

**THE BC TEACHER / APRIL 1972**

VOLUME 51 NUMBER 7



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# THE BC TEACHER

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION  
Affiliated with the Canadian Teachers' Federation

Vol. 51, No. 7

April 1972

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Author and do not necessarily express official  
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The B.C. Teacher is indexed in the Canadian  
Education Index.

Editorial Office: 1105-22nd Street  
Vancouver, B.C. V6C 5K6. Telephone: 681-1111.  
Advertising copy should be sent to the Editor,  
1105-22nd Street, Vancouver, B.C. V6C 5K6.

Notice of change of address, stating both old  
and new addresses, should reach the editorial office  
at least one month before publication.

Annual Subscription: \$5.50  
Federation Members: \$2.00

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Stanley Park's Emperor penguins are the subject of this month's painting by Hugh Weatherby, who has given them a background reminiscent of their original habitat.

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Pp. 256, 257, 258, 259—Carol Gordon; pp. 260, 262—Carl Byoir & Assoc. Inc.; pp. 264, 266, 267—Ed Robertson; pp. 268, 270, 271, 272—supplied by author; p. 282—supplied by author.

### Training Program Must Impart Specific Teaching Skills

Sir,

Your February editorial 'Multiplying Good Teaching Practices' makes eminent good sense. Faculties of education and the organized teaching profession must find new ways of co-operating, starting from the premise that, in your words, any program of teacher education can prepare people only to *begin* teaching. That preparation must include a real training program based on cumulative experiences designed to impart specific teaching skills.

This will mean emphasis on clinical, case study, simulation and gaming methods, using live as well as filmed and taped materials, micro-teaching and work with children — in short the adoption (with adaptation) of the methods now used successfully in medical, legal and business education. Such a program would include important theoretical elements, but an extended exposure to theory would, as you imply, be deferred until after an extended school experience.

The organization of a real training program would make irrelevant the futile debate over whether four, eight or sixteen weeks of practice teaching is the right amount. While the program should include some conventional practice teaching, extended classroom experience would be deferred until the first or probationary year, which would be a recognized integral part of professional training. This would not be internship in the usual sense since it will have been preceded by intensive training. Faculties of education and the school system would co-operate in a true induction process.

The foregoing is the thrust of the new James Report in the United Kingdom. This report traces the deficiencies of present teacher education and training to overdependence

on initial training. It suggests that the process begin with two years of initial higher education, i.e., two years of pre-professional studies (following the equivalent of a Canadian Grade 13) that could include educational studies. This would be followed by a second cycle comprising pre-service training and induction.

The second year of this cycle would be the largely school-based year already described in which faculty members and master teachers would work co-operatively to induct the neophyte as a 'licensed teacher.' He would teach four days a week and spend the fifth day at a 'professional center,' manned by faculty of education and practising teachers. There he would take part in seminars and discussions and continue his studies. Following successful completion of this year, he would receive his Bachelor's degree and become a 'registered teacher.'

In-service education would comprise a third cycle, all cycles being parts of a continuing process of separated but interrelated parts. In this cycle, graduate degrees and diplomas would be available through both the faculties and the centers, with continuing education a recognized and required part of the teacher education process within a flexible time span and set of requirements.

In making the probationary year a part of training, the James Report gives the teaching profession a recognized role in the process. It gives education faculties a role in the first year teacher's induction, providing an opportunity to influence the initial socialization of the neophyte to the conventional wisdom of the school system. In doing so, it gives new and formal status to the concept of in-service and continuing education, thus widening and ex-

tending the responsibilities of the faculties.

Implicit in the James plan is some acceptance of the principle of differentiated staffing. Such acceptance would be on terms highly favorable to the teaching profession. Since there has to be a first year of teaching for everyone, the fact that probation would be regarded as part of training would make no difference whatever in the number of probationary positions to be filled.

In fact, for every four or five probationers, it would be necessary to hire an additional certificated teacher at little extra cost since probationers, carrying four-fifths of a normal load, would be paid correspondingly less, freeing funds to pay most of such a teacher's salary. A scheme such as this would be only one route to teacher preparation, although it might well become the main one.

During the expansive '60s, educators at all levels missed opportunities for creative change, possibly because we were lulled into complacency by seeming prospects of endless future growth. That era is over and we must from now on try to anticipate change instead of merely reacting to it.

Your editorial, like the James Report and certain developments in eastern Canada that I have been studying recently, suggests that in teacher education we could have what might be the last opportunity to develop a system that, in your felicitous words, could have a multiplying effect.

Vancouver      George S. Tomkins

#### Faculties Need Change

Sir,

I am totally in agreement with your editorial in the February issue. I am

employed in B.C. as a teacher and, although I have only worked in the field for one and one-half years, I have noticed a preponderance of teachers 'lecturing' their classes with stereotyped methods obviously obtained from the local institutions of higher learning.

I agree that our education faculties require change and especially agree with the idea of a one-year apprenticeship or internship for prospective teachers.

I would like to point out to you that there is a course in existence which is attempting to reach the goal of combining theoretical and practical learning. It offers courses in educational theory as well as a great deal of time spent in actual practice teaching. This course is the Diploma program in Early Childhood Education offered through UBC at the Child Studies Center. I will not elaborate on the program at this time, for it is very easy to obtain more information by contacting the Center.

I graduated from this program two years ago and still feel it offers one of the most well-rounded teacher training programs in the province. Although the program is geared mainly to young children, it has a philosophy and offers opportunities to explore practical methods to meet the needs of all ages of children.

Although my point may appear rather prejudiced, I wanted to bring this course to your attention as it is a start on the kind of education you are referring to.

Vancouver

Gwen Bartnik

## We Learn By Example

Sir,

I read your article or editorial on Multiplying Good Teaching Practices with considerable interest.

I have felt for a long time that the most tragic thing about the teaching profession is the fact that so many fine teachers take their best methods with them when they retire and their talents are never exposed to other teachers.

I sometimes wonder if beginning teachers are not more influenced by the teachers that they had through the schools than by any method course. We learn mostly by example and imitation. If this is true, the good teaching

practices are copied by students who happen to enter the teaching field, but the fact remains that in the next room you may have a teacher who has developed many things that you will never learn about and you have found good things to share but no real way to share it.

Conventions and workshops can help, but the convention is often a place where everyone wants to blow his horn and no one cares to listen to the other guy. Workshops are avoided by overworked teachers, and when you are involved in conducting one, you always have the feeling that the teachers are thinking about getting home to their regular business.

In any case, the surest way of multiplying good teaching practices will be in good methods courses.

I have wondered for a long time why people in the methods courses do not try to make use of the sound motion picture in a thorough systematic way. Every specialist in a given subject area must know of many fine teachers who have developed fine ways of presenting the knowledge and getting the participation of the students. We all have seen movies of this sort, but usually they are long and have an ax to grind or something to sell.

If I could be a methods teacher, I would try to go around to teachers and make 10 to 25 minute films of the best kind of teaching practices that people have to show and get enough of them that they could be organized and sorted out, with some discarded and new ones added. I visualize a methods class where the potential teachers see how someone in the field teaches or guides his class through a part of a lesson. Students in the methods class take notes, discuss it and still have time to carry on with theories and other study.

Quesnel

Burton Gifford

## Women And Equal Rights

Sir,

The introduction to Patricia Preston's article (January 1972 issue) about sex discrimination in the schools implies that women are second-class citizens and that we have a secondary and supportive role in society—an implication that is repeated in the article proper.

Who says so? A minority group of malcontented women? In what way are we second-class citizens, and in whose eyes? Not in the eyes of my husband; nor do any of the husbands I know treat their wives as anything but persons with their own, albeit peculiar, personalities.

I am annoyed by the constant propaganda being eddied about by women analyzing the role of women, and I simply fail to see what the fuss is all about. The human race is divided into two separate and distinct sexes, and in no way is any member of one sex remotely like any member of the opposite sex — physically, mentally or emotionally.

Some women have so lost their sense of proportion and the purpose of their creation that they are spreading the gospel that it is a disgrace to be born a woman, and that women should have equal rights with men. Certainly. But how equal?

No woman that I know of is capable of or even anxious to try pushing a thousand pound dolly all day, or to spend hours in the gruelling sun operating heavy road or building equipment. These women, of course, have the liberty to feel this way and to express their views, but it should be realized that most women don't feel this way, and I, for one, deeply resent all efforts by my own sex to make me feel a 'second-class' citizen.

Most of us are happy to be women, and we enjoy the role of homemaker. It is an ancient and honorable one. Naturally, there are jobs within the home that aren't too enjoyable, but you can't tell me that Madame Curie enjoyed peering through a microscope day after weary day. Great discoveries come only to a few and only after many failures.

Many men and women go through life with no great reward discernible to others — only the satisfaction that they are doing what they want and perhaps it will be their lot to make that great discovery — by luck as much as by hard work. So it is with the homemaker. She will turn out good citizens in the main, and perhaps with luck will raise that genius.

So I am unhappy at the trend today to decry womanhood. And I am equally unhappy that this attitude is

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directed at the tots in primary school. Surely schools were developed for the purposes of teaching children how to read, write and figure. Why don't they? I am appalled at the number of illiterates we are turning out of our schools every year. I know of Grade 5, 6 and 7 students who cannot construct a proper sentence or paragraph. They do not know how to communicate through speech or writing.

The prime purpose of our schools should be to teach communication, to instruct in the social growth and history of the world, to learn how to use this acquired knowledge wisely for the good of the individual and his associates. Just to be knowledgeable about some one thing, how very unimportant it may seem to others, will give a person confidence and self-esteem, without which he cannot hope to get along with others. Isn't academic knowledge and the application of that knowledge what education is all about?

As a mother of prospective school children, I am alarmed at the atmosphere they will be entering when they encounter teachers of such ilk as P. Preston. I am appalled at the trend that will be teaching my children biological functions of the human body at an age that I do not consider old enough, without the attending moral and religious training that is a part of our home life. Sex education is only as good as the teacher, regardless of what the curriculum calls for, and I am afraid that many teachers do not have the attitude that is desirable for teaching my children. In general, in this area at least, schools are taking too much upon themselves.

I also would like to see the language arts program updated, especially in the way of maturity of textbooks. How many adults like to read a book that is constantly and inanely repeating itself? I am also interested in knowing if Miss (Mrs.?) Preston advocates stories of Father at home being domestic while Mother is battling the labor force? That is just as absurd as is P. Preston's campaign against the natural abilities of men and women.

And P. Preston in her own fashion is a bit unfair in her attack on the textbooks. In the Grade 6 text, the unit she chose to mention is in the propor-

tion she states, but the preceding unit is composed of stories exactly half and half. She also complains that in the Grade 6 book in the section on flight, Amelia Earhart is not mentioned; but there is a story in the Grade 5 text covering another woman flyer. With all due respect to Amelia Earhart's accomplishment, she is constantly being drummed into our consciousness so much that a story of someone else is quite refreshing.

There are not too many famous women in the arts or sciences, presumably because they don't have the stamina to be capable of that type of genius. I am quite sure that if there were more women who had performed great accomplishments, they would be as much lauded and appreciated as their male counterparts; but it is a bit difficult to write about women who don't exist.

Since the children are the main concern of educators, I submit that they are not as preoccupied with sex as their elders are, but enjoy a good story without caring what sex the leading character is. So why not let them enjoy good books, and take the Women's Lib battle out of the school rooms, where it is conspicuously out of place. Cassiar (Mrs.) Marion Mitchell

### Standards Are Important

Sir,

Your correspondent, E.G. Obrigewitsch, in commenting on my article about anecdotal reporting (November 1971), has leapt, in his confusion, to some quite erroneous conclusions.

Mr. Obrigewitsch confuses arguments for a particular position with respect to evaluation and reporting as evidence of climbing on some kind of 'bandwagon' of 'unbridled revisionism' which rejects the concepts of non-grading, is hard-nosed about failure and poverty, and is guilty of 'the pendulum-swing trip' from one extreme to another. It would be hard to imagine more erroneous conclusions than these. Mr. Obrigewitsch has read into my words many things which are not there.

His strange use of words (e.g., 'abject' in the phrase 'abject refusal': I am sure he does not mean 'abject') leads me to suspect that his difficulty

in accepting my argument is a result of difficulty with the English language as much as it is in agreeing with my assumptions or in following my logic. Obviously, he cannot accept my argument if he doesn't know what I'm talking about.

Mr. Obrigewitsch is clearer when he questions 'the immensely important idea of standards in education.' He thinks the idea of standards is unimportant, apparently because standards are hard to 'define,' 'establish,' 'maintain' and 'assess' in a 'relevant' manner. His argument would seem to consist of the thought, 'If it's difficult, it's unimportant.' That is a thought which all of us, particularly young people, find perennially attractive. But it isn't true.

In adult life, standards are important. There are standards of competency in numerous responsible occupations: pilots, doctors, food processors, drug manufacturers, engineers, type-setters, accountants, teachers, and thousands of others, have to meet acceptable standards every day. The well-being of millions depends upon these standards being met. There are also standards of decency, of courtesy and manners, which society rightly expects individuals to meet, individuals who are just as various, just as 'unique' as any children.

If the idea of standards is important in adult life, it would seem to me to be of importance also in education, at least at some stage and in some 'relevant' way. Because it is more difficult to apply the idea of standards to growing children does not mean that the idea is unimportant.

It seems to me that some well-meaning people find it difficult to associate the idea of standards with education because they confuse it with standardization, in much the same way as they confuse authority with authoritarianism. Where we are so often weak as educators is in the conceptual analysis of the words we use. That is why we need more philosophers in public education, particularly analytic philosophers, who will clarify the meanings of the words we so readily bandy about, and encourage us to meet acceptable standards in the way we use them.

Port Clements E. L. Bullen



# DISCIPLINE AND DISSENT

¶The greatest of compulsory attendance schools is the society within which a young person comes of age.

