A boy and a girl gerbil became a father and a mother gerbil. Baby gerbils were seen to take milk from their mother. Eyes opened, hair grew, and soon the cage was filled with the scamper of little feet. Which is all to be expected. But Miss Jones saw more in

Continued on page 266

Gerbils seem to be almost ideal classroom pets. They are responsive to approaches, are gentle, and are unusual enough in behavior to hold the attention of all ages over months at a time.





Are you getting through to them?

Pop festivals. Psychedelic colors. The Beatles. From the time they leave class on Friday 'till you see them again, these are the kind of high-powered stimulants your students are exposed to. Come Monday morning the problem of keeping them interested is back in your lap.

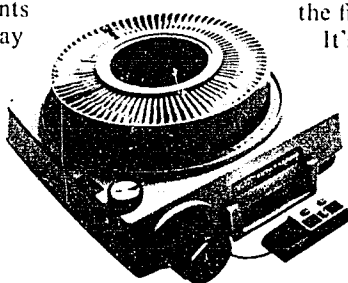
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Why Not Let Them Earn and Learn?

Continued from page 257

pay young people to develop their talents and interests for their own good and for the ultimate good of society?

Why not? The formative years are short and they slip by quickly. The seeds must be planted at the right time or we reap the harvest of alienation and unrest, of disillusion and discontent.

Why not? We already have the nucleus of many good programs in such places as the Y, the community centers and the programs run by various city governments. The trouble with most of these is that they appeal to the 'good' kids. They have failed to have wide enough appeal to teenagers, who tend to drop out too early.

Why not? In time of war or national crisis we can always find the money and the resources and the personnel to mobilize for destruction. Why can't we do the same for something constructive?

Guidelines for Earn-and-Learn Programs

- Programs that were successful last summer should be adequately funded and expanded.
- A graduated scale of payment according to the age of the participants should be established.
- Emphasis should be put first on new programs appealing to the 16- to 19-year-olds.
- A wide range of interests—sports, athletics, hobbies, crafts, and all branches of the arts—should be included.
- Instructors should be required to have no qualifications other than demonstrated ability in their field and an interest in working with young people.
- Attendance of the participants should be required, but there should be no suggestion of passing or failing or of obtaining grades or credits. A certificate should be given to all who participate.

The best safeguard against the stress and tension caused by boredom is to start cultivating hobbies early in life . . . writing, painting, photography, music—there's no limit to the possibilities.

- Programs should be housed in schools, halls, churches, vacant stores, basements and summer camps.

- An effort should be made to have business and industry participate by adopting and funding various programs.

- Emphasis should be put on doing and learning. The program should offer more than a talk-fest or a passive 'listen to the latest recording' type of inactivity.

- To obtain the grants, groups and clubs that now offer programs for

'nice' kids should be required to admit an equal number of kids who know nothing about that particular activity.

- No young people applying for welfare in the Lower Mainland should be granted it for any length of time unless they can show regular attendance at an Earn-and-Learn Center.

- Programs should be set up by the Department of Recreation and Conservation or the Community Programs Branch of the Department of Education. §



¶This isn't a learned treatise—it's my wife's idea and just plain common sense. (Aha! . . . Fooled you, Women's Lib!)

But that I should think it's common sense! Maybe we need a 'Married Men's Lib' . . . or maybe just less glib lib. Anyway, *that's* not the problem for which Mrs. P. offered such a simple solution.

I was telling her at supper about a most discouraging staff meeting on 'This School's Philosophy of Education—for the Brilliant, and for the Not-so-brilliant' . . . so many problems; so many philosophies; so many academic solutions; but scarcely a positive suggestion.

'It's simple,' said Mrs. P. 'Just have your "High School Graduation" at the end of Grade 10.'

'What!' cried I, choking on my liqueur.

'Drink up, and shut up! I said, "Just have your 'High School Graduation' at the end of Grade 10.'" (I didn't ask her what I was going to do about triple punctuation marks. . . Wish I had.)

'High school graduation is the fetish—the "Ne Plus Ultra". . .'

'No, my dear, that's the name of our Scotch.'

'Drink up, and shut up! . . . High school graduation is the stumbling block. Fail to get it, and you fail to get anything. Parents can't stand for their kids to fail. You teachers don't want anyone to fail; so you push, pull or prevaricate to drag them through.

'But everyone's beginning to catch on. Universities are setting their own entrance standards; regional colleges don't much care about high school standings, and employers are asking not so much for transcripts as: "But what kind of a worker will this kid be?"

A MATTER OF OPINION

WHO NEEDS GRADE 12?

HOWARD N. PATTON

'Besides, who really needs your present brand of Grade 11 and 12 education? The kids who are going to university? Maybe. Or wouldn't they be better off in a college atmosphere—where ACADEMICS is THE THING?

'As for the rest—50% of those in your literature, French, biology or social studies courses, the 50% that drives you crazy trying to meet graduation standards when they're never going to use or need that kind of stuff—wouldn't they be better off in technical schools? In colleges? In vocational schools? In training on the job?

