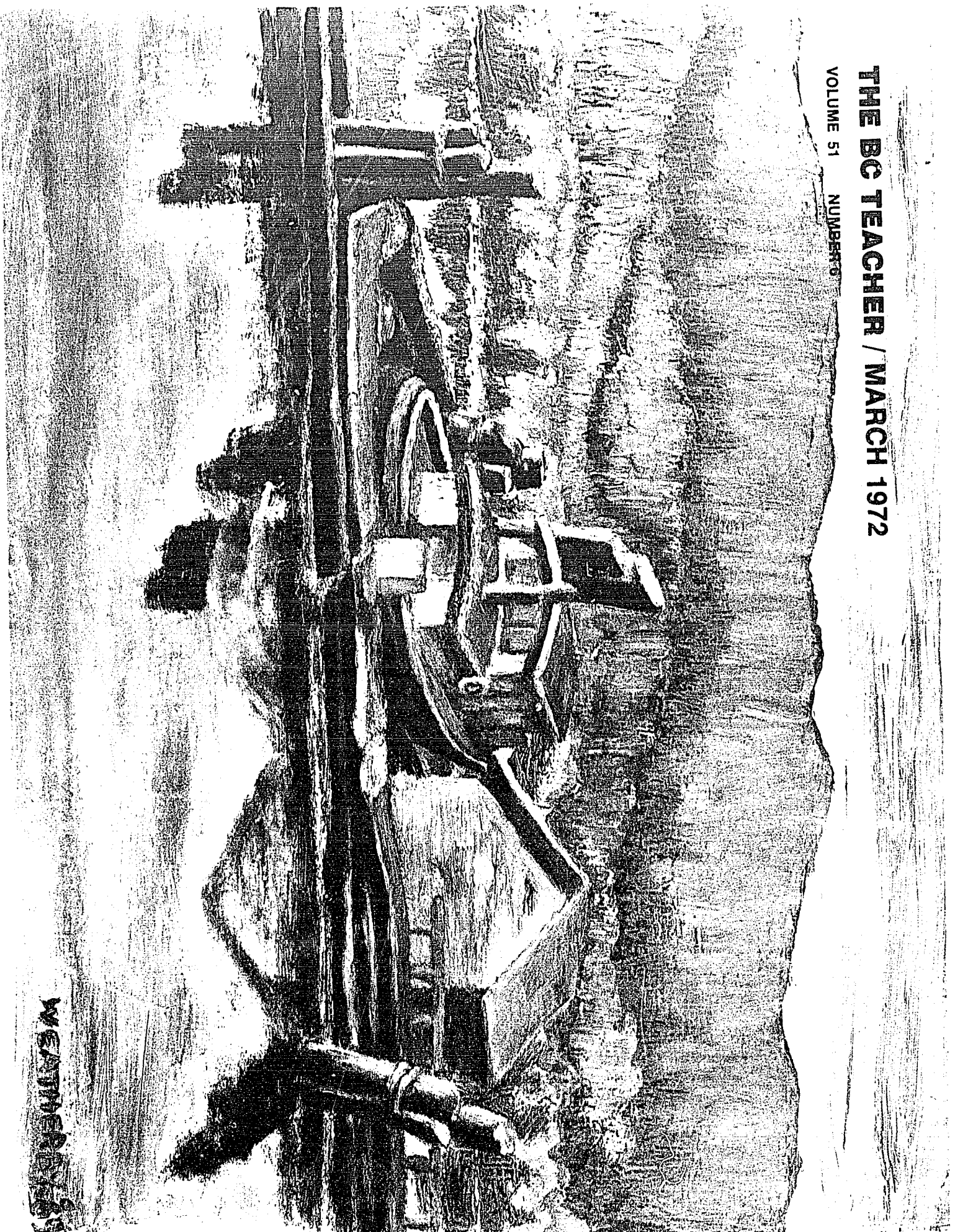
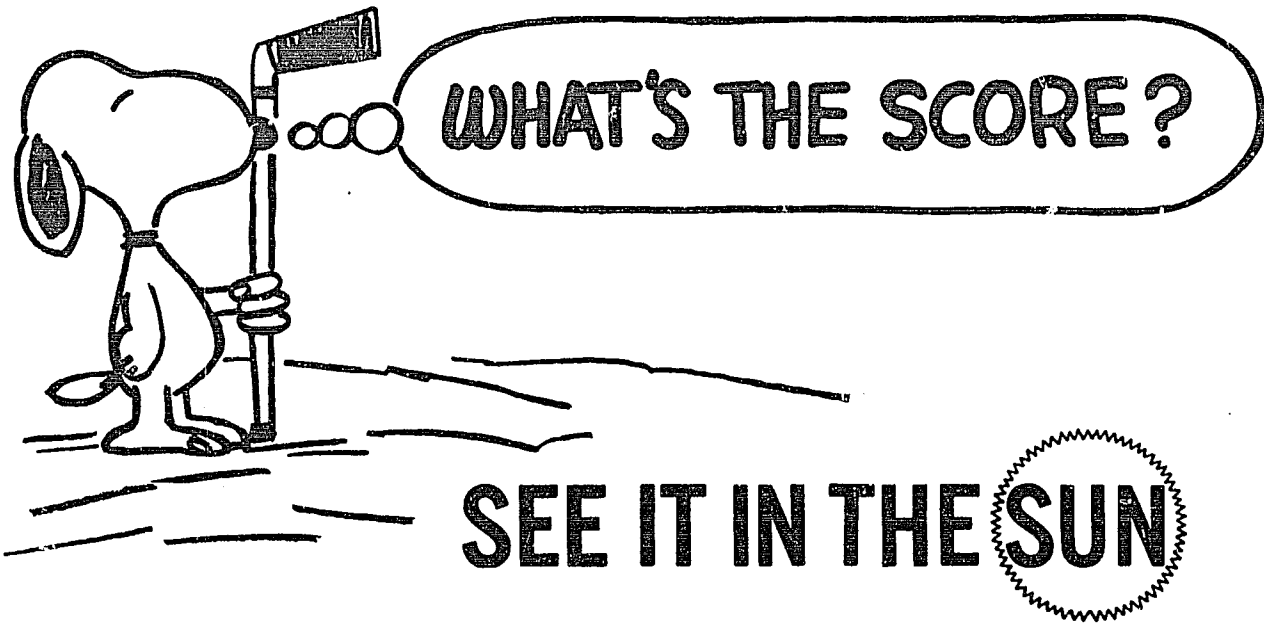


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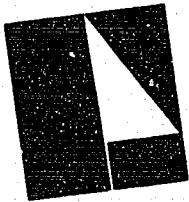


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COVER PICTURE

This month artist Hugh Weatherby gives us a change of pace. 'Day's End' was painted along the Fraser River near Mission.

PHOTO CREDITS

PP. 210-211—Englefield Studio, Nanaimo; p. 212—supplied by Peter Harper; p. 213—supplied by John Mirichiello; p. 213—supplied by Gary Onstad; pp. 223, 225, 226, 228—Carol Gordon, BCTF; p. 231—Teach Me!, NEA.

The January Issue Disturbed This Reader

Sir,

This was the week this was—it was! Not being addicted, so far, to either drugs or alcohol, I turned for solace and educational comfort to the pages of our beloved monthly journal *The B.C. Teacher*, from which I attempted to find words of comfort, wisdom and true educational thought. Some said I was an optimist, but I'm the type that never gives up, whatever the apparent odds may be.

The first words of comfort to catch my eye were the profound statements of one Anton Vogt who is a member of the Faculty of Education at the great Simon Fraser University. I noticed all those delightful little chickens sitting on the desks. I read on, eyes bulging with eagerness, and I read '... that in civilized society citizens are not told what they must do.' Not being satisfied, I read on to the end of the article and there it was again 'Citizens in a civilized society are not told what they must do; that is something they determine for themselves.'

Still thirsting for knowledge I turned to sex. I mean the article on sex discrimination (page 137). In this profound article I discovered that for nearly half a century I had unwittingly been insulting the status of the female sex. I have always had thoughts about women, females; I have regarded them as being different from me, pleasing to look at and sometimes a delight to have as company for social intercourse. Some of the toughest, roughest people I have met have been females. Some of the most tomboyish students I have ever taught have been

females, yet now I read from the utterances of WIT, who inform me that 'The time to stop this learning to be different is now.' Is this really NIT picking with WIT?

However, I said to myself. It's me who is wrong. I'm the guy that's way out! I just don't match up to these learned people who write articles in educational journals. Having thoroughly given myself a temporary inferiority complex, I turned to the idiot box (TV) on the night of Tuesday, January 25—I think that was the date, and then I sat down to watch the Channel 8 news. But I could not escape. Once again I was reminded that I was not with it, for on the news I learned that a milk drinking contest had been held at the Winston Churchill Senior School in Vancouver and there in full, stereophonic, three-dimensional color, I witnessed these 'students' guzzling down cups of milk, and heard the announcer tell me that the vice-principal had emptied a glass, or was it a cup, of milk over the winner. The resulting sight of milk-throwing mayhem was well illustrated by the film. I dashed for my half-filled gin bottle that had been reclining in my cupboard, for medicinal purposes, for many months and I drank the lot! The effects wore off before I started writing this letter of protest.

In those 'good-old-army-days' we often used two four-letter words that were joined together by a hyphen. These two words allowed one to get rid of a lot of pent up feeling. It's too bad if your vocabulary does not permit you to recall

the two four-letter words I refer to. You must use your imagination and think of the animal world.

There comes a time, or a kind of limit of sensible human tolerance, when even codes of ethics can be suspect. At this stage I care little for codes of ethics that compel any individual to accept the two articles and the TV incident I have mentioned.

Mr. Vogt, please note that ALL self-respecting citizens do exactly what they are told every minute of their lives. They are told to act according to the laws of the land and when they do not do as they are told, by the laws of the land, they are in trouble. It's a pity this idea cannot be stressed in education a little more. It may do a great service to many students before it is too late.

I'm not too angry with WIT. I'm only sad to think that there are so many sexually frustrated people in the world. The thing that does annoy me now is the fact that, if I accept WIT, I can no longer say anything about 'Hansel and Gretel' to my children because, you see, Gretel was afraid in the haunted wood, but Hansel, bless his cotton socks, was the masculine tough guy who took charge! Oh dear, those sex discriminating fairy tales!

As for the milk-throwing vice-principal, I am sure he has, by now, either been dismissed from the teaching profession or he has become the honored recipient of a cash grant for innovative educational thought. I'll bet my bottom dollar that the latter is the case. No sour grapes, we just can't all be with

it and on the ball. Some of us just have to take a back seat and act normal-like.

Duncan

John Getgood

Support For Jan Drabek

Sir,

I couldn't agree more with Jan Drabek's column on 'The Two-Week Wonder' in the January issue. I, along with most of my colleagues who spent time in the Faculty of Education during the last decade, have also been through the experience of two weeks only as a practice teacher. No sooner do you become acquainted with the class routine and students than it's time to leave. Then you are completely immersed in the routine, full-time, in September, often ill-prepared for the effort.

Most professors I have talked to who are inspecting student teachers in my classroom, agree that the procedure should be changed. Only, year after year it continues. I believe the university needs to poll all teachers who have begun teaching during the past, say, five years. I'm positive they would all agree that a longer stint in the classroom as a student-teacher would better prepare them for the full-time job. Once this is assessed, the practicum time should be at least doubled.

Maybe we, as the most recent newcomers to the field, could put pressure on UBC to change its policy.

Penticton

R. A. Brucker

Latin Is Coming Back

Sir,

Many teachers reading this will have memories—good, bad or indifferent—of Latin courses they took at school and/or university. Many will be under the impression that the language that took on the word 'dead' as a form of description, is almost gone forever. But Latin has taken a conspicuous length of time to die, and has not expired yet!

Indeed, Latin has made a tremendous 'come back' all across the United States. During the school year 1966-67, in Washington D.C., three teachers were teaching Latin to 620 students. By the school year 1970-71, there were 13 teachers and 1,984 students enjoying Latin. In

Philadelphia 494 students increased to well over 7,000 during the same period.

Closer to home, in the State of Washington, Bremerton's West High School raised its Latin enrollment from 22 students in 1967 to 1,035 students in 1970-71; and Renton's High School increased its enrollment to 1,661. There are further specific figures available to support the fact that Latin enrollment is increasing swiftly, even radically.

In Russia the value of Latin was recognized as a medium for international communication, especially in such areas as science. What do the U.S.A. and Russia know that we have not yet realized? There is currently a *Renaissance of Latin!*

Why this sudden and rapidly expanding rebirth of interest in Latin should have taken place is important. Is the reason merely that the value of Latin was not realized until it was no longer so readily available to all? Was there concern among teachers who felt there was a need to conjugate verbs and decline nouns? Did people miss the concinnity and conciseness of the Roman tongue? Were those people who had solicitous regard for the honorific position of Latin simply bent upon revival? Has Cicero something unique to say to today's youth after all? Few people would attempt to give a reason for this rebirth of Latin, yet the renaissance remains a fact.

Latin, certainly, is no longer an exercise in futility that many adults may remember. Latin, like many other subjects in the curriculum, has undergone a 'face-lift.' Latin is emerging from a quiet, genteel sleep as an exciting subject that enriches a person for its own sake.

English consists of more than 50 percent pure Latin and derivatives in addition to that English that came to us through the medium of Norman-French. Students quickly learn to recognize a derivative in a Latin word, and begin to 'feel' a deeper meaning. The language gives insight into the minds of those ancestors to whom we owe so much.

Students, with a natural curiosity, delve into mythology, art, architecture, historical events and lives, food eaten at banquets (including stuffed

mice!), funeral rites, slave revolts, populations, pollution and Christian ideology at its beginnings. Classical studies enrich the students beyond belief.

What place have Latin and classical studies in a technological world? A person who has taken Latin daily uses the facility in English he gained through Latin, whereas not every person uses his algebra or geometry. If you sincerely believe, as I do, that the purpose of education should be for the enrichment of the student for its own sake, rather than for the sake of obtaining a job of work that may not exist in the future, then Latin and the Classics are integral parts of an education. Every student is entitled to have access to knowledge, and especially to that knowledge that has been proven of worth through centuries of trial and error.

Teachers who are able to teach Latin and Classics may like to consider that one of the important changes in education currently is the wider variety of courses being offered to students. Why not offer to teach Classics, a course that will include history, art, mythology, geography, literature and the fundamentals of the Latin language? Life, Latin and Laughter can be congenial companions in the classroom.

If you need any help whatsoever, contact me at John Oliver Secondary School, 530 East 41st Avenue, Vancouver 15, B.C. Let us do everything possible to further this renaissance of Latin.

Vancouver

(Mrs.) Maud Vant

Vogt Article Pleases

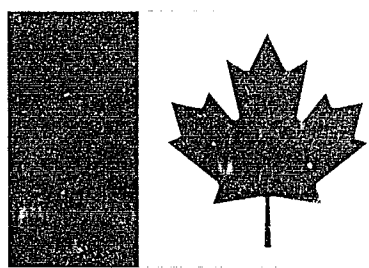
Sir,

We trust that all honest-to-goodness teachers, genuine educators, are not so preoccupied with day-to-day energy-exhausting effort that they fail to make time to draw inspiration and strength from 'The School as a Chicken Farm' (*The B.C. Teacher*, January 1972).

There is much that such teachers do, and with increasing confidence will continue to do, in spite of the inadequacies and misdirection of any system replete with false premises.

Victoria

Eric H. Whittingham



AND JUST WHAT IS THE CANADA STUDIES FOUNDATION?



GEORGE S. TOMKINS

The co-director of the Foundation discusses the unique organization and what it is trying to do to improve the quality of Canadian studies in schools from coast to coast.

¶During the past few months, I have had the unique opportunity and privilege of meeting groups of teachers, educational administrators, department of education officials, university presidents, academics, leading Canadian business and professional men and other groups from Vancouver to Halifax — all of them interested in the burgeoning field of Canadian Studies.

It is good to report, especially at a time when education seems to be on the defensive, that there is tremendous interest in the potential

role of our schools for improving the quality of Canadian civic life and great appreciation of the contribution the teaching profession can make to this end.

The challenge is there and, as I shall try to show, many of our colleagues right across Canada are responding creatively to it in ways that can only enhance the profession in the eyes of all who are interested in our youth and in the future of this country.

It is now more than three years

since the publication of *What Culture? What Heritage?*, a report that revealed a dismal state of affairs where the study of Canada was concerned. Concentrating mostly on the teaching of history and civics, this largest investigation of the teaching of any subject area ever undertaken in this country made it plain that, to say the least, neither students nor teachers were 'turned on' by what was happening in the Canadian studies classroom.

Today, three years later, the report continues to sell and concern about Canadian studies has begun to take its place with politics, sex and sport as a staple of cocktail party conversation.

The major recommendation of

These regional teams are composed of people from different levels and interests in education—that is, of classroom teachers, university professors representing different disciplines, experts in learning theory and practice and administrators. Although the major thrust of the work is at the elementary and secondary school levels, some involvement at the junior and community college levels is now under way in eastern Canada, including both the English- and French-language institutions in the Province of Quebec.

The Foundation is governed by a Board of Trustees co-chaired by the Honorable Walter L. Gordon and

where 80 percent of the funds are currently being disbursed.

The work of the Foundation is financed by individual and corporate donations and contributions from other foundations. To date, a total of about \$2,000,000 has been donated or pledged. The Vancouver Foundation is one of several western groups that have given support through generous assistance to several British Columbia projects that will be described below.

