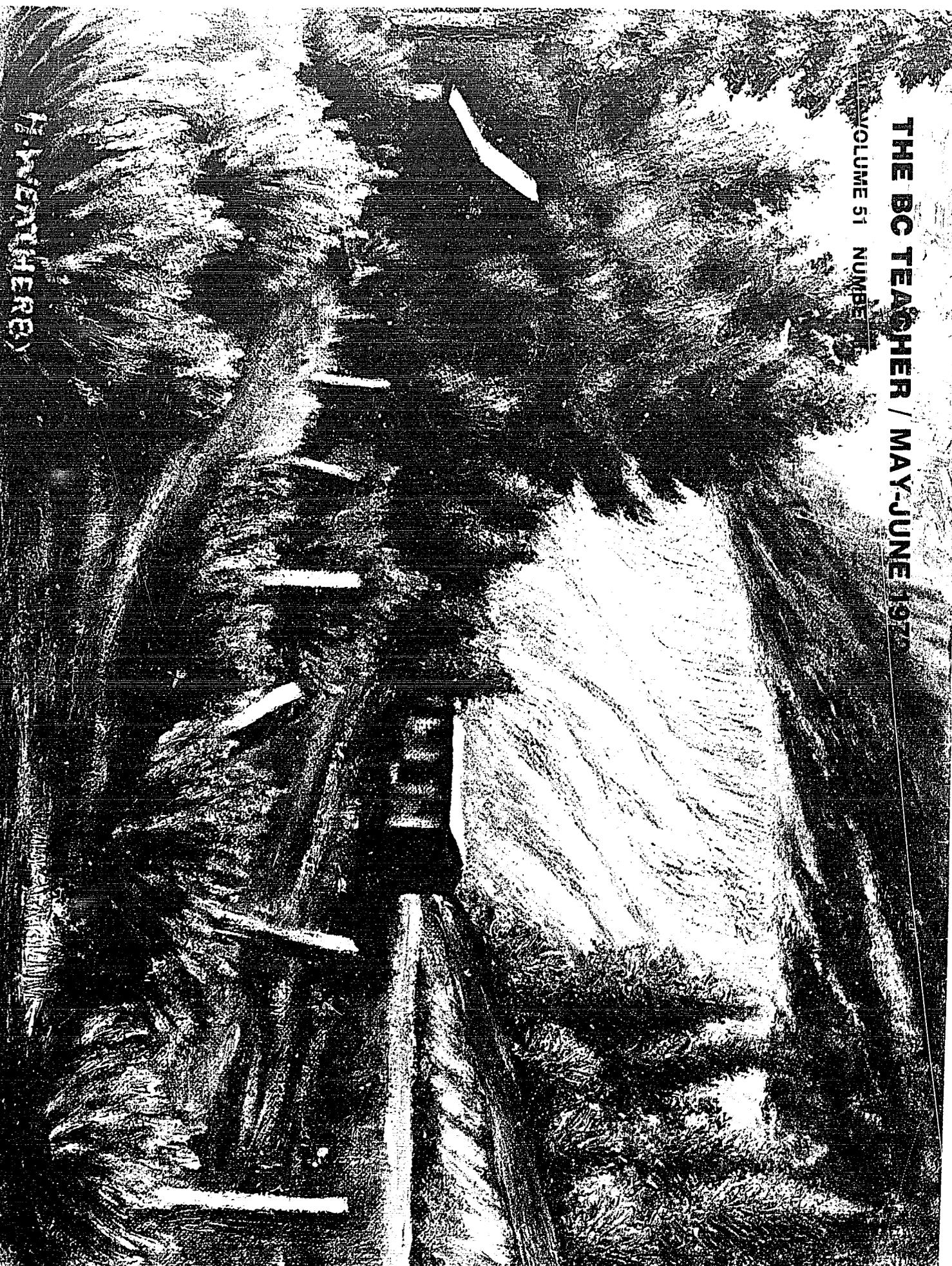


**THE BC TEACHER / MAY-JUNE 1972**

VOLUME 51 NUMBER 1



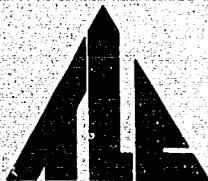
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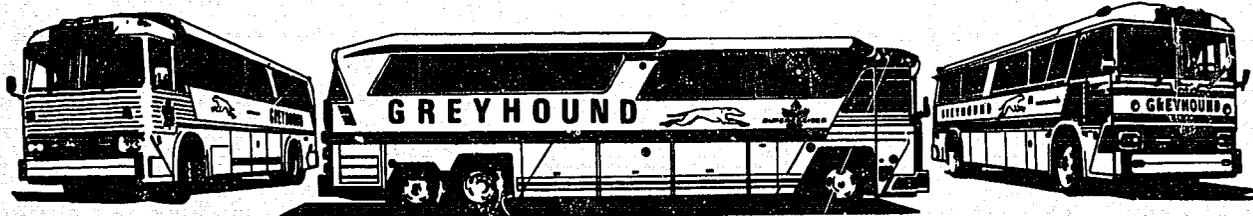
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5	600.00	48.48	129.64	729.64	4	96.95	347.92	8.69%	1,347.92
6	720.00	61.54	191.18	911.18	5	104.46	452.38	9.04%	1,452.38
7	840.00	75.60	266.78	1,106.78	6	112.55	564.93	9.41%	1,564.93
8	960.00	90.79	357.57	1,317.57	7	121.26	686.21	9.80%	1,686.21
9	1,080.00	107.11	464.68	1,544.68	8	130.68	816.89	10.21%	1,816.89
10	1,200.00	124.71	589.39	1,789.39	9	140.80	957.69	10.64%	1,957.69
11	1,320.00	143.66	733.05	2,053.05	10	151.72	1,109.41	11.09%	2,109.41
12	1,440.00	164.11	897.16	2,337.16	11	163.47	1,272.88	11.57%	2,272.88
13	1,560.00	186.12	1,083.28	2,643.28	12	176.14	1,449.02	12.07%	2,449.02
14	1,680.00	209.83	1,293.11	2,973.11	13	189.79	1,638.81	12.60%	2,638.81
15	1,800.00	235.39	1,528.50	3,328.50	14	204.50	1,843.31	13.16%	2,843.31
16	1,920.00	262.94	1,791.44	3,711.44	15	220.35	2,063.66	13.75%	3,063.66
17	2,040.00	292.62	2,084.06	4,124.06	16	237.43	2,301.09	14.38%	3,301.09
18	2,160.00	324.61	2,408.67	4,568.67	17	255.83	2,556.92	15.04%	3,556.92
19	2,280.00	359.04	2,767.71	5,047.71	18	275.66	2,832.58	15.73%	3,832.58
20	2,400.00	396.18	3,163.89	5,563.89	19	297.02	3,129.60	16.47%	4,129.60
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**290 From our Readers**

**295 The Ethical Implications of Evaluating Students**

*Leone M. Prock / Are you always ethical in evaluating students and reporting their progress? Just where does justifiable information-gathering end and invasion of personal privacy begin? Here are some timely reminders about the ethical obligations of teachers, and the ethical rights of students.*

**298 Differentiated Staffing on a Professional Basis**

*T. E. Gilles / We shouldn't think of differentiation in terms of teachers and non-teachers. We should think, rather, in terms of the amount of professional preparation required. This approach would result in two levels of teaching and teachers.*

**302 Ethiopia—An Unforgettable Experience**

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*Gordon R. Gore / In this delightful bit of nostalgia, the author recalls his most unforgettable experience as a teacher.*

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*John V. Trivett / Teachers should look at what happens to students in their own classrooms rather than believe in what popularly accepted experts seem to say, for we are just beginning to know how to capitalize on the latent capacities all human beings inevitably have just because they are human.*

**312 The 'Monster' Myth**

*Graham Campbell / A Vancouver teacher strongly disagrees with an article in our January issue. He says it may be no accident that, in this day of the cult of the individual, there are so many social cripples.*

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**COVER PICTURE**

The last picture in our series of paintings by Hugh Weatherby is entitled 'Sage.' Painted in the South Thompson River country, between Kamloops and Chase, it shows a cattle shipping station on the railroad through the area.

**PHOTO CREDITS**

P.294—Vancouver Sun photo supplied by author; p.297—supplied by author; pp.298, 301, 310, 313—Audio-Visual Services, Dept. of Education; p.303—supplied by author; p.308—Carol Gordon.



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1969	<b>48%</b>	<b>39%</b>	<b>11%</b>	<b>2%</b>

**IF YOU DON'T WANT THIS TO HAPPEN IN 1972, HELP THE OPPOSITION DEFEAT GOVERNMENT EDUCATION POLICY.**

Chris D'Arcy, 31, has lived and worked in the Castlegar district for 12 years. For ten years a mill worker at Celgar's Pulp Operations, Chris is currently publishing the *Kootenay West Sentinel*.

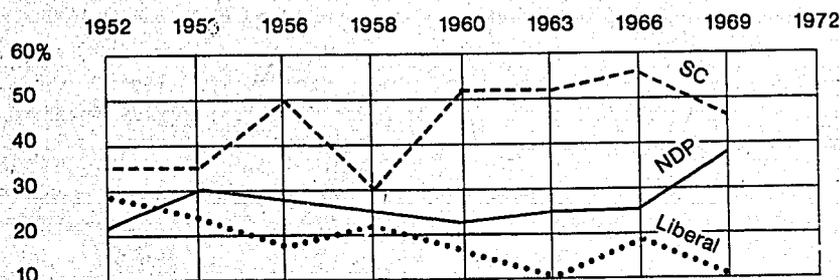
Mr. D'Arcy said this following his nomination:

"I oppose Bill 3. It is the latest of the many affronts to individual civil liberties that have become commonplace with the ruling Victoria Socreds. I am militantly opposed to any attempt by politicians and bureaucrats to curtail the freedoms we have long taken for granted. This bill is all the more insidious since it is directed at a minority group."

ROSSLAND-TRAIL  
NDP CANDIDATE  
Publisher, Chris D'Arcy



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### Okanagan Trustee's View of One German School System

Sir,

I have just returned from a 5-week trip to Hannover, Germany. As I went to school there (many years ago), I still have many friends and connections and was able to get a very good and, I believe, accurate picture of the school system in that city.

The first four years of education, called 'Grundschule' (ground-school), are taken by boys and girls together; then the educational tree branches out three ways. The children with little potential continue in the main stream, the 'Haupt' school, with another five years of education, which leaves them after nine years ready only to take rather minimal jobs. The second stream goes to the 'Real-school,' attends another six years and after a 10-year education is ready to face the world. The highest education continues, after four years' foundation at the gymnasium, for another nine years, finishing up with an equivalent of our matric and is the future university material. There are very limited possibilities to switch from one branch to another, but for the student they represent a rather difficult year or two.

Each one of these schools has a differently educated teacher. The Groundschool is staffed by rather young people, whose educational two years are completely free at a pedagogic academy, with the proviso that they must teach for two years wherever they are sent, usually small isolated (if there is such a thing in overcrowded Germany) communities. The other two branches require university education. The salaries paid to teachers do not depend, as with us, on years of experience, but on the education one has had. The salaries compared with ours are really pitiful,

but there is at the moment a movement afoot to upgrade.

The principal of a school is chosen by a board, has to write a thesis of his intentions and educational outlook, and so on. When chosen he receives little more money than his teachers and has to teach for at least seven hours weekly in a classroom.

All schools are extremely overcrowded, with little hope for new buildings, so that a swingshift has been started in some schools, whereas others have cut all 'frills.'

The school day starts at 8.00 a.m. and finishes at 1:00 p.m., with the buildings not in use for the remaining hours. No school nurse ever visits schools, but only a school doctor who comes every three or four years. No teacher is ever asked his opinion if a new school does get built. The pupil/teacher ratio is about the same as with us.

The classrooms are much smaller, with fixed desks and very little space for books or any other materials. There does not seem to be any 'hardware' in the schools; the classrooms are without radios, overhead projectors—they look to me like waiting rooms. In the teachers' room the same sterile atmosphere prevails, just rows of tables and straight-backed chairs—so very different from our cosy, comfortable and very personal teachers' lounges. Halls and staircases are bare, no art displays. In a senior high, smoking is allowed only in one corner of the playground, not anywhere within the building. They don't seem to have ever heard of windowless schools, of open area teaching or team teaching.

Report cards are given out twice yearly and a parent-teacher conference is arranged once a year, when the school is closed to stu-

dents and the parents are given the chance to speak for ten minutes each with all the teachers of their children. The report cards have no provisions for comments and are marked with numbers from 1—6.

Many students do not make the grade and fail and to prevent this nearly every student, starting at Grade 1 and continuing all through his school career, is given 'Nachhilfe stunden,' which means extra school lessons, after the regular school day. These lessons are given by older students, retired teachers or some other qualified person, who make a good living out of this, as the parent has to pay about \$5.00 an hour for this service. Out of a hundred students, 25 do not make the grade as a rule.

So far they do not seem to have heard of streaming in the German schools. The whole system is extremely rigid and only very gradually will change ever come. The principal of a school has a lot of say in small, unimportant matters, but none in important ones. In Hannover, a city of 500,000 inhabitants, there is not a single 'special class' in the school system.

Vernon (Mrs.) H. Lattey

### Politics Unprofessional

Sir,

So you won't get into politics? — it's unprofessional you say. Well, isn't it more terrifying to be relegated still lower on the citizenship ladder? If this treatment by government of the people is a reflection of esteem, support and encouragement, then I'm afraid that we are in sad state of self-delusion about ourselves and what a professional really is.

Professionalism is as it stands today for many a figment of the 'teacher' mind; a lovely form of escape design-

ed to let each of us 'off the hook'; to make it possible to live with ourselves while we stand aside and watch our organization stripped of its authority and individual members of their dignity and integrity.

Within our classrooms we preach 'democracy' and the right of individuals. We deplore tyranny and coercive forces in society, yet we stand aside while legislation repeatedly establishes or attempts to establish the very forces we despise.

We have rebelled at the 'divide and conquer' technique as used by school boards and have constantly moved for unity, but we stand aside as our government perpetuates its harmful practices through discriminatory legislation. The time has come for all people who prize the inestimable worth of the individual and defend his rights within a just society to band together. If you agree with some of the invidious sections of Bill 3, you are content to be a third class citizen.

Do you know:

. . . that Bill 3 makes it possible for a school board to suspend you without stating a cause at the time of suspension? There is no clear indication that the board must at any time state the cause. The board is not obliged to pay you during the suspension period.

. . . that you may be suspended if charged under the criminal code? That you may not be paid while under suspension?

. . . that Bill 3 says in effect that you must ask your taxpaying 'neighbor' to please pay you the difference between the arbitrarily set wage limit set by the Social Credit Government and the arbitration award? The whole farcical concept here deals a death blow to sensible collective bargaining.

. . . that Bill 3 is designed to ensure the complete division and eventual disintegration of the BCTF with the not improbable result that the accepting minority will gain favor and support from a government that fears rather than encourages its teachers to be brave, thoughtful, educational leaders? Voe betide us should this occur.

. . . that Bill 3 makes it quite feasible for any teacher who accepts a probationary administrative post to be relieved of it and denied his teacher tenure all in one decree?

Adam Robertson has summed it up very well when he says that he finally realized that his first obligations are those of a citizen, followed by those of a teacher. If every BCTF member accepts this kind of professional responsibility to create a better society, the future will begin to brighten measurably.

Victoria Horace R. Dawson

### Mr. Alsbury Replies to Critic

Sir,

I was both delighted and disappointed with H.C. Chadwick's reaction to my article, 'What About Shorthand?'

I was delighted because it is always more satisfying to have a reaction to what one has written, than to be ignored, even though the reaction is severely critical.

I was disappointed that Mr. Chadwick did not confine himself to an objective, critical analysis, but found it necessary to descend to a personal attack, to cast aspersions on my teaching and to suggest I am probably good enough for politics, if not for teaching.

Mr. Chadwick admitted he did not know the source of the 60% failure statistic I quoted. It was, in fact, from a carefully researched study conducted in Philadelphia in regard to dropouts from Gregg shorthand classes.