What can it be like to grow up in our culture? The schoolmen who oversee this process can never really know because the hour of their generation has passed. Their own conditioning was effected long ago. I am one myself. I cannot tell it like it is because I cannot know *how* it is. Still, I am forced, and it may yet be worth while, to speculate upon the varieties of response that might occur as reactions to perceptions of the present social milieu.

In contemporary society the existence of a social malaise is not often challenged. There is a consensus on this among all the age cohorts; but, nevertheless, let us once again convince ourselves by examining some of the components of this cultural or social sickness. Much of it, we shall see, hinges about the psychological problem of discipline.

*Dr. Hodgkinson, who is Chairman, Educational Administration at the University of Victoria, has written previously for the magazine.*

First, the generation gap. There is, of course, nothing new about generation gaps. They have existed since time immemorial; in fact, ever since one generation survived long enough to exist contemporaneously with another.

A favorite chestnut of educational historians is to quote the hieroglyphs of Ancient Egypt. Translated, these vent the lamentations of the command generation of some 5,000 years ago, bemoaning the lack of discipline and respect in the youth of that day.

Then, as now, youth pressed for a share of the power and then, too, no doubt, equated virtue with youth and vice with middle age. But, still and all, there are now new factors at work and the gap of today is different. Consider:

Western European-North American culture has achieved an unparalleled degree of economic security and affluence. So much is this so that a veritable youth subculture and sub-economy exists, with its own language, mores, markets, consumer demand schedules, fads and cults. As never before in the past!

Again, in the North American sector at least, much of this affluent youth is deprived, by the nature of the sociology and economics of education, from being self-supporting or economically responsible. Moreover, this same youthful potential labor force is, indeed, commonly restrained from entering the adult labor market because of the number of increasingly artificial *pro forma* educational prerequisites.

High school graduation is demanded for the most menial of remunerative tasks and the baccalaureate degree tends to become a mere prerequisite for entry to professional school. A university degree has a different meaning today. There has been inflation of academic paper as well as monetary inflation.

Again, most youth (as never before) is forced to attend what are in effect 'holding institutions'; schools, colleges, universities, junior colleges, vocational institutes and, where conscription or draft laws obtain, the armed services. California has given serious consideration to a proposal that would raise the school leaving

**Much of the social malaise today hinges on the psychological problem of discipline. Here is an analysis of some of the factors contributing to the malaise, and four ways people can react to it. The writer concludes that students and teachers need retreats—not of the traditional kind, but modeled after the disciplinary provisions made famous by Gordons-toun.**

CHRISTOPHER HODGKINSON



age to 20. Already, many first marriages occur and first children are born while the partners and parents are still in attendance at some kind of formal educational institution.

Can we conclude then that the generation gap, though not new, is seriously aggravated by virtue of economic, sociological and technical factors peculiar to contemporary society? And present trends are in the direction of widening rather than closing the gap.

Second, there is the communication gap between the realms of science on one hand, and the arts and humanities on the other. This gap is a logical outgrowth of the evolution of the pure and applied sciences. Increasing knowledge leads to increasing specialization and increasing expertise in depth.

With the waxing of the expert comes a waning of communication. Areas within the purview of science need specialist interpreters to explain themselves to other specialists as well as to laymen. If the cryologist cannot comprehend the endocrinologist, even so the scientist at large tends to

speak a language that is incomprehensible to his colleague in the humanities. The humanist, in turn, often talks his own professional language; and this may be alien and anathema to the scientist. As Lord Snow has eloquently pointed out, mutual distrust and suspicion ensue.

This gap is not so new either. We have long since left far behind those antique notions that held it to be both an ideal and a possibility for one man to master the whole body of the arts and the sciences, to be *uomo universale*, a rounded man. We no longer expect Aristotles or Leonardos, nor would we quite know what to do with them if they showed up. Increasingly we have come to accept that we must choose our world of discourse, and choose early. Sometimes as early as Grade 7 or 8.

This divorce between the arts and the sciences has another manifestation; what can be called the reason-emotion gap. Our scientific and technological culture is increasingly structured into vast institutional complexes and organizations, and is consequently dependent in all its workings on an even more vast metastruc-

ture of rules, regulations and logical contingencies and dependencies ... such a culture is, therefore, pre-eminently *rational*.

And precisely herein, of course, lies the rub. For man never was a rational animal, but only an animal with the occasional capacity for reason. Freud once explained civilization away as a neurosis arising from suppression of the irrational powers of the id by superego-reason. We need not be Freudians, however, to view the historical record with some misgivings. Outbreaks of insane violence and psychotic behavior perpetually threaten our thin veneer of rational civilization. And even if we take a more optimistic view of man, still one can surely detect contemporary disharmonies; the worlds of reason and emotion, though not necessarily dichotomous, are still not harmonized.

School curriculums stress rules and rationality, logic and objective method; the display of emotion is viewed as disrupting and threatening in the school situation. Offerings in art, drama, literature may seem to the

student pallid palliatives when compared to the outlets to be found in rock festivals, delinquent behavior, or the fantasy realms of psychedelia.

Yet another contribution to social division is the problem of mass, the demographic problem of sheer numbers, of more and more protoplasm, and such side effects of more bodies as the wastes generated by biological explosion.

The increase of numbers also has an effect upon psychological mathematics. As the ratio of individual to total population diminishes there is a tendency for the individual to become psychologically as well as statistically lessened. Increasingly he tends to become merely a lesser and lesser digit in the arithmetic of large numbers; an inevitability reinforced by the rational bureaucratic use of computer technology. The gap between State and Citizen widens.

The parliamentary democratic legacy of a less franchised century remains with us, but citizen participation in the large power processes of government is constrained and limited to the rare occasions when a vote may be cast for preselected candidates, themselves products of increasingly skilled image-making media techniques. This diminishing of the citizen breeds doubt about the democratic mythology or ideology

and sows the seeds of apathy and anomie.

And, of course, there are other ancient tatters in the social fabric that must be seen again and again by the fresh eyes of each new generation. For example, the evidence is not all in, and some that is in is debatable and contradictory, yet the brute statement is probably true that, measured in terms of discomfort arising from plain and simple hunger, the sum total of human misery in this day of the moon-men is probably greater than at any past period of the earth's human history.

Rich nations grow richer, relatively, while some poor nations grow poorer, absolutely. Affluent Western youth becomes aware of these international disparities through the media of communication and, with the self-righteousness of the affluent and historically naive, deplores the *status quo* it has inherited.

One could point to other rents in the socio-economic garment. The ecologists are in vogue. The problems of waste, pollution, environmental destruction, demographic pressure and the like are systems problems that now loom large enough to strike the eye, ear and nose of the apathetic and fire the anger of the activist. More ground for the growth of anomie-anger-apathy.

And above and beyond all these

sources of dissension, there is a division that cuts to the very fundament, to man's ontological ground ... what could be called the man-God gap. God is, if not dead, at least increasingly dispossessed. Metaphysics is academically disreputable. Theology has become a kind of word-game almost devoid of status.

In the West youth has few philosophico-religious alternatives. What are they? Positivist atheism? Existential agnosticism? A reactionary embrace of orthodox or cultish religion? Sad games of astrology, Tarot and the occult? Or perhaps most pervasive of all—the strategy of non-think and the persistent, self-defeating pursuit of hedonistic satisfactions ... a sort of listless retreat into unthinking self-indulgence that is epitomised in the cliché, 'Do your own thing'?

All of these alternatives tend to despair. The sense of this despair may be inchoate in our society; but it is deep-seated and finds continuous expression in the art of the day, particularly in contemporary cinema and the novel. This art mirrors its audience and those who feed upon it.

From this alone it seems reasonably justified to infer that we have an unhappy, unsure, disturbed society and culture. There is some kind of disease abroad, an illness that, if not fully understood or diagnosed, can yet be

*The art, drama and literature courses offered in school seem, to the student, very pallid in comparison to the outlets found in rock festivals, delinquent behavior or the fantasy realms of psychedelia.*





painfully discerned in some of its proportions.

### Rebellion Is First Reaction

The first or elemental reaction to the social divisions discussed above may appear in the form of *rebellion*. The response in this mode, a mode popular to youth, takes the form of various kinds of affective 'protest.' These stem from feelings of rage, frustration and anger and run the spectrum from placard-waving and sit-ins to individual acts of gratuitous vandalism, crime or delinquency. On one hand, this type of reaction or response may be discounted or disparaged as mere infantile 'spoon beating,' but, on the other hand, it may take on psychopathic forms and these can hardly be discounted.

Characteristic of the rebellious mode is a lack of voluntary or self-discipline and a tendency to random, spontaneous self-indulgence. The 'drug culture' is in part a manifest of rebellion. Where discipline or the control of behavior exists, it tends to emanate from external reality constraints only, such as police, parents, peers, money or the biochemical processes. Ethically speaking, rebellion is the lowest level upon which we can react to social ills. It compounds the disease. It is an expression of negativity.

APRIL 1972

*Solitary walks and hikes, time set aside for private reflection—teachers and students alike need the opportunity to find, consult with, and actualize the self.*

Another type of response lies in *revolution*. In revolution there is a concerted *group* effort to change, usually radically, some aspect or aspects of society that are perceived as iniquitous or inequitable. This means that the individual involved in this group effort must subscribe to some form of ideology.

This mode is typically the response of the political activist; or of all those who seek 'salvation through works.' It is favored by Utopianists of every stripe. Even the anarchist may be committed to an ideology or system of social beliefs.

The characteristic of this type of reaction to social ill is that it seeks to remedy not the *individual*, but the *society* of which the individual is a component. The object of the exercise is to remove the mote from the brother's eye, not the beam from one's own eye. First fix society, then individual fulfillment will somehow automatically follow.

Characteristically, too, discipline in this type of response, although it may be internalized, is essentially from *without*. It is the discipline of the group and this, in turn, is the discipline of the set of ideas or ideology motivating the group. The political cell, the committee-for-action, and the loosely organized grouping of charismatic leader and charismatic followers exemplify the pattern.

There is a *cause* and a *program*, however crude, and the real impact upon society may be very significant, whether or not the goals of the revolutionaries are accomplished and whether or not their activity proves to be dysfunctional in the long term. The social system, in or out of equilibrium, is always susceptible in some measure to *action*, and hence, to the concerted thrust of the revolutionary response.

### Reform Is Another Response

The semantically quieter term *reform* can be reserved for a third type of response. Again, this is a mode of reaction to social evil that can be observed at two levels; the social and

the individual.

At the social level it is the path of action espoused by those who believe in gradualism, meliorism, evolutionary progressivism, change within existing institutional frameworks, changes at the margin of historical advance, and *ad hoc*, remedial response to problems as they become clearly defined, politically and sociologically.

The mood associated with the mode is one of perduring optimism and a residual faith in progress. It is characteristic of liberalism and, indeed, of the mainstream of all entrenched political parties in democratic Western cultures, whether of the right or the left. Social ills are weathered. Social problems are neither solved nor resolved but 'surmounted.'

Discipline within this type of response is to some extent self-imposed since no clear philosophy or principles are readily discernible and the orthodox majority are silent and apathetic. There is an implicit faith in human perfectibility, rationality and progress that calls for constantly renewed individual acts of volition. It is perhaps understandable that from the standpoint of youth the response of reform lacks much of the affective glamor and appeal of the radical responses of rebellion and revolution. Particularly as popular value orientations shift from the Protestant ethic of deferred gratification to a contemporary demand for instant gratification.

### Personalism Is Individual Reform

Within the logic of this argument a fourth mode of response is called for. We shall call this *personalism*. It is not a merely negative manifestation in the sense of complete withdrawal from social concern—that would remove it from the scheme altogether—but is a rare and difficult positive attempt to achieve the social good by *individual* reform. Personalism involves that most difficult of responses, a re-forming or integrating change in the individual self-structure.

The term 'integrating' is crucial for it stands in diametrical opposition to the disintegrating change in

*Continued on page 273*



# WHAT IS SESAME STREET DOING TO OUR LANGUAGE?

One of Canada's leading authorities on the teaching of language arts examines the award-winning television show, and has reservations about it.

M. SHEILA O'CONNELL

The *Sesame Street* series is created and produced by the Children's Television Workshop, a group that has funds and staff to explore television as a medium for education. The series is beamed at children who will soon go to school, specifically children under six years of age who, it is judged, need 'educational' experiences to ready them for school.

The Workshop group has received much deserved praise for its series and constant changes in the program point to the fact that the programmers have been responsive to evaluation. It is in the hope that constructive criticism is still being considered that I have written this article.

I viewed 21 *Sesame Street* programs (CBC) between September 22, 1971 and February 2, 1972 inclusive. My major purpose for viewing the pro-

grams was to listen to the language of the adults, those adults with regular teaching responsibilities on the program. I wanted to know if the adults on the *Sesame Street* series speak Standard English (English used by educated speakers of the language and presumably by teachers in public schools).

The data gathered show that not all the language spoken by the adults on the *Sesame Street* series is Standard English. The following are the four most frequently noted examples of Non-Standard English:

1. Slurring and omitting some sounds and words (notably *ing*, *of*, *th*, *you*, *t*)

*Examples*

Whatcha gonna do?  
I wanna know.  
D'ya know what?  
You put'm all together.  
You know somep'n.  
What kinda job do I have?  
Why'ncha come right over?

2. Use of the word *got* and variants in certain contexts (a frequently noted special case of #1 above)

*Examples*

I godda nose.  
I godda quiz for you.  
I've godda *f* in my foot.  
You godda talk loud.

3. Lack of correspondence between subjects and predicates in sentences using the verb *to be* in combination with *here* and *there*.

*Examples*

Here's five pennies  
There's only three chairs.  
Why is there only nine here?  
There's so many sounds.

4. Pronouncing words inaccurately (particularly endings of words)

*Examples*

Sundee, Mondee, Toosdee  
Yeah  
Yuh  
Perfesser

*Dr. O'Connell is a member of the Faculty of Education at Simon Fraser University.*

This study is based on the assumption that, in teaching situations, the language the teacher uses is just as likely to be learned as is the content the teacher conveys. The language of the teacher at least influences, and at most becomes, the language of the children. If one agrees with this proposition, the question then turns on whether a teacher has any justification for using Non-Standard English in the classroom.