Problems Make Canada Different

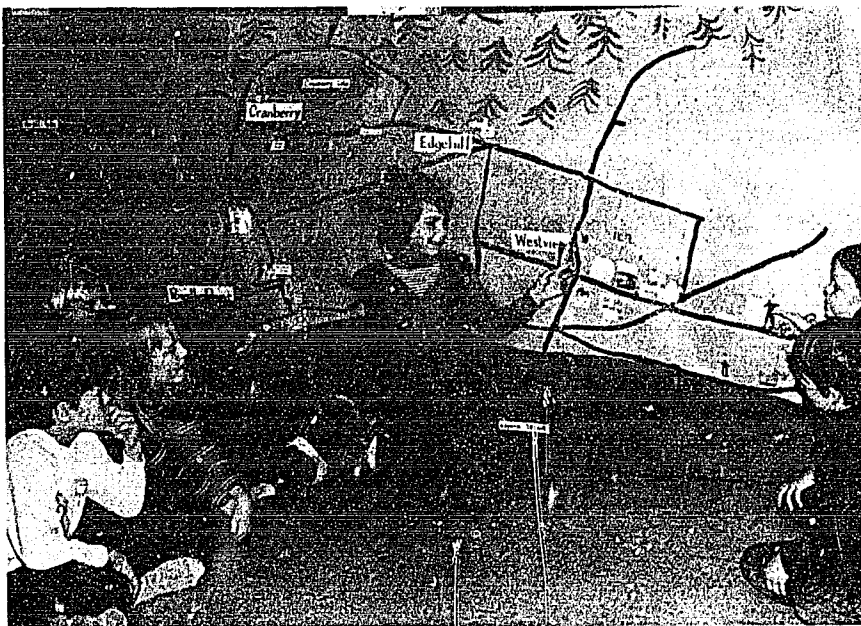
The work of the Foundation is not based on any ideological commitment to what Canada is or should be. It is nationalistic only in the sense that Canada is recognized, within the almost limitless diversity of its open, pluralistic society, as unique for at least one very important reason. It is different from all other political communities because of the particular set of problems its people face at any given time.

These problems have grown out of the history of Canada; the passage of time will bring changes in their scope and intensity. By continuing to live in Canada we tacitly agree to face them and to participate in or at least to accept their solution.

A sense of uniqueness or of belonging and an awareness of identity depend on the depth of understanding of shared problems. The search for a Canadian identity is not only a fruitless undertaking, but also betrays, if not an ignorance of Canada, a refusal to accept it as it is, as history and tradition have moulded it.

The Canada Studies Foundation has two basic aims: (1) to give Canadian young people a realistic knowledge and improved understanding of the urbanized, technological, multi-cultural, regionally diverse, exposed society that is Canada; (2) to develop the kinds of intellectual and social skills and values and attitudes, in particular mutual respect and tolerance of diversity, that civilized living in a society like Canada requires.

These aims are predicated on a major finding of *What Culture? What*



Grade 1 children in Powell River prepare a map of the local area as part of a study of their environment.

What Culture? What Heritage? was that a new organization be formed for the purpose of improving the quality of Canadian studies, mainly at the elementary and secondary school levels. Accordingly, the Canada Studies Foundation was incorporated early in 1970 for a five-year period to promote new and improved teaching approaches in the field. Established with the approval of the Council of Ministers of Education of the ten provinces, it assists in the development of and co-operation between project teams of educators located in different parts of Canada.

Monsieur Paul Lacoste, vice-chancellor of the University of Montreal. The board is representative of all regions of Canada and includes two members from British Columbia, Senator John Nichol and the well known journalist, Pat Carney. An advisory panel of distinguished academics gives advice on policy and operational matters to the Board of Trustees. A small secretariat, including two co-directors (myself and A. B. Hodgetts, the author of *What Culture? What Heritage?*), is responsible for the day to day work of the Foundation. Emphasis is put on allocation of resources to the field



Students at Vancouver's Britannia Secondary School are studying the inner city and, with a Project team, preparing materials for use by students and teachers elsewhere in Canada.

Heritage?, namely, that contrary to all their stated intentions, provincial courses of study convey only a bland consensus view of the Canadian past and fail to give students much sense of the rich texture of their total Canadian environment. In large measure this is because teachers even within a province tend to work in isolation from each other and from educators working at other levels of the system, while gaining almost no opportunity to exchange materials and ideas with their colleagues from other provinces and regions.

Charles Ovans, General Secretary of the BCTF, speaking recently on the education of cultural minorities in the context of Canadian unity, noted how teachers are handicapped by existing curricular structures and rigid attitudes. More emphasis needs to be given, he asserted, to the transmission of the various segments of our background in the evolution of Canada as a nation.

It is to facilitate greater interaction among all educators interested in or responsible for curriculum development in Canadian studies that the efforts of the Foundation are chiefly directed. This goal is best exemplified by Project Canada West, the largest project funded by the Foundation.

Project Canada West, of which John Church of the BCTF was one

of the prime movers in 1969 and for which he currently serves as chairman of its trustees, brings together teams from the four western provinces in the development of curriculum materials around the theme of Canadian urbanization. Utilizing the talents of teachers, academic consultants, administrators, personnel from the various teachers' associations, this project pools people and resources in a way that is creating new patterns of co-operation and communication among diverse groups.

Fourteen project teams, each working on a particular facet of urbanization, are developing materials and procedures that it is hoped can be used by teachers across Canada. Four of these teams are located in British Columbia, most of the members belonging to the BCTF, which, quite apart from Mr. Church's services, has contributed very generously to Project Canada West. In this respect, it has, in common with other educational organizations and institutions in Western Canada, helped to create a support pattern co-operatively with the Canada Studies Foundation that is possibly the most significant feature of Project Canada West.

John Minichiello of Britannia Secondary School in Vancouver heads a team that is attempting to develop student skills in the study

of the inner city, to the end that responsible and active citizenship will be encouraged. Through the work of this project and by means of the materials produced by it, the hope is that not only can the nature of the inner city of Vancouver be communicated to teachers and students elsewhere in Canada, but also that a model for the study of any Canadian inner city can be developed.

Primary Grades Are Involved

Peter Harper and John Burdikin and their colleagues in Powell River are attempting to revitalize traditional community studies at the primary level by developing new materials and procedures utilizing concepts of urbanization drawn from many sources, taking the Canadian urban environment as a major focus. As a starting point, this team is trying to develop an inventory of K-3 pupil perceptions, knowledge and attitudes toward their own environment. Again, the instruments being developed for this purpose will, it is hoped, be useful to primary teachers anywhere in Canada, as will many of the inquiry-oriented materials that will be produced later.

In Nanaimo, another team is developing a study of municipal

Continued on page 236

THE NEXT CHANGES FOR B. C. SCHOOLS

ROSS H. REGAN

Curriculum Director Ross Regan, one of the BCTF representatives on the Provincial Advisory Committee on the Secondary School Curriculum, provides details of significant changes that will be introduced in Grade 11 in September 1972. These changes have implications for all teachers.

¶Why the public school system? Note the succinct statement of aims in the Department of Education's recently published *Elementary Administrative Bulletin*:

- To provide for each child.
- The means of acquiring literacy.
- The basic tools for continuous learning: knowledge—facts, con-

The writer, of Victoria Senior Secondary School, teaches industrial education and general mathematics.

cepts, generalizations—and skills—auditory, visual, tactile, manipulative, intellectual and aesthetic.

- The means of becoming a social being and of developing an integrated system of values.

How will the individual subjects in the senior secondary school combine to help pupils to develop a system of values compatible with contemporary society?

What will be gained by forcing pupils to take subjects that are so distasteful that their entire attitude toward learning may be soured for many years to come?

Dean* says that we need to consider the attitudes of our young people toward learning when they leave school. 'Life is not about subjects. We learn from our total experiences, and very little of it is naturally structured in the way we meet it in school.'

The present curriculum organization for Grades 11 and 12 came into being in 1965 and since then numerous attempts to adjust course requirements have been made.

The rigid prescription of courses became evident as soon as the ink was dry on the 'rainbow chart' and provincial specialist associations in 1967 gained approval from the Curriculum Directors to form a committee comprising one member from each of the 13 PSAs concerned. The results of their extensive deliberations were endorsed by the Curriculum Directors and reported to the 1968 Annual General Meeting, which approved them as a policy position of the BCTF.

The Curriculum Directors then approached the Department of Education through the BCTF representatives on the Provincial Advisory Committee on the Secondary School Curriculum to urge that a more flexible organization of courses be developed using these guidelines:

- To graduate from secondary school, a student should have a minimum of ten courses.
- English 11 and 12, Social Studies 11 and 12 and Guidance and PE 11 should be taken by everyone and the

*Dean, Joan, primary education advisor for Berkshire, in *Teachers' World*, 'Viewpoint,' October 23, 1970, p.4.

present program constants should become electives.

- The student should be required to complete two other subjects numbered 12.

As a result of this representation, the Department authorized a survey of all secondary schools to solicit comments about the rainbow chart from teachers, principals and administrators for review by a special sub-committee.

The sub-committee presented a report, and from this a series of proposals in the form of 'white papers' was presented to the Secondary Advisory Committee during the 1970-71 school term. The final report was accepted by the Advisory Committee in October 1971 and sent to the Minister of Education, who quickly announced new graduation requirements, which will become effective for all pupils entering Grade 11 in September 1972.

Administrative Circular 25.11.71 outlined the reasons for the changes:

- To make more definite the distinction between graduation requirements and requirements for admission to post-secondary institutions.
- To provide for the general education of students and allow for studies in fields of pupil interest by:

(a) providing opportunity for 'study in depth' in a major field of learning or alternatively 'study in breadth' in related fields.

(b) providing increased flexibility in student programming.

- To make it possible for a student to take as full a program as his abilities and interests allow.

In addition, a maximum of two locally developed, provincially approved courses will be recognized and may be used in meeting all requirements except the requirement of the three courses numbered 12.

Graduation requirements under the reorganization

- It is expected that students will take a program of 14 courses over the Grade 11 and 12 years; however, graduation requires successful completion of a minimum of 12 courses numbered 11 and 12. A minimum successful completion of four courses numbered 12 is required

(English 12 and three others).

- The responsibility for determining whether or not graduation requirements have been met rests with the school, operating within the framework of school district policy.

The major divisions in the new secondary organization list 'Selected Studies' and 'Combined Studies,' which provide an opportunity to study in depth or in breadth in a wider selection of courses. The Selected Studies now has increased freedom with all courses grouped under the particular stream, and allows anyone to qualify for completion of a group selection, the specialty being noted on the transcript or graduation certificate.

Combined Studies has opened a wider spectrum of courses to students and will permit pupils to select a combination of courses in accordance with their individual needs. This is not to be construed as another version of the General Program of the 1950s that was applicable to those of lesser ability.

Students proceeding to further education may select courses that will be advantageous to them later. It is entirely feasible that Combined Studies will become so popular that most students may ultimately complete graduation requirements in this section and still be qualified for any vocation or further education suitable to them.

At the moment there will be problems of staffing and scheduling because the numbers who will select each course are unpredictable. Combined Studies does, however, provide far more flexibility and opportunity for students and teachers than we have ever had in B.C. schools in terms of local autonomy and individualized programs.

The separation of graduation from secondary school and the qualifications for entrance to post-secondary institutions is long overdue. The privilege of determining who shall graduate from a secondary school carries with it increased responsibility on the part of teachers and administrators to achieve comparable standards that are defensible.

The three universities and the institute of technology have set different course requirements for

admission, but in most cases have accepted pupils who have completed the Academic/Technical Stream. It now becomes the responsibility of the students to ensure they have completed the particular courses necessary for admission to any tertiary institution. While up-to-date information is made available at the schools, students and their parents will now have to be more aware of these requirements to be able to make adequate plans for entering the tertiary institution of their choice.

The end of the present form of governmental examination system is an inherent part of the new organization and the immediate question is, 'What will replace these examinations?' A number of avenues are open to consideration, but, as of January 1972, no firm decision has been made.

It is feasible for the tertiary institution simply to accept the pupils on the recommendation of the secondary schools. This has proved to be a reliable indication of pupil capability in the past and there is no reason to believe it will not continue to be reliable.

Entrance exams could be set up by each institution either with or without consultation with the public school system, but this may lead us back into teaching to exams.

A third alternative would be to designate particular courses—which would immediately become the 'elite' courses—as mandatory and then take a grade point average from these preferred courses.

The possibility of using SACU or other organization, as is done in the U.S.A., has not been considered a valid alternative way of solving this problem in B.C.

Another alternative plan, developed by Dr. L. Kendall of Simon Fraser University, has the support of the BCTF Curriculum Directors. Dr. Kendall's plan consists of using the grades achieved, which could be in Grades 9, 10 and 11, along with a series of standardized aptitude tests to arrive at a figure that may be used to indicate the potential success of a student.

During his last year of secondary school a student would possess a series of test results that could aid

in the selection of a future educational pattern that would be close to his ability potential. If the secondary school can provide a valid indication of potential success in a particular field of study for any student, this would indeed be a valuable service.

The increase in the number of courses required of all students, announced in June 1971, has removed any differentiation between specialty areas, because all students now have to complete a minimum of 12 courses. There is general agreement that a minimum of four courses numbered 12 is a reasonable requirement and this may increase the estimation of the new organization in the adjudication of the B.C. Grade 12 year by other jurisdictions in Canada and the U.S.A.

While a minimum of 12 courses is required, it is expected that all pupils will be enrolled in 14 courses during the Grade 11 and 12 years.

The inclusion of locally developed, provincially approved courses as a part of the graduation requirements is a major step toward increased local autonomy in curriculum development. Some of these courses may still be referred to the Secondary Advisory Committee, particularly if there is doubt as to whether the subject is a valid responsibility of the public school system.

Procedures Need Review

The BCTF should be able to assist those who develop local courses by offering assistance in: the identification of clearly stated objectives; the identification of a variety of learning activities; the organization of learning activities; and the evaluation of the outcomes in relation to the originally defined objectives.

The new and increased flexibility at the Grade 11 and 12 levels carries with it the need for the junior secondary schools to review their procedures in providing the necessary exploratory areas leading into the senior level. The previously-listed prerequisites may not be applied as before (in such a clear-cut manner) and it is now expected that increased articulation will take place between the junior and senior

schools or within a combined junior-senior secondary school. Details will not be listed on a provincial basis, as in the rainbow chart, and local arrangements will develop to resolve the situation in each district.

If students are deficient in a particular subject area on entry into Grade 11, the opportunity exists to increase the time scheduled to ensure their success in a chosen field of study.

Constants will prevail, as at present, with a little more flexibility in the choice of electives in Grades 8, 9 and 10. This level should provide experiences that are exploratory and a wide choice of subject offerings would be valuable to pupils. Those pupils who anticipate electing particular subjects in Grade 11 should gain some introductory experience at the junior secondary level.

Some Courses Overlap

One of the most common questions relative to the new organization concerns the retention of Guidance 11 as a required constant for all students. The new course in Guidance 11 was introduced in September 1971 and the outline in the curriculum guide is easily defended as valid information. The main concern has centered on the compulsion and grading of topics that are basically a service to students. Can this information be adequately dealt with in other subject areas more effectively? It seems necessary to ensure that time be allocated for this course, but further consideration is being given to alternative suggestions.

There is evidence of overlapping content in such courses as Law 11, Economics 11, General Business 11, General Business 12, Social Studies 10 and Social Studies 11. In addition, there are requests that further courses be added under a new section, proposed as a Social Science 11, which could encompass introductory courses in anthropology, sociology and political science.

It may be some time before these questions are resolved, but the first step has been taken toward having a new committee study the entire

social studies area from Grade 8 through 11. Since Geography 12 and History 12 have just been revised, these two courses will remain as now outlined. Once there is general agreement on the assessment of SS8, 9, 10 and 11, which are required of all students, it will be easier to reorganize topics that could be explored in greater depth from the foundation established. New courses may result from this study and be included, later, to remove the overlapping that exists.

The increased emphasis on ecology will affect social studies and science courses. It is apparent that topics can be dealt with more effectively if they are included in present courses than if attempts are made to draw up a new course on ecology alone.

Since the announcement by the Minister of Education of the reorganized program, predictions of the effect on the school system have varied from no real change to genuine concern about how to cope with the unpredictable choices of pupils. Each teacher can consult his own crystal ball, but the real picture will become evident as the changes are interpreted at the local level in each school.

Rigid Guidelines Frustrate Students

In recent years teachers and pupils have experienced frustration because choices had to be made following rigid guidelines established on a provincial basis, with BCTF participation through representation on previous committees. Pupils had to elect one stream or specialty and complete all courses within that area to satisfy their secondary school graduation requirements. Some of the courses within these specialties were very well accepted, while others were only partially successful and often resisted by pupils and teachers alike. Lack of equipment, inadequate facilities and limited teacher education background have been cited as reasons for the failure of certain courses to meet the needs of the pupils.

Instead of contributing to the desire to learn, some courses have, in effect, performed the opposite role and discouraged or frustrated

pupils to the extent that they adopted a negative view toward all education in the public schools. Some courses included in the requirements of a specialty bear little relationship to the other required courses and may have been included merely to 'balance out' the numbers to match other programs. These comments are symptomatic of criticisms raised by teachers who have questioned the need for the rigid prescription of the present senior secondary programs.

The needs are changing . . .
and the challenge to the
professional educator is
increasing.

Will the new organization change this and provide the individualized selection to benefit pupils and their special needs in our public schools? At this point no one can be sure, but it is clear that pupils' selections of some courses will increase and of others will decrease. If this creates a new appraisal of the reasons for offering a course, I believe we are on a progressive trend. If the course content is valid but the presentation has been poor, it will be essential to make the necessary changes or face the fact that pupils may not elect to take the course. While it is true that the success of each course depends to a large extent on the expertise of the teacher, it is also true that the extent of the resources available has an important bearing on pupil interest. Improved facilities, along with additional equipment, instructional media and expendable materials, may help the teacher to arouse a great deal more interest on the part of pupils. Changing patterns will have to be examined closely by district administrators and school boards as pupils play a more important role in determining the type of education most useful to their needs.

The new programs should help the small secondary schools in which it has been difficult to offer all courses within a specialty and in which only a limited number of specialty programs have been avail-

able to pupils. Possibly the best example of this difficulty has been in the area of Visual and Performing Arts, where schools have had difficulty in providing all the required courses. Only the larger secondary schools could offer the program and, consequently, pupils have not been able to avail themselves of music and art, to any large extent, in Grades 11 and 12.

The possibilities now available within the Combined Studies should help to correct this unfortunate situation and allow many more pupils to take visual and performing arts courses that will be useful to them in the increased leisure time of the future. Small secondary schools should be more effective in planning for the individual needs of their pupils now that this increased selection is available. Particular talents and expertise of small school staffs can be utilized through locally developed courses. In this province, which has such diversified industries and climates, there is a need for each community to direct its educational offerings to suit the needs of its future citizens.

Students Will Choose Carefully

Under the present structure, pupils who plan to go on to post-secondary education have thoughtfully chosen a specialty offering that will qualify them for further education. Some pupils have qualified themselves by the completion of all requirements in two specialties, particularly when there was still some doubt as to their final goal at college, university, vocational school or institute of technology. There is no indication that this thoughtful consideration will change with the new organization, except that pupils and their parents may consider more carefully the entrance requirements of the tertiary institution of their choice. The increased flexibility should assist pupils to take courses from the Selected Studies or the Combined Studies that will be most useful to their future educational needs.