After admitting his ignorance, Mr. Chadwick then proceeded to make the false assumption the figure applied to my classes, and then to draw the conclusion I am an incompetent teacher.

He may be right, but until he takes the trouble to make a proper study of the results of my more than 30 years of teaching, I am content, secure in the knowledge that hundreds of my former students hold responsible posi-

tions throughout B.C., blissfully to continue to dream that I achieved at least a small fraction of the large success Mr. Chadwick tells us he achieves in his.

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

My article reads, 'Modern (shorthand) systems stem largely from the 19th century giant, Sir Isaac Pitman. It would be folly, however, to suppose that the evolutionary process ended with the invention of his admittedly outstanding system...'

I defy Mr. Chadwick to prove from the statement, or any other statement I have made, that I have ever attempted to 'degrade' Pitman shorthand. In fact, I have always said that Pitman is one of the best, if not the best, system that I have knowledge of, but that it is not perfect.

I have carried on research over a period of years. I have learned and taught four shorthand systems — Pitman, Gregg, Thomas, and Take 30. In addition I have examined Forkner, Speedwriting and a number of other systems. Mr. Chadwick's all-embracing claims remind me that many Gregg teachers have assured me that Gregg is better than Pitman, although they know nothing of the latter.

Has Mr. Chadwick ever learned and taught other systems to enable him to make an informed judgment?

Mr. Chadwick seems to be totally unaware of the ferment of thought and extensive experimentation go-

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ing on in the shorthand world. A not inconsiderable number of progressive B.C. shorthand teachers are experimenting with other systems and with improvements in Pitman. Does Mr. Chadwick suggest they, too, are incompetent because they are seeking a quicker and easier way to teach this subject, with less 'drudgery'?

Mr. Chadwick doesn't even seem to know that the publishers, Sir Isaac Pitman & Sons, Ltd., do not agree with him that their system has only 'a few shortcomings, so negligible that they are not worth changing.'

Pitman's have drastically changed the system. In their revision, called 'Shorterhand,' they claim to have reduced the 'drudgery' about 50% by changing and eliminating many of the rules of the standard Pitman system.

Unlike Mr. Chadwick, I commend, and do not criticize, both the publishers and progressive teachers for their efforts to make an outstandingly superior system of shorthand even better.  
Vancouver A.T. Alsbury

### Education Need Not Lag

Sir,

In your February issue, Christopher Hodgkinson has ably projected 'Common Sense' into his article on Change. One hardly needs to add more; except perhaps with educators, for whom reference should be made about a law governing social change; and how teachers might consciously follow this law for the best interests of their students.

The law is no different from that which governs any other natural phenomena; and may be reviewed in the biology lab at any time. Generally, it goes something like this:

A general will to move forward into wider planes of freedom; a counter-move to resist this trend; a consequent accumulation of pressure (with some possible regression) between opposing forces; until finally, a break generates resulting in a surge forward for completely new and different things to come.

Such condition—festering in the social environment of the very people we teach; confusing their normal way of life; arousing misguided feelings of emotion out of sheer frustration and misunderstandings — may very well be explained through the educational process; thus augmenting

social change with much less suffering.

A fuller discussion of Mr. Hodgkinson's point #6 may well remove a feeling of complacency which his article tends to create. Historically now, we are rapidly heading toward points of accumulated social pressure; and a great 'surge' is about to take place. Education need not 'lag behind' if it will enlighten vast masses of people now to execute current change as peacefully and as quietly as possible. If we complacently allow people to carry on aimlessly, ignorant of the revolutionary significance of their mission, we 'educators' are willfully inviting more 'North Irelands,' more 'Vietnams,' whose bloody violence stems largely from the willy-nilly attitude of education, and the media, to accept its responsibility toward social change that is imminent.

Richmond

Ivor J. Mills

### Thoughts From the Past

Sir,

My father, R.W. Pillsbury, died January 11, 1972 and I have been cleaning out his files. I happened to come across a letter he evidently never mailed. The letter seems to me (also a teacher) as topical today as when it was written (November 1959); and I wondered if you might be interested in it.

Father was a teacher of biology and ecology at UBC until retirement three years ago, and taught me a great deal more than most English courses could have done about the English language, from an interested and well trained mind.

Vancouver (Mrs.) Lucinda Buchanan

Sir,

This is a minor protest. I do not know of any other way to make my point known to the appropriate persons than to present it to the readers of *The B.C. Teacher*, which I trust is still read by a large proportion of its captive audience, of which I was once a member. The new *Journal of Education* may also hear.

My point is mostly this, that it seems from material brought home by my children from their science classes during the past several years, that teachers of the biological parts of the science curriculum up to at least

Grade 8 are singularly misinformed in one or two matters.

For instance, what is a professor of biology to tell his son, when the worried small boy says, 'Father, Teacher says that a bird is not an animal. He says it is just a bird. And he says that only things with warm blood and fur are animals. Is that right, Father? It's not what you have told us.'

Now, it is not particularly important perhaps that any one person should confuse the words MAMMAL and ANIMAL. But I find this kind of half-wrong misunderstanding is quite wide-spread. Who is to tell our teachers that if a living object on this planet is not a plant, nor single-celled, it is an ANIMAL? What, for goodness' sake, is a fish if it is not an animal? Please let the light penetrate to all: If it belongs to the Animal Kingdom, it is an Animal!

May I offer the following brief key to the World of Life?

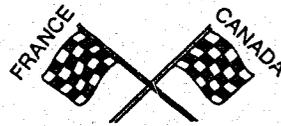
A. Taking in food in solid pieces — ANIMAL

AA. Taking in only dissolved food — PLANT (or some parasites)

B. With a jointed support running from end to end, which encloses a hol-

## J. L. BOUCHER

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low nerve cord — Vertebrate or Back-boned

C. Breathing by gills and having fins but no legs—*Fish*

D. Gills usually when young, but with legs, and usually starting as eggs, in water — *Amphibian*

E. Never with gills at any time in life i 'Cold' blooded; covered with scales — *Reptile*

ii 'Warm' blooded; with feathers (and scales)—*Bird*

iii 'Warm' blooded; with hair (fur) and feeding young on milk — *Mammal*

BB. No internal jointed support for body; nerve cord solid and on the belly side—*Invertebrate* or non-back-boned animals

There are about 25 major divisions of the Animal Kingdom, called Phyla. Only one Phylum have backbones. But all the other Phyla, the Invertebrates, are none-the-less Animals.

I find that most children (and adults, too) do want to know what to call each critter they encounter. And what's more, they want to know correctly: they want the name right, and what is the thing related to.

If someone doesn't like the perfectly good word *Mammal*, let him or her call any hairy, warm-blooded animal a BEAST. That is the correct dictionary application of this good English word. The only trouble is, it does not include MAN, who is a Mammal but not a Beast. (Yes, yes, Gertrude, I know All Men Are Beasts.)

Now, Mr. Editor, as to the not-so-small matter of precision in the use and application of words: I would suggest that certain papers in the *Atlantic* (November 1959): 'The Teaching of Reading and Writing,' be required reading for every single person in British Columbia who has anything to do with school instruction. Especially I would ask that those who do not teach English read, 'Solomon or Salami,' pp. 128-131.

I feel fairly sure that much of our trouble in this matter of lack of precision in the use of words is not at all the fault of the much-maligned teachers of English, but rather lies firmly and flatly at the doors of the teachers of 'Other Subjects.' How many of your readers know fellow professionals who are crackerjack 'teachers of science ... or maths ... or anything else,'

but who not only do not speak correct English; they cannot even tell faulty English when it is written!

I know whereof I speak. In some of the largest and finest high schools of British Columbia, years ago, I taught alongside men who were far, far better technically at getting the factual details of mathematics or physics or some other subject into their pupils' heads than was I. Yet these same men could not only not speak correct, grammatical English, but they could not even write it themselves on the blackboard. Not only this, but to my embarrassment I once asked one of my friends who had put that awful lot of bad English on the board. 'I did! What's wrong with it?'

These people are rather unfortunate victims of that now old-fashioned idea of Americans in the '20s and '30s, that so long as Teacher could feel that he could decipher among the student's miscellany of letters set down in answer to a question, what ought to be the correct answer, no penalty must be assessed for poor wording on a paper that was not specifically designed 'to test English.'

I find this attitude most unrealistic. The result, of course, is that any student knows he need pay no attention at all to the way in which he says what he thinks. All he need do is, to get down on paper some of sort of approximation to what he knows the facts to be.

It does not seem probable that there is much farther to look for the cause of the failure of teachers in general today, to appreciate the value of precision in words. They are the very products of the above system.

To conclude, I would like to make one further point: Just what is the result to be expected when the great accomplishment of the first year or two in school is the 'ability to read,' without at least as great ability to write clearly? I do not mean the ability to make ink-marks on paper, according to some copybook standard.

What do you expect from a whole nation of people who have learned to read what is set down for them to read, but have not been trained to say very clearly and precisely exactly what they think of the reading matter? Well, we have it.

A large part of our people can read

directions, but very few indeed can write out directions! Nor, much worse, can they speak up and say clearly and precisely what they think. Oh, yes, they can do it for a test in English. But not for anything else.

I do not think for a moment that this is the fault of the teachers of English. It is the fault of the teachers of every other subject. And I am not a teacher of English!

Vancouver

R. W. Pillsbury

## Another Color Lift Process

Sir,

The color lift process described in the February issue is only one of at least six methods of ink-lifting to obtain an overhead transparency. To avoid disappointment with results, I urge teachers to use the General Binding Laminator for their special pictures. I have made over 200 and find that almost any paper, whether it is clay base or starch paper, can be processed on the G. B. Laminator. Most school districts have these machines for laminating book covers, maps and pictures.

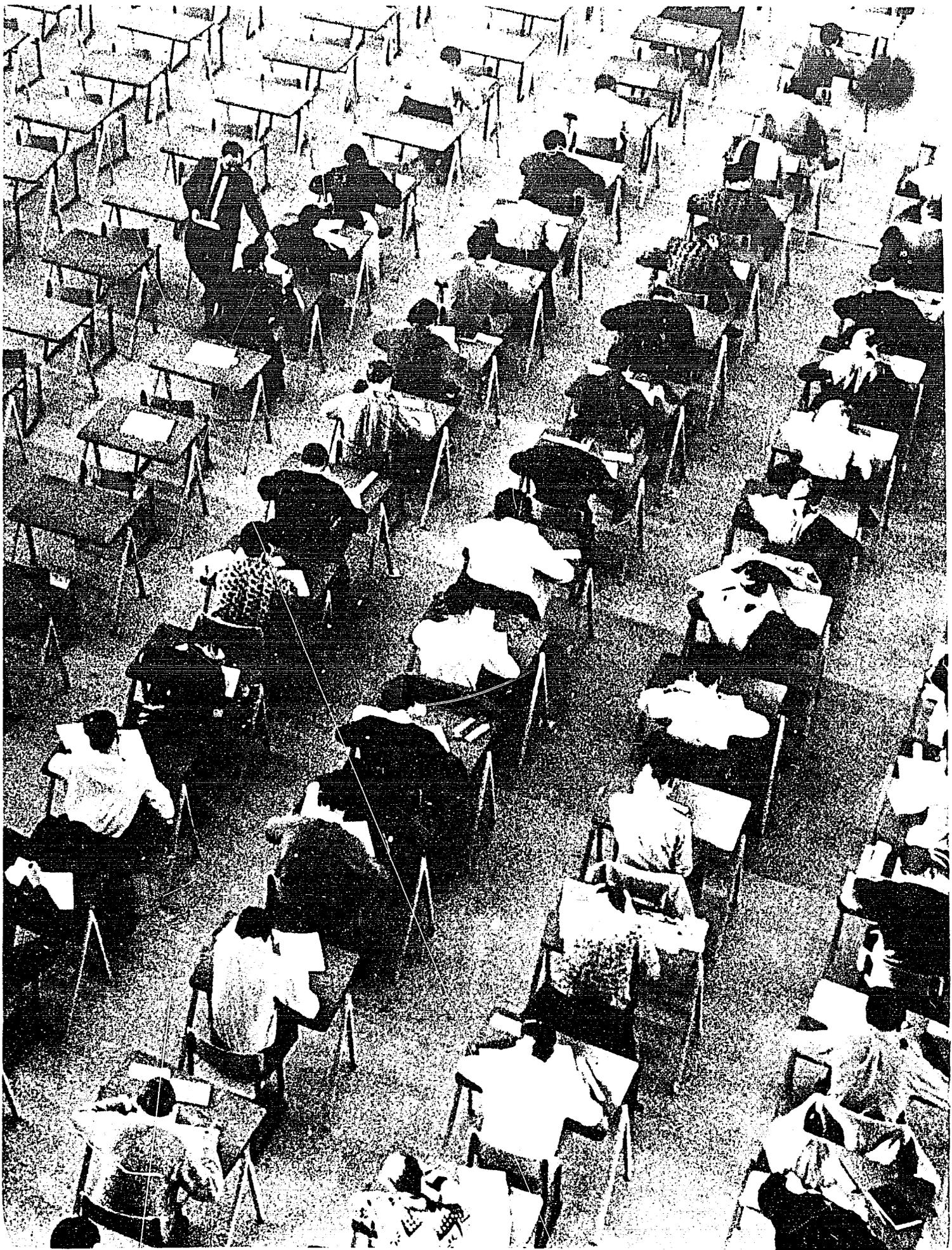
Simply laminate the page twice and soak in water for a few minutes. Remove the pulp by using a small nylon-bristled nail brush along with a plentiful supply of cake soap while scrubbing the pulp from the plastic. Check by placing the transparency against a window and inspecting to see if all opaque portions are removed. Any particles of pulp, clay or starch are opaque and will block the light if left on the transparency. Use a paper towel to blot the plastic—do not rub or you will scratch the ink. When thoroughly dry, laminate again to protect the exposed ink surface that remains on the plastic.

All printers ink is translucent, which is why this process works so well. It is the best method of obtaining a multi-colored transparency for 25c, but it does take some T L C—particularly with Miss December!!

(Note: Single color opaque duplicates at less than 2c each can be made from the finished transparency by processing it with diazo paper in a whiteprinter. The class can then have an opaque copy of the transparency you are projecting on the screen.)

Victoria

Ross Regan



# The ethical implications of

# Evaluating students



LEONE M. PROCK

**Are you always ethical in evaluating students and reporting their progress? Just where does justifiable information-gathering end and invasion of personal privacy begin? Here are some timely reminders about the ethical obligations of teachers, and the ethical rights of students.**

A student attending a professional school for teachers in British Columbia, who does not already hold a Bachelor's degree, is required to obtain the equivalent of six semester hours in English before being recommended for teacher certification. Presumably, this requirement assures that the candidate has minimal competence in the native language. How is it that an individual could graduate from our elementary and secondary school systems without achieving this competence? Where does responsibility lie for the continuous scholastic promotion of persons regardless of actual achievement?

For some time now I have been concerned about the ethics of the ways in which we, as teachers, assess students and of the ways we report upon their progress in school. Just where is that point where justifiable information-gathering ends and invasion of the individual's privacy begins?

It is fashionable these days for many in our profession to scorn the notion of evaluation as a discriminatory and unproductive practice. The alternative posed in an impressionistic approach to describing the 'growth' of the student. This approach can be very dan-

gerous since the prevailing criteria are idiosyncratic biases in the 'non-examiner.'

The privacy of the individual must be a prime consideration in an attempt at evaluation. I fear that some of our counseling techniques come close to the kind of probing that I would regard as unethical. Do not, however, let my words regarding individual privacy become yet another excuse for not evaluating the achievement of the student.

We do not behave ethically unless we evaluate achievement. Well-managed assessment is central to competent teaching-learning. Without our testing programs, how else would we know what to do next in the sequence of instruction?

Of what value, though, is our continuing fascination with certain quotients of ability and procedures for scaling test scores?

For example, the IQ. This figure does not assist us in knowing what to do with the student; but it certainly is a number that sets our expectations for his achievement, and circumscribes his world of learning, for better or for worse. Is it ethical to base our

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instructional treatments upon the meanings we assign to one (often ill-gotten) two- or three-digit number?