Few people speak Standard English at all times in all situations. Some never use slang, but many enjoy using it—some excessively, others selectively, some using it in any situation, others aware of situational proprieties. Some people always speak precisely, never slurring sounds together or omitting sounds or words. Others are imprecise in every day language, but can be precise when the occasion demands.

Similarly, in connection with the many aspects of Standard English, some speak Standard English, no matter what, but many knowingly use other than Standard English in situations where such language is not only understood, but also accepted and welcomed as a relaxation of a standard.

In other words, situational acceptability is a criterion for assessing the language used in a given instance. Should the criterion of situational acceptability be applied to a classroom, to any teaching-learning situation?

Teachers are justified in using Non-Standard English in the classroom or in a teaching-learning situation on the condition that the learners understand and accept the idea of situational acceptability. If the teacher uses slang informally or playfully, draws the attention of learners to the slang that he has used, elicits from

them the other word(s) that he could have used (the Standard English way of saying the same thing), possibly asks whether they think this particular word will eventually be acceptable in any situation (will become Standard English)—if he follows his using of the slang with any or all of these steps, the children gain some perspective on language.

If a teacher and learners agree that, in informal discussions, their everyday language (which may include some slurring, poor enunciation, mispronunciations, non-agreement of subject and predicate) is acceptable, and they all know that it differs in certain respects from Standard English, they are growing toward an understanding of situational acceptability.

If they know, further, that Standard English is the most acceptable language form in some situations and that schools take the responsibility of teaching Standard English, they have

*New people have joined old favorites as permanent residents on busy Sesame Street. Pictured here are, in the foreground from left, Mr. Hooper, Big Bird, Molly the Mail-lady, Tom, Antonio, Rafael and Maria; rear, Bob, Susan and Gordon. A richer and larger curriculum has been introduced into the series this year.*



the rationale for the school's insistence on understanding of and practice in the standard form of the language.

There is no doubt that children in school can understand and put into use the concept of situational acceptability in connection with language. Can children who are not yet in school understand and apply this concept?

Young children can begin to understand that there is more than one way to express an idea (*Hi and Good morning; Put 'm on and Put them on*) and can begin to experiment with language to test its appropriateness in differing situations. As he does in all teaching-learning situations, the teacher begins where the learners are and guides their language development, using informal but planned means of contrasting varying aspects of the language—not only with respect to word selection and pronunciation, but also with respect to volume, accent, precision, and so on.

It is not too early to begin this work with three-year-olds who are already in possession of a language that works for them—that communicates their needs, ideas, questions, wonderings and fancyings. Children of four and five years of age can begin to appreciate the value of learning to speak Standard English to be able to read and write the language that the majority uses to communicate in print.

### Teachers Must Model Language

With a teacher as model and guide, young children can understand and utilize the idea of situational acceptability and, fond of language, still playing and experimenting with it, beginning to sense its power, they can become quite sophisticated in the use of their language. It is then the responsibility of teachers to model the language that they consider to be appropriate to the occasion, to draw attention to choices that they themselves make, and thus to demonstrate by their own flexible use of it that there are situations in which certain language is acceptable and others in which that same language is not usually acceptable.

They have the responsibility, further, to guide children in thinking before they speak—in knowing that a formal or standard response is called for more in some situations than in

Jon Stone, director of *Sesame Street*, will be a special guest at the Pacific Education Show in Vancouver May 6, 7 and 8. He will speak on the production techniques behind *Sesame Street*.

If any teachers or groups of teachers are interested in meeting personally with Mr. Stone, arrangements can be made by contacting the show manager, Nelson Groves, at 731-1171, Vancouver.

others, and that slang, slurred speech, omitted sounds and Standard English all communicate.

### Does Television Teach?

In pursuing the topic of the adult use of Non-Standard English on the *Sesame Street* series, it is necessary to pose another question, 'Does television teach?' I don't question the impact of television. However, at any given time and in connection with any given program, we do not know *what* is being learned.

The terms we use when discussing television are informative. We speak of watching television, seeing something on television, looking at television and viewing television. We know that, as in teaching-learning situations, we watch, see, view, look at and listen selectively. Each of us pays attention to aspects of a program for his own reasons. Each gains experience from these aspects, but the fact remains that each is an individual with his own unique focus.

We may be in front of a television set, but not influenced by the messages. We may be looking at a commercial, but not paying any attention to the product. We may be viewing a documentary, but not evaluating our own information or thinking on the subject. We may turn on a news broadcast without developing any understanding of the significance of events reported. We may watch a series in historical fiction, but not question anything of the past as portrayed in the fiction.

Turning on a program, being in front of a television set, listening to a pro-

gram, viewing, watching, looking at television—none of these guarantees learning—such as gaining experiences, developing understanding, evaluating, questioning, inferring. At any given time, and in connection with any program, we do not know what is being learned.

We do know that as part of such television programs as *Sesame Street*, adults and others perform teaching acts: provide an array of experiences, convey information, raise questions, give explanations, direct activities, invite involvement, compare items using specified criteria, etc. *Sesame Street* does teach. It does use language in order to teach. It uses both Standard and Non-Standard English.

### An Opportunity Is Ignored

I am not criticizing the use of Non-Standard English on the *Sesame Street* program; I am criticizing the lack of attention to the concept of situational acceptability. An opportunity to teach about language, to invite viewers to experiment with language and to become flexible in the use of language is being ignored. The encouragement of language development is one of the objectives of the Television Workshop. Surely the gaining of a perspective on Standard English is part of this.

Television offers the opportunity for children to become aware of the concept of situational acceptability with respect to language, and this opportunity should be explored. Children should know when and why adults are using Non-Standard English, and should be guided to understand the concept of situational acceptability. The grading or labeling of language as poor, bad or low class should be replaced by the assessment of language as appropriate in terms of the situation in which it is used.

Although it is difficult to measure the educational results of *Sesame Street*, there is cause for optimism about the future of educational television in general. The impact of the moving images is powerful. The techniques being tested are remarkable. The entertainment component influences greatly the effect of the teaching.

But the potential of educational television is only partially realized. §



'I can hardly believe that Max really wants to go to school every day!'

It was with this note of disbelief that the young probation officer ended his enthusiastic telephone call.

Max, a sometimes violent teenager, was the oldest son of a broken home. The mother and her half dozen other younger children had lately been living with a man who 'didn't want Max around.'

Max's history is a sorry tale of disrupted school experiences stretching from Quebec to Vancouver Island. No school could tolerate his loudly provocative, physically aggressive behavior.

Yet here in Campbell River there is a school and a program in which the young man can feel 'at home.' The phrase 'at home' fits, for in the experience of Max, the Campbell River Senior Secondary School (Carihi) seems to be one place where he feels wanted and where he feels he belongs.

How is it possible for a senior secondary school to have the space and the time for the Max's in its community? The answer lies somewhere in Carihi's two-year-old 'Special Programs'—a mixture of unorthodox courses, people who care, and the school itself.

The style of Special Programs reveals that it has developed most of its conceptual substance from the systems of thinking called human-

ism and existentialism. To ease the semantic tension these two words often arouse, humanism will be defined as a philosophy that centers on human values and stresses the dignity and the worth of every human being. Existentialism? An individual's freedom to make choices from available alternatives; an awareness of this freedom; an awareness of the responsibility for decisions made and actions taken—these are the marrow of the existentialist's philosophy.

From that foundation arise the program's four operating principles:

- A student perceives his needs better than anyone else can.
- In the meeting of a student's needs the present is all-important; the future and the past are less so.
- Student integration.
- Prescribed textbooks and courses of study are not the keys to the construction of relevant programs. Flexibility, spontaneity and resourcefulness are.

In everyday practice the above principles translate into a student's being encouraged to talk about his interests and his hopes. This is followed by work with a teacher-counsellor to build his own program. The result could be a group counselling session, auto mechanics in the mechanics shop and a vocational math class; or a basic communications course in English, an independent

study program in social studies, a cooking class and a work experience contract in the community. It might also include any other course taught in the school.

Some students overestimate their present abilities and want a 'status' course (e.g., Grade 11 mathematics) offered at the senior secondary level. The nature of the course and the kind of commitment required are discussed. If the student still wishes to try it, he does. Careful follow-up by the teacher reduces the chances of its becoming yet another failure experience.

During the first few counselling meetings between the teacher and the new student their present concerns are paramount. 'What are some of the things you like doing now?' 'Are there any school subjects in which you like working?' 'Here are some things you might like to get started on now.' 'What would you like to do next year?' 'Here are some things you should do now to get you where you want to be next September.'

Later in the school year the past becomes increasingly important. Shared experiences of teacher and student can be used to provide insights into present problems, or in planning for the future.

However, even students who have been attending for two or three semesters, with little measurable pro-

# CARIHI

## believes in people

**A teacher at Campbell River Secondary School describes that school's unique 'Special Programs,' a mixture of unorthodox courses, people who care, and the school itself.**

LARRY KRONSTROM

gress, must be given an opportunity to remake commitments to learning. The euphoric experience of hope beyond immediate reality must not be denied those who have lived through so many degrading encounters with schools and teachers. Careful follow-up is necessary, however, if these students are to break through to a continuing, morale-boosting productivity.

Integration, or 'concept normalization,' as it is called in parts of the United States and practised in Sweden, is the third cornerstone of Special Programs at Carihi. All students flow and intermingle in class spaces and periods throughout the school.

It was sadly amusing, early in the life of the program, to see a concerned administrator approach a Special Programs teacher about a student 'who appeared to be getting into some kind of difficulty.' Despite the best of intentions, the assumption was, of course, that the student having problems was on Special Programs. This suggests that, although integration at Carihi was a physical reality, it was not yet a psychological reality. Unfortunately, this kind of stereotyping is a deeply rooted social sickness that only time and painful relearning will cure.

The emerging and ever-changing educational needs of students demand that a flexible, spontaneous and resourceful approach to curriculum

building be used. Independent study, support classes and short courses are examples of this approach.

Independent study arrangements on a *one-to-one* or a *two-to-one* basis with voluntary teachers are made when a student's needs do not fit neatly into the school's timetable.

Follow-up or support classes in math and English for students attempting Grade 11 courses are a necessary adjunct to the program of any school that attempts to give struggling students a second chance.

Short courses were originally conceived as being from one to four weeks long, put together when groups of students were recognized as having common interests, and when a willing volunteer leader or instructor was located. This procedure proved to be impracticable.

The approach that worked included meeting and talking with the person who wanted to share her skills with young people, arranging a time and place convenient to both the instructor and potential students, and then 'selling' the short course to students through person-to-person contact.

These approaches to curriculum building involve flexibility, spontaneity and resourcefulness. More important, though, they involve person-to-person encounters. These are the encounters that lead to the kinds of

human growth so difficult to measure, yet so important in explaining the success of any program in any school.

Structure has evolved naturally in the program's two years of growth. The danger inherent in the development of structure is that, in addition to dehumanizing the responses to student needs, it results in a tendency to restrict the ways of recognizing new needs and the necessary new approaches required to meet them.

Special Programs teachers have recognized that an organization has evolved despite their distrust of structure. One response to this threat has been the teachers' continual questioning of each other's openness to new possibilities. Another has been their encouragement of student participation in developing new courses.

Included in the organization of the program are preparatory or basic education classes that can lead into vocational courses at higher levels. Preparation Bookkeeping, Business Machines and Typing, which are preparatory to the Commercial Program's Bookkeeping 11, Business Machines 12 and Typing 11, constitute another important phase of the program. A wide selection of work experience options is also available to students ready for them.

All courses in the school are avail-

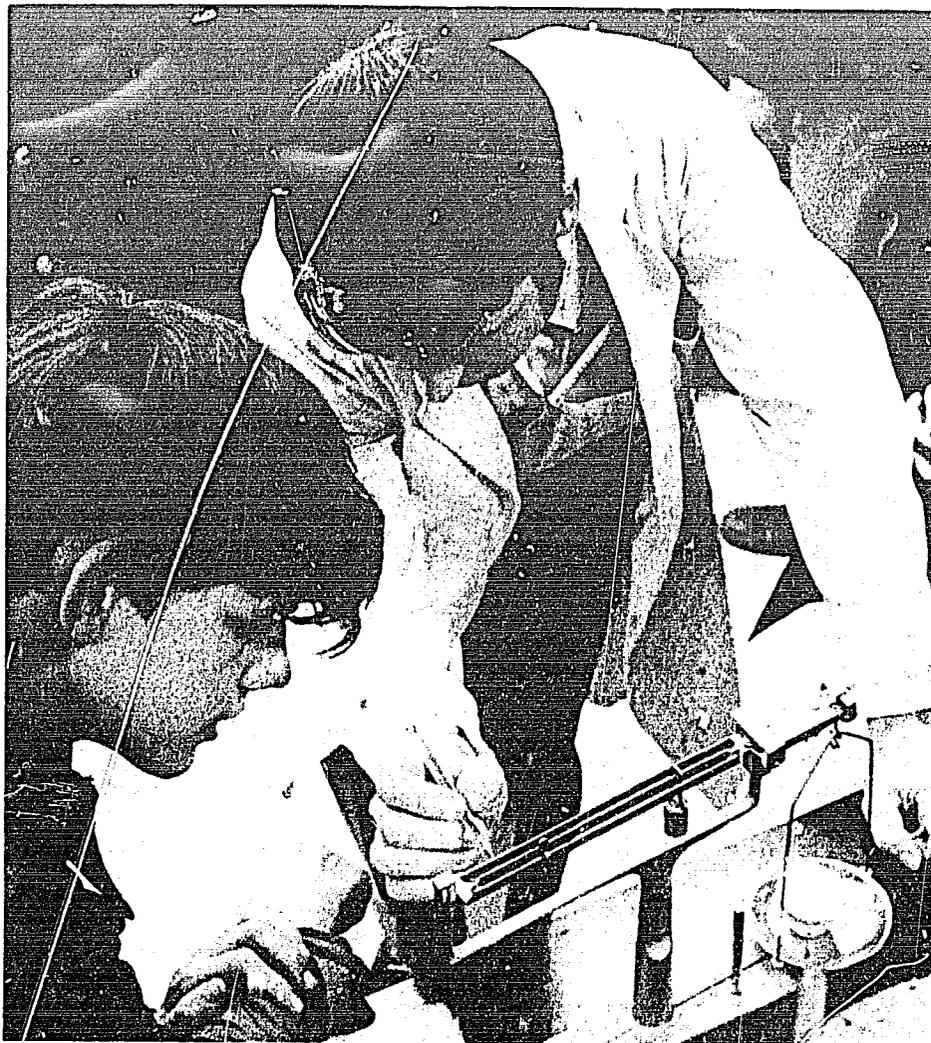
*The teachers of Special Programs have had experience with persons outside the mainstream of society and, as a group, are highly motivated.*

able to all students. Courses in the regular commercial, industrial education, home economics and physical education areas are the ones most often selected by Special Programs students. It has been interesting to notice the growing number of students from other programs (even secondary school graduates) who are turning to Special Programs offerings in an attempt to meet their educational needs (in the commercial and mathematics areas particularly). This should not be too surprising, for all courses in the school are available to all students.