'How many more than now would enjoy "the sweet smell of success"? How many more could "graduate" from Grade 10—successfully,

Mr. Patton teaches at Southern Okanagan Secondary School in Oliver.

proudly, without the present threat or taint of "drop-out" or the personal disaster of "failing"?

'But you insist on driving them crazy, and they drive you crazy, trying to meet the unrealistic needs, the unrealistic standards of Grade 12 graduation.

'What a waste of kids! What a waste of teachers! What a waste of vocational schools, technical schools, colleges! We've got all those institutions, and here you are in high school trying to duplicate them . . . with your shops courses your commercial courses, your technical courses. Such duplication! And what a waste of money!

'You've been to visit a vocational school, haven't you? And a technical school? You've seen how the kids work there—because they know why they're there. It's not just some place to put in time until they can get out and learn to do the real thing—their thing. . .

'So, as I said in the beginning, why not cut off high school at Grade 10? Then, each kid goes where he wants to go—to train on the job, to learn a job, to learn a trade, to become a technician, to prepare for university, or to college to find out where he wants to go, eventually. But he doesn't sit around for two years suffering through meaningless classes in Grades 11 and 12.

'Business, industry, science—all are demanding young people—trained or trainable young people—not 18- and 19-year-olds fresh out of high school with little except a transcript of dubious meaning or value.

'Give them a chance to grow up. Make them grow up! If a citizen is of voting age at 19, he should know what he's doing by then. Kick him out of the nice, comfy, high school

nest at 16 or 17, at Grade 10. He'll have to start thinking seriously about what he's going to do before that. All to the good—Grade 9 and Grade 10 will be serious, important years . . . not just time to put in.'

Mrs. P. finally paused for breath, and I got a word in edgewise: 'But what about destroying their care-free childhood?'

'Oh, you mid-Victorian sentimentalist! Your "child" is ready to be a parent at 14. He's in adult court at

17. He can legally drink at 19, and vote, too. And he has wanted nothing more, all the time, than to be an adult. It's only economics and politics that have tried to keep him off the labor market—to keep him a child—and, now, TV has ruined all that. He knows almost as much about life as you do—except how to do a job.

'So, quit babying him through high school until Grade 12. Get him started on the road to meaningful

life and livelihood at least by the time he's 16, in Grade 10 . . . on the job, in a vocational school, in a technical school, or in a college atmosphere. It will make a man of him—a better man than the high schools are making now.

'And it will do so at less cost. Even you know that specialization reduces production costs.'

'Yes, dear,' I conceded. 'It's just as simple as that. I must write and tell the B.C. Teachers' Federation.' §

Miss Jones Jumps Into Gerbils

Continued from page 262

these events than most of us might have.

Baby gerbils were weighed and records were kept. There was a Tail Chart, which graphed the increase in tail length once every week. And the daily diary of gerbil happenings formed a large experience chart on the classroom wall, to say nothing of the many stories (spontaneous and arranged) written by individuals who told of their gerbil findings.

Miss Jones read imaginative stories about similar animals to the children and they compared these fantasies with the real-world pets they were coming to know so very well. Good readers undertook ex-

cursions to the school library looking for more about animals of every kind. Even poor readers (and some had not learned to read at all) enjoyed the new knowledge they could obtain from the filmstrips on desert animals they found with the viewer in the corner of the room. Music, art, science, arithmetic, language arts and citizenship (maybe they are really all one) came out of gerbils in Miss Jones's classroom.

The field trip to the zoo in the spring was sort of different, too. The children went with definite purposes in mind—animal behavior and sizes were the focus. While they were on the zoo site they seriously investigated questions concerning animal sizes. Groups sought answers to such puzzlers as biggest, smallest, equals, longest legs, long-

est necks, shortest tails, and so forth, while others looked into the number of different species in the whole zoo.

Before he left the site, every child chose his 'story animal' (the one he intended to write a report on when he got back to school). Accompanied by a Year 7 girl, each child spent 10 minutes watching his favorite animal, sharing the experience with friends who were in his group, talking about the questions Miss Jones had put into the hands of her pupil-helpers.

That the questions were similar to if not identical with those the children had already asked about their own gerbils will by now not surprise the reader any more than it caught the rest of us off guard; Miss Jones knew what she was about. §

LARGE APARTMENT for rent, May to Sept. Furn. Adults. \$200/mo. Phone 263-8725 or write Mrs. E. Johns, #406 - 6026 Tisdall St., Van. 13

OTTAWA TEACHER, wife, 3 children (2, 4, 6) wish to exchange suburban home for adequate urban or summer (preferably coastal) accommodation, however remote, any part of summer 1971. L. Wade, 1947 Fairbanks Ave., Ottawa 8, Ont.

HOUSE FOR RENT—June 28 until Sept. 2, 3 bedroom, 5 min. to UBC. See at 3883 - 23 Ave. W. or tel. 224-0962 after 5. \$400 for the 2 months, furnished.

HOME EXCHANGE — 2-bedroom home with view of Okanagan Lake, 400 yards from sandy public beach, 3/4 mile from yacht club. Would like to exchange for 2 bedroom home close to UBC for summer school. Reply K. Evans, Box 4, Westbank.