How often do our overall assessments of students coincide so well with the impressions of third parties — often as related in the staff room? This kind of 'halo effect' extends in two directions: the student for whom accumulated opinion is good receives higher ratings; the student whose reputation is less than ideal comes out more poorly, often regardless of his actual achievement and performance in the classroom.

As professionals, we must aim to be more exact in defining what it is that we measure when we test students. If we are assessing creative verbal fluency in composition, let us test that in the most direct fashion open to us. How frequently is a child's capability in verbal expression assessed upon his speed and competence in penmanship? Let us be more innovative in our devices for testing, and so reflect more accurately that behavior we claim to assess.

For example, if we have a student who likes to write for young children, surely the best test of the effectiveness of his efforts is the effect his writing has on a population of young children. If we have students who are interested in writing advertising copy, poetry, TV scripts, and so on, relate the evaluation of their work to the kind of effect it is supposed to have. Let the student engage in an attempt to analyze the sales effect of his advertisements; let him have a poet read his work; let him try out his script over the school PA system.

Is there any reason that a student whose main interest is in science could not satisfy some requirements of the English and science courses by writing his scientific research papers in the English class? When we test a student's knowledge of some event, principle or technical term, why not use a test-item format that will directly channel that information (e.g., a multiple-choice item), instead of a short-answer format wherewith confusion in assessment exists when spelling errors occur?

These kinds of questions presuppose a continuous, systematic analysis of student behaviors in relation to the purposes, contents and methods of

teaching — and herein lies the ethical base for our behavior as teachers.

The content of previously required courses in educational evaluation has become a wary memory for many of us. We remember as artificial definitions, the anatomy of assessment that rarely appears to relate to day-to-day classroom activities. Those very terms, however — sampling, reliability, objectivity, validity — are the actual bases for our ethical approaches to evaluation. I shall resurrect some of those weary words, and we shall have a 'new look' at their meanings.

### Terms Are Defined

**Sampling.** The hope to teach a student *everything* there is to know of a subject, or a technique, is an ambitious dream. When we teach, we *select* from the body of knowledge those parts that are necessary, exemplary and sufficient for the learner to acquire apparent mastery. When we teach, therefore, we sample from the field of study, and our presentations contain, perhaps, only minimal information.

When we test, we sample again; this time from the smaller pool of evidence that we have used in our teaching. On any one test we cannot hope to include every relevant element a student has learned, nor every relevant element we have taught. Do our tests mirror the composition of our teaching? Do our tests truly and proportionally reflect the content emphases we developed in teaching-learning?

If our teaching is directed primarily toward understanding of applications and principles and our tests of that learning appear to be weighted in the direction of knowledge of specific facts and terminology, we are guilty of unethical behavior in test construction. The tool of ethical teacher-behavior at this point is the *Table of Specifications* for the test.

Yes, most of us will acknowledge that when we make up an achievement test, we have a mental map of the instructional content. But how closely does that map coincide with the learner's impressions of goals for his learning? I submit that much is lost between the thought and the pen; and further, that balanced instructional evaluation will occur only when the contents of tests are graphically determined and scrutinized. To specify our

test contents and requirements in relation to the range of content is not only a tidy procedure, but also is ethically sound.

*Content sampling* is just one branch of the sampling problem. Of equal importance is the fact of *behavior sampling*.

Different kinds of test items require different kinds of behavior. For example, the true-false, multiple-choice formats require the student to make *selections* from given pieces of information. The essay test requires the student to *construct* his answer from a much wider and less controlled source of possible selection. The behavioral requirements of a 'paper and pencil' test (be it true-false, multiple-choice, essay, or some other type) differ from those of a performance test, such as the performance of a laboratory experiment, field project, or a physical or artistic skill. A written essay item requires a student to discuss a certain issue, but this behavior could be quite different from a 'test-recording' of the student's oral discussion of the same issue with a group of interested persons.

Each of us probably has a preference for certain kinds of test items because he feels more comfortable in dealing with these items than with other kinds of items. This is true of our students, too; and our tests should accommodate those preferences. A good rule of thumb when making up a test, or evaluating a test, is to see that different kinds of items are included, so that all students have a fair chance to do well — provided, of course, that the kinds of items included are valid for the information we are testing.

The best kind of test item is the one that gets the information we want. Sometimes this is an essay, sometimes it is an actual performance or an observation, and sometimes it is a true-false or multiple-choice item. We need to develop ways of systematically collecting information about student performances that do not always require formal written test situations. The evaluative uses of tape recordings, videotape recordings, self-evaluation procedures and peer ratings have not been sufficiently explored, and should be if our evaluations are to be realistic.

**Reliability.** Two aspects of reliability

portray our ethical behavior in evaluating. First is the number of times we test. Do we have enough information to be reasonably sure that our judgments are good ones? The more frequently we test — or obtain samples of the student's behavior — the more secure our decisions will be.

Pity the poor student who is judged on the basis of just one or a few of his performances! We all know the personal and situational conditions that can affect our performances — and who among us would prefer judgment of our achievement on the basis of just one or two of our attempts?

Securing sufficient data for evaluation is an ethical *must* that results in the student 'having money in the bank.' The student can afford to perform, sometimes and without penalty, at the low ebb of his capability. (Incidentally, university teachers are among the worst offenders against this principle of ethical evaluation.)

The second aspect of reliability that is ethically important is the 'goodness' of our test. Doesn't it amaze you that the first 'try-out' of most teacher-made tests occurs when the test is given 'for real'? When we compose a test, we are ethically bound to 'test the test.' Often a try-out on a few students, selected perhaps from the grade above or below that to which the test will be given (or some youngsters from our home neighborhood); will be sufficient to tag the ambiguities of items, our 'blind spots' in the scoring key, the fit of the test to the time available, and peculiar or extraordinary requirements that the test format itself places upon performance.

The *validity* of our evaluations is the sum of our proper sampling plus the safeguards we build for reliable and objective measurement. In practice, validity means that the test we use should do the job we want it to do. Anything less than that is unethical; and our skeptics are right when they charge that evaluation is irrelevant or unproductive when so many of our assessment practices lack even face validity.

Often our use of tests is invalid because the results are not accommodated in the on-going teaching and learning. Our evaluation of a student should be geared to the decisions we and the student must make about

*She probably knows the 'right' answer, but does the test allow her to show it?*



his continued learning. Is he ready for the next learning task? What will that task be? What is the best method of presenting that task? If he is not ready, what kinds of supplementary or remedial learning does he need?

Our frequent practice of 'testing' the student after the learning is presumed to have occurred is hazardous. Such 'evaluation' occurs too late for us to make any change in our teaching to help the student learn more effectively. If our goal is to categorize students on the basis of their retained learning, this temporal separation of testing from learning can be tolerated, but let us not deceive ourselves that this practice contributes to our instructional goals!

*Objectivity.* Do you agree that *all tests should be objective*? You should! As students ourselves, the loudest complaint we ever made about tests given to us was that they were not objective

measures. The essay you wrote for a university political science course that was assigned a 'C' by the teaching assistant and received a 'B+' when reviewed by the professor of the course the multiple-choice test item over which there was so much class discussion (with good reason) concerning which alternative was in fact the most correct: these matters concern objectivity of the test.

The format of a test (whether true-false, multiple-choice, essay, completion, or other) does not make the test objective or subjective. A test is objective when competent judges can agree on what responses will be credited. As ethically-behaving teachers, it is our responsibility to ensure that all our tests are objective.

As teachers we have two client groups to whom we are responsible for reporting the progress of the student

*Continued on page 315*



**We shouldn't think of differentiation in terms of teachers and non-teachers. Indeed, this type of thinking has resulted in our relinquishing responsibilities we had no right to relinquish. We should think, rather, in terms of the amount of professional preparation required. This approach would result in two levels of teaching and teachers.**

¶From 1956 to 1960 a Commission of the National Association of Secondary School Principals sponsored, worked with and studied the results of experiments in almost 100 junior and senior high schools in the United States.

These experiments were all involved with the search for an answer (or answers) to the very acute problem of somehow improving the quality of education in the secondary schools in the United States even though the estimated shortage of secondary teachers was 45,000. As a result of these studies, some proposals were made.

The book by J. Lloyd Trump and D. Baynham, *Guide to Better Schools*, very ably described these proposals. Basic to the proposals was the idea of differentiated staffing, combined with large and small group instruction. Thus proposals were made for the school staff to consist of the professional teacher, staff specialists, community consultants, general aides, clerks and teaching assistants.

Although the proposals were not entirely new to the educational scene, the publicity about the Commission, and the resultant publication, focused attention on the possibilities involved in changing some basic organizational patterns in the secondary schools in the United States. Largely as a result of the work of this commission, many other schools in the United States and Canada began to further their experiments with differentiated staffing and

# Differentiated staffing on a professional basis

T. E. GILES

large and small group instruction.

The basic ideas, however, did not really entrench themselves in Canadian schools. True, a substantial number of schools in Canada today still utilize some of the ideas encouraged by the NASSP Commission, but the structure of our schools remains basically the same.

Today, the underlying problems are somewhat different, but perhaps the previous suggestions can be helpful. That is, our problem today is not one of trying to improve the quality of instruction when there is a shortage of teachers, but, rather, one of improving the quality of instruction when there is a surplus of teachers. There is now no need to reorganize our teaching staffs because there are not enough teachers to staff the classrooms — there is an adequate, even more than adequate, supply of willing, capable and interested teachers.

The problem that has arisen is that there apparently is insufficient financing available to hire the quality and quantity of staff that is needed. We are now in the age of accountability and his bed-mate, financial insufficiency.

Prospective teachers are beginning to fear that school boards will be more interested in hiring those professional people who have minimum university education and teaching experience — the two main factors involved in determining the salaries of teachers in most Canadian school jurisdictions today.

The teachers fear that additional university education may be a detriment, rather than an assistance, in determining if a school board will consider them for a teaching position.

The long-range effects of such an attitude could be extremely detrimental to our educational systems. Educators, and, one hopes, the general public, on the whole agree that teachers with advanced qualifications are more likely to provide the professional expertise needed in our schools. Perhaps some of the answers to this complicated problem can be found in revitalizing the ideas of differentiated staffing.

Spurred on by the leaders of their professional organizations, teachers state, with some justification, that all activities in the school wherein contacts with students are made, correctly belong within the purview of professional involvement. This leads one to believe that four or more years of university preparation are required for one to perform all of the activities inherent in the school. When pressed, however, most teachers will readily admit there are certain things done in their schools for which somewhat less professional preparation than they themselves possess would be adequate.

Nevertheless, the close relationship between the teacher and the student is important. It should remain unencumbered by the presence of those people who do not have some profes-

sional background. Usually, when this discussion arises, it is pointed out that much of what a teacher does is not really dependent upon professional education but is, rather, something that most intelligent people from off the street could do.

Naturally, this assumption meets with considerable opposition — and with just cause. More people should listen to a teacher describe how a recalcitrant primary pupil 'opens up' during those hectic few minutes when she is helping the pupil put on his boots at the end of a school day. Doing so would provide most people with insight into a professional relationship that will help that teacher teach, and that student learn, during the arithmetic period the next day.

Too often, when we attempt to differentiate the activities of the real teacher from those that can be entrusted to the 'layman,' we tend to think of some of the activities, such as assisting students with their footwear, as non-professional and perhaps beneath the dignity of the truly professional, highly educated teacher. It may be that we should ignore this type of activity initially and concentrate on the activities more normally thought of as teaching — the dictating of spelling words, the correcting of paragraphs, the motivating for a new unit, the ex-

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plaining of a new concept. Here we are in the usually acknowledged realm of teaching — the very heart of that mystical relationship.

Attempting to distinguish between those duties that are in the professional realm and those that are not, is an insufficient basis for establishing a staffing procedure. It may be far more fruitful to consider all the activities in, or connected with, the school, whether there be direct contact with students or not, as professional activities and within the professional realm.

Having made such a statement, perhaps I should add some modifications and explanations. We could hedge somewhat by saying learning activities, rather than activities. The difficulty with this is that some of the contacts between teacher and student are likely to be labeled non-learning contacts and thus be lost in the attempt to establish definitions for professional activities.

Nevertheless, there are activities in the school that directly affect the students, but, at least by tradition, are not usually thought of as teaching or professional activities. I refer here to the replacing of broken panes of glass, the checking of the heat controls, the typing of letters for the principal, the counting of lunch money. Even these activities could perhaps be considered valuable learning experiences for students and therefore should come under the umbrella of professionalism.

However, by apparent general agreement at least, certain of these activities are considered not within a professional realm, regardless of how the professional boundaries are mapped. This means there are certain members of a school's staff who are not termed professional — the caretaker, the secretary to the principal, the cook, for example.

#### Tasks Are In Professional Realm

These traditional, non-teaching activities are not the ones in question. Those that are, however, are such items as the assistance with the boots, the marking of attendance, the checking of the bathrooms, the entering of marks on records. Most plans for staff differentiation would include activities of this nature within the field of responsibility of teacher aides, or of some other group of people, who do

not have teaching certificates, and probably do not possess special training of any kind. I maintain that this type of activity is very definitely within the professional realm of the teacher.

These activities, and many others like them, should not be relegated to the non-teachers, for they are an important part of the overall learning situation. Probably in many schools there are secretaries and other person-

There are activities in the profession of teaching that are of a lower level than others—activities that, while still professional activities, nevertheless could normally be associated with less university educational preparation than others.

nel undertaking functions that, because of their lack of professional preparation and competence, they have no business undertaking. Somehow we have slipped into a rut by thinking that the only defensible division of activities within the school can be made on the teacher/non-teacher dichotomy.

It would be much more realistic to assume that, except for the usual caretaking, maintenance, cooking and minimal secretarial tasks, everything is really within the scope of the professional teacher. This is not to say that many of these tasks cannot be performed adequately by people who have had little, or no, specific teacher education, but, rather, that when these tasks are being performed, they are in essence being performed within the professional context. We, as teachers, do not have exclusive rights to intelligence and the ability to learn — surely we must give other people this sort of credit as well.

Comparisons with the medical world are often made, probably based on the traditional idea that there are only three (or four) professions, medicine being one. Even though this may be somewhat erroneous, it is still of some value to consider parallels where such exist.

Most intelligent people, and some who are not so intelligent, can learn to apply a simple bandage. But who applies the bandage in the doctor's office? Usually the doctor, or, if not he, the other medical person usually present, the nurse. Does the counting of

sponges during an operation demand several years of post-secondary education? How about the soothing of a patient during an operation? How about the task of adjusting the operating table lights? Assisting a patient to put on his coat? Taking a patient's temperature? This list of examples can be expanded — there are literally dozens of instances of activities performed by the doctor or his medical colleague, the nurse, that most rational beings could perform as well, or perhaps better.

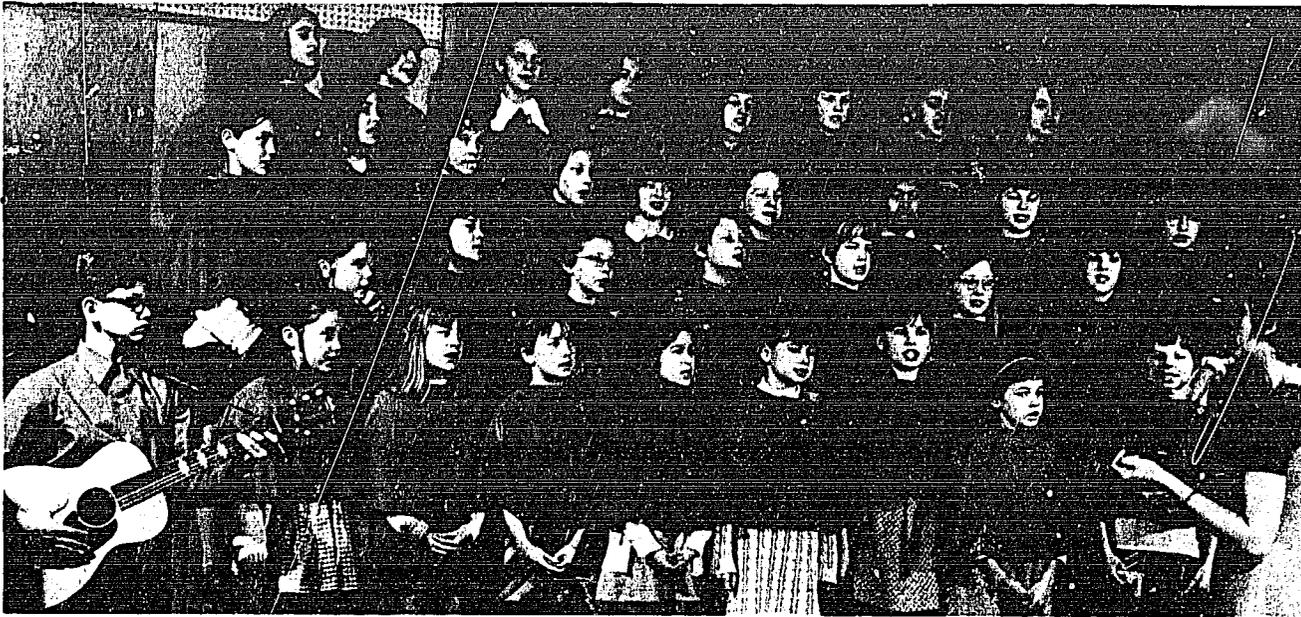
This reasoning, and these examples, should not be construed as suggesting that these activities be taken away from the medical professional and be given to the non-professional. Rather, the lesson being that, even though there are certain activities, in isolation, that nearly any individual could perform, it is still important that they remain part of the professional medical world. It is the overall picture that really counts—these isolated activities fit into a bigger framework; they are important to the professional activity.