Some concern about the pupils who may not be capable of choosing courses that will lead to a particular educational goal. Teachers

Continued on page 235

REORGANIZATION

During the next year teachers all over the province will be discussing ideas for a reorganization of the BCTF's executive structure. To help get the discussions started, we present two proposals, one from Lake Cowichan, the other from Kamloops.

NEEDED: AN ENTIRELY NEW EXECUTIVE STRUCTURE

KEN DOUGLAS

¶South Vancouver Island District Council, in conjunction with its member local associations, has advanced a plan for reorganization of the B.C. Teachers' Federation because the proposals at hand did not seem to answer the major problems as we see them. These problems are the standard ones of any bureaucracy —the *efficiency* of the organization and the *involvement* of the membership.

Efficiency requires a small number of decision-makers who have as complete a knowledge as possible. It must also be feasible for these decision-makers to do the job or there will be a lack of capable candidates for office.

Involvement can occur only when members are in small enough groups to believe (know?) that their voices can be heard (masses, as in a mass society, do not lead to involvement). Another requirement for involvement is that members must be able to influence the decision-makers directly (perhaps by election?). We have attempted to apply these views to the problem of reorganization.

The structure that we envisage would have three levels. At the center there would be 13 full-time, elected Executive Committee members, three (President, First and Second Vice-Presidents) elected at large and ten elected regionally. This Executive Committee would replace the present Executive Committee and Representative Assembly.

The next level would comprise Regional Offices (perhaps five—

The B.C. TEACHER

North, Southern Interior, Lower Mainland, Metro and Vancouver Island), each staffed by two elected members of the Executive Committee and by reallocation of professional and supporting staff from the central office. This regional organization would replace District Councils and the present *ad hoc* arrangement of agreements, learning conditions and in-service education committees.

The third level would be the Locals, which in this type of structure could have the flexibility so to constitute themselves as to best satisfy their members.

The proposal that the new Executive Committee replace the Representative Assembly as well as the present Executive Committee is based on efficiency. At the present time we have some 65 people, none of whom have the time to develop a broad view of problems, attempting to govern the BCTF. It is our view that the Annual General Meeting should retain its position as the source of general policy for the BCTF, but that the day-to-day functioning of the organization should be the responsibility of a small number of elected officials.

These elected Executive Committee members require the time to do the job. At present, no elected officer below the position of First Vice-President has that time. As a result, professional staff members are often forced to defend (and even advance) major programs (a

situation that they quite rightly loathe). Our professional staff is probably the finest in North America—but all too often its members find themselves involved in political decision-making because they are the only persons available with the necessary knowledge.

Even more unfair, of course, is the fact that we hold our elected representatives responsible for decisions even though we have been unwilling to provide the necessary time for these people to assess the situation properly. It is a fine platitude to propound that their being classroom teachers makes them representative of us—but how many of us would be as efficient as our elected representatives if we had to teach two full-time shifts each day?

The Executive Committee, if it is also to replace the Representative Assembly, must be selected, in part, on a regional basis. We believe that the chief officers of the organization (President, First and Second Vice-Presidents) must be elected at large, both to give all members a chance to select them and to give them the strength that this broad base of support implies. It is just as important, however, that the rest of the Executive Committee be selected regionally. It is only through a regional structure that we can provide a small enough forum that the average member can expect to be heard. As a result, we propose that the Executive Committee should be

selected in part at large, and in part regionally.

The Regions need to be responsible for more than just the selection of two members each of the Executive Committee. At present, regional co-ordination and exchange of views is carried out through an overlapping arrangement of District Councils, agreements, learning conditions and in-service education committees, usually with minimal communications among themselves, and all held together only by the activities of professional staff. There could presumably be improvement if the two regionally-elected Executive Committee members and at least one member of professional staff were in a Regional office with responsibility for these activities.

The third (or first—depending on your viewpoint) level in this structure is the Local. Good local associations are critical to the continued existence of the BCTF. To suggest that we would improve the functioning of locals by creating a representative assembly of local presidents is interesting—but self-defeating. We would simply be diverting the much-needed time of presidents from local to provincial affairs. We believe that the presence of regional offices, with regional assemblies (if needed) would be a much more efficient means of providing a forum for the opinions and influence of local members. Local associations require as much support as can be provided—not the draining of duplicated time from each local president.

The provision of support and expert knowledge is the function of professional staff. We contend that our professional staff would be better able to provide these services if they were not forced into the field of political decision-making. We believe that our professional staff is just that—they do not (and should not) appreciate having to defend proposals as if they were part of the elected government of our organization. As professionals, they can and do provide special abilities concerning various facets of the BCTF and its relationship with others.

Our proposal suggests that this expertise would be best utilized if most of the functions of our staff were retained at the central office, but that at least one—professional development—should be at the regional level. The presence of professional development staff in the regions would encourage contact between these experts and the members who would use their services daily.

In sum, we believe our proposal would improve the position of our professional staff by removing some of the unfair load currently placed upon them and by providing for the continuation of the professional activities of these experts.

Finally, there is the matter of cost.

The most recent figures that were available (1970 Budget) suggested an additional cost of about \$200,000 for this kind of reorganization. This may seem a 'hefty' sum, but at least part of such an increase is inherent in all of the proposals for change. There are currently gaps in our organization as well—gaps that will be filled at additional expense regardless of the acceptance of this or any other reorganization plan. This will cost money.

It should also be evident that one of the reasons behind the desire for reorganization is that many BCTF members see little return on their more than \$80 annual Federation fees. We believe that this kind of reorganization would change that, at least in part. A full-time executive should be able to improve the functioning of the organization. Regional representation at least makes it possible for average members to gain the ear of members of the government of the organization. Elected leaders with the time to do the job can be held responsible by the constituents for failures either to do the job or to listen—and can be re-elected for success.

We believe that this structure could provide more democracy in the government of the British Columbia Teachers' Federation. §

REORGANIZATION

NEEDED: A REVISED REPRESENTATIVE ASSEMBLY

ALEX PHILIP

¶The debate has been going on for some time now, but poor communication is the basic reason for the dissatisfaction expressed in many areas of the province about the present structure of the RA.

This dissatisfaction gave rise to a serious suggestion that the RA should become a council of local association presidents, so as to establish direct communication.

At this point in time local associations have before them the Killeen/Smith proposal of January 5, 1971 as the only detailed plan for reconstruction. They also have the energetic reaction of the Golden teachers, who clamor for a council of local presidents.

The Kamloops District Teachers' Association puts forward for discussion—it has not been adopted as policy yet!—another detailed plan as an alternative to both these positions.

The basic weakness of the Killeen/Smith plan is its decision to retain proportional representation by *bodies*. The result was inevitable—a much enlarged RA of 81 or 82 bodies, leaving small local associations in the same or even worse predicament. Highlighting the dilemma is the proposed increase of metropolitan representation by four or five more bodies!

The serious drawback to the NCTA demand for a council of local association presidents is the unwieldy size of the group—80 GRs plus 11 Executive Committee members, giving a total of 91 *bodies*. One GR for 30 teachers in the smallest local association certainly gives unwar-

Proposals for a New Constitution

The Constitution and By-Laws of the BCTF will be revised according to the following principles. The revision will be implemented 1 August 1973, with details subject to the ratification of the 1973 Annual General Meeting.

1. The Annual General Meeting remains the sovereign body of the BCTF.
2. The Table Officers of the BCTF are the President, First Vice-President and Second Vice-President.
3. The Table Officers of the BCTF are elected annually by the Annual General Meeting.
4. The Table Officers of the BCTF take leave of absence from teaching duties to devote full time to BCTF affairs, and receive salaries from the BCTF.
5. The BCTF is divided into five Regions: North, Southern Interior, Lower Mainland, Metro, Vancouver Island.
6. Each Region of the BCTF has a Regional Assembly, with representation and duties as determined by the member Locals of the Region.
7. The BCTF Executive Committee comprises the Table Officers together with two representatives from each Region.
8. The Executive Officers of the Region are elected annually by the Regional Assembly.
9. Two Executive Officers of the Region take leave of absence from teaching duties to devote full time to BCTF affairs, and receive salaries from the BCTF.
10. The BCTF Executive Committee replaces the (old) Executive Committee and Representative Assembly.
11. There is a Central Office of the BCTF. Each Region has its own office.
12. The Central Office has administrative and supporting staff with basic expertise in and responsibility for General Administration, Economic Welfare and Communications.
13. The Regional Offices have administrative and supporting staff with basic expertise in and responsibility for Professional Development.
14. BCTF committees consist of three omnibus, elected, unpaid groups for General Administration, Economic Welfare and Professional Development.

ranted weight in discussion to the opinions of a very small group of teachers and calls for the Vancouver Elementary GR to have a *block vote* worth 55.

The structure outlined here is based upon the principle of block voting, but insists that smaller local associations amalgamate to a reasonable extent for RA representation purposes.

No plan will satisfy everyone, but the KDTA suggests that basic to an acceptable solution must be clearly improved channels of communication throughout the province. If this improvement has to be 'bought' by suffering the drawbacks of a block voting system, so be it! Obviously such a system can work if the single GRs from 49 local groups are dedicated people and view their job as fundamentally a communication task to which is added a decision-making function of some importance, both aspects needing to be looked at from the point of view of the welfare of the whole provincial teaching force.

A first reaction to Charlie Ovans's *Viewpoint*, dated December 6, 1971 is to ask, 'When is the BCTF *organism* going to get some *blood* moving to its smaller extremities before they atrophy and when is the BCTF *brain* going to overhaul the *nervous system* so that messages can flow more readily to and from those extremities?' They might then begin to feel that they are indeed part of the total organism!

Let us not become so bemused by the 'total system viewpoint' that we fail to make running repairs to vital

parts of the organism!

First a general comment about *block voting*. It may take a little while for those large local associations which have a multiple representation on the present RA to get used to the idea of one official GR. However, it should be possible to

find some arrangement, acceptable to the RA as a whole, whereby 'specialists' in certain areas of BCTF activities could act as local association spokesmen for their specialty when it appears on an RA agenda, without being present for the whole RA meeting.

LOCAL ASSOCIATION OR GROUP WITH ONE GR	NUMBERS OF TEACHERS	TOTAL	BLOCK VOTE
1. Vancouver Elementary	1652	1652	9
2. Vancouver Secondary	1403	1403	8
3. Burnaby	1285	1285	7
4. Surrey	1202	1202	7
5. Victoria	1382	1382	7
6. Coquitlam	1057	1057	6
* 7. Kamloops, Birch Island (76 mi), Merritt (59 mi)	661; 42; 103	806	5
8. North Vancouver	965	965	5
* 9. Nanaimo, Ladysmith (14 mi), Qualicum (29 mi)	455; 119; 89	663	4
*10. Prince George	730	730	4
11. Richmond	694	694	4
12. Alberni	(397)	(397)	(3)
13. Chilliwack	404	404	3
14. Delta	490	490	3
15. Kelowna	508	508	3
16. Abbotsford	339	339	2
*17. Burns Lake, Smithers (91 mi), Vanderhoof (81 mi)	70; 111; 113	294	2
*18. Campbell River, Vancouver Island West (?)	225; 52	277	2
19. Courtenay	309	309	2
*20. Cowichan, Lake Cowichan (19 mi)	278; 82	360	2
*21. Cranbrook, Fernie (62 mi), Kimberley (18 mi)	168; 106; 107	381	2
*22. Howe Sound, Sechelt (42 mi + ferry)	121; 111	232	2
23. Langley	299	299	2
24. Maple Ridge	299	299	2
25. Nelson	222	222	2
26. New Westminster	271	271	2
*27. Peace River North, Fort Nelson (254 mi), Stikine (?)	219; 45; 18	283	2
28. Peace River South	291	291	2
*29. Penticton, Summerland (11 mi)	231; 55	286	2
30. Powell River	212	212	2
31. Quesnel	203	203	2
*32. Saanich, Gulf Islands (ferries)	233; 39	272	2
*33. Shuswap, Revelstoke (64 mi)	231; 103	334	2
*34. Skeena-Cassiar	230	230	2
35. Sooke	266	266	2
*36. South Okanagan, Keremeos (42 mi), Kettle Valley (64 mi), Princeton (84 mi)	100; 30; 36; 34	(200)	2
*37. Trail, Grand Forks (66 mi)	262; 64	326	2
*38. Vernon, Armstrong (14 mi)	288; 48	336	2
39. West Vancouver	351	351	2
*40. Williams Lake, Chilcotin (?)	251; 10	261	2
*41. Castlegar, Arrow Lakes (91 mi)	123; 43	166	1

LOCAL ASSOCIATION OR GROUP WITH ONE GR	NUMBER OF TEACHERS	TOTAL	BLOCK VOTE
*42. Creston-Kaslo (71 mi + ferry)	132	132	1
*43. Golden, Windermere (79 mi)	77; 67	144	1
*44. Hope, Agassiz (29 mi)	80; 51	131	1
45. Kitimat	143	143	1
*46. Lillooet, South Cariboo (75 mi)	55; 97	152	1
47. Mission	165	165	1
*48. Prince Rupert, Queen Charlottes (?)	187; 51	238	2
*49. Vancouver Island North, Ocean Falls (?)	126; 56	182	1

*See numbered comments below. #12 and #36: Block vote adjusted upwards to allow for 1971-72 increase.

One vote for each 200 or part thereof (1970-71 figures — 1971-72 not yet available from BCTF).

7. Kamloops, Birch Island, Merritt:
Birch Island School District stands to be absorbed by Kamloops School District in the near future. Merritt has the alternative of going in with the #46 Lillooet, South Cariboo.

9. Nanaimo, Ladysmith, Qualicum:
Qualicum could combine with Alberni if this makes better sense geographically and/or numerically.

10. Prince George:
This school district has the dubious distinction of being the largest geographically. McBride lies 139 miles east and Mackenzie 110 miles north of Prince George. Keep these distances in mind when looking at mileages in suggested groupings of other local associations.

17. Burns Lake, Smithers, Vanderhoof:
This might be termed 'ribbon' representation—but is certainly possible now that road conditions are much better than they were.

18. Campbell River, Vancouver Island West:
With its small but scattered teacher force, Vancouver Island West presents real problems. Perhaps some school staffs could be serviced by Alberni.

20. Cowichan, Lake Cowichan:
A natural tie-up.

21. Cranbrook, Fernie, Kimberley:
With only 18 miles between Cranbrook and Kimberley, there can be no justification for drawing a boundary between them, whereby neither of them is centrally placed in the resulting divisions. Local politics

must give way to the economic facts. See comments for #42 and #43.

22. Howe Sound, Sechelt:
This combination seems to be operating all right in the present structure.

27. Peace River North, Fort Nelson, Stikine:
Fort Nelson cannot yet expect to go it alone. The inclusion of Stikine (where I taught!) is suggested to make the teachers there feel as though they belong to the structure. The PRN GR, by sending documents fed to his own group and to Fort Nelson also to Stikine and at least remaining in postal contact, would certainly be doing a useful job.

29. Penticton, Summerland:
Surely, no argument!

32. Saanich, Gulf Islands:
Difficult, but people *will* live on the islands!

33. Shuswap, Revelstoke:
Road communication westward from Revelstoke is certainly easier than eastward.

34. Skeena-Cassiar:
Now a single area with communication problems far exceeding those of the combined groups suggested for other local associations.

36. South Okanagan, Keremeos, Princeton, Kettle Valley:
Another 'ribbon' representation—along the 49th parallel—but possible with the improved roads of today.

37. Trail, Grand Forks:
A difficult 66 miles—but possible.

38. Vernon, Armstrong:
See #29 above.

40. Williams Lake, Chilcotin:
The comments on Stikine in #27 above could be applied to Chilcotin.

41. Castlegar, Arrow Lakes:
The district superintendent does it! I suggest the GR might travel with him on occasions.

42. Creston-Kaslo:
Straddling time zones and basically a poorly planned administrative area, this local association rates a GR until its future has been better planned—Nelson to take over its western section and Creston to join the Cranbrook complex?

43. Golden, Windermere:
Golden's argument that combining with Kimberley, 148 miles away, would not improve matters for them is incontrovertible.

44. Hope, Agassiz:
A natural grouping.

46. Lillooet, South Cariboo:
Already operating as one-half of CMDC.

48. Prince Rupert, Queen Charlottes:
A similar relationship as PRN/Stikine seems called for. See #27 above.

49. Vancouver Island North, Ocean Falls:
Hands across the sea! A marriage of convenience! Perhaps they could take it in turns to send someone to the RA. Splendid isolation is the only common factor.

Group Should Choose GR.

Finally, a comment on the choice of GR. Whether it be a president or some other member of the group should be left to each of the 49 groups to decide. We in the KDTA tend to the choice of someone who is a first class communicator, willing to travel when necessary, and with considerable background in BCTF affairs. Certainly the RA in deciding on a new structure should not dictate the choice of representative in any way. §

Mobility and problems spell

TROUBLE!

— for students, teachers
and the community

An experienced teacher calls for a concerted effort to deal with the causes rather than the results of childhood neglect. She suggests an Office of Childhood Concern in each school so that problems can receive immediate and continuing attention.

BERNICE McDONOUGH

¶At one public school in Burnaby last September it was noted that 160 of the 500 students who had been enrolled in June were no longer in the district. Their places were filled by approximately the same number of students whose parents had moved into apartments in the vicinity of the school.

Last year a Grade 2 teacher in New Westminster found that she needed two registers to list the names of the pupils who had been under her charge during the 1970-71 school year—52 in all. Seventeen of those who registered in September were still there in June. The remaining 35 students had come and gone in a class where the average enrollment was 29.

These two instances are not isolated cases. They are, in many of our schools in urban centers, becoming more the rule than the exception. True, there are still schools in the Lower Mainland where the student population tends to remain constant, where families settle in the district and remain there for years. But there is increasing evidence that such families may be fast becoming the exception rather than the rule.

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

Increased family and personal mobility has become a feature of Canadian life, and the trend is apparently accelerating. Such mobility, as far as students are concerned, does not always or necessarily work to their detriment. If the child has a stable home background and parents who make an effort to help the youngster adjust to the new situation—to find friends and groups and activities in the new neighborhood, the dislocation, while requiring the child to make a place for himself in established classrooms and cliques and clubs, may not do any permanent harm; indeed, in some instances, it may effect positive changes. The child has a clean slate. Old labels, old failures, old enmities are left behind; new challenges, new activities, new interests may be fostered by the new environment and new friends.