FOR RENT—SUMMER MONTHS—3-bedroom home, fully furnished, 35 minutes from UBC. Also available—3 bedroom cottage on beach, White Rock. Enquire: N. Spruston, 857 Fairdell Cr., Richmond. 277-6879.

SMALL HOUSE, large secluded lot. Reasonable for reliable tenant at summer session. \$40 a week, to be negotiated. M. J. Smith, 1590 Graveley St., North Vancouver.

FOR RENT—Large 3 bdrm. furnished home Coquitlam. Park-like area. Available July-Aug. \$200 per month. 3055 Daybreak Ave., Coquitlam, B.C.

FOR RENT—For Summer Session. Large, new 3 bdrm. home, 1 blk. from beach, 40 mins. to UBC. Fully furnished \$400. Box 108, Lions Bay, B.C.

ACCOMMODATION AVAILABLE

FOR RENT—July-August 15, 2 bedroom house, fully furnished, near UBC, \$250 full session. Write 3506 West 12th Ave., Vancouver 8, B.C.

FULLY FURNISHED BACHELOR SUITE—close to Lougheed Mall. Suit couple. 10 mins. to SFU; 1/2 hr. to UBC. Indoor and outdoor pool, gym, tennis court, underground parking. \$250 for July-August. D. Gregory, #132 - 9288 Cameron, Burnaby 2.

FOR RENT—3 bedroom home vicinity 57th and S.W. Marine Dr. Available end of June to beginning of Sept. Write G. Sinclair, 2142 W. 57 Ave., Vancouver 14.

HOME FOR RENT—July 1 - Sept. 1. Furn. 2-bedroom house. Near transportation, stores & UBC. Non-smokers please. \$150. 2812 W. 18th, Vancouver 8, B.C. 733-9685.

LUX. BACH. SUITE—furnished; sauna & pool; overlooks Lost Lagoon. To let July 1 to Aug. 27. \$150 mo. 682-2055.

FOR RENT—July and August, 3 bedroom home, finished rec. room and utility, large lot, North Vancouver. Close to 2nd Narrows Bridge. Write to A. H. Mirren, 1804 Sutherland Ave., North Vancouver or phone 988-3408.

FOR RENT—Completely furnished new 3 bedroom home. Two blocks to university and shopping center. Available July and Aug. #10 - 1701 McKenzie Ave., Victoria, 477-3770.

FOR RENT—inside UBC gates, July and August. Lovely home, 3 bdr and den. E. M. Kaser, 4765 Chancellor Blvd, Vancouver 8, 228-8738.

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Kelowna's finest residential hotel. The quiet atmosphere and good service will please you. Monthly rates are: Doubles at \$6.00 each per day; Singles at \$7.00 per day. Dining room, laundry and maid service included in above rates. Contact The Joseph Benjamin Residence, 1460 Sutherland Ave., Kelowna, B.C.

FOR RENT—July and August. Fully furnished 3-bedroom family home in beautiful North Vancouver setting. Close to shops, parks—20 minutes to downtown. Rent \$275/month. Everything included. A. E. Jarvis, 1047 Clements Ave., North Vancouver, 987-6770.

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REFERENCE ROUNDUP - PART TWO

Books on the fine arts are traditionally expensive, oversized and frequently vandalized by students. They can be somewhat of a headache for the librarian; nevertheless, they form a major part of any reference collection and deserve special care in both purchasing and housing. Here are some you may not yet know about.

Ginna Pischel's *A World History of Art: Painting, Sculpture, Architecture, Decorative Arts* (Golden Pr., 1968, \$17.95). This beautiful book could easily be your one history of art reference, if you are so restricted. It is a gem.

Even more expensive is Audrey Hawthorn's *Art of the Kwakiutl Indians and Other Northwest Coast Tribes*. This joint venture of the UBC and U. Wash. Presses came out in 1967, costs \$26, but with discounts cost our school \$18.20; a striking book in full color that makes a nice companion to Barbeau and Jenness.

Another less recent but important book is the *Illustrated Glossary of Architecture 850-1830*, by John Harris & J. Lever (Faber, c1966, \$17); it is an outstanding reference in a somewhat neglected field.

The *Encyclopedia of Folk, Country and Western Music*, by Stambler & Landon (St. Martin's, c1969, \$14.25) is a very 'with-it' title, fully illustrated with pictures of all the well-known c & w, folk-rock and

other musical groups so dear to the hearts of today's youth (and some of the Geritol generation fans, too).

BELLES LETTRES

The next two titles are probably familiar to everybody, but as I said at the beginning of Part I, I have to mention them in case there are secondary school libraries that don't have them! *The Reader's Encyclopedia*, 2d ed., by William Rose Benet (Crowell, c1965, \$11.50) is a dictionary of literature, chiefly English-language, that is on a par with the numerous *Oxford Companions* or *The New Century Handbook of English Literature*—i.e., it is extremely useful.

The second is one of my all-time favorite books: *Brewer's Dictionary of Phrase & Fable* (Cassell, c1966, about \$11). It is a potpourri of curiosities, allusions and everything else you are likely to come across in reading and studying Eng Lit. It is worth hours of your time. (You will perhaps pardon me if I crow a bit—besides the current copy I have an ancient edition of Brewer, dated 1911, picked up in a secondhand bookstore. Eat your hearts out, fellow librarians!)