#### Consider Overall Picture

The same type of reasoning can be applied to the teaching profession. Certainly, there are activities that nearly anyone can perform — but the performance should not be considered in isolation as to each item, but rather in relation to the overall picture. To do otherwise means that almost everything a teacher does could be done by someone who is not labeled a teacher.

As I said earlier, teachers do not have a monopoly on intelligence. Why can't other individuals learn how to dictate the words for a spelling test, how to mark a paragraph, how to lead the students in a song? Certainly they could. But it is not each individual item that counts; it is the overall picture—the putting together of the dozens of isolated pieces—that counts. That is where true professionalism counts.

We are inclined to believe that each particular movement in education must somehow be enshrouded with mystique to be worthy of being considered a professional activity. This is just not the case. Professionalism is the putting-together, the conceptualizing,



Teachers who are in contact with children should have, in their training, some education in the fields of study relating to working with people, particularly young people.

Nothing that goes on between the teacher and student should be considered beneath the dignity of the professional teacher — assisting those Grade 1 students with their boots is very much a professional activity.

It will be apparent that thus far the only staff differentiation noted has been that of teachers and non-teachers. That is, it has been recognized that there are other people in the school besides the teachers and the students — the caretakers, cooks, maintenance personnel and the secretaries to the principal. The point in question from here on is the differentiations within the teaching staff and how these may be related to the pay schedule.

### Responsibility Should Be Accepted

There are activities in the profession of teaching that are of a lower level than others — activities that, while still professional activities, nevertheless could normally be associated with less university educational preparation than others. Examples of these would be dictating spelling lists, helping students with a map project, helping students with their science experiments, assisting with certain reading remedial exercises, acting as assistant coach (or perhaps coach) of school teams. Other activities would also fall into this category — noon-hour supervision, marking essays and tests, supervising test-

ing, and so on.

Mention should also be made of such activities as assisting the librarian, making transparencies, filing and organizing materials, taking minutes of staff meetings and contacting parents of absent students. Particularly with respect to this last group of examples, it becomes apparent that some of these activities are those we are more inclined to pass on to the school secretary. It must be emphasized again that these activities are very much within the realm of the teaching profession and responsibility for them must be shouldered by the teachers. They are not something that should be passed on to the peripheral staff of the school.

With some justification, school boards are likely to say these are the kinds of activities that require less than four years of university education, and in this they are correct. By differentiating the staffing of the school, the school board should be able to say (one hopes with teacher consultation) that a certain portion of the staff could be of a 'lower' level than the rest.

What portion would be open to negotiation, but in terms of the activities so far considered? About 40 percent would not seem unreasonable. In establishing this figure it should be remembered that there would be no paraprofessionals, teacher aides and similar categories of personnel in the

school; there would be only teachers and the peripheral staff. Instead of training secretarial assistants to assume some of the responsibilities normally expected of teachers, there would be less secretarial assistance because of the teachers' rightfully returning to the responsibilities they should never have left in the first place.

It would then be possible for the teachers and the board to negotiate a salary schedule for the teachers holding the less responsible positions (Class 1 teachers) separate and distinct from that for the teachers assuming the more responsible positions (Class 2 teachers). The question now arises, assuming the desirability of four years of university education as the recognized minimum for Class 2 teachers, how many years of university education should be demanded of Class 1 teachers?

Certainly, we should expect the teachers who are in contact with our children to have at least two years of general education in addition to the completion of Grade 12 or 13. This would not have to be in the field of education exclusively, but rather in the fields of study relating to working with people, particularly young people. This should include the necessary contact with the relevant disciplines of psychology and sociology. An additional year associated with the professional school of

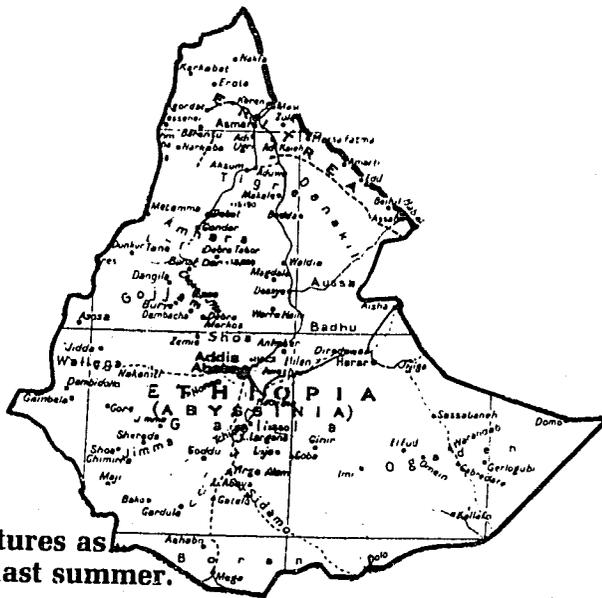
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## PROJECT OVERSEAS

# ETHIOPIA- AN UNFORGETTABLE EXPERIENCE

LORRIE WILLIAMS

**A New Westminster teacher describes her adventures as part of CTF's Project Overseas team in Ethiopia last summer.**



¶We may have been only nine degrees from the Equator, but as I looked out of the airplane window it could have been Vancouver in February. Our group had spent three torrid days in Ottawa and four unexpected scorchers in London, England. Now we had landed in Addis Ababa (elevation 8,000 feet) in the rainy season. Gone in an instant were my notions about tropical Africa.

The Ethiopian contingent was the largest of the groups sent overseas last summer by the Canadian Teachers' Federation. We were 15 teachers representing every province except Quebec and New Brunswick. This diversity itself was to prove stimulating as we compared teachers' associations, educational systems, liquor laws and provincial premiers—Bennett and Smallwood were the most frequently discussed.

Our assignment for the summer was teachers' in-service training at Haile Selassie 1 University. Most of us taught English—three classes, four days a week. The classes had been compiled from alphabetical lists of students' first names. Roll call was a challenge every morning as I twisted my tongue around their names... 'Bekele Chalchisa, Bekele Mamo, Bekele Shiferaw, Belachew Sintayehu, etc.' They were tolerant of my daily variations. Their politeness extended even to my antics in the classroom. I stood on a raised teaching platform and they didn't laugh the first time I backed off the end.

The students were eager to learn. Our hour-long periods were solid work and only occasionally did we have open discussions. They asked questions about living and social conditions in Canada and were especially interested in the workings of our teachers' associations. Unlike our own system, the major body of teachers is organized on a national basis. Education is handled at the federal level and teachers are usually posted for two years of 'national service' away from their own province. In this way the government hopes to create a national feeling in its many divergent groups.

Because they represented so many different areas, the students' problems with English required a variety of teaching techniques. We dealt with phonics and pronunciation, and students were encouraged to speak out in class and give speeches on topics of their choice. They spoke about Ethiopian customs, village life, teaching experiences, and the vast distances they had covered to get to summer school. For some it was their first trip to Addis Ababa and city life. How I wish I'd had a tape recorder!

To familiarize the students with part of the university we arranged tours of the campus library. A majority of my students had never read a novel in English, so I provided them with a booklist of African writers and requested a book report. Unfortunately, the library was not sufficiently stocked to provide enough copies,

so we staggered the dates due on the assignments.

As seems universally true, the students could ill-afford to purchase books. A suggestion was sent to CTF to subsidize book-buying for next year's students of English. CTF agreed to do this and will probably choose the short Ethiopian novel, *The Afersata* by Sahle Sellassie, which reflects many aspects of the Ethiopian culture. Mention should also be made of a special writing kit developed by SRA, which utilized photographs of Ethiopian scenes. These enlarged photographs were used to stimulate composition. They were far more suitable than kits developed for North America.

Our own living conditions were not too different from those at home and in some aspects, even better. We were divided into four groups—three apartments and a house. We met in one apartment for supper cooked by an Ethiopian who knew 'ferengie' (foreign) food. Most Ethiopians eat 'wat,' a highly spiced, peppery vegetable stew made with or without meat. With wat, they eat a slightly sour pancake-like bread called 'injera.' They use injera instead of knives and forks to lift food from their plates. We did no cooking, washed no dishes, and had maid and laundry service. It was more than I get at home!

We had a bus and driver who picked us up for classes and delivered us home again. When we wished to strike out on our own, we could hail

a taxi and ride for ten cents. The taxis charged up and down the main streets and we shared with people already in the cab. Quite an opportunity for brief conversations and shy Ethiopian smiles!

When we did head out on shopping sprees, we usually headed for the Marketa, the largest in East Africa. There were rows and rows of tiny shops and stalls where one could purchase a great variety of things. Gold jewellery was a very popular item with our group. Many of us had Ethiopian national dresses made-to-measure. We looked longingly at the huge injera baskets, but knew they would never be accepted as hand luggage on the flight home. We settled for small, beautifully hand-woven baskets.

Anything that could not be purchased at the Marketa was more than likely available from the multitudes of street sellers who swarmed about us ferengies. They sold (and sometimes tried to buy) almost everything—*Time* and *Newsweek*, nylons, monkey skins, postcards, old coins (occasionally authentic), fruit, chickens and that popular adhesive, chewing gum. Stepping out of the house was like running the gauntlet. Hardest to resist were the shoeshine boys. White shoes and sandals were the only footgear that discouraged their most persuasive tactics.

There were other ways to elude the supersalesmen of Addis. We planned weekend jaunts, which gave us respite from them and the daily rain. Our first trip was south of Addis to Nazaret with our bus and driver. He was quite the Jackie Stewart as he wended his way through flocks of goats and sheep. Nazaret has a much lower elevation than the capital and we really appreciated the sunshine and higher temperatures.

Our next trip, to the Blue Nile Gorge, proved even more hair-raising when we encountered a sign warning us of a moving viaduct. Our relief was audible when we reached the other end, but we knew we had to face the ordeal again on the way home.

It was on this same trip that we stopped for a picnic and were soon surrounded by an assortment of little goatherds. Two women returning

from the market put down their loads and giggled at us from a distance. We shared our bread, but they would not touch the ham. This we thought strange, for most people in the highlands belong to the Ethiopian Christian Church, which is similar to the Coptic Orthodox Church. This is the official religion of Ethiopia. Many Moslems also live in the country, especially in the east. Small groups of 'Falashas' (Ethiopian Jews) live in the northwest. Some people in the south follow pagan tribal religions.

The most memorable trip was ten

their way through a couple of pounds of ch-at, their local drug. We had the usual fare of bananas, lemons and laughter, but were not too grieved finally to disembark.

Our entertainment in town usually took the form of cocktail parties, which ended up as sing-songs. We hosted our Ethiopian sponsors and a group of Americans also teaching for the summer at the university. In turn, we were invited out by the staff of the Canadian Embassy for a cocktail party, by the Americans for a Chinese dinner and, just before leaving, by the



*This picture of Miss Williams and women of the Galla tribe was taken on one of the team's excursions.*

hours on Ethiopia's sole train from Addis to Dire Dawa and Harar. We clattered along at what seemed incredible speeds, being dumped periodically from our wooden seats. We existed on Coke, bananas, and lemons bought from vendors who gathered around the train at every station. At the end of that journey we felt we were well-seasoned Ethiopian travelers, but the 12-hour bus ride back made an even deeper impression.

We left Dire Dawa at dawn with full capacity and all the luggage strapped on top, not much leg room, and three to a seat. The radio blared an incessant stream of Amharic 'hits' and after six hours, we found ourselves singing along. We watched, fascinated, as some people chewed

Teachers' Association of Ethiopia for a farewell banquet.

The summer was soon over, the exams written and marked, and our suitcases stuffed to the hilt with memories and souvenirs. We flew our various ways home—some via Kenya and Europe, some by way of the Orient. We had taught and, trite as it may sound, learned much in return.

The summer was a success and the Ethiopian Teachers' Association has asked that the next Canadian contingent be increased to 21. While I was writing this article I received word that I am to go back to Ethiopia this summer. Now the girl from Newfoundland will have a new premier to talk about. I wish I could . . . §

# THE BABY AIRPORT OWL OR THIS WAS BIOLOGY?

*Note: To protect the innocent, and because my memory for names is not as good as my memory of the incidents, most names have been changed.*

It was early spring, in 1961. I was in my second year of teaching, and that time of year was approaching — time to teach my Grade 7 science students at John Oliver the unit on biology.

You all remember the way things were in those days — before the 'new' science, 'discovery learning' and science educators. You knew the courses were out of date and inadequate, so you did the best you could with the equipment and facilities you had, and sometimes things worked out pretty well. (Nowadays it's called *innovation*.)

It was also the days before classroom laboratories — except for the fortunate few in the top half of the 'normal curve' who survived Grade 10. The important things for seventh graders were (a) to keep neat notebooks, complete with beautifully colored title pages and (b) to memorize the contents of *Explorations in Science* for the twice-yearly school-wide tests and the year-end school board examinations.

*Mr. Gore is a member of the Faculty of Education at UBC.*

That was Science in those days. Some of us, however, were sneaky. We made up things called worksheets, which were based on The Text. Thus the kids could learn The Text for homework, leaving class time relatively free for learning science.

Our school, 'Jayo,' was quite well equipped compared with others. We had equipment for every demonstration in The Text, thanks to our determined leader, department head Miss Clandinin. We in Unit III at Jayo, however, had some special problems. The previous year a fire in Unit I, our original home, had completely destroyed the building and most of the equipment.

I did manage to sneak into my basement lab and wade through three feet of water to rescue (a) a vacuum pump of which I was especially fond, (b) some intriguing but very dirty glassware from Jack Young's old chemistry storeroom and (c) my precious register, which represented countless hours of usually honest labor. The latter just happened to be completely dry and untouched in my desk drawer, a scarce few centimeters above the water.

I also rescued some jars of reagents, but these were hastily discarded by someone in authority when a few drops of water leaked into the container of potassium metal, setting off

some threatening sparks and loud noises.

A year later, some equipment had been replaced and my new 'lab' — an old art room in ancient Unit III (on Fraser Street) — could boast a brand new demonstration bench. Now I could really teach science! However, as I said before, it was *that* time of year again. *Biology!*

What's wrong with biology, you say? Well, nothing, really — except that this teacher was (and still is) in no way a 'life scientist.' In my high school in Lachine, Quebec, tales of heartless dissections and endless memorization filtered down to naive ninth graders from above. 'Cutting up animals' just did not appeal to this coward, and neither did the thought of 'memorizing a bunch of Latin names.' So this student did not take biology in high school. Didn't take it in university either, preferring the safer and more logical 'true' sciences of physics and chemistry.

Of course, I wasn't completely ignorant of animals and plants. After all, I grew up in what was then a rural area near Montreal Airport. Our family had numerous pets, including (a) several dogs and cats, (b) a wounded crow and (c) several tadpoles. The creek running by our home boasted a few pike once in a while, and then there was the huge turtle whose head



**In this delightful bit of nostalgia, the author recalls his most unforgettable experience as a teacher.**

I saw peek out of the water for three seconds.

I did witness two dissections. Well, they were pretty close to being dissections. The first one was when our neighbor, Mr. Dunwoodie, demonstrated how to kill a chicken for dinner. He put the poor animal on a large wooden block and decapitated it with one chop of his axe. Unfortunately, the chicken would not at first believe what we saw, for it immediately rose on its long legs and paraded around Dunwoodie's yard for nearly a full minute before accepting its fate.

The second occasion was when a 33 handicap golfer for whom I was caddying swiftly and surely beheaded a ferocious-looking garter snake with his eight-iron, when he was distracted in midswing by the slimy serpent crawling between his feet in the rough. This was closer to a true dissection, for the startled duffer was not satisfied with merely removing the reptile's head. After several unusually accurate swings, the beast was reduced to a gooey mass of liquid fertilizer.

Other 'outdoor education' experiences included: (a) chasing and catching bumblebees and butterflies through the zinnias in our garden and storing them in jam jars until they suffocated; (b) tapping maple trees for syrup and boiling away ten gallons of water to get three grams of sugar;

(c) learning the names of a few Eastern songbirds from the Audubon guide (I can identify a robin at 50 feet to this day!); (d) setting traps for field mice that, on occasion, found their way into our rented, war-time 'Ten-Test and plywood' excuse for a house, which I remember with great affection, and (e) chasing the cows from the neighboring 'Nuns' Farm' out of our potato and cabbage garden.

No, I am no biologist. But it was *biology time*. What could a physics and chemistry major do with four classes of super-energetic Grade 7 boys and girls that could pass as a unit on Living Things, that would consist of more than 'notes on the board' and those Vancouver School Board movies on everything and anything there is to know about nature study? (To this biological ignoramus the latter were invaluable!) Well, the solution came, as it so often does, from one of the students. His suggestion? 'Why don't we bring some animals from home and keep them in the classroom?'

Now it just happened that our classroom, being a retired art room, was ideal for the purpose. We still had those horrible, useless 12th century sloping desks, liberally carved with the initials of countless high school drop-outs dating back as far as Captain Vancouver or earlier. But at the sides and back of the room there was liberal flat

storage space with empty shelves galore — lots of room for makeshift aquaria, cages, laundry tubs, jam jars, and what have you. Presto! A mini-zoo in one week flat!

First to come was Amy's pet hamster, a female. And you know what female hamsters can do. They don't take modern math. They *know* how to multiply! In a few days our zoo population had increased five- or six-fold. This might have been a good topic for sex education, but we never did see the other partner in the enterprise, so many of the youngsters were probably a little puzzled by the turn of events.

After the hamster came numerous welcome additions. These included two or three huge and vocal bullfrogs from the ditches in sunny Richmond, which were placed in a laundry tub with a number of smaller frogs. The latter soon disappeared — a mystery as great as the sudden appearance of the extra hamsters, until one morning we saw the hind legs of one of the young frogs hanging out of the mouth of the biggest bullfrog!

Then there was one girl's pet white rat. We kept it in a cage most of the time, because it had a bad habit of frightening all of the girls except its owner. And I still remember David Stasiuk walking into the room nonchalantly carrying a large turtle under

his arm as if it were a new briefcase he had received for his birthday. We put the turtle (nicknamed Oscar) in the laundry tub with the bullfrogs, which by this time were alone except for a few tadpoles. We figured Oscar could handle himself.

Another visitor was Randy's pet crow. The crow never came into the room, but was content to wait patiently on the windowsill for Randy's release at end of day. He kept a close eye on his master and made a few impertinent contributions to our discussions.

Of course, every classroom zoo has to have a snake. Our resident reptile escaped twice. The first time, a nasty little animal by the name of Johnny borrowed it to frighten girls with out in the hall between periods. Needless to say, in those days before permissiveness and 'love-all-kids,' Johnny was dealt with swiftly and forcefully.

The second time the snake disappeared, the animal managed in some way, after school hours, in a locked room, to knock over the jar in which it was imprisoned, unscrew the vented cap and release itself. He was never seen again, and — it being the season of April Fool — I checked my desk drawers several times.

None of these incidents, however, can compare with the Case of the Airport Owl. This event is, without a doubt, my Most Unforgettable Experience Teaching Science.

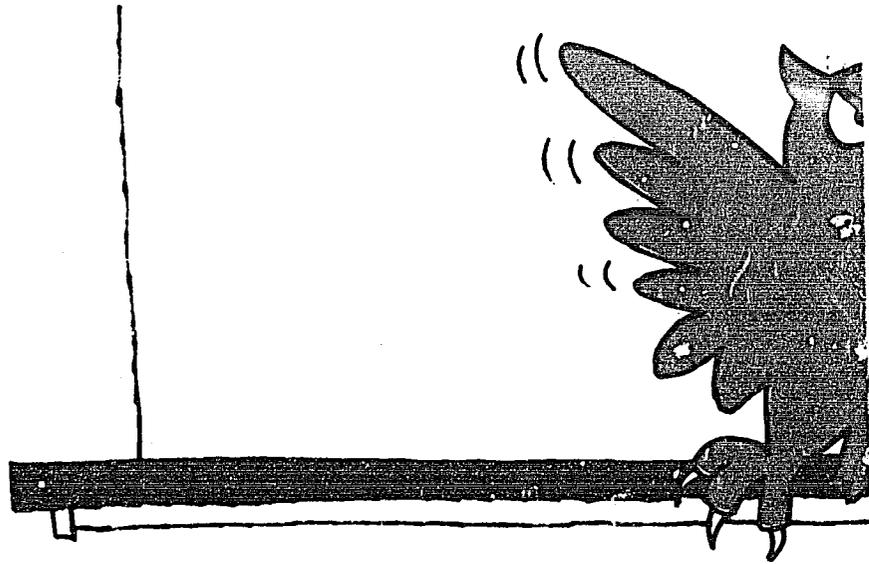
It all started innocently enough. A nice little guy whom I'll call Robert asked, 'Sir, would it be all right if I brought in my baby owl?'

'That sounds like a good idea,' I replied. 'What kind of owl is it, Bob?'

'Oh, just a little white owl my Dad and I found out near the airport.'

To this unbiologist, an owl is an owl. Bob's owl was found near the airport, so we would call it an Airport Owl for the time being until we found out more about it. What harm could there be in having an innocent little white baby Airport Owl in the classroom? After all, all an owl does is sit around with one eye closed, occasionally blink and say 'Hoo!', and make occasional guest appearances on TV doing ads for cigars. So, with confidence and complete trust, I told Robert, 'Sure, Bob, you can bring him in for a few days. But put him in a suitable cage.'

Robert arrived the next morning

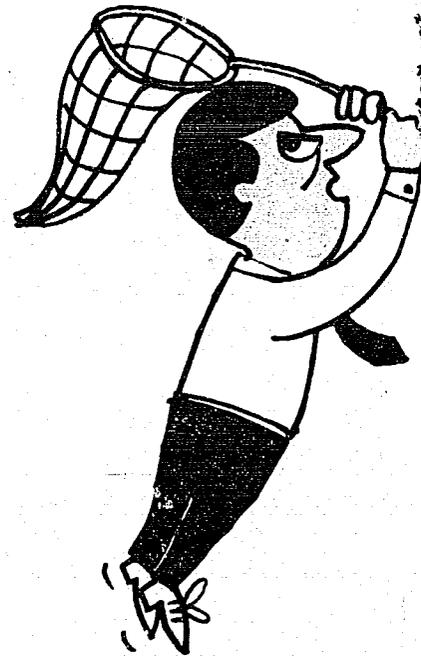


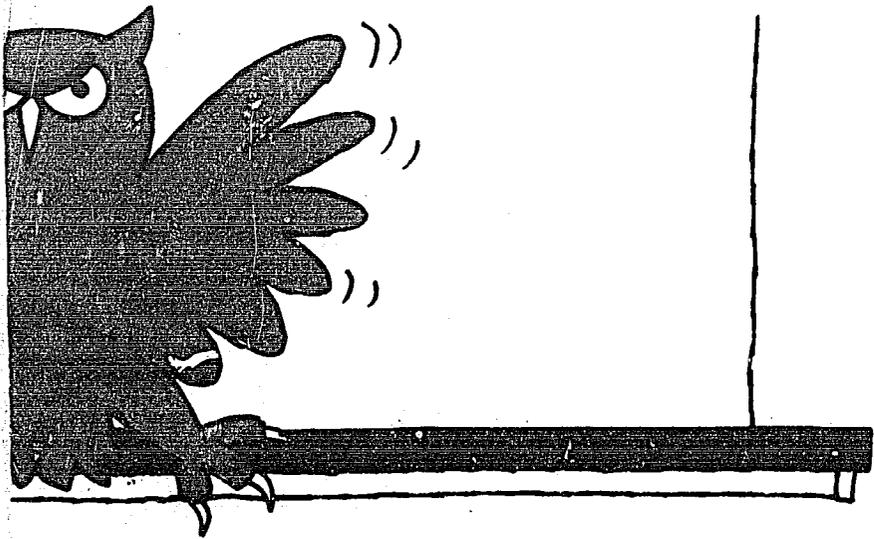
carrying a big grin and a crude wooden crate, which I accurately presumed to be the 'cage.' He ceremoniously removed its cloth cover and proudly revealed its contents. It was Hector, the 'baby owl.'

Now Robert's ideas of what constitutes a baby owl are quite different from mine. In fact, this owl was like nothing I had ever seen in my standard reference sources — Golden Nature Guides and VSB movies. This was no baby, it was a HUGE PREDATORY BEAST! And it didn't go 'Hoo!' It went 'SCREEEEEEEECH!' And a colleague from down the hall rushed in to see where I was keeping the panther in my classroom!

But a deal is a deal, especially when the 'dealee' is a 12-year-old boy with two big, innocent brown eyes that look right into your thoughts. I'd promised to keep the owl in the room for 'a few' days. 'A few' can be loosely but honestly defined as 'two or more,' and the former seemed more appropriate under the circumstances.

The day was relatively uneventful. My somewhat lecturish discussion on differences between reptiles and amphibians was bluntly punctuated on several occasions, usually when I was emphasizing a key point, by a fierce, frightening SCREEEEEEEECH! from the rickety cage at the far back of the room. These vocal interruptions were usually followed by a brief period of purposeful scratching on the door of the 'cage.' And when the scratching tools are three-inch-long talons, you have to expect something, eventually, to 'give.'





The owl, the students, I and the cage survived the day somehow, however, and when I left for home that night all was quiet in Gore's Zoo. Everything was securely contained and fed for the night, and we looked forward to another visit with the animals the next day.

Late that night, however, I was rudely awakened from a sound sleep by a noisy telephone. I lifted the receiver and was greeted by an excited voice with a slightly foreign accent:

'Is that Mr. Gore, the science teacher at John Oliver High School?' That seemed a pretty specific description, so I decided to risk carrying the conversation further. No one would be selling magazines at *this* time of night.

'Yes, it is. What can I do for you?'

'This is the janitor at the school.'

'Oh! Yes! What's the problem?'

There was something in the high-pitched tone of his voice that suggested he wasn't going to ask me if I wanted those notes left on the blackboard.

'You know that owl you have in your classroom?' I couldn't very well say I didn't, even though I had the feeling I should deny any knowledge of its existence.

'Yes! Is something wrong?'

'Well, I came into your room to clean up, and when I turned on the lights I found your owl. HE'S SITTING UP ON THE FLUORESCENT LIGHTS LOOKING WISE AS HELL! What should I do?'

(Think fast. What could I say?)

My first thought was to say 'Open the damn windows and wait till it flies out.' On second thought, that didn't

seem too wise. (No pun intended.) After all, the boy and his Dad must have plans for that owl. Besides, maybe I could pass the buck. I wasn't too anxious to tackle an owl that went SCREEEEEEEECH! like a panther and had talons three inches long! So I took decisive action. I told the custodian to 'lock the door and leave it there until morning! I'll contact the boy's father and we'll catch it in the morning.' (Meaning, I hope he'll catch it in the morning.)

It wasn't all that hard to catch Hector. He was still securely perched on top of the fluorescent light fixture when I reluctantly unlocked my classroom door at 7:30 the next morning and stealthily crept into the room armed with a large fishnet that I hoped I wouldn't have to use.

Fortunately, Robert and his Dad arrived soon after, his father equipped with four pairs of leather gloves to protect him from Hector's talons. Using the excuse that 'You have more experience handling baby owls than I have,' I tactfully kept a discreet distance between me and the experienced hunters.

They managed to get the fishnet around the SCREEEEEEEECHING beast with the aid of a window pole that I expertly provided and eventually subdued the protesting predator. It was returned to its cage and forever removed from the premises, to be released, I hope, to its natural environment.

I did mention to the boy's father that I was surprised that baby owls were so big. His reply was, 'You should have seen it when we found it.'

I asked, 'When was that?'

'Oh! About two months ago!'

All that was left to do was 'clean up the mess.' Whether it was out of fear or out of revenge, I don't know. But that feathery monster had accomplished something I still cannot believe. Out of 40 desks in the classroom, he somehow managed to make perfect strikes on all of the sloping surfaces! Hector had batted one thousand! Forty attempts. Forty hits! Show me a pigeon that can do that!

So you see, my Grade 7 science classes may have learned something about biology that year after all. No one learned more than their teacher, though. Especially about owls. §





# PIAGET

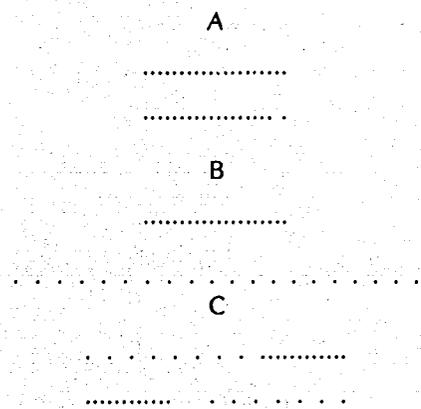
## leading or misleading?

Teachers should look at what happens to students in their own classrooms rather than believe in what popularly accepted experts seem to say, for we are just beginning to know how to capitalize on the latent capacities all human beings inevitably have just because they are human.

JOHN V. TRIVETT  
Associate Professor  
Professional Development Centre  
Simon Fraser University

fact, of course, there is less water in the dish as some has been left on the inside surface of the tall container. But it seems that young children would not know this!

Bryant recently had 60 young children study three double rows of counters.



Nearly all the children—even the three-year-olds—knew that the top row in A had more counters than the bottom row.

With B, nearly all the children gave the wrong answer; they said the longer row had more counters. Bryant says they were using, not the

matching method as for A, but that 'longer means more' — 'which must have seemed equally valid to them because no one had told them it wasn't.'

In the case of C answers varied, but when the C patterns were formed by gradually changing the arrangements in A 'nearly all the children knew that the numbers didn't alter. To do this, they must have grasped the basic principle that 'number' remains constant.'

Bryant concludes that children sometimes appear to give the wrong answer because they don't know which methods of estimating 'how many' are correct ones and which are not. When the children were taught the methods to use, even young children did almost as well as adults.

Davis points out that in arrangement 1 there must be some kind of conservation when the child agrees to the same number when the rows are closer together and that we have to be careful about the interpretation of what 'the children mean' by what they say.

In addition, Davis continues, we need to ask ourselves whether there is for the child a conflict in his mind between some formal abstract system and his perception.

Any teacher can try this for herself. I suggest that she first replicate the counter experiments. Most probably she will get the same answers as reported from Piaget.

When she begins to operate on the first row of counters in 1, however, by slowly moving one counter a little at a time, many interesting responses will come from the five- or six-year-old. He may say, 'the same number' for many displacements of one or more counters little by little. Then, suddenly, he says, 'more reds.' Asked 'why,' he may say, 'It's further' or 'It is off the table.'

If square counters are used, some of them can be slightly rotated, and the children do not alter their replies.

If the teacher explains to the child that the distance between the counters at the ends of the lines is not

the same as the numbers of the counters in the line and encourages discussion of the activity, the teacher will learn that the interpretation of a lack of conservation is just not good enough as an explanation of what happens.

There are other arguments. In all the cases cited, especially the Piaget reports, conclusions are drawn from what the child says, not from what he knows. These are not the same and we do not have to refer to others to realize this.

### Misunderstanding Is Common

Every adult can realize that he knows more than he says and that saying is not the same as knowing. The continual misunderstandings by others of what adults say is an indication that this also applies to them and it is therefore not surprising to realize that this happens also with children.

Indeed it may be very difficult to get behind the words—inside the 'black box of our body'—but if we are really concerned with knowledge and learning, it is precisely that inner knowledge that we have to accept as a reality.

Because of the constant pressures of the inner forces of ourselves and the outer ones coming from other people, we sometimes say what we think the questioner wants us to say. In the case of the experiments with the children, some of them might reason, 'There are obviously the same number of counters (or the same amount of water) now. But I would not be asked such a simple question as that. Therefore the adult must be asking something else—so I will say "more yellows." Anyone who works with young children will know that such sophistication is common.

However, let us suppose that the Piaget interpretation is correct, that young children at a certain stage don't 'conserve.' Then surely all that this information does for teachers in the classroom is to give more credence to the attitudes that they must not be surprised when children give wrong answers in arithmetic.

At worst, therefore, teachers can develop a view that there is 'an explanation' to children's mistakes, although it may frequently seem

obscured and contrary to the seductive effect of words. A judgment as to whether the student knows or does not, may have to be suspended for days pending further information. This is good, and far preferable to the attitude that the children are being willfully awkward or wrong.

In point of fact, Piaget said many years ago that his work recorded what happened in laboratory circumstances when certain experiments were conducted in special ways. He added that if learning strategies in schools were changed, different results might occur in similar experiments. This indicates the nature of the teachers' responsibility.

Teachers should so arrange the children's activities that, if they don't seem to conserve, or can't do this or that, the children should get the opportunity to learn about it in the classroom.

While teachers lead the children in interesting games and activities involving sets of objects, counters, colored rods, attribute blocks, challenging them to think, make decisions, classify, see similarities and

differences, they will encourage the maintenance of autonomy for every learner and tolerance for individual awareness within a climate of mutual discovery.

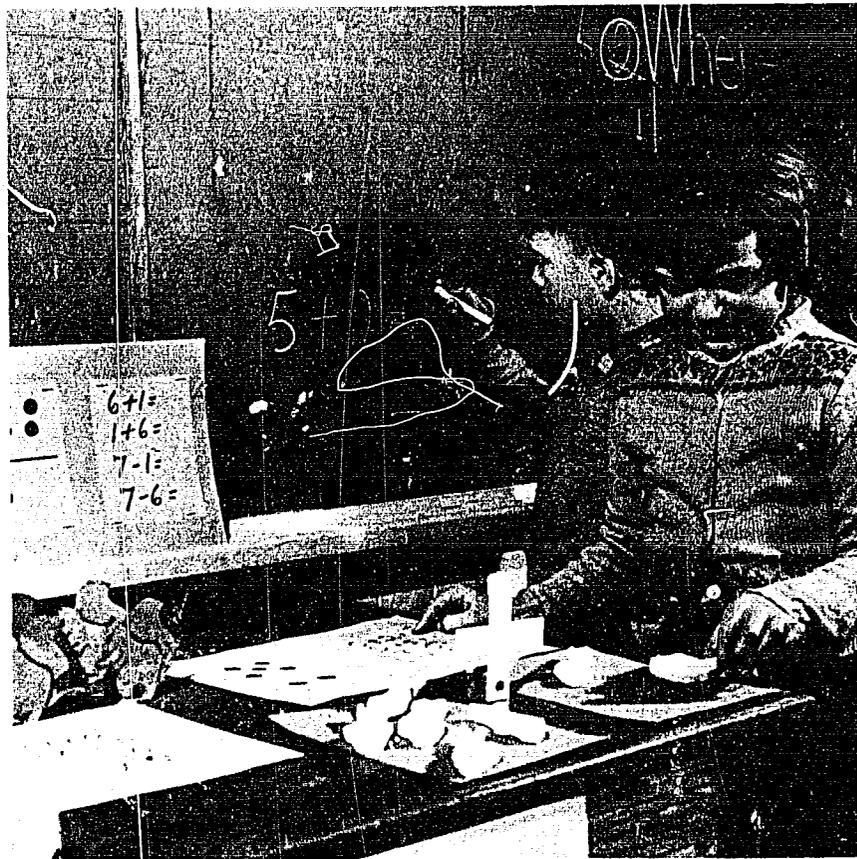
Teachers will then find surely enough that, just as Piaget says, the children will each reach a stage when conservation is clearly established, whether or not we assume it was ever missing.

Such a climate will include a large measure of non-correction by the teacher, so that no child will receive undue pressure that he ought to know something that he doesn't, and fall into the common practice of believing that if he says so he must know.

Rather, the children will correct themselves and amend previously made statements in the light of their interaction with one another and with the properties of the special materials brought into the classroom expressly for this purpose.

The *Scientific American* article describes new ways to find out what children know long before they speak. Bower worked with new-

*Through interesting activities involving sets of objects and counters children will learn to think, make decisions, classify and see similarities and differences.*



born infants, and found that all of them touch and grasp real objects without any signs of being disturbed.

By using devices involving polarized goggles and images of objects, he was then able to get each infant to try to grasp an object he saw but which really was not there! The baby howled! He was disturbed at finding the world different from his expectation.

Apparently, *without learning*, the anticipation immediately after birth was that objects that look solid ought to feel solid!

Not content with howls as an indication of the child's reaction, the researcher began to use heart rate to show when a surprise was manifested. Further experiments caused such reactions; objects disappeared behind a screen while the infant watched and unexpected objects sometimes emerged on the other side.

With the help of a train on tracks, Bower was able to confirm the hypothesis that infants 12 weeks old do not watch a single object when the object is at first stationary, then moves and stops. Instead, they use an abstract system of their own that allows for the moving object as not being the same object as the stationary one!

### Research Upholds Beliefs

The details of the experiments are well worth studying. Having produced 'evidence of a primitive unity of the senses, unlikely to have been learned, given the early age and the history of the infants studied,' Bower concludes from the infant's attainments that its perceptual world is transformed, 'at one stroke into something very close to the perceptual world of the adult,' although there are some conceptual aspects that do not change until about the age of 20 weeks.

Inadequate interpretation of non-conservation becomes unhelpful against this rather staggering sort of evidence of a child's knowledge and ability, let alone the potential by the time he is ready for school. Teachers who all along have maintained a firm belief in the great ability of primary students may now increasingly have their beliefs upheld by research.



'How's the flexible scheduling coming along?'

To them the children's groupings, explorations, seemingly inconsistent or contradictory behavior are not seen as mistakes that reflect inadequate thinking or perception. Errors are viewed as 'errors,' temporary outward signs of each individual's endeavors while trying to make sense of the environment he is in.

Such teachers, by virtue of their beliefs, transmit to their pupils such a continual feeling of confidence and human acceptance that progress for the children is eased. Apparent aberrations, as we have noted, are seen within this affective climate as only incomplete explanations out of the depth of thoughts and feelings unseen by a teacher except for her own—within herself.

There is a great difference between what any child does, says and what is going on in his mind. These experiences may seem to be in conflict to himself or to others. The reasons why children appear to be 'wrong' may be because we do not fully understand all of his circumstances, which nevertheless may be very clear to himself.

We can conjecture that we are only just beginning to know how to capitalize on the latent capacities that in times past seemed hardly to exist, but this now can be seen as 'species specific modes,' attributes, that is, that all human beings inevitably have just because they are human.

Wise teachers therefore will suspend judgment where they cannot understand the children's actions or thoughts, encouraging a working relationship of tolerance not only from teacher to student but also one of respect and admiration between student and student.

A sensitive approach will determine the minimal occasions when teacher's authority has to prevail as compared with the need to help the students attain their own authority and express what it is they really think or what they see.

And above all, the teacher who wishes to educate rather than train her children will increasingly see them as capable, intelligent, well intentioned, keen to learn—all of them. §



¶It is difficult to believe that Anton Vogt, who caricatures our schools as 'chicken farms,' has had much recent experience with the kind of education actually being provided today; or that he has seriously thought through his proposal that we re-make them into child-centered learning communities where what is learned must 'evolve according to the nature of each child.'

The 'monster,' as he calls it, does not of course exist; and I hope his child-directed school never will.

No schools I know of confirm his bizarre notion that social conformity is their sole aim and that personal development can be ignored.

The fact is, our curriculum makes greater provision for individual differences than ever before. In our school, we offer 83 different courses for Grade 11 and 12 students. Of these, starting this September, only *four* will have to be taken by everyone, and as few as six more, chosen from the remaining 79 courses, will complete graduation requirements!

Although it is patently not true that our system functions to produce identical 'products' ('frozen,' Mr. Vogt

*Mr. Campbell teaches at Gladstone Secondary School.*

says), we make no apologies for hoping that our graduates will be similar in their common possession of the basic abilities and attitudes needed for their role as citizens. We value this social purpose of education as much as we do the individual one; and we don't share what I would describe as his naive faith that it can be realized without prescription, relying only on the human nature of each student.

Nor do I think we have to defend ourselves for imposing a degree of conformity in other aspects of school life apart from curriculum: attendance, hall behavior, credit requirements, to name a few. We don't believe that school is just a 'microcosm of society' where citizens, Mr. Vogt mistakenly says, 'are not told what they must do (for) that is something they determine for themselves.'

Applied in a school, this policy would lead to bedlam. Practised in society, it invites anarchy.

This being so, we may be excused if we show no enthusiasm for it. Instead, we hold to the traditionalist view that all students should at least try to achieve minimum standards of achievement and behavior, for these we think are personally and socially

valuable. But because we do ask this, it surely does not follow, as Mr. Vogt implies, that we are thereby endorsing, even 'unconsciously,' the Hitlerite 'dream for the human race,' whose product was a standardized Aryan slave.

This crude misrepresentation of practice is typical of the present wave of educational critics. They build a straw man only to tear him down. Polar thinkers, their mental spectrum includes only blacks and whites; an affliction that prevents them from seeing that the extremism imputed to others is really a mirror of their own.

It is, of course, not a question of either forcing all students to jump through the same hoops or allowing each one to go his own way. There is the alternative of *balance*, of trying to harmonize order and freedom. This is just what our schools are trying to do, by progressively reducing, as grade advances, the number of restrictions on student decision-making.

We may still shepherd them too much. The right mix of teacher direction and student option might not as yet be realized. If so, criticism for this imbalance can be well received. It is

**A Vancouver teacher strongly disagrees with an article in our January issue. He says it may be no accident that, in this day of the cult of the individual, there are so many social cripples—people who noisily demand, and take, all the benefits of society but give nothing back.**

GRAHAM CAMPBELL



an affront to fact and reason, however, to compare the school to a lock-step factory with everyone being force-fed the same diet.

The kind of school advocated by Mr. Vogt is a better candidate for the 'monster' label than the one he applies it to. According to him, the curriculum would have 'no fixed prescriptions, since it will follow human nature.' Children would 'exercise their brains to the full on things that concern them.' They would set their own goals, determine 'for themselves,' serve their own purposes, and so on.

Now this kind of curriculum depends, he admits, on certain 'raw assumptions' about human nature, namely, that young people 'can't deny their own rationality,' and will use their minds industriously in exploring their own goals and those of society.

These assumptions are indeed 'raw,' that is, unproven, improbable, and distasteful.

My experience as a parent refutes them. *Undirected*, human nature would mean, trivially, too much candy and television and not enough sleep. Tragically, it could mean a life. I am not prepared, with my own children, to 'give them freedom and let them

take the consequences.'

As a teacher of many thousands of young people I am no more impressed with his roseate view of human nature. Children 'can't deny their own rationality'? Utter nonsense! Most young people — there are exceptions — don't even know the rules of clear thinking and don't care to learn.

The *working* student is as rare as the rational one. My experience has been that the majority of them will willingly show an effort only when the job at hand yields some personal and preferably immediate satisfaction. This might be good enough if schools were established just to gratify their wants, but I take it for granted that those who pay the bills should have some assurance that their goals are being met too.

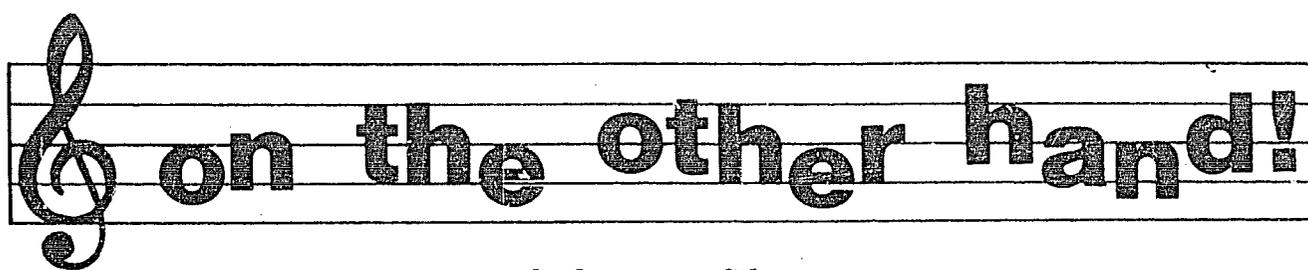
Thus, as a taxpayer also, I want to question Mr. Vogt's do-what-you-want philosophy. Is it so that students, in pursuing their own interests, will automatically acquire, as a by-product so to speak, whatever skills and understandings are needed for future life?

I don't for a minute believe it. Indeed, the whole thrust of the child-

centered school runs counter to this outcome. The exclusive emphasis is on the *self* — my decisions, my interests, my purposes, and so on. What reason have we to expect that a student so conditioned during 12 years in school will in adult life display an understanding of and concern for others?

It may be no accident, therefore, when this cult of the individual is being preached by educators, when the words 'duty, obligation, obedience and order' seem foreign to their vocabulary, that we see so many social cripples around us today, people who noisily demand — and take — all the benefits of society and give nothing back, save, perhaps, defiance.

Thus the basic flaw in Mr. Vogt's thinking is his failure to recognize that civilized life depends on reciprocity and compromise. Because I live with others and depend on them, I have to learn, or be forced, to do certain things and to refrain from doing others, so that their well-being, and mine ultimately, will be ensured. I might find some of these things boring, 'unnatural' or burdensome, but I must learn to do them; and, thank goodness, most do. §



# on the other hand!

IAN BOOTH

**Ever had your confidence shaken by a class? Then you'll sympathize with the fictitious Mrs. Grant.**

Mrs. Grant smiled even more broadly than usual at her Grade 12 section. Today, she felt, would be the first step in one of the most important experiences of their lives.

'This morning,' she said warmly, the inevitable quaver of enthusiasm already in her voice, 'we shall review the life of one of the greatest masters the world has ever known.

'His works have endured and have given insight and joy to millions for nearly two hundred years.

'I needn't tell some of you any more to be certain you know I refer to *der Meister*, Ludwig van Beethoven.'

There had already been signs of restlessness in the class. With the mention of *der Meister*, the stirring became a sigh and rolled into a moan of despair.

Mrs. Grant smiled tolerantly. Just once, she thought. Just once, if they'd only give him a chance. But she didn't say it. Instead she chuckled softly. 'Whether you happen to share the opinion, Beethoven is considered by most of the educated people of the world as possibly the greatest composer who has ever lived. He stands head and shoulders above all others.

'His major work, the *Ninth Symphony*, is rivaled only by parts of *Missa Solemnis*, which was first performed at a memorable concert in 1824.

By that time, of course, *der Meister* was completely deaf and had to turn to face the audience at the concert's conclusion to see the thunderous applause!

She paused for a moment to allow her anecdote to sink in. She told herself to slow down. If her own excitement became too extreme, the class would

*Mr. Booth, a member of the staff of Prince Rupert Senior Secondary School, has written for the magazine previously.*

have no chance to keep up.

'I notice,' she said, 'some of you aren't taking notes.'

'We've heard it all before, Mrs. Grant,' a voice said.

'I'm certain that's quite true, but unless you remember it, I suggest you take notes. You should know by now that anything I stress in a lecture has a strong likelihood of turning up on an examination.'

'Mrs. Grant, why do we have to study this stuff every year? Nobody likes Beethoven.'

She fought down her irritation and smiled (a bit tightly, one might have thought) and immediately hummed four phrases, each about two bars long.

'Do you mean to have me believe that none of you has ever heard those themes in his whole life?'

Three-quarters of the class admitted the melodies were not foreign.

'Well, Beethoven wrote them all.' She listed the works. 'What about this one?' she challenged as she broke into a full-voiced anthem.

Several students responded with embarrassed giggles, but one boy blurted in amazement: 'That's 'Ode to Joy'! Did he write that, too?'

Mrs. Grant could have hugged him. 'Indeed he did write it. How about this one?'

Everyone responded to the familiar dot-dot-dot-dash of the *Fifth*. Some had heard it in history class as part of the Allies' victory propaganda. Another group recognized it as a bit from a TV loan company's commercial. Only one boy (always a rebel) insisted he had never heard and, furthermore, didn't like it.

Class ended with the long-range assignment:

1. Memorize for class recital 15 bars

from any major work.

2. Trace the development of dominant progressions in three works.

3. Prepare a major paper on some facet of Beethoven's life that you feel influenced his music. Carefully show the relationship between the event and the isolated instances of corresponding emotion in the score.

That evening's homework: Read the first movement of the *Ninth Symphony* and answer all the questions in the back of the textbook.

The bell rang. Mrs. Grant dismissed the class. How, she wondered, as she had annually for the past 17 years, could they feel so bitterly about something of which they knew so very little; how could it be?

For a moment she remembered something a student had said some years before: 'If Beethoven is so great, why should we study him in school? I mean, if he's so wonderful, people will do it on their own. And if his music is so good, people should just have a chance to listen to it. Why should we have to read Beethoven's compositions. He meant for it to be played, not read. Didn't he? And besides, most of us can't read music.'

For another moment, she faltered. Were her suspicions true? Was it true that for every student she managed to bring to a share of her joy, there were two dozen others who became so alienated and angry that their prejudice against *der Meister* would never be lessened?

But if she didn't teach Beethoven . . .

But he *had* intended his music to be heard, not read . . .

And then the next period started.

Mrs. Grant smiled warmly at her class. 'William Shakespeare,' she began . . . §

## Ethical Implications

Continued from page 297

in school. Our students comprise one group, and their parents the other.

The task of reporting to students is easy when evaluation is incorporated as a natural part of the teaching-learning process. This is the case of 'functional assessment' where, on a one-to-one basis, the teacher constantly guides student behavior toward the criterion for achievement. Also, the procedure allows the developing capability of the student to evaluate himself. Frequently, evaluation stops short at the stage of imposition, i.e., the teacher informing the student of his progress. When managed appropriately, evaluative imposition does serve a purpose, but it is a pity that the practice is not often enough extended to include the student's 'evaluation of the evaluation.'

Very recently a student teacher told me about the practice of reporting to students that was customary in the class where she had done her practice-teaching. Marked papers were returned to the students, whereupon each individual, in turn, called out the mark he or she had received. This practice constituted the total amount of information related to students about their performances.

How common is this practice, and what is its worth? The practice is an excellent one for reinforcing the behavior of students. Those few individuals at the top of the marking scale are rewarded, those at the bottom have added one more episode to their repertoires of failures, and the indistinguishable middle remains undistinguished. Instructionally the practice has no value. Assessment of *why* certain responses are correct and others incorrect is absent, and the procedure does not link with continued learning.

With less brutal methods of labeling achievement, we often tend to sugarcoat our reports to students. Is it not ethical to tell the student, 'No, that is not correct,' and continue to give him a base upon which he can change his mode of study? Is it really ethical when the student is in error to say, 'Why, I think what you have done is lovely ... Let us try it another way now,' ... leaving the student with the impression that what he had done was satisfactory? Providing the student

with real information is not unkindly, it is necessary and is a practice that can be easily managed when the teachers and the student share the same goals for his learning.

The other side of the coin is similarly important. When a student does exceedingly well, why be afraid to declare it? So much motivation is lost through such teacher responses as 'Your work is very good indeed, but you know, you didn't need to do so much research or work on your displays.'

Ours is a very precious, self-congratulatory profession. We change the format of a procedure and call it 'innovation' that our public (our students and their parents) is expected to believe is an improvement in fact. Take report cards as an example.

In many districts we have abolished letter grades as the medium for reporting to parents. Now we write cosy comments about the student's behaviors and achievements. But have we made any significant change in our basis for reporting? I think not, because our information source remains unchanged. Our anecdotal 'innovation' simply uses more ink; and, perhaps, contributes more confusion than letter grades might have.

The fault of letter grades is that a fine array of achievements becomes summarized in one symbol; and we must find better media for displaying the achievements of students in school. Letter grades, though, do have a fairly consistent and accessible interpretability. For example, to most people, a B signifies that very good work has been accomplished and that there still remains space for improvement. Do the following actual examples from anecdotal report cards tell us even that much?

*Statement:* 'Speaks clearly and fluently.'

*Possible interpretations:*

- (a) Contributes excellently to class discussions.
- (b) High verbal ability that we hope to channel.
- (c) Is a constant irritation through outbursts of talking.

*Statement:* 'Learns her spelling well.'

*Possible Interpretations:*

- (a) High on effort and achievement.

(b) High on effort but low on achievement.

(Note: The anecdote says nothing about actual spelling capability!)

*Statement:* 'Written expression is very pleasing.'

*Possible interpretations:*

- (a) Writes an interesting story.
- (b) Has good penmanship.
- (c) Or, both!

*Statement:* 'Mathematics is now one of her strong subjects.'

*Possible interpretations:*

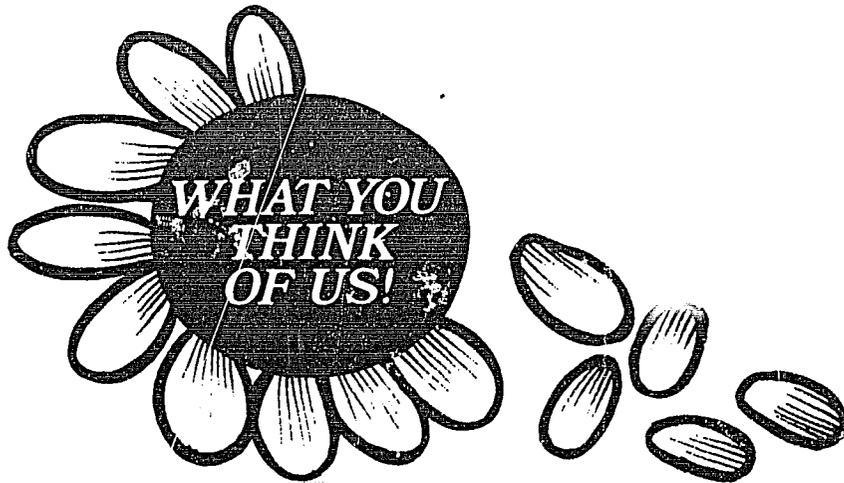
- (a) Vast improvement shown.
- (b) Could be failing in everything but less so in mathematics.

The function of reporting is to communicate, and my question is: Do our methods, even our innovations, really communicate? If not, are we ethical in pretending that our reports to parents do communicate?

The methods of our reporting often disguise our own guilt concerning our feelings of inadequacy in teaching. If we report that our students are mostly 'progressing well, displaying improvement and doing pleasing work,' there is less chance that we will be challenged regarding the methods and contents of our classroom teaching.

In our discussion we have covered some of the ethical obligations of the teacher in evaluating. Within this context, where are 'student rights?' Very simply, there are two dimensions to 'student rights' in this area. First, the student has the right to know to what extent that which he does is 'right, relevant, acceptable,' and to know to what extent that which he does is 'incorrect, irrelevant, unacceptable.' Second, when given a test, the student has the right to know the reason for the test, the conditions of the test (time limits, item weights, and so on) and the use to which his test score will be put.

With our thought of the rights of students we have come full circle to the beginning of our conversation—to the intersection of justifiable information-gathering and the invasion of an individual's privacy. The ethics of our profession require that we evaluate. It is timely, perhaps, that we commence to use the evaluation of our student's achievements as the mechanism for assessing our own professional performance. §



In its role as setter of the BCTF budget, the Representative Assembly has been examining closely the various programs of the Federation to ensure that any BCTF expenditures are productive.

One of the programs is this magazine. In an examination of the publication last fall the Assembly asked us to try to determine whether or not BCTF members believe the magazine is a worthwhile publication.

In March we had our computer select the name of every 22nd BCTF member, a total random sample of

1,000. The computer prepared mailing labels for these 1,000 people, and a readership questionnaire was sent to each one. No record was kept of the people to whom the questionnaires were sent.

A covering letter explained the purpose of the survey and explained that only the computer knew to whom the questionnaires had gone.

About ten days later a follow-up letter was sent to the original 1,000 people, almost 500 of whom had already returned the questionnaires in the envelopes provided. The reminder letter

produced about 100 additional replies.

We received a total of 591 returns from the original sample of 1,000, a return we think is a very good one.

The last page of the questionnaire was an optional page for comments. About half the respondents took the opportunity to make comments, suggestions and criticisms. These will be studied closely by the editorial staff.

Here are the results of the survey. The editor comments on the results in his column on page 326.

**PART I — THE SURVEY SAMPLE**

1. Please check the response that best describes your present professional assignment.

- 1  258 Elementary teacher
- 2  209 Secondary teacher
- 3  46 Other instructional, elementary or secondary (including department head)
- 4  49 Principal or Vice-principal
- 5  20 District administrative or supervisory staff
- 6  9 Other

2. What is your age group? Please check the appropriate response.

- 1  202 Under 30
- 2  165 30-39
- 3  124 40-49
- 4  100 50 and over

3. How long have you taught or done other work in education?

- 1  180 1-5 years
- 2  150 6-10 years
- 3  147 11-19 years
- 4  81 20-29 years
- 5  33 30 years or more

4. Do you belong to any BCTF provincial specialist association?

- 1  306 Yes
- 2  285 No

**PART II — EVALUATION OF THE B.C. TEACHER**

5. How often do you read the magazine?

- 1  188 Always
- 2  229 Usually
- 3  157 Sometimes
- 4  16 Never

7. What parts of it do you read?

- 1 Letters to the editor 225
- 2 Articles 338
- 3 A Matter of Opinion 184
- 4 New Books 135
- 5 From Drabek's Desk 98
- 6 The Editor Comments 176
- 7 Materials in the Resources Center 165
- 8 Crossword Puzzle 16

8. The magazine seldom includes 'how to do it' articles, leaving these to the journals of the provincial specialist associations. Do you agree with this policy? Please check one of the following:

- 1  232 I agree. Articles in the magazine should appeal to as broad a segment of the readers as possible.
- 2  267 I disagree. Some 'how to do it' articles should appear in the magazine, care being taken to ensure that all subjects are covered over a period of time.
- 3  86 I have no preference.

6. How much of it do you usually read?

- 1  156 Most of it
- 2  93 About half of it
- 3  279 Selected articles or columns
- 4  56 Little of it

	Frequently	Sometimes	Never
1	225	237	34
2	338	227	7
3	184	251	51
4	135	249	88
5	98	213	132
6	176	256	53
7	165	234	85
8	16	52	365

9. The magazine seldom includes articles on BCTF matters. Such matters are covered in the BCTF Newsletter, leaving the magazine free to concentrate on articles on education. Do you agree with this policy? Please check one of the following:

- 1  403 I agree. The magazine should concentrate on the 'professional' aspects of teaching and education, leaving BCTF matters to the newsletter.
- 2  143 I disagree. As an official BCTF organ, the magazine should include some articles on the work of the organization.
- 3  41 I have no preference.

10. Has the magazine been helpful to you in your work as a professional educator? Please check the appropriate response.

- 1  47 Quite helpful.  
 2  385 Occasionally helpful.  
 3  156 Not helpful.

11. In your opinion, does the magazine present a reasonable variety of points of view?

- 1  421 Yes.  
 2  54 No.  
 3  114 No opinion.

12. In your opinion, is there a reasonably balanced selection of articles?

- 1  383 Yes.  
 2  75 No.  
 3  124 No opinion.

13. In your opinion, is the magazine:

- 1  4 too controversial?  
 2  162 not controversial enough?  
 3  391 reasonably controversial?

14. In general, do you like the front covers of the magazine?

- 1  451 Yes.  
 2  82 No.  
 3  53 No opinion.

15. Have you ever used a cover picture in your work in education?

- 1  246 Yes.  
 2  340 No.

16. Do you think the magazine makes effective use of illustrations?

- 1  222 Usually.  
 2  264 Sometimes.  
 3  84 Seldom.

17. Would you like to see the publication use:

- 1  190 more pictures?  
 2  16 fewer pictures?  
 3  355 about the same number of pictures as at present?

18. Would you like to see more cartoons in the publication?

- 1  187 Yes.  
 2  233 No.  
 3  159 No opinion.

19. Last year advertising paid about 43% of the total cost of the magazine (including staff salaries). Do you agree that the magazine should include advertisements to help offset production costs?

- 1  548 Yes.  
 2  17 No.  
 3  20 No opinion.

20. Have you responded to advertising in the magazine?

- 1  126 By buying something (goods or services)?  
 2  157 By sending for materials?

- 3  82 By recommending school purchases?  
 4  87 Other?

**PART III — SUMMARY EVALUATION**

21. What is your overall rating of *The B.C. Teacher*?

- 1  282 Good.  
 2  252 Fair.  
 3  45 Poor.

12 not responding.

22. The magazine is now published eight times a year. Should it be published:

- 1  377 eight times a year, as at present?  
 2  60 more frequently?  
 3  104 less frequently?  
 4  40 not at all?

**PART IV — OPTIONAL**

Please do not feel obligated to respond to this section. Any comments you care to make, however, will be most welcome.

23. What article (or articles) interested you most in the past year?

24. Are there any topics about which you would like to see more articles?

25. Should any regular features or departments be discontinued? If yes, which?

26. General comments.

**HOW VARIOUS GROUPS OF TEACHERS REACTED TO SELECTED QUESTIONS**

5. How often do you read the magazine?

	Elem. Tchrs	Sec. Tchrs	Other Instr.	Principal or V.Pr.	District Employed	Other	Under 30	30-39	40-49	50 & over	1-5 yrs of experience	6-10 yrs	11-19 yrs	20-29 yrs	30 yrs or more	PSA members	Not PSA members
Always	77	56	24	21	7	3	54	55	37	42	50	43	50	27	18	109	79
Usually	100	82	14	17	12	4	63	70	49	47	61	61	61	34	12	124	105
Sometimes	73	63	7	11	1	2	73	37	38	9	58	42	36	19	2	66	90
Never	8	8	0	0	0	0	12	3	0	1	11	4	0	1	0	6	10

10. Has the magazine been helpful to you in your work as a professional educator?

Quite helpful	20	12	5	7	3	0	11	15	10	11	8	11	15	10	3	23	24
Occasionally helpful	179	125	31	36	17	6	116	105	88	76	113	93	95	57	27	216	168
Not helpful	66	71	10	6	0	3	74	44	25	13	57	46	36	14	3	65	91

11. In your opinion, does the magazine present a reasonable variety of points of view?

Yes	186	135	36	40	18	6	124	119	94	84	110	110	109	66	26	230	191
No	17	28	5	4	1	1	18	18	13	7	18	11	16	7	4	21	34
No opinion	53	46	5	5	1	2	59	27	16	9	50	29	21	8	3	52	59

13. In your opinion is the magazine:

too controversial	2	0	1	0	1	0	0	0	0	4	1	0	2	0	1	1	3
not controversial enough	55	77	13	9	4	4	67	54	31	10	64	41	36	17	4	76	86
reasonably controversial	187	116	31	38	15	4	119	99	89	84	101	100	102	60	28	216	175

21. What is your overall rating of *The B.C. Teacher*?

Good	124	78	30	31	15	4	71	73	66	72	59	71	77	49	26	169	113
Fair	110	104	14	17	43	4	104	75	51	22	97	65	56	27	7	115	136
Poor	17	23	2	1	1	1	20	14	7	4	18	11	13	3	0	16	29

## Differentiated Staffing

Continued from page 301

education or faculty of education would also be desirable for Class 1 teachers. During this professional year there would be contact with educational theories, enriched by the very practical, how-to-do-it courses, not forgetting classroom observation and some practice, or intern, teaching.

A salary schedule could then be developed for Class 1 teachers, with a different schedule for Class 2 teachers. Obviously, teachers with more than the minimum requirements for Class 1 would be encouraged to hire on as Class 1 teachers. However, they would be paid on the Class 1 basis — regardless of whether they have four, five or six years of university education. There would be minimums and maximums — as in most present schedules — but there would be provision only for up to three years of university education.

This would mean that a school board, instead of searching for teachers with the lowest level of training permitted for certification so as to save on the total budget, could hire the best qualified personnel possible, but would pay them on the Class 1 basis. Naturally, there would have to be some control on the number of Class 1 teachers as compared to Class 2 teachers, but this would be a matter of negotiation between the boards and the teachers' associations. I suggest that a maximum of 40 percent Class 1 teachers be instituted.

The Class 2 teachers would have their own salary schedule, starting at four years of university education and working upward to seven or more

We Shall Miss These Teachers		
<b>In Service</b>	<b>Last Taught In</b>	<b>Died</b>
Ramchundar Namdar Singh	Vancouver	January 25
Mrs. Louise T. (Runcie) Stovr	Vancouver	January 11
<b>Retired</b>	<b>Last Taught In</b>	<b>Died</b>
Wilfred S. Ashley	Vancouver	February 25
Mrs. Marion M. (Paterson) Schelling	Kamloops	February 18
Mrs. Muriel H. (Turbervill) Touch	Vancouver	March 2

years of university education. Even though these two schedules should be separate and distinct, they should bear some reasonable relationship to each other.

It must also be recognized that most individuals would not be able to function as a top professional teacher merely on the basis of at least four years of university education; other factors, such as teaching experience, would be considered. Recognizing the importance of teaching experience, there probably should be a limiting factor of ensuring that a teacher have at least one or two years of teaching experience before being granted Class 2 status.

The movement of a teacher from Class 1 to Class 2 status must not be automatic, however. There are some teachers who, no matter how many years of university education and teaching experience they have had, would never qualify as a Class 2 teacher. But this is not to say that these same individuals should necessarily be removed from the teaching profession. Rather, provided they are worthy of being Class 1 teachers, they should remain at this level, providing a very valuable and needed service. They can be worthy of filling Class 1 positions even though they are refused Class 2 positions.

Another benefit accruing to this two-classification system for teachers would be that the individuals who have been placed in the more responsible Class 2 positions, and who have been found wanting in this category, would not have to be removed from teaching entirely. They could be given a second opportunity to prove their worth at the Class 1 level.

Would such a system of two levels be acceptable to the teachers, the school boards and the general public? Considering the pressure by provincial governments on school boards to reduce costs, school boards should welcome the opportunity to hire a certain percentage of teachers on a lower salary schedule rather than deliberately selecting teachers with the poorest qualifications. Teachers should also welcome this two-level system, which really ensures more teaching positions, because the boards would not be hiring teacher aides, and other non-professional personnel, for professional positions. There would be little value in limiting the number of years of professional education so as to become competitive economically. More extensively prepared teachers would more likely be hired by a board.

For parents there would be assurance that their children are being taught by truly professional people, not by lay persons who have neither the commitment nor the preparation. By the very nature of the division of duties, the teachers must operate as a team, thus ensuring parents of some exposure of their children to the better teachers. There would be reduced concern about whether a child was fortunate enough to get into the class of the best teacher or was forced to spend a full year with a mediocre teacher.

Perhaps the quality of education can continue to be improved, even in these financially difficult times. §



### MOVING OUT OF TOWN?



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¶Criticism of education is not a modern phenomenon. What is new is the volume and vigor of late. It is time teachers started to listen to the critics—really listen.

Throughout the land, both north and south of the 49th parallel, taxpayers are revolting against soaring school costs. Canadians are currently spending about seven billion dollars annually on education and this represents a threefold increase in the last decade. Teachers may argue that there is no better investment than in the education of the nation's youth, but this does absolutely nothing to ease the hurt in the taxpayer's pocketbook.

What disturbs the taxpayer even more is his suspicion that he is not getting good value for his taxation dollar—a suspicion that was strengthened last summer when many found that their well-educated sons and daughters were unable to find employment. It would be fruitless to say to Joe Public that vocational training is not the primary goal of education.

The taxpayer sees around him a segment of youth that has rebelled against the values and ideals that have directed his own life. It is useless to explain to him that the behavior that so annoys him is merely a phase in the evolution of our society and that schools are playing no greater a role in effecting these changes than they did in effecting previous ones.

The taxpayer's attitude is, 'Why should I pay out of my hard-earned dollars to turn out a bunch of arrogant, lazy bums.' Convince him, if you can, that the percentage of bums is small and that the majority of today's youth is composed of fine, socially-conscious young people.

The time has come to pay attention to the mounting dissatisfaction and to stop offering platitudes in our attempts to assuage taxpayer's fears and concerns. Let us give him something he can really appreciate — a reduction in the cost of education.



There is another segment of the population trying to tell us something, and this segment is not so easy to ignore. The students, especially those in the senior secondary grades, are expressing their discontent vocally, their apathy by unexplained absenteeism, and their complete disenchantment by dropping out.

*The author is a former teacher at University Hill Secondary School, Vancouver.*

Thus, either surreptitiously or overtly, students are telling us that school is a drag, a waste of time; it isn't relevant. Some young people have always shown a distaste for schooling, but today's students are less reticent in making their feelings known. We can no longer brush them off as we once did by saying, 'Take it, kid; it's good for you.'

I submit that much of secondary education is not relevant to the young; not relevant to them in their now life, and not relevant to them as they try to project themselves into adulthood. It would be futile to select one or two subject areas for special censure; in the eyes of students they are all guilty in varying degree.

Is there a teacher anywhere who has not heard, 'What good is . . .?' There is no use in answering this question by saying, 'You haven't lived enough, you haven't had enough experience to know what kind of education will best prepare you for adulthood.' What can we do to convince young people that education is the key to personal development and fulfillment?

As a premise, let us examine a philosophy of education sufficiently simple to be expressed in one sentence and sufficiently general to be acceptable to most teachers. Public education should consist of an introduction to a wide field of disciplines in which students will develop some basic skills, understandings and appreciations. Because I believe this broad educational base can be achieved in less than the current 12 years, I propose graduation from secondary school at the end of Grade 10.

I do not intend that Grade 10 should be the end in education, merely the completion of the structured phase for which authorities accept responsibility. I assume that a graduate will move upward from the broad base, but in a direction that he chooses and at a time that he chooses. I hope that continuing education, in settings both for-

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9224 **The Port of Vancouver**, 3 p., 8c. A description of how to set up a student booklet for use on a harbor tour, in this case, Vancouver. Contains questions and activities. For intermediate grades.

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mal and informal, will become a pattern that will occupy him for the rest of his life.

With his graduation certificate, each student should be given a voucher for approximately one year of free, post-graduate education. I think the voucher should be redeemed only after the graduate had been gainfully employed for two or three years. I believe that only by getting some experience in the commercial world will a young person be able to determine what type of additional education will be relevant to him.

For that section of the population that has the desire and the ability to attend university, the gap between Grade 10 graduation and first year university could be bridged in one year, and the best place to accomplish this would be at the university.

I am fully aware that implementing Grade 10 graduation would result in a temporary but huge increase in the number of young people seeking employment. The government would have to involve itself actively in such a scheme, for it is the responsibility of government to establish an econ-

omic climate in which every young person who wishes to work can find suitable employment. It is a fatal mistake for a school system to expand basic education if the primary reason for doing so is to keep young people off the labor market.

Although Grade 10 graduation introduces some problems, I believe the advantages far outweigh the disadvantages. The taxpayer should be happier with the elimination of the costs of at least one year of secondary education. Students should be happier with the elimination of much they consider to be irrelevant.

Provision is made for more education when the individual has gained sufficient maturity to have a better idea of what he wants. He will take it on his terms and when he wants it, and the learning should be more efficient and therefore more economical because of it.

There is always the possibility that more people would accept continuing education as a way of life, and certainly an enlightened population must be one of the best guarantees for survival and progress. §

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#### Answers for this month's crossword puzzle

Across		Down	
1. Chicken hawks	18. Once	2. Hoist	8. Owes
9. Figure	19. Incense	3. Counter measures	13. Threats
10. Night owl	21. Kinship	4. Erected	15. Ion
11. Statute	22. Disarms	5. Hand	16. Ale
12. Ballast	25. Appraise	6. Wagtail	19. Initial
14. Radical	26. Hit off	7. Settle the matter	20. Neither
17. Tour	27. Self portrait		23. Mufti
			24. Keep

#### NEW LESSON AIDS

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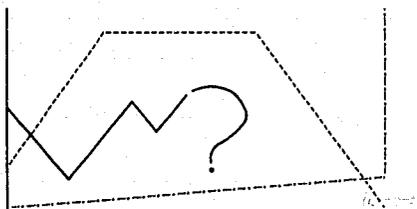


THE BEST LAID PLANS...

and not having my Bartlett handy, I won't attempt to complete the quotation; the fact is that last issue I recklessly promised another article on free materials for the classroom, and the time has now come and I have no article. Explanation: I found that I have unwittingly opened the door to the biggest flood of stuff I have yet encountered in my somewhat erratic career. A month is far too short a time to assemble in any comprehensible order the many things I want to put before you. So I beg off just now, and will be back in the first issue in the coming school year. In the meantime, I hope many of you have written away for some of the free periodicals listed here last month.

NOT TO BE OUTDONE...

by the current Battle of the Graphs, we hereby append our own contribution to the annals of statistics. Please fill in your own data:



FOR THE RECORD

A hippie was called before an income tax auditor who asked to see the hippie's records.

'Which ones do you want to see, man,' he asked, 'the monaurals or the stereos?'

HAVE A GOOD SUMMER...

— C.D. Nelson

CANADIANA

*Selections from Hansard (3rd Session of 28th Parliament)*, by J. Arthur Lower. McClelland & Stewart, 1971. Paper, \$2.95

Mr. Lower has selected a variety of excerpts from the House of Commons Debates of our 28th Parliament, the 3rd Session of which ended on February 16, 1972. The material in the debates covers the period from October 8, 1970 to June 30, 1971.

The author has selected those sections of public debate that are of public interest and concern to Canadians, and has eliminated speeches on points of order, questions and local problems. He believes that students should read directly about what took place in Parliament so they may make their own independent judgments on topics of concern to all of us. Accordingly, this paperback is an excellent source for research by students and others who are eager to find out what is said in Parliament.

The text includes reference speeches on the budget, federal-provincial relationships, including the Constitutional Conference in Victoria, the North Atlantic Treaty Organization, defence policies, pollution, welfare, status of women and many more topics.

The book includes an index, which has such topics as James Cross, medicare and Skagit River listed, thus making it easier for readers to find topics more readily.

This paperback is recommended as a source book for secondary social studies, particularly the government section of the new Social Studies 11 course.—Elden Kier

EDUCATION

*John Jessop: Gold Seeker and Educator*, by F. Henry Johnson. Mitchell Press, 1971. \$6.50

In 1853 a young man enrolled as a student in Egerton Ryerson's Normal School in Toronto. Ryerson saw teaching as a noble work, an opportunity of improving the minds and morals of the young and of re-making society. His pupil, John Jessop, became the first Superintendent of Education in British Columbia, and at once turned to Ryerson for guidance in putting his principles into practice.

Here is a book of special interest to teachers and educators in British Columbia. Author F. Henry Johnson (Faculty of Education, UBC) recreates the relevant climate of affairs, the situations of Jessop's early life, the earliest schools in B.C. Writing as a historian, he has set out to recover a lost man, to flesh out a historical ghost. Photographs and end-paper maps aid in the endeavor and incidentally reveal the great value of well-kept archives.

Jessop was not only a school superintendent, he was also a gold-seeker, traveler, immigration officer and churchman, so the book contains plenty of B.C. history, told in a low-keyed style with facts stated and conjectures carefully identified.

This is a very timely book. The wheel has come full circle and quotations from the Victoria *Colonist* editorial of 100 years ago could have been written yesterday. 'The effort... seems to be directed towards dismissing the Superintendent and substituting a political head.' A new Education Act in 1876 placed several important powers at the direction of the Lieutenant-Governor-in-Council. The Provincial Board of Education was described by a letter-writer as 'an effete piece of machinery.' After seven years of service in setting up the public school system of British Columbia, Jessop was dismissed for political reasons. The *Colonist* reported:

'He started out determined to disarm prejudice, to defeat the machinations of many who prophesied that free education would not flourish in British Columbia and to place within the reach of every man's child in the Province the priceless boon of free education. He has accomplished his purpose.'

May we who read the book accomplish as much.—Grace E. Funk

ENVIRONMENT

*The Violated Vision; the Rape of Canada's North*, by James Woodford. McClelland & Stewart, c1972. \$5.95

This is a book about the destruction of the Arctic lands and wildlife, in which the author details the effects of oil and mining exploration being carried on in Canada's north. The elements affected include animals, Eskimos, the land itself, government and, most important, the taxpayer.

James Woodford is one of Canada's foremost naturalists and conservationists. He is genuinely concerned about the welfare of the northlands and the life supported by this immense area. As a conservationist he tends to emphasize what the government is not doing in stopping hazardous oil explorations, rather than what few measures that have been taken. I feel he does this for a very good reason. Woodford definitely feels that not enough is being done, and he hopes to open people's eyes to the real problems arising in the Arctic.

The tundra is the nesting ground for millions of the world's population of geese and other wild fowl. The land is easily destroyed by vehicles, such as bulldozers used in mining operations, and as a result vegetation on which great herds of caribou and other animals feed is destroyed, and starvation results.

A great proportion of the Eskimos in this area still hunt and fish for a living, so they too are seriously affected.

'Stop the elephant hunt' is the title of one of the chapters in the book. Here Woodford gives some excellent reasons for curtailing oil and mining explorations up north. One good reason for protecting the Arctic is the cost of pollution. The Canadian Council of Resource Ministers estimates that water pollution alone costs Canadians \$1,172,900,000 each year. If a wildcat well blew out of control in the Mackenzie delta, the taxpayer would bear the major part of clean-up costs—which could run into tens of millions, not to mention the vast amount of permanent damage to wildlife and the environment. Another good point the author makes is that of the Athabasca tar sands in northeastern Alberta. These sands contain bitumen equivalent to 370 billion barrels of recoverable oil and are considered to be the largest known reserves in the world—enough to meet Canada's 1969 demand rate for 700 years or North America's for 100 years.

*The Violated Vision* is a terrific book for its purposes. It is a little heavy going in places because there are a lot of quotations, but otherwise is easy to read. I feel it is a book everyone should read. In doing so, they will really be shocked to find what unnecessary harm is being done to Canada's north.—Bob Ketterer

## POETRY

*Man in the Sky, Modern Poetry of Flight*, by Malcolm Ford. Vantage Press, 1971. \$3.50

Teenage boys do not usually care to be interested in or associated with poetry. This attractive volume of 16 poems, however, could well be instrumental in awakening an interest in and beginning a familiarity with this form of literary expression. All the poems, as the title suggests, have to do with man's endeavors in defying gravity and his experiences once he has become air-borne.

The poems are in a variety of styles, some in simple rhymed stanzas, others in free form with unusual rhyme schemes and interesting and significant differences in line length. The poems include 'Kite'; 'Bird-man', who flapped unbirdly; 'First up,' in which the Wright brothers' 'Matchstick miracle beat the air'; a delightful parody, 'Twinkle twinkle UFO'; and 'First step,' being Neil Armstrong's 'giant step for mankind.' Two other poems, 'Spitfire' and 'Why, Red Baron,' are rich in boy-appeal.

The illustrations are black-and-white, unfortunately, but each drawing is so much a part of the poem it illustrates that word and line must have evolved together to produce the final combination.

This book should prove most useful to the intermediate and junior secondary teacher