From an educational point of view, these are not the children who are causing school personnel much concern. It is rather the numerous randomly mobile children from broken homes, from one-parent families, from welfare or low income homes who are being denied what we have come to regard, and rightly so, as a child's right to a stable, secure, emotionally healthy



background in order that he may have an opportunity for an education and a normal life.

None of the conditions outlined above necessarily precludes the child's normal development. Many people who survived the depression know that a low income, cramped and inadequate housing, minimum clothing, and no money to spend on luxuries have very little to do with a happy, healthy childhood. The difference lay in the fact that while some people were poor, they were never poor in spirit. The things that contribute to a happy childhood—love, stability, family affection, a strong sense of values, co-operative effort, wholesome recreation, a sense of community participation—were there in abundance. And so we emerged, perhaps stronger for the struggle.

We realize also that it is probably better for a child to be a member of a one-parent family, where that parent is a good one, than to have two parents who make his and their own lives hell. We can all point to instances where people are raising fine children on very low incomes or on welfare. The difference seems to be one of attitudes, of values, of ability to cope with an urban life that is becoming increasingly complex, increasingly bound in red tape, increasingly impersonal, increasingly mobile.

Many Children Have Problems

There are too many children like a boy I shall call Joe, a Grade 4 student in the class of a young friend of mine. Joe's mother and father have separated. Mother has taken the little sister, and Joe is left in the care of his father, who is a truck driver. After school Joe is alone—he has no one to go to, no one to play with. He can let himself into an empty apartment and watch TV. When Dad comes home, they go out to eat in a restaurant.

On weekends everywhere Dad goes, Joe goes along—to movies, to poker games, to sleep in the car if Dad is in the beer parlor. As the months progress, it is apparent to the teacher that Dad is growing tired of his charge. Joe is not physically neglected. He is suitably dressed,

he lives in a good apartment, he gets plenty to eat—most of it in the form of the empty calories of pop, candy bars and chips. He has lots of money to spend.

Educationally, Joe is in trouble. He cannot sit still. He cannot concentrate. He cannot finish a single piece of work. He hates school. He has no friends. And most of all, he hates his pretty young teacher. He is rapidly falling behind his grade level.

This is obviously not a case for welfare. Joe's teacher has tried to interview the father, but he is never available. She realizes that the boy does not really hate her, but identifies her with the mother who left him. She tries everything with Joe, but has no success. His behavior is becoming more and more disruptive in the classroom. She has an obligation to the other 30 members of the class. She cannot allow Joe to interrupt their learning, but Joe continues to be noisy, unco-operative, insolent and unmanageable.

Or take the case of Janice, a brown-eyed, dreamy little Grade 3 student. Janice was not getting her work done in school hours. She sat and stared and dreamed. Her teacher was concerned and asked Janice's mother to come to the school. The mother turned out to be a very young grandmother with whom Janice had been left when the teen-aged daughter and her unwilling husband had finally 'split.' In front of the teacher and the cowering child the grandmother threatened 'to send Janice away' if she ever heard another complaint.

It was obvious to the teacher that this was not the first time Janice had been so threatened, that the unfortunate child knew she was unwanted, was frequently told she was a nuisance, and was often slapped and locked in closets. So she withdraws, and dreams, perhaps of a world where little girls are loved and listened to, of a world where there are laps to climb on and loving arms to hold you.

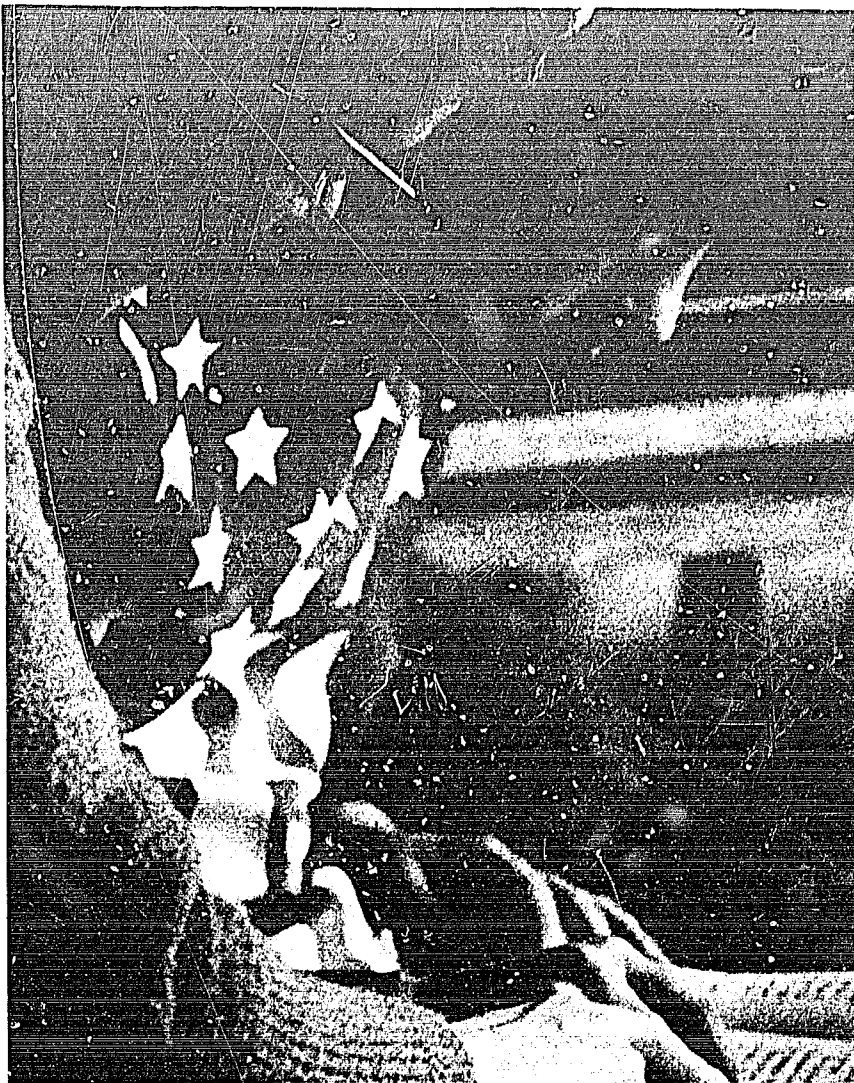
Both Janice and Joe are being deprived of childhood. Both are victims of psychic shock. Both are being subtly but surely deprived of their right to childhood.

The cases cited represent only minor problems when compared to the numerous serious ones that principals and teachers know exist, and about which there seem to be no accurate statistics available.

Emotionally disturbed children, children who sniff glue, children from broken homes, children who suffer mild or prolonged neglect, children who are undernourished, who invariably come to school without breakfast, children of alcoholic parents, children who are physically and emotionally abused, children whose mouths are filled with decaying stumps of teeth, children who live in apartments and have no play areas and little outdoor recreation, children who spend every waking hour not in school glued to the TV set, children whose parents give them all the things that money can buy and none of the precious time or attention that cannot be purchased—all these children are turning up in increasing numbers in our urban schools. And many of their families tend to be increasingly mobile—flitting from district to district, from school to school.

And because of these home circumstances over which the school and the teacher have no control, many teachers are finding their task more trying, more frustrating, and more unrewarding than ever before. Add to this the fact that many districts in the Lower Mainland have found it necessary to increase class sizes as a result of financial cutbacks, and we find too many teachers faced with situations with which they are unable to cope.

If we subscribe to the idea that all children are the special concern of the community, and that every child has a right to a normal, healthy and stable childhood, we in the teaching profession realize that thousands of children and their parents and guardians need help, and they need it desperately and immediately. We may sweep these problems under the rug, but they will not stay there long—they will emerge in a few years in the form of mental illness, increased juvenile crime rates, and unhappy, unstable adults who will perpetuate the dreadful cycle of hopelessness and



Besides the volunteer aides who already work in the schools, there are many middle-aged and retired people who could offer sympathy, experience and wisdom to lonely children.

ineptitude into another generation.

To help these children and their parents we should:

- Establish a division of Social Service, to be known perhaps as the office of Childhood Concern, in each school where the principal and staff request it.
- Staff this office with a team headed by full-time social workers. Add nurses, nurses' aides, probation officers, psychologists, home economists, recreation workers, and whatever other trained personnel seem indicated.
- Arrange for such an office to work closely with existing services, Child Welfare Division, Provincial Mental Health Clinics, Metropolitan Health Committee, Children's Aid, the courts and probation officers, and volunteer agencies, such as Big Brothers and church groups, that

are able to help children in any way.

- Create a pool of trained volunteers and homemakers who will work under the direction of the professionals.
- Arrange for such an office to be staffed in the late afternoon and evening. School personnel often find that it is impossible for various reasons to get in touch with parents or guardians during the daytime. Months often elapse and problems worsen because no contact can be made.
- Select sympathetic, non-judgmental workers, who may be short on degrees but are long on common sense and experience.
- Train aides by giving them short courses, such as the ones now in progress at Vancouver City College.

The office of Childhood Concern established in neighborhood schools would have the advantage of accessi-

bility. Almost every parent or guardian knows where the school is, and it is usually within walking distance of the residence.

Problems, identified by the school nurse and the classroom teacher and principal, could receive immediate and continuing attention, such as is not possible now with limited staff for counselling and consultation and visiting.

Transient and mobile families could be visited or invited to the school to acquaint them with the district services and facilities and the help and counselling available at Childhood Concern. Many harried parents would welcome an open door and a sympathetic ear. Much good has been and is being done by such institutions as the Provincial Mental Health Clinic, and the Counselling Service at UBC. My contention is that help of this nature should be made more easily available on a local basis. Many childhood problems might thus be solved before they reach dangerous proportions and leave irremediable scars on innocent youngsters.

We have many well educated young people who are unemployed at the present time. Large numbers of them hold degrees in psychology or sociology. They are also interested in working with people. Here is a pool of talent going to waste in our society.

We also have many middle-aged women and retired people who have successfully raised families of their own. While many of these people lack academic qualifications, they have qualities just as precious—sympathy, experience and wisdom, which surely should be used for the benefit of our children.

As well as keeping a watchful eye on the physical health and emotional climate of many of the neglected and harried children in our city schools today, it might be possible for Childhood Concern to institute an after-school recreational program for apartment children. We already have volunteers in some schools working in this way. Here we would have an opportunity to use older people, who, through clubs and groups, could share their

Continued on page 235

Beatty produces good ideas

The

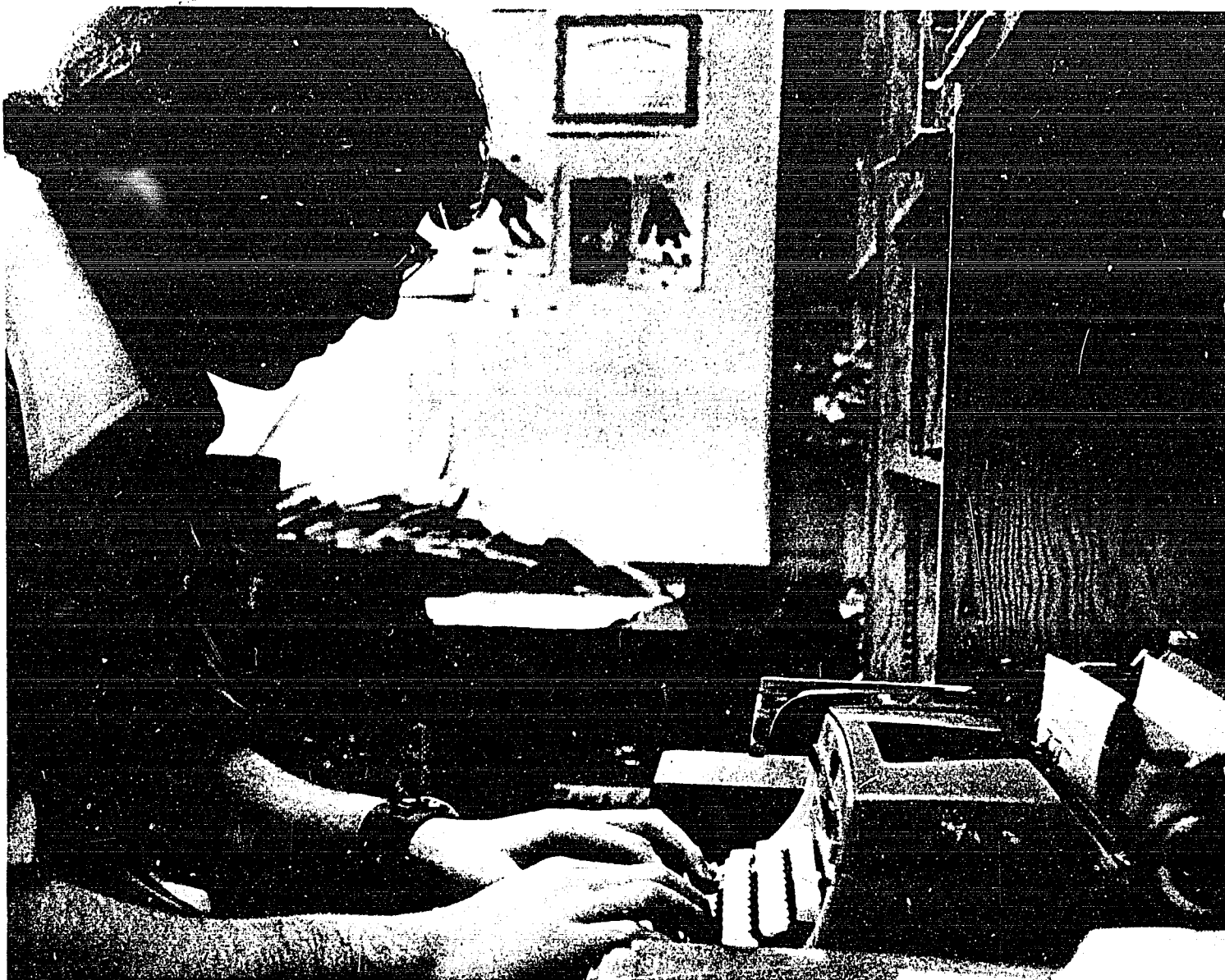
school

paper:

bane

or

blessing?



The student newspaper need not be a destructive outlet for would-be revolutionaries or, on the other hand, a mouthpiece for the principal. It can be a real asset to a school — if it is properly handled.

¶A secondary school newspaper may be regarded either as a destructive outlet for would-be revolutionaries or as an entertaining and creative contribution to campus life.

What makes the difference? Is it simply the difference between two readers' points of view (administration and student, for instance) or are there entirely different types of school papers?

Probably the answer is that, although it is partly point of view, there really are very diverse types of school papers. The reasons for having one rather than the other are of considerable, current importance.

As a first premise it is wise to admit that the appearance of any paper on campus cannot be prevented; attempts to forbid circulation of outside papers usually fail and in the process simply provide status and notoriety for those papers. Similarly, attempts to stifle any spontaneous publication *within* the school will serve only to inspire a zeal akin to that of the persecuted Christians in early Rome.

Indeed, if the students do produce their own publication and if it is sober and mature, such a locally-produced paper is a real asset to the school in a number of ways:

- It provides an antidote to off-campus underground papers that

may overtly or covertly circulate. Simply by being calm and honest it forms a yardstick by which to measure the apoplectic fury of the 'free' press.

- It offsets the subjectivity of any underground paper that may be produced on the campus. The credibility gap in the anti-paper will quickly be obvious when both papers attempt to report the same events. The mature paper wins, not by exaggerating its own view, but simply by presenting honest reports that point up the opposition's exaggeration.

- It provides a sounding board, a means by which all levels, including students, teachers, administration, school board and parents, can measure student morale and happiness.

- It is a safety valve, a means of identifying problems and an outlet for student opinion that might otherwise erupt in some more destructive manner.

- It provides, obviously, a useful channel of communication. Because of the very high rate of readership, it is ideal for informing not only students, but also staff, parents and school board of forthcoming events, and the result of past events.

- It may be the school's only outlet for creative writing. Many of the

most constructive school papers regularly have creative sections for poets, essayists, cartoonists and artists. The layout and design can also be an ideal outlet for students with a creative bent.

- It is the perfect 'tool' for students studying journalism in the new Writing 11 course: indeed, such a program would be worthless without facilities for the production of a newspaper.

- It can enhance greatly the 'school spirit.' A constructive approach by the paper to forthcoming events, such as a school play or a sports meet, can add immeasurably to the support given such activities and to the general sense of loyalty to the school.

These, then, are reasons why a mature school paper is an asset. There are, however, reasons why such an ideal paper is hard to find and hard to keep.

One ever-present danger is that of political control. Because any student-produced paper will have a high readership, it can be a powerful weapon. But it would be undesirable to permit the paper to be run by any coterie, whatever its political color. Perhaps the best protection against such a situation lies in having a journalism course at the school, and in the fierce pride that fires a truly successful editor. And here,

Mr. Russell is head of the Journalism Department at Vancouver City College.

