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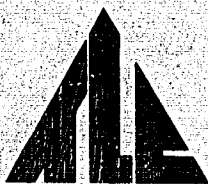


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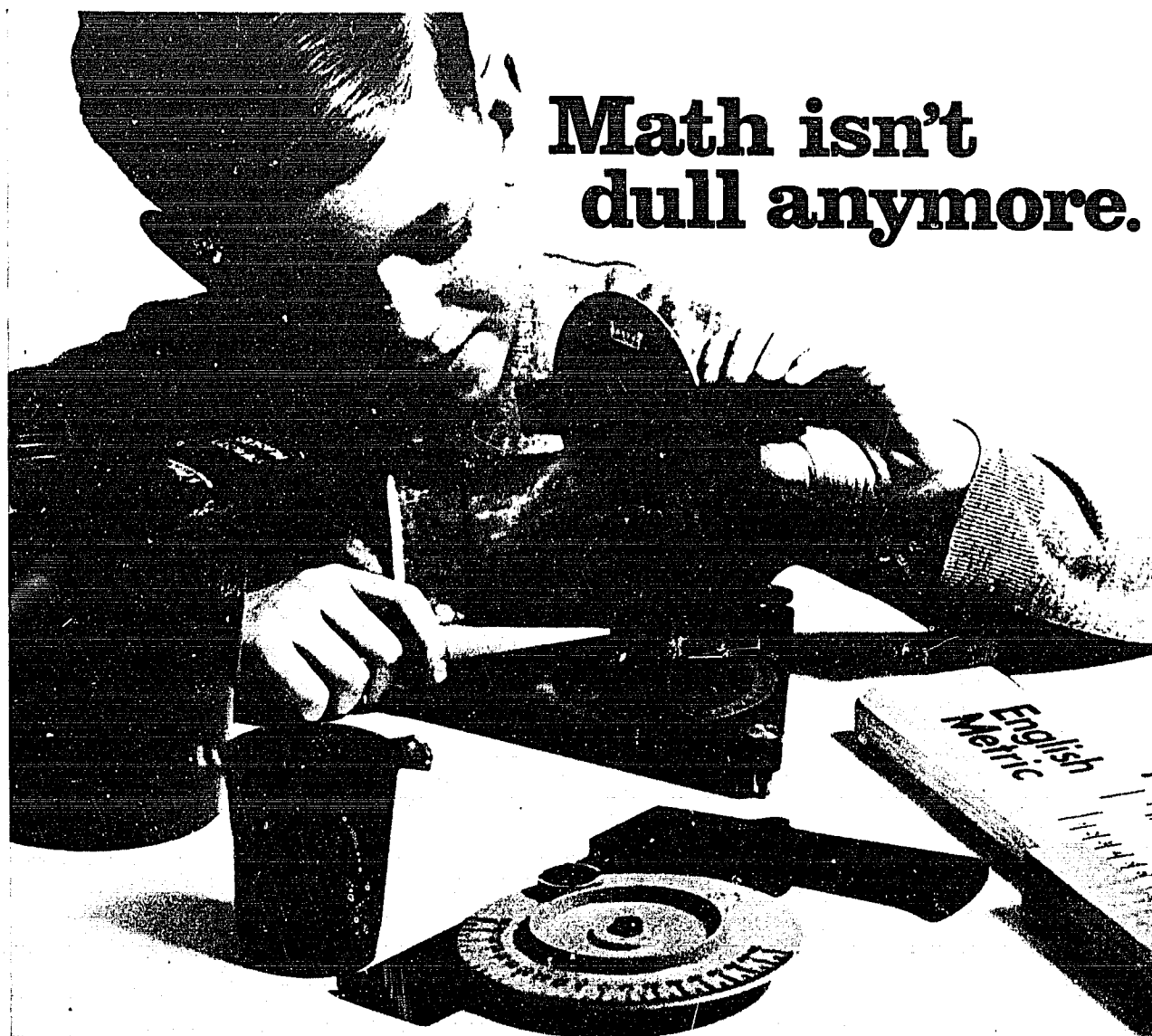
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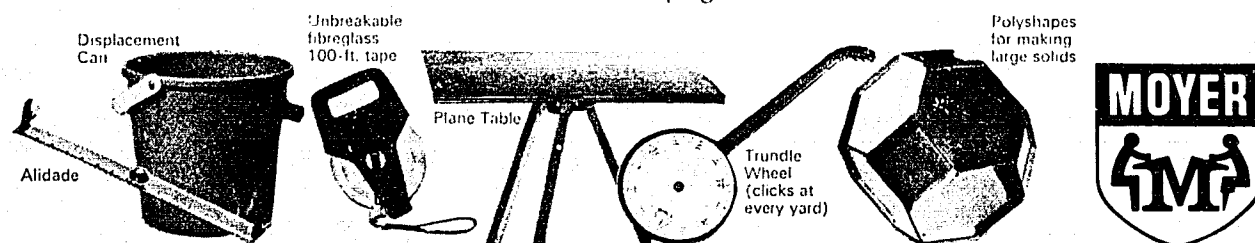
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128 From Our Readers

130 The School as a Chicken Farm

Anton Vogt / The writer contends that the school is a microcosm of a civilized society, and that in a civilized society citizens are not told what they must do; they determine that for themselves. He gives us some provocative ideas about how we should treat children.

134 We Gained More Than We Gave

R. M. Buzza / A father introducing his forty-third child, ninety-minute pre-breakfast lectures, mammy wagons, the teachers' song, nine official languages, a predominantly young population. These are some memories of a Project Overseas assignment.

137 Our Language Arts Teach Sex Discrimination

Patricia Preston / This article, by a member of Women in Teaching, analyzes how some of our elementary school textbooks condition girls for second class citizenship.

142 Kids — What Schools Are All About

An album of photographs

150 A Matter of Opinion / The Public's Role in Education

James Woodrow

153 New Books

C. D. Nelson

154 Crossword Puzzle

157 From Drabek's Desk / The Two-Week Wonder

Jan Drabek

160 The Editor Comments / Regaining Public Confidence

COVER PICTURE

The Knitter, Hugh Weatherby's subject for this painting, lived just on the edge of the city of Duncan. When this picture was painted, the Indian women raised their own sheep for the wool they used to knit beautiful, heavy sweaters. From fleece to completed article, all the work was done by hand.

PHOTO CREDITS

P.132—supplied by D. Greenhough; pp.133, 143 (most), 144 (most), 145 (most), 147—Divn of Visual Ed, Dept. of Education; pp.134, 136—supplied by author; pp.137, 138, 139, 140—John Hardy; p.142—Teach Me!, NEA; p.143 (far right, 2nd down)—Max Patzelt; pp.143 (far right, 3rd down) and 145 (top right)—Audio-Visual Divn, VSB; p.144 (bottom right)—BCTF; p.149—supplied by Mr. Macpherson.

Graded Competition Should Be Available on Voluntary Basis.

Sir,

A recent arrival from Saskatchewan, where controversy is as highly regarded as here, I read the November issue of *The B.C. Teacher* with some interest and disappointment. I take it that in the light of more recent knowledge, there is a full scale 'second-thought' movement regarding the non-graded concept going on. Such criticism is ordinarily constructive, but if I sense the trend correctly, the gathering unbridled 'reversionism' will be far more tactless and senseless than even the most pointless concession to liberalism. If some of the authors in the November issue are indicative, I see teachers and/or their administrators once again guilty of the pendulum-swing trip; i.e., moderation can be taught but not practised.

To be more specific, Mr. Bullen's article leaves a number of distressing questions. True, 'it is impossible to have true success without the possibility of failure.' Is it legitimate, therefore, to make that axiom applicable to other relevant areas of life, e.g., poverty is necessary in order to ascertain and establish economic success? I do not mean to be spurious, but I feel the correlation is correct and suggest therefore that Mr. Bullen's idea of success is inappropriate to the educational milieu. So is his use of the word 'grace.' Does this represent one of Dr. Hodgkinson's 'Type-B' goals,

Machiavelli's 'vertu,' the papal concept of a 'gift,' or what? I feel a more definitive position is altogether necessary.

Why should students be required to know 'where they stand in comparison with others'? Some thrive on competition; most are thwarted by it. Such graded competition at the Grades 10-12 level could and should be made available to students on a voluntary basis; to suggest that it is necessary for all at those levels is ridiculous. It's the sort of thing that one has to opt for on an individual basis, and is entirely inappropriate to the first portion of the educational experience, as Mr. Bullen agrees. My recent experience in a local school leads me to the opinion that a majority of the students in an open-area are competing with themselves; for most that is quite sufficient. Some 'slackers' there are, but already their lack of completed package material, etc., is quite noticeable and they are aware that they must bear the responsibility for their lack of effort themselves. About time education ridded itself of the abominable 'push' idea.

Lastly, Mr. Bullen's 'immensely important idea of standards in education.' Which consist of? To be established by? Maintained for how long? Are they capable of 'relevant' assessment? Of sufficient tensile and malleable strength to be continually pertinent to our obsolescent-orient-

tated society? It is to be hoped that educators of whatever mien or position will ultimately establish and maintain that viable position of moderation that is so vital and necessary in our dynamic milieu, characterized by an abject refusal to climb on any 'bandwagon,' be that uncompromising acceptance of or excessively critical rejection of educational goals and/or methods. Is it not time that greater values of quality and excellence emanate from the schools as well as to them? Or that society reflect its educational posture rather than the other way around?

Prince Rupert E. G. Obrigewitsch

November Issue Pleased

Sir,

I took the time a few months ago to express displeasure with some of the articles that had appeared in *The B.C. Teacher*. It was my contention that too much space was being given to 'tearing down.' It seemed to me that almost anyone who would knock existing practice would get space and thereby give the pendulum of dissent another push.

I realize what your intent has been. However, my bias, being what it is, had not been served until the November issue appeared.

The entire issue struck me as one filled with articles by positive-thinking people. Mr. Eric Kelly and Mr.

Bullen had me pounding my desk in appreciation.

Thank you for this very fine issue! I'll continue my subscription for another year.

Coquitlam T. E. Nelford

It Also Displeased

Sir,

Two articles in the November edition have greatly shaken my faith in the BCTF. The articles were 'The Neophiliacs,' by J. M. Paton, and 'A Plea For Common Sense,' by Eric Kelly. In each article the author seemed to step back and look at the horde of barbarians attacking the established schools. In each case he deplores the excesses of the critics. Neither meets any specific criticism, but rather implies that the main problem in the schools is that they are in danger of falling to the barbarians.

If I were to grade the pieces, however, I would have to give each a Failing grade, unless they were submitted as examples of propaganda writing. For despite their evident literacy, and the extensive and very clever use they make of other writers, both are shot through with fallacious arguments. They are designed to dismiss or defuse criticism, an essentially dishonest method of defending things as they are.

The key flaw in both articles is a failure to take the critics seriously. Perhaps neither author wanted to, for how else can we account for Paton's rejection of McLuhan, Goodman, Bruner, Holt, Rogers and Friedenburg: 'My personal reaction to all such statements is that they are without meaning for teachers until they make specific reference to individual situations . . .'. Besides the logical fallacy in the suggestion that general, abstract or poetic statements are useless, it's clear that Paton has not studied the works of the men in question, or he'd be aware of the wealth of examples most of them provide. Or does Paton expect them to deal with every conceivable situation, and to provide scientific documentation of every single statement? None of the systems critics claim their work is so comprehensive. They do, however, provide more evidence in support

of their specific criticisms than is usually rallied in support of established practices. Dr. Paton's comment is without meaning until he makes specific references himself.

This reluctance to engage the enemy, like generals that like wars but not battles, leads both Paton and Kelly into further examples of crooked thinking: to labeling, name-calling, and to setting up straw men, which are both easy and safe to knock down. Paton's Neophiliacs are straw men. They favor change for change's sake, and slavishly follow every dictate of the educational gurus. They favor the extreme form of every experimental method, and employ 'the complete litany of innovation.' In Kelly's view they pour 'vituperative jeremiads and verbal violence' on the schools, and suggest that 'anything is educational if it gives pleasure.' They also 'scurry like lemmings' because they 'wish to be "with it."' Mr. Kelly should know better, living in B.C. where we have so many reasonable, articulate and, above all, rational critics of the school system, but perhaps he avoids them. If so, however, then he is guilty of the same arrogance out of ignorance he deplores in his students when they choose not to read Shakespeare.

Certainly both men would have contributed more to the school system if their energies had been spent looking at how it could be improved, rather than engaging in

their own form of rhetorical overkill as a means of running down their critics.

In case I've given the impression that I didn't enjoy the two articles, I'd like to correct the impression. They infuriated me to the point where I am considering returning to gain my teaching certificate in order to have the opportunity to use the articles as examples of false reasoning. One purpose of the schools, presumably, is to build up children's resistance to such traps. Mr. Kelly may not agree.

Vancouver David Robinson

Mr. Kelly Was Too Violent

Sir,

In the article 'A Plea For Common Sense,' in the November issue, Mr. Kelly states that '... the vituperative jeremiads and the verbal violence that many pour upon our schools constitute a rhetorical over-kill . . .'

This statement is just an example of the verbal violence Mr. Kelly inflicted on the reader throughout the entire article. By the end of this vituperative jeremiad I felt 'disembowelled' and 'eviscerated' by his rhetorical over-kill (the article was very dead by the second column) and hard-headed pedagogy.

Mr. Kelly should return to the classroom and take a close look at the students' faces. Their eyes *do* shine. Learning *is* fun.

Coquitlam Dennis W. Secret

We Shall Miss These Teachers

In Service

Mrs. Marguerite (Nichols) Balogh
Arthur Douglas Boutillier
John William Ecklund

Last Taught In

Victoria
Vancouver
Burnaby

Died

July 24
April 6
July 31

Retired

Miss Margaret I. Calbick
Dr. Francis T. Fairey
(former Deputy Minister of Education)

Last Taught In

Chilliwack
Vancouver

Died

October 14
November 4

John Houston

Nelson

September 24

Miss Marion W. How

Chilliwack

November 2

Miss M. Pearl Kinnaird

Victoria

November 18

Miss Ella Robertson

Vancouver

November 7

Jules H. Semans

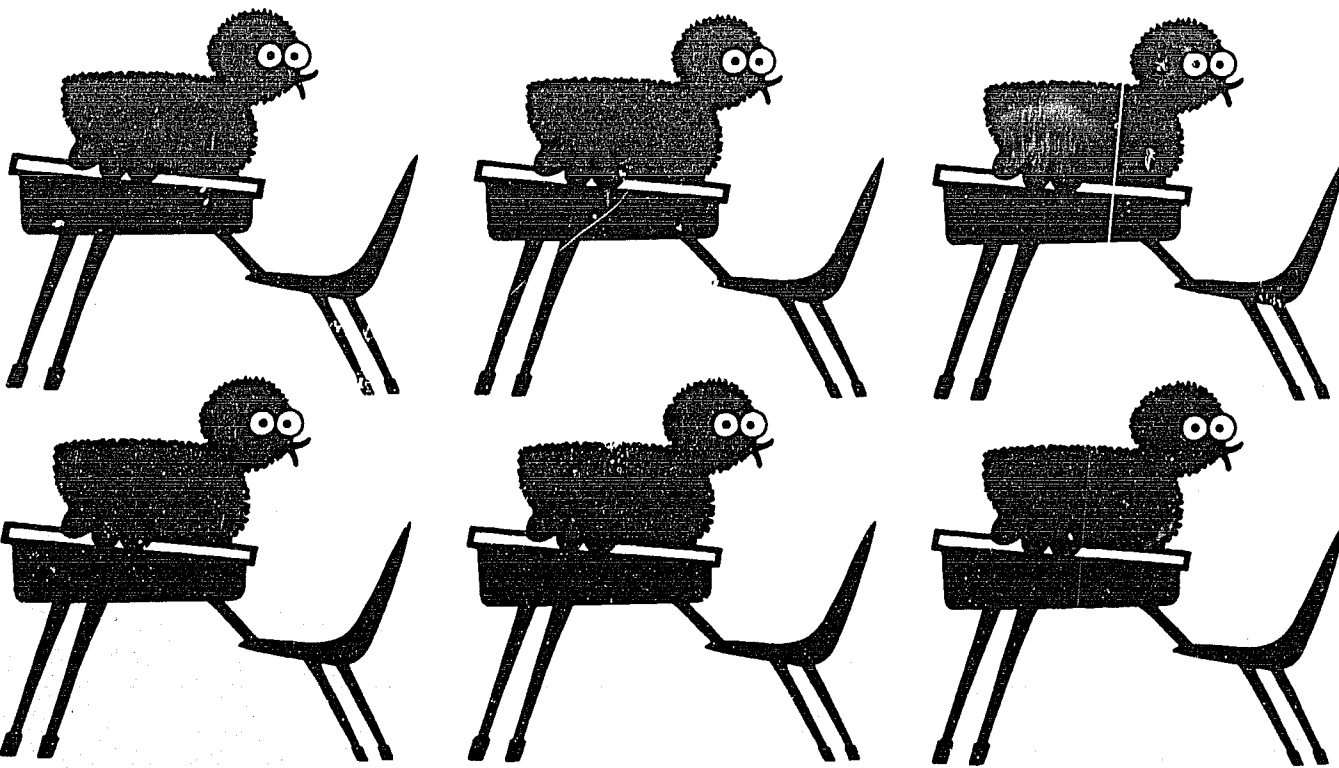
Peace River S.