A very useful paperback title is Colwell's *A Student's Guide to Literature*, which sets out in concise form all you need to know about literary genres—novel, short story, essay, etc., with information on plot,

theme, characterization, and 101 things dear to the hearts of English teachers (Wash. Sq. Pr., c1968, 95c—spend an extra dollar recklessly to have it permanently bound).

Frank N. Magill is a tremendously busy editor, and among his voluminous output are several titles for the reference shelves: *Cyclopedia of Literary Characters*, a dictionary of people in fiction, from Barkis, the willin' to Lady Teazel, and thousands more, ideal for quick reference (c1963, \$12.50); a 4-volume set originally called *Masterplots*, but now entitled *Masterpieces of World Literature in Digest Form*. Each volume is a selection of best known works from literatures of all countries, with critical annotation, list of characters, information on time and setting, date of composition, followed by a precis of the plot or comment on the work if not a novel. Each volume is indexed and vol. 4 has a master index to the set (c1952, 1955, 1960 and 1968, and \$12.50 each for Vols. 1 to 3, \$14.95 for vol. 4).

Yet another title is *Magill's Quotations in Context*, a useful sourcebook in which each quotation from fiction, essay or poem is shown with enough of the surrounding text to place it in its proper context, thus enhancing the meaning considerably (c1965, \$13.75). All the Magill books are from Harper & Row.

To backtrack slightly there is A. F. Scott's book of *Current Literary Terms*, a concise dictionary of their origin and use (St. Martin's, c1965, \$3.95). Another *Dictionary of Foreign Phrases and Abbreviations*, comp. by Kevin Guinagh, contains thousands of foreign words and phrases in English language works and is similar to, but more concise than, the Bliss book mentioned earlier (Wilson, c1965, \$6).

Perhaps the one indispensable work on poetry for students and teachers is Preminger's *Encyclopedia of Poetry and Poetics*, familiarly known as 'The Princeton Encyclopedia of P. & P.' (Princeton Univ Pr., c1965, \$15 net). This book contains the most comprehensive treatment on poetry you are ever likely to find.

The *Oxford Companion to English Literature* is too well-known to comment on here except to mention that the 4th ed., revised 1967 is available at \$10.

Another Crowell reference similar to Benet (above) is the *Reader's Encyclopedia of Shakespeare* (c1966, \$19.50), and despite the

price, is surely the most complete sourcebook of Shakespeareana I have seen, and definitely justifies a place in the secondary school library. The many illustrations are particularly valuable.

Two more Crowell titles you might consider are Lillian Feder's *Crowell's Handbook of Classical Literature* (c1964, \$9.50) and R. Y. Hathorn's *Crowell's Handbook of Classical Drama* (c1967, \$7.95). They form a pair of references most useful to the study of Greek, Roman and other epic poetry, plays and other literary forms, with much information on mythology, religion and social customs of ancient times.

HISTORY—PLACES AND PEOPLE

The fields of history, geography and biography that make up the huge 900 class in the Dewey scheme are crammed with reference books that are either basic first purchases for any library or are highly useful to subject teachers. Here are several I suggest you look into.

What Happened When?, by Stanford M. Mirkin, is, as its subtitle says,

'a noted researcher's almanac of yesterdays,' and is a chronology of significant events in world history arranged under each date of the year (Washburn, 1966, \$9.50).

What I thought would be a book students would just leaf through at leisure has turned out to be a most valuable reference: David Eggenberger's *A Dictionary of Battles* (Crowell, c1967, \$12.50). It describes, with plans and maps, every important battle in history from Biblical times up to modern wars, in easily-consulted alphabetical arrangement.

An inexpensive item from England, Gilbert Martin's *Recent History Atlas* features boldly drawn maps with concise notes that outline major events in history from 1870 to the present. The 2nd ed. appeared in 1967 (Weidenfeld & Nicholson, \$2.95, soft covers).

I risk belaboring the obvious, but I suppose by now all schools are buying *Time Capsules*. These are extremely handy condensations from the pages of *Time* magazine, each volume covering one calendar

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CENTENNIAL SCHOLARSHIP FOR STUDENTS COMPLETING GRADE 10

The Government of British Columbia has authorized a Centennial Scholarship valued at \$5,000 to assist a student from this province to attend the United World College of the Atlantic at St. Donat's, Wales from September 1971 until June 1973.

The aims of the United World College are:

- 1) To promote through education international friendship and understanding, as well as an appreciation of the essential interdependence of all people.
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**Mr. T. J. Sawchuk, Chairman
British Columbia Selection
Committee
United World College of the
Atlantic
Assistant to the Dean, Faculty of
Education
University of Victoria, Victoria, B.C.
Deadline for submissions April 30,
1971.**

year. Eventually all years will be 'capsulated' and the publication program so far has been in somewhat random order, from the 30s to 1968, which I believe is the latest available. \$4.90 each.