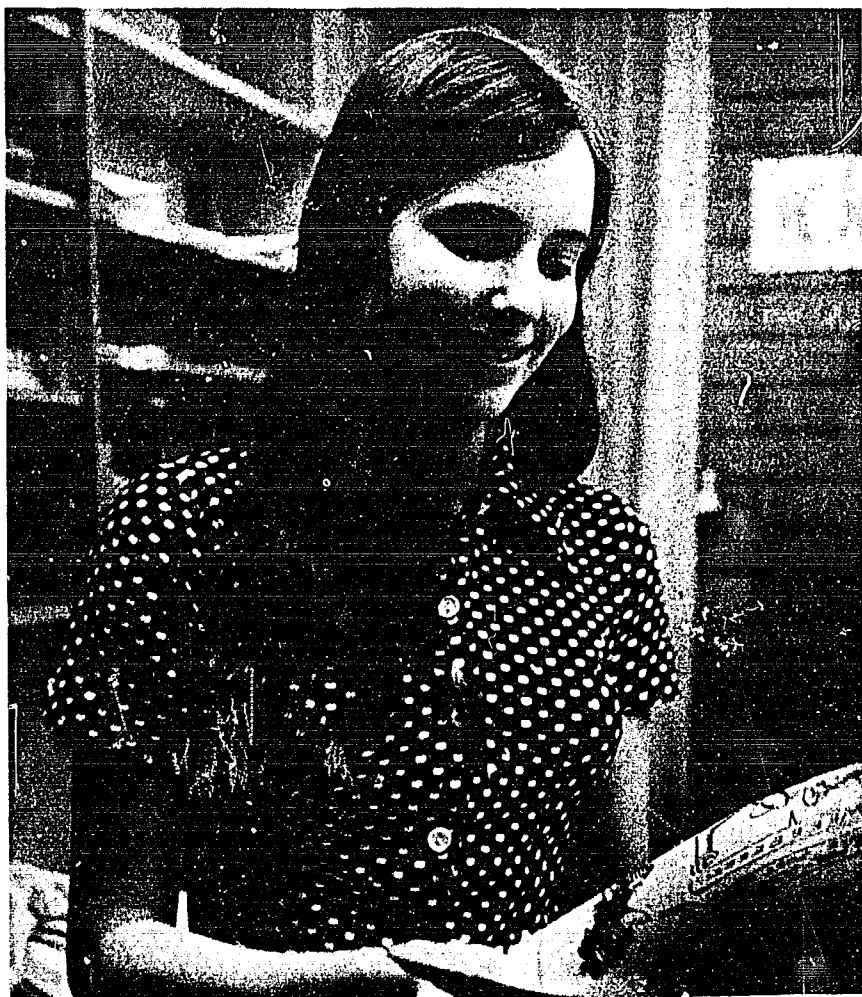
too, is a lesson: editors who are both willing and capable are rare; they should be encouraged, helped to maintain their interest and enthusiasm.

For faculty and administration it is equally hard. The teacher who is sponsoring next month's performance of 'South Pacific' will desperately want free publicity; if he does not get it, the show may suffer a hefty loss, a loss of school money. It seems logical that a paper, especially one supported by school funds, should trumpet the virtues of the show. So the teacher may well be furious if the editor tries to sell him expensive advertising space instead—and later pans the show.

But that, like it or not, is a Free Press. To maintain its integrity, the paper must not give an unduly large amount of publicity to any pressure group; and it too must balance its budget.

(But sponsors may relax: a responsible editor will see the sheer news value of a forthcoming school show.

The layout and design of a paper can be an ideal outlet for students with a creative bent. This journalism student checks a paper just off the press.



Willing and capable editors are rare; they should be encouraged. This editorial staff plans an up-coming issue.

An imaginative advertising campaign through Want Ads can be effective and inexpensive. And every show has to run the gauntlet of criticism. There is a lot to be said for encouraging any articulate student who is interested in theater to start writing reviews for the paper himself—to ensure that capable people are doing the job!)

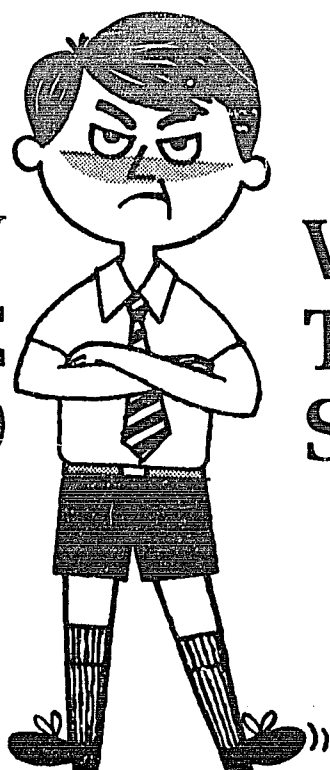
Control is also a problem. Just as the paper's presence can emphasize the opposition's lack of credibility, so any hint of administrative control will ruin its own credibility. It is this razor's edge between being responsible and being merely a principal's mouthpiece that has been many an editor's downfall. It is diabolically difficult to write with honesty and objectivity, and yet not seem to be an official puppet. A principal may, indeed, occasionally have to resign himself to seeing a four-letter word in the most staid of school papers, as young editors test and demonstrate their freedom. Such a word may cause a flurry among school board members, especially if they pick up the tab for printing, but perhaps it's worth it!

It is quite likely that some of history's great newspaper editors started with a scurrilous journal at school. So if you can't beat 'em, join 'em.

§

The B.C. TEACHER

CHILDREN
REFUSE
TO



WHO
TO GO
SCHOOL

JAMES WARD

Whatever our views about the legality of non-attendance, we should think seriously about schools too large or bureaucratic to care whether or not students are there. Ignoring him is no way to treat the 'school phobic' child.

¶On an average day in a B.C. senior secondary school as many as one in five students may be absent for one reason or another. This will vary according to the location of the school, the weather, the season of the year and the prevalence or otherwise of common illnesses, but substantial numbers of students who should be in school make very little effort to attend or decide firmly to stay away. The position is usually better in the elementary school: about one in ten may be absent, but there are still a great many kids whose contact with the educational process is, to say the least, unpredictable.

Considering that the annual cost

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per student in senior secondary schools is at least \$1,000, these absenteeism figures begin to look rather serious; especially when in some large schools there is a considerable amount of what could be termed 'masked truancy.' Here a student arrives, signs for registration and departs: if there is no afternoon registration, the truancy will go completely unnoticed. Another variation is when the student registers, but attendance at certain classes is so poor as to constitute as much as a whole day's absence in any one week.

Probably 50 percent of these absentees will be legitimately away from school for one reason or another, and many of the trancies will be relatively harmless. But most schools have students whose ab-

sences are associated with delinquent activities and who eventually pay a heavy price for their non-attendance in poor educational attainment and unemployability.

There may also be children whose non-attendance reflects varying degrees of emotional disturbance and who should be receiving educational and psychological attention. These form a small but important minority whose existence may be unsuspected in the present climate of opinion about school attendance.

My purpose in writing this article is, therefore, to direct teachers' attention to the presence of these groups of children. My observations are based upon contact with their problems in a variety of settings over the years and upon the experience of several of my graduate

students in England who have researched in the area.

From time to time investigations into the psychological characteristics of school absentees are reported. Some of these, particularly those undertaken by psychiatrists, attempt to distinguish between truant and school-phobic children, between school-phobic and other disturbed children and between absentees and normally attending students.

Absence Has Many Causes

The numbers involved are rarely sufficiently large to allow meaningful comparisons, but a number of recognizable categories can be identified (although there is a tendency for these to overlap considerably). These include:

- (a) students who are frequently from low socio-economic backgrounds, are troublesome in class. Often neither home nor school is really concerned when they are absent.
- (b) students who find school irrelevant to their personal needs and have sufficiently strong personalities to translate their rejection into practice.
- (c) children who show persistent truancy as a form of behavioral disturbance. This kind of truancy is often allied with such other delinquent acts as stealing and precocious sexual activity.
- (d) children who have long or intermittent absences because of illness that could be psychosomatic in origin; e.g., asthma, colitis, severe headaches and stomach upsets of unknown origin.
- (e) children who are 'school phobic' in the sense that they have severe anxiety reactions to the school situation and show genuine reactions of extreme terror if they are placed in that situation.

To types (d) and (e) might be added a sixth type, occasionally found in child guidance clinics, who appears to 'choose' persistent absenteeism as a symptom to express a mutually dependent set of neurotic symptoms in the family. Such children are often the strongest member of the family, in a psychiatric sense. Perhaps one can distinguish two main groups of children here: the ones who do not want to go to

school and those who, for one emotional reason or another, cannot go.

There can be no doubt that the community's current reaction to the first three categories of student is somewhat variable and unsystematic. At one time they were pursued relentlessly by school officials and teachers because truancy was regarded as a very serious affair. Now, however, things are very different indeed.

Just prior to my coming to B.C. from England, I organized a workshop for principals and school board officials on the topic of persistent absenteeism in children of secondary school age. Those at the meeting represented well over 30,000 school children. Their discussion was revealing, to say the least.

The feelings expressed about absenteeism varied tremendously. One school principal said that he was so concerned about it that he would, if time permitted, go to the offender's home and drag him bodily to school if no satisfactory excuse was forthcoming. By contrast, the opinion of the head of a school of more than 2,000 students was that the whole question was none of his or any teacher's business. Between the two extremes there were to be found some weird combinations of circumstances, such as the case of the school principal who was worried about a very high rate of absenteeism, but his staff, almost to a man, would have nothing to do with any of the remedial measures proposed. Other principals reported more positive attitudes, but had to admit that many among their staff were frankly apathetic. The total picture was one of mixed professional concern and I left with the impression that teachers no longer saw the issues surrounding regular school attendance as important.

Children showing conduct disorders (type c) often instigate absence and when this occurs are likely to lead others into delinquent and generally undesirable activities. They are frequently the products of faulty, if not bizarre, child rearing practices, which may be further compounded by the school's reaction to them.

Take, for instance, the troublesome boys or girls who frequently abscond and are caught in some misdemeanor. If the truth be told, few of the school's staff really want them in school, and the teachers directly concerned probably breathe a sigh of relief on the days when they are absent. However, when such kids come back to school, sometimes with probation orders hanging over them, they receive far more attention and contact with the staff than usual so that in a very real sense their misbehavior is being rewarded and maintained. (Of course, guilt may play a large part in this.)

A common error is to regard many of them as being fearless, dare-devil types to whom no exploit is too dangerous. In fact, often they are highly anxious people who have formed inappropriate behavior patterns under stress. Their crying need is for consistency of response from the adults they encounter and they may test the adults out with successively outrageous acts until they have formed some expectation of what will be tolerated. If their teachers can retain their poise, the worst of their behaviors may abruptly cease.

Response Is Physical Reaction

Most often, however, the school-phobic child will be one of types (d), (e) and (f). And frequently, it is very difficult to distinguish these children as their emotional response to threats, real or imagined, in the school situation is made in terms of some physical reaction. This kind of reaction is very familiar to an experienced kindergarten teacher, who sees many examples of the young pupil who cries for several days when in school for the first time and then may be absent on one or two days each week subsequently, because of stomach ailments or headaches of unknown origin. Such a child is often accompanied by a mother who shows an excess of maternal concern to the extent of visiting the school during the recess, bringing quantities of lunch, staying to watch play and complaining vociferously if others fight with her child or interfere.

It is often instructive to watch the



MARCH 1972

Students who play truant or are troublesome are often highly anxious people whose crying need is for consistency of response from the adults they meet. If their teachers can retain their poise, the worst of the behaviors may abruptly cease.

act of separation when the child runs down the school path: the mother is often visibly upset and hugs the child, as if saying, 'Leave me if you dare.' These mothers sometimes come to school to relate a long history of minor illnesses and seem to assume that the child will be away from school for much of the time. This may well turn out to be the case and sporadic attendance is the pattern all the way through school.

Probably many of the physical symptoms are reinforced at home and teachers have an opportunity from time to time to witness at first hand the effects a change of environment has on children who are allegedly frail or emotionally vulnerable.

As a young teacher I once organized a large school camp for children between eight and twelve years. In the group there were about ten of whom it was reported by their parents that they persistently wet the bed, had recurrent nightmares or were prone to severe asthmatical attacks. We observed none of these things at camp and the only known adverse reactions were temporary fits of home-sickness and the usual upsets resulting from unfamiliar food. Three children who were described as chronic bed-wetters were quite dry; one boy of pleasant disposition who was frequently away from school with asthma did not show any symptoms at all, even though the camp was housed in a meadow around pollen time.

These phenomena are, of course, familiar to all social workers concerned with the care of young children under stress at home. The presence of a strong anxiety factor underlying the symptoms is also indicated by the positive effects tranquilizing drugs may have on asthma, eczema and gastro-intestinal disturbances. Children who suffer in this way are more common in the schools than most lay people imagine.

Students who are placed under emotional stress by having to go to school may gain a great deal from being absent. They are removed from the anxiety-provoking situation; they are re-united with parents. They are now 'special,' in the sense that they become important to a host of new figures: psychologists, psychiatrists and social workers.

It is very difficult to obtain hard figures on the incidence of school phobia because of the number of agencies that may be concerned with the problem, but probably only five children per thousand may display marked symptoms at some time in their school lives.

As the term implies, school phobia involves a very strong adverse reaction to the school situation. At its worst there may be complete panic once the student enters the school gates. This is manifest in the classical symptoms of an adult anxiety attack—dizziness, fainting, feelings of impending death. In younger students, there may be severe stomach pains as the school bus approaches; the child cries pitifully and says that he just can't go to school because he is afraid of other children, or of the teacher, or of the principal.

Psychiatrists frequently report that school-phobic children make average or perhaps above average progress at school and that their fears seem to be irrational. They point to extreme fear of separation from the mother as being an important cause of such reactions. The symptoms worsen or emerge when a student changes school or joins a new class.

Whatever the circumstances, there can be no doubt that the level of emotional disturbance in this condition may be extremely high. My first two cases had attempted suicide, one twice, and neither could be described as timorous in the normal sense of the word. In such a situation, therefore, there is no room for amateur psychiatry by the school's personnel or anyone else. But fortunately such cases are rare.

It has been my experience that

treatment of school phobia, once it has been diagnosed, can cause trouble for the school and the various supportive agencies out of all proportion to its frequency in the population of school children. A principal bone of contention is the kind of strategy employed to get the student into school, if this is considered necessary.

Students who are placed under emotional stress by having to go to school may gain a great deal from being absent. They are removed from the anxiety-provoking situation; they are re-united with parents, particularly mothers, who may be colluding in the absence for a number of subtle reasons. They are now 'special,' in the sense that they become important to a host of new figures: psychologists, psychiatrists and social workers. Moreover, the school might well offer all manner of concessions and privileges in an attempt to get them back to school. These are the 'secondary gains' that neurotics are said to seek unconsciously. At the same time, however, the students are falling behind in the school program and missing the company and emotional support of their peers. The longer this goes on, the worse the effects may be.

Two extreme positions may be taken on this problem. The first, commonly associated with psychiatry, is that the symptom is the result of some deep-rooted conflict that has evolved from faulty family relationships. It is crucial, therefore, that its underlying causes be treated and the high level of anxiety reduced before any thought of sending the student back to school can be entertained. This may require the administration of drugs or psychotherapy and intensive psychiatric

social work with the family. When the time is judged to be ripe, an attempt is made to get the student back to school.

Many psychiatrists and most school psychologists, however, would take a very different view—that the student must, by hook or by crook, be made to attend school and kept there while the therapy is undertaken. The rationale for this position is that the patient keeps in contact with sources of positive support, does not develop secondary gains from the symptom and, often very important in such cases, the parents develop confidence to deal with the behavior. Parents often give up the attempt to get their child back to school and demand personal tutors and expensive transport arrangements.

Which of these views prevails will depend upon the attitudes of the professional to whom the student is referred for treatment. My own experience and that of many other child psychologists has been that phobic reactions respond better to a treatment based upon learning theory rather than to psychoanalytical methods. Thus, of 44 cases of school phobia dealt with at a large child guidance clinic over two years, 42 were back in school without serious reappearance of symptoms in less than a month. Only five of these cases were treated by psychiatry; these included the two outstanding cases who had more or less given up the attempt to go to school altogether.

Rural Problems Hard to Solve

In rural areas it is often difficult to get children back when long journeys to larger, unfamiliar schools are involved. Trying to do so can cost a great deal in time and money and can lead to inter-disciplinary frictions of all kinds. As a school psychologist in a rural area I had several rather frustrating experiences with cases in which I never felt that I had access to the relevant information; there seemed to be a conspiracy of silence on behalf of the parents. Of course, older students can be a considerable help on their parents' farm and if they are going to work for the parents eventually,

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it could be that there is some collusion in the refusal to attend school. I have had suspicions, however, that in some families rather severe emotional difficulties exist and sometimes these impressions were confirmed indirectly.

Successful management of school-phobic cases demands much common sense on the part of the school and a willingness to be flexible about the courses, teachers and students with which a very severely disturbed child may have to come into contact. Teachers must be seen as warm and supportive and, when there might be substance to complaints of bullying by other students or

with a revolver and pushed their bodies over a nearby cliff. It transpired that this was the origin of the 'gun' story and the patient's fears had, indeed, been well founded.

Where the phobic reaction is from a student of known nervous disposition, it is easy for teachers to accept a diagnosis of high levels of neurotic anxiety. However, on occasions extreme symptoms may be evinced by a student who has never shown any tendency to being afraid and this may cause some skepticism, particularly when the student may be seen about town mixing normally with other students and greeting teachers cheerfully. In such a case it is often found that things are at crisis point in a disturbed family; the symptoms within the group seem to be interdependent and the student is 'choosing' the school-phobic symptom to express the need for help. Provided that psychiatric help and intensive case work is available for the family, there is usually a good chance that the student can be got back to school quickly.

School Reactions Vary

It must be stressed, however, that removal of the evident symptom may precipitate symptoms in others—a classic phenomenon in child guidance work. In one case I recall, a student went back to school, but two days later the father, who had never shown any previous signs of illness, went in hospital suffering from stomach ulcers. It is worth while to cite such a case as a cautionary tale for, quite unwittingly, the school's contacts with a family about persistent absenteeism may be the first community involvement with extreme psychopathology.

Schools vary in their reactions to the student who has been persistently absent and, where the prevailing mood is one of indifference, any overt display of concern may seem somewhat artificial. The most effective form of management probably treats the symptoms as a normal type of illness; everyone is glad to see the student back, but no particular fuss is made. Along with this it is obvious that, if it is at all possible, emotional crises that could precipitate a re-appearance of the

symptoms must be avoided. Advice on these matters should come from either the school psychologist or a trained counsellor.

Whether any action is to be taken against truants, or whether school-phobic reactions are detected and treated, may therefore depend heavily upon teacher attitudes. My own view is that, as a profession, teachers ought to be very much concerned about non-attendance of students up to the age of 15 or so, particularly in view of the fact that the largest group of truants, i.e., those from unsupportive and indifferent home backgrounds, are precisely those who should be receiving more educational support.

Attitudes Need Tightening Up.

It might seem strange, right now, to argue for a tightening up of attitudes to attendance. There is considerable pressure for liberalizing education by breaking away from traditional teaching methods and making attendance at classes, and even school, a voluntary act by the student. So-called 'permissive' attitudes to attendance can be held quite consistently by educationalists who believe in the child's freedom to seek learning when it is relevant.

