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VOLUME 51 NUMBER 5



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# THE BC TEACHER

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Vol. 51, No. 5

February 1972

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## COVER PICTURE

Artist Hugh Weatherby painted this little lad at Alert Bay, and titled the picture merely 'Indian Boy.' He is of the Kwakiutl people, who were, according to the artist, at one time skilled as carvers of totem poles.

## PHOTO CREDITS

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I have said all the above simply to point out the dire need for something further. We have been unable to find Primary Dictionaries numbers 3 and 4. We urgently request that a sample copy of each of them be sent and, if they are half as good as 1 and 2 have proven to be, we will immediately place an order for 3 and 4.

Sincerely,

*Thomas J. Russell*

Thomas J. Russell  
Principal  
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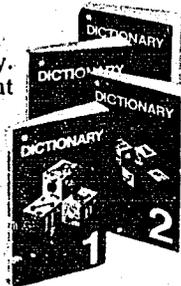
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### Antidotes for Poison-to-Education Thinking

Sir,

I'm glad you published Bel Kaufman's piece in your December issue as an antidote to the poison-to-education kind of thinking that lies behind such concepts as performance contracting or teaching to behavioral objectives.

I'd like to offer as further antidotes quotations from two books:

1) 'But in school the natural rewards of effectiveness are absent. Instead there is the artificial "crystallized" reward of the little tick that means you are right. But being right is not the same as being effective, for being right simply means doing things as they should be done according to some pre-set idea.

'Alongside the reward for being right there is the awful shame attached to being wrong. Instead of the glorious tick there is the shameful cross. The cross means that you do not have teacher's approval. The cross means that you have to try all over again which is a bore. The cross means that others can feel superior to you. The well-educated terror of being wrong creates the fierce need to be right.'

2) 'It's odd, isn't it? How the new behaviorism slides, by imperceptible gradations, into the old behaviorism, how the self-denying ordinance that the psychologist passes upon himself, "I will only study what I can measure," slowly picks up the additional clause "and there's nothing else to study." I don't believe that last, others-denying part.'

The first quotation is from *Practical Thinking*, by Edward de Bono (Jonathan Cape, 1971); the second is from *Who Pushed Humpty Dumpty?*, by Donald Barr (Atheneum, 1971).

If I had my way all behaviorists would be banned from colleges of education and the school system. In seeking to regulate human behavior they usually end up as manipulators

of human beings—as conditioners or brain-washers. Educators are concerned to help human beings develop the power and capacity to make their own decisions based on their own choices, including the freedom and the duty to accept responsibility for their own behavior.

It is not enough, however, as E. Gary Joselyn points out (also in the December issue), to condemn and reject performance contracting and stop at that. We have to recognize and accept that accountability, which gave rise to it, is a legitimate principle and endeavor 'to find out in what ways teachers can and do make a difference in children's lives. The public has a right to know, and should.' Teachers do need and must have criteria that will indicate, if not measure, that as a result of what they do their pupils are making educational gains, that is, are developing human powers and capacities.

Vancouver

C. D. Ovans

#### Does PC Help Pupils Learn?

Sir,

Contrary to his intentions, Mr. Balderson's article on Performance Contracts included little to support his contention that such a plan would help pupils to learn. In fact, all he demonstrated was that once a basis for measuring an outcome is established, a pupil's performance can be determined. Surely this is no revelation!

Mr. Balderson misses the essential point about Performance Contracts. It is not whether outcomes can be measured—and Mr. Joselyn's article in the same issue casts much doubt as to the validity of such measurements—but whether there is legitimacy in the selection of outcomes in the first place. Therefore, before trying to persuade us to opt for Performance Contracts, Mr. Balderson should provide us with information

respecting how the selection is to be made.

But there is another disturbing aspect to Mr. Balderson's article—the implication that there is something 'non-professional' about teachers who are concerned with what they earn. The irony in this is that the very nature of Performance Contracts suggests that much teaching will be done by persons who are non-teachers, in other words, 'non-professionals.'

Finally, the fact that Mr. Balderson did not include any information with respect to how multi-year contracts affect teachers' earnings, is unsettling. Especially, when the Performance Contractor has agreed in advance to accept a fixed amount from the school board. Perhaps Mr. Balderson's positive reaction to a plan that seems so unattractive to teachers would have been different had he still been in the classroom.

Vancouver

D. F. Andrew

#### Social Studies Course . . .

Sir,

May I comment on the excellent letter from F. J. Frigon in the December issue of your publication? Yes, the New B.C. Social Studies Program does indeed have flaws, as so many of us know, and I am glad that someone has had the courage to point out a few of them. The uncomfortable reality in the situation is that little has changed over the past few decades. What appears as change is the same old reshuffling of content, watered down portions of university courses in history and geography, sources of content that have long been rejected as inadequate.

When I served on the Geography Revision Committee that preceded the Social Studies Revision Committee, our group sought to break this syndrome of recurring content

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## NOTICE OF ANNUAL MEETING

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Pursuant to Section 30 of the Credit Unions Act, 1961, the Thirtieth Annual Meeting of the B.C. Teachers Credit Union will be held on Monday, April 3, 1972, in the Boardroom, Hotel Vancouver, at 1 p.m.

1. Directors' Report.
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E. J. SIMPSON, *Treasurer*

changes by making an issue of method. This is what we wrote in our final report: 'The question of method is so crucial that the Committee strongly urges that course outlines include samples of procedures recommended . . . in utilizing the materials provided.'

The Department of Education does not over-ride strong wishes of committees, and I can assure you that had I served on the Social Studies Revision Committee, the Department would not have been permitted to overlook this recommendation. And this point brings us a bit closer to the heart of the problem.

The fault, dear colleagues, is not in Victoria but in ourselves that we are underlings. I have seen too many teachers at work on revision committees to be persuaded otherwise. The Department of Education in Victoria in particular will not go ahead with a curriculum change against the wishes of the majority of an advisory committee.

Yet all the time we hear from Victoria that the Department does not prescribe methods (this was probably the comment made on our geography committee recommendation), and no revision committee seems able to point out the inconsistency of this position with the prescription of the chief methodological determinant—the textbook, or selection of textbooks.

I am forced to conclude that the functions performed by revision committees in recent years could equally well be performed by a selected group of teachers from within a school district—any B.C. school district.

Relevance, significance and student interest are indeed being sacrificed here at the end of the railway line, but I suggest that we lift up our eyes, high enough to see over the Rockies, and we shall find that these are exciting days for social studies education. Never before have we been so well supplied with materials, ideas, and public support. Given a bit more professionalism among B.C. social studies teachers, B.C. might just catch up by 1980.

Vancouver Angus M. Gunn  
Faculty of Education, UBC

### . . . Has Many Flaws

Sir,

In your December issue F. J. Frigon objected to 'the continued emphasis on history and geography as the backbone of the social studies' so that "'relevance" and "interest" are sacrificed once more on the altar of academic disciplines,' even in the new social studies curriculum.

I object to his objection, but I agree that the new secondary social studies program has many flaws—on the basis of two years of trying to salvage student interest and ability to deal with relevant issues in the social studies at a regional college.

Even students who do not go on to university, as most of my students do not, do need to become mini-geographers and/or mini-historians or urban planners 'to learn about current issues in their community and thus exercise their vote wisely. Yet many of the students who come to college directly from secondary school cannot read, cannot write and do not think. They cannot read basic texts and they are incapable of writing essays that contain sentences and paragraphs.

Consequently many of my students cannot research a question and discuss it orally or in a paper. They prefer to be entertained with movies during which they can snooze or by their own ill-informed discussions.

The results of the latter activity are not amusing. For example, students who have failed to do 15 pages of assigned reading on why the Japanese were removed from the B.C. coast in 1942 discuss this issue from hearsay.

If the discussion takes on a bleeding-heart pattern, I find it all too easy to lead such a discussion around to a consideration of racial minorities on the B.C. coast today—for example, East Indians. Students basing their considerations again on hearsay are all too easily led to the conclusion that all East Indians in B.C. today should be shipped back to India. Perhaps if these students had learned to be mini-geographers or mini-historians, and consequently to read and think,

they could reason more fairly.

However, although I see the results of a shoddy secondary social studies program every day, I also see, as does Mr. Frigon, the difficulties of the secondary social studies teacher in trying to avoid such results. The Department of Education should provide in-service workshops for social studies teachers, such as the Canadian Studies Conference in Kamloops last October.

To counter another of Frigon's objections, I agree that in the past many social studies bookrooms were full of British- or American-oriented source materials, or those beyond the orientation and vocabulary of secondary school students—BUT what of the many new paperback series and topical works that come from Canadian authors and Canadian firms?

Some examples are Copp Clark's *The Winnipeg General Strike*, McClelland and Stewart's *The Indians in Transition*, McGraw-Hill Ryerson's *Democracy and Discontent*, Clarke Irwin's *Jackdaw on the Depression*, or Macmillan's *Red Lights on the Prairies*.

Or what of the Bilingualism and Biculturalism Commission's reports or the Status of Women Commission's report and studies? The subordinate studies and summaries of both commissions' reports, like the books listed above, are oriented to Canada, its educational system and the average young person's vocabulary.

Yet, the uniform curriculum laid out in the Departmental guide, and the budget freeze, may stop purchase or utilization of such new resource materials. If a teacher does obtain them, he will find, as did Mr. Frigon, that he has no time or energy left for reading, planning and consulting on their use as the curriculum guide challenges him to do. Nor does he have time to help with locally developed courses the Department has announced plans for.

And, as Frigon says, 'in spite of the mountains of research papers on the subject, facilities or funds for various learning problems are hard to find.' I agree to some extent with that statement and with the

comment that the new social studies program is at present 'a failure,' and that 'where flexibility, relevance and interest have been achieved, it has been in spite of and not because of this new program.'

BUT the new program should not take all the blame for its pitfalls. Social studies teachers should, too. Why are there rarely any teachers at historical association or museum association meetings? One night or two a year of showing interest in local studies would reap for the social studies teacher politically powerful friends, facilities, funds, books, supplies and volunteer help to plan, read and consult with the teacher on the new program.

If you want to see what I mean, attend a local historical society meeting or a B.C. Historical Association convention or a B.C. Museums Association convention—all of which, in my experience, have friendly members, including many local politicians, funds for scholarships or books and supplies.

Or, better yet, plan to attend the 'Approaches to Teaching Local/Regional History' conference at Cariboo College next October. And why not press the social studies PSA to sponsor a similar conference as in-service in your area?

(Mrs.) Jacqueline Gresko  
New Westminster Douglas College

### Author Has Last Word

Sir,

I would like to comment briefly in answer to Mr. Frigon's reaction (December issue) to my article (September/October) on the new secondary social studies program. This is in no way a rebuttal for I respect Mr. Frigon's point of view and I find myself in close agreement with much of what he had to say. I should add that in making my remarks I am not speaking officially on behalf of any other person.

Even though I noted with enthusiasm the much greater flexibility, the greatly expanded resource material, and the shifted responsibility of the new social studies program, I realize that there are people who would feel the developments have not gone far enough. As Mr. Frigon implies, relevance should certainly

be a key word in everyone's thinking. It is to be hoped teachers will frequently use current events and 20th century issues as springboard or culmination for studies in depth. And I would sincerely hope that it is thought processes and ideas we are striving for, not memorization and facts. It would seem that recent trends in provincial examination policy bear this out.

The committee tried hard to get the very best books available and to provide source material that would challenge a range of levels and ability. I think it is important to remember that these lists are not fixed, and that the Department or any continuing committee would welcome recommended titles for consideration.

I sympathize fully with Mr. Frigon when he decries the on-going learning situation that is available for many teachers. I taught seven years at junior secondary and four years at senior secondary before moving to the university, and I, too, feel that in-service education is of fundamental importance for all educators, and should be solidly supported by teachers, school boards, universities and the Department of Education.  
Victoria Cary F. Goulson

### Is There a Better Shorthand?

Sir,

Having taught shorthand for the past 24 years in schools, evening institutes and colleges both here and in the U.K., I should like to take issue with Tom Alsbury on several points in his article 'What About Shorthand?' in the December issue.

All professional teachers give thought to the relevance and modernity of their subject matter, and as a teacher of Pitman shorthand I know that it has a few shortcomings—shortcomings that are really so negligible that they are not really worth changing.

There is no perfect symbolic system of the spoken word—nor is there likely to be. If Mr. Alsbury can show me a better system—not one that can necessarily be taught in a shorter time (as this is no criterion of worth or educational value), I shall be happy to adopt it.

His third paragraph indicates why

he gave up teaching. He seems to consider ten months to learn perhaps the most outstanding shorthand system in the world as an eternity—an extremely weak argument. On that basis there would be no need to teach any subject—maths, science, etc.

He talks about 'drudgery.' For whom, Mr. Alsbury, for whom? If your classes were drudgery for teacher and student, I suggest you have made a wise move into politics, Mr. Alsbury—and that you should stay there!

A drop-out rate of 60% is mentioned. The source of this statistic would be interesting. Does this quoted figure cover the whole of B.C., Canada, or just Vancouver area? If this figure is an accurate one, it indicates one, or a combination, of the following:

(a) poor teaching of the system,  
(b) badly counselled and ill-informed students at the Grade 10 level as to the whys and wherefores of a shorthand system, and  
(c) the course's being used as a dumping ground for students 'awaiting' graduation.

Oh yes, I've had my drop-outs—but not 60% and not through drudgery. Perhaps I'm fortunate in teaching at my present school, where the students of shorthand know they have to work hard and put in long hours of study and practice, but also realize that the rewards are highly gratifying in more ways than one.

I don't disagree with Mr. Alsbury that there should be some research on shorthand systems, as much as I deplore his efforts to degrade completely the best known, most successfully practised shorthand system in the world.

Last year I was privileged to watch four of the top shorthand writers practising at Pitman's College, London, England. Their speeds ranged from 170 to 320 wpm. But, of course, these were students who had been advised to look beyond the age of graduation and who did not think a 10-month period in which to learn shorthand was either excessive or untenable as our eminent (past) colleague maintains.

Powell River

H. E. Chadwick



# some common sense about it

**Should schools anticipate or lag behind changes in society? Here is a provocative analysis of change and a suggestion the writer calls heretical.**

CHRISTOPHER HODGKINSON

We have all lived for some time now in a rapidly changing society and culture. This is a simple fact that does not require argument or proof; the stresses and strains of societal change are too near and too real in our common experience to be very debatable.

To those of us who are associated with or a part of the world of education it often seems that the educational institution, particularly in

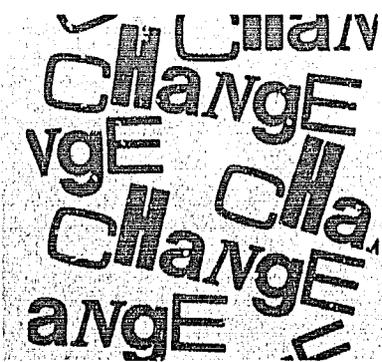
the organization and practices of its secondary and higher divisions, limps and lags behind all this change.

It is a common critical generalization from such professional observers as John Holt, Paul Goodman and Edgar Friedenberg that schools and educators are resistant to change; moreover, they are even perverse, obfuscating and malevolently conservative. The institution, the critics cry, is almost incorrigibly committed to the preservation of the status quo.

Not so long ago it used to be that the assault on public education came from the radical right (e.g., Hilda Neatby, Admiral Rickover), but today the right is almost silent, and the sound and fury arises from the left. Yet one would be much surprised if the right were silent from satisfaction. The present demand for change is closely related to a general permissivist movement within society that extends beyond the issues of public education. Nevertheless, old progressivists would be comfortable in the present climate

---

*Dr. Hodgkinson is Chairman, Educational Administration at the University of Victoria.*



of criticism, and A. S. Neill, while still alive, is already apotheosized.

Very often the logic of the criticism seems to run as follows: society is changing, the world is changing; therefore the schools must change. If they do not, they are anachronisms or worse. Brakes to evolutionary progress.

Is this right? Is it justified? Or is it naive and fallacious?

Let us examine this thing about change with a cool heart and a clear head. Let us not overlook, either, as the critics so often tend to do, some of the *common sense* about change. Our intelligences have been bewitched and bedeviled by the educational sloganeers, by those who would ride the bandwagon of 'innovations' and change, and by those gentlemen of bigoted disposition who insist that if one is not for change, one is against it. Let us seek sense.

#### **Change Is Inevitable**

Perhaps the simplest fallacy in dealing with change is the tendency to overlook the fact that change is inevitable anyway. The schools and the educational system *have* changed. Everything changes. This plainest of facts is much older than Heraclitus and his discovery that one can never step into the same river twice. All is flux. The one constant in the relative world is change itself. The proponents of change are themselves changing. Their attitudes and values will change. Change-oriented today, they may be change-resistant tomorrow.

The overwhelming pervasiveness of change has caused philosophers from the beginning to seek for constants and absolutes, even though the structure of the human mind

can scarcely cope with the concept of changelessness any more than it can with timelessness or n-dimensional space. Indeed, the very intensification or acceleration of contemporary social change may provide an argument for *resistance* to it, since human psychology correlates rapid change with system stress and breakdown. But our first point is a simple one: *1. Change is inevitable.* Even in the schools!

A second truth about historical change, stunning in its simplicity, is that change is not necessarily for the better. We move now from the realm of fact to the realm of value. Factual change is certain. The reaction to that change, the response to it by human beings, is affective—we may not *like* the change, we may foresee unhappy *consequences* from the change, we may find the change antagonistic to our *principles*.

#### **Values Determine Actions**

All of this has to do with values. Our subjective world is governed by systems of values, concepts of the desirable, orderings of preference and priority that tend to determine our actions and behavior. These value orientations may be congruent with the inevitable change in the realm of fact, in the relative material world, or they may be incongruent, or they may be affectively neutral.

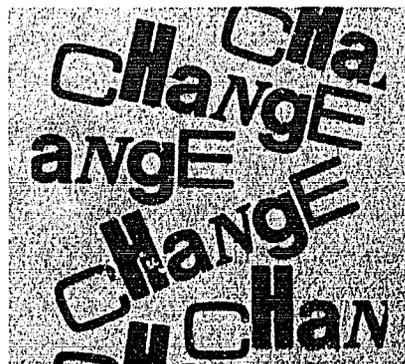
Value extremes would lead us to embrace change or defy it, but, whatever the response of the individual or group, the principle is clear: *2. Change is not necessarily for the better.* There can be devolution as well as evolution and it could be well argued, for example, that the sum total of human misery as measured by such a simple objective index as physical hunger is greater today than it has ever been in recorded history.

#### **Status Quo Is Not Bad**

A third point that follows from the first two is that the status quo is not by definition bad. The more violent advocates of change seek an overturning of the status quo, which they seem to identify with an 'establishment.' This is too simple. On histor-

ical grounds it overlooks the fact that any given system of social order can be said to represent in some sense the accumulated conventional wisdom, in that it embodies or institutionalizes the solutions found by society to societal problems. The given order represents the institutional answers of a given culture up to that point in time. Therefore, though still incorrect, it would make more sense to say that the status quo is by definition *good*.

Moreover, the perfectly defensible ideological position of conservatism is overlooked, that which was best expressed by Burke—hold fast to what is good. I am not arguing for this conservative position; I am merely pointing out that it is legitimate and that it exists. The institutional incumbents who benefit from the status quo may be corrupt, but this has to be shown; they are innocent under our system of status quo until proven guilty.



Since the institutions that constitute the status quo tend to represent a crystallization of the conventional wisdom of the tribe it follows that *3. The status quo is not necessarily bad.*

Lest all the argument so far should seem to be at too abstract a level, let us next consider some empirical work. Professor Holmes of the psychiatry department at the University of Washington has devised an interesting scale for measuring change; the scale rates life events with numerical values ranging from 100 for death of spouse through 36 for change of job to 18 for a vacation. His surveys show that when the amount of change within a given period rises above a certain level there is a high correlation with the occurrence of pathological depres-

sion, heart attacks, and other serious ailments.

In other words, given too much of it, change kills. And if one ought not to make too many life changes in too short a period, perhaps we can generalize with some confidence that 4. *Too much individual change experience can be dangerous.*

#### Change Presupposes Planning

Somewhere about here the change enthusiasts, if they are still reading, will be feeling a sense of frustration, for surely, given a voice, they would insist, 'Ah!, yes, but when we talk about change we mean needed change; we have innovation and reform in mind. That is, we do not want any old kind of change but *change for the better.*'

All right. Leaving aside the contentious value issue of what is meant by *better* and conceding the point we are led into our next commonsensical assertion. Change of this desired kind doesn't simply happen; it presupposes planning. It follows then that 5. *Intelligent planning for change necessitates knowledge of the past as well as knowledge of the present.*

It is the combination of the massed body of past experience with its cutting edge of present experience that determines the shape of the future. Hindsight is necessary as well as awareness of present cognitive and affective states. Or, to put it another way, history is *not* bunk and the wealth of tradition cannot be spurned or jettisoned.

#### Much Change is Unwilled

This leads to a further consideration. The change in #5 above is willed, rational, conscious, planned. Yet it is an incontrovertible fact of experience that much change, whether good or bad, is beyond our present control. It is unwilled, often undesired, often presenting itself to us as irrational and absurd.

This experience lies at the heart of the philosophical position known as existentialism. We are cast into a universe not of our making, surrounded by dark deterministic forces beyond our control, certain only,

with Ecclesiastes, that one event happeneth to us all.

Yet it is the same existentialists who, between lamentations about this human condition, insist upon the possibility of free will. Given the free will premise, one may logically seek to understand and master the forces of change in one's own interest; this is, after all, essential to the notion of historical progress.

This leads us to postulate that 6. *Knowledge of the causes of change and the rate of change are necessary to the control of change.*



What is the import of this for education? One more proposition first: 7. *Change is socio-cultural in origin.* This means that the forces of change, with regard to fact and with regard to value, work from within the society and the culture as a *whole*. Changes in fact, such as changes in technology, may be the *fruit* of education, but they tend to develop outside the institution of education, usually within the institutions of commerce or government.

#### Does Education Lead Change?

Similarly, changes of value do not emerge from the school so much as from the imponderable sources of the media, the arts, the complex of society-at-large. For education, then, the questions rightly are: 1. Does public education in fact lead or lag behind social change? and 2. Ought it to lead or lag?

Most sociologists would sustain the view that 8. *Education lags behind change*, and I would conclude—and here I am making, in contrast to the preceding propositions, a clear-cut value judgment—9. *Education ought to countervail change.*

By this last I mean that the ordered institution of public education ought to act as a countervailing force with regard to social change, decelerating

or lagging behind it when it is too rapid and accelerating or attempting to lead it when it is too slow. This is a value statement and it needs to be noted carefully that it refers to *value* change within society.

As for changes of fact, there is no real question of educators lagging behind or leading these; they just are. Given them, we can act from the given set of conditions in the light of our values and so determine future changes, but present facts are a mere datum. Therefore, 10. *Value changes are the most important changes.*

To recapitulate:

1. Change is inevitable.
2. Change is not necessarily for the better.
3. The status quo is not necessarily bad.
4. Too much change can be dangerous.
5. Planned change implies historical appreciation.
6. The complexity of change process must be to some extent understood.
7. Change is a socio-cultural phenomenon.
8. Education lags behind change in our society.
9. Education should be a countervailing force to change.
10. It is changes in values that matter most.

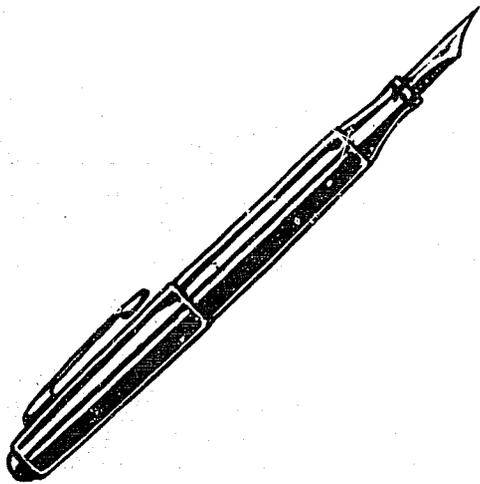
Ten simple points to ponder before leaping aboard the bandwagon of change. Point 8 sustains the critics; point 9 overrules them. Taken together they seem to me to lend force to what may seem to be a somewhat startling and heretical recommendation. This is that the schools should act as a *stabilizing* value institution within society—perhaps much as the Church and its monasteries did through the Dark Ages.

When inertia and value conformism bind society, the schools and their scholars should be activist; when frenetic activism and value confusion overwhelm every other social institution—home, family and state—they should become the guardians of tradition and stability, a force for order, a deep keel for society, a calm in the tempest, *resistant to change.* §

# ONE APPROACH TO

*Personalized*

# INSTRUCTION



A Vancouver teacher describes his method of personalizing the teaching of bookkeeping and accounting, a technique that could easily be adapted to the teaching of other subjects.

¶How does a teacher help a child to reach his full potential?

In looking for an answer to this continuing problem, teachers are trying such new patterns as team teaching, differentiated staffing, modular scheduling, flexible programming and open area teaching. Such educational strategies as performance contracting, programmed learning, various grouping techniques, and attempts to individualize instruction and provide for continuous progress all complement the traditional approaches to classroom instruction.

Some of these innovations require wholesale changes, and may therefore not be readily acceptable. However, any new educational strategy merits serious consideration, particularly if it can be introduced with relative ease into the existing organization, if it does not require extensive in-service training, and if it shows promise of improved pupil performance.

My purpose here is to explain a new approach to teaching accounting. It places the learner and the educator into a one-to-one relationship. The educator directs the learning process, provides instruction and evaluates the learning activity. At the same time this technique provides a frame within which the learner may undertake his task in a responsible and mature manner, and within which he becomes ac-



countable for his own continuous progress and success.

The following diagram requires a brief elucidation.

In principle, the model does not differ from what every educator knows: he must have certain objectives for his program; he must em-

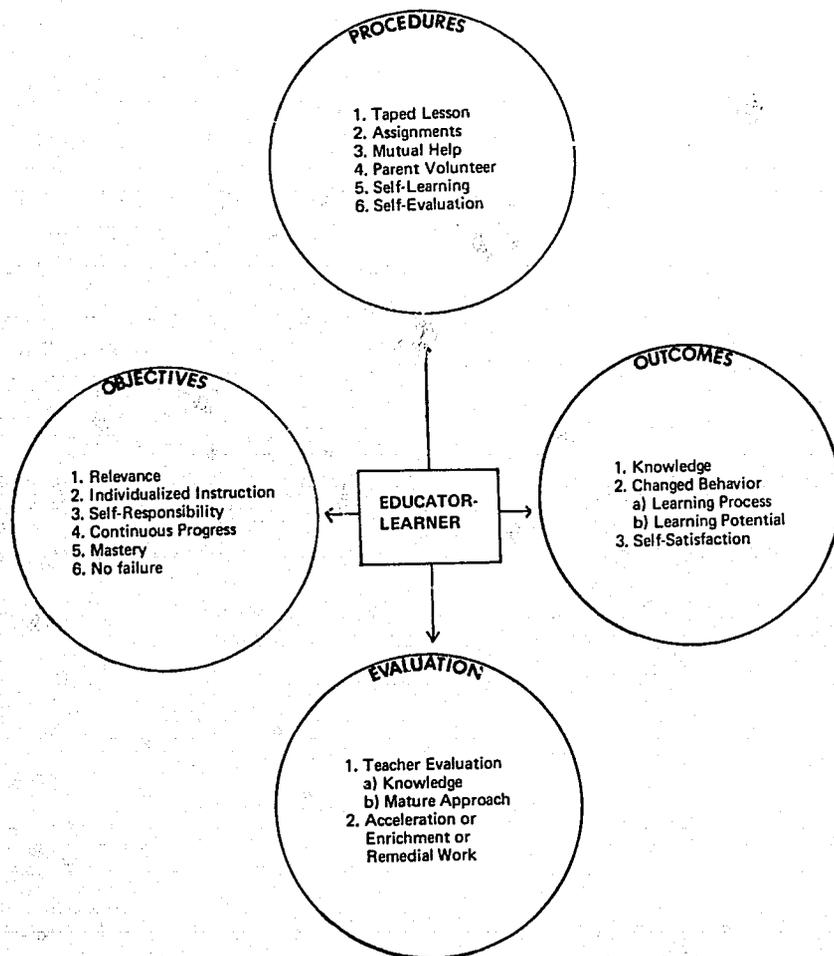
ploy certain procedures to achieve them; and he must evaluate his performance and that of his pupils in relation to anticipated outcomes.

The model attempts to attain a synthesis of what often appears to be conflicting demands on a teacher, such as to individualize instruction (with a class of 40 students), to make the curriculum more relevant, to ensure mastery, to eliminate failure, and to make the student responsible for his own education.

It should be noted that it is the educator who directs the learning process, including the use of traditional lessons pre-recorded on tape, thus freeing him completely to work with individual students. In this way the approach is quite different from other individualized instruction, programmed learning and continuous progress packages. The use of taped classroom lessons and listening centers is basic to the approach.

The model permits—in fact, makes necessary—the utilization of such community resources as parent volunteers or paraprofessionals. The degree of their involvement will, of course, vary with the amount of time they are able to give, their knowledge and background, and the requirements of the program.

The model stresses the responsibility for learning on the part of the pupil under the direction of the



PERSONALIZED INSTRUCTION MODEL

### Some Comments From Students

With this approach you do more work on your own; you have responsibilities. With the old approach you just sat back in class, listened to the instructor and did various assignments, whereas here you actually have to get into the work. It helps you understand the work better.

I took the course last year, but didn't finish it. I've learned quite a bit more this way than I did with the old approach.

You don't have to keep at the pace of the class; you can go as rapidly as you want. You're not competing so much with the others as with yourself. You can't blame anybody but yourself if you fail.

There are lots of opportunities for cheating, but after you've cheated for a while it gets to be a drag, so you stop.

You're not competing with someone else; you can work at your own speed. If you get behind, no one can laugh at you.

You can sluff off very easily, but that depends on yourself. If you do, you're hurting no one but yourself.

I don't like the tapes at all; they're kind of boring, and I really don't get much out of them. I listen to them because he supplements the information in the book.

Most of the tapes are sort of monotonous, but I think you learn more this way than you do with the traditional approach.

If you do cheat, you lose out, because you need to know what's in one chapter to do the next chapter. You're cheating yourself.

educator. Students are also motivated to help one another. The organizational framework allows for acceleration enrichment and remedial work.

Point Grey Secondary School in Vancouver has a population of about 1,250 pupils, more than 85% being on academic programs. The school is partially semestered and runs on the basis of five instructional hours in a seven-day teaching cycle. The enrollment in accounting courses has shown a decline over the years.

Last year, on an experimental basis, the Bookkeeping 11 program was semestered. During the first semester, I taught my course using the traditional approach. In the second semester, I gradually organized the course into the personalized instruction and continuous progress form, on a trial basis. Apparently, good student reaction boosted enrollment in Bookkeeping 11 by about 40% in September 1971, even though bookkeeping is now offered as a full-year program.

Encouraged by the student response, we decided to extend the experimental approach.<sup>1</sup> The experiment has been approved by the Vancouver School Board, which authorized a grant of \$500.

#### Class Organization

It was necessary to get the stu-

1. The contribution, by McGraw-Hill Ryerson Ltd., of free textbooks for the Accounting 12 Course is gratefully acknowledged.

dents 'tuned in' to the philosophy of directed learning, self-responsibility, honesty, mature approach, the Glasser concepts of no failure, and mastery and relevance of the curriculum. Every student was given detailed instruction in written form on program objectives, study procedures, method of evaluation, course requirements and assignment sheets. The following excerpts will help explain the implementation techniques we employed:

'Our accounting programme is different from other continuous progress programmes. We have taped class instruction on every lesson. The length of a lesson varies from

ten to thirty minutes. Therefore, we have directed learning, individualized instruction, and continuous progress.

'The success of the programme for you depends on your active and sincere co-operation and self-discipline. For most students it will be necessary to do two to three hours of homework every week.

'Please follow the outlined Study Procedure for each topic: (1) Preview the topic; (2) Listen to the taped lesson; (3) Consult the teacher if some point requires clarification; (4) Study the topic closely; (5) Do the assigned problems and self check with answer sheets; and (6) Write the test at the end of the chapter.

'Evaluation is based upon a joint mark on:

(1) Knowledge and Depth of Skill—A standing for achieving 90% or more on the first writing of the test; and B standing for achieving 80% or better.

(2) Knowledge and Mature Approach—A or B standing for promptness with assignments, tests, and regular attendance, maintaining the Progress Diary and helping other students and keeping a record of help.

The final standing is given on completion of the course requirements. Otherwise, standing is rated as incomplete.'

The students were also given the statement of program objectives, as follows:

ACCOUNTING COURSE OBJECTIVES

Objectives	Methods of Instruction	Methods of Evaluation	Outcomes
Knowledge of concepts	1. Read the topic	1. Classroom attitude 2. Effective use of class time 3. Assignments 4. Tests	High degree of concepts and skills
	2. Listen to the taped instruction		
Depth	3. Clarify with teacher/student any difficulties	5. Self-checking of assignments	
	4. Re-read the topic, make brief notes		
Skill-Building	5. Self-learning through doing assignments	6. Diary for the cycle 7. Regular attendance	
	6. Teacher's or another student's help when needed		
Responsibility	7. At end of chapter, write test	Promptness with assignments and completion of tests	1. Lack of frustration 2. Continuous learning 3. Relaxed class atmosphere
	Maturing and Self-confidence		
	To get A standing a student must be willing to help other students in resolving their difficulties.		

The following Behavior Measurement Instrument was developed:

- b. Three listening centers capable of accommodating 24 students

- on three different lessons.
- c. One overhead projector.
- d. Answer sheets for all the assignments, on transparencies.
- e. Class lessons and flow charts developed on projection transparencies.

ACCOUNTING COURSES - PROGRESS DIARY					
To be handed in on the first day of every cycle					
Name <u>John Doe</u> Class <u>11 B</u> Block <u>G</u> Cycle <u>10</u>					
Hour	Date	Chapter	Summary of work done in scheduled Time	Use of class time - 4 marks per period	Homework (give details)
1	13	"	Read <u>Topic 1</u> Tape <u>✓</u> Assignment <u>✓</u> Check <u>-</u>	<u>3/4</u> <u>same late to class</u>	<u>Reread Topic 1</u> <u>1/2 hour.</u>
2	14	"	Read <u>✓ 2</u> Tape <u>✓</u> Assignment <u>✓</u> Check <u>1</u> <u>Consulted Mr. Nath</u> <u>regarding cash control</u>	<u>4/4</u>	<u>--</u>
3	15	"	Read <u>✓ 3</u> Tape <u>✓</u> Assignment <u>x</u> Check <u>2</u>	<u>4/4</u>	<u>Did Topic 3 assignments</u> <u>- 1 hour</u>
4	17	"	Read <u>✓ 4</u> Tape <u>x</u> Assignment <u>✓</u> Check <u>3</u> <u>Received some help from</u> <u>Karyn and looked over</u> <u>assignment</u>	<u>4/4</u>	<u>Reviewed</u> <u>Chapter 7</u> <u>- 1 hour</u>
5	21	"	Read <u>x</u> Tape <u>x</u> Assignment <u>x</u> Check <u>4</u> <u>Wrote test 90%</u> <u>Wasted about 20 minutes</u>	<u>3/4</u>	
HELP SECTION (nature, duration, to whom, etc.)			<u>Karyn helped me with</u> <u>Topic 3 assignments and</u> <u>with Topic 4 for about</u> <u>15 minutes.</u>	<u>18</u> <u>20</u>	Total No. of hours <u>2 1/2</u>

2. Teacher Preparation

- a. Taped instruction on every topic.
- b. More than one evaluative test on each chapter.
- c. Answer sheets and work papers.

3. Parent Volunteers

- a. To be responsible for clerical routines, such as preparation of transparencies, typing, stenciling and duplicating various tests and work papers.
- b. To assist in marking diaries and tests and in maintaining records.
- c. To assist in supervising class, distributing and collecting tests, and in checking assignments prior to writing of a test.

4. Reporting to Parents

A special report card, reproduced below, has been developed for reporting to the parents.

It is worth repeating that there are no conventional letter grades. A student has to demonstrate a high

The Progress Diary is completed every day by a student and handed in for evaluation on the first day of each cycle. It may be noted that this is a comprehensive record of a pupil's work. It has space to show the work done in class time, help given to one another, homework record. Also, the student is required to self-evaluate his utilization of class time. The importance of this diary in developing a mature approach cannot be over-emphasized, when it is noted that, in any given class period, all forms of learning activity, such as listening to a tape lesson, self-checking of assignments, writing of tests and teacher-student individualized instruction, are going on at one and the same time.

Instructional Resources

1. Equipment and Supplies

- a. Three cassette recorders.

ACCOUNTING CONTINUOUS PROGRESS

Name John Doe Class 11 B Course Bookkeeping II

The course emphasizes directed learning, self-responsibility, a high degree of mastery and no failure. It is organized on the basis of individualized instruction and continuous program. A student is given an A or B letter grade upon successful completion of the work. Aggregate letter grade is based upon performance and mature approach depending upon attendance, class work, attitude, helping others and work habits.

Book One - Chapters

1	2	3	4	5	6	7	8	9	10	11	12	13	14
B	A	A	A	A									

Book Two - Chapters

1	2	3	4	5	6	7	8	9	10	11	12	13

Aggregate Letter Grade

I	II	III	IV
B			

Parent's Signature

John Doe

REMARKS:

John's performance is praiseworthy.  
He should give a little more  
of himself to others. G. Nath



Michele Simon started the course just recently. Although most of the other students are well ahead of her, she has no problems doing the course work. Here she listens to a taped lesson while following along in her textbook.

degree of mastery (80% or better) on regular tests *before proceeding to the next unit of work.*

To make meaningful generalizations on performance, the reader must note that in one semester pro-

gram last year, the students passed seven chapters using a conventional letter grade system.

**Notes on Performance<sup>2</sup>**

1. Because of continuous evaluation, the performance for each pupil may

**BOOKKEEPING 11 — ENROLLMENT\***

	Transferred In	Transferred Out	Net Enrollment
September 9	—	—	30
November 20	2	3	29
December 10	2	2	29
December 22	—	—	29

\*Accounting 12 enrollment has remained at 17 students.

**EVALUATION OF ACCOUNTING PROGRAM —  
INDIVIDUALIZED INSTRUCTION**

SEPTEMBER 9 — DECEMBER 22, 1971

(Instructional Hours — 50)

BOOKKEEPING 11	CHAPTERS										
	1	2	3	4	5	6	7	8	9	10	11
Working: Nov. 20	0	3	3	3	10	8	1	1			
Working: Dec. 10	2	2	1	2	3	5	10	1	2	1	
Working: Dec. 22	2	1	1	2	4	6	5	1	1	1	1
	Advanced Text										
ACCOUNTING 12	7	8	9	10	11	12	13	14	1	2	3
Working: Sept. 9	3	7	2	0	5						
Working: Nov. 20	0	1	0	0	7	4	3	1			
Working: Dec. 10	0	0	1	0	3	5	4	2	1	1	
Working: Dec. 22	0	0	1	0	2	2	5	3	3	0	1

change every teaching cycle.

2. The analysis of the performance should indicate that this approach is effective both for achievement-oriented bright students and for underachievers. The psychological fear of failing or underachieving as a result of absence is practically eliminated.

3. These performance statistics are not strictly comparable to a normal marking system of A, B, C+, C, C-, D and E. Most students seem to perform better than under the traditional system. The class is well-oriented toward learning.

4. Students arriving during the term can be integrated easily.

**Observations**

1. Teacher workload is greater than would be necessary in a traditional approach: programmed work sheets, taped lessons, answer sheets, marking and evaluating the student—all has to be done outside class time.

2. The successful operation of the program requires employment of paraprofessionals or parent-volunteers. The Point Grey Parent-Teacher Association was most helpful in finding eight parent-volunteers, who come one morning or afternoon a week. These volunteers help with all my courses. This approach demonstrates effective involvement of the community in the education of their children.

3. The help given by volunteers frees the educator to personalize the instructional process by making himself available to every student for individualized help and direction.

4. It takes patience and instruction to induct the students into the philosophy of this program. It takes time to develop understanding of Glasser's concept of a high degree of mastery, to learn to help one another, to develop a mature attitude to learning.

2. (a) The textbook for Bookkeeping 11 is *Elements of Accounts — A Systems Approach*, by H. M. Kaluza. There are 14 chapters. Each chapter is divided into three or four topics. The average length of a chapter is about 20 pages in the first six chapters and 34 pages in the next eight chapters. The advanced textbook, written by Kaluza, Leonard and Furneaux, has an average of 45 pages a chapter. There are 13 chapters with three or four topics in each.

(b) Performance on each chapter is evaluated according to the standards outlined before.



*Lori Fishman has listened to the taped lesson and is now doing the work assigned in the textbook. If she runs into difficulty, she can get individual help from the teacher and/or listen to the taped lesson again.*

*Mike Wong, shown here writing one of the tests, is well ahead of the rest of the class, and will finish the course early. He intends to spend the rest of the time trying to computerize some aspects of the course. Doing so, he says, will test his understanding of bookkeeping, and may also help other students learn the skills involved.*



*Parent volunteers do such tasks as mimeographing, filing, letter writing, distributing tests, and marking. In this photo Mrs. Cassir is duplicating one of the taped lessons so that more than one cassette may be used at a time. She says she enjoys the volunteer work, and that the things she and the other parents do free Mr. Nath to give individual attention to students.*



5. The teacher no longer wastes his time on petty disciplinary matters. There is an atmosphere of learning in the class. Students are relaxed. Very soon the students find out that it does not pay to waste time. This is accomplished by the simple organizational procedure of establishing a minimum performance goal for each teaching cycle.
6. The presence of the teacher and the parent-volunteer helps to maintain the honor system.
7. As soon as the requirements of the program have been satisfactorily completed, the student is free to pursue any other activity.
8. Generally, student reaction is very favorable. No one wants to go back to the traditional lecture-and-chalkboard routine. However, some-

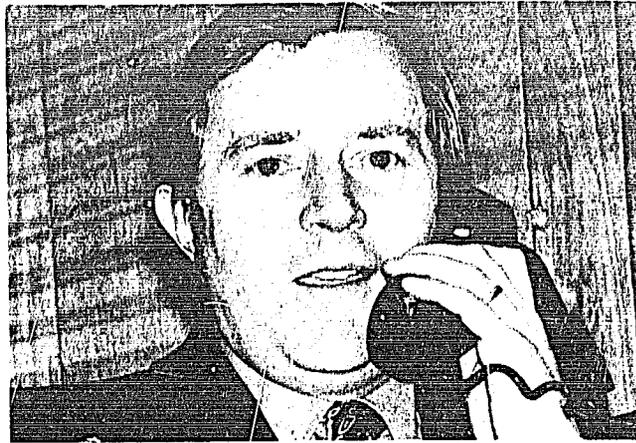
times students find taped lessons boring, and occasionally they short-circuit learning procedures.

9. The personalized instructional approach has proved to be challenging and rewarding.

The use of such simple devices as cassette recorders and listening centers has demonstrated that changes can be made in teaching practice in an ordinary classroom. The program can be further improved by using various audio-visual devices.

The application of this Personalized Instructional Model provides one example that shows promise of being successfully adapted to a variety of courses at any grade level. §

# THE CANADIAN COLLEGE OF TEACHERS



## STILL A GOOD IDEA!

R. J. CARTER

**This year's president of the Canadian College of Teachers is Jim Carter, principal of Sentinel Secondary School in West Vancouver. In this article Jim discusses the unique place of the College in education, and previews the 1972 annual meeting of the College, to be held in Vancouver.**

¶The Canadian College of Teachers might appear, at first glance, to be an anachronism. An age that is typified by struggling service clubs, failing church attendance, and growing desire for independence seems to be the wrong time for such a 'square' organization. Yet the College continues to demonstrate steady growth from Newfoundland to British Columbia. How does this little known and relatively small organization survive?

The College began as an offshoot of the Canadian Teachers' Federation. The late 1950s saw executive members from across Canada beginning to discuss the need for individual teachers to have a Canadian organization that would allow discussion and study of education at the national level. Active participation in the Canadian Teachers' Federation is limited largely to executive members of provincial associations; therefore a new organization was needed to fill the gap for teachers interested in a national view of education.

A second reason for the creation of the College lay in the desire for a system that would recognize those teachers who had fully prepared themselves for the profession of

teaching. The 1950s saw a tremendous growth in the school population, which resulted in the entry into classrooms throughout Canada of many unqualified people. Need demanded that this happen, and provincial associations were powerless to oppose the trend. The College was seen as an organization that would be limited to those members who had completed full professional training. (What a difference a decade makes! Unemployed teachers have become part of our profession. In many cases they are fully qualified and unable to find work.) While this factor is not a significant one today, it is part of our history as a profession.

Out of the debate emerged the Canadian College of Teachers. On February 1, 1958 it was established as a learned society within the teaching profession in Canada.

The objects of the College are:

- a) to serve as a learned society within the teaching profession;
- b) to encourage teachers' professional growth and improvement in academic standing;
- c) to provide a clearing-house for the dissemination and evaluation of new ideas in education;

d) to improve the quality of education in Canada.

The founding members set up criteria for membership that would help to further the cause of the teaching profession.

The candidate must:

- a) have a permanent teaching certificate valid in a province of Canada;
- b) hold a degree from a university acceptable to the College;
- c) be in active service in teaching or in administration in the field of teaching, and under the employ of a Canadian authority;
- d) be, where circumstances permit, a member in good standing in the provincial or national professional organizations; and
- e) have made a distinctive contribution to educational, professional and community growth that has brought credit to the teaching profession, by outstanding work in the classroom, or by professional leadership, or by additions to educational literature.

One of the great strengths of the College is the fact that it cuts across the educational barriers that often separate the various segments of our profession. All are welcome to belong as long as they meet the

criteria stated above.

Too often we are locked into our own local associations, our own staffs or our professional associations, as, for instance, the primary teachers, the mathematics teachers, the administrators or the college professors. Rarely do we take the time or make the effort to step back and take the broader view of education that is so vital today.

Teachers from private or public schools, teachers from preschool to post-graduate levels all mix at the conferences and meetings of the College. The broad view we get is vital to maintaining a reasonable perspective in face of the many pressures at the local level.

The past few years have seen the College adopt an annual theme. The 1970-71 theme covered the emerging threat of a separation between administration and teaching in education. Chapters across the country devoted at least one of their meetings to a study of the annual theme. The annual convention in Saskatoon summarized the findings of the College on this topic and 'kicked off' the study theme for the 1971-72 year.

'The Education of Cultural Minorities in the Context of Canadian Unity' is an outgrowth of a suggestion by the Saskatoon chapter that we study the work of the Federation of Saskatchewan Indians. The theme was broadened to include all cultural minorities so that the topic would be of national interest. The question of Canadian unity was added in an effort to bring into the debate the degree of freedom we can allow minorities if we hope to survive as a nation.

Charlie Ovans, the BCTF's General Secretary, has already spoken to the Vancouver chapter on the topic; he challenged the whole idea on the grounds that we have failed to define the nature of the calling of teaching. He felt that if we are successful in this area, we may be able to forget about such questions of minorities because all will be looked after within the broad framework.

The theme suggested for the 1972-73 study year is 'Schools—Are They Necessary?' Introduced by Ivan

Illich a few years ago, this idea becomes increasingly important as a host of alternative educational systems springs up and more and more students fail to find a pot of gold at the end of their studies. A fundamental re-examination of the structures and goals of our educational system seems to be a subject of great interest.

The College produces an annual publication that summarizes the work of the chapters on the annual theme and includes the papers presented at the Annual General Meeting. This publication, which focuses upon a Canadian educational viewpoint and which draws opinion from across our country, has become increasingly popular over the years. Three newsletters provide the membership with up-to-date information and articles about the College and the chapters. Members are invited to submit articles to either the publication or the newsletter.

The 1972 Annual General Meeting has been set for July 5 to 8 in Vancouver. The Vancouver chapter will be hosting from 150 to 200 delegates from across Canada. Charles Dick, president of the Vancouver chapter, will be handling all arrangements relating to the content of the AGM, while Graham MacKinnon, past president of the Vancouver chapter, will be handling all the physical arrangements.

These co-chairmen have been working for over a year to make this the most successful AGM in the history of the Canadian College of Teachers. Many other local members of the College have been heading up committees on finance, hosting, tours, entertainment and accommodation.

There are currently three chapters of the Canadian College of Teachers in British Columbia: Vancouver, Fraser Valley and Victoria. While it is not necessary for a member of the College to belong to a local chapter, it is through chapter membership that our most effective work and sharing is done.

A number of individual members in the Victoria area decided last summer, under the leadership of Greg Cook, to establish a chapter so that the full benefits of member-

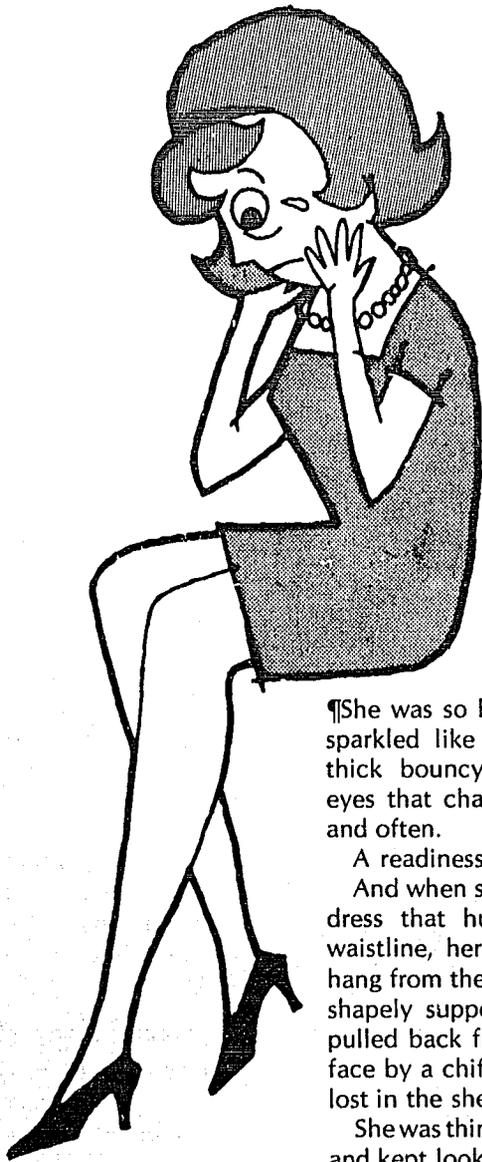
ship could be realized. The Victoria chapter was established during the fall and now a nucleus of active members is seeking to involve a greater number of teachers in the area to provide a larger base for their operations.

Growth of the College is not limited to B.C. A new chapter was formed in Corner Brook, Newfoundland at about the same time as the Victoria chapter was established. New chapters are proposed for Calgary, Regina, Brandon, London, Lennoxville and Amherst, Nova Scotia. This growth and optimism in the College seems to support the theory that many teachers feel the need for communication on issues beyond the daily problems they face.

What is the basic attachment to such an idealistic organization? As with most human groups, a crucial factor is the social aspect. The opportunity to form friendships with people from other fields in education is most rewarding. This, combined with the sharing of ideas on topics of mutual concern, is a satisfactory reason for being.

The number of meetings held in a year is generally limited to three or four. The tempo of the meetings is stimulating, yet not filled with the jockeying for position so prevalent in many meetings dealing with money or negotiations. The most popular form of meeting is a dinner followed by an address or a visitation. This combination of social, professional and educational goals seems to lift our members out of the limited thinking we so often practise.

The College is trying to expand its membership. If you qualify, and if you live in the vicinity of one of the existing chapters, why don't you contact one of the following for information about the next meeting of the chapter? I'm sure you would be most welcome. In Vancouver, the person to contact is C. W. Dick (#703—5926 Tisdall Street, Vancouver 13); in Victoria, it's Greg Cook (1091 Laburnum Road, Victoria), and for the Fraser Valley, it's H. D. McTaggart (Box 1, Murrayville). §



*Mrs. Nelson is a school counsellor in the West Vancouver school system.*

# ACC

GRETA NELSON

**Accountability is a two-  
what we do, but the sys-  
what it does to people.  
and de-humanizing that**

¶She was so bright and pretty, she sparkled like a decoration. Black, thick bouncy hair, heavy brows, eyes that changed emotions easily and often.

A readiness to laugh.

And when she wore the full short dress that hung from an Empire waistline, her long legs seemed to hang from the hemline, in two slim, shapely supports, vulnerable. Hair pulled back from the olive-skinned face by a chiffon kerchief, its color lost in the sheen of hair.

She was thin, and had no appetite, and kept looking at her sandwiches at noon, not wanting to eat them.

But tough! You would think she would be beaten down by the juggernaut of teaching her first year. And she was beaten down, but in the very moment of her defeats, she would raise her head again in a kind of defiance that took real strength. I don't know where she refueled that strength.

She looked childlike, but was very strong.

Sometimes, when she'd been teaching, and, by some miracle, the kids would be listening, she'd stand outside of herself, and look on, laughing.

'For God's sake, Jenny, listen to yourself!'

It was the old conflict between being the person a teacher is supposed to be and the person you really are. Really, it was impossible to be yourself with such a gang of them in the room for just one hour each at a time.

The racket was incredible.

Boots banging, books slamming on desks, desks shoved around, windows opened and closed, voices in recurring crescendo: a maelstrom of noise that assaulted, battered at the psyche.

Get them fairly quiet. Take attendance.

And even that interruption occasioned more racket; most of it cheerful, but the sum total of it shaving the facade of her control to the point of panic that it would all go.

Five hours of this each day; no let-up except noon; every hour, ready or not, here they come!

Just-simply-too-many-bodies . . . 204 of them.

Uncarpeted floors. Desk legs that scrunched over sandy floors.

The kids got tired too . . . there was no time to get to know them as people. Everybody snapped by three o'clock.

Blessed three o'clock, when one picked oneself up, dusted oneself off, and limped home to apply

# ACCOUNTABILITY

way street. Certainly we must answer for  
stem we work in must be held accountable for  
Here is a moving account of how traumatic  
first year of teaching can be.

patches and try to re-integrate before the 8:30 onslaught next day.

Never quite ready.

Never quite gathered together.

Like being hit by a car, and, on getting up dazed, being hit again. And again.

Sometimes there was a staff meeting after school that robbed her of some of her bittersweet precious time between the daily onslaughts.

At the meetings, the principal, looking well-scrubbed, held forth on what was happening, what had happened, and what was going to happen, like a lesson in grammar.

Principals are adamant about giving information they have already mimeo'd to give teachers.

'Attendance sheets have not been coming in regularly. People are wandering around in the halls without pink slips. Will teachers please be at their doors at five minutes to the bell to catch those who run in the halls? Fill in your end-of-the-month form before you leave today. Do it this way . . . It's important that we all work together and make this a better than average year. Any questions?'

She could have shot any that asked.

'Could the bell system be ad-

vanced one minute? I have an electric watch and it puts me off to have the bell go late . . .'

Involved discussion regarding the bell.

'When did you want the summaries in?'

Long re-explanation.

Then all received the mimeographed material of what had just been given orally.

At five she staggered home through rush hour traffic.

'What to get for supper? Something fast . . .'

She stood for one long moment before unlocking the high-rise front door, looking over the Inlet that burned with late autumn sunset fires. The forest of the park was black against the brilliant sky. A ferry sailed like a swan under the bridge, lights twinkling wanly in the early evening.

Time to breathe, here. Silence to think. Rough concrete wall, sensate under reflective hands.

Shift, Jenny. From high gear, down to second, down to first: a conscious act.

Blessed evening hours . . . no work till after supper . . . a promise.

A slice of living to savor. Two hours.

She unlocked her door. §

# SCIENCE FOR THE MENTALLY HANDICAPPED

DONALD R. DAUGS

Yes, science for the educable mentally handicapped! Not watered down existing elementary programs, but a new, original, exciting program called *Me Now*, a product of Biological Science Curriculum Study.

BSCS now has biology materials in approximately 60 nations, and as a proven producer of workable curricula, has been recipient of more than a million dollars to develop science materials for the mentally handicapped.

Early in 1969 plans and objectives for the first stage of the project were made. This stage involved both biologists and special educators. Then, in the summer of 1970, eight writers produced materials that were tested in classrooms during the 1970-71 school year. These materials were revised slightly and are now available from Hubbard Scientific Com-

*Dr. Daus is an assistant professor in the Faculty of Education, University of Victoria.*

pany, Northbrook, Illinois.

The basic philosophy of the *Me Now* project centers on the theme that all children are entitled to equal opportunity for self-development to the fullest extent of their individual physical, mental and emotional capacities. Needs and abilities of children with mental handicaps dictated that the instructional programs be designed to meet these needs. *Me Now* was aimed at the 11- to 13-year-old population of EMR (educable mentally retarded) pupils.

As inappropriate and/or unreliable as IQs and mental ages may be, they appear at present to constitute the best available descriptors of the general target populations. For the EMR 11 to 13 age group descriptors were an IQ range of 50 to 80 and a mental age of from 6 to 9 years. Vocabulary, concept level and coverage of conceptual detail were planned to approximate the above descriptors. Learning experiences were de-

signed so that handicapped children achieve both mastery of useful concepts and a sense of personal satisfaction with the learning experience. It was assumed that what the pupil eventually contributes to society is a function of what we educators provide as interventions and improvements upon their usual experiences.

#### *General Objectives for ME NOW*

- To help the mentally handicapped child develop interests, skills and positive attitudes through experiences with scientific, especially biological, concepts.
- To provide the mentally handicapped child with challenging intellectual activity at a level commensurate with his ability to respond effectively.
- To aid the child in establishing acceptable competence in and functional modes of living through heightened observation, a well developed curiosity, an increased

# WHY NOT?

**Several centers on Vancouver Island are proving that learning experiences can be designed to allow handicapped students to master concepts and gain a sense of personal satisfaction by doing so.**

measure of self-confidence, and a sense of responsibility to and for his environment.

- To contribute to the development in the child of a higher level of social maturity and emotional stability that can lead to increased vocational proficiency, realistic self-concept, creative self-expression, and more effective assimilation into the community.

- To develop in the child a knowledge of himself in relation to his environment along with a tendency to apply this knowledge to the tasks of everyday living.

- To contribute to increased knowledge about the learning characteristics and limitations of the educable mentally handicapped pupil, and about effective strategies for instruction.

Workshops are being held in a number of school districts on Vancouver Island to acquaint special education teachers with the *Me Now*

materials and to provide specific direction in use of inquiry strategies in the teaching of science concepts. The instructional approach is activity centered and is structured to provide a constant stimulus to curiosity. Inquiry technique is used throughout, involving observing, describing, identifying, comparing, association, inferring, applying and predicting.

These techniques have proven very successful with EMR pupils. I am convinced that these children learn better when inquiry techniques are used. Too often the ability and/or potential of mentally retarded children is underestimated. By negatively characterizing the mentally retarded we set limits on progress. We tend to get from children what we expect from them. Writers of the *Me Now* materials had great expectations.

The reaction of special education teachers to these materials has been

uniformly one of acclaim. Although price is high for the total package, the informed teacher can use the program by ordering teachers' manuals, slides, student worksheets and posters, and obtaining science equipment from school district sources. The human torso listed with materials is not required.

Initial focus was on the following content areas:

Unit I Digestion and Circulation

Unit II Respiration and Excretion

Unit III Movement, Support and

Sensory Mechanisms

Unit IV Growth and Development

This is being followed by material written during the summer of 1971 entitled *Me and My Environment*. The target age for these materials is the 13- to 15-year-old group. The focus will be on environmental components important to these young people. Extended plans call for science materials for the mentally handicapped ages 6 through 19. §

# The educational issue of the 1980s will be

NEIL D. HORNE

Much has been written in recent years about the student protest or student power movement. Writers for most of the major publications have dealt with the issue at length, while every secondary school administrator in the country has felt at least some repercussions of the movement.

The trend is likely to continue, and I am sure that the writers that have dubbed this the issue of the '70s are probably correct. I should like to play the role of prophet, however, and suggest that this current movement will give way during the 1980s to a more intense and a much more solidly based movement that will demand and receive more than token recognition that basic human rights exist for students as well as other citizens of the nation.

We must view the current move-

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*The author is a member of the staff of Vancouver's Sir Charles Tupper Secondary School.*

ment in our secondary schools, colleges and universities as one still in the embryo stage. The principal advocates tend to be the vocal reactionaries, while what I call the intellectual-analysts are still in the background. This is important because it is this second group from which I see human rights movement growing.

Currently the problems that exist are not being analyzed carefully, but rather emphasis is being placed on the situations and centered on the allocation of decision-making powers within the school and within the school system. The issues of real concern to students, however, do not in fact involve matters of the nature that students are being granted any decision-making rights in even our more 'progressive' institutions; rather, the issues of real concern involve matters that are basic violations of some of the most frequently stated human rights. This fact should force the school to ques-

tion the matter not only on a moral level, but also on the educational level.

In an article in *Saturday Review* (May 22, 1971), Nat Hentoff summarized the student movement in the U.S.A. toward the attainment of full constitutional rights. He quoted Ed McManus of the American Civil Liberties Union as saying that the great majority of schools have a habitual, although not vicious, disregard for civil liberties. He suggested that they simply do not perceive civil liberties as an issue.

The Hentoff article is an excellent resumé of the key court decisions in the United States. The importance and the far-reaching magnitude of these decisions should make it 'must' reading for every educator. The writer believes that the courts are showing increased awareness of the lack of basic constitutional rights for yet another large segment of the American population and are rendering favorable decisions—from a stu-



dent's point of view—on questions concerning the guarantees of freedom of speech and assembly, protection from invasion of privacy, and due process of the law. Indeed, the most recent development has involved the awarding of damages to a student in Florida who was involved in a constitutional rights case.

The question of basic human rights is obviously not confined to the United States. In 1948 the United Nations General Assembly presented the Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations and stating such basic concepts as the equality of all men; the rights of liberty and security of person; the rights of equal recognition before the law, protection of the law and effective remedy from the law; and the rights of freedom of opinion and expression and peaceful assembly and association. This basic statement was localized in 1960 with the pass-

age of the Canadian Bill of Rights, which recognized and declared that there have existed and shall continue to exist certain human rights and fundamental freedoms that were indeed in accordance with those of the United Nations Declaration.

The problem, however, lies in the legal question. I have attempted to refer to these rights as 'constitutional rights' when referring to the American situation and to 'human rights' in the Canadian context. The reason is simple; we in Canada have few, if any, 'constitutional rights,' that is, rights that are guaranteed by a constitution. Prime Minister Trudeau has noted that no Canadian has the benefit of such a constitutional protection as exists in dozens of other countries. Canadians are not afforded any guarantees of fundamental rights that limit government power, or possess a large measure of permanence. The actual question of the constitutional position of basic human rights in Canada is one of legal conjecture, although

none of the many interpretations have been given judicial approval by the Supreme Court of Canada.

I take the position, however, that the student within our system is not concerned with the legal or constitutional question involved. Either he has certain basic rights or he has not.

In a more refined context, it becomes a question of whether rights that are the result of natural law can be taken away by positive law; and it is to a question like this that the courts are willing to turn. The educational fraternity, I suggest, has concerned itself little with the issue and as a result will react with some surprise should any human rights cases go to court in this country.

To illustrate this point, I should like to review the legislated procedure for the removal of a student from school.

The principal, before he can proceed with a suspension or expulsion, must have given the student due warning, recorded the date of the

warning and informed the parents in writing, sent a copy of the letter to the district superintendent of schools, attempted to interview the parents at the school, and awaited some attempt at reformation on the part of the student. There being no such reformation, he can send a recommendation for action to the school board. On receipt of the principal's report the board will order the district superintendent to investigate the case and report back to the board, which will order a suspension or expulsion if the report shows persistent disobedience or addiction to a vice or harmful practice, this removal order remaining in effect until assurance of reform is received.

The success of an action involving due process, according to John Stanton of the B.C. Civil Liberties Association, would be doubtful because of the previously noted lack of any guarantee that a person in Canada, student or otherwise, has the right to due process. Whereas the American courts have had to face questions as basic as whether a student is a 'constitutional person,' we are faced with this even more basic question.

The point should be obvious, however, and must not become lost in the legal question. This is but one example and involves but one area, due process. We could extend the list to pages by looking at questions

tional Year for Human Rights and each investigation committee within the group took as its terms of reference the discovery of the extent to which there were specific instances of denials of rights.

The education committee selected five concerns: equal and effective access to education by all, education re citizenship, education re human rights, research re citizenship, and Indian and Eskimo education. Is any comment needed?

I can only suggest, in conclusion, that the legal and the constitutional limitations of basic human rights that are the lot of all Canadians are no longer being accepted. Nine of our provinces have legislation dealing with the protection of some human rights. Labor unions and professional organizations are building guarantees into their negotiated contracts. Courts have broadened their interpretations and have even looked to cases in the United States for precedent. I suggest, also, that students are not going to allow us to sit idly by, with respect to safeguarding some basic rights for them.

**The legal and the constitutional limitations of basic human rights that are the lot of all Canadians are no longer being accepted . . . Students are not going to allow us to sit idly by, with respect to safeguarding some basic rights for them.**

In the case of a student 15 years of age or older, the same procedure may be followed if the joint report of the district superintendent and principal shows failure to apply himself to his studies or to comply with the school's rules and regulations.

Without treating the basic question of the failure of many school boards and school administrators to follow the steps prescribed in the Public Schools Act for the expulsion or suspension of students, or basic merit of the law as it stands, I should like to look at the question as it relates to the human rights issue, especially in this example, with regard to due process of the law.

It is obvious immediately that there is no provision in the Public Schools Act for a judicial hearing, at any level, of the student's case. The Lieutenant-Governor in Council is designated as a Court of Appeal in all cases that involve the Public Schools Act, but people proceeding with a non-contractual action against a school board are limited to action within six months of the incident and they must wait four months after notifying the board in writing of their intention to proceed with an action.

concerning rights of privacy, assembly, free speech (involving student assemblies and publications), search of person and lockers, disclosure of material from student files, dress regulations, Bible readings, corporal punishment, detentions and many, many more.

I am not, however, suggesting a concern with investigation of practices *per se* as much as a review of the procedures for handling the practices and a review of the philosophical base of such practices in the context of human rights. This is basic to the student power vs human rights question to which I made reference in my introduction. For example, the initial question should not be whether or not a student should receive corporal punishment, but rather whether or not a student is given the basic procedural guarantees contained in the concept of due process, which we relay as part of our culture and system in many a lesson.

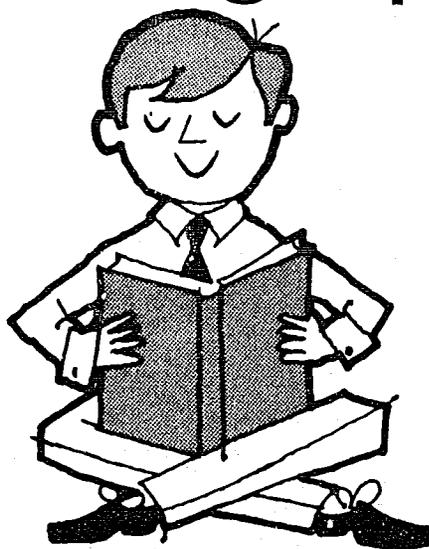
I suggest that it is to these questions that students are rapidly moving and educators are not. Illustratively and ironically, the 1968 anniversary of the passing of the UN Declaration was the passing in B.C. by establishing a Commission for the Interna-

#### Recognize Basic Student Rights

A recent issue of the OSSTF's *Bulletin* contains the suggestion that secondary school administrators must recognize basic student rights, since these rights are based on certain fundamental principles that prevent the use of administrative discretion biased toward eliminating legitimate controversy and legitimate freedom. It is suggested, also, that a recognition of freedom implies the right to make mistakes and that students should therefore be allowed to act in ways that are predictably unwise, so long as the consequences of their acts are not dangerous to life or property and do not seriously disrupt the academic process; that students have the right to live under the rule of law rather than the rule of personality; and that the deviation from the opinions and standards deemed desirable by the faculty is not, *ipso facto*, a danger to the educational process.

We can easily foresee the rising tide. How can we prevent the flood?

# How a High School Cured its English Hang-up



¶Said the linebacker to his roomie: 'The dean says I gotta take a foreign language this semester . . . so he signed me up for English Comp One.'

That gag goes back years to the 'College Humor' era. Today it is more tragic than funny. Football players fare no worse academically than engineering, science or economics students.

In this 'now' society geared to the instant entertainment of psychedelic electronics, teenagers often find reading a chore—not a delight. Writing is a penalty rather than a challenge. Some even fear that basic vocal communication is threatened.

Many think television is the opiate. Others blame everything from loosening morals to electric guitars.

Most students and many teachers are convinced, however, that the fault lies in compulsory, outdated educational methods that ignore their needs and desires.

One of the few schools that has challenged this problem successfully is Bellefonte Senior High in central Pennsylvania. In an experimental program aided by Title III federal funds, Bellefonte has made the scene by giving its students a bona fide voice in what is for many the grimmest of all subjects—high school English.

Most secondary school English systems are grammatical treadmills that grate the senses of the most eager students. For those less academically inclined, the subject-predicate syndrome is a kind of

CLIFFORD DENTON

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Chinese water torture. Most educators admit the need for change. But how?

Through the perseverance of its young principal, M. Richard Wolford, and nine-member English Department, Bellefonte has radically changed traditional English teaching methods and has produced a program worth national attention.

**A unique feature of the program is the 'independent' course. In effect, it is an open course where the student can choose any subject he wants — even a hobby — and convert it into an English study.**

Though there were harbingers of a general decline in English studies, Wolford says he was triggered into action by a shocking statistic. 'Fully 60 percent of the senior class couldn't score above the 10th grade level in a nationally-recognized reading test,' he recalls.

The national average was even worse—closer to the ninth grade level—but this offered little consolation to Wolford and his English Department head, John S. Dubbs.

Bellefonte Senior High School has about 900 pupils including 200 voc tech students. Wolford and Dubbs noticed that slow students, more or less segregated from other pupils, were shuffling into class sullenly with a teach-us-if-you-can attitude.

By contrast, the elite honor students had formed confident cliques and apparently were striving harder for points than knowledge. The average student was caught in the cross-fire.

Teachers as well as students were shackled by the monotonous composition and literature courses strung out in a fixed three-year high school English program.

At faculty meetings, Dubbs insisted, 'We've got to get the kids interested, give them motivation—that's our biggest problem.'

It was decided finally to toss out the traditional program and let the students decide for themselves what they should learn—up to a point.

The new program, now in its second year, offers in place of English 10, 11 and 12 a selection of

some 60 courses geared to English requirements. At a semester's beginning, students choose individually the courses they'd like to study. They can pick from such topics as radio-television journalism, Shakespeare, logic, semantics, literature of the adolescent years, speech, contemporary novels, research paper writing and literature of the American West. There is even a course called Creative Dramatics offered, as the program notes, 'to find out whether you're likely to become a famous movie star.'

Not all 60 courses are actually taught. Students must list alternatives. The most frequently chosen—nearly 40 courses—are listed on the official program. Dubbs notes that a course may be in one year and out the next. 'Last year, we offered a course on Thomas Hardy,' he says, 'and only two students asked for it. We couldn't put it on the program. This year several kids have requested it and we are teaching it.'

Each course lasts six weeks and a student must take at least three courses per semester. Some elect to take more. The one hard and fast rule is that all students must take, sometime during their three years in senior high school, at least one reading, one writing and one speaking course.

Dubbs and his colleagues offer careful guidance that helps students select courses to meet their individual needs.

There are no snap courses, nor any escape for the unlearned. 'Virtually every course—whether it's geared to writing, debates, logic or dramatics—will soon reveal any inherent weaknesses in basic grammar,' Dubbs says. The teacher can interweave corrective guidance into any course individually or for the class as a whole.

'No course is a total loss to any student,' Dubbs declares. 'What he may lack in knowledge he makes up in interest—at least awareness. And he will take steps to improve his skills.'

The six-week course allows students to aim at short term goals. The system also provides motivation toward better grades.

Under the old method, students

bogged down in one area often threw up their hands for the entire semester. Now, each six-week course carries equal weight. If a student fails one (which he must make up), he can still salvage a passing grade for the semester by doing well in the other two required courses.

Another unique feature of the program is the 'independent' course. In effect, it is an open course where the student can choose any subject he wants—even a hobby—and convert it into an English study. One photography enthusiast is working on a thesis about the Polaroid camera. Another student, a Vietnam veteran, is studying existential philosophy, which requires heavy writing. A mathematics paper is being prepared by a third student.

Though these courses are optional—usually requested by pupils who want to make the most of a study period—they have great potential in becoming part of formal English curricula. Wolford believes they may be the answer to a great problem in the technical world, which is clamoring for writers who can decipher scientific jargon that many industrial executives and government officials can't understand.

In any analysis, most important is what the students themselves think of the new program.

Sandy Chubb, a pretty 17-year-old senior, likes best the variety of courses offered—and the fact that she can choose her own destiny in English studies. 'Frankly, I never cared for reading,' she says, 'but I selected a course on the novel myself. This has aroused my interest in books. I'd rather read a good book now than watch television.'

Sandy also thinks the series of six-week courses in a semester gives students an opportunity to meet more students. Because all students now study side by side with honor roll students, Sandy feels that lazy students or those less gifted academically try harder.

Another senior, Roy Wilkinson, 18, says the new program has given him the chance to pick the courses he knows will help him in college. 'I only wish,' he laments, 'that I had taken more writing courses earlier because I find now that college re-

quires a lot of themes and term papers.'

Of all the courses offered this semester, Roy thinks mythology is the most fascinating.

Roy says the most beneficial are those dealing with Shakespeare. 'I've learned to apply Shakespeare's understanding of the human mind to everyday life,' he said.

Even more remarkable is the enthusiasm shown by the teachers. Some were outspokenly skeptical when the program began.

Teachers now have the chance to teach courses that they are particularly interested in. Mrs. Carol McClure, whose pet subject is logic, teaches all the logic courses. 'Because the program permits teachers to work in their personal interest areas, we do a much better job—and we derive more satisfaction from teaching,' Mrs. McClure says.

Dubbs is truly a soldier of Shakespeare and he would gladly spend the rest of his years fuming with Macbeth or sighing with Juliet. Dubbs has been teaching in the Bellefonte school district for 35 years and is due to retire this year. He could easily have ridden out his tenure on the established system, yet he is the new program's most ardent supporter. His craggy appearance belies a sincere, encouraging approach.

Dubbs is also convinced that his colleagues are more disciplined now because they must carefully package a required amount of material into a tightly-knit six-week course.

Under the old program, teachers were prone to let subject areas straggle past their allotted time. Often they never caught up, or at best were forced to ram material through the semester's closing weeks.

Wolford believes Bellefonte's English program could be easily adapted by any school. He cautions, however, that without proper staff it could be a failure.

'You must have paraprofessionals and clerical assistance, and a staff of teachers that can offer the flexibility in classes that students demand.

'Without help from the federal

government, we never would have made it,' Wolford says. He credits the advice, assistance and devotion of Mendelssohn Hoxie, the director of Title III (Elementary and Secondary Education Act of 1965) for Center Region J, which includes Bellefonte.

Bellefonte received a grant of nearly \$100,000 to operate its new English program over a three-year period. The first year—the most costly—totaled \$38,942 and covered the salaries of one additional teacher, a part-time pupil program adviser, two teacher aides, the purchase of audio-visual equipment (TV receivers, radios, tape recorder) and instructional materials such as newspapers, magazines and paperback books.

Under the Title III agreement, Bellefonte's school board will allot funds to continue the program when federal funding ends, assuming the program is successful.

So far, Bellefonte can bask in the results of its experiment. Pupils exposed to the program have scored considerably higher on their college boards than students under the old program. Wolford rightfully boasts of significant improvement in verbal scores—the direct benefit from English courses that have greatly strengthened the average student's ability and skill in comprehension.

In the past school year, library attendance and book circulation has risen 20 percent; circulation of magazines has soared nearly 100 percent. There has been a marked increase in the demand for non-fiction books.

The United States Office of Education recently notified Bellefonte School District Superintendent Dr. K. Fred Mauger that the high school's English program has been selected as an outstanding example and will be included in the annual Title III report to Congress.

Dr. Mauger says, 'It has not been easy for members of the English department to erase teaching habits developed over many years and adapt new methods, new procedures, new ideas and mold them into a refreshing, extensive and wonderful experience.

'The students of the Bellefonte Area High School have accepted

this new program very rapidly and for the most part are pleased with the results.

'Already, within other academic departments of the high school, teachers are examining their programs to see if similar revisions can be made.'

Educators outside the Bellefonte system speak glowingly of the new program. Edward Fagan, professor of education at Penn State, says Bellefonte's program has 'potential for changing national designs for teaching secondary English,' and will likely 'become a prototype for cracking the husks of old rhetoric which for years have contributed to the identification of English as the most hated subject in the secondary school curriculum.'



"But don't you see? When you grow up, you can't just be happy. You have to do something!"

John Withall, head of the department of secondary education at the University of Pennsylvania, describes the project as 'carefully developed, lucidly set forth and adequately documented,' which has 'emerged from the teachers' and their supervisors' needs and concern.'

Ben Berner, who is with the division of evaluation in the Department of Education's Title III bureau that administers funds, cites Bellefonte's program as a 'conscious attempt to bridge the gap in student-to-student relationships created by tracking into voc tech, business and college prep groups.'

He aptly terms the project a uniquely successful 'avant garde activity in a conservative area.' §

# HEY, WHO STOLE MISS DECEMBER?

EDMUND K. WONG

Director, Learning Resources Lab  
Professional Development Centre, SFU

¶Did you know that you could make a full-color transparency from a magazine picture in ten minutes, and for less than a dime?

The technique is commonly called 'color lifting.' The materials you need are a clay-based magazine, self-adhesive transparent plastic, a soup spoon, warm water and soap (or dishwashing detergent) in a pan, a sponge.

'How can I tell which is a clay-based magazine?' you ask. Many of

the popular magazines — *Time*, *Life*, *Macleans*, *Parent*, *National Geographic*, *Playboy*, and so on — are clay-based. This means that the printing inks do not permeate the paper, but are, in fact, deposited on top of a layer of clay. To see whether or not a magazine is clay-based, just rub a page with a wet finger. If the picture or printing comes off, the magazine is most likely clay-based.

The self-adhesive transparent

plastic material can be purchased from local department stores. For example, I bought an 18" x 9' roll of MacTac from Woolco for \$1.29. Similar material is available from distributors of educational materials at 25¢ for an 8½" x 11" sheet.

The procedure is as follows:

1. Cut the MacTac to the approximate size of the picture.
2. Peel the backing material from the MacTac and lay it on a flat surface; adhesive side up, of course.

Fig. 1



Fig. 2



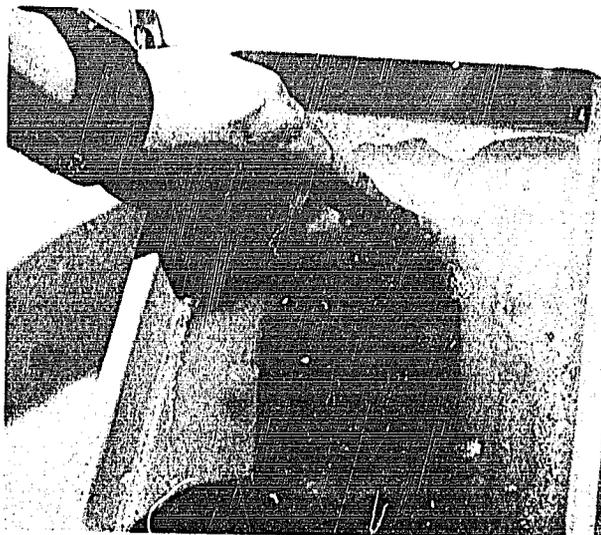


Fig. 3

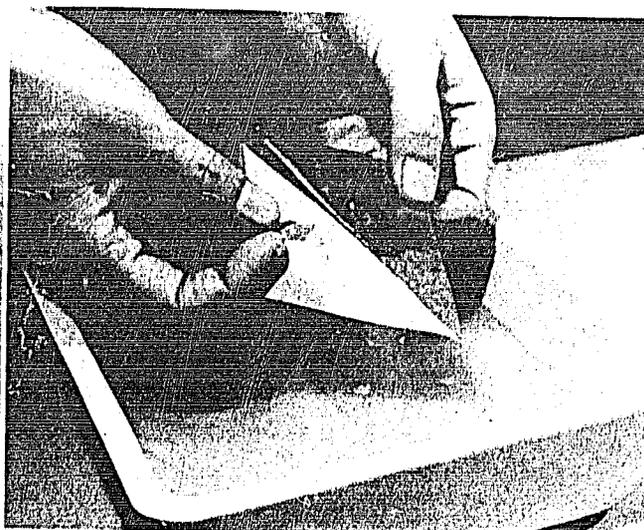


Fig. 4

3. Holding the picture face down, bend it into a trough shape. Place it on the center of the MacTac and slowly lower the edges. (See Fig. 1)  
 4. With the MacTac side up, rub all over with a soup spoon or something similar. It is important that a good surface contact be made. As you rub the MacTac, you can generally see the area you have gone over. (See Fig. 2) Trim the MacTac-and-picture to the desired size.  
 5. Place MacTac-and-picture in a pan of warm soapy water. Use a few drops of dishwashing detergent. The detergent helps not only to soften the magazine page for speedier separation of the paper, but also to

wash the clay off. (See Fig. 3)  
 6. Remove MacTac-and-picture from the water and peel off the paper. The picture image remains on the MacTac — your transparency. (See Fig. 4)  
 7. Using the sponge, wash the clay residue from the image until you get a clean, clear transparency.  
 8. Allow the transparency to air dry. If you are impatient, you can use paper toweling to assist the drying, but be careful. Remember, your transparency is still tacky.  
 9. Because the back side of the transparency is still tacky, you can stick another piece of MacTac or a piece of transparent plastic to it. If you

can afford to buy a can of plastic spray, such as Krylon, you can spray the back with it.

10. Test your transparency on an overhead projector. It may look good, but actually may project poorly; so check it out before using it in class.

And remember, perfecting this technique takes practice. I'm still trying to make a transparency of the center-fold from *Playboy* — I have yet to make it work. I've come to the conclusion that either I'm too impatient and not allowing the transparency to soak long enough or the center-fold is not clay-based. I suspect the latter. §

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July 3 to August 18

ANTHROPOLOGY	335	Minority and Ethnic Group Relations	ENGLISH	201	Studies in Modern Literature
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ANTHROPOLOGY	350	Evolution and Adaptation in Human Populations	ENGLISH	301	Children's Literature
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CLASSICAL STUDIES	320	Greek Tragedy	ENGLISH	423	The Beginning of the British Novel in the 17 and 18 C.
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EDUCATION	403	Social Psychology of School and Classroom	HISTORY	310	The American West
EDUCATION	406	Psychology of Adolescence	HISTORY	321	England, 1485-1660
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EDUCATION	408	The Exceptional Child — Sensory and Motor Functions	HISTORY	360	The Renaissance
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			THEATRE	382	Youth Theatre
			THEATRE	383	Theatre-for-Young-Audiences
			VISUAL ARTS	105	Foundation Studies I
			VISUAL ARTS	109	Drawing I
			VISUAL ARTS	315	Painting
			VISUAL ARTS	375	Sculpture

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**Seminars in Selected Sports and Related Areas** — July 3 — 28

For further information or a calendar write to the Director of Summer Session, University of Victoria, Victoria, B.C.

## A MATTER OF OPINION

A. S. Neill is one of the few men in the last several thousand years whom I find it possible to unqualifiedly admire. He owns much of the only two qualities of real greatness: uncompromising honesty and uncompromising love. And like those few others who also managed to develop the properties they were born with, he's a teacher.

'Neill' (as he insists on being called by his students and everyone else) is the founder and principal of Summerhill, the world's most famous and influential free school. He started the school 90 miles north of London over 40 years ago and (apart from a recent brief stint when he was voted out of his office by his 70-odd 5-to-15-year-old pupils) he's been there ever since.

Perhaps the most radical educator ever, he has written a number of books on Summerhill and education generally. Their devastating candor and iconoclasm cannot help but shake any reader who still believes in punishment, obedience to adults, examinations, compulsory classes or restrictions on speech and personal behavior. Neill above all abhors all adult constraint on the young. He claims that the only things an adult can properly offer to a child are love and help in what the child himself has chosen to do. He leaves the running of the students' lives entirely up to them (they and the staff meet weekly in a democratic, one-man one-vote assembly); and he believes that play is 'of the greatest importance' while sexual repression is 'the greatest evil.' In the most literal and fullblown sense, his is a 'free' school.

When I visited Summerhill a little while ago, I found it pretty well faithful to Neill's written descriptions of it. It is every bit as free as he claims. Attitudes and achievements are, so far as I could see, just as he reports. The only limit on the personal liberty of the pupil (aside from a few safety regulations) is whether or not he interferes with the liberty of somebody else. If he does, he's charged at the weekly meeting and by vote assigned a fine

## NEILL AND SUMMERHILL NOW

JOHN McMURTRY

or penalty. For instance, one of the assembly-sponsored rules that I saw posted in the front hall states that you can only shoot paper pellets at people who are also carrying 'catapults,' the penalty for disobeying the regulation being that 'we break your catapult.' But there's flexibility

*Reprinted with the permission of the author and Monday Morning. Mr. McMurtry contributes regularly to that magazine.*

in rule-application. One boy, for example, broke a rule by taking the pedals from someone else's bike for his own. He was penalized the next group's outing, but appealed on the grounds that the other bike hadn't been used for weeks and that he hadn't received money from home for three months. The meeting's decision was to drop the penalty and take a collection to buy him new pedals.

As far as freedom from adult interference goes, the reality of it was made clear to me in the first few minutes I was at Summerhill. When I dribbled a soccer ball away from a 5-year-old on the lawn outside, I was very quickly told to 'f... off.' ('If a child cannot address his teacher as a silly ass,' Neill has remarked, 'the teacher is a danger.') But this sort of thing doesn't work just one way. When Neill was speaking to a group of us in the barn, a small girl kept climbing around the chair he was talking from. Neill—something like a grandfather in the family home—reacted eventually by telling her to buzz off: she could 'tell him what to do the rest of the week,' he said, 'but not now.'

The attitudes and values that go with this great permissiveness are also much as Neill describes them in his books. The kids seem incapable of dishonesty or sneakiness. Since there's no penalty for saying or doing as you please so long as you don't hurt anybody else, there's nothing to hide. Talk and action is completely open and even a strange adult can very quickly rap with the kids on any subject at all with no fear or shame inhibiting the communication flow. Furthermore, things like fist fights, sexual perversion or cruelty to the weak (which were rampant in the private school I went to, though it was full of disciplinary rules and penalties) are virtually non-existent. Indeed Neill claims that nothing like these has occurred in four decades.

Formal learning? Neill leaves this too entirely up to the pupil concerned. He himself is not very concerned with books (though he is



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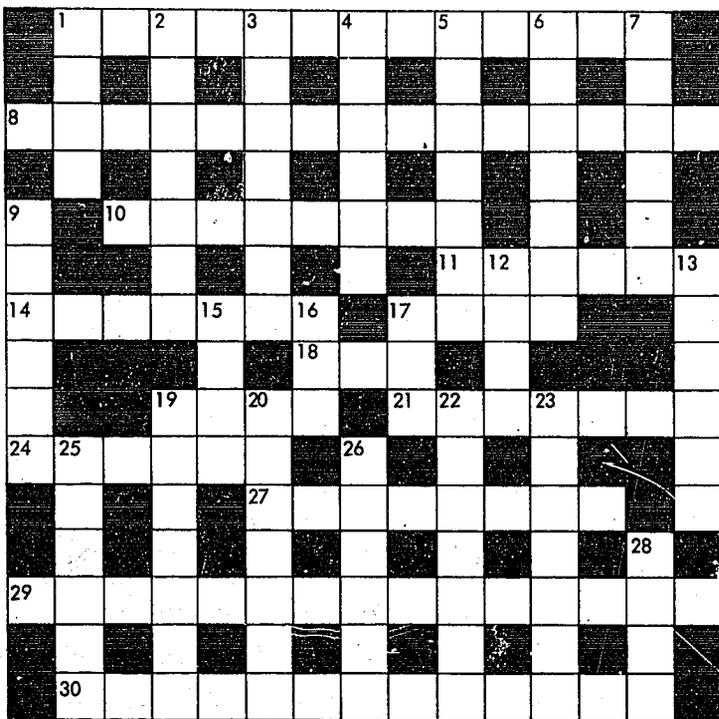
wiser and more acute than any academic I've met) and doesn't worry whether his students are either. All he's interested in is that the pupil is happy in what he does. The formal resources of a normal school are there—certified teachers, texts and regular classes—but whether or not the pupil makes use of them is up to him. The result is that Summerhill alumni are everything from doctors, professors and engineers to cooks and actors. According to Neill, all of them like what they do and that for him is the only thing that matters.

I do find myself with a few reservations about Summerhill. I think Neill has left the classroom side of things too much alone: viewing it

as a set bag that one can get into or not, instead of developing approaches which might make it worth-while and fun for everybody. Like it or not, the classroom and its book-learning are likely to remain universal and the point would seem to be to alter them from the bore they are now for most students rather than merely to ignore them.

More important, I am not so sure that Neill's school develops the joy and community he wants as ably as it might. One gets the feeling at Summerhill of a subtle apathy and (connectedly, I think) a certain lovelessness. Of course, it is immeasurably ahead of ordinary state schools in these respects, but not quite what

the heart yearns for. The vigor of personal project and the generosity of altruism seem to be wanting: the kids wander aimlessly a lot and deal their possessions rather than share them. I think I'd want to do two things at Summerhill if I were Neill. First, a lot more energetic advocacy to the kids of things they might do and try: I don't think they can really make a choice unless they know by some experience the alternatives available. And second, a far deeper commitment to the idea that people in a community share rather than exclude. Withholding something from another by force of ownership is, after all, the basis of all estrangement of man from man. §



**CLUES ACROSS**

- 1. The intentional purpose of the sharp-shooter? (10, 3)
- 8. Competitive methods used in fishing? No, in another sport! (5, 2, 5, 3)
- 10. Gloomy, despite the gaiety of the opening (8)
- 11. Reeled off, and gave the evil eye (6)
- 14. The sort of mechanism set up by 27 across (7)
- 17. Day-bed from which the sailor has gone (4)
- 18. 'nature wants stuff to ... strange forms with fancy' (*Antony and Cleopatra*) (3)
- 19. The place where it is located in the south-east (4)
- 21. Just beginning the gradient to the north (7)
- 24. A vainer sort of landmark (6)
- 27. Any bit will do to prepare this

- substance vital to health (8)
- 29. After dark, no gent can be accepted at face value (5, 3, 7)
- 30. The kind of aircraft not recommended for newly-weds (6, 7)

**CLUES DOWN**

- 1. The unattractive surroundings of 9 down (4)
- 2. The rule applied to others could be the basis of this dressing-down (7)
- 3. These are useful to the hunter — of eggs, maybe (7)
- 4. Noise coming from the tennis court? (6)
- 5. To some up, this is entirely in order (7)
- 6. Chagrined at the way Ma's head is turning around (7)
- 7. Just a small portion of one's ability to overcome a great shock (6)
- 9. Garbed (anagram) (6)
- 12. Part of someone else's responsibility (4)
- 13. Moved quickly and got traded around (6)
- 15. Denial given by a citizen of Berlin (4)
- 16. Girl seen in the Garden formed when her first letter comes before 17 down (3)
- 17. There has to be some kind of finish to make this (3)
- 19. Number that is about ten tens (7)
- 20. Sad result when you get around the beginning and end of the fault-finder (7)
- 22. The province of a strangely alert seaman (7)
- 23. The rhythm of sound modulation (7)
- 25. Astral (anagram) (6)
- 26. Up ahead for parvenus (6)
- 28. 'Inquire the .... house out, give him this deed' (*Merchant of Venice*) (4)

Answers will be printed next month

**Answers for last month's crossword puzzle**

Down		Across	
1. Alexandre Dumas	22. Nine	1. A Northern Vigil	17. Ave
9. Outline	24. Aver	2. Entertain	18. Sea
10. Cedilla	25. Set	3. Abide	20. Lord Byron
11. Terse	27. Inferno	4. Dreams	23. Ere
12. Torrent	30. Cubic	5. Excite	25. Sonnet
14. She	31. Iron man	6. Under	26. Throne
16. Aria	32. One drop	7. A clue	28. Floss
19. Elia	33. A short sentence	8. Past participle	29. Romeo
21. Verse		13. Rye	30. Chest
		15. Harte	

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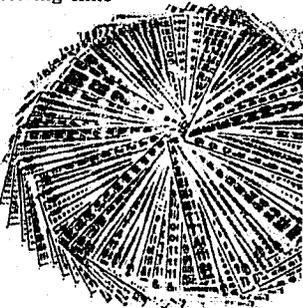
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## NEW BOOKS

C. D. NELSON

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that this department doesn't provide variety. Just read on and marvel at the astounding array of material we have this month . . . a Special Review by that thoughtful man, John Church; a positively lyrical review of a math book (MATH BOOK???) by Roger Sanford; another pungent comment, in a different key, by Bill Calder; a literary opinion by a newcomer, Mrs. Saba; a timely contribution by our tireless George Cockburn; a candid appraisal by Roger Coster, one of our newer language experts; even an Addendum to a previous review—all these, plus the mouthings of your Book Editor. Why, you never had it so good!

### SOMETIMES I WISH . . .

that publishers would send me rafts of good fiction and other non-scholarly books to peruse. Right now, I am undergoing a sort of mid-year academic 'bends,' probably the result of the weather, pressure of school work, post-holiday depression, etc., etc. Anyway, I wish to share with you a book I am at present reading, to wit, *A Clockwork Orange*, by Anthony Burgess (Modern Library, c1962, \$3.75). It's a horrifying glimpse into the unspecified future, and it has great implications for us as teachers and parents. Try it.

### FACT OF THE MONTH . . .

By the time this reaches your ink-stained fingers, there will be precisely 88 more days to this school year (give or take a few, depending on how quickly I get my copy in so the magazine can go to print!) Allons! —C. D. Nelson

### SPECIAL REVIEW

*Teachers, Children and Things: Materials-Centred Science*, by Clifford J. Anastasiou. Holt, Rinehart and Winston, Toronto, 1971. No price given

Here is a veritable 'Bible' for both novice and experienced teachers who are struggling to provide a rich array of learning opportunities in science for elementary school pupils. The author is particularly well qualified for his assignment as he has studied with Piaget; has worked with many of the United States Projects that he describes; has visited English infant schools where he saw children sciencing under the Nuffield Project; and has assisted in developing elementary science programs in regions as dissimilar as Malaysia, British Columbia, East Africa and California.

The author's explanation of Piaget's learning theories are very straightforward. In fact, the book is crammed with practical advice for teachers from the first comment (p. 3) that science is a blend of facts and principles on one hand and processes on the other. He advises (p. 5) teachers to adopt new teaching methods gradually; notes (p. 39) that creativity cannot be taught, but that the creative process can be skillfully nurtured; reminds (p. 80) teachers that 'most of the child's world is, and always must be, outside the classroom'; emphasizes (pp. 141-2) the advantages of integrating science with other subject areas, particularly social studies; and reserves to the last two chapters a stimulating section on the teacher as the developer of curriculum, and one on evaluation. In the latter section, he stresses anecdotal evaluation and suggests (p. 158) that the role of teacher should be that of observer and recorder, not that of judge. In the chapter on 'The Teacher as Curriculum Developer,' Dr. Anastasiou includes two Nuffield-like charts (p. 147 and p. 151) to show the flow of children's ideas that become the basis of developing a science unit.

The title of the volume bothers me. The book's message is, of course, that teachers must assume a new and much more difficult role—that of retreating from center stage to the wings—where, when necessary, they 'manipulate' the learning situation. Since the book is about children, learning and things, one must question the reasons for selecting the title *Teachers, Children and Things*. To question the title is not in any way to suggest that the book is not a most appropriate one for teachers. The title is just misleading.

The monograph raises other questions. Why no index in a work that is intended for ready and constant reference use by teachers? Moreover, I was surprised to learn (p. 84) that parental volunteers may be more interested in field trips than are the children.

The teacher of English would note several lapses in style, such as an abrupt change (p. 84 and p. 135) from the use of the third person to the use of the second. Again, can one speak (p. 163) of what 'a garbage can can hold'?

One is pleased to note that this volume was published in Canada, primarily, it is presumed, for Canadian teachers, as witness the number of references to the B.C. Elementary Science Committee and the Lesson Aids Department of the BCTF—both organizations with which Dr. Anastasiou has had extensive experience. One notes the spelling of 'centred' in the title, which also suggests a Canadian audience. Imagine, then, the surprise with which one reads (p. 137) of 'using federal grants' to develop the COPEs program in elementary science. What if some of our Canadian politicians read this volume?

Despite minor shortcomings, this is an excellent book. It is one that no teacher of elementary science—in fact, no teacher—can afford to neglect. It is **MUST READING** for **PONDERING** and **USING**.—J. S. Church

### ART

*Designing and Making Mosaics*, by V. C. Tommons. Davis Publications, c1971. (Can. Agt. Moyer Vilas Industries) \$9.75

This is yet another in the handy-dandy 'how-to-do-it' issues that inundate the market. It, like its sisters, is well presented and well illustrated in clear black-and-white. A long list of suppliers (all American) appears at the back. A glossary, which can only be termed insulting to a trained and experienced art instructor, is available.

The author states in the section entitled 'To the reader' that she has prepared this book out of her desire to present her personal enthusiasm for mosaics to the reader and to 'omspire' teachers and students to work in this medium. Great! Most commendable! I suggest, however, that the teacher working into this area of creative expression has within himself all the basic understanding, sensitivity and general 'savvy' that is exhibited in such a pretentious and professional manner in this book . . . pure gobbledegook!—W. Calder

### ENGLISH

*Ventures 1 and 2*. Ernest H. Winter, Ed., Thomas Nelson & Sons (Canada) Ltd. No date or price given

These are the first two books in Nelson's 'Tempo' anthologies containing a selection of stories, news features, poems and short plays, designed for junior secondary students.

There are questions at the end of each selection, which are progressive in difficulty, so that a teacher may choose questions appropriate for students of varied ability.

In each book there are four groups of selections, each related to a central theme; for example, the response of young people to war, city life, outdoor life, sports, adventure and discovery.

These themes make it possible for a teacher to appeal to the interests of a wide variety of young people. It would be inadvisable

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to require a student to start at the first selection and read all the way through, for this would defeat the purpose with which the books were planned; i.e., to increase reading motivation and interest. Students should be allowed to explore these books and to choose their own selections.

Most of the selections are highly interesting. The only criticism one could make is that they are largely oriented toward capturing the interest of boys rather than girls. However, because boys, in general, are more reluctant readers than girls, perhaps this is really a strength.

These books would be a valuable addition to any junior secondary school English program. —Allison M. Saba

## FRENCH

*Chez nous*, by W. R. Steur and  
*Bien Canadien*, by Robert R. Roy.  
Holt, Rinehart and Winston, c1971.  
75¢ and 95¢ (paperbound)

The concept of producing a low-cost selection of French-Canadian literature to use in secondary schools is a most appealing one. It is unpleasant, therefore, to find oneself being very critical of these two little booklets.

Their format is that of a literary magazine: they are slim, large-size page, paperbound volumes containing selections of poetry and prose. Much of the content is too difficult for most secondary school students to understand without constant resort to dictionary and grammar book, yet both end with a series of rather pedestrian questions and exercises based on the selections.

Of the two, I find *Bien Canadien* far more potentially useful, since the selections are more likely to interest teenage readers. The first story, for example, is about a group of motorcyclists. Another deals with the origins of lacrosse. In addition, the book is illustrated with attractive pen-and-ink drawings, while the best that *Chez nous* can offer are some randomly distributed amoeboid blobs that look suspiciously as though they have no function but to fill up space.

The criticisms notwithstanding, both books have the merit of providing some French-Canadian idiom and usage, and at the low price quoted are worth a place in your school library or resource center.

—Roger Coster

## MATHEMATICS

*Algebra 1*, by James R. Smart and others. Contemporary Mathematics Series. Ginn & Co., c1971.

Price not listed

I was recently relaxing in hospital, being fed intravenously in one arm and supporting *Algebra 1* with the other.

'What are you reading?' asked the hospital supervisor, coming into the room, looking very efficient.

'A really splendid book on algebra,' I replied brightly.

'Ugh! How can you bear to read stuff like that?' She picked up the book and glanced through it. A note of shock and surprise came into her voice: 'What an attractive book! Is it Canadian? They don't use books like this to teach algebra in our school district, do they?'

Well, since the answer to both questions is 'no,' we might as well leave the conversation, although we can underline that the

book's graphics and layout are startlingly good. The pages are 9" x 8", spaciouly arranged, avoiding the temptation to cramp print and exercises for economy, hence reducing some of the psychological pressure inherent in mathematics.

Not only are the pages tastefully laid out, but also the authors have gone to great trouble to make the explanations as simple and clear as possible. They have faced the fact that many of our students lack the ability to comprehend what they read (which, ironically, the poor students rationalize by saying that they 'never could do math') by using simple sentence structure and giving synonyms for difficult words.

After each concept has been explained there follow short exercises that test the student's grasp of the idea. These are self-checking, since just by flipping a page the answers are conveniently found, within the body of the text. If the student is successful here, he can move on to the exercises, which tend to be 20 questions long, and about 30% with answers at the back of the book. This will suit some teachers, but I like all the answers in the back and feel that the publishers have economized in this area. Not one graphical answer is given, and I feel I must fault the book on this score.

At the end of each chapter there is a literate chapter summary, a set of review exercises and a page devoted to 'Library and Laboratory Experiences.' This last feature, one would hope, might be a harbinger of a broadening and humanizing of secondary school mathematics.

Only a very few students become engrossed in manipulative algebra and most do it because it is expected of them or because it is a prerequisite for other studies. We can interest more students by offering them an understanding of the history of the pioneer mathematicians and their ideas that helped to give us civilizations. By giving the students the opportunity to discover ideas and research, we shall produce better mathematicians. I therefore applaud the discovery exercises, the puzzles and the historical research at the end of each chapter in *Algebra 1*. Some 20 reference books will be needed, although many will already be in your library.

The content covers roughly the same ground as Dolciani Book IV, chapters I-VII, with a chapter on probability and statistics at the end. The book is not so demanding and is pitched to the average student, which is better than setting the level at the top 20% and letting the rest flounder. Manipulative algebra is not overemphasized, but there is a shortage of exercises on directed numbers and removal of brackets. Verbal questions are not overemphasized either, which in some ways is good, because a better success level will result; but in other ways is bad, because I find students weak in this area. The authors have a real try at explaining how to solve verbal problems, but at no time do they suggest putting the data into a picture—a most helpful procedure, in my experience.

If a clever student would find the text easy to master, is this book not for him? Well, the enrichment of the 'Library and Laboratory Experiences' will more than take up the slack, and will probably give a better math education. The book is appropriate to the chalk-and-talk math teacher, to those who get the students to do the work and as a source of excellent teaching strategies. I intend to use it as a reference book to

complement the Dolciani text when my students use learning packages that refer them to Dolciani. Why have a cold milk drink when you can have whipped cream surprise?

—Roger Sanford

## POST-SECONDARY EDUCATION

*Community College in Canada*,  
by Gordon Campbell.

Norraw-Hill Ryerson, c1971. \$7.95

This needed book is both an introduction to the topic and a detailed reference guide to individual colleges. The author, who was founding principal of B.C.'s Selkirk College, also has considerable experience in the field of adult education. He is a member of the Board of Governors of the Community College Commission of Canada and Associate Professor of Education at the University of Lethbridge.

In Part 1, he tells much of the history of these institutions, and defines their terms and ideal characteristics. He goes on to treat their varying structures and government, then to a province-by-province account of present developments, origins and current issues. Chapter Four discusses problems and opportunities in a national perspective, concluding with a summary of issues and trends.

Specific reference sections are Parts 2 to 5. These include a directory of community colleges; a list of their addresses (including newer ones); provincial organizations, with addresses; a very ingenious 7-page Key to Courses, as well as an 8-page bibliography and a good index. The directory, arranged by provinces and then by colleges, includes at best: address, phone, principal, history, facilities and services, courses, admission and application requirements, fees and costs, total costs, total staff, enrollments and last recorded total of graduates, and a little on student life and finances. (These items are not available for every college, nor always to date.)

The author states in his Preface, 'In two years, when more research has been undertaken and a greater consensus exists about purposes and plans of colleges, a revised edition of this volume will be available . . . . Meanwhile, this book will be of considerable value and interest to teachers (especially counsellors), administrators, supervisors, school trustees, as well as to the staffs and councils of B.C.'s colleges. We are proud of this graduate and former professor of UBC.'

—G. H. Cockburn

## Editor's note

In our December issue we carried a review by William G. Nutt of *Educational Media and You*, by Cecil E. Wilkinson. Mr. Nutt wishes to add the following by way of amplification and correction:

'The review of the book *Educational Media and You*, Cecil E. Wilkinson, published by GLC Educational Materials & Services, that appeared in the December issue requires the following corrections: Wilkinson is no longer head of the Scarborough, Ontario, Media Center; he is at present a free lance Educational Media Consultant, a consulting editor for *School Progress* magazine, and an instructor for the Nova Scotia Department of Education Media Summer Courses. In addition, the review should have mentioned that the author referred to print media on page 187, where he lists the joint ASLA/DAVI Standards for School Media Programs.'



## THE CURRICULUM IN 'WALKABOUT'

¶Three years ago when I awkwardly initiated this department under a different name (I have recently changed it because a metamorphosed target is more difficult to hit), I advocated the use of feature movies as a teaching aid. I think I have devoted a couple of other articles to the subject since then and with not a particularly astonishing consistency, it has been deeply and totally ignored.

My thesis has been ignored by schools and teachers; it has been ignored by film distributors and producers, by the students and by just about everyone in a suitable position for sound ignoring. In the midst of all this neglect I keep seeing new features. With each one I keep repeating to my bruised ego

that this would be a very good flick to show to my classes, neatly illustrating something that sounds so dull and belabored in the form of a printed word.

The latest film that strongly evoked this feeling within me was an Australian one, called *Walkabout*. And unlike *Out of Towners*, which so vividly brought you into the midst of urban problems, and unlike *No Blade of Grass*, which unsuccessfully tried to deal with the environmental crisis, this one dealt with something much more basic—with the very meaning of life.

At the outset it seemed to veer dangerously close to the 'clutch the throat and hiss water, WATER!' school of cinema. Because the two

cutie-pie kids really do get stranded in the Australian desert and there actually is an oasis with a luscious fruit tree that suddenly appears out of nowhere.

But just as you're about to get up and leave because of a severe attack of *déjà vuism*, there are two novel twists: (1) The oasis dries out and (2) a carefree young aborigine appears on the horizon.

What happens after that falls under the heading of 'survival' in the white man's book, under 'normal life' in the aborigine's. Gradually the white kids' point of view begins to alter in favor of that held by their black friend.

It is not until much later, when the largely sterile life of a modern housewife oppresses the now-grown

*Their goals are identical — to stay alive in an inhospitable environment.*



heroine, that the tranquil, utterly natural moments in the wilderness begin to appear so incredibly natural and sensible.

In *Walkabout* the noble savage is far from idealized. He is dirty, uncouth, downright crass. He is an animal who speaks. But the point is that he fits in with the rest of the environment. He doesn't stand out like a sore, ugly, self-destructing thumb.

*Walkabout* frequently fails to suppress the distracting, lush orchestrations that are so strongly reminiscent of the worst of Mantovani. So that you will not miss the whole point of it, it has its theme re-stated in no uncertain terms through a W. B. Yeats poem lovingly read over the titles in the end. That must have been especially designed for those who have less than a Grade 3 equivalent.

But in spite of all its faults, the central message comes through. The nudity is less than erotic, the slaughtered kangaroos roasted on an open fire with their fur intact less than nauseating. Friendship between the aborigine and the white kids develops spontaneously because their goals are so obviously identical. There is absolutely no need to understand each other's language.

And the aborigine dies—actually kills himself—when he fails to understand the actions of the white hunters who kill for pleasure and who do not bother to get out of their Land Rovers to retrieve their fallen prey.

So there you have it. Recognize any seeds of knowledge you may have tried to implant in the heads of your wards? I recognized practically the whole social studies curriculum in *Walkabout*. §

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Retired	Last Taught In	Died
Carl F. Barton	Vancouver	November 19
Miss Mabel V. Beattie	Enderby	August 13
Miss Lillian M. Burnham	Vancouver	November 15
Miss Gladys M. Hinsley	Vancouver	November ??
Miss Sophie F. Hiscocks	Victoria	December 12
Mrs. Margaret H. (Hamilton) Murray	Surrey	December 4
Miss Kathleen M. W. Reynolds	N. Vancouver	November 23
Miss Dora S. Simpson	Vancouver	November 30
Wilfred G. Webster	Vancouver	December 13
Thomas W. Woodhead	Vancouver	December 23

### 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.)

**ADMINISTERING THE INDIVIDUALIZED INSTRUCTION PROGRAM.** West Nyack, N.Y., Parker, 1971.

**THE ADOLESCENT AND HIS WILL**, by Caleb Gattegno. New York, Outerbridge & Dienstfrey, 1971.

**ANALYZING TEACHER BEHAVIOR**, by Ned A. Flanders. Don Mills, Addison-Wesley, 1970.

**A BRIEF ON CHILDREN WITH LEARNING DISABILITIES.** Vancouver, Vancouver Association for Children With Learning Disabilities, 1971.

**THE CREATIVE CLASSROOM; TEACHING WITHOUT TEXTBOOKS.** New York, Scribner, 1971.

**CREATIVE LEARNING & TEACHING**, by E. Paul Torrance. New York, Dodd, Mead, 1971.

**THE CURRICULUM: RETROSPECT AND PROSPECT.** Edited by Robert M. McClure. Chicago, University of Chicago Press, 1971.

**DEVELOPING TEACHER COMPETENCIES**, by James Welgand. Englewood Cliffs, N.J., Prentice-Hall, 1971.

**INNOVATION IN PRIMARY EDUCATION**, by G. W. Bassett. New York, Wiley-Interscience, 1970.

**THE LEAF NOT THE TREE; TEACHING POETRY THROUGH FILM & TAPE**, by Jack R. Cameron and Emma E. Plattor. Toronto, Gage, 1971. 4 v.

**THE LIBRARY CLUB**, by Jack J. Delaney. Hamden, Conn., Shoestring Press, 1970.

**SCHOOLS ARE FOR CHILDREN**, by Alvin Hertzberg. New York, Schocken, 1971.

**SCHOOLS WHERE CHILDREN LEARN**, by Joseph Featherstone. New York, Liveright, 1971.

**WHO PUSHED HUMPTY DUMPTY?**, by Donald Barr. New York, Atheneum, 1971.



## MULTIPLYING GOOD TEACHING PRACTICES

¶One can think of a teacher in many ways. An image that greatly appeals to me is that of the teacher as a multiplier of himself.

That view of a teacher affords us a variety of possibilities, not the least of which could be a fundamental change in the method of training teachers. Faculties of education could adopt a new approach to their task if they worked on the principle that the best way to prepare teachers is to let them constantly see the best in teaching practices.

The trouble with many teacher education programs now is that they consist, by and large, of lectures, just as do most other university programs. Good teaching becomes a matter of do-what-I-say-not-what-I-do.

Surely it would be better to let students associate constantly with outstanding teachers, watch them in action, discuss with them what they are doing and why they are doing it. Faculty of education members would, of course, have to be first-class teachers, for there would be no place in a teacher education program for anyone who was not.

The task would be to identify the best teaching practices, and to attract to the faculties of education people who exemplify those practices. (The profession — BCTF and faculties of education — could probably agree on what are the best teaching practices, but could probably not agree on who were the best teachers.)

What teacher education programs would then try to do is to multiply

the use of the best teaching practices. Faculty members would discuss and explain the practices, then demonstrate them. The students would imitate the procedures and 'correct' them as required. The use of demonstration, free practice and corrective practice has always been an effective way of teaching skills.

The faculty members would be true leaders of our profession, and would constitute the 'cutting edge' in advancing professional practice.

Teachers have always taught more by example than by any particular technique. We have always taught more by what we are than by what we do. The examples have, naturally, ranged from outstanding to terrible. The point is that faculty members, too, teach more by example than they do in other ways. Those who do nothing but lecture — and that not very well, in some cases — are naive when they wonder why their student-teachers tend to lecture classes rather than teach them.

Lest I be misunderstood, let me hasten to admit that faculties of education can, at best, do nothing more than prepare people to *begin* teaching. Only actual experience can really develop a teacher. But surely faculty members should be exemplars of all that is good in teaching. They should live good teaching, not merely talk about it.

Student-teachers need educational theory, and faculties of education should provide it. But that theory should be related as closely as possible to actual practice; it should not be theory for theory's

sake. Hence the need for good teaching practices in education classes. In this way theory would amplify practice.

Perhaps the key position in the teacher-training process, however, is that of the sponsor-teachers in the schools. They should be the links between theory and practice, and as such, they should be teachers who exemplify the very best in teaching practice. The profession has an obligation to ensure that they are. Our objective would be to multiply what those teachers do and the thinking that justifies what they do.

But let's not kid ourselves that a few disjointed weeks of practice-teaching constitute an adequate period in which to make the transition from theory to practice. What is needed is a year of internship, following the theory, in which the fledgling teacher can observe good teaching practices day by day, and be given supervised teaching experience and gradually increasing responsibility.

The present system, in which a beginning teacher is handed complete responsibility for a class from the first day, is unfair to him and to his students. I suspect that many of our educational accidents result from this practice.

In terms of what they do, good teachers can indeed multiply themselves. In doing so they can have an impact that goes far beyond their own immediate environment. Isn't it time we reorganized our teacher education programs to take full advantage of that fact? §

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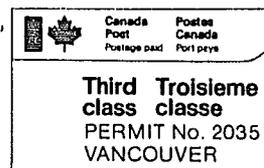
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