October 17

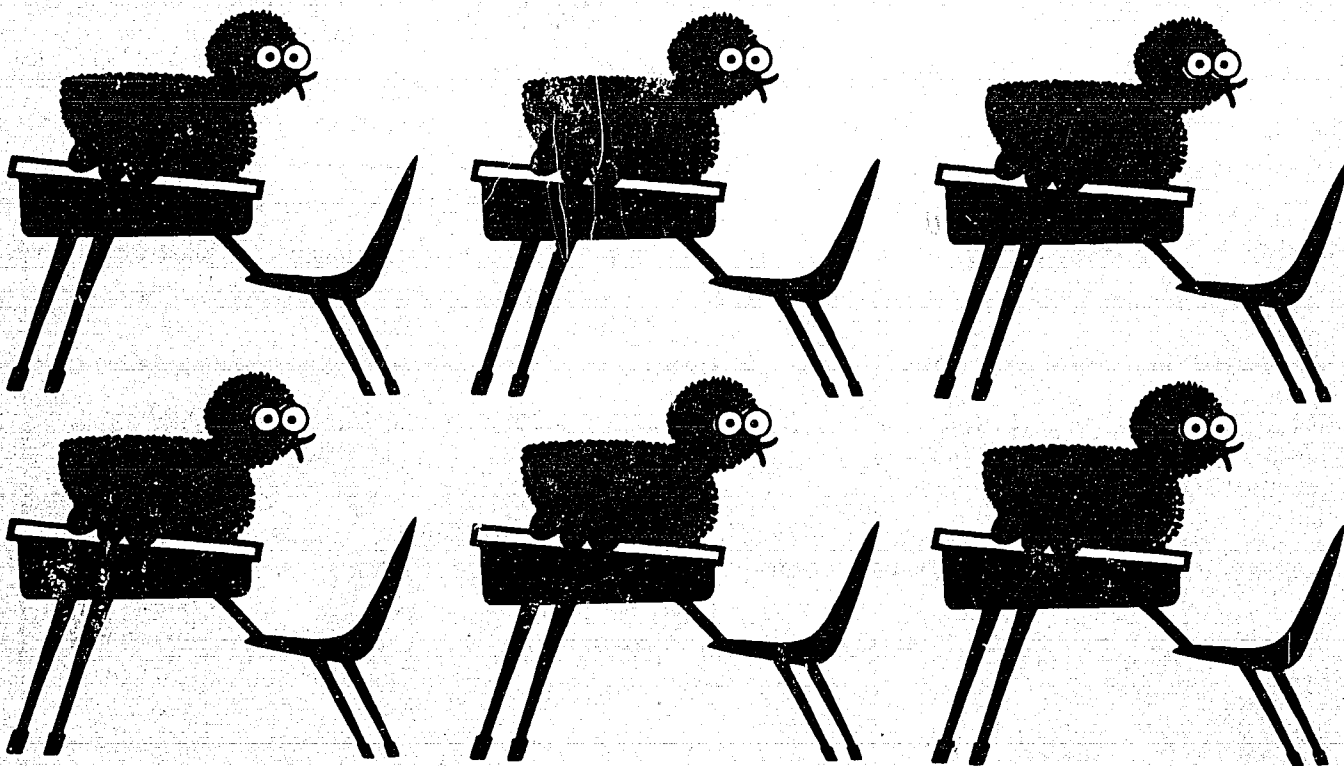
Oswald Wardill

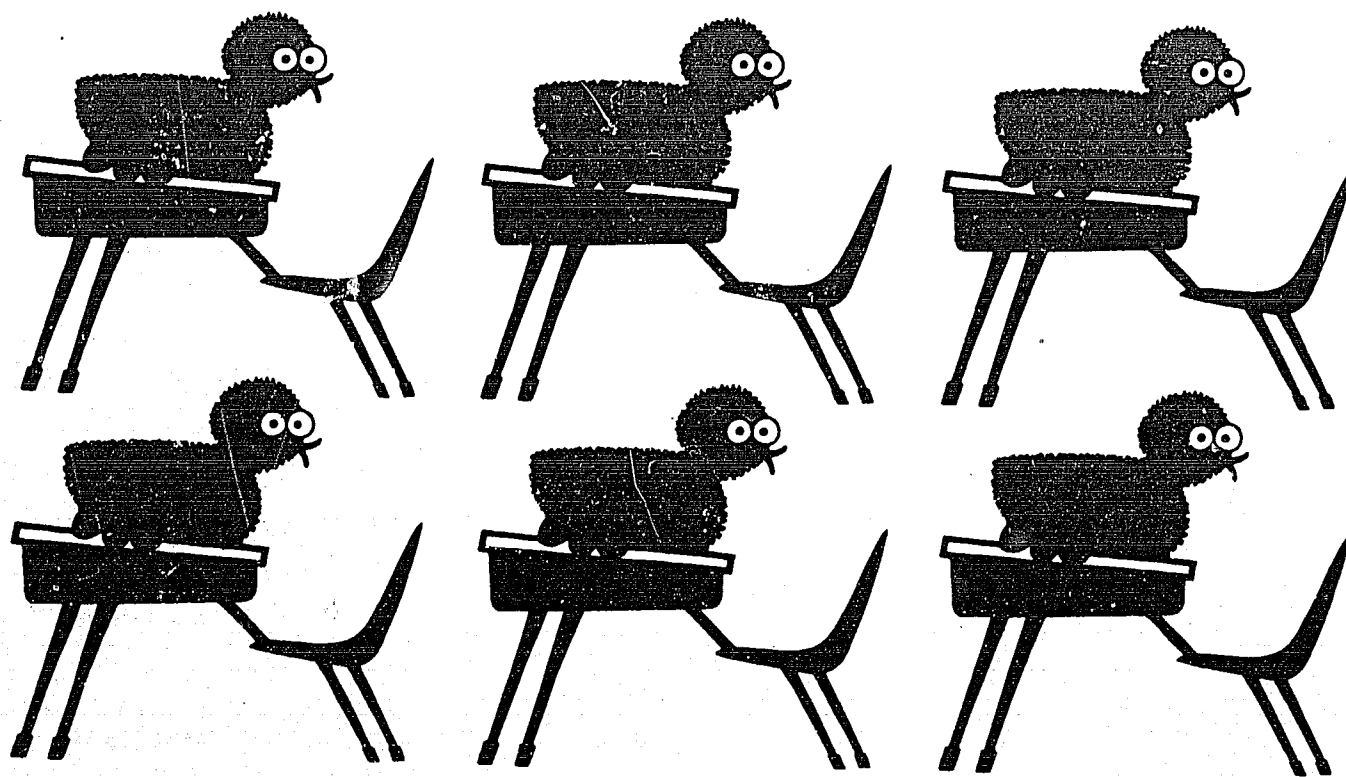
Nanaimo

November 4



The school as





a chicken farm

ANTON VOGT

The writer contends that the school is a microcosm of a civilized society, and that in a civilized society citizens are not told what they must do; they determine that for themselves. He gives us some provocative ideas about how we should treat children.

The writer is a member of the Faculty of Education at Simon Fraser University.

If teaching were telling, we would all know. Never before in history has so much been told to so many, for so many years, through so many grades of schooling.

In Western countries at least, most children are told for ten or more years: how to behave, what values to hold, how to study, and what they must learn. Thou shalt and the multiplication table. Thou shalt not and poetry appreciation. Geography and citizenship. Spelling and grammar. Foreign languages and self-discipline. Respect for elders. Mental health. Sportsmanship. Conformity and obedience.

There has been indeed no lack of telling, or of good intentions. The only question to ask is whether it has added up to what was and is intended: a good education for all, or even for many. If there are grounds for self-congratulation, let

us congratulate ourselves. If not, let us stop talking and start doing something different.

I believe there are grounds for self-congratulation, which detractors of the system seldom admit. However bad our schools may be, they are superior in many respects to society writ large. One needs no figures to support the contention that there is less major crime in the schools than there is in the larger community; murder, arson, rape, and armed violence, are rare.

Formal discipline is usually good, even if it is only because it is seldom questioned by those who exert it, and even less often openly challenged by those who obey it. Esprit is often high, if only because those who share it are young. Learning of a kind goes on, if only because that is what the system is for.

In short, there are worse places

to be in than our schools; and few of us, except in one respect, emerge into better situations in later life.

The exception is, of course, in the matter of choice. As pre-school children and as adults we exercise considerable choice in our activities. As school children we exercise scarcely any choice at all: other than dropping out, and being branded as failures. There are many ways of dropping out. If there are grounds for doubting the effectiveness of teaching as telling children what to do and what to learn, they lie in the percentage of drop-outs, real and metaphorical. At best, 25% of our pupils are successful, by our standards, in the things we expect of them.

We have names for the rest, to excuse our failure to educate them: retarded, backward, special vocational, lower stream, stupid, lazy, or unmotivated. If we are right, 75% of our children are retarded, backward, special, etc. But if we are right in this assessment, it must follow that we are wrong in what we are doing about it, in the name of a general education for all. Any human activity that is only 25% successful in its avowed aims needs reassessment, if only in terms of efficiency.

Activities Need Reassessment

When the costs are as high as they are for education, in terms of buildings and equipment, and teachers' salaries and administrative man-hours, they must be reviewed in terms of social sanity. When the losses involve the mental health and happiness of three-quarters of our children, for ten years or more of their lives, and with ensuing consequences for their futures, they must be combatted in the name of justice and decency.

We have built a monster, but we don't need to live with it. The monster is something called a subject-centered curriculum. It is composed of sets of facts, logically ordered and graded, according to difficulty. The monster is very sensible, on the surface. The trouble is that although the facts are concrete, the logic is abstract, and unrelated to psychology.

The nature of the learner, for whom it is meant, is ignored. Indeed it both processes and measures the learner, making value judgments all the time. Only by twisting the tail of the monster in the right way can one move to the next operational level, passing a grade by imitating a model. To do it, year in and year out without error, requires a certain doggedness in the performer, who becomes his own Procrustes: until he gives up.

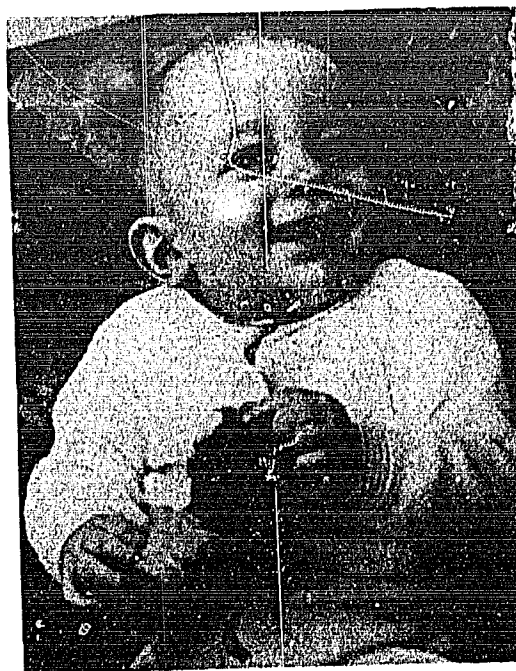
Those of us who have not given up call ourselves scholars, and try to reproduce our kind. As we have seen, our success is limited to the one child in four possessing our own attributes. These attributes are a better-than-average intelligence, endurance, lack of imagination and self-assertion, and willingness to conform and obey. At best, the virtues are Spartan, Roman or Victorian. In social terms, they are perhaps unsuitable to the century we are supposed to be living in.

A curious aspect of all this is that the monster we have built is hal- lowed by references to tradition and universality. Neither claim can be justified.

The subject-centered curriculum has existed in the past, but only for the few laying claim to scholarship of some special kind: the students of Plato's Academy, the scholastics of the Middle Ages preparing for the Church, and the privileged elites in the schools and universities, preparing to take their places in a ruling class.

Education For All Is Not New

The universality is quite new. Education for all has always existed, in the form of on-the-job participation of the young in the work of their elders. Education for all, in schools, with subjects separated from the normal activities of the community, is less than a hundred years old at the elementary level in the most advanced countries; and only just beginning elsewhere, or at higher levels. Even in England, there were only 2,000,000 children attending school a century ago. Of these, only half attended for more than a year; and only 4% for more than four years. Not unnaturally, the edu-



The human baby does not emerge from an egg ready to do battle with the world. He must be helped to realize his unique personality as a human being.

cators conceived a system of first steps in literacy, and Mr. Gradgrind was born.

What is more difficult to understand is the innate snobbery of the under-privileged, who as parents tend to press their children into a pattern of social privilege to which they are themselves unaccustomed; and, as legislators in a democratic community, tend to support the compulsions which they found repulsive when applied to them by an elite.

The children, for whom universal and compulsory education was presumably designed, suffer most. The statistics of drop-outs, actual and metaphorical, are alarming enough; but they conceal as much as they reveal. It is the distortion of human personality, on the Procrustean curriculum-bed we have devised, that is most frightening. Moreover, the dangers increase as the colossus grows bigger. More and more children are staying at school longer and longer. More and more subjects are added.