In the minds of the public and many students, however, such attitudes can be equated with inefficiency and apathy. Thus, if we do not much care whether or not a student is in school, this can be construed as a lack of interest in the student, a lack of confidence in the educational process we offer, or a mixture of both. It may sound somewhat paternalistic, but I think that it is natural for teachers to want the vast majority of children in school at the appropriate times, and to be concerned about what they are doing when they are there. This does not necessarily imply formal or authoritarian attitudes; it can mean that teachers want them to share in an exciting common experience.

Whatever our views about the legality or otherwise of non-attendance, perhaps we should think seriously about schools too large or bureaucratic for this basic personal feeling to be shown and recognized by students.



"Oh, Eddie, don't drop out! Why don't you get on the Student Council like I did and then you'll never have to go to class?"

sadistic treatment by teachers, these must be investigated at all costs.

For instance, I once worked with a school-phobic 12-year-old who complained that he was being threatened with a gun at school. The school principal went into these charges with some reluctance and eventually discounted them as flights of the student's imagination. We then managed to get the boy into school for a month or so without much in the way of difficulties, until one day he was stabbed in the chest from behind. Luckily, the wound was not serious, but the psychological shock led to his being sent to a distant residential school. Several months later a boy from his old school murdered both his parents

The Next Changes

Continued from page 217

often say that, given a free choice, pupils will search for the easy course—the 'Mickey Mouse' course. It would be interesting to define these easy courses and attempt to arrive at unanimity. If they are purported to be in the Industrial Program, the shop teachers may not agree; if in the Community Services, the home economics teachers may not agree; and the same reaction would likely be evident in the Commercial and Visual and Performing Arts areas if it were suggested that their courses were easy to pass.

Each course has particular objectives and these objectives should be expressed in measurable terms open to evaluation by professional teacher or pupil or parent or school trustee. As we are encouraged to carry out self-evaluation of ourselves and the courses through such instruments as the new Accreditation Book, it should be possible to correct any deficiencies that exist in courses and avoid derogatory comments among the disciplines.

As the fundamental objectives become clearer, the courses offered in the public schools must lead to valid educational goals—and teachers will be held accountable. If there are, in fact, such courses as 'Tiddly Winks 11,' it is the responsibility of teachers to expose the fact and

We Shall Miss These Teachers

In Service

Alfred Simcoe
Jacob Henry Unger

Last Taught In

Fernie
Delta

Died

November 21
November 18

Retired

Miss Bertha J. Howell
Mrs. T. Pearle (Grieve) Bradwin
Maurice P. DesBrisay
Mrs. Alice (McLean) Nancekivell
Miss Hazel B. Sargent
William R. Selman
Miss Elsa Wiegand
Mrs. Dorothy M. (Bentley) Williams

Last Taught In

New Westminster
Chilliwack
Vancouver
Vancouver
Victoria
Richmond
Vancouver
Victoria

Died

January 14
December 15
December 28
December 31
December 30
January 2
December 30
December 30

change the situation. Every course can and should be both challenging and worth-while to the pupils enrolled in it.

The result of these changes will ultimately cause teachers to co-ordinate their efforts more closely and develop the schools that pupils need today. Rigid prescriptive groupings of courses can no longer provide the education needed for a generation that is in need of individualized programs to prepare them for the fast changing and challenging society they face today.

It would not be valid to conclude, from the foregoing, that the proposed reorganization will in itself effect the changes I believe are essential to the success of public education. Along with the new programs of Selected Studies and Combined Studies, teachers will have to co-

operate on ventures involving differentiated staffing, teaming in various organizational configurations, open area grouping, development of learning activity packages and involvement in teacher recruitment to school staffs. All this will require leadership and expertise in the organization of activities in ways that will expedite a smooth transition from rigidity to flexibility at the senior secondary level.

The retention rate of pupils completing Grade 12 is increasing, for the public expects the schools to provide 12 years of education to everyone. The needs of these clients are changing and the challenge to the professional educator is increasing. Are we prepared to provide for each child the means of becoming socialized and of developing his own integrated system of values? §

Trouble

Continued from page 225

hobbies and interests with the young.

Some schools would benefit from a breakfast program, such as is now a feature in Toronto inner city schools. Here children pay a nickel and are served a bowl of hot oatmeal, raisins, brown sugar and milk—a good start for any child's day.

It might even be possible for Childhood Concern to find a happy home in the neighborhood where Joe could go after school each day and enjoy with a classmate or adoptive grandparents the feeling that he was not uncared for in a hostile world where adults had failed him utterly. It might even be possible for a sym-

pathetic worker to change the attitude of Janice's grandmother, or to persuade her over a period of time to relinquish her charge to a foster or adoptive home where she could receive the love and care to which every child in our community is entitled.

The cost of this proposal might make it seem prohibitive. Some decentralization of existing facilities might be arranged. And the cost of additional workers should be weighed against the staggering costs society bears at the other end of the scale—the cost of correctional institutions, detention homes, jails, drug clinics, mental health services, courts, police and probation officers. These would not disappear, but they might eventually be lessened if we

made a concerted effort to deal with the causes rather than the results of childhood neglect.

Children, fortunately for their survival, are wonderfully adaptable, malleable and impressionable. They have a built-in will to survive, and many of them tolerate and endure situations that adults would find impossible. But they need more help than they have been getting, and our teachers and principals need such help too. Too many of them are trying to deal with situations and cases for which they have neither the time nor the training. And until such problem cases receive help, the classroom teacher cannot do her job, which is essentially to educate the child and help form his character. §



DIAGNOSTIC TEST IN MATHEMATICS Level 1

Prepared by Frances Crook Morrison, Ottawa Board of Education
© The Ontario Institute for Studies in Education / Ottawa Board of Education 1970.

Range: Beginning of Grade 9 –
End of Grade 8

Time: 55 minutes

This 48-item test is based on the 1969 Ontario mathematics curriculum for Grades 7 and 8. The items in the test reflect the emphases current in mathematics education by attempting to measure understanding of fundamental concepts and principles, as well as basic computational skill.

Primarily for use at the beginning of Grade 9, as a diagnostic instrument to help teachers analyze the achievement level of their classes and to ascertain topics needing extra emphasis, it can also be useful if given near the end of Grade 8. At this time the information obtained provides a helpful basis for remedial work or in planning your presentation of mathematics for another year.

Order a specimen set (\$3.00)

GUIDANCE CENTRE

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Canada Studies Foundation

Continued from page 213

government. Here, senior secondary students, with the help of questionnaires designed by their teachers under the guidance of Dr. Paul Tennant of UBC's political science department, are studying citizen's perception of and participation in the political process at the municipal level. This project has engaged the interest of Mayor Frank Ney and many other civic officials and employees, as well as citizens of Nanaimo. Later, consideration will be given to urban political problems in relation to provincial and national policies.

A simulation game developed around the theme of Canadian urban government, utilizing Nanaimo as a data base, will provide a teaching aid useful in classroom settings elsewhere in Canada. Teachers' guides are planned, including accounts of the development procedures used and examples of the instruments created (e.g., questionnaires) that should be of assistance to schools anywhere that are seeking to pursue similar themes.

At Alpha Secondary School in Burnaby, Judy Doyle and Gary Onstef form a team that is developing a project around the theme 'Small Town Canada,' based initially on the study of resource-oriented communities of the type found in British Columbia. In the spring of last year, a three-day excursion was made to Chilliwack, where upward of 50 students conducted in-depth studies of this agriculture-based community and its environs. Similar studies will be made of other communities, leading to the development of teaching materials and field excursion models, some on video tape, useful to teachers and students elsewhere.

The ten teams involved in Project Canada West in the prairie provinces are engaged in urban studies as varied as those described here for British Columbia. In eastern Canada, the Laurentian Project brings together teachers from Quebec City and Peterborough in the development of materials around the theme of technology and its impact on Canadian society. Here, people from our largest provinces, from different

cultural backgrounds and from the two main linguistic communities are planning exchanges of materials and students as a means of testing out the various units of work being created.

Of comparable interest is another project involving teachers and students from Toronto and Montreal who are developing common approaches to the study of four periods of Canadian history: the 1760s, the 1830s, the 1860s and the 1960s. Exchanges of French-speaking and English-speaking teachers and students are being promoted and common teaching guides are being developed.

Hull/Ottawa Teachers Co-operate

The Canada Studies Foundation has encouraged the first co-operative endeavor between educators of Hull and Ottawa in the National Capital Region. In an attempt to bridge what the B and B Commission called 'the widest river in Canada,' English- and French-speaking educators from schools and universities in the region are developing Canadian studies around the theme 'Toward a Mutual Understanding,' based on historical and contemporary considerations of what makes a citizen in this setting.

A group of teachers, writers, artists and other academics from both linguistic communities in Quebec and Ontario are about to explore 'l'idée de la nation' through an examination of Canadian literature and art. Their aim is to create a multi-media, open-ended kit, which will be developed and tested out in workshops with teachers and for which, it is our hope, multiple uses will be found in classrooms. This project, like most, is not based on the creation of highly structured curriculum packages. Rather, it is intended that parts or all of what is produced may be 'plugged into' a great variety of Canadian studies curricula at various levels.

Two smaller projects are, however, more structured and discipline-oriented. The Geography of Canada Project, operated by the Canadian Association of Geographers, aims to create a series of monographs focusing on specific topics that, again,

The B.C. TEACHER

could be plugged into many curricula, thereby injecting a geographic perspective into history and social studies courses.

Each monograph will include an interpretive essay by an academic specialist, written in non-technical language. This will be followed by a teachers' guide that will suggest sources and practical ideas for 'translating' the topic into classroom terms. Dr. John Saywell of York University is developing several multimedia kits on historical topics selected from the 75-year period antedating World War I.

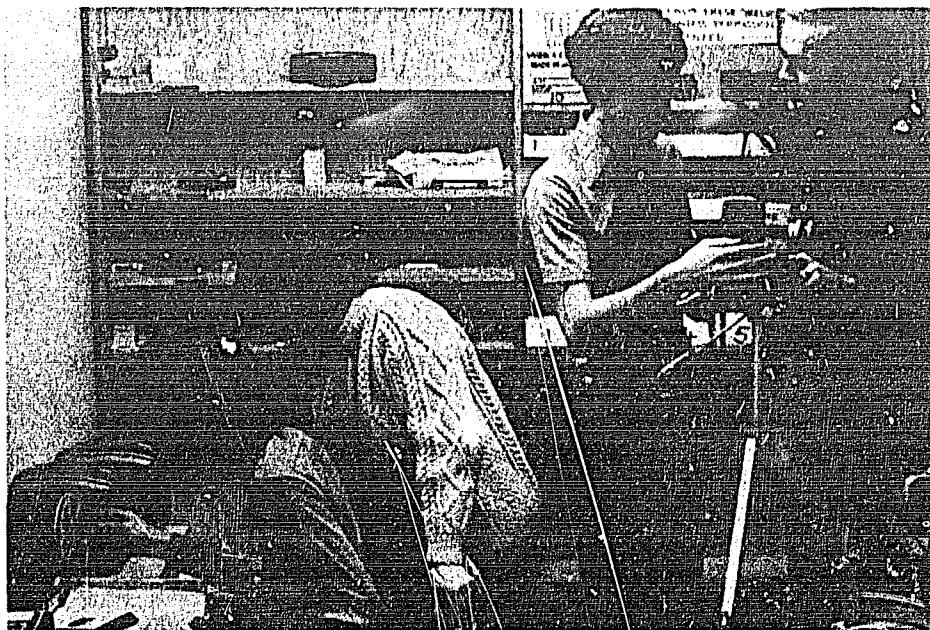
A project is currently under development in the Atlantic provinces. Emphasizing the theme of regionalism and cultural diversity, this project, like that in Western Canada, brings together teachers and others from all the provinces concerned.

Possibly of greatest long-range significance is a special project of the secretariat concerned with the development of guidelines for the future conduct of Canadian studies programs at all levels. This work, and the concomitant development of a conceptual framework for Canadian studies curriculum development, is engaging personnel in the projects described as well as many other persons in universities and school systems from coast to coast. We have had little indigenous curriculum work in Canada because, as in so many other areas, we have lived off the work of others. Now, we hope, that is changing.

The Teacher's Role Is Central

Basic to the work of the Canada Studies Foundation is the central role of the teacher in curriculum development. In the highly centralized provincial courses of study of the past, the curriculum was literally what was handed from 'on high' to the teacher—although, to be sure, imaginative and innovative teachers have always found the means to interpret curricula in their own way once the classroom door has been shut.

In the typical American curriculum projects of the 1960s, development was largely in the hands of academic experts who sometimes set out to create what they frankly



Burnaby teachers Judy Doyle and Garv Onstad work with students responsible for the equipment used in Alpha Secondary School's project 'Small Town Canada.'

called 'teacher proof' packages. Not surprisingly, this approach did little to change what happens in classrooms.

With decentralization of curricula now in vogue, the teacher is becoming a curriculum planner. In any event, he (or she) is rightly no longer content to be a hewer of wood and drawer of water for academics and administrators. Yet his new role means that new training is required and necessary expertise must be provided.

In Canada Studies Foundation projects, the means to these ends are accomplished by workshops and conferences, together with built-in provision for academic and curriculum consultation. Time is provided by funds that pay for the release of teachers, the hiring of substitutes and honoraria for summer workshop activities.

Experience to date suggests that when teachers are given recognition and resources, good quality curriculum work will result. Already, a network of committed teachers is growing up across Canada. Out of this network and out of the materials developed and experience gained will grow long-range plans for continuing programs in Canadian studies that will be taken up by provincial departments of education and local jurisdictions.

This suggests the need for some kind of continuing national organization in which the professional development departments of the teachers' federations could play a central role, as they are now doing in Project Canada West. Such a role could have implications for in-service education and curriculum development as well as for undergraduate teacher education generally by promoting, for example, the kind of co-operation between the universities and the professional organizations that has too seldom occurred.

It should be evident that the Canada Studies Foundation is much more than a curriculum development project or even a group of projects. In developing teacher leadership and new, inter-regional, even nation-wide patterns of organization in curriculum development, it is an organization unique in the history of Canadian education. In addition to the work described here, consideration is being given to the establishment of a yearbook of Canadian studies and to a journal for teachers in the field.

Those interested in keeping informed of the progress of projects and the availability of products are invited to write to the Foundation at 252 Bloor Street West, Toronto 5, Ontario.

§



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

British Columbia's system of education finance, set forth in the Public Schools Act, requires the Minister of Education to determine a Basic Education Program for each school district.

The local school board is then permitted to set an annual budget that does not exceed the Basic Education Program by more than eight percent. If the board wishes to adopt a budget in excess of this limit, it must publish a by-law setting forth the amount of the excess. Upon the demand of a stipulated number of owner-electors, the by-law must be submitted to a referendum vote, and if the referendum fails, the excess expenditure must be deleted from the budget.

These provisions have the form of democracy without its substance. The school board is elected by the local electors to be responsible for operation of the school system. After careful study of the needs of the school district it adopts an appropriate educational program and determines the amount of money needed to operate that program. An arbitrary budget limit imposed by the Act negates this basic function of the elected board.

To be sure, the board may free itself of the arbitrary restraint by publishing a by-law and securing its approval by referendum. But observe the prescribed referendum conditions.

First, approximately one-half of the electors are disfranchised, for only owner-electors may vote. Tenants are given no voice.

Second, to succeed the by-law must be approved by at least 60 percent of those who vote. That is to say, 59 percent of the voting owner-electors may say yes, and be thwarted by 41 percent who say no, while all of the tenant-electors are assigned the role of impotent observers.

This is indeed a strange concept

A MATTER OF OPINION

A STRANGE FORM OF DEMOCRACY

J. A. SPRAGGE

of democracy.

Legislative amendments introduced in 1972 add a bizarre new element. Salary increases for school board employees are subject to a similar arbitrary limitation by government regulation, with the same provision for appeal by referendum in which half the electorate is disfranchised and a minority of the remainder can prevail over the majority.

Mr. Spragge is a BCTF staff officer in the Division of Economic Welfare.

In the past, salaries of teachers have been established through a normal process of collective bargaining, with provision for binding arbitration when the parties fail to agree.

The parties in negotiation have given due weight to the recognized wage determinants and to the needs of the school district. Arbitration boards have been guided by the same rational factors.

In future they will not be free to make binding decisions on recognized rational grounds. Their conclusions will be subject to a provincial veto based apparently on one determinant only: the rate of increase granted by a paternalistic government to its civil servants who have no bargaining rights at all.

To override the veto, school boards must resort to a spurious form of popular vote in which the will of the majority does not prevail.

In belated and hasty response to charges of discrimination, the government has now proceeded to extend its absurd control system to the salaries of other public servants, including legislators and cabinet ministers. In so doing, it asks the Legislature to relinquish the one power by which parliaments have traditionally maintained their sovereignty over governments: the power to set the salaries of the ministers of the crown.

The government has thus violated the bargaining rights of teachers, destroyed the integrity of arbitration boards, abandoned the principle of majority rule, made second-class citizens of tenant-electors, and eroded the sovereignty of the legislature. All of these regressive moves have followed from an aversion to educational spending that must reflect either desperation or pure vindictiveness.

If this is Bennett democracy, how small a step to open dictatorship! \$

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- b) for students wishing to enrol in classes offered during Session II and Session III — June 16, 1972.

For a free copy of the Summer Session calendar, complete and detach the coupon below.

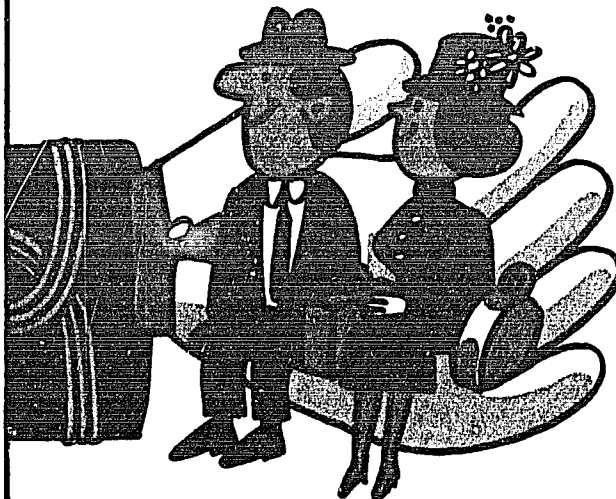
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NEW BOOKS

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HELLO OUT THERE...

assuming, of course, there IS someone out there, what with these trying times. As a matter of fact, it gives your old scribe a bit of a lift to receive the occasional letter from a reader commenting on something I have said here or about one of the book reviews presented in the past. We are pleased to include this month two unsolicited contributions from an interested reader and former teacher, Frank Snowsell, now resident of Kelowna. Many thanks. Frank.