The federal Department of Energy, Mines and Resources, Geographic Branch, puts out the official *Gazetteer of Canada*, and you should have at least the British Columbia volume, which lists all known place names in B.C., giving exact latitude and longitude, alternate names if any, and whether the name represents a lake, river, mountain, village or whatever (2d ed. QP Ottawa, 1966, \$7.50). Warning: this is paperbound and should be reinforced.

Now we come to a number of atlases that are recent enough to be new to many readers: *The Canadian Oxford Atlas of the World* (2d rev. ed., c1967, \$14.95) is not to be confused with the *Canadian Oxford School Atlas*, a prescribed text for Geography 12. It is an oversize library atlas with large, clear map plates.

The Holt World Atlas, ed. by Jean de Varennes & Jean Lavallee, is a brand-new Canadian work (HRW, c1970, \$6.95), with special maps and statistical material on Canada, featuring large uncluttered maps. Be sure to get a copy of the French edition too.

Moving into the big leagues, there is a very handsome entry, the *Rand McNally International Atlas* (c1969, \$39.50) with exceptionally fine map plates and other desirable features that make it a basic research tool for the library.

Another useful atlas from this firm, often overlooked, is the *Rand McNally Road Atlas: United States, Canada, Mexico*, published annually in oversize soft covers, and regularly updated to show just about every road, track and freeway in North America. Detailed maps of metropolitan areas and individual cities are included (\$2.95).

Going back to the Canadian Department of Energy, Mines and Resources, this time the Surveys and Mapping Branch, we acquired cop-

ies, in both English and French, of the new *Atlas and Gazetteer of Canada*. This is a very informative atlas of Canada, with clear maps and tabulated information, especially suited to courses in general business and Canadian geography (QP, Ottawa, c1969, \$7.50 either ed.).

We reviewed the Akrigg's *1000 Place Names of British Columbia* in this magazine earlier this school year. Now comes a somewhat similar work by Lynn Middleton, *Place Names of the Pacific Northwest Coast* (Eldee Pub., c1969, \$12.50). While I prefer the former title, this new book is slightly more comprehensive, for it includes many place names from Washington and Oregon as well as B.C. A unique feature is a symbol placed before each name: a maple leaf for those in Canada, and an eagle for American places. A few of the commentaries are very intriguing.

Not all libraries will be interested in the very fine reprint edition of Sir John Franklin's *Narrative of a Journey to the Shores of the Polar*

Printshop Gremlins Strike!

Printshop gremlins are pesky things that strike when everybody concerned is sure they have been circumvented. Page 213 of our March issue has been their latest victim.

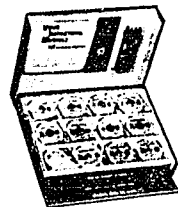
Three lines are missing from the foot of column two!

The paragraph mangled by the gremlins should read:

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Sea in the Years 1819, 20, 21 and 22, but if this isn't authentic Canadiana, I don't know what is. An enthralling book, illustrated with a pocket of folded maps, this \$20 item marks a great publishing achievement for the Edmonton firm of Hurtig Press. And with today's increased interest in the Canadian Arctic, this book will find responsive readers. I placed it on my reference shelf because it is too valuable a book for general circulation.

It is in the area of biography, perhaps, that a good library reference collection is often judged. The lives of writers, statesmen, scientists, artists and inventors, etc., are important to us as we try to assess our own achievement and understand our present civilization. Fortunately, we are well served by many standard sourcebooks for biographical information. Here are some you may not be using yet.

People in Books, by Margaret E. Nicholson, is a new work (Wilson, c1969, \$12) that constitutes a selective guide to biographical literature arranged by vocations and other

fields of reader interest. If you wish to locate books about atomic scientists, trappers, surgeons or Russian tsars, fiction and nonfiction, this is the book that will give the answers.

Your library should be subscribing to *Current Biography* (Wilson, \$8 annually for 11 numbers). A bound yearbook (\$8) cumulates each year's issues for permanent reference. A broad range of living persons — actors, writers, politicians, scientists, entertainers, sports figures and so on—is represented, together with obituaries of those who have appeared in CB in the past. It might pay you to purchase back issues of the bound annuals, all of which are in print (\$7 to \$10). The style is lively, each article has a picture of the person and a bibliography of magazine articles about him. Very useful, indeed.

Still more from Wilson Co., which seems to specialize in biography:

Who Was When, a Dictionary of Contemporaries, although not a new work, deserves wider use (2d ed. 1950, \$6). This is an awkwardly-

shaped book, being wider than it is tall, and cumbersome to shelve, but it is interesting in that it takes man's history by centuries subdivided into decades, and shows which famous people were alive at the same time in various countries. It is further divided across the double pages into fields of endeavor, to include kings and other rulers, scientists, artists, literary figures, and so on. Very useful to gain insight into how a person's contemporaries probably influenced his accomplishments.

Canada now has the first two volumes of a definitive *Dictionary of Canadian Biography*, a distinguished work from University of Toronto Press. I guess all schools have received gift copies of vol. I, which lists biographies between 1000 and 1700 A.D. Now vol. II, 1701 to 1740 is available (c1969, \$20), and subsequent volumes will cover practically everyone ever mentioned in Canadian affairs.