To cope, administrators and teachers devise more and more complicated timetables and organizational procedures. Most of them are designed as measures, to divide sheep from goats. At each division we counsel: which means that we persuade someone to move into a pen we deem suitable. As we be-

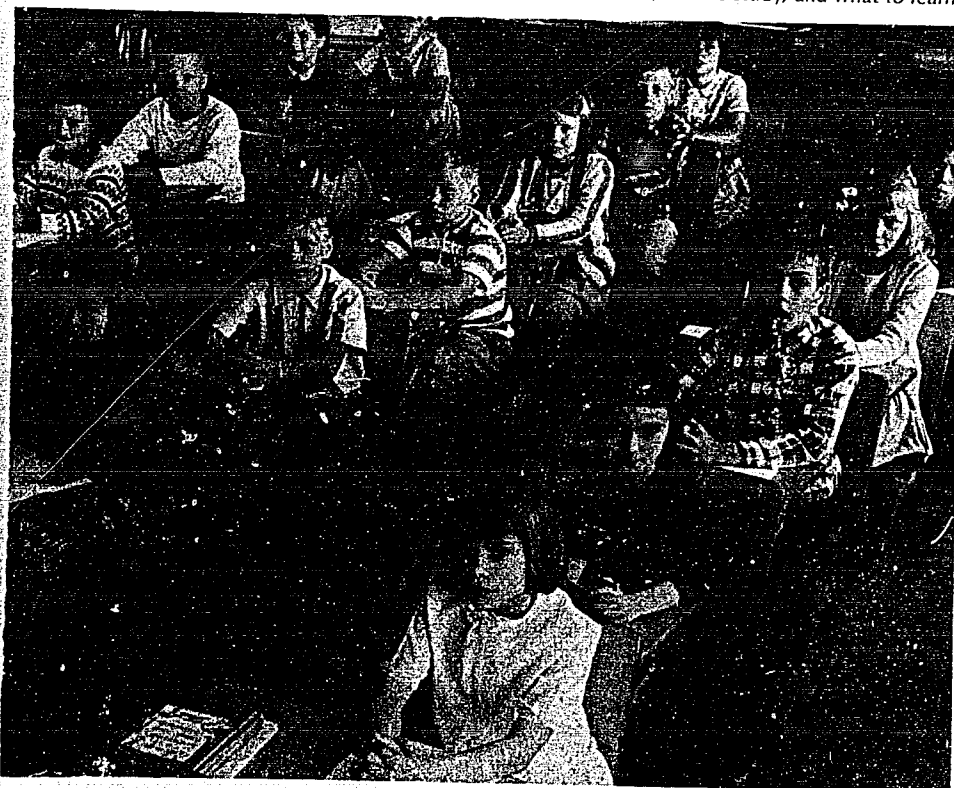
come more and more skillful with our batteries of tests, we feel more and more professional. We are not merely Good Shepherds, amateurs relying on intuition. We are 'social scientists' now, relying on data: achievement tests, intelligence tests and vocational aptitude tests. The only major problem is that we are supposed to be dealing with children rather than sheep. Unlike any curriculum, children are human and should—in Kant's phrase—be regarded as ends in themselves.

As all adults know, children have many unfortunate characteristics. They are young, physically undeveloped, socially immature, emotionally dependent, technically

the day-old chicks inexorably to the final frozen product, with everything provided, including a balanced diet. Some men, including Hitler, have had this dream for the human race.

Perhaps too few recognize the similarity in what we do unconsciously. If we regard education as a process of making children conform with society, instead of a way of helping each child to realize his own unique personality as a human being, we are heading in the same direction. Most schools are heading in this direction now. The baby farms are called schools. The platforms on the conveyor belt are called grades. The diet is the curriculum.

Never before has so much been told to so many through so many grades: how to behave, how to study, and what to learn.



unskilled, aesthetically crude, and crudely amoral. Unlike baby crocodiles, they do not emerge from an egg ready to do battle with the world. Unfortunately, they do not even possess sufficiently similar characteristics to be dealt with in the same way until they do reach physical, social and psychological maturity.

If they did, they could simply be placed on baby farms; preferably patterned on the modern chicken farm, with the conveyor belt moving

Its elements are subject-texts. The farmers are called teachers. The veterinarians are counsellors. The slaughterers are examiners. The frozen products are graduates: trimmed to fit various market levels, in the name of efficiency. A handful of hens and an occasional rooster are kept for egg-laying, or hatching ideas; but ideas are a nuisance unless they support the machinery. Departments of education appoint truant officers, administrative as-

sistants and experts in remedial techniques, but seldom philosophers.

Those who are seriously concerned have a number of alternatives. The most popular alternative is the child-centered curriculum. It is far from new, but presents many difficulties. Chief among these are the highmindedness, idealism and industry of the caretakers of the machine: the administrators and teachers, with a vested interest in their own value system.

The second difficulty is less easily diagnosed, and even less easily conveyed to those directly involved, because of its seemingly paradoxical and self-contradictory nature. High-minded, idealistic and industrious teachers seldom have any faith in human nature. After all, a child-centered curriculum depends on children having minds, and using them industriously to achieve their goals; but few teachers are prepared to accept such raw assumptions.

Teachers Make False Assumptions

Instead, despite all evidence to the contrary, they make a series of other and false assumptions. One is that children have blank minds, which must be filled. Another is that they will do nothing unless they are driven. Yet another is that we, as experienced adults, can prepare them for the lives they will lead when they in turn are adult. It follows that, as teachers, we must take responsibility for everything they do: motivating them to accept our values, and persuading them by rewards and punishment to swallow our prescriptions.

A child-centered curriculum can have no fixed prescriptions since it must necessarily evolve according to the nature of each child. Teachers who have no faith in human nature are not likely to have much confidence in evolution of any kind. Unfortunately, they do not even recognize the revolution that has occurred in their own subject, which is pedagogy. No social scientists of any kind can any longer ignore the human condition: man as central to any system, to be observed as he actually behaves. Teachers tend to

Continued on page 147

We gained more than we gave

R. M. BUZZA



A father introducing his forty-third child, ninety-minute pre-breakfast lectures, mammy wagons, the teachers' song, nine official languages, a predominantly young population. These are some of the memories of Burnaby teacher Bob Buzza, who led a Canadian leadership training team to Ghana last summer as part of Project Overseas.

¶A Peugeot-on-the-go in Ghana is treated with respect. Long-gowned women, babies on their backs, fag-gots on their heads, fade into the grass. Machete-wielding men and young children disappear with them. Villages are attacked with heavy pedal and horn, crowds responding on cue, a twist here, an arch there, only the zig-zag of young goats breaking the rhythm.

Our Project Overseas foursome met with teachers in Sunyani, Dunkwa, Cape Coast, Kpandu, Akropong, Tamale, and a dozen other villages and cities. Road-memories are vivid: young girls plaiting each other's hair at charcoal stops; richly-muscled boys, muskets in one hand, mole-like grasscutters in the other, peddling their kill; crammed mammy-wagons chugging along, emblazoned with such slogans as 'Trust God, not others' and 'Jack Palance, I love you.'

Equally vivid, however, are memories of the meetings. These were often held in village churches, their lancet arches open to the air. Teachers came by lorry, bicycle, train, canoe and foot. If we were late, they waited, sometimes for several hours. Those unable to squeeze into a pew packed the windows.

Program format seldom varied: as one, full-throated, the teachers' song, 'We shall unite as teachers still, And work in concord, love, and peace . . .,' followed by a prayer, the introduction of the chairman, addresses by our CTF team and representatives of the Ghana National Association of Teachers (GNAT), an open forum, then the final thanks and prayer and, elsewhere, the in-

evitable 'libation,' 40-ounce bottles of Star or Club beer.

Such meetings were demanding. Open forum questions were pointed, attention complete. Chairmen who attempted to cut off questions were hissed to silence. At several meetings, the hunger for information was apparently more compelling than the need for lunch, and we went from early morning to mid-afternoon without a break. Audiences wanted to know the full extent of the professional and economic services provided by Canadian teachers' associations, and some of the ways of organizing to attain them. After 2,500 miles and 20 such meetings, we had gained considerable insight into the magnitude of the problems facing our Ghanaian colleagues, and a great deal of respect for the ways in which they are tackling them.

We were particularly impressed with the contribution of Tom Bediako, the Acting General Secretary of the GNAT, and the other six full-time members of the teachers' secretariat. Mr. Bediako helped draft the first constitution of the Republic of Ghana, has studied at The Hague and has chosen to work directly on behalf of teachers rather than in the House. The demands upon the secretariat are enormous.

Through the GNAT, our team met with members of parliament and of the cabinet, including the Minister and Deputy Minister of Education, and attended the opening of parliament. We also met with three of the nine regional chief executives in their residences, the paramount chief Ga Manche in Accra, and the newly-enstooled king of Ashanti, Nana Opoku Ware II, in Kumasi.

These meetings were helpful to the GNAT as well as to us, of course; informal discussions are often more fruitful than formal ones.

We finished our six-week odyssey by assisting the GNAT in a ten-day leadership course at Kumasi on the Wesley College compound. Ninety part-time local officers were selected to participate. These teachers, one-third of them women, came from all parts of the country. Their schedule, and ours, was heavy, starting with prayers at 6:30 a.m., finishing with an open lecture or symposium at 9:00 p.m., daily. Appetites certainly improve with 90-minute pre-breakfast lectures!

And here again we were struck by the dedication, the commitment, of those with whom we worked. Problems abound; ours seem insignificant in comparison.

Over 50 different languages or dialects are spoken; the last of the nine official languages is only now appearing in print. Only 25 percent of the general population is literate in English; neighboring countries are French-speaking. Sixty-five percent of Ghanaians are traditional animists, 20 percent are Christians, 15 percent are Muslims. The average life-span is in the mid-forties.

Customs vary widely. Polygamy, though declining, is legal. (One village elder who had 'sacked' two wives introduced us to his forty-third child and told us he was in the process of 'pacifying' his fifth wife in preparation for bringing her successor into his home.) Both matriarchal and patriarchal inheritance systems are followed. In addition to civil and church marriages, the state

recognizes a variety of village ceremonies, one of which consists of acceptance of two guineas and two bottles of schnapps by the bride's family.

The school system, though state-controlled and highly centralized, owes its genesis to the various churches; there is considerable resistance to consolidation of the many small schools, and to change. Approximately 40 percent of Ghana's nine million people are under 16 years of age, family-planning programs notwithstanding. Entrance to secondary school is highly competitive; places are few, even with 25 percent of the national budget devoted to education. Over 22,000 of GNAT's 54,000 members have no teacher training. Most of the primary and middle school classes we observed were 50 or larger. Teachers are assigned to positions by the central government and can be arbitrarily transferred or dismissed.

Several significant pieces of legislation affecting teachers have been endorsed in principle by both parties

WCOTP Comment

Canadian teachers were singled out for high praise for 'their outstanding contribution to developing countries' at the annual assembly of the World Confederation of Organizations of the Teaching Profession, held at the University of the West Indies in Jamaica August 4-11.

Reference to what was hailed as Canada's 'singular gift' was made early in the first plenary session by Thomas A. Bediako of the Ghana National Association of Teachers.

More than 600 delegates and observers from over 60 countries around the globe heard Mr. Bediako express the gratitude of Ghana's 52,000 teachers to CTF for its 'invaluable assistance' through Project Overseas.

Mr. Bediako stated that for the past four years CTF and its affiliates have been sponsoring groups of teachers to

and are now before the House. The GNAT deserves considerable credit for the proposed legislation, which is similar to that found in Canadian law as it relates to decentralization, tenure, ethics, bargaining, credit unions, pensions and curriculum. In

help the Ghana National Teachers' Association in organizing courses which were 'eminently successful.' During the first two summers, for example, close to 500 teachers in Ghana upgraded their qualifications.

'During the past two years we tried a new dimension in the whole process of Project Overseas, namely, training leaders of teachers,' he said. More than 100 teacher leaders drawn from all levels and from all parts of Ghana benefited immensely from the seminars, workshops and lectures in leadership, communications, economic services, credit union and teacher organization.

'Our association and its branches have been strengthened as a result of the practical and inspiring courses,' he said. — Joe Nanchoo, *PAPT Sentinel*, Canadian correspondent at the WCOTP assembly.

addition to meeting with teachers at the local level and participating in the leadership course, we also spent considerable time analyzing various ordinances and acts and making recommendations concerning them.

Our purpose, then, was to assist the GNAT to improve the position of its members and the effectiveness of the organization. Most Project Overseas teams, however, teach a 'subject' to their African or Caribbean colleagues. The teachers of host countries are enthusiastic about both approaches.

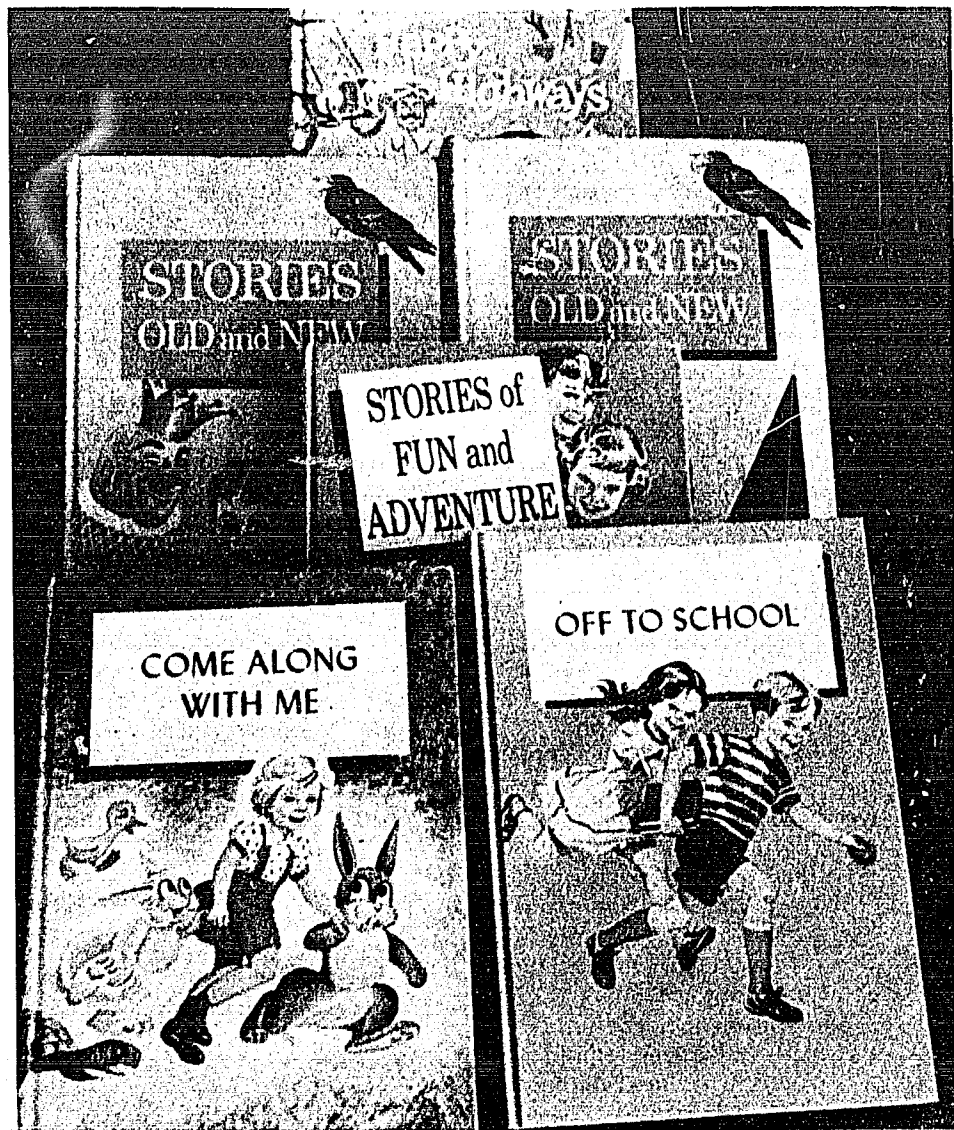
In my closing remarks to the Kumasi leadership course, I commented that '... so-called "civilized" or "developed" countries are in many ways barbaric.' I suggested that they be wary of technology, that they use it, not be used by it, that they be selective without apology from other countries, other cultures—but remain true to Africa, to Ghana, for their sake as well as ours.