How can the degree of success of this program be measured? By the number of As and Bs students have received? By the number of diplomas granted? The number of jobs obtained by 'graduates'? The number of 'drop-outs,' 'passes,' 'failures'? Even if these concepts were of any significance in the quality of an education for today's youth, they would be meaningless, for they are tied to numbers. Numbers are useful only when compared with other numbers. These would have to come from different institutions with different teachers, different students and from different communities.

Have Special Programs been successful in reaching the Max's of Campbell River? Yes, they have. Improved attitudes toward school and living, initial hostility and fear replaced by a concern for others and a willingness to face new challenges in new ways—these are indicators of success, but in this age of measurement and accountability, one wonders if there is a place for these educational immeasurables.

It is true that much of what is being done here is being done every day in other schools across this country. Yet, this program is not a transplant and, even if it were desirable, it is not transplantable. The program was a response by teachers and other resource persons to the educational needs of a group of young people in a single community. These young people had two things in common: they wanted



more schooling and they had no other educational avenue open to them.

I must emphasize again that this program is not transplantable. It is unique. Every program is unique if it meets the needs of different young people in different communities.

Robert Theus, an assistant professor at Kearney State College in Nebraska, has recently written that ' . . . all psychological activity of a person occurs in a field; it is a part of a totality of coexisting factors which are mutually interdependent.' The field that Theus describes I shall refer to as the 'field dynamic' to prevent unnecessary semantic confusion in the remainder of this article.

The success of our efforts in Campbell River is not simply a sum of specific numbers and kinds of courses, two full-time teachers and a teacher aide. It is a product of a field dynamic consisting of many variables, including:

1. the teachers with whom the students are most intimately associated;

2. the general student population within the school;

3. the students' friends outside the school;

4. the school's principal;

5. other teachers in the school with whom the students have some contact;

6. the students' home situations;

7. the district superintendent of schools;

8. the local school board;

9. the community's leaders, and

10. the physical structure and facilities of the school.

As the field is a dynamic, it would be fruitless to establish an artificial order of priority. At different times and in different situations a variable's influence will change.

A brief look at the ten variables of the program's field dynamic should produce a deeper understanding of its nature.

1. Special Programs' two full-time teachers were highly motivated because of their experience with persons outside the mainstream of soci-



Special Programs students often select courses in the regular commercial, industrial education, home economics and physical education areas.

ety, their belief in this approach to education and their assumption of full responsibility for the program.

2. The students as a group identify with the human rights movement. They are usually open and accepting in their relationships with others.

3. The friends outside the school constitute a critical variable that is usually beyond the school's influence. Many of these friends visit this school. Some have even been coaxed back to school by students.

4. The school's principal offers the program vigorous support and constant encouragement. This variable is of inestimable value in the development of any program in a school.

5. The other teachers on staff are supportive to an unusual degree. The patience and understanding they demonstrate is a remarkable phenomenon in a single school. This variable is also very important in the development of this kind of a program.

6. The home influence (and the student always carries it with him) is often

beyond the control of the school. However, contacts with the home have effected some improvements in some students' performances.

7. The district superintendent of schools has been a critical influence in the field dynamic.

In Campbell River the program was initiated with the full support of the district superintendent of schools. This support was of considerable importance in getting the program under way. The confidence invested in the school and staff was vital in working toward a viable, resilient approach to the young people involved.

8. The community's leaders have been supportive. This is, directly and indirectly, an important positive variable. (Directly, because community leaders hire students and create work-experience opportunities. Indirectly, because they are pivotal in the creation of a supportive community environment.)

9. Trustees of the school district receive the counsel of the district's senior educational administration.

Trustees make the policy decisions and bear the final responsibility for the quality of the education in the school district. They have been supportive, generally. However, recent economic pressures have caused the school board to question this approach to education.

10. The Campbell River Senior Secondary School itself is another important factor. Its broad corridors are well lighted from both natural and artificial sources. The excellent library and the fine industrial education, home economics and commercial complexes are also partly responsible for its positive influence.

More important than the structures themselves is the fact that they enable the human touches to permeate the buildings and create the nourishing atmosphere, that non-physical presence, that each new visitor senses as soon as he enters the buildings. This atmosphere is especially needed by the students on Special Programs. They need its support to gain the inner strength to break through the artificial barriers created in their minds by people who did not care enough.

And what has happened to Max since his probation officer's enthusiastic phone call? He continued to grow slowly but steadily in social skills and self-control (the result, to a large degree, of work with a 'trust group' involving students, teachers and a school counsellor).

Prior to Max's appearance at the senior secondary school, arrangements for his transfer to a Corrections Branch 'school for young men' had been made. When the appointed time came, he departed. At the new school he was considered unmanageable and was dismissed from it within weeks.

One morning a short while ago, I saw a student slouched on the floor of the Carihi cafeteria hallway. Plugged into a wall socket, a stereo drummed out heavy sounds. The young man looked up, smiling broadly.

It was Max.  
He was back.

§

# Integrated learning in the primary years



¶ Integrated learning has come to be recognized as one of the most viable approaches for primary children. I shall attempt here to give some practical examples of integrated learning, as well as look at the problems it creates for teachers and parents. However, it will be useful to begin by stating that integrated learning is fundamentally different from 'inter-disciplinary' studies.

In an attempt to breach the subject barriers one of the first steps is to make traditional subjects work together. In such cases, science may be linked with language arts, or maths with social studies, or there may be combinations of the subjects in a variety of teaching methods.

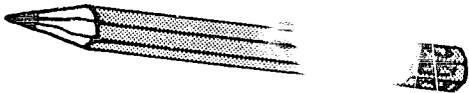
This is, however, not integrated work, nor does it lead to the idea of integrated learning. The basis of integrated learning is that instead of the subject discipline being the starting point (or points), the 'subject' content is *subsequent*. It *follows* the initial learning experience.

To give an immediate example at Kindergarten level, we could say that it is more usual to abstract elements of the 'subject' disciplines from the following material than to present that material within the formal framework of a 'subject.'

Thus, for example, if a group of children were 'making cakes' from clay or some other material, we could abstract certain 'subject' techniques from their activities. The

**Integrated learning is a very useful technique for teaching children in the early years. However, it is much more than merely making traditional subjects work together. It is essentially child-centered but in part teacher-guided. The important thing is how children tackle their work for they are usually capable of learning more in their own way than we give them credit for.**

DENNIS MILBURN



children could count the cakes, weigh them (simply), color them, paint 'Mummy Cooking,' etc., or even bake real cakes. A number of learning activities would therefore be involved from various 'subject' areas, and it is difficult to think of children at Kindergarten level being presented with 'subjects.'

Implicit in integrated work is the idea that learning in its most practical aspect is flexible. And it follows that flexibility in the timetable aids children in their learning opportunities.

We often play lip service to 'flexibility' in our timetable in the same way in which we claim that grades do not relate to age levels. We say, in effect, that we know that not all children of the same age are capable of reaching a uniform level of attainment, yet we insist that Grade 1 covers content X and Grade 2 covers content Y, and so on. In integrated work it is axiomatic that these boundaries are crossed. They very often have to be, both in timetabling and in grading.

Indeed, if integrated work is taken to the extreme of its possibilities, children will end up working an integrated day, with no formal timetable at all. They may be brought together for music, or movement, or a story, or for some period of formal class learning, but at a time the teacher considers appropriate.

This does not mean that the timetable has disintegrated; it simply remains flexible in the hands of the class teacher.

Since children's interests vary, as does their concentration span, it seems a pity to stop them at an artificial time barrier if their interest, at that moment, is intense.

The more personal the interest either of an individual child or a group, the more firmly based the learning experience will be. Starting points in integrated learning, as mentioned in the Kindergarten example, can be very simple. Let us take some examples from the classroom.

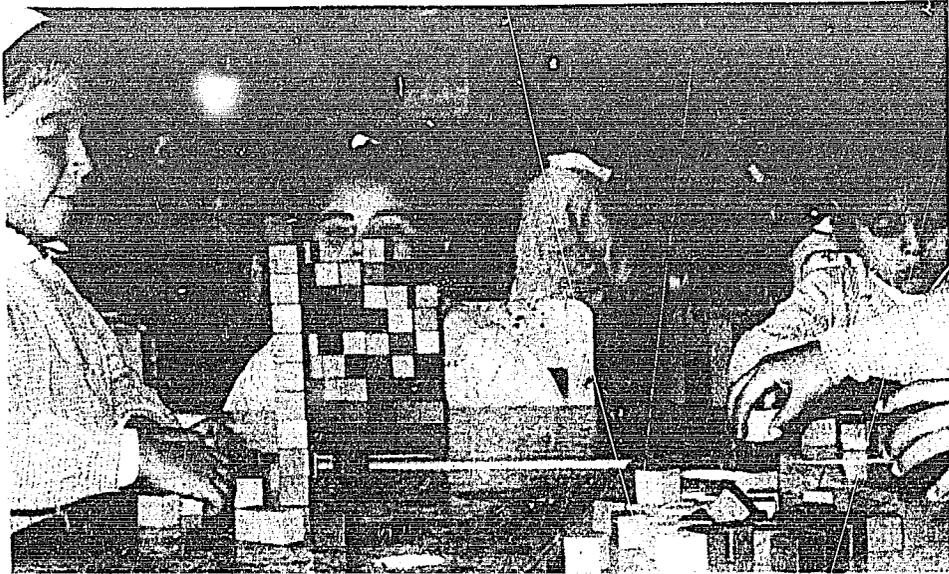
Two children in first grade were trying to jump on each other's shadows. The teacher suggested that they could cut out their shadows from pieces of newspaper laid out on the floor. Other children joined in, but later in the day they noticed their shadows had changed in both shape and direction. This led to more work with one another's shadows (which certainly seem to have some mystical significance for children since they do not like them jumped on) and led by degrees to keeping a shadow record in the playground, which introduced the children to time. (They were too young at this stage to extend the idea that the shortest shadow of the day pointed north.)

The classroom practice clock and

a rubber stamp clock were used for further exercises on time, and experiments with numbers. These extended to drawings, such as 'My family at 7 in the morning,' or 'Daddy comes home at 5.' The interests spread into more areas than can be recorded here, but from what has been mentioned so far it can be seen that 'subject' areas of science, art and craft, number work and social studies have already been entered, along with the development of vocabulary, and reading and writing associated with the work. The interest material was a shadow.

A second example, for second grade children, was in the use of the classroom shop. This is often used as a combined maths and social studies exercise. The teacher suggested that the class come to the shop with their own shopping lists, however badly spelled. This resulted in the discovery that the class shop was understocked in two commodities in great demand, ice cream and pet foods. But it also indicated to the teacher (in this class anyway) how few commodities the children were really aware of. It was therefore decided to ask the children to bring in some examples of their mothers' shopping lists, and lists of varying length duly appeared—from the short daily 'shop' to the mam-

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Working with blocks was a very new learning process for Chilean children, for the school system in Chile is still very formal.

moth weekly purchase (some rather formally written for the occasion).

It is not difficult to see how such an exercise extended into personalized weighing, measuring and money activities. Together with graphs of 'our pets,' market research on which product 'we buy most of,' as well as a more realistically stocked classroom shop. There was also a very good poem by 'The Lady who takes the Money' beginning 'I hate Fridays,' as well as much creative writing and drawing.

However, work also included using advertisements as reading exercises; another group timed television commercials in their own time and graphed the results, and there was an interview with a supermarket manager on the subject of shoplifting. A recording was also compiled of musical jingles on advertisements. (It was found that a number of children could sing 'jingles' without having any idea of what the product was.) Here again there were other areas where the work was extended, but suffice it to say that the initial material in this case was a shopping list. Formal 'subject' material was subsequent to this.

It will be seen from these two examples, both from schools in British Columbia, that integrated learning is essentially child-centered, but also in part teacher-guided. It can also be seen that the teacher in the second example discovered how her class viewed aspects of *their* world and what some of their learning difficulties were.

It is often said in contemporary education that we 'put the child in the way of learning,' but such integrated learning can also highlight children's difficulties, which we sometimes dismiss as stupidity or backwardness. Perhaps this is because much primary curriculum is handed down from 'above' with an adult emphasis on content rather than on method.

The child is, after all, the consumer and it is not impossible to make content and method compatible.

So far the initial material has been stressed, but integrated work in the classroom is also a method of learning where the child can profit from *extension* of traditional methods. In the oldest sense we taught the Three Rs as separate skills; then there came a progression to extending them into other activities, writing to supplement a picture, research reading in project work, manipulative mathematical materials, etc.—in short, cross fertilization where one skill was used to supplement another and to help it on. However, if children are integrating work at their own pace, either individually, or in groups, they will have the additional asset of self-motivation to help them solve problems that relate especially to *them*. In this way they will utilize the traditional methods when the need arises and they will often take varying routes to get their answers. This does not, however, prevent the teacher from

assisting a class to master a precise skill to help them in the general learning process.