Back to Wilson and more staple titles dealing with literary biography. The 'Authors series,' chiefly ed. by Stanley J. Kunitz, covers a very wide range, and I merely list them here: *American Authors, 1600-1900* (\$10); *British Authors before 1800* (\$8); *British Authors of the 19th Century* (\$8); *European Authors, 1000-1900* (\$8); *20th Century Authors*, and *First Supplement* (\$9.40 and \$8).

These, together with *Current Biography* above, should provide the bulk of information likely to be needed by students . . . but not quite; we now have a new rev. & enl. ed. of *Canadian Writers/Ecrivains Canadiens*, by Guy Sylvestre & others (Ryerson, c1967, \$9.50), a bilingual reference that deals exclusively with Canadian authors, and a highly useful one at that.

American Heritage publishes a variety of beautiful 'coffee-table' books, as they are sometimes unkindly called; but don't be misled by this canard! Many of them are first-rate reference materials. The *Horizon Book of the Elizabethan World* is one such. Beautifully illustrated with paintings and maps, it examines in detail the 'English Renaissance' with particular em-

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phasis on Shakespeare's theater and English discovery and exploration (1967, \$18.95).

An important new book from McClelland & Stewart came our way this last year: Fraser Symington's *The Canadian Indian, the Illustrated History of the Great Tribes of Canada*—a remarkably handsome book in full color and a timely reference for all grades (1969, \$20).

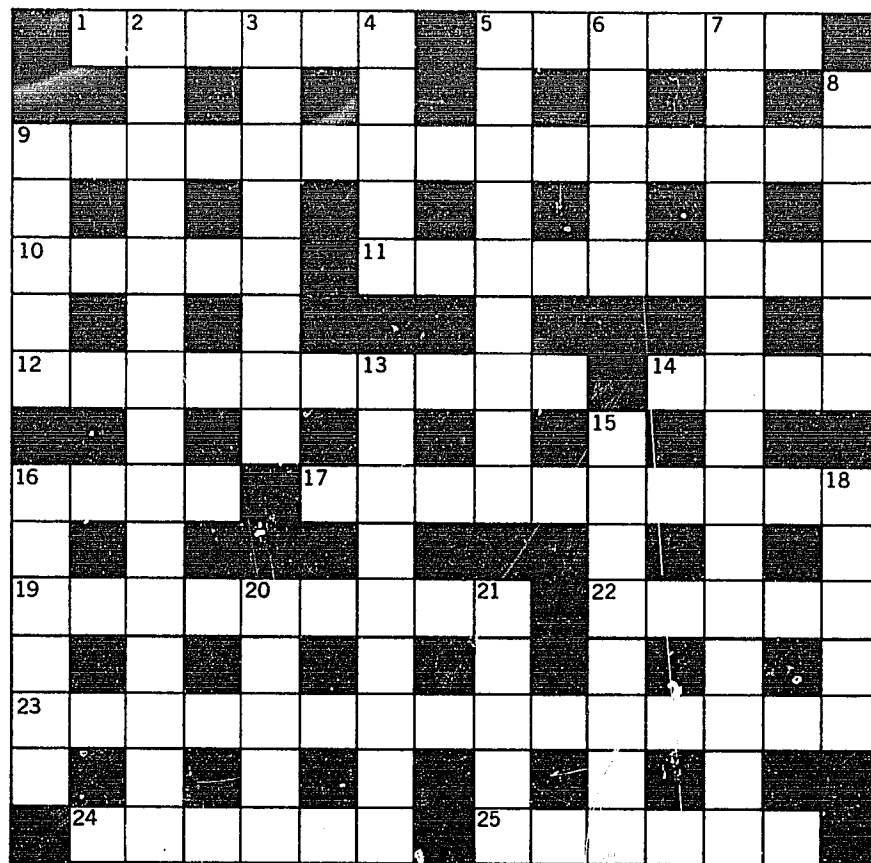
Finally, I want to remind all libraries that the *Canadian Annual Review*, now edited by John Saywell, is another important serial published by U. Tor. Press. The 1969 volume is now being distributed (c1970, \$25), but all annuals from the first CAR in 1964 are still available. These are indispensable summaries of what happened in Canadian politics, foreign affairs, arts and letters, science and research, sports, and many other facets of national life, fully indexed, written with distinction.

LAST WORDS

At the beginning of this series I posed the question, 'What is a reference book?' From the ensuing commentary I hope I have given some indication of the kinds of books you might reasonably include in that category. After all, it hinges on *usefulness* in supplying authentic information beyond the textbook, and includes special things not found in the general library circulating collection.

At the senior level reference books are the nucleus around which the rest of the library is built. They are not a static collection, but must be added to and subtracted from as their usefulness increases or declines.

Again I want to make very clear that this list is a *personal* one, based on day-to-day experience in a secondary school library, and while I have many other reference books of all kinds, I have deliberately chosen to include only those I think might not be so generally used. Perhaps in a future article I shall present more titles as I discover them. I have no doubt that many readers know of titles I have overlooked. If so, please share them with me!