There are few, if any, Canadian solutions to major problems that are fit for export, particularly in education, particularly from B.C. High on the list of reasons for supporting Project Overseas is the opportunity to learn from others. I recall Bill Long's statement that we gain more than we give, and I, along with the hundreds of other teachers who have had the privilege of participating in the past ten years, agree. §

Mary Odai, first woman to be elected to the National Council (GNAT), Tom Bediako and Bob Buzza at closing ceremony, Wesley College, Kumasi.



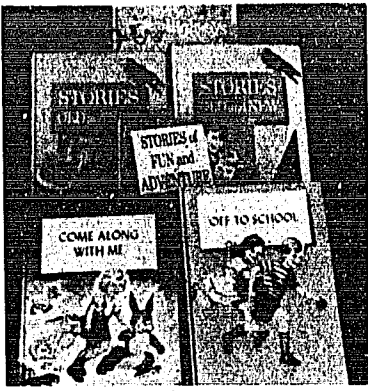
Our
language
arts
texts
teach



Sex discrimination

PATRICIA PRESTON

Women in Teaching is an organization dedicated to ending the secondary and supportive roles of women in society, and to changing our school system, which WIT says channels students into roles and relegates female teachers to secondary positions. This article, submitted by WIT, analyzes how some of our elementary school textbooks condition girls for second class citizenship.



*There was a little girl,
Who had a little curl
Right in the middle of her forehead.
And when she was good
She was very, very good.
And when she was bad
She was horrid.*

¶And so is the educational system that propagates the sex-role imagery hinted at in this nursery rhyme. For it is formal education that reinforces the sex-role differentiation established in early childhood.

If we assume that, by about the age of two, children are able to distinguish between male and female roles, then by the time a girl begins school she has a relatively clear idea of what is considered feminine. She also knows what kind of behavior is expected of her as a 'girl.' She is generally encouraged to be quiet, genteel, coy, motherly and to have a score of other equally nebulous and passive traits considered 'feminine.'

Instead of reinforcing such indifferent traits, parents and educators should be urged or even pressed to realize the importance of expanding the horizons of their daughters and students, and to respect their aspirations and encourage their initiative. Society must begin to develop a sensitivity to the individuality of girls as well as boys.

Betty Friedan says, 'It (sex-directed education) must have been going on for ten or fifteen years before anyone suspected it.'¹ Gradually it became and still is apparent that, although more girls were going to university, fewer were going on to become physicists, philosophers, poets, doctors, lawyers, stateswomen, social pioneers or even university professors. Fewer female

university students were preparing for any career or profession requiring more than the most casual commitment. It was as if female college students felt that the wrongs of society would right themselves with little or no intervention on their part.

It seemed that 'college professors, under the influence of the feminine mystique, had become more concerned with their students' future capacity for sexual orgasm than with their future use of trained intelligence.'² Instead of opening new horizons to able women, the sex-directed educator moved in to teach them adjustment within the world of home and children.

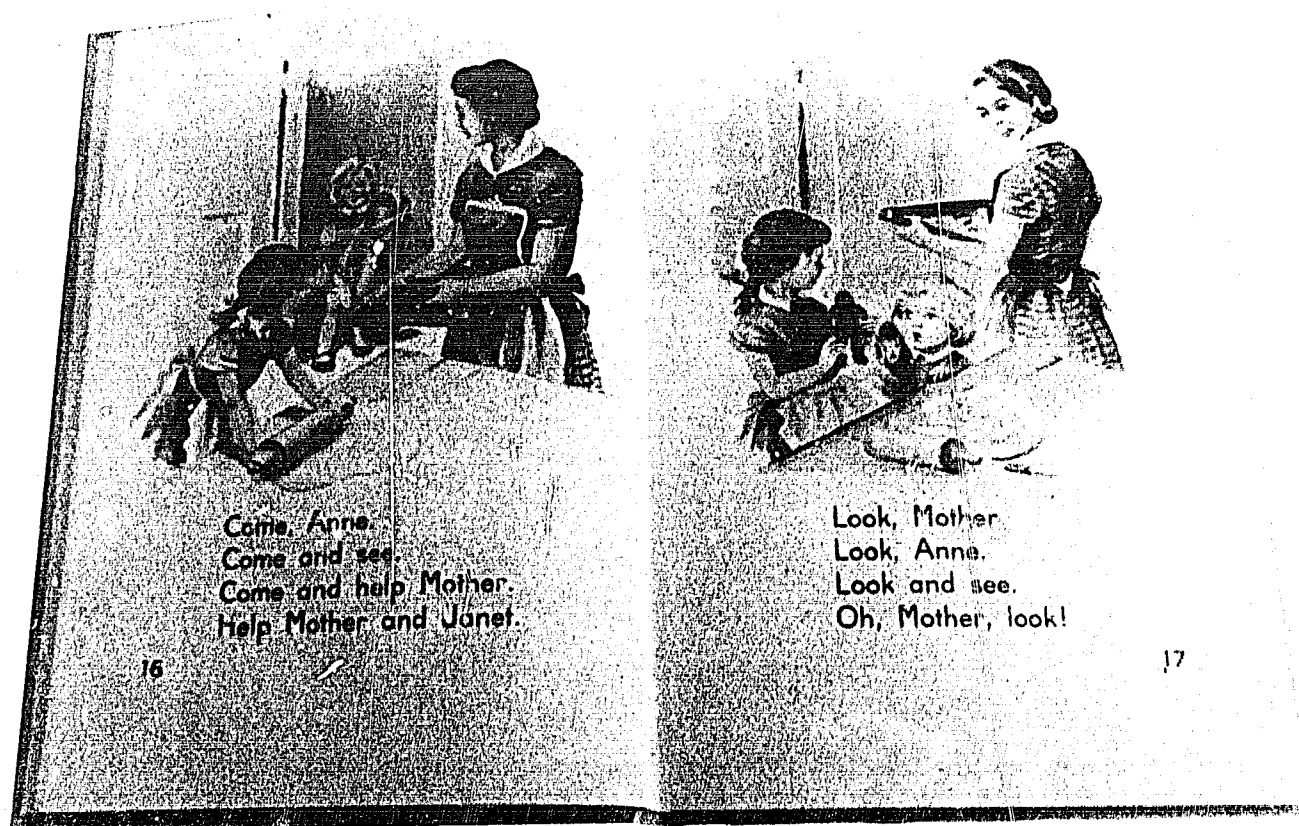
And this prejudicial teaching is what many Canadian women are battling now. They want truths to

counter popular prejudices of the past, or critical ways of thinking, against which prejudice cannot survive. Sex-directed education must be ended. The place to begin is in the home, but frequently parents subscribe, often subconsciously, to the feminine mystique—that fulfillment for women centers on the home, with a glorification of the role of housewife.

Realistically, then, it must be accepted that, even today, by the time a child reaches school many of her prejudices and most of her feminine preconceptions are already taking shape, if not already formed. The task falls more heavily then on teachers and other educators to battle these prejudices and to combat the feminine mystique with

Father's role is that of provider and entertainer. Here father and son build a doghouse — and little sister just looks on.





These pages in *Off to School* are typical. Little girls play with dolls and learn to cook; Mother is the homemaker.

truths and simultaneously present new goals that encourage able women to attain them.

So the beginning of this process of developing feminine individuality and aptitudes is in the home. But if the home environment has neglected this aspect of growth, the school becomes the working ground for the abolition of sex-role differentiation.

Unfortunately, formal education seems to reinforce further the sex-role differentiation established in early childhood, for it is in the safe confines of the classroom that sex-role imagery flourishes. Little girls adapt easily to the finely co-ordinated skills of printing and drawing; they have little difficulty in remaining still in their seats and, in general, respond in quiet, passive ways that please the teacher and make the task of teaching relatively simple. They continue in their pattern of avoiding verbal and physical aggression and express dependence, passivity and conformity.

Although the elementary school curriculum is similar for boys and girls, the sex-role differentiation oc-

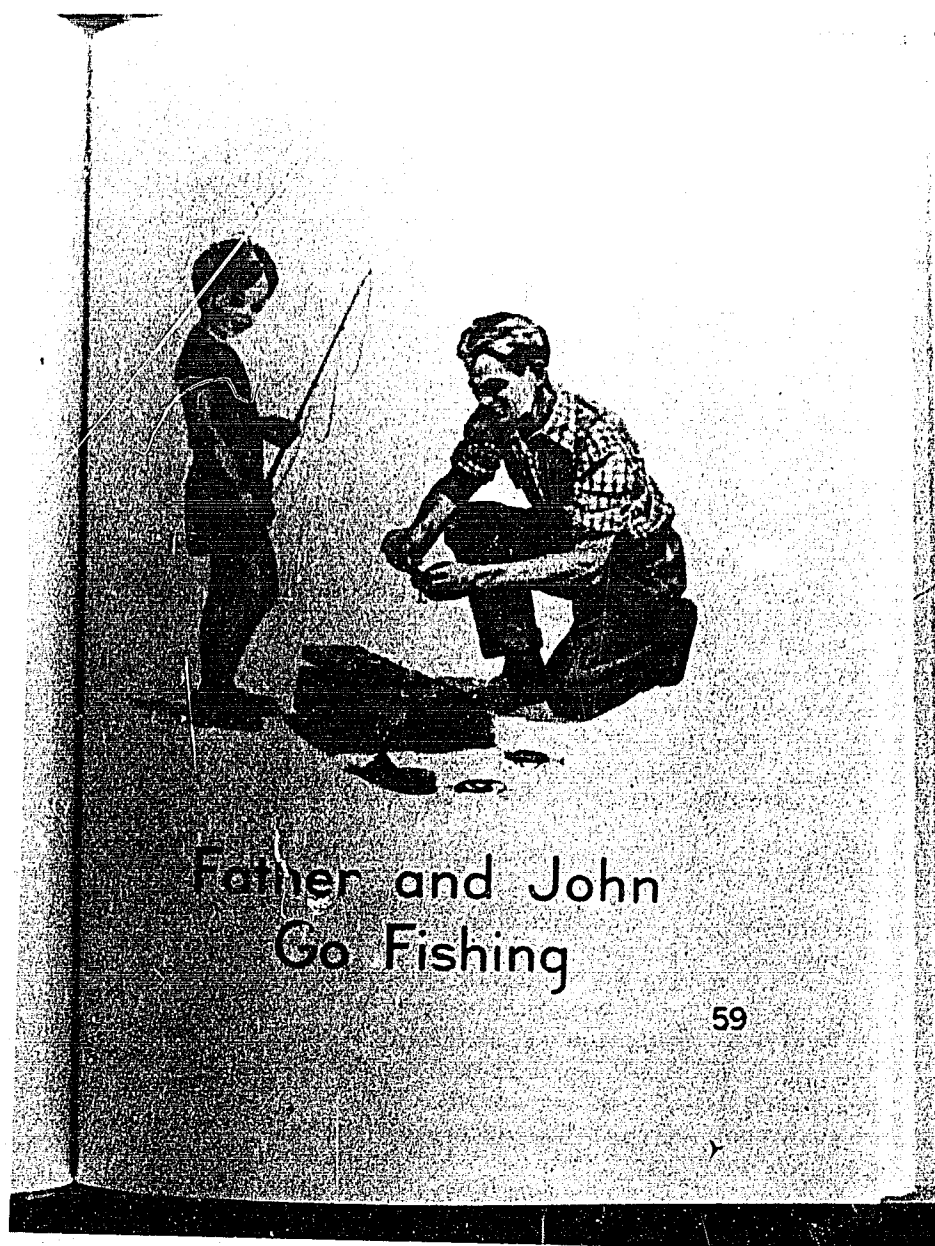
curs in various ways. One of the most potentially subtle methods of achieving this differentiation is through the textbooks. Because the textbook field is so vast and varied, I am restricting my comments to those prescribed language arts texts currently used in B.C. schools from kindergarten to Grade 7. I chose the Canadian Reading Development Series and Language Patterns for research on the primary grades. This does not discount the fact that there is considerable evidence of sex-typing in other books used in the teaching of mathematics, science, social studies and health. I simply chose to focus on language arts as a pertinent area of sex-directing.

From that first day in kindergarten when they start out to school in their freshly ironed dresses, girls are categorized by their sex alone. Who pushes the doll pram around the kindergarten room and who automatically assumes the role of breadwinner in the playhouse in the corner? But this is just the start and perhaps only a carryover from five years at home observing mother, and being generally unable to see

father's occupational activities.

Although there are no prescribed readers for the kindergarten level, a survey of library books in various classrooms showed the male to be the main character most frequently. He is the one who does the interesting things, the female generally being relegated to a domestic role.

However, by first grade a more obvious and definite pattern begins to take shape as six-year-olds confront their first formal reader. Of 31 stories of the family-experience type in *Off to School*, none show mother in anything but a dress. She is always the homemaker and her role is limited to sewing, cooking and cleaning. Father is the provider and his role is largely that of an entertainer. He takes the children sleigh-riding, skating, horseback-riding and on only one occasion is mother invited along—on a shopping trip. Janet and Anne are always in dresses (except for an outer snowsuit in winter) and the children's play is basically role-oriented. The girls and mother bake;³ the children play house;⁴ John and Father build a dog house⁵ and fish,⁶ while the girls stay home.



Father and John Go Fishing

59

Here again the differences in sex roles are stressed. Only father and son go fishing; mother and daughters stay home.

Of 26 stories in *Come Along With Me*, males are the main characters in 10 and females in five, both being equally involved in 11 more. Again mother assumes the nurturant role, and father that of the provider. In one story, called 'Skipping,' John says, 'Pepper is too fast for me'⁷ and in another the boys run too fast for the girls.⁸ Anne is seen once in overalls and Janet, in looking for a friend, finds Mary (also wearing a dress and sporting a demure, little-girl smile).

They play dolls, mother grinning her approval in the background.⁹

Even the animals in the story-book type of tales in Unit Three are depicted with social characteristics. The central figure is the male and the scatterbrain or mother-figure is female.

In *Stories Old and New*, 18 of the 29 stories have male main characters. The male is his son's pal, the provider, the hero and, in general,

experiences very warm relationships with his sons. The book stresses traditional male roles to the degree that, in the only one story in the book in which the mother works, the seven-year-old boy assumes the man-of-the-house role. 'Their mother had to work' because Margaret and Bob and their mother 'lived all by themselves. Bob was just seven . . . he was the man of the house.'¹⁰ One female who is shown to be independent, is made to look foolish;

Women in Teaching says

Women are defined through their biological functions—sexual and reproductive. They are discriminated against in the work force and channeled into the roles of wife and mother. They are exploited by industries, which have a vested interest in perpetuating the image of women as beautiful, plastic dolls. As long as roles are differentiated for the economic and psychological benefit of half the human race, one sex will enjoy greater opportunities, privileges and status than the other. Women will never achieve full human equality without a revolution in human relationships, labor and production.