We might mention especially the role of discussion in integrated work, because this is very often the area where the teacher can isolate both difficulties and starting points for further study. While class discussion with the teacher is important, discussion with other children is one of the principal ways in which children check their concepts and build up an objective view of reality. This is one of the main functions of group work where children work in *their* world, with their peers, and with concepts that are adequate for them.

This is probably more important than in the use of a group as an exercise in micro-community living. But in all extensions of traditional classroom methods, the teacher is endeavoring to assist the child to record his findings, and to codify or classify the work he has been doing in his own problem-solving situation. In this way the child comes to terms with his work, sees his problems, and gets help in overcoming them if necessary, while the teacher gets the feedback that can help especially in spotting individual difficulties.

#### Teacher Must Be Confident

By these methods, instead of instructing *through* the subjects, those disciplines often work for *you*.

All this, however, demands confidence on the part of the teacher, a willingness to believe that such methods are valid, neither haphazard nor chaotic, and a willingness to interpret curriculum content. If asked, many teachers say that they would like to move to a more child-centered situation, only the curriculum 'doesn't allow it.' Yet it often transpires that what is termed content is labeled in black and white as a curriculum 'guide.' It is, of course, traditional to teach subject content. (How much have we all forgotten?) It is also safer, and far more convenient. Parents can see what their children are learning or have been instructed to learn. Parents tend to be suspicious of 'play,' and it is of little use to quote

to a parent that a great educator like Froebel said 'play is the highest form of child activity.' They can sometimes be re-routed by telling them that the children are 'experimenting,' which gives the activity in question a more academic flavor.

But, generally speaking, society wants education to be like a medicine, good for you but somewhat unpleasant. And the more stresses there are in a contemporary society, the more parents tend to place blame on the schools in general and on any departure from customary methods in particular. It is there-

on commercially produced material can also lead to a dampening down of that factor of child development, observation. Many educational kits (which some producers imply are 'teacher proof') are little units in themselves, and therefore often self-limiting. In integrated work, the classroom 'junk' box is often a major source of supply.

It is, therefore, extremely interesting to see what happens when integrated work is introduced into a school system that is traditionally formal in method, and where there is little equipment.

ers when moving to newer methods is that they will lose class control. The picture of a First Grade child with blocks is typical of the involvement in what was for her a very new learning process. After splitting the class into groups slowly, over a number of months, it was possible to progress to group work, in which the groups worked at different paces, and then to move to more individual study.

The second picture illustrates a starting point in integrated learning with some very simple material. At this stage, bottle tops, which had originally been used in the classroom as counters, are being sorted and classified in home-made trays made from detergent cartons. From this, a limited amount of integrated work developed. The use of bottle tops led to the use of bottles. Water experiments were set up to test the capacities of various bottles. A physical graph was constructed by sticking bottle tops in columns on sheets of newspaper (Coca Cola won easily), and the tops were also made into patterns. Bottles were weighed, filled with different colors, and decorated. Tunes were tapped out using partly filled bottles, labels were collected, and pictures drawn of the family at fiesta time.



*Bottle tops, which had been used as counters originally, were the starting point for a limited amount of integrated learning.*

fore as important to include the mention of parents in this article as it is to mention teachers and children.

While I am on the subject of content, however, teachers may care to note that initiating materials in integrated work need not be complex (so far, a shadow and a shopping list). In developed countries there is often so much material that it is confusing. An over-dependence

The pictures show a first grade classroom in Chile, where integrated work had been introduced about six months previously. The Chilean state system of education is by our standards very formal, and is based on French and German traditions. It is, however, a developed system, with a long history of free education for all, although it functions with little actual classroom equipment.

The first and natural fear of teach-

#### **Systems Are Not Transportable**

There were problems in that some children learned very quickly to count to more than 30 (because they needed to), although 30 was the official ceiling for counting in the first grade. (Notice also in the picture the stylized drawing of leaves. In the early stages all children tended to do the same type of picture.)

No educationist would claim that an educational system is exportable or that English primary school methods could be transplanted wholesale into a different cultural environment; but certain philosophies can be tried out in action, and adjusted to that environment.

It was therefore gratifying when these Chilean children gained very high scores in the state evaluation tests. This does not imply that one experiment proves the efficiency of

this type of work, but it did show that children came to no harm with-in their own system. They certainly learned to ask questions, to get out of the classroom, and to observe the world around them more fully.

The results in Chile showed that integrated learning is not dependent upon special equipment or special classrooms. There is a tendency to think that integrated learning is particularly suited to open area schools, and these schools do offer exciting opportunities for many new kinds of work. But however we organize the classroom into 'learning stations,' 'interest areas' or 'areas of provision,' such areas can be set up in most classrooms: and these days we often see classrooms extending into corridors and into the world outside. (For a North American view on the integrated classroom in England, one could refer to the book by Chas. E. Silberman, *Crisis in the Classroom*, Chapter 5.)

There is also hesitation in some quarters about accepting the idea of integrated work because it is said to be difficult to evaluate individual progress. Teachers are naturally anxious about testing children's progress, and most educational systems require them to do so. It is doubtful, however, that the cross-evaluation of a class has much validity if carried out too often. Very rigid tests, with highly controlled marking schemes, are necessary to produce reasonable objective results, and there needs to be a close correlation with some standardized mental age score. It is now accepted that children do not all reach the same stage of development at the same time, and more and more we see (in various countries) the classroom test pattern being replaced by the personal record cards for individual children.

It is much more important to know the problems of an individual child as he moves from class to class (vertical evaluation) than it is to compile statistics from class testing (horizontal evaluation). The latter type of testing tends to illustrate the end product of difficulties without analyzing the difficulties themselves. The more personalized the learning,



*Integrated Learning does not depend on special equipment or special classrooms; the experiment in Chile showed that quite clearly.*

the more the classroom teacher can evaluate individual progress and individual difficulties. Moreover, the less the unsuccessful child is faced by a list of his low marks, the more possible remedial action becomes.

It may be a cliché nowadays to say that every child should succeed in something, but this does help to produce a happier and more receptive child. We therefore expect to get from integrated studies a series of personal and *brief* record cards, which follow a child through the school. These cards express simply statements of significant progress and significant difficulties without recourse to a battery of statistics. They also save the teacher time and marking.

Finally, a way of seeing the integration of learning areas is by looking at a piece of work done by a child and not thinking of subjects at all. Take a piece of free work from a group of children, or take one child's topic. Think 'Where has this child (or group) started? What have they done? How have they finished?' Then think 'How much maths is in this? How many new words did they learn? What language experience did they have in discussion or in just telling me something? Where did they use art techniques? Meet a science or

social studies situation? What questions did they ask me?' Some subjects are, of course, more dominant than others in various learning situations, but it is surprising how much 'subject' content is inherent in a piece of work, from basic number work to opportunities for creative drama.

The genesis of integrated work lies in the way children tackle it. The results tend to show they are capable of learning more in their own way than we often give them credit for. Rigid divisions in the curriculum tend to interrupt children's individual trains of thought and of interest and to hinder them from utilizing the common elements of problem-solving.

Recently a second grade class in Vancouver were doing a traffic census. They had decided that for every car that passed they would drop a red counter into a box, and for every truck, a blue counter, and so on. One perceptive group leader said 'We should have something ready in case something else comes along' (i.e. some item not already pre-classified). 'What else do you think might come past?' asked the teacher. 'Well,' said the boy, 'there might be an elephant.'

You could not say he was wrong, and at least he was prepared. §

**Discipline and Dissent**

*Continued from page 259*

self resulting from rebellion. By integrating is meant a movement of the self system in the direction of fulfillment of its potentialities; what Maslow refers to as self-actualization.

It may very well be that this type of response may demand some actual Walden-like retreat, or period of withdrawal from active and attached interaction in the social milieu, but it is not to be confused with mere passivism or quietism. Social change and social betterment is here indeed being wrought, but the change and the reformation is being worked upon the only laboratory materials truly amenable to individual experiment, the self. As selfs are actualized, or tend to actualization, so, in this logic, social health is substituted for sickness.

The complete analysis can be summarized in the form of the crossbreak shown in the diagram. If the dimension of discipline be dichotomized according to whether it derives from outside or from inside the individual personality and if the dimension of response to social ills be dichotomized according to whether it is directed outward toward society primarily or inward toward the individual primarily, the categories described below may be postulated.

It should be noted that the membership of these four cells would be disproportionate. A silent majority may fill cell 4, while vociferous but numerically weaker groups would occupy cells 1 and 2. Weakest of all in quantitative terms would be cell 3. But this rarest mode of response, true reform at the individual level, is difficult

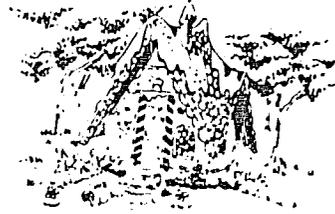
indeed. It is the attempt to remove the beam from one's own eye rather than the mote from one's brother's.

Discipline in the personalist mode takes on the shape of true self-discipline. Often the courage, endurance and effort of the self-reformist are the more real qualities for their being exercised in solitude or loneliness. Whereas the revolutionary draws reinforcement and support from his cause, the rebel from his peers, and the reformer from comfortable conformity, the self-worker, the individualist, must often act in silence, in secrecy, in environments that may be antithetical, uncomprehending or hostile. In a world in which he may find no guru, no ideology, no cause, no religion to command his support, he must perforce act alone, responsive only to the strange light of his inner direction.

So long as youth can somehow find, or be led to, this path, there is hope for true social reform and progressive renewal and revitalization of the social ecology. If this analysis is sound, there are implications for what is sometimes quaintly called the 'pupil-control ideology' of the school.

Not the least of these implications is the need for a provision for some form of *retreat* for students and their teachers. But this retreat or withdrawal would not be of the conventional kind; rather it would be modeled after the disciplinary provisions made famous by Gordonstoun—solitary walks and hikes, time set aside for private reflection, time and space arrangements within which to find, consult with, and actualize the self. §

		Response	
		Society directed	Self directed
Discipline	Externally imposed	REVOLUTION 1	REBELLION 2
	Self imposed	REFORM 4	PERSONALISM 3



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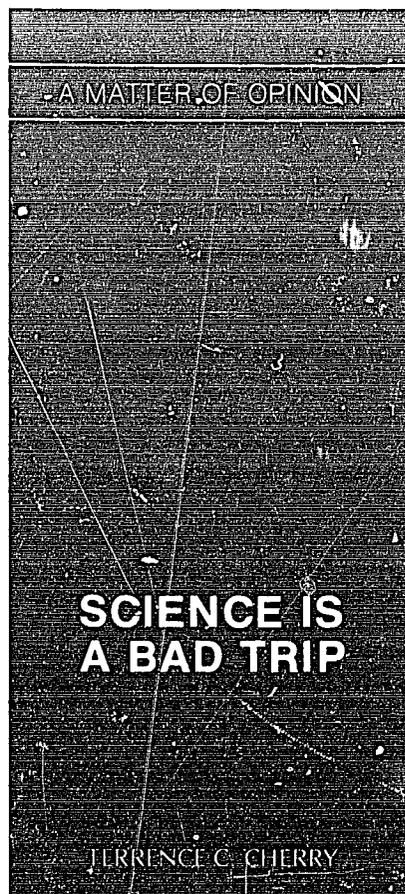
¶Science is a drag, man! Like it's a bore! You stand around and do some crummy experiment like following a recipe from some cook book, and you haven't got a clue what you're doing or why. Then after it's done, you sit around and the teacher tells you what *should* have happened and why it should have happened. And you get to memorize it for the exam. I'd be just as well off to go home and read a good science fiction story. I'd probably learn more about science than all the science courses in high school could teach me. Because high school science is just for the science freak.'

Sound familiar? You bet! You hear it every day, and it's all true. Our science programs in secondary school *stink*. And every appeal to put the sciencing back into science manages to fall on deaf ears. It's discouraging and it makes one bitter; for it seems to me that even UBC's own Faculty of Education (in which I am a student) is perpetuating this destructive approach to science.

I am fed up with the attitude that kids are just vast reservoirs to be filled with our pet skills and knowledges. These skills and knowledges are but a small part of a kid's education, especially in science. Just look at any science course beyond the elementary level and it is immediately obvious that we have made it the *only* part.

With the new elementary school science program, there's a good chance that kids coming into junior secondary school will still be fascinated and intrigued by science. What awaits them is scientific boredom, in dull, unimaginative content-oriented courses, designed to prepare them for the next course in the series. The courses fail outright in their attempts to make the kid feel at home in a laboratory because the recipe nature of the experiments removes any necessity for him to think about what he is doing.

What makes content so almighty in junior science anyway? It's certainly not a necessary prerequisite for senior science courses, which must place a certain emphasis on subject matter. If we really do want to scare kids away from science, we are succeeding!



My fundamental philosophy of education is that kids are real people, with people-type aspirations and people-type hang-ups. And people spend much of their lifetime making decisions for which they must bear the consequences. The earlier they are exposed to it, the sooner they become responsible people, and I believe secondary school is not too early. Students entering junior secondary school can start by being completely responsible for their own course selection and study program. This means that there should be no compulsory subjects.

'But,' you object, 'surely he must know something about science and mathematics and history and English and so on.' If we, as educators, really believe this, then, just as does a salesman who really believes that his product is a necessity in every household, *we must sell our products!* We'd have to work mighty hard to be successful at this, for the competition would be fierce!

Science can be made so exciting and glamorous that few could resist its magnetism. Just think how truly

*The writer is a fifth year student in UBC's Faculty of Education.*

satisfying it would be to offer a course on some aspect of science and to have the kids beating your door down to get in! You say it doesn't happen? Here's an example of a one-unit course (13 weeks) offered in an Ontario school. I quote from the student brochure:

'Where did you get those baby blue eyes? Short of breath? Nerves on edge? These are some of the questions we'll be looking into—using the skills of Idea 1. If you liked SC002, come along for more.'