CLUES ACROSS

1. Move quickly from maestro with nothing lacking (6)
5. Quarrels about the left-overs? (6)
9. Job for a sportsman or a composer (7, 3, 5)
10. Get together when I render a strange air (5)
11. Spoke endlessly—as the frightened teeth did? (9)
12. Apt seizure (anagram) (10)
14. A bit of house-repair work (4)
16. Corner the satisfactory number (4)
17. A withdrawal—although there's fighting in the rear! (10)
19. Go to the top of the league? (4, 5)
22. Get away from a present day Eve (5)
23. Thief and receiver, for example (8, 2, 5)
24. Stations for the industrial outfits (6)
25. Comforting outcome of a misdemeanor, for example (6)

CLUES DOWN

2. The day to look forward to at the end of the march (3, 5, 2, 5)
3. Looking with malice at what ye've lied about (4, 4)
4. "Lend thy hand, And pluck my garment from me." (*The Tempest*) (5)
5. Huri's craze for the dog (9)
6. Part of a camp-fire settlement (5)
7. Putting off—in a strip cartoon, possibly (15)
8. Guard for a strong finisher (6)
9. Swedish coin partly uppermost for the German munitions factory (5)
13. Sandpipers? No, bobolinks! (9)
15. Skills evident when Scene 100 is altered (6)
16. All is lost—despite the dance within (2, 4)
18. The relationship of part 15 (5)
20. Half a score over the joint (5)
21. Extract from a fine literary work (5)

Answers will be printed next month

Answers for last month's puzzle

ACROSS

1. Chub
3. Isolated
9. Cabbage
10. Nadir
11. Annihilation
13. Outing
15. Tea set
17. Practitioner
20. Prior
21. Lignite
22. Straying
23. Tern

DOWN

1. Cockatoo
2. Urban
4. Smelly
5. Lengthenings
6. Tedious
7. Darn
8. Cash and carry
12. Sturgeon
14. Terrier
16. Fill in
18. Noise
19. Opts



HENRY VIII: A LESSON PLAN

If I find Henry VIII's personality slightly difficult to define, it's probably because I imagine him to have looked and acted like Charles Laughton, Robert Shaw and Richard Burton.

The English production of the *Six Wives of Henry VIII*, shown over CBC Television on Sundays through April 25, didn't help much. At the time of this writing only one episode, the one involving Catherine of

Aragon, has been shown, but from the standpoint of Henry's characterization, it may have been the most important one.

Henry is traditionally depicted as a fat slob and each portrayal usually begins somewhere in the late 1520s, when he was in his thirties. The *Six Wives*, on the other hand, gives us a glimpse of an 18-year-old Henry—a lanky, considerate, bookish young Prince of Wales, who is endearingly in love with a Spanish lady.

Granted that the love angle was at best factually spurious. At the same time it was indispensable to the story as seen by the English television writer. Granted that Catherine of Aragon's 'Spanishness' was not always apparent. But accurate historical and ethnic portrayals do not necessarily a good drama make.

And good drama it was. Damn good drama. One has to admit it, although it's so much more fun to write a scathing review than to go along with the multitudes and give credit where it's due.

'Smashingly produced, written and directed,' wrote the *London Times* as quoted in an expensive *COLOR* ad in last month's *BC Teacher*. Smashingly said. Let's leave it at that.

It's no accident that *Six Wives* was so expensively advertised by

Henry Tudor in BBC's Six Wives of Henry VIII. Henry is portrayed by the Australian actor Keith Michell.



MacMillan Bloedel, its Canadian sponsor, in education-connected magazines. There can be no doubt that this is the meat out of which excellent lessons are made. Still, it's sometimes difficult to decide just how the greatest of TV shows could be utilized with the kids. Not that I have all the answers to that one. But I have given it some thought and, for whatever it's worth, here are the results:

1) *Marriage and Politics*: Of course, many dedicated Anglicans will dispute this, but it has been suggested that Protestantism in England was largely the result of Henry VIII's lusting for Anne Boleyn and his desire to have a legitimate heir by her. Although Canadians—especially we in British Columbia—have lately had a taste of political marriage, things sure have changed and there haven't been too many em-

pires and coffers enlarged or reduced through marriage recently.

2) *Absence of Public Opinion*: Only once, and then only indirectly, did the common people play a part in the first episode. It can be argued (at times quite effectively) that nowadays the public does not really act on its own, but that it reacts to Madison Avenue stimuli. In Henry's time, however, real life was strictly at the top.

3) *Church and State*: Not only was each royal marriage in the 16th century to be considered in terms of alliances based on the religious divisions of Europe, but also there was the pervasive influence of the Vatican plus royal councils peppered with clergymen. It would really have taken a hero to announce he was an agnostic.

4) *Women's Liberation*: It would be difficult to describe any of the

six wives of Henry as liberated in today's sense of the word. But it would take at least a battalion of Kate Millets to duplicate the exertion of influence on the state that Catherine of Aragon was capable of.

5) *Political Change*: In the 16th century the most innovative time in running a government seems to have been right after the ascension of a new monarch to the throne. Since Henry occupied the throne for 38 years, there is a lot to be said for four-year periods between elections.

All that is just for starters. Social studies starters by necessity. The series is really so rich in source material that one can see the Clothes 11 as well as the Set Design people getting rather excited by it.

But for God's sake, don't spoil it. Don't make it into assigned TV watching.