As teachers we are part of an education system which supports and maintains the status quo. We inculcate values that perpetuate rigid role differences. We help to teach society's concept of what is 'masculine' and 'feminine.' Textbooks and other school literature provide socially acceptable models which stress qualities of independence and strength for boys, dependence and passivity for girls. Our own expectations and treatment further define the differences.

instead of respecting her independence, young readers laugh at her stupidity.¹¹

Book Two of *Stories Old and New* has fewer female main characters than its counterpart. Only three of 22 stories have females as main characters. Of the 17 adult females in the book, just two work at non-domestic jobs—both are elementary school teachers, positions long designated as 'female' jobs. Women's subservience is exemplified when a farmer says, 'Quiet, wife! If you were as wise as the King, you would not talk so much!'¹² Another female character, Mrs. Welladay, is shown as courageous mainly because she's near-sighted and deaf and cannot see or hear the lion she befriends.¹³ Lazy Jack, the only male depicted in a negative way, is a 'winner' in the end. He is rewarded for his behavior by being given the rich man's daughter as his wife.¹⁴

Differences Are Stressed

By Year Three sex-channeling is well under way and language arts stories bolster the differences be-

tween male and female roles. Mother is seen as a homemaker who cooks, cleans and reprimands. There is very little evidence of equal participation in the disciplining of children. In *Stories of Fun and Adventure*, Book One, two of the 23 stories have female main characters. Three of the women in the stories have jobs out of the home. One is a teacher, another a circus performer and the third a dancer. But the 14 males we meet all have non-domestic roles. In one story the women are referred to as 'silly things. They are only women . . . and not expected to know the secrets of the tribe.'¹⁵ Powerful sexist propaganda woven cleverly into prescribed reading for eight-year-olds!

Another outstanding example of this type of purposeful propaganda is cited in an article on children's literature in a media presentation on 'Sexism in Children's Books.'¹⁶ A sympathetic male character in the 1967 Newbery book winner, *Up A Road Slowly* by Irene White, says, 'Accept the fact that this is a man's world and learn how to play the game gracefully.' Another example

used is from the 1957 winner, *Miracles On Maple Hill* by Virginia Sorenson:

'For the millioneth time she was glad she wasn't a boy. It was all right for girls to be scared or silly or even ask dumb questions. Everybody just laughed and thought it was funny. But if anybody ever caught Joe asking a dumb question or even thought he was the littlest bit scared, he went red and purple and white. Daddy was even something like that, old as he was.'

Certainly these passages describe real life, but a good book for children should comment and leave the child feeling 'something is wrong here.' Perfect examples such as these are not the rule, but there is a superfluity of books and stories whose thesis might seem less obvious but whose refrain is predictably the same. What women are searching for are those interesting female pirates, Eskimos and even Bible figures.

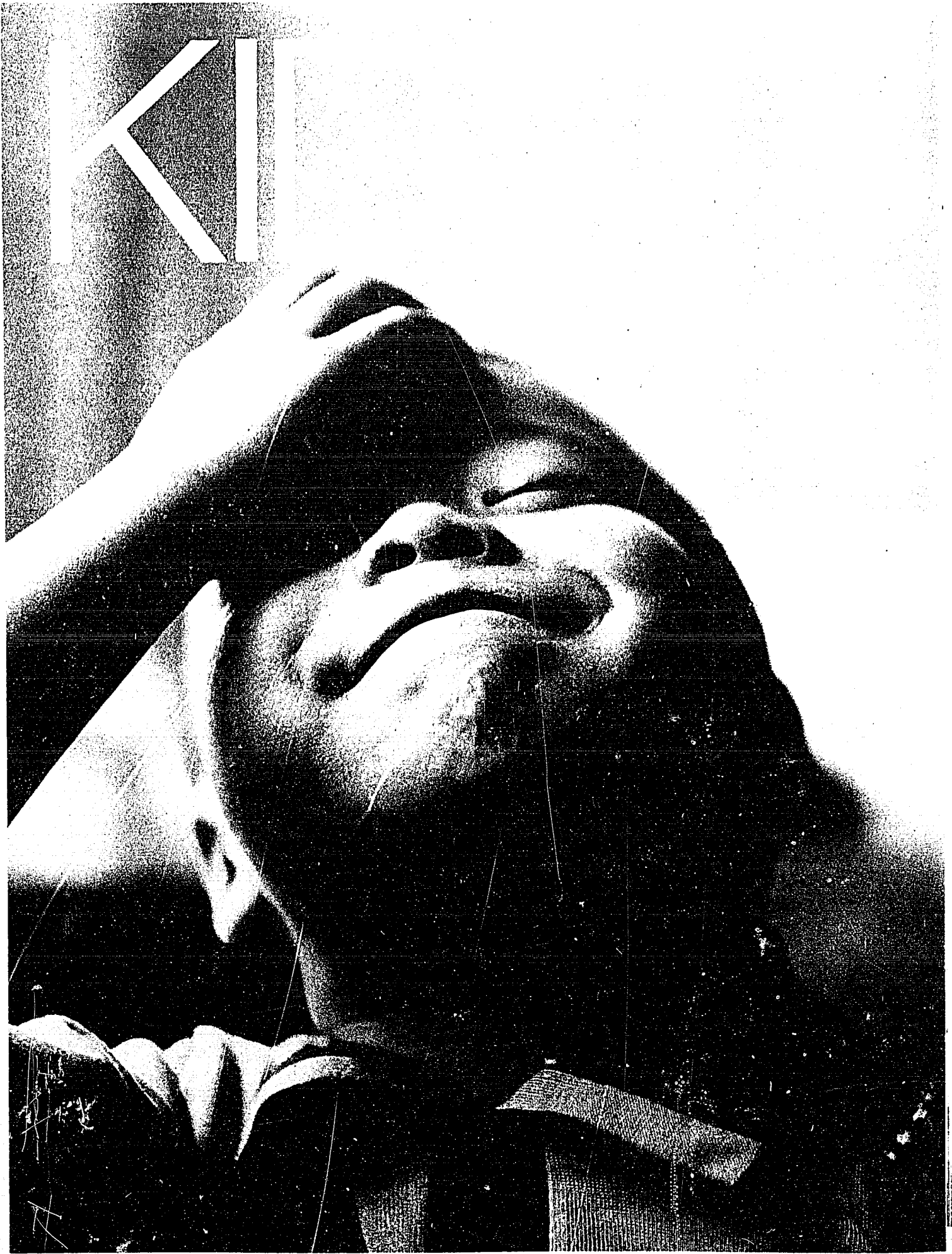
Another Series Is Similar

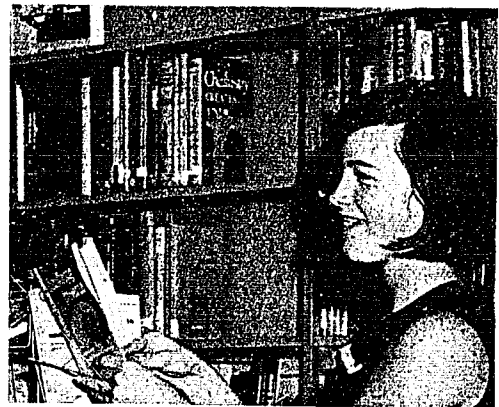
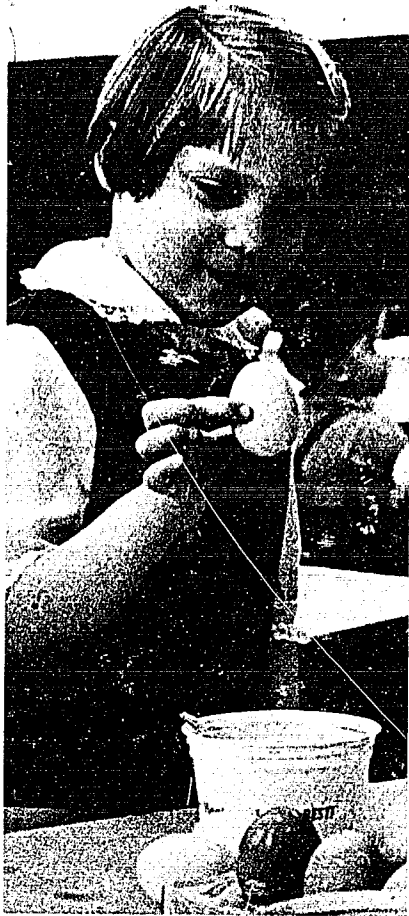
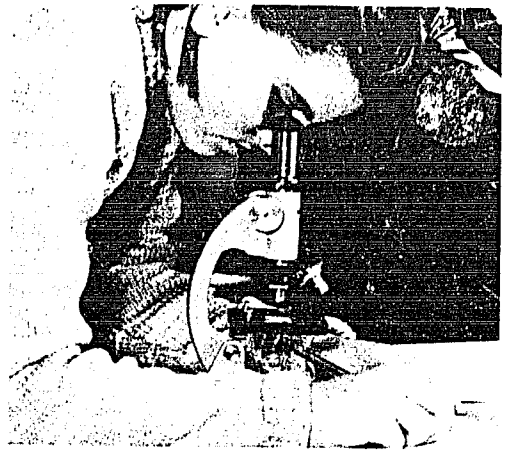
The Language Patterns series, also used in the primary grades, contains similar examples of sex-channeling and typing. The father is often shown as an understanding and kind person who takes his children on interesting expeditions. The mother remains at home to prepare meals and tell the children what's best for them. Many of the main characters are animals, usually male, who are heroic types.

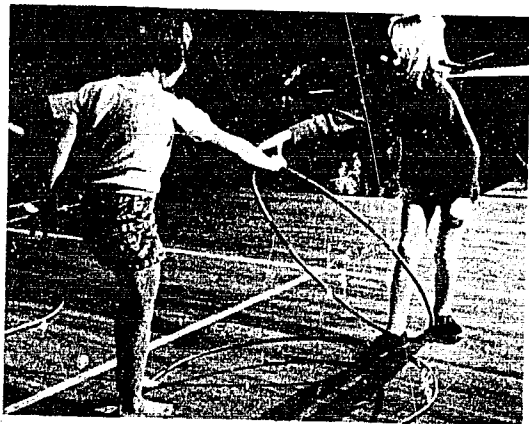
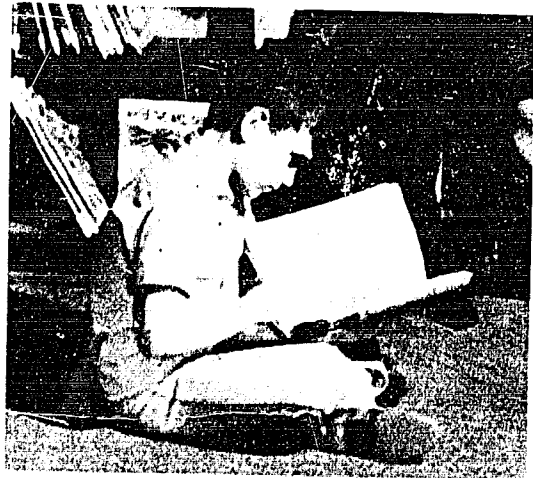
Of the 43 stories in the Grade 4 text *Happy Highways*, 27 are male-dominated. The males are depicted as resourceful in 'A Welcome Discovery,'¹⁷ determined in 'Little Chief of Gaspe,'¹⁸ independent in 'A Night in a Tamarack Tree,'¹⁹ wise in 'Little Red,'²⁰ and courageous in 'A Brave Gentleman of Holland.'²¹ Females, on the other hand, are shown in such ways as passively helpful in 'The Colours of the Rainbow,'²² irresponsible, when a girl rides a turtle into the sea from which she is rescued by her brother, and stupid in 'Miss Pickereil Goes to Mars.'²³

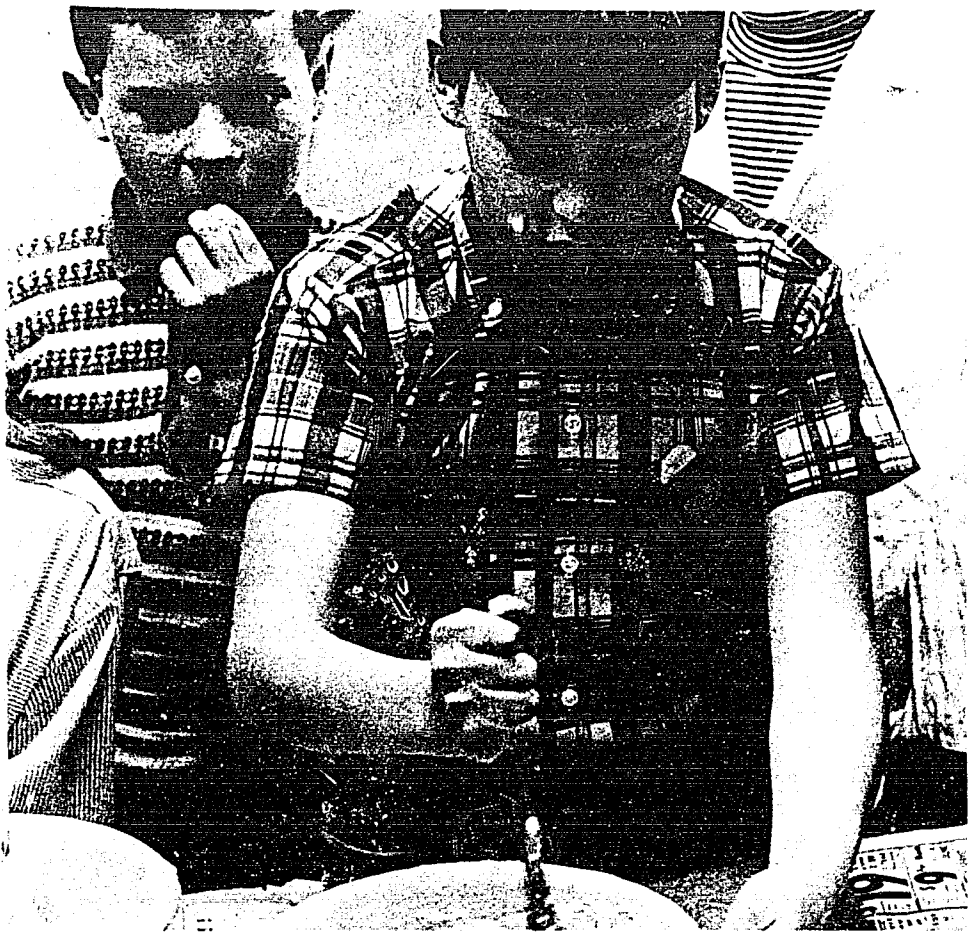
The Grade 5 reader, *Under Canadian Skies*, continues along these

Continued on page 146









Sex Discrimination

Continued from page 141

same lines in its story presentation. Five females, in contrast with 27 males, are main characters in 36 stories. Grade 5 boys are presented with models from every walk of life. Males are seen as policemen, trappers, cowboys, explorers, scientists, treasure hunters, doctors and detectives. Of the 16 stories in which females appear, 14 show the woman as homemaker and mother. Character traits are discriminatory. Females appear as dependent, passive, timid, unimaginative and unthinking human beings, whereas males are shown as independent, aggressive, brave, exciting and intelligent.

Broad Horizons, a Grade 6 language arts text, contains a large proportion of historical stories and is therefore more difficult to analyze in terms of today's sex-typing. But the inclusion of this type of story, with the male as main character and hero, bears out the fact that educationists choose to further sex-typing. In one unit, 'Storm Flight,' which centers on flying and space travel, all six stories are entirely male-oriented, there being no mention of a female pilot, even the best known, Amelia Earhart.

Accent on Reading and Sense and Feeling, both used at the Grade 7 level, contain some pertinent ex-

amples of sex-typing and channeling. In 'Ransom of the Red Chief,'²⁴ the boy, who is a rascal, emerges as a winner. Others are adventurous, capable, resourceful, perceptive and self-confident. Yet the boys nearly always have a negative view of females.