At this school most of the science courses are on a continuous progress basis. Thus the Idea 1 prerequisite ad read:

'Need a science unit? Never done well in science? Don't like individual progress? Then this course is for you. Come and find that science can be interesting.'

If you think that's good, try this for English:

'Can the country that gave us John Diefenbaker and Pierre Elliott Trudeau be all drab? Are the poems and songs of Leonard Cohen, Gordon Lightfoot and Joni Mitchell second rate? Do the novels of Margaret Lawrence, Malcolm Lowry and Mordecai Richler stop selling at the 49th parallel or on the shores of Newfoundland? Yes, Virginia, there is good writing that is also Canadian writing . . . and not a Mountie, Eskimo, or a Montreal Canadien in sight. In the words of one of Canada's great institutions, "Come, see what you've been missing . . .!" Teacher: Mr. Handel.'

Note the added feature: the student knows who the teacher will be! If he doesn't like that teacher, he can choose another course. My point is that we must get with it! The greatest way to improve our courses and our teaching is through competition. It works, especially when the teacher has to organize the course himself. This is 100% feasible in junior science, where content is a secondary consideration. And if teachers, why not students? Here's an example of a course in which the student actually designs his own curriculum:

'Intensive Study: Let's Make a Course. A largely self-directed, self-

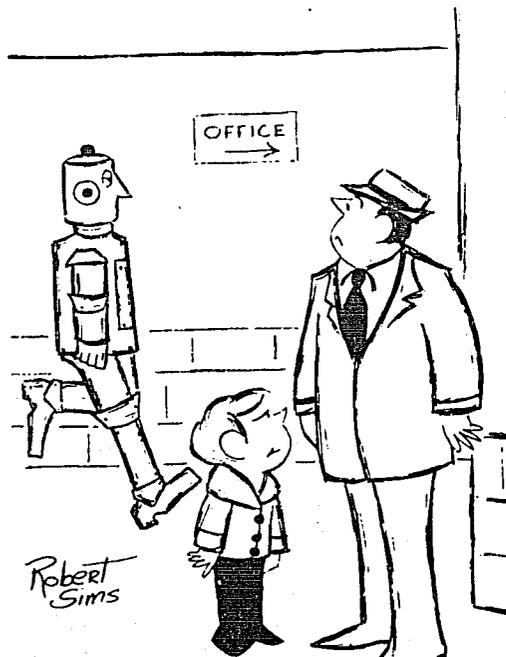
evaluated course for senior students who wish to make an intensive study of some special area, this course will be set up in groups of three to eight students who are invited to devise a detailed course of study (including rationale) for a twelve-week period. The course of study must be submitted to a member of the English Department who would accept responsibility for the group and act as a resource person. The prime responsibility, however, will be on the group itself to agree to its aims and to determine its methods.'

Some competition for science to contend with! Can you see any way of surviving and not improving the quality of science education? The variety of teaching methods would be almost infinite! In my own experience with a partially student-

chosen curriculum in mathematics, the outcome surprised and excited me. Ten out of 14 who decided to do an in-depth study of some topic of their own choice found the topic 'very interesting' and nine claimed they learned 'a great deal'! The others were just slightly less enthusiastic. And about mathematics!

There's no need to restrict these ideas to the junior secondary level. With slight modification, they are just as applicable to senior secondary school programs, for there, too, courses ought not to be restricted to those intending to specialize in science. There is no good, honest reason for not offering interest courses in science at the senior level.

I, for one, intend to do so—and I'll do a damn good job of it, despite the system!



Robert Sims

§ "What are you staring at, Dad? I told you we had teaching machines, didn't I?"

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**FOR SALE**—choice vacation lot, all facilities, sheltered, treed, absolutely beautiful, private marina, saltwater, minutes from Vancouver, low taxes, very low price. Cash or terms. D. Fuller, Blich St., Abbotsford.



## MORE AND MORE . . .

as I see it, we teachers and librarians are going to be thrown on our own resources to provide materials for our classes. As budgets grow tighter and the cost of materials, especially books, continues to rise, we will increasingly look for ways to cut corners. Paperback books, for instance, are now widely accepted throughout our schools, where once they were dismissed with sniffs of contempt. Now, inevitably, even paperbacks are getting costlier, although they are still cheaper than hardbound editions.

## WE HAVE SCARCELY BEGUN . . .

to tap the enormous reservoir of stuff churned out night and day by governments, embassies, trusts and foundations, banks, organizations, industries and similar agencies throughout the land, and every other land on the face of this tired globe. Vast quantities of this material will never be read by anyone as simple minded as teachers, less still by their students. But, on the other hand, equally vast quantities are eminently suited for use by teachers (I really meant to say 'practical' instead of 'simple minded' above - no offence!). The big problem, as always, is communication; how to acquaint one another with this worthy material. I hope, in this and subsequent issues, to put before you a tiny fraction of the mass of non-commercial items that are available, in the hope that they may enrich your teaching. I will begin with FREE materials, no less!

## AND IN THE MEANTIME . . .

teachers and librarians could do

worse than to spend some time studying their local Yellow Pages and contacting the Public Relations departments of various large corporations and industries, finding out what might be available locally. It's worth a try...and a few 8-cent stamps!

—C. D. Nelson

FREE FOR THE ASKING:  
OR PUTTING POSTAGE STAMPS  
TO WORK . . .

This is the first of several articles dealing with materials you can get for your classrooms and libraries that cost nothing more than the 8c stamp on your letter of request. All the items here have been suggested by teachers and librarians, or have been recommended by experts. Many have been tested before the cynical eyes of students (the acid test of any new material), and found to be satisfactory.

Before I begin, perhaps I should point out a few elementary points of procedure, in order that your task be as simple as possible. First, all materials *must* be ordered on official school stationery, and the order signed by the teacher, librarian, principal or other person making the request. Please do not encourage students to write for free materials, especially if you are asking for classroom quantities. Second, provide access to the materials when they arrive. Put them on the library magazine rack or in the vertical file or anywhere they will be seen and used. Don't lock them up in your office or storeroom to gather dust. Finally, bear in mind that much free material is not available in any other form, and so deserves the same care that you give to costly items.

## PART I — FREE MAGAZINES

Industry, government and a host of other sources publish staggering amounts of periodicals, newsletters, reports, etc., on a regular basis, many of which are very valuable source materials for teachers, particularly in the sciences, social studies and vocational fields. Below are listed some of these 'house magazines' from industry, and several government and other official publications that are yours for the asking:

*Alcan news* - monthly, 8-page offset magazine; color pictures, new aluminum products, much Canadian emphasis. (Aluminum Co. of Canada Ltd., Box 269, Toronto 111, Ont.)

*American youth* - bimonthly, 24-page offset magazine; aimed at 16/18-year-old group, teen-age interests - driver safety, surfing, sports, rock music, etc. (General Motors Corp., 17390 West Eight Mile Rd., Southfield, Mich. 48075)

*Better living* - bimonthly, 28-page offset magazine; economics, international corporation activities, color features. (E. I. du Pont de Nemours & Co. Inc., 1007 Market St., Wilmington, Del. 19898)

*Business education world* - 6 issues per school year, 36-page offset magazine; aimed at commerce teachers and students, features on typing, shorthand, book-keeping, general business practices, drills and games. (Gregg Division, McGraw-Hill Book Co., 330 Progress Ave., Scarborough, Ont.)

*Caterpillar world* - bimonthly, 24-page offset magazine; color feature stories on industry products, markets, operations. November-December, 1971 issue entirely devoted to Pacific basin countries, valuable social studies material. (Caterpillar Tractor Co., Peoria, Illinois 61601)

*Dupont magazine* - bimonthly, 36-page offset magazine; color features of new products and product-uses in plastics and organic chemical fields. (Address: see *Better living* above.)

*The enthusiast* - monthly, 8-page offset newspaper; a 'must' for motorcycle riders, this well illustrated paper features outdoor motorbike sports, travel, news of rallies, etc. (Harley-Davidson Motor Co., 3700 W. Juneau Ave., Milwaukee, Wis. 53201)

*Entre-nous* - monthly, 16/20-page offset

magazine; mainly company news and products, chiefly interesting because it is bilingual, with French text followed by English throughout. (Canadian Johns-Manville Co., PO Box 1500, Asbestos, Que.)

*Farm news* - bimonthly, 12-page magazine; features illustrated articles on crops, pollution control, farm animals, irrigation, etc., of interest to rural areas in B.C. (B. C. Hydro & Power Authority, 970 Burrard St., Vancouver 1, B.C.)

*Friends magazine* - monthly, 32-page letterpress magazine; general interest articles, no 'company tie-in,' profuse use of color, excellent layouts. Aimed at 'teen readers. (Chevrolet Motor Division, General Motors Corp., General Motors Bldg., Detroit, Mich. 48202)

*The Humble way* - quarterly, 32-page offset (cover) and letterpress magazine; general interest items; recent issue had excellent article on Alaska oil fields, superior color reproduction. (Humble Oil & Refining Co., PO Box 2180, Houston, Texas 77001)

*Imperial Oil Review* - bimonthly, 28-page offset magazine; a familiar title to most schools, I would think; valuable for excellent color pictures and maps. (Imperial Oil Ltd., 111 St. Clair Ave. West, Toronto 7, Ontario. French edition also.)

*INCO News* - (INCO Nickel news) - bimonthly, 16-page letterpress magazine; features company nickel and nickel alloy products, with excellent color photos, graphs and diagrams. (International Nickel Co. Canada Ltd., Toronto-Dominion Center, Toronto 111, Ont.)

*INCO Copper news* - semiannual, 12-page offset magazine; similar to *INCO News* above, but concerned with copper products and alloys. (Same address.)

*Japan reports* - monthly, 4-page letterpress newspaper; general items about Japan, and its relations with the West, particularly Canada. (Embassy of Japan, 75 Albert St., Ottawa, Ont.)

*Marathon world* - quarterly, 32-page offset magazine; general interest items, sports, scenic and travel, ecology, little company tie-in. (Marathon Oil Co., 539 South Main St., Findlay, Ohio 45840)

*Monsanto magazine* - 5 issues per year, 32-page offset magazine; general and company industry news, good color photos. (Monsanto Co., Lindbergh & Olive St. Re., St. Louis, Mo. 63166)

*Nickelife* - quarterly, 12-page magazine; similar to *INCO News* above. (Same address.)

*Progress* - quarterly, 12-page magazine; familiar to most schools; emphasis on hydro developments and their effects on B.C. environment. (Same address as *Farm news* above.)

*Simon Fraser University Comment* - 16-page magazine, frequency not known, but probably bimonthly; general items of interest about SFU, faculty, students and graduates. Lively style, black and white illustrations. (Simon Fraser Univ., Burnaby 2, B.C.)

*Span* - semiannual, 20-page offset magazine; color news stories of company projects, engineering problems, etc. Excellent photographs. (Dominion Bridge Co., PO Box 280, Montreal 101, Que.)

*Stabilizer* - quarterly, 16-page offset publication; entirely devoted to welding technology in all parts of the world, good photos and excellent diagrams and layouts; of interest to boys taking mechanics courses. (Lincoln Electric Co., 22787 St. Clair Ave., Cleveland, Ohio 44117)

*Steel facts* - quarterly, 16-page offset magazine; news of iron and steel industry, excellent flow charts and diagrams, many pictures. (American Iron & Steel Institute, 1111 16th St., N. W., Washington, D.C. 20036)

*Table talk* - monthly, 4-page offset news-letter tabloid; a truly off-beat item, featuring short editorial comment, often of an inspirational nature, but not necessarily religious; humor, puzzles, mathematical diversions, and just about anything that would entertain a guest at a dinner table in one of the company's outlets. (Marriott Corporation, 5161 River Rd., Washington, D.C. 20016)

*UBC reports* - weekly during academic year, 12-page newspaper; like *SFU Comment* above, this periodical offers news of UBC activities, faculty, projects and similar stories. Illustrations. (Univ. of B.C., Information Services, Vancouver 8, B.C.)

*Washington wildlife* - quarterly, 8-to 10-page letterpress magazine; a truly outstanding item, similar to our *Wildlife Review* (which is no longer a free item, hence outside the scope of this list), devoted to wild animal, bird and fish life and conservation in our neighboring state; excellent pictures, identification charts, list of recent books on wildlife. (Washington State Game Dept., 600 North Capitol Way, Olympia, Wash. 98501)

#### NEXT MONTH . . .

I will list several other free materials, including non-print items, for your consideration. In the meantime, if any teacher wishes to add to the above list of free magazines, please let me have full particulars, or even a sample copy, if you think it is of educational value. — C. D. Nelson

#### ENGLISH

*Points of Light*. R. J. McMaster, Ed. Longmans Canada, c1971. \$3.95

*Points of Light* is an anthology of modern poetry suitable for secondary school students. Senior students would perhaps benefit most, since the poems demand, occasionally, an intensive look at their craft as well as the feeling they evoke. *Fire and Ice*, an earlier work published in 1970 by Prof. McMaster, was directed explicitly to 'mature students of the intermediate grades'; logically, but not stated in so many words, this book is intended to complete the sequence.

Both students and teachers should respond imaginatively to the presentation. Strwn among the poems are pictures from newspapers and magazines, lines from Gibran and Jung, snippets of critical commentary about the poets and a series of questions to direct the student's comprehension of the poetry. Biographical sketches identify nearly all of the poets as Canadian, American and English writers of the 20th century. There is a sprinkling of 19th century poetry and one or two single gleams from other ages: excerpts from a book translated in the 19th century from an account by the Delaware Indians of their origins; a brief mocking verse of a Latin poet about village gossips in the first century B.C. A glossary completes the text.

What of the poems themselves? They are all very much 'with it': the inevitable Joni Mitchell and Leonard Cohen, LeRoi Jones and Phyllis McGinley. Many of the poets may be unknown to the teacher grounded

in the strong, familiar classics—Shakespearean sonnets and Romantic lyrics — of conventional anthologies. Herein lies the joy of this collection for the student. There is relevance, immediacy; poems about racial crises and ugly wars, poems about love and people who wear their clothes and ideas. For the teacher it is a chance to see how much contemporary poetry there is that is good (and, now and then, how much is merely mediocre).

If there are faults in the text, it is the fact of the text. Students may feel frustrated by the conventionality of the presentation, despite the offerings of pictures. Perhaps we should amend Gertrude Stein's rose...

'An anthology is an anthology is an anthology.' — Judy Shelbourn

#### SOCIAL STUDIES

*The Teacher and the City* Urban Studies Project. Hilda Symonds, Ed. Methuen, c1971. Paperbound. \$6.75

'I like not the town. Think'st thou, Pierre, the time will ever come when all the earth shall be paved?'

The time is coming when most people will live in cities. Already 70% of the citizens of the United States and Canada, and comparable percentages in other industrialized countries, have become city dwellers. If the process of urbanization goes on at present rates, the majority of the world's population will be gathered in cities of 100,000 or more by the end of the present century. It is estimated that Calcutta will be a city of some 30 million by 2020 A.D.

Obviously such growth brings problems.

## UNIVERSITY OF VICTORIA

Summer Seminars  
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Gymnastics Seminar  
July 3 - 7

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July 24 - 28

For brochure and  
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Summer Session Office  
University of Victoria  
Victoria, B.C.

YOU ARE INVITED TO THE

# PACIFIC EDUCATION SHOW

SATURDAY, SUNDAY AND MONDAY — MAY 6, 7, & 8, 1972

EXHIBITION PARK  
VANCOUVER, B.C.  
SHOWMART & FOOD BUILDINGS.

**SHOW HOURS:**

SATURDAY 10 AM - 6 PM  
SUNDAY 11 AM - 6 PM  
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**DO NOT MAIL. BRING THIS CARD  
WITH YOU TO THE SHOW.**

**VISIT THE SPECIAL LEARNING AND PLANNING CENTRE.**

The Show Theme, "I Do and I Understand", applies particularly to this area which will be in operation daily. Students will be carrying out projects using equipment and materials that are within the reach of every school. This centre reflects a learning approach that will be of practical interest to all educators.

**LISTEN, SEE AND LEARN ABOUT THE TEACHING TECHNIQUES OF SESAME STREET.**

Mr. Jon Stone, Director of Sesame Street, will be here in person to discuss educational methods that have proven successful for the underprivileged and pre-schoolers. He will appear each day in Education Theatre.

**EXAMINE THE LATEST PRODUCTS AND TEACHING AIDS.**

Leading manufacturers and distributors are providing you with an unparalleled opportunity to see and compare all of the latest products and progressive techniques so important in today's school systems.

There's more, much more.  
It's an educational event for everyone, and you're invited.

**SPONSORS: BRITISH COLUMBIA SCHOOL TRUSTEES' ASSOCIATION — NATIONAL AUDIO-VISUAL ASSOCIATION OF CANADA.**

# PACIFIC EDUCATION SHOW

THIS CARD IS YOUR ADMISSION TO THE SHOW.  
PLEASE COMPLETE AND PRESENT ON ARRIVAL.

## REGISTRATION INFORMATION

(PLEASE PRINT)

Name

Title

School/Company

Address

City

Prov/State

Compliments of:

**British Columbia Teachers Federation**

## OCCUPATION INFORMATION

(ONE  ONLY IN THESE CATEGORIES)

### Educational Official

- A1  DEPARTMENT OF EDUCATION
- A2  SCHOOL TRUSTEE
- A3  SUPERINTENDENT
- A4  SECRETARY-TREASURER
- A5  PLANT OFFICIAL
- A6  OTHER, SPECIFY

### Elementary/Secondary Schools

- B1  PRINCIPAL/VICE-PRINCIPAL
- B2  CO-ORDINATOR, SUPERVISOR
- B3  DEPARTMENT HEAD
- B4  TEACHER
- B5  LIBRARIAN
- B6  DIRECTOR, RESOURCE CENTRE
- B7  PURCHASING
- B8  STUDENT TEACHER

### University/College

- C1  ADMINISTRATION
- C2  ACADEMIC

### Architectural

- D1  ARCHITECT
- D2  ENGINEER, CONSULTING
- D3  SPECIFICATION WRITER

### Industry, Government, Military

- E1  EXECUTIVE
- E2  TRAINING
- E3  PURCHASING

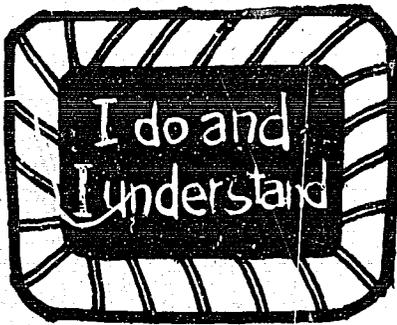
### Medical

- F1  DOCTOR, NURSE
- F2  ADMINISTRATION
- G1  UNCLASSIFIED, SPECIFY

# the Pacific Education Show

## May 6, 7, 8.

**More imagination  
than money.**



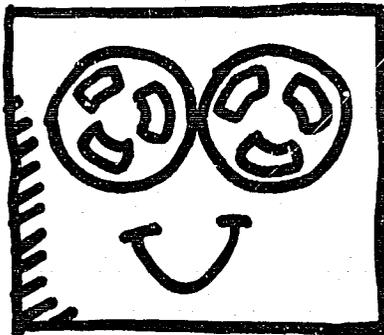
Students demonstrate practical, down-to-earth projects and products that are within the reach of every school. The show theme, "I do and I understand", stands out in this learning and planning area which operates daily.

**From the same  
people that bring you  
Sesame Street.**

Mr. Jon Stone, director of Sesame Street talks about educational efforts that have proved successful with the underprivileged and pre-schoolers. The show goes on, every day, in the Education Theatre.



**Sound  
(and sight) ideas.**



Here's your chance to check out the latest equipment (audio-visual and otherwise) and techniques for today's schools.

For pre-registration cards contact:  
Chris Locke, Assistant Director of  
Education  
B.C. School Trustees Association  
1095 Howe Street  
Vancouver 682-2881

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Nelson Groves, Show Manager  
2000 West 12th Avenue, Vancouver 9, B.C.  
731-1171 or 731-6211

# FREE

LIFE INSURANCE  
TEACHING AIDS  
for use in your Classroom

### BOOKLETS

**Life Insurance, a Canadian Handbook:** 1968. 104 pp., illus. English and French. Explains the fundamentals of life insurance, company operation and investment policy, personal financial planning, etc. One copy to a teacher.

**The Story of Life Insurance:** 20 pp., illus. English. Discusses history and explains facts for students. Available in quantity.

**Problems in Life Insurance:** English. Teacher-student workbook unit for business practice and mathematics classes. One unit per teacher. Student portion in quantity.

**Sets, Probability and Statistics:** 36 pp., illus. English and French. Explains the mathematics of life insurance. Available in class sets. Single copy of Key to each teacher.

**Careers in Life Insurance:** 24 pp., illus. English and French. Discusses the careers in the life insurance business. Available in quantity.

**Actuary:** 12 pp. English and French. Outlines career opportunities and educational requirements. Written by the Canadian Institute of Actuaries. Available in quantity.

**A Career for You in a Life Insurance Company:** 24 pp. English and French. Outlines career opportunities for university graduates. Available in quantity.

**The Family Money Manager:** 8 pp. English. Outlines fundamentals of money management. Useful for classroom discussion. Available in quantity.

**A Miss and Her Money:** 20 pp., illus. English. Tips on earning, budgeting and saving for teen-age girls. Available in quantity.

**Money in Your Pocket:** 20 pp., illus. English. Fundamentals of money management and life insurance for teen-age boys. Available in quantity.

**You and Your Family's Life Insurance:** 28 pp. English. Describes the life insurance role in family and individual security. Available in quantity.

**Man and His Money (Economics and You) Series 1 and 2:** Each 24 pp., illus. English and French. Witty articles explaining economic theory; for senior high school students. Available in quantity, free. French, in one volume, is entitled *Le Fric et Vous - l'economie sans douleur*.

### FILM STRIPS

**The Career of a Life Insurance Agent:** Colour. 47 frames. English and French. For use in guidance classes. One print and one manual to each school.

**The Life Insurance Story - Part 1:** Colour. 34 frames. English and French. An introduction and history of life insurance. One print and one manual to each school.

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**You and Your Food:** revised edition. Colour. 28 frames. English and French. Instruction on good eating habits, nutrition and food value. One print and one manual to each school.

To obtain any of these FREE teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below (please print).

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Name of School .....  
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B.C.

Send your order to:

EDUCATIONAL DIVISION  
THE CANADIAN LIFE INSURANCE ASSOCIATION  
44 King Street West, 15th Floor  
Toronto 1, Ontario.

# Read any good alphabets lately?

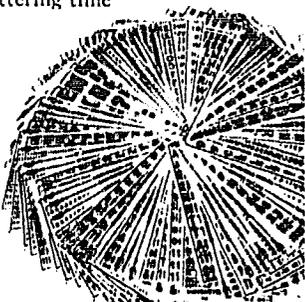
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Western Washington State College, at Bellingham, Washington (less than an hour's drive from Vancouver) offers many Canadian teachers a change of scene while meeting their educational needs. Six-week, nine-week sessions, workshops and short courses are available with transfer credit. Apartment accommodation on campus. Request bulletin from:

Office of Summer Sessions  
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### PROVINCE OF BRITISH COLUMBIA

has opening for

### TEACHER - Youth Centre - NEW DENVER

**SALARY:** According to Teachers' Scale on 10-month basis. To teach in a remedial program with emphasis on individual's personal needs; special educational problems involved. The Youth Centre's program is designed to provide a therapeutic way of living for up to 30 boys, ages 11 to 16, and to enable them to work through adjustment and educational problems to return to community life. Duties to commence September 1, 1972.

Requires P.A. Certificate with diploma in the education of children with learning behaviour disorders, or its equivalent; some teaching experience in an elementary school of boys with learning disabilities would be an asset.

Obtain applications from Civil Service Commission of British Columbia, 544 Michigan Street, VICTORIA, and return IMMEDIATELY.

COMPETITION NO. 72:328

particularly in Canada where the percentage of urban dwellers is already high. This process is continuing, posing a significant challenge to all Canadians.

To help meet this challenge a group of prominent B.C. educators has designed this book to give teachers a knowledge and understanding of the city. Basic background on urban issues is provided, along with lesson plans for an urban studies course. It is written primarily for the new Social Studies 11 course, but it can be used for any level or for projects in geography.

The book is divided into seven parts: Pt I provides general background to a study of the city; Pt II presents lesson plans and suggests some procedures for field studies, complete with concrete examples. These lessons seem aimed at secondary students. Pt III deals with the nature of cities — the city is people, the city is organic, the city is system within systems, the city is a work of art, the city is a way of life; Pt IV is a suggested program of development designed for a senior secondary school course of approximately 20 weeks' duration; Pt V consists of lessons that have been evolved by

practising teachers, and although these lessons are at a senior level, they could be modified for Grades 6 to 9. Pt VI outlines techniques to use — seminar discussions, debates, projects, simulation games, making film loops, interviews, questionnaires and lab activities; Pt VII suggests general materials, such as maps, agencies, telephone directories, slides and many other media that provide additional materials on urban problems. The book concludes with a very useful glossary and bibliography.

*The Teacher and the City* is a very informative and practical teaching aid to use in a unit on urban problems. It should, therefore, be in the hands of all teachers of Social Studies 11, or at least in the professional library of all secondary schools as a valuable reference. — Elden Kier

**Changing People**, by Palmer and Nancy-Lou Patterson. Collier-Macmillan, c1971. Paperbound. \$1.25

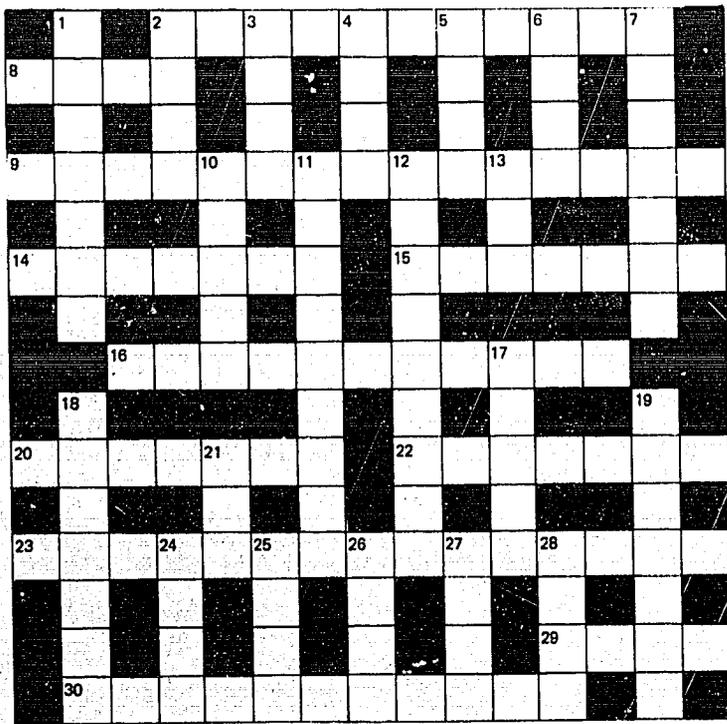
One of the publisher's History Program series, this soft-covered book provides a brief survey of the history of the Canadian

Indian. The title of this particular volume stems from the authors' emphasis on the ability of 'the people' to adapt to changes in their environment — changes imposed by both nature and man.

There is no index, but this minor inconvenience is somewhat overcome by an adequate table of contents and liberal subtitles in the seven chapters. Liberal use is made of sketches, photographs and maps; and while the illustrations of paintings and artifacts lose much of their impact by being in black-and-white rather than color, sepia print is used for maps, some diagrams and certain historical references in the text. This adds visual variety for the reader and aids in locating information.

Specific adaptations of three tribes — Ottawa, Cree and Blackfoot — are discussed, but West Coast tribes are not studied in comparable detail. Thus the book would be of marginal use for the B.C. teacher or student wishing to embark on a study of Indians of British Columbia. Nevertheless, *Changing People* provides a useful survey for teacher and student for reference purposes.

—Christina Mathieson



**CLUES ACROSS**

- 2. Method of settling a dispute with an iron bar, for the most part! (11)
- 8. Obscene writing that must be seen in a different way (4)
- 9. These will give official sanction to night-time enjoyment under canvas (8,7)
- 14. Climbs, like money does (7)
- 15. Chatter (anagram) (7)
- 16. Indulging in 10 down - but not having nightmares, surely (11)
- 20. Small intestinal operation Cyril gets involved with (7)
- 22. Even nothing can be made to brighten things up (7)
- 23. The consent a visitor will give to this

pleasing speaker (15)

- 29. Get under this and be just in time (4)
- 30. An S.O.S. sent this way can lead to drunken stupidity (11)

**CLUES DOWN**

- 1. The deadlock resulting when I become out of date (7)
- 2. Over in the flat opposite (4)
- 3. Indonesian 27 down which graduated in '51, apparently (4)
- 4. 'and 'tis gold Which makes the ..... man kill'd and saves the 'chief' (*Cymbeline*) (4)
- 5. A partly collapsed church feature (4)
- 6. The article I came across in a round-about way (4)

- 7. Let ends meet somehow and get comfortably placed (7)
- 10. 'As all impediments in .....s course Are motives of more .....!' (*All's Well That Ends Well*) (5)
- 11. Cuts down the movement of southern critters (9)
- 12. Enduring result as father, for example, takes men around with him (9)
- 13. Tommy can make nonsense with this (3)
- 17. Part of the ship's rig loosely held (5)
- 18. Let them be themselves, and forget the past (7)
- 19. Put the blame on the northern rescue group's fault (7)
- 21. Regrettable part of 4 down (3)
- 24. Five is, in France, suitable to be worn (4)
- 25. Branches of a vein I have at the end of a broken arm (4)
- 26. Part of a police-officer's search warrant (4)
- 27. Land feature that lies in all directions (4)
- 28. Made known when broken (4)

Answers will be printed next month

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

**Across**

- 1. Mediterranean
- 7. Limpopo
- 8. Batavia
- 10. Ionian
- 11. Cyprus
- 13. Sea
- 14. Casa
- 17. Riff
- 19. Credo
- 20. Song
- 22. Well
- 24. Idi
- 25. Alsace
- 28. Tanner
- 29. Domingo
- 30. Fathers
- 31. Abolitionists

**Down**

- 1. Maldiv Islands
- 2. Dominican
- 3. Thouars
- 4. Entry
- 5. Never
- 6. Wars of the Roses
- 9. Pretender
- 12. Par
- 15. Act
- 16. Low
- 18. Islanders
- 21. Goa
- 23. Ewanton
- 26. Simla
- 27. Congo



## UNIFICATION PROBLEMS

¶At the time of writing I have visited 13 schools in five countries. One month and a few days have gone by since I arrived in Europe.

Was it worth it—so far, I mean? The best judges of that will be those kids from classes I have taught whom I will teach again next fall. They'll have the before and after perspective.

Because the tendency on my part would be to give it an unequivocal 'yes.' The experience of sitting in on lessons taught by teachers whose background and training are rooted in another culture can frequently be exhilarating.

Like that young fellow at the international-minded Schola Europea in Bergens, Holland, who was introducing to his junior high class the Middle Ages. They had made a model of a European city of that period, there were well done color posters of mediaeval markets and family life. The whole thing was introduced by his voice on the tape recorder, which he alternated with live talk.

The kids were fascinated. From what he said, they had become deeply interested in the subject since they started working on the model a few days before. The lesson was a masterpiece—a mixture of pacing, imagination and superb showmanship. Above all it represented a tremendous amount of work. When I saw and heard the lesson I realized that only because I am a teacher did I know just how much work had gone into it. Those uninitiated might have supposed it all came naturally, spontaneously.

Then, of course, there was the other extreme. That emaciated fellow in a Scandinavian classroom who, with the unrelenting enthusiasm of a tired snake charmer, proceeded from his

elevated desk for one full hour to instruct his class by numbers: World War II, 1939, Denmark occupied 1940, Pearl Harbor 1941 ... At the end he was talking to 20 motionless cobras resigned to their fate. (It should, I think, here be noted that snakes can't hear.)

With considerable surprise I also found out that while most of us still have a 19th century view of European education—as scrupulously detached from political control, there have been some changes made.

In fact, the changes have been so extensive that our recent bare knuckle punches from Victoria seem like love pats in comparison with European pugilism in this sphere.

You see, what's at stake in Europe is the whole traditional structure of the secondary schools—the division between the academe and the others.

*Kirsebaerhavens School, Copenhagen*



In Germany, for example, there is a concept called 'Gesamtschule.' The Gesamtschule is roughly (very roughly!) the equivalent of our high school. Everyone goes after he or she is finished with primary education.

That's fine, except that in many places the Gesamtschule remains, well ... a concept. There the 'Gymnasium' reigns supreme. For those who can't qualify, there are the 'other' schools. And it's still a mad scramble to get to the Gymnasium and not to be relegated to the 'other' schools whenever the last year of primary school approaches.

Now in Germany education is the responsibility of the states, not of the federal government. And the Socialists are all for the Gesamtschule, while the Christian Democrats have their reservations. So the country is a checkerboard of school systems where, if you see a lot of Gesami-

tschule signs, you can be fairly certain you're in a Socialist-controlled state.

Maybe I'm dead wrong, but it seems to me that if a political party is in a position to dictate what sort of school system a district should have, it is equally capable of horning in on a lot of other things.

But enough. I have a feeling that I'm going to be accused of being anti-socialist if I go any further (which I may very well be, but that's not the point).

If this department seems to be a lot of detached raw material waiting to be molded into a unified idea, it's because this is the present state of my mind.

I have crossed the English Channel six times in all sorts of weather and on the continent I have covered at least 3,000 miles. On the East German border my train compartment was thoroughly checked by a fat 'Volkspolizistin' for refugees; in Copenhagen I broke bread in a teachers' staffroom with a man who was history instructor to the Danish Royal family.

On a frosty day in Stockholm I stood on a scaffolding overlooking the oak hull of the ship *Wasa* built in the 1620s for service in the Thirty Years' War. The ship, which is about the size of a B.C. ferry, has recently been floated up from the muddy bottom of Stockholm's harbor and as I gazed at the moist beams, I ardently wished that we had something like it in Vancouver through which the kids could be introduced to European history.

I have seen provocative genitalia prominently drawn on the walls of Danish schools while no passerby batted an eye. I have heard an elderly principal in Stuttgart movingly tell of a hatcheck girl in a night club, who several years before had returned to his school on a government stipend and is now finishing her studies for a doctor of medicine degree.

At John F. Kennedy High School in Berlin kids are studying in English, but their textbooks are in German; the chocolates made by a boys' cooking class in a vocational school near Amsterdam are out of this world.

With raw material like that, is it any wonder that unification is such a difficult process? §

### We Shall Miss These Teachers

In Service	Last Taught In	Died
Mrs. Leah Gladys Halsall	Mission	August 24
Mrs. Margaret Alice (Lynch) Mace	Victoria	October 29
Miss Jessie Rosa Mennie	Vancouver	January 11
Miss Marie Sullivan	Howe Sound	June 27
Retired	Last Taught In	Died
Miss Edith C.I. Barlow	New Westminster	November 23
Mrs. Grace S. (Young) Blackie	New Westminster	January 30
Miss Eleanor M. Henderson	Vancouver	February 15
Mrs. Hazel (Eagel) Knox	Penticton	February 1
William A. McKeown	Vancouver	January 17

### 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.)

**BASIC TEACHING FOR SLOW LEARNERS**, by Peter Bell. London, Muller Educational, 1970.

**THE CHILD AND THE ENGLISH LANGUAGE ARTS**, by Mildred R. Donaghue. Dubuque, Iowa, Wm. C. Brown, 1971.

**CHILDREN COME FIRST; THE INSPIRED WORK IN ENGLISH PRIMARY SCHOOLS**, by Casey Murrow. New York, American Heritage Press, 1971.

**CHILDREN TEACH CHILDREN; LEARNING BY TEACHING**, by Alan Gartner. New York, Harper & Row, 1971.

**A CLASS DIVIDED**, by Peter Williams. Garden City, N.Y., Doubleday, 1971.

**CURRICULAR CONCERNS IN A REVOLUTIONARY ERA; READINGS FROM EDUCATIONAL LEADERSHIP**, by Robert Leeper. Washington, Association for Supervision and Curriculum Development, 1971.

**DYSLEXIA AND YOUR CHILD; A GUIDE FOR TEACHERS AND PARENTS**, by Rudolph E. Wagner. New York, Harper & Row, 1971.

**HOW 2 GERBILS, 20 GOLDFISH, 200 GAMES, 2000 BOOKS AND I TAUGHT THEM HOW TO READ**, by Steven Daniels. Philadelphia, Westminster Press, 1971.

**THE NAKED CHILDREN**, by Daniel Fader. New York, Macmillan, 1971.

**THE READING PROCESS, THE TEACHER AND THE LEARNER**, by Miles V. Zintz. Dubuque, Iowa, Wm. C. Brown, 1970.

**SOCIAL STUDIES THROUGH PROBLEM SOLVING; A CHALLENGE TO ELEMENTARY SCHOOL TEACHERS**, by Maxine Dunfee. New York, Holt, Rinehart and Winston, 1966.

**THE STUDY OF GAMES**, by Elliott M. Auden. New York, John Wiley, 1971.

**TEACHERS, CHILDREN AND THINGS; MATERIALS-CENTRED SCIENCE**, by Clifford J. Anastasiou. New York, Holt, Rinehart and Winston, 1971.

**WITHOUT MARX OR JESUS**, by Mary McCarthy. Garden City, N.Y., Doubleday, 1970.

### NEW LESSON AIDS

**M32 Hadrian's Wall**, by Peter Thomson. A collection of 24 teacher-prepared slides and materials accompanied by questions and commentary. Included are two booklets and a map published by the British government. Suitable for Grades 6 and 7 social studies or anywhere that the topic fits.

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



## THERE IS ONLY ONE WAY

Because it is sincerely interested in children, and because it was convinced that the provincial government's education policies in recent years were harmful to children, the BCTF actively opposed those policies.

To our credit, we tried to oppose policies, not people or parties, but neither the government nor Joe Public would believe we were, in fact, non-partisan politically. Unfortunate, because we were.

Now we have openly declared ourselves anti-Social Credit. I guess that makes us partisan, even though we are not trying to promote any other party.

We are still opposed to the government's education policies, for we believe they will be disastrous for the young people of this province. But the government has made crystal clear the fact that its attitude will not change, that its war on children and teachers will continue.

Anyone genuinely interested in education therefore has no alternative. The only way to save education in this province is to defeat the Socreds in the next election. Hence the BCTF's public declaration that it will oppose that party.

From the time in 1966 when it implemented its first freeze on school construction, the provincial government has stepped up its attacks on education each year.

No need to elaborate here the list of blows the government has dealt us in recent years. Suffice it merely to list the more obvious ones: three freezes on school construction, the 1968 education finance formula with its 110% restriction, the FLQ order-in-council, the extension last year of

the authority of the Minister of Education (further centralizing a very highly centralized education system), removal of automatic BCTF membership, removal from school boards of the right to appeal to municipal councils for budget overages, grossly inadequate pension increases for retired teachers, ministerial intervention in salary negotiations last fall, reductions in the amounts of capital referendums, change of the 110% to the even more restrictive 108%, and the abolition of the collective bargaining rights for teachers.

Both students and teachers have suffered real setbacks as a result of the attacks, but Joe Public hasn't been very concerned. I don't think Joe thinks very much about teachers, except to complain about them. Moreover, I'm sure he couldn't care less what happens to teachers individually or collectively.

Certainly that was the indication when Bill 3 was being debated. The fact that the government was arbitrarily removing a right from one segment of society didn't bother Joe at all. His attitude seemed to be, 'I'm all right, Jack.'

Indeed, if he thought about the matter at all, he probably agreed that it was about time those greedy teachers got their comeuppance. After all, they're grossly overpaid for a soft job that requires only 5½ hours of work a day, and then only for nine months or so.

And the government capitalized on that ignorance. Using misleading — indeed, downright false — statistics, the government peddled the line that teachers would bankrupt the province

if something were not done to curb their outrageous salary increases. Yet even the B.C. School Trustees Association admitted that teachers' salary increases over the past 10 years have been no higher than those of the rest of the community, and published a graph that completely disproved the government's claims.

No, Joe Public wasn't particularly concerned about Bill 3's treatment of teachers. Their salaries, after all, come out of his pocket, so anything done to keep those salaries down must be good. Who cares about principle?

But I predict that Joe will soon start thinking about *kids*, as they are shortchanged educationally more and more by the government's continuing clampdown on school costs — surely the phoniest issue ever embraced by any government anywhere.

The Socreds seem to be operating on the theory that what was good enough for Bennett 65 years ago is good enough for children who are going to live most of their lives in the next century. Youngsters certainly don't need, for example, such 'baloney' as art and music, as one cabinet minister is quick to point out.

Nothing shows more clearly that the government is trying to live in the past than its attitude toward education. No one man — especially one in his seventies — should be allowed to dictate from his own prejudices the future of our province's most valuable resource.

To save the future for our children, we must defeat Social Credit at the polls. That is the only language our power-hungry premier seems to understand.

§

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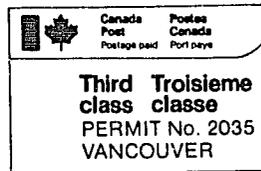
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