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MATERIALS RECEIVED IN BCIT RESOURCES CENTER

(All materials available on loan — by mail or in person. Resources Center hours: Mon-Fri 9-4; Sat 9-1.)

COMMUNICATION IDEAS IN ACTION (Washington: National School Public Relations Association, 1970)

CURRICULUM DESIGN IN A CHANGING SOCIETY

by R. W. Smith and G. D. Brooks (Beverly Hills, CA: Educational Technology Publications, 1970)

CURRICULUM ENRICHMENT FOR THE CHILD IN THE PRIMARY GRADES by R. A. Warrum (Beverly Hills, CA: Dutton, 1968)

DRUGS AND THE CANADIAN SCENE by Sheila Connolly (Ottawa: Canadian Council, 1970)

TEACHING THE EMOTIONALLY DISTURBED by G. W. Hershman (New York: Holt, 1968)

HANDBOOK OF THE STATE OF THE FUTURE IN RESEARCH ON SECONDARY EDUCATION by A. C. Smith (New York: Plenum, 1970)

PROBLEMS IN THE TEACHING OF YOUNG CHILDREN by A. J. Bremner (Toronto: Ontario Institute for Studies in Education, 1970)

RHETORIC: A UNITED APPROACH TO ENGLISH CURRICULA (Toronto: Ontario Institute for Studies in Education, 1970)

SEX EDUCATION: ISSUES AND DIRECTIONS by C. P. Rawls (New York: Philosophical Library, 1968)

STRUCTURALISM by Jean Piaget (New York: Basic Books, 1970)

TECHNOLOGY, MANAGEMENT AND SOCIETY by Peter K. Drucker (New York: Harper and Row, 1970)

WISHS, DREAMS AND DREAMS: TEACHING CHILDREN TO WRITE POETRY by K. Koch (New York: Chelsea House, 1970)



VISION OR NIGHTMARE?

According to the Minister of Education, the amendments made to the Public Schools Act this year were a result of a year-long study to shape education for the '70s. Aside from the fact that it is difficult to believe that a month study could be so definitive, some of the amendments make education in the '70s look like a pretty dismal prospect.

Several of the amendments, at first glance, appear to be routine housekeeping, resulting from elimination of the position of Superintendent of Education. Some of the duties involved in the former position have been assigned to the various assistant superintendents in the Department. Others, however, have been given to the Minister. Taken together, these latter changes represent an alarming shift of educational decision-making from educators to politicians.

Among the former responsibilities of the Superintendent of Education that are now the prerogative of the Minister are the issuance of temporary certificates and letters of permission to people not qualified as teachers, and the authorization of textbooks and courses of study used in schools throughout the province. As C. D. Ovans put it in an article in a recent issue of the *BCTF Newsletter*, 'Legislation miraculously transforms him from a political figure to a professional educator.'

The Minister can also require a district superintendent to report on a teacher, a provision that is wide open to political abuse. It is now possible, for example, for a Minister of one political party to harass or even remove a teacher whose political persuasions differ from

those of the Minister. We hope such abuse of power will never happen, of course, but the fact remains that a political figure now has such powers, and the abuse could happen.

The Minister is also able to hold district superintendents responsible 'for the attainment of the standard of public education required by the Minister.' As a politician, the Minister is presumed capable of judging whether or not educators are doing their jobs. He must be, for another amendment gives him the right to recommend a reduction in the grant to any school district in which he feels 'the program of studies or the quality of instruction provided in the public schools . . . is not satisfactory.' This is a strange way to improve the quality of instruction. We suggest the Minister should increase the grant rather than reduce it, if he is genuinely concerned about the educational standards of the district.

The amendment doesn't quite make the Minister omnipotent, however, for it specifies that a 'careful investigation' of a school district must be made before the grant is reduced. Dare we assume that the investigation will be carried out by educators rather than by politicians?

The Minister now has final say, also, on the dismissal of administrative and supervisory personnel in school districts.

These shifts of responsibility from professional educators to politicians are retrograde steps. They form part of a pattern that is, to say the least, alarming—a pattern that indicates a growing centralization of authority in the school system. Education in B.C. has always

been highly centralized—much too highly in our opinion. In recent years we thought we were finally making some strides toward decentralization, but these steps are now being reversed.

The recent efforts of the government to weaken the BCTF become much more meaningful when seen in the total context of the moves toward centralization. The Federation has been a champion of local school district autonomy in education, one of the many issues in education on which its position has been diametrically opposed to that of the government. Any weakening of the organization would therefore reduce the voices championing decentralization.

Consolidation of school districts is another logical move in the centralization process. Let us be misunderstood, we hasten to say that we favor consolidation of school districts—when that consolidation is done for educational reasons, not political ones. But the temptation to politicians to redraw the school district map is a strong one.

And as if the education finance formula were not restriction enough already, the government has now removed from school boards the right to approach their municipal councils to have their budget overages approved. If the government continues to remove from school boards the right to make responsible decisions, there will be no need for school trustees—all authority in education will be vested in the Department of Education, the ultimate in centralization.

These moves may be a vision of education for the '70s to the Minister. To us they are more like a nightmare. §

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