In 'My Father's Collie,' the boy says, 'I got along all right except that the only children near us were Mrs. McKeogh's two little girls on the one side and Mrs. Harris' three little girls on the other, and who wants to play with little girls?'²⁵ In another story, 'That's What Happened to Me,' a boy states, 'Old Man Patch was a pretty good guy but his wife, she was nothing but a crab . . . old lady Patch, she would look at the bottles and wrinkle her nose and make me wash them over again . . . she was fat and her hair was all straggly and I wondered why the deuce Old Man Patch ever married her, although I guess maybe she didn't look so awful when she was a girl. She couldn't have been very pretty, though.'²⁶

The evidence is there from the beginning to end of elementary school. This limited analysis of sex-role imagery in a representative selection of elementary school language arts textbooks clearly indicates that woman's creative and intellectual potential is either underplayed or ignored in the education of children from their earliest years. She is categorized into her community

role solely on the basis of sex.

Although such influence may seem insignificant to an adult reader, as the *Report of the Royal Commission on the Status of Women in Canada*²⁷ points out, it is important to remember that the readers are children and that they learn through models whom to imitate. The sex roles described in these textbooks provide few challenging models for young girls and they fail to create a sense of community between men and women as fellow human beings.

It is also through learning that men and women draw apart and experience 'different' feelings. As psychiatrist Theodore Isaac Rubin put it:

'So—what feelings are male and what are female? For me this is very simple—all feelings, interests, activities (other than child bearing, breast feeding, etc.) are BOTH male and female. This is not because we are all 'bisexual.' It is because all these feelings are human feelings and are not naturally isolated into sexual compartments except by our own learning and doing. Men and women are not born different but they can learn to be different from each other.'²⁸

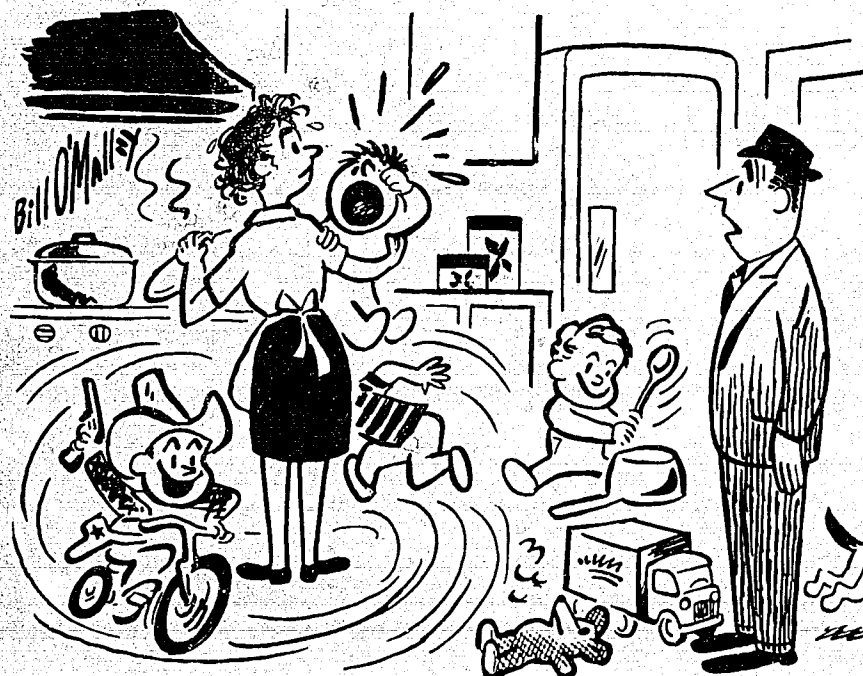
Textbooks Must Be Realistic

The time to stop this 'learning to be different' is now. Textbooks fail to present a set of values to counteract the cultural conditioning children experience from birth. Textbooks must begin to present a realistic view of both men's and women's roles in life. *The Royal Commission on the Status of Women in Canada* is justified in its demand that the 'provinces and territories adopt textbooks that portray women, as well as men in diversified roles and occupations.'²⁹ The parochial conception of the woman's role is changing and our children's education and the textbooks used therein must reflect this change.

Women want to be seen as the truly whole people that they are. They want their image to reflect their potential. Classroom textbooks must represent this change. No longer must women remain in frustration. §

References and bibliography available on request.

The B.C. TEACHER



You have no idea what it's like to be in a crowded classroom for hours.

School . . . Chicken Farm

Continued from page 133

pay lip service to the idea, while still fitting children to a system, instead of reversing the order.

The most convincing arguments in favor of a child-centered curriculum come from observation of pre-school children. Without the benefit of schooling, or lock-step education of a formal kind, children can learn astonishingly fast. Indeed, they have to in order to survive. How well they learn, and how much they learn, obviously depends in the first instance on the accident of inherited characteristics. Trees do not grow from cabbage seeds. But thereafter it depends on constant interaction with the environment, both physical and social.

Innately curious, the child explores: his body, his crib, his food, his toys, his parents, his world. As a living organism, he makes choices: accepting and rejecting in terms of his needs. As the son of *Homo sapiens*, he has inborn potentials beyond the merely vegetative. Short of brain damage, he cannot deny his rationality. Conscious from his first cry, he cannot escape drawing conclusions from his experience, or articulating them. What begins as an undifferentiated howl becomes a howl of protest, or a demand; and ends as the speech of his sub-culture.

If we tried to teach children to speak in the ways in which we normally try to teach them to read and write, most children would be stammerers, if not mutes. Pre-school children develop astonishingly large vocabularies by using words to explain their environment. In the Gradgrind kind of school that our system has evolved from, lists of words are given to be learned, divorced from real experience; and exercises given to promote skills that one day may be useful. In nature, we learn in the opposite way, gaining skills to serve our purposes. People who do not believe that children have purposes have never observed children.

How much children learn, or have the opportunity to learn, is clearly determined by the environment; and the environment, which is total, is infinitely more complex for children than it is for cabbages. With the right physical conditions plants flourish. With the right physical conditions but without love, without affection, human infants die. With good physical conditions, and poor social or psychological conditions, we become at best stunted as human beings.

All these things are obvious. What is less obvious is that precisely at a time when we know most about human psychology we abuse the knowledge we have. We do this in several ways, and at many different

levels. We consciously emphasize the importance of the physical plant: school buildings, heating, lighting, ventilation and technical equipment. We self-consciously emphasize the physical health of the inhabitants, and provide plant and services to promote it: gymnasiums, playing fields, dental and medical clinics. In these respects our intentions are not less worthy for being modeled on the same principles as the chicken farm. Clearly we would be less than human if we did not care about the health of our young.

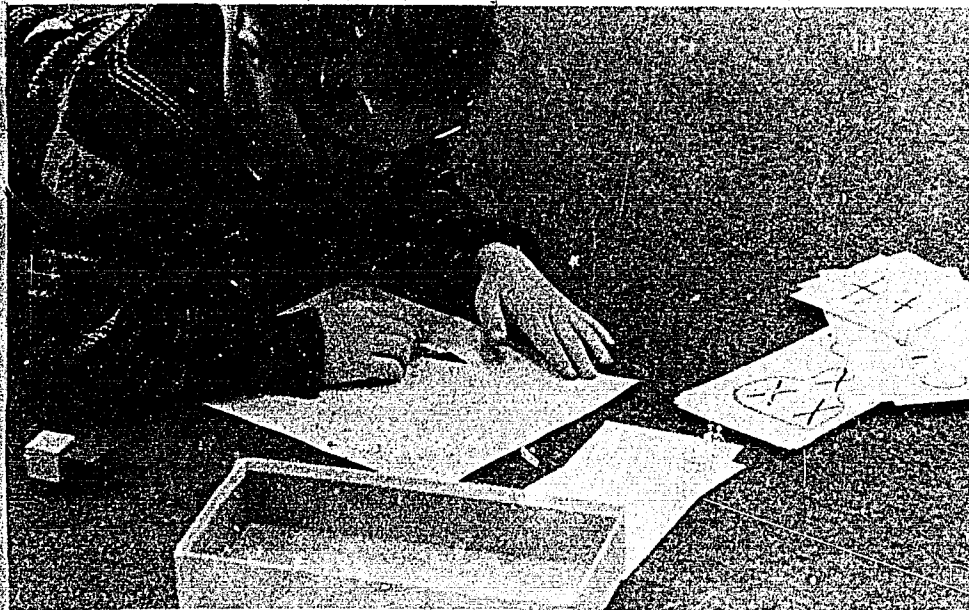
But there is more to health than physical health, and more to education than training and indoctrination. Children have observable characteristics that distinguish them from the young of other species. They are slower to mature. They need affection from their own kind. They are insatiably curious, exploring meaning as an end. They are innately creative. They possess superior brains, with greater capacity for organization of experience. They possess language, as a distinctive cultural inheritance.

We Should Value Uniqueness

Because they possess more characteristics, there are more variables to contribute to uniqueness, and more deviations from any supposed 'norm' of behavior. This uniqueness we call individual personality. If we are wise, we value it. If we are foolish, we do not. If we are foolish and strong, we set out to iron out differences, establishing patterns of conformity and coercing the young to fit in, lock-step: ordered, graded, age-grouped, docile, obedient, and dead. Dead in the moral sense of having no choice. Dead in the intellectual sense of being told, rather than finding out. Dead in the social sense of being organized, rather than organizing. Dead in the human sense of being trained, rather than educated.

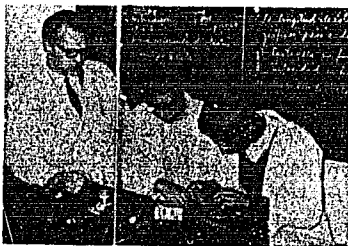
Children, unlike some adults, have an innate drive to understand the nature of self, society and the physical world. They bring to the exploration of self all the characteristics of the artist, except his skill. In the exploration of society, they are incipient social scientists.

A child-centered curriculum can have no fixed prescriptions since it must necessarily evolve according to the nature of each child.



Teach Overseas for Two Years

Africa - Caribbean - Asia - Latin America



Developing nations are putting increasing emphasis on education. More students are attending secondary school than ever before, and as a result the shortage of trained, experienced teachers remains acute.

CUSO expects to receive over 300 requests for Canadian teachers in 1972.

In greatest demand are teachers of English, math, physics, chemistry and French. Most positions are at secondary and post-secondary level. Some teachers are also required for special courses such as English as a second language and remedial reading.

School buildings and facilities vary enormously from one area to another. What matters is that you are able to adapt to living and teaching in an environment that will be unlike any you have encountered in Canada.

All CUSO assignments are for a minimum of two years, and most school boards will now grant a leave of absence to teachers applying to CUSO. As an employee of your host government you will be paid at about the same rate as a local teacher — perhaps not much by Canadian standards, but enough for a reasonably comfortable living standard.

CUSO provides training and transportation, a comprehensive medical, dental and life insurance programme and a resettlement allowance on completion of assignment. Except in some high priority cases, families may only be accepted if both husband and wife are prepared to work and children are below school age.

For more information on CUSO and teaching positions available, write:

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scarcely distinguishable from professionals in the errors that they make. Discovering their world, they are tough pragmatists relying on all available data. In all cases, trial and error are their mode: as it has been in the growth of what we call civilization. If we want civilization to survive, which may be Utopian, or our young to develop beyond our own limitations, we must stop telling and drilling and testing in the name of teaching. Instead, we must concentrate on providing opportunities for learning, in modes appropriate to the learners.

Since children do indeed mature more slowly than the young of most species, we should be in no hurry to teach them tricks, using physical rewards and punishments more appropriate for puppies than for humans. Since children, like adults of their own species, do indeed show subtler deviations, let us not try forever to homogenize them; or everlastingly rate them against others, since this is both degrading and absurd.

We Cannot Learn For Children

If we believe that, as part of the human family, they do have superior brains, let them exercise their brains to the full on things that concern them; and not merely rely on the lowest brain function, memory, to regurgitate what is of concern to us. If we believe in freedom, let us give them freedom and let them take the consequences.

We can learn with children, and from children, but we cannot learn for children. Learning is something that each of us must do for himself. But we can provide conditions under which learning can take place. A good school is simply one in which good conditions exist, for those for whom it exists: the pupils. It is a microcosm of a civilized society, in which the arts and sciences flourish, and every man is a citizen.

Citizens in a civilized society are not told what they must do; that is something they determine for themselves. Perhaps learning consists primarily in finding out, and is obstructed more by answers than by questions; but even the questions should be one's own.

§

TEACH IN CANADA'S ARCTIC NORTHWEST TERRITORIES

POSITIONS AVAILABLE: Commencing September, 1972.

The Northwest Territories Department of Education will require teachers to fill positions in schools with one to fifty 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:

- All offers of employment are subject to teachers and dependents passing a medical examination.
- On appointment, transportation costs are paid from place of recruitment to place of employment in the Territories. Return transportation costs are paid on 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.
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SALARY SCALE: The 1971-72 salary scale is presented below.

Level	Minimum	Maximum
Level 1	6,300	8,796
Level 2	6,726	10,276
Level 3	7,717	11,687
Level 4	9,328	14,088
Level 5	9,984	15,334
Level 6	10,536	16,006

Plus

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

Special Deadline

All nominations for the G. A. Fergusson Memorial Award, with supporting materials, must reach the General Secretary, B.C. Teachers' Federation

by
February 20, 1972



Chairman Ken Macpherson

B.C.T.F. ASSISTANCE SOCIETY

The Benevolent Fund is a BCTF tradition that is of longer standing than is any active member of our Federation. Over the years this fund has been able to assist members who have found themselves in difficult financial circumstances. Assistance was always in the form of a loan or a guarantee of a loan. However, over the course of the years, many of these loans have been written off by the Federation.

Recently the Executive Committee abolished the Benevolent Fund and discharged the committee. But at the same time it asked the members of the committee to continue the work in a different and expanded manner.

The B.C.T.F. Assistance Society is a child of two teacher-parents: the BCTF and the Provincial Teachers' Medical Services. Now that medical care has been acknowledged as a function of government, teachers, who pioneered medical self-help, find themselves with an organization (and a little money) without a cause. The birth of the new infant, the B.C.T.F. Assistance Society, was announced by the Registrar of Companies on November 15.

There are sixteen members of this society: eight named by the BCTF and eight by the PTMS. Since all BCTF members are automatically members (without fee) of the PTMS, it is a little difficult to distinguish between the parties. Ken Macpherson hardly noticed the difference between his former position of chairman of the Benevolent Fund Committee and chairman of the new Assistance Society. Mike Downing is vice-chairman; Dave Smith is secretary.

You will not hear much about the B.C.T.F. Assistance Society. Its work is, of course, kept strictly confidential. But please do not forget that it exists. If you know of any BCTF member (active or retired) who needs help, place a confidential call — collect if you are out of town — to Dave Smith at the BCTF office. The telephone number 731-8121.

A casual observation of contemporary social activity might produce a picture of loosely organized dissidents chasing a mythical conspiracy called the Establishment.

Such an image would be in error. It is more likely that with increased size and massive technological development, social entities of all kinds have expanded to such size and power that a composite understanding of where human society may go next is a matter of some considerable uncertainty.

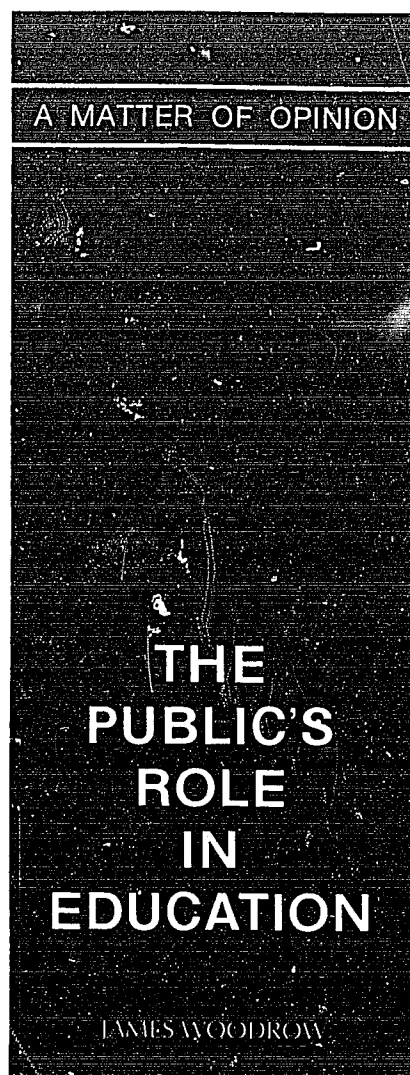
In earlier years of this century, it was chic to speak of putting the individual 'into the big picture.' Today, unless the individual *does* get into the big picture of society, the social fabric may loosen to the point of intolerable stress. It may be, therefore, that the radical left and right, and the radical chic, are simply barometers of pending social chaos.

The feelings of a loss of direction, identity or purpose have not passed educational institutions. They too have had their share of social and political stress. And while in specific cases of institutional disruption there may have been substantive cause, the one feature many participants seem to share is a sense of abandonment.

It is a feeling that no one cares; that they have become total institutions: islands in a sea of humanity with no means of contact, communication or, even worse, no apparent reason for needing them. Public institutions need public contact and, indeed, public guidance. In the case of education, few are prepared to say what that contact should be or how that guidance should take place.

If the views expressed here have merit, it would be of singular benefit to all if some means could be devised that would lessen the chances of public schools becoming too insulated from the people whom they serve. To do this requires an inquiry into the public's views and attitudes on education.

There is no educational establishment conspiring to achieve total autonomy; but without public views and support, the increasing social complexities engulfing us today may create a kind of public school auton-



omy that neither the education profession nor its public desire. It is essential, therefore, to hear from as many citizens in as many capacities as possible in order that we may head off the potential chaos and fragmentation that currently grows in many large urban centers in North America.

It may be argued that education is healthy and warrants no public scrutiny at this time. Perhaps people are quite satisfied with their school service. Unfortunately, studies indicate there is a considerable demand for a greater public voice—not to control, but to be heard—in education. And dissatisfaction is clearly shown by defeated school referendums.

While gross hostility toward education does not yet exist in B.C., it does elsewhere on the continent. It may be wise to recognize now

The author is a doctoral student in UBC's Centre for the Study of Administration in Education.

that the public should be considered as an integral part of education's foundations and some means of joint participation should be established for our mutual benefit and, particularly, for the benefit of the learners.

Defining public rights and responsibilities in education and devising mechanisms for public participation beyond the mere parliamentary-like representation now extant is not easy. The literature dealing with the public's access to its institutions shows that attempts to deal with the issues are little more than maneuvers to revitalize existing structures, thus tacitly suggesting no alternate means are available.

For example, some school boards are not very representative of the social strata of their district nor of the district's vocational foundations. Although some benefit may be obtained by seeking correction of this kind of imbalance of representation, it may be that the school board as the basic unit of public representation is inadequate for this century's emerging needs. Hence, to repair it may be to perpetuate the essence of a problem. However, it is likely that nothing so drastic as amputation is necessary.

The Greater Victoria School Board has shown considerable leadership in the development—and, to some degree, the sponsorship—of citizens' committees in education. Why should a public body *not* encourage and develop means for public participation in its affairs? Public is public.

A common feature of academic research projects involves the development of a project or program, which is then submitted for consideration to agencies for funding. Given a reasonable rationale and proposal for some set of aims, a public group might seek school district support. Thus, the organization asserts its viability through initiative and competent proposals and becomes publicly accountable for its success. Its projects are publicly screened and supported. An important feature of this format is that it allows for the creation of an organization that incurs very little expense until it is actually engaged in specific

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tasks.

Many organizations flounder
through attempts to stay alive
socially at the expense of their
prime business functions. But a for-
mat that requires only a skeleton
crew during periods of inactivity
can remain viable indefinitely.

Although this is but a crude out-
line of one possibility open to con-
cerned members of the public, it
does suggest there are many avenues
to explore in the problems of the
public's access to their institutions.
We in education are in a very public
business; and if we fail to gain the
public's support, we shall fail as
professionals in the whole of the
enterprise.

One organization, the B.C. Parent-
Teacher Federation, has been doing
something about the problem. It
formed a commission on the public's
role in education and in the past few
months held public hearings
throughout B.C. Let us hope the
profession will sense the urgency of
the problem and join the commis-
sion in a major effort to establish
more effective relations with the
public we serve.

§

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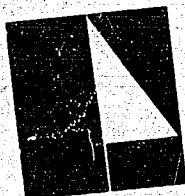
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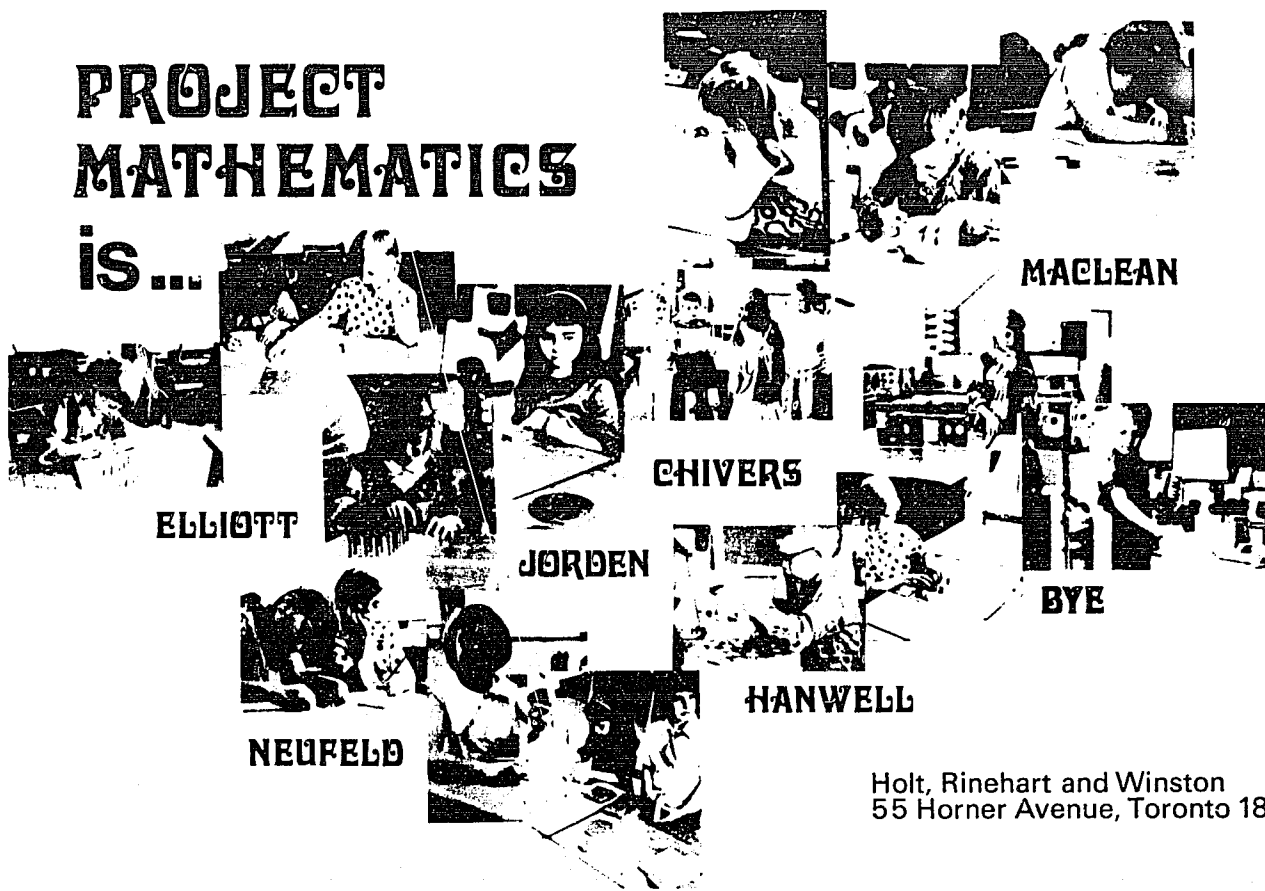
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3003, Area and Perimeter, 8 p., 20¢. Some geometric figures suitable for practice in measuring and in computing area and perimeter. Elementary students could work with some of these.

BCTF Lesson Aids Service, #105-2235 Burrard Street, Vancouver 9.



SO WHAT BOOKS . . .

are you not reading? Well, it seems sometimes that publishers get into the same sort of bind that movies are now experiencing. Don't get me wrong, folks, because non-films and non-books both seem able to make money. It's a sign of the times.

FOR INSTANCE . . .

How come the same publisher can produce a great book like Pierre Berton's magnificent *The Last Spike*, and at the same time *The Wonderful World of W. A. C. Bennett*, by Ron Worley? Both cost \$10, from McClelland & Stewart. Whatever your political stripe, you must admit that our Premier is an important enough figure in our history to deserve a first rate biography. But not this.

And how about *The Plastic Orgasm*, still selling like mad, but who knows why? The author, Laverne Barnes, has a great deal to say and she says it badly, even if you ignore the coarse language—a pretty difficult feat.

CENSORSHIP IS NOT . . .

the answer, either. We are lucky to live in a land where all kinds of books get written and published. We wouldn't want it any other way. What we do want is to teach our kids to be able to know the difference between good and bad books, and to give the latter short shrift.

AND THIS APPLIES . . .

not only to reading matter, but movies, television, music, architec-

ture—in short, the whole spectrum of creative endeavor. One of the major aims of education must be the cultivation of taste in our young people.

SO ENDETH THE LESSON.

—C. D. Nelson

SCHOOL ADMINISTRATION

Change and Innovation in Elementary and Secondary Organization. 2nd ed. Ed. Maurie Hillson and Ronald T. Hyman. Holt, Rinehart and Winston, c1971.

\$6.55 paperback

Here is a revised and expanded edition of the editors' *Change and Innovation in Elementary School Organization*, now including both elementary and secondary schools. Its 435 pages consist of 45 articles from various sources—books, professional and a few general periodicals, and proceedings of conferences. Because of the absence of a promised authors-and-affiliations index, as well as the numbers concerned, it is not possible to comment on the authors' qualifications. They are usually practical and write well!

Articles are grouped into eight parts: An historical and present day perspective; The continuous progress education movement; Team teaching; Various aspects of grouping pupils; Individualized instruction; Flexible scheduling; Educational technology (includes TV, films and film-making by students; computer aid and effects (2); an instructional management system; and even 'The myths of educational technology'); The total scene (eight articles on various kinds of schools, organization, observing, and even 'Lag on making ideas work,' which naturally comes last, #45!).

Criteria for inclusion of articles were recency, impact, usability and readability. In each part except the first are a critical introduction, a research-oriented article and an article on implementation. Apparatus includes graphs, tables, diagrams and forms, as well as a 9-page index, a 4-page detailed

Contents, a Preface and a few footnotes. Instead of a general bibliography, quite full lists of references at the ends of most parts and of some articles (plus the footnotes) give adequate source information. The provenance of each article is indicated after its title.

While most of the contents are American, two articles have Canadian connections. 'Continuous Progress in Education,' by Maurie Hillman, is reproduced from his paper to a BCTF Conference in 1967 and 'How Would You Rate Your School?', by Margaret Gayfer, reproduces and comments on the replies received from a questionnaire in *Chatelaine* compiled by a team of graduate students of Ontario Institute for Studies in Education, and sent to 65 Canadian school principals. Some of John Young's reply is (very decidedly) quoted!—G. H. Cockburn

CANADIANA

Canada: a Guide to the Peaceable Kingdom, edited by William Kilbourn. The Macmillan Company of Canada Ltd., c1970. \$3.95 paperback

Mr. Kilbourn has assembled some 60 interesting and excellent pieces of 'found prose,' relating to the Canadian identity. These articles and selections from books are, almost all, by Canadians and written between 1960 and 1969.

He notes, 'The title of this book was chosen to suggest that it would serve as a travel companion for explorers of the Canadian spiritual landscape.' Shall we turn its pages, then, and note some of its authors, topics, and potential use for us?

Authors include Rene Levesque, Morley Callaghan, Melville Watkins, Anne Hebert, Claude Ryan, Edmund Wilson, Pierre Trudeau and Kildare Dobbs, as well as such expectables as Roderick Haig-Brown, Pierre Berton and Marshal McLuhan. And very much et cetera, none of them dull.

Sampling its topics, we find: much current history and politics, especially on the problems of Quebec, and the relations of Canada and the U.S.A. Sections on the provinces and on some ethnic groups are very good and quite illuminating, and there is no little material on Canadian art and literature. Biography and autobiography are well repre-

sented, including our own Mr. Bennett, Judy, Leonard Cohen . . . And the CBC is well examined.

As to use, perhaps the best thing is to read it two or three pieces a night, the fine Introduction last so you can review, by it, what you read and argue with it if you like! Such for pure pleasure (and it is!). The more hum-drum classroom use, which could be a lot, will emerge naturally, and you can guess some of it from the 'topics' list above.

—C. H. Cockburn

Canada's Five Centuries, by W. Kaye Lamb. Ryerson/McGraw Hill, c1971. \$22.50

Written by W. Kaye Lamb, who is internationally known for his distinguished career as Dominion Archivist and National Librarian, this book is, in every respect, a premium quality work that relates the fascinating story of Canada's history from its discovery up to the present.

With countless little-known and rarely seen photographs, illustrations, paintings, engravings and full color maps from the National Archives and National Museum, *Canada's Five Centuries* is indeed a lavish pictorial history.

The book is divided into five parts by

centuries: discovery and early settlement to 1713; the struggle for possession to 1783; expansion and consolidation to 1867; the first half of Confederation to 1919; and the second half to 1970. In each period the author has blended a pictorial and literary interpretation of Canadian history, allowing anyone—old or young—to see and read about the people and events that built this nation. The account is both colorful and absorbing.

Although this book is relatively expensive, it is well worth the price and should be added to any private or secondary school collection of classical Canadiana.

—Elden Kier

FRENCH

La France et les Français, by Ernst Brodin. Holt, Rinehart and Winston, 1971. \$8.75

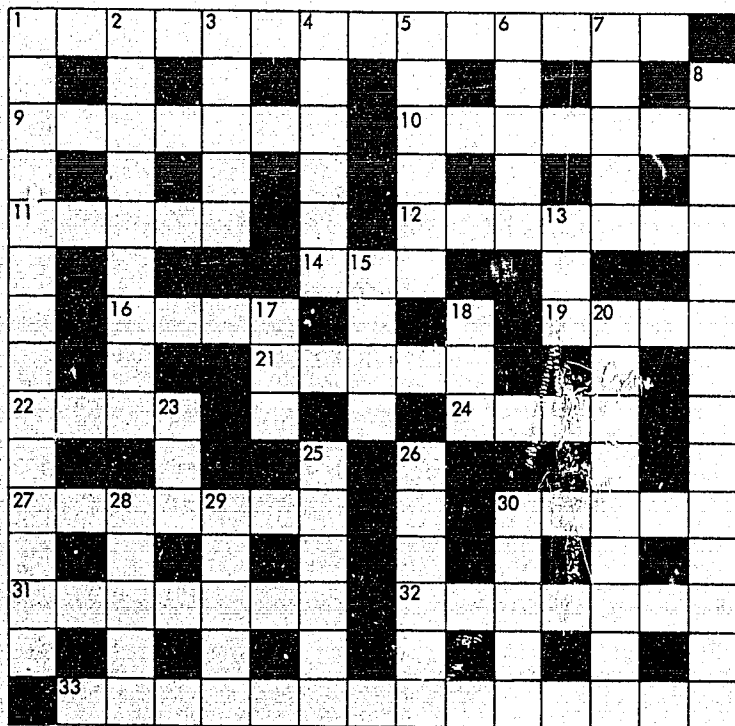
La France et les Français is a very good introduction to 'la civilisation française.' The text is in fairly simple French, which should be readily understood by Grade 11 and 12 students. The illustrations are numerous and well related to the textual material, and include some excellent color plates. The attractiveness of the book is considerably enhanced by a good quality hard cover, decorated with

colorful reproductions of French postage stamps.