THE BAD NEWS...

at this writing, is, naturally, concerned with cuts in educational budgets. Teachers and librarians will have to become experts in getting maximum value from minimum funds if they hope to keep abreast with new books. It is unthinkable that any school district would go as far as to provide NO money for new materials, but it is clear that they will get a lot less than in former years.

Fortunately, we can still afford paperback books, which are in ever increasing abundance and availability. True, you may have to brainwash students into treating these less sturdy books with great care, but the effort will be worth while.

Next month I will present a list of materials—magazines, booklets, picture sets, etc., that are absolutely FREE. Many schools will find these items useful as teaching devices.

AND NOW, THE GOOD NEWS...

Again, at this writing, I was heartened to read that the Federal Government has announced a million dollars plus injection of funds to stimulate Canadian publishing (excluding textbooks), which will

mean a healthy spin off for Canadian authors. This, indeed, is good news.

WOMEN'S LIB JOKE...

Little Johnny, arriving home from school with bloody nose, and in tears: 'A kid hit me for no reason at all.' Mother, bristling: 'I hope you hit him back.' Johnny: 'I couldn't—she ran away.' —C. D. Nelson

MATHEMATICS

Geometry, A Transformational Approach, by Coxford and Usiskin. Laidlaw Bros., c1971 (Can. Agt. Clarke Irwin). Approx. \$8.00

Much current mathematical opinion advocates revision of the present Grade X Geometry curriculum. Some advocate courses based on functions, vectors, linear algebra or transformations. In the book under review the last is the unifying concept throughout. I notice several novel features: axioms and theorems often receive informal introductions; the preservation properties of reflections are postulated, and use is made of reflection proofs to introduce students to writing their own proofs. Symmetry is emphasized and both similarity and congruence are effectively treated using transformations.

The book is pitched at the average student; easier questions are marked A, applications B, while hard questions are marked C. The authors maintain that the content has been well tested at all levels of ability in 30 schools, although the book feels more like a reference book—it has 600 pages! Nevertheless, I feel that it would offer the student a little less trouble than the present 'authorized version' in use in our schools, and its pleasant layout would be good for student morale.

Its ultra grey-matter approach is a little disappointing when one considers the possible uses of paper folding, waxed paper work, geoboards, mirrors and practical surveying as aids to understanding. To do the authors justice, they do mention 'thin paper' work once, but with the mass of material, practical work, discovery and labs would be impossible to fit in.

If I feel misgivings about the feasibility of using this book because it is so encyclopedic, I also doubt the value of one year devoted to one branch of mathematics. The 'branch' concept of mathematics vanished a long time ago and I should think it a great improvement to study the many aspects of geometry K-12. I do know that arithmetic and algebra skills vanish from all but the

top 20% (optimistic!) in that Grade 10 year, and anyway the traditional year is postulated on the idea that geometry is the sole topic that lends itself ideally to the postulational and theorem approach, an idea that nowadays is simply not true.

Much discussion is taking place as to where we should go in geometry, and I recommend to those who would like to listen in on the debate that they obtain the January and February, 1972, issues of *The Mathematics Teacher*, published by the National Council of Teachers of Mathematics, 1201 16th St. N.W., Washington, D.C. 20036.

—Roger Sandford

REFERENCE

Canada's 28th Parliament; A Guide to the Members, Their Constituencies, and Their Government. comp. by Ed Matheson. Methuen, c1971. \$12.50

Here is a book that is unique—one of a kind, as the dictionary says. The idea of parliamentary guides is not new, since the Queen's Printer publishes such information regularly. Lists of members appear in newspapers and magazines and other media, such as *Canadian News Facts*, after each federal election. Many sources are available to a citizen if he wants to know who is the MP or Senator from any particular place. But up till now no 300+-page book has appeared that: (1) gives a capsule biography of each MP; (2) his or her picture; (3) information about the Federal riding—economy, ethnic groups, previous political representation, etc. In addition, the introduction to the book presents informative material on what Parliament is, how it works, and the politics of Parliament.

Each member in the 264-seat (not counting Mr. Speaker) Commons is given a full page in the book, and each page is arranged in three columns. The first column is headed by a photograph of the member, and under this appears a concise capsule of information about him and his constituency. Under the heading 'Personal Data' these items are found: Constituency address; Occupation; Birth place/date; Education; Religion; Married/date; Children; First election/constituency with date. According to the publishers, this mass of information is based on 'detailed questionnaires and commentaries obtained from the Members of Parliament themselves' supplemented by additional careful research. Acknowledgements are made to noted authorities of all three major political parties, although the general tone of the text is politically neutral.

The heading 'Constituency Data' lists the following; Population, 1966; Registered

voters, 1968; Actual voters/percentage, 1968; Winning vote/percentage; Other candidates/Winning vote/percentage; Other candidates/votes/percentage; Predominant languages; Predominant ethnic groups. Some minor variants under this heading are occasionally listed, such as: Predominant industry; Predominant religious groups.

The middle column of each page gives more personal information about the member, including details of education, military service, career before and since entering politics, and brief statements of what the member considers are 'key issues' in his own riding or in Parliament.

The third column gives more information on the constituency itself, describing its location, type of population and chief population centers, its main industries, and an outline of how it has voted federally in the past.

In addition to all this material, the book contains much more information that is sometimes difficult to find conveniently. For example, the bulk of the text that deals with the MPs is arranged geographically, starting (wonder of wonders!) with British Columbia and Alberta. Before going into each member's data we find a left-hand page which lists the 23 B.C. ridings (and 19 Alberta ridings) alphabetically by its official name, its member and political party; facing this on a right-hand page is a map that gives the boundaries for each riding, with inset maps of such metro areas as Vancouver, Edmonton and Calgary. This scheme is followed across Canada, with lists and maps of Saskatchewan/Manitoba; Northern Ontario; Southern Ontario; Quebec; Maritimes/Newfoundland. As might be expected, the Prime Minister, Pierre Elliott Trudeau, Leader of the Opposi-

tion, Mr. Stanfield, and, fittingly enough, former Prime Minister, John Diefenbaker, are given two pages each, for more extensive coverage.

There is much, much more besides. Appendices (8) list Governors-General of Canada; Parliaments, Prime Ministers and Speakers, from 1867 to the present; the Cabinet, according to precedence; Departmental functions in great detail; Parliamentary Party affiliation of members. Two indexes list (1) MPs alphabetically with their electoral district and page reference and (2) Electoral districts alphabetically with their members and page reference. Finally, the last page itemizes in the Addenda miscellaneous changes in Cabinet portfolios, results of by-elections, etc.

Had enough? Not quite finished. As a final contribution to this prodigious pile of information, the publishers have included a double-page sheet that shows the actual floor plan of the House of Commons chamber, indicating where everybody sits and the boundaries of each party. On the reverse side is a similar plan of the Senate chamber, but, curiously, the 'party lines' are not indicated. Incidentally, I noted that B.C. Senator, the Hon. Norman A. M. MacKenzie, although listed in Appendix VII, is not shown on the Senate floor plan, although 14 vacant seats appear.

All in all, this book has great potential reference value, depending largely on how much emphasis social studies teachers give to the institution of Parliament in their courses. The publishers deserve great credit for tackling such a complex and tedious piece of research that should prove be a boon not only to schools, but to public libraries, newspapers, radio stations and all

interested citizens, not least professional and amateur politicians. There are a few very minor discrepancies in some of the mini-biographies, some out-of-date material, although the publishers plan to issue periodic supplements 'to subscribers of the present volume.' One small criticism, which I feel is justified, especially if the book is used in the school library, is that troublesome double-page plan of the Commons and Senate. It would have been better either to provide a pocket for it on the back cover or, better still, to tip in the page with glue. Otherwise, I fear it will soon be lost or taken.

—C. D. Nelson

ECONOMICS

The American Challenge, by Jean-Jacques Servan-Schreiber.

Tr from the French by Roland Steel. Hamish Hamilton, c1968 (Can. Agt. Wm. Collins). No price given

The author, former Free French fighter pilot, journalist, army officer and now Director-General of a powerful chain of French magazines and newspapers, deals with the effects of United States investment and control of French economic development. As the following quotations reveal, the book could have been written about conditions and problems in Canadian relations with the U.S.A.:

'If we allow American investments to enter freely under present conditions, we consign European . . . to a subsidiary role.'

'If, on the other hand, we adopt restrictive measures . . . trying to be self-sufficient we would only condemn ourselves to under-development.' and



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'France exports an increasing amount of unfinished products. If the French continue to sell semi-manufactured products, they will devalue their human capital and soon be flooded with finished products made elsewhere . . . confined to production . . . involving little brain power . . . we might as well shut half our universities and tell our students to become apprentices.'

Servan-Schreiber recommends an effective European Federal Union as the only solution to a developing European vassalage. His arguments for strong Federalism and the overcoming of narrow, parochial, provincial economic and political tendencies are of particular interest to Canadians in these days of challenge to our federal authority. He suggests that Europe—and the same applies to Canada—may RIP—Rendered Impotent by Partition. —Frank Snowsell

SCIENCE

Our Earth in Continuous Change, by David M. Baird. Ryerson, 1971 (McGraw-Hill of Canada). \$7.95

In this, a well-written, profusely illustrated book on the morphology of the earth's surface features, Dr. Baird has produced a most readable work of interest to anyone who has asked the question, 'I wonder why that scene looks the way it does?'

His writing style is such that the fascinating subject of our physical environment is portrayed in an enjoyable, easy-to-understand manner. The book is of particular interest to any student of physical geography from junior secondary up.

Dr. Baird's presentation is lucid and well organized. The genesis of basic geological theory, from some of the early contributions

to the more modern thinking, is clearly developed in the first two chapters. The material and generous photographs are oriented toward the Canadian reader, as many of the illustrations are of scenes that holiday travelers might well encounter while touring in Canada. Those that are not of Canada illustrate some phenomena represented somewhere in our country, and serve to give the reader a better appreciation of how our Canadian landscape originated.

—S. Bud Fulton

SOCIAL STUDIES

The Pentagon Papers, by Sheehan, Smith, Kenworthy and Butterfield.

Bantam, c1971. Paperbound, \$2.25

Originally published by *The New York Times*, this paperback consists of 677 pages including index and key documents, appendix 1—NYT editorials; appendix 2—text of the Supreme Court decision of June 30, 1971 freeing the papers for publication, with each judge's written reason for concurrence or nonconcurrence with the majority decision; plus 30 pages of documentary photographs.

This book is not a 'history' of the Vietnam war in the conventional sense; it is a record of government decision-making on Southeast Asia from 1945 to 1968. In 1967 Robert McNamara, the Secretary of Defense, commissioned a massive secret history of the war. The record was compiled and, to a degree, edited, by 'experienced State and Defense Department civilian officials and military officers, as well as defense-oriented intellectuals from government financed research institute.' As one of the compilers suggests, this is not so much a 'documentary history as a history based on documents.'

Since each chapter in the book is the product of a different writer or research team, there are interesting differences of style, of method of approach as well as of degree of editing and interpretation. The book cannot be read as narrative, but as a fascinating and often seriously alarming revelation of how decisions in higher places are arrived at. Also, the alarming lack of information and abundance of officially contrived misinformation available not only to the public, but also to Congressional leaders in the Senate and House, tends to destroy what faith one ever had in official pronouncements from the Pentagon and White House. —Frank Snowsell

Contact, by Craig, Ito and West.

Ryerson Social Science Series.

Ryerson/McGraw-Hill, 1971.

No price given

One of three titles published so far in the Ryerson Social Studies Series, this is an all-subject educational book, containing games, pictures, activities, articles, stories and discussion.

Basically, it increases general knowledge and stimulates interest in society, literature, etc., using maps, charts, short and long expositions, photographs, cartoons, pictures, poems and tales. *Contact* uses thought-provoking questions to direct interested readers into discussions and activities.

The book covers diverse topics, from the appreciation of paintings, using full color prints, to migration of peoples, to a study of formation of beliefs using legends, ancient poems, and even optical illusions.

The authors have selected stimulating material and set it out in an attractive and

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Further information is available from the Superintendent of Schools, Vancouver School Board.

Applications should be marked 'Confidential' and forwarded to the Chairman, Board of School Trustees, 1595 West 10th Avenue, Vancouver 9, B.C. by April 15, 1972.

interesting format. Questions and discussions are designed to generate an eager involvement of most readers. Controversy and shades of opinion are introduced to spice the discussion. Other activities, such as chart completion, research, creative writing, reports and map study, are presented in enjoyable ways.

Contact could be used as a classroom text. I see its primary value, however, as an enrichment resource for Grade 6 or 7, with 6 to 12 copies in the classroom.

—John Roberts

People and Places in Canada (series).
Evelyn Moore, General Editor.
Holt, Rinehart and Winston, c1971.
Paperbound, \$1.15 ea

The latest additions to the People and Places in Canada series include the following sample studies: *Ferryboats of British Columbia*; *Alberta Foothills*, life within view of the Canadian Rockies (rev. ed.); *Gold River*, a center for lumbering; *Granby*, a manufacturing center; *Home Oil*, Calgary, oil exploration and production; *Okanagan Valley*, life on an orchard; *The Crowsnest*

Pass, a coal mining valley. Previous titles have been: *Flin Flon*, a northern community; *Kitchener*, a meat-packing center; *Manitoba Lowlands*, a mixed farm; *Port Alberni*, pulp and paper; *The Fishermen of Lunenburg*; *Winnipeg*, gateway to the West. Also included in an earlier edition is the *Teacher's Manual*, which contains lesson notes and suggested procedures for the specific title *Manitoba Lowlands*, but which can be applied to teaching any of the other sample studies. It should be required reading for all social studies teachers. There is a wealth of information on teaching methods and geographic concepts, which students would, it is to be hoped, understand as a result of their studies.

The titles are presented with an inductive approach in which the student is able to conduct a field study within the classroom. It is not often that a teacher is able to develop an outdoor study over a long period of time. The sample study is the most effective substitute for the classroom-bound teacher. Although supplementary material is not needed (these books provide adequate information), additional information would widen the scope of any study undertaken.

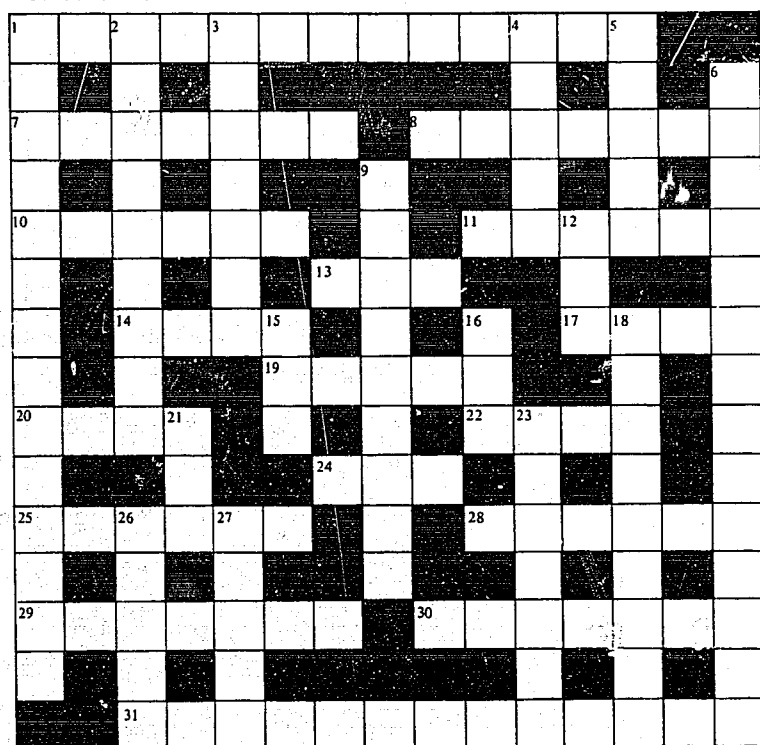
In each of the samples, progressive steps

lead the student toward the full understanding of certain concepts. The wealth of information in the forms of aerial photographs, maps, diagrams and text should stimulate the student to explore further the area being studied. The teacher must be sure, however, to determine what these concepts are before the study begins.

The first chapter of each sample study is concerned with life of a typical family living within the region. Students are, therefore, able to see how people live in different parts of the country. Map reading and photo interpretation permit the student to study features that would otherwise be available only in a field study. The student is then asked questions based on his own observations, a wide variety of information then leads the student to a better understanding of the concepts that are presented in the particular sample study. The questions are well chosen and carefully graded so that the student's ability to observe and comprehend is constantly challenged.