The first half of the book deals with the major personalities and events of French history, dating from the Gauls to the present Fifth Republic of Georges Pompidou. Because of this wide-ranging scope, much of the material is dealt with very briefly and much is of necessity omitted. The book is, of course, intended for American rather than Canadian students, so one must be resigned to the fact that French Canada gets only a very brief mention in a chapter more concerned with Franco-American friendship.

The second half deals with contemporary France and her people. It contains up-to-date information on such things as social security, education, politics, administration and communications. France is presented as a modern industrial nation, with penetrating insights into the social and intellectual milieu. Again, much of the information is very brief, but this has its advantages: for example, the length of the chapters makes them ideal for home reading assignments. In addition, each chapter is followed by questions that enable student and teacher to check comprehension readily. The student is further helped by explanatory footnotes in both English and French and by a comprehensive vocabulary list. —Roger Coster

Dedicated to all teachers of English



CLUES ACROSS

1. And Maud relaxes (anagram). To read one of this French dramatist's novels, no doubt (9, 5)
9. Going in and out with the French creates a rough draft (7)
10. Seen in every facade (7)
11. Brief extract from Raymond Souster's *Ersatz* (5)
12. 'The road, and we did buffet it with lusty sinews' (*Julius Caesar*) (7)
14. Novel by Rider Haggard (3)
16. Taken from an operatic variation (4)

19. The pen name of Charles Lamb (4)
21. Poetic form somewhat cut up (5)
22. Rescued by a prompt piece of needlework, we're told (4)
24. Make a positive statement about a Verdi opera (4)
25. Part of a Somerset Maugham story (3)
27. The first section of Dante's *Divine Comedy* (7)
30. A measure of the young animal taking one hundred (5)
31. U.S. slang term for a dollar which could also describe the Duke of Wellington (4, 3)

32. 'If thou dost shed ... of Christian blood, thy lands and goods Are ... confiscate' (*Merchant of Venice*) (3, 4)
33. Handed out by the judge—and in by the pupil! (1, 5, 8)

CLUES DOWN

1. Poem by Bliss Carman could be about a long, thin river (1, 8, 5)
2. 'O noble English, that could with half their forces the full pride of France' (*King Henry V*) (9)
3. 'and let no man this deed But we the doers' (*Julius Caesar*) (5)
4. Read about the manuscript—and find out how Freud interpreted these? (6)
5. One of the functions of an adventure story (6)
6. This line is used to emphasize (5)
7. Something usually given before the end of the mystery story (1, 4)
8. Paper and plastic go around to make it into a kind of adjective (4, 10)
13. Part of the very essence of English composition (3)
15. Author of *The Outcasts of Poker Flat* (5)
17. A shout of welcome from 24 across (3)
18. The scene of Masefield's high temperature? (3)
20. English poet made up when there's mainly nobody around (4, 5)
23. 'how long will it be ... they believe me' (*Numbers 14:11*) (3)
25. Poetic form set on a northern variation (6)
26. Almost another odd subject for seizure in many a Shakespearean play (6)
28. The location of Mary Ann Evans's Mill (5)
29. Shakespearean character seen around no more (5)
30. Extract from G. K. Chesterton's *The Man Who Was Thursday* (5)

Answers will be printed next month

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SCHOOL COUNSELLORS' SEMINAR: "STUDIES IN HUMAN INTERACTION" EE 79 DR. NORMAN KAGAN, Fri. & Sat., Mar. 17 & 18, Education Bldg., UBC

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THE TWO-WEEK WONDER

The other day they were back again—a group of wide-eyed young men and women who arrived at our school. They came after some two months of intense indoctrination designed to prepare them for what they were about to see.

But several of them privately confessed (as they do every year) that they probably would have been much better off had they arrived in their pristine, virginal state. Speaking educationally, that is.

With deadly accuracy one could predict their difficulties. They would arrive in our hallowed halls with training designed to culminate in the blazing pedagogical crescendo of *Il Lessone Magnifico*.

They had listened to profs deliver their pièces de résistance in front of carefully chosen, responsive classes. They had seen these grand old masters faultlessly perform in their *Cook Lands at Nootka*, *Computer Can Be Your Friend* or *Just How Cool is Rod McKuen in Listen to the Warm?*

Dizzied by the brilliant educa-toahs, awed by the ease with which they flow from one concept into another (while pausing patiently for a moment to explain a minor detail to the mildly confused kid in the last row), the student teachers are positively stunned by the sheer artistry of it all.

It's only much later, usually during their first year as full-time teachers, that they begin to doubt. It's when they are forced to prepare not one lesson a year but two to three a day. But by that time the profs are bedazzling a new group of novitiates and the first-year teacher is in no position to challenge the savants. He is much too busy trying to survive in the greenboard jungle.

And so it goes on year after year with maddening constancy and everyone who knows about school routine also knows a two-week stint as a student teacher is about as useful as five minutes in mastering Mandarin Chinese. What's more, the polished lessons that have been practised by the FacEd profs for the past decade do more harm than good. (That's viewing it from the student's point of view—not the prof's.)

In the school's routine there is no such thing as one lesson in a vacuum. It's a continuing process. And in those schools where the semester system reigns supreme that one lesson forms a group with some 100 taught in five months. They are taught every day (in April, May and June too—imagine!), tired or relaxed, happy or sad, corn on the right toe or no corn on the right toe.

The type of lesson that is being

paraded by the profs as normal is anything but. It is an aberration. And in that sense the whole two-week exercise in dilettantism should have been discontinued many moons ago.

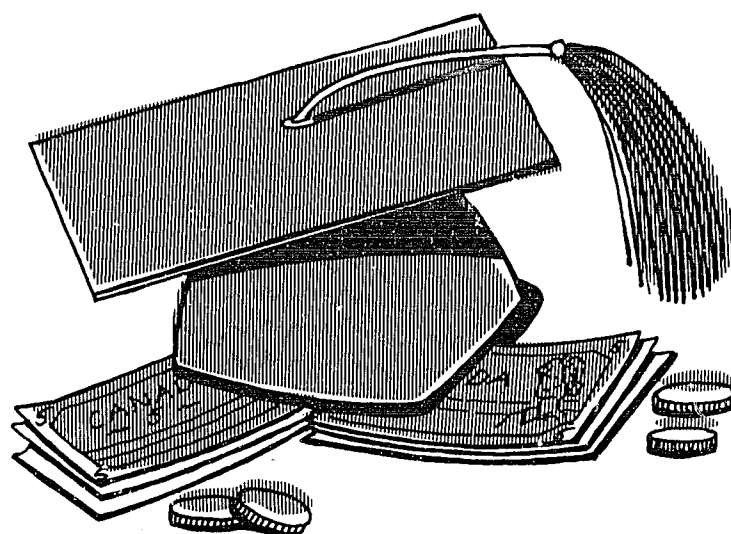
It has been at least once. Some six years ago someone in the Faculty of Education at UBC came through with the idea that it would be a good thing if the spring practicum for Fifth Year Education students in two special disciplines consisted of six weeks in a secondary school classroom. I was lucky. I got in on it.

And I don't know of anyone who was in our group of 40 who would have argued for the old two-week practicum system. Most felt that they should have gotten at least four weeks in the fall as well.

Was it successful then? From our view, beyond the wildest expectations. Has it been continued, expanded, taken beyond the experimental stage? Not that I know


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of. When we asked in 1966 about the fate of the program, we were told that there would be no funds to continue it.

But there seems to be plenty of money to continue the two-week farce.

In 1969 the COFFE Report promised great changes in UBC teacher training. But few of them have been implemented. Just like the trouble they're having in implementing mechanized farming in India. The farmers feel safer with the bullock.

Unlike the student taking medicine or law, the student who comes to the Faculty of Education for his fifth year is practically finished. He has WHAT he will need in his profession; he merely needs to learn HOW best to use it. And until we discover a scientific, foolproof approach to methodology, the best system by far is the empirical one.

The rapid rate with which educational methods change makes it doubly imperative that the student teacher be exposed to the changes as they affect the classroom. I'd be willing to wager that more than half of the pros who teach and pay lip service to such 'in' things as conceptualization, individualization, and accountability haven't been in a classroom on a routine basis for at least five years.

The routine of a hospital is not that important to a doctor. Neither is office routine to an engineer. But by far the greatest part of a prospective teacher's time will be spent in the classroom, not at the university. Anything that does not take place there must be, at best, of ancillary nature.

What would remain would be methods. Pure and unadulterated methods. Nothing else. The student teacher could then come to see us in the schools more often.

... Maybe he could even stay as long as six weeks at a time. §

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Regaining Public Confidence

Continued from page 160

know that they are truly welcome in our schools.

The efforts to develop 'community schools' should be of real help in furthering the public's understanding of the school system. We should encourage such efforts all we can.

Getting parents involved will be just a first step to regaining public trust, of course, but it is a logical beginning. Governments can be

thought of as organized public opinion. Until we have restored public confidence in the schools, no government is going to loosen the purse strings for education. When governments believe the people strongly want something done, they will usually act. If there is no public demand, however, other aspects of governmental activity will get the attention.

Our task is to involve the public with the schools. Unless we do, we can't expect to overcome the present negative attitudes to education. §

MATERIALS RECEIVED IN BCTF RESOURCES CENTER

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

CLASSROOM TEACHING AND LEARNING, by Laurel N. Tanner.
New York, Holt, Rinehart and Winston, 1971.

CONTINUOUS PROGRESS EDUCATION; A PRACTICAL APPROACH, by Maurie Hillson and Joseph Bongo. Palo Alto, Calif., Science Research Associates, 1971.

DARE TO DISCIPLINE, by James Dobson. Wheaton, Ill., Tyndale House, 1971.

DEVELOPING AND ADMINISTERING A COMPREHENSIVE HIGH SCHOOL MUSIC PROGRAM, by H. E. Moses. West Nyack, N.Y., Parker, 1970.

DEVELOPMENT OF AUDIOLINGUISTIC SKILLS IN CHILDREN, by Merlin J. Mecham. St. Louis, Warren H. Green, 1969.

EFFECTIVE TEACHING STRATEGIES WITH THE BEHAVIORAL OUTCOMES APPROACH, by Muriel Gerhard. West Nyack, N.Y., Parker, 1971.

HOW CHILDREN LEARN MATHEMATICS, by Richard W. Copeland. New York, Macmillan, 1970.

INTERPRETING LANGUAGE ARTS RESEARCH FOR THE TEACHER, by Harold G. Shane and others. Washington, ASCD, 1971.

SCHOOLS AND CABLE TELEVISION. Washington, Division of Educational Technology, National Education Association, 1971.

SPEECH AND LANGUAGE PROBLEMS, by George O. Eglund. Englewood Cliffs, N.J., Prentice-Hall, 1970.

TECHNIQUES FOR BEHAVIOR CHANGE; APPLICATIONS OF ADLERIAN THEORY, edited by A. G. Nikelly. Springfield, Ill., Charles C. Thomas, 1971.

Answers for last month's crossword puzzle

Across		Down	
1. Preservation	18. Clinch	2. Rustier	9. Using one's head
10. Ahs	20. Assuage	3. Sumatra	17. Bad teeth
11. Magnanimous	23. Bed	4. Regicide	19. Confirm
12. Idiomatic	24. Antonio	5. Abates	21. Sweater
13. Emotion	26. Twelfth	6. Iridous	22. Alfalfa
14. Ins	27. Confinement	7. Naomi	23. Bolero
15. Garland	28. Lea	8. Taking a chance	25. Tunes
16. Eskimo	29. Some other day		



REGAINING PUBLIC CONFIDENCE

If you were to ask people what they think is the most serious problem in education today, my bet is that most of them would say financing it.

There isn't too much Canadian information available, but I suspect that the results of the 1971 Gallup poll in the U.S.A. would be reasonably typical of the reaction of the Canadian public too. That poll indicated that finance—how to pay for the schools—was cited most often as the most serious problem. It replaced discipline, which topped the list in both of the previous two years.

There is no denying that how to finance education adequately is a problem. But I suggest that the profession has a much more fundamental and more serious problem, of which resistance to school taxes is just a symptom.

As I see it, our major problem is the public's lack of trust in the schools. People have lost their faith in what the schools are doing, and that loss of faith is manifesting itself in a variety of ways, the most obvious of which is the cry for cut-backs in and controls on the cost of education.

Unfortunately, there is little objective information on why people have lost their faith in schools. In many cases they have been reacting emotionally rather than rationally, and all the facts and reasoned arguments in the world are not going to change opinions based on emotion

—prejudices, if you like. What the facts are is not as important as what people *think* they are.

What started out as a mere generation gap, for example, has become an apparently unbridgeable chasm. Many adults look at the dress and life style of our young people, throw up their hands and ask themselves why they should pay high taxes for education when the schools produce *that*. For of course the schools are at fault, with all that permissiveness nonsense, their lack of discipline and their failure to pound facts into the kids.

There is no doubt in my mind that we aren't going to solve our education finance problems until we restore people's faith in what we are doing. How can we expect them to pay for something they don't believe in?

The recent hearings of the B.C. Parent-Teacher Federation's Commission on the Public's Role in Education have indicated that we have failed miserably to communicate to people what the schools are doing, and why they are doing it. Here is a good place to start trying to win back that public trust without which we cannot operate successfully.

I'm not thinking here of a Madison Avenue type of publicity barrage. Such campaigns are interesting, but communications research indicates that they aren't effective in changing people's attitudes.

What we have to do is to give people an understanding of what schools are all about, and that

means communication—real, two-way communication—an exchange of information, ideas, attitudes, facts, opinions, criticisms and suggestions.

Understandably, parents with children in the schools are the ones who will be most interested in what we're doing, yet the BCPTF Commission was told time and time again that teachers are unapproachable and are not interested in discussing anything with parents. Whether or not that is really the case is of little importance; the significant thing is that many parents *believe* it to be the case.

What we must do, therefore, is to get parents into the schools, so that we can arrive at a common understanding of what the schools can do and should be doing. This will involve our helping parents understand how the educational process works, so that society won't continue to make demands on the schools that are essentially non-educational—that actually work against the process of education.

I hasten to add that some schools already do an outstanding job of involving parents. Everything from informal coffee klatches in staff-rooms to using teacher aides and/or parent volunteers in classrooms is paying off handsomely in public understanding in some areas, but not nearly enough schools are committed to actively encouraging parental involvement. Parents must

Continued on page 159

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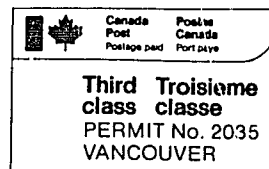
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