I thoroughly recommend this series to teachers, particularly those in the elementary field; however, I would not discount its usefulness at the junior and senior secondary levels. —W. J. Murray

Dedicated to all social studies teachers



CLUES ACROSS

- | | |
|---|--|
| 1. 13 across where a treed Armenian can be found for a change (13) | 19. In Latin, I believe in this strange Red company (5) |
| 7. African river that has a rather flabby source (7) | 20. Musical extract from a Malayan skirt (4) |
| 8. Through the end of the old name for Djarkata (7) | 22. The good part of Cromwell's rule (4) |
| 10. Around Greece this body of water is in a number one position to identify itself (6) | 24. Indonesian town seen in a ridiculous light (3) |
| 11. Island on which to weep around the infected matter (6) | 25. Region on the French-German border seen on a new scale (6) |
| 13. Part of the Hanseatic League of towns (3) | 28. His could be a hidebound sort of occupation (6) |
| 14. Spanish house found in 25 across (4) | 29. Doctor is doing a change with Santo in Hispaniola (7) |
| 17. 'Mid this North African for a diaphragm (4) | 30. This day is celebrated on the third Sunday in June (7) |
| | 31. Advocates of anti-slavery (13) |

CLUES DOWN

1. Places in the Indian Ocean where devils and mails get confused (7, 7)
2. West Indian republic where I can get around with nothing on my mind (9)
3. You can spend hours at identifying this French town (7)
4. Made by British Columbia into the Dominion in 1871 (5)
5. Part of a Lausanne-Versailles treaty clause (5)
6. But no flowers were exchanged at this series of House activities! (4, 2, 3, 5)
9. Prince Charles was a young one (9)
12. Part of the Treaty of Paris (3)
15. Henry VIII introduced one of Supremacy (3)
16. Belgium is one of this group of countries (3)
18. Were Reds slain indiscriminately by these people? (9)
21. Ran away from Angora and left this bit of India (3)
23. Town in Jamaica where there's no water available? (7)
26. City in northern India where the mails go astray (5)
27. African river with Italian permission to proceed (5)

Answers will be printed next month

Answers for last month's puzzle

- | Across | |
|-----------------------|-----------------------|
| 1. Deliberate aim | 19. Site |
| 8. Catch as catch can | 21. Nascent |
| 10. Funereal | 24. Ravine |
| 11. Leered | 27. Antibody |
| 14. Defense | 29. Taken for granted |
| 17. Dyed | 30. Single seaters |
| 18. Vie | |
| Down | |
| 1. Drab | 15. Nein |
| 2. Lecture | 16. Eve |
| 3. Beaters | 17. Den |
| 4. Racket | 19. Sixteen |
| 5. Totally | 20. Tearful |
| 6. Ashamed | 22. Alberta |
| 7. Meagre | 23. Cadence |
| 9. Badger | 25. Altars |
| 12. Eels | 26. Starts |
| 13. Dated | 28. Jew's |

JOHN JESSOP: goldseeker and educator

By F. Henry Johnson

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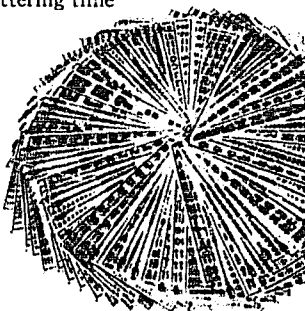
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FOR RENT—July-August 1972; 4-bedroom, fully furnished (washer, dishwasher) home in sunny Richmond. Easy access UBC, SFU, Stanley Park, swimming pools/recreation facilities nearby. \$175/mo. Green, 818 Fairlane Rd., Richmond.

FOR RENT—July, part/all August; furn. semi-bung. 4 bdrm (1 twin); washer, dryer; lge easy-care gdn; 15 mins UBC. Children OK except untrained toddlers. Rent negotiable. Mrs. M. M. Ellis, 6708 Angus, Van. 14; 266-2983.

TO RENT—July 1-August 30; Nanaimo, completely furnished home, 4 bedrooms. Country club district just north of golf course. \$200/mo. R. G. Gibson, 2879 Gleneagles Cres., Nanaimo; 758-2284.

FOR RENT—Spacious, fully carpeted 4-bdrm house, prestigious Kerrisdale. Near community center, library, heated pool, UBC bus. App. \$800 for summer. Nath, 2367 W. 45th, Van. 13; 263-7342 eves.

FOR RENT—July and August; 2-bedroom, 2-bath, fully furnished, spacious apartment 20 mins from downtown Vancouver. Indoor pool, 2 covered parking spaces. \$190/mo. Adults only. Roberts, #208-845 McBride, New Westminster; 526-3009.

NORTH VANCOUVER—2-bdrm home available July, August. Quiet, private, close to Marine Dr. and Upper Levels. \$175 per mth. plus utilities. Mr. E. Dodds, 2144 MacKay Ave., 988-0803.

FOR RENT—July-August; nr UBC, new 3-bdrm furnished home, laundry, rec rm, cablevision. \$250/mo. Jhootey, 3858 W. 17th Ave., Vancouver 8; 224-0477.

FOR RENT—July-August; fully furn. 4-bdrm house, Kitsilano; near shops, beach; 10 mins UBC; \$275/mo. Daniel, 2182 W. 5th Ave., Vancouver 9.

SUMMER SCHOOLERS!—Large 1-bedroom furnished apartment centrally located near Van. City Hall; available for July and August; \$140 per month. To view in latter part of Easter holidays, write Mrs. J. Hardie, 2643 Columbia Street, Van., or phone 873-1039.

Accommodation Available

SUMMER SCHOOL—Furnished house for rent. Four bedrooms. Four singles or family. Convenient to UBC. \$250 month negotiable. 3986 W. 30th Ave., Vancouver 8.

FOR RENT—July 1 to August 24; 3-bdrm home, furnished, 25 mins UBC or SFU; South Vancouver, next to public golf course and community center with swimming pool. Write E. H. Hintz, 2965 Rosemont Dr., Van. 16; 433-1501.

FOR RENT—3 bdrm split-level for period of mid-June to 3rd week in August. Dishwasher, color TV, extras. \$400 for the summer. R. Huish, 957 Gormond Rd., Richmond; 277-2423.

FOR RENT—July 1 to September 1, cosy 3-bdrm home (2 up, 1 down), MacKenzie Heights area. 10 mins UBC. Available to one couple only or one couple with grown-up child(ren). A. R. Morison, 2978 W. 29th Ave., Vancouver 8. Bus. phone 255-9371.

FOR RENT—Coquitlam, 3-bdrm, basement house; drapes, stove, fridge, washer, freezer; \$220/mo. first and last in advance; one year lease. References required. Write 488 Midvale St., Coquitlam.

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PENTICTON: For sale, custom designed home built to the view. 4 bedrooms, 2 bathrooms, many extras. Beautifully landscaped. Full price \$29,000. Further particulars from Maurice Ogden, 126 Craig Dr., Penticton. Phone 493-0193.

Accommodation Wanted

FURNISHED SUITE or apt near UVic for young married couple. July and August. Please write to 47 Mallard St., Kitimat.

SUMMER ACCOMMODATION WANTED—July and August, furnished house near UVic for female teacher with 14-year-old daughter and well-trained poodle. References if desired. V. Janzer, 1000-92nd Ave., Dawson Creek.

Accommodation Wanted

WISH TO RENT and caretake furnished house or apartment close to UBC for July-August. Family with 2 children. Reply stating particulars to P. J. Bliss, General Delivery, Quesnel.

WANTED for UBC Summer Session 1972, furnished/partly furnished house, Vancouver or Greater Vancouver, rent or swap. Mrs. R. Looi, General Delivery, Merritt. Phone 378-4918.

WANTED—Home or apt to sublet for UBC summer session/72. Young couple & baby. Possible exchange for 2-bdrm duplex in Salmon Arm. (Duplex available July & August on application). J. A. Kupke, Box 333, Salmon Arm.

HOUSE EXCHANGE—Victoria teacher on Aid Program in Jamaica wishes to exchange house and car with Victoria family for period July 4 to August 28 or thereabouts. Details on request. M. W. Freece, 42, Hargreaves Ave., Mandeville, Jamaica, W.I.

WANTED TO EXCHANGE—July & August, 3-bdrm home, fully furnished, near Deer Lake, SFU for similar Okanagan-Osoyoos area. I. Holmes, 4450 Royal Oak Ave., Bby 2; 298-5267.

EXCHANGE for similar accommodation in Victoria or rent for \$50/week — 4-bedroom house, 10 min to shops and beach. Available July 1-August 20. Write M. Seymour, R. R. 2, Gibsons or phone 886-9842.

Holiday Accommodation

FOR RENT—Furnished 2-bedroom home on the Sechart peninsula between May 7 to August 25. Semi-waterfront, beach access, all cl., good salmon fishing, boat. \$120 month and utilities. Phone 883-9792.

OKANAGAN ACCOMMODATION—3-bed furnished home available July 23 to August 20. Minutes to beaches, parks, shopping and golf. \$75 per week, including all utilities. For further info, contact P. A. Leach, 964 Tronson Dr., Kelowna; 762-0559.

COMOX WATERFRONT—3-bedroom, modern, furnished home available for July and August. Located on safe, clean, sandy beach. Swimming, boating, clam digging, relaxing at the front door. S. R. Halls, R. R. #1, Comox.



SIX MONTHS IN EUROPE

In the never-ending quest for exciting material for this department I sometimes figure out devilishly clever plots. I ask people loaded questions. Then I hope their answers will enable me to illustrate, triumphantly, how clever I am and how inadequate they are.

It's the essence of journalism.

Last spring I actually put one such plot into operation. This article is being written to explain why I will never do it again.

Because of my belief that substituting education for pedagogy is not enough and that we must get the business of learning out of the clutches of those who swear by courses and credits, I presented my school board with a perfectly preposterous proposition.

And the reaction proved to be so incredible that I still haven't recovered from it.

You see, I suggested that I'd spend six months in Europe. That I would visit classrooms and schools, talk to teachers, students, administrators, bureaucrats and to pretty secretaries in the principals' offices. I explained that this would be my idea of a study leave, because I am not at all interested in getting a mercenary master's degree.

The school board officials said that they would pay almost two-

thirds of my salary and that when I got back I should write a report for them about what I have been doing—a SHORT report.

Now I was really on a spot. I not only did not have any material for next month's column—because there is nothing deadlier for an educational columnist than a co-operating school board—but also I was faced with a tremendous amount of work. I was seriously considering abandoning the whole project.

Even before I have left Canada I have written some 85 letters to 14 countries that were originally on my itinerary. Most of the effort expended was designed to find out who in which country is the most competent person to deal with about my visit. To get an answer to this riddle sometimes required three or four communications.

Talk about passing the buck! For one country—which will have to remain nameless—we started with the consul in Vancouver, went on to the embassy in Ottawa, on to the Ministry of Education, on to the local school board and across to the principals of the individual schools.

That's where we are at the moment and I will quit on the spot if I am referred to the school's sanitary engineer.

On the other hand, the correspon-

dence proved to be quite instructive. Some samples:

- The Albanians are a silent bunch, all two and a half million of them. No reply from them, even though I appealed to their party chief, Enver Hoxa. In French yet, because he is a former French teacher who has gone on to bigger things. Neither he nor the Albanian representative to the U.N. has paid any attention to me.

Scratch (sigh) Albania.

- The Poles glue their letters to the envelopes. This makes them extremely difficult to read, for you invariably tear them in half upon opening. It could, of course, also be the fault of the sloppy censor.

Anyway, they weren't particularly interested in seeing me. Scratch the Poles.

- The British are used to this type of request. Apparently most of the Canadian teachers who express interest in European education usually really mean British education. That's why there was no problem here in getting a two-week tour arranged with the help of their High Commission in Ottawa.

- The Germans are terribly efficient. Via return mail they present you with the English version of a 1970 report dealing with reforms in their educational system. As an introduction the document is invaluable.

But the post-war Germans are also dedicated federalists. That may be good for the West German spirit of democracy, but decidedly catastrophic for Canadian teachers who are making plans to study in Europe.

Because education—most unfortunately—is the responsibility of the West German Länder. Those, plus the city-states, provide for 11 different systems. Who will offer advice on which one to visit? Certainly not the man at the federal ministry in Bonn. He wants to keep his job.

As a result, Germany alone is responsible for twenty percent of the total correspondence.

• Probably the most fascinating revelation up to date has come from the correspondence with the Council of Europe in Strasbourg. I am still trying to figure out who is ahead as far as attitudes are concerned. Are they or are we?

The Europeans have been building a unique school system called Schola Europaea. And while we in Canada are developing Canadian content at any cost and are putting all sorts of stresses and strains on the Canadian aspects of social studies, they consider a nationalistic approach to such things as one big hang-up.

They teach social studies from a strictly European point of view. As a matter of fact, they are so supranationalistic that they don't even give you the names of the countries in which the schools are located. But you do get the cities. And that sends you scurrying to the latest edition of Rand McNally.

Needless to say, they are high on my list of places I would like to see.

And so it goes. Well, actually, so it went. Because when you read these lines I shall have been in Europe for over a month, peering into educational nooks and crannies, missing trains and cursing the day I decided to skip out of Mme Guillote's French class. It was the day they took up the word 'l'enseignement.'

And it will be all that darn school board's fault. If it had nixed my plan, I would still be in my cozy classroom, secure with the feeling that nowhere in the world could anyone possibly use teaching methods superior to mine. §

Reorganize to Humanize

Continued from page 248

sively at teachers, pupils and parents.

In self-protection, these groups must form their own local, decentralized structures within which they can make their own decisions to protect their own interests. Centralized power cannot stand up to decentralized but nevertheless organized resistance.

Both within the BCTF and within the school system the time for a break with the past is overdue. The main feature of this break must be the creation within the BCTF and all schools of social environments that are conducive to human growth and development. Such environments must treat people as ends rather than as means.

Principals and teachers in the schools must be given the freedom

to make decisions relevant to the growth and development of the pupils for whose welfare they are responsible.

As Stephan Michelson has written, 'If some principals struck out into new forms of school organization, then what possible gains! Most importantly, the principal with the power to decide how his own school would operate would have to respond to the community, including the teachers. This has both the dangers of faddism and the possibilities of relevance about which we are all aware. At the moment, I am more impressed with the possibilities.'

Both the BCTF and the school system, as bureaucratic organizations, must turn more and more of the fundamental decision-making over to teachers and principals in the schools. §

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.)

AWAKENING THE SLOWER MIND, by Violet R. Bruce. New York, Pergamon, 1969.

CHILDREN'S RIGHTS: TOWARD THE LIBERATION OF THE CHILD, by Paul Adams and others. New York, Praeger, 1971.

CREATIVE STORYTELLING FOR LIBRARY AND TEACHER AIDES, by Carolyn Fitz-Gerald. Dallas, Leslie Press, 1971.

CREATIVITY IN THE ENGLISH PROGRAM, by Rodney P. Smith. Washington, National Council of Teachers of English, 1970.

INDIVIDUALIZED INSTRUCTION: A DESCRIPTIVE ANALYSIS, by Maurice Gibbons. New York, Teachers College Press, Columbia University, 1971.

INSTRUCTIONAL DESIGN: A PLAN FOR UNIT AND COURSE DEVELOPMENT, by Jerrold E. Kemp. Belmont, Calif., Fearon, 1971.

INTRINSIC MOTIVATION: A NEW DIRECTION IN EDUCATION, by H. I. Day. Toronto, Holt, Rinehart & Winston of Canada, 1971.

LANGUAGE, READING AND THE COMMUNICATION PROCESS, by Carl Braun. Newark, Del., International Reading Association, 1971.

MORAL EDUCATION IN THE SCHOOLS, by Clive Beck. Toronto, Ontario Institute for Studies in Education, 1971.

PRINCIPLES OF BEHAVIOR MODIFICATION, by Albert Bandura. New York, Holt, Rinehart & Winston, 1969.

READING FOR THE GIFTED AND THE CREATIVE STUDENT, edited by Paul A. Witty. Newark, Del., International Reading Association, 1971.

THE RETARDED CHILD AND HIS FAMILY, by John B. Fotheringham. Toronto, Ontario Institute for Studies in Education, 1971.

THE SECONDARY SCHOOL PRINCIPAL IN ACTION, by Leonard E. Kraft. Dubuque, Iowa, Wm. C. Brown, 1971.

SMALL GROUP DISCUSSION: A READER, by Robert S. Cathcart and Larry A. Samovar. Dubuque, Iowa, Wm. C. Brown, 1970.



REORGANIZE TO HUMANIZE

Seldom do we include articles on BCTF matters in this magazine. We have made an exception in this issue, however, for the matter of reorganizing the BCTF's executive structure is of vital importance to all teachers. To provide an additional incentive to discussion of matter, I am pleased to turn over my page this month to Charlie Ovans, our General Secretary, for his thoughts on reorganization.

Papers calling for the reorganization of the BCTF are now in the hands of local associations for study by the membership. The papers note that the organic model of organization, which is advocated as a replacement for the bureaucratic model, can be applied to the school system as well as the Federation.

The organic model calls for a social system that would operate on the same principles that govern the functioning of human beings. Human beings, like all animals, function in an external environment. The quality of the external environment has a very important bearing on the quality of human functioning.

Some environments are dehumanizing; others are humanizing. The production line in the big factory is recognized as essentially dehumanizing. The human being who tends the line is servant to the machine, wasting precious human energy on routine, repetitive tasks that contribute nothing to the flowering of the human spirit.

Although it does provide an escape hatch into what is known as the informal system, a bureaucracy, for those employed in it, is also basically dehumanizing in its impact. Like the production line, it treats the person as means rather

than as end, as object rather than subject. Both the production worker and the office worker or the school teacher are bound to the system.

As Dean Neville Scarfe has observed, the only thing that saves the school bureaucracy from being more dehumanizing than it actually is, is the fact that the people in it are in the main warm, kindly persons. Their humanizing impact on pupils makes up for the dehumanizing quality of the system itself.

Two of the main defects of existing social structures are overcentralization and overspecialization. The first leads to alienation; the second to loss of wholeness.

The urban society confines too many people into too small a space. The social institutions within the urban society are so large as to be impersonal. Both the urban society as a whole and its subsocietal institutions make for impersonality.

The human being who, because of job specialization, is doomed to be a cog in the machine cannot be a whole person. Overcentralization and overspecialization lead to depersonalization.

The answer to the problem must be found in decentralization. Large urban centers are likely to remain. Large institutions are probably here to stay. There is no reason, however, why the centralized whole cannot be composed of decentralized and yet integrated parts. A big city can be an aggregate of neighborhoods. A large production center can be an aggregate of small working circles. A large school can be an aggregate of small school 'families.'

We need to substitute a circle arrangement for the bureaucratic

pyramid. Within the BCTF we would have the central administrative office in the center of the circle serving and supporting local associations on the periphery. Local association offices, in turn, would support and service school staff councils.

Within the school system structure, the Department of Education could serve and support school districts. School district offices would support the individual schools. Individual school offices would support the working groups of teachers and pupils in the school.

What we are looking for is a system that will permit decentralized decision-making. This principle is to be tested, interestingly enough, in the BCTF's campaign against Bill 3. The Executive Committee has asked every local association to organize citizens' action groups made up of parents, students and teachers and any other citizens interested in democracy and education. The BCTF central office would serve and support the particular decentralized efforts.

This process gives us the best of two worlds. We have the advantage of centralization in the creation and gathering of resources. Resources thus accumulated can then be made available to the decentralized units, which are in the best position to utilize them wisely.

John Goodlad has suggested, 'Schooling is conducted within a framework of power and struggle for power. It is no more protected from abuse of power than our other political enterprises.' In our situation it is centralized government power that is being directed abu-

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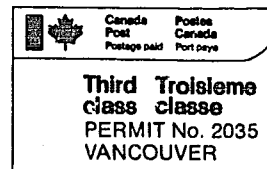
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Separated <input type="checkbox"/> Never Married <input type="checkbox"/> Female <input type="checkbox"/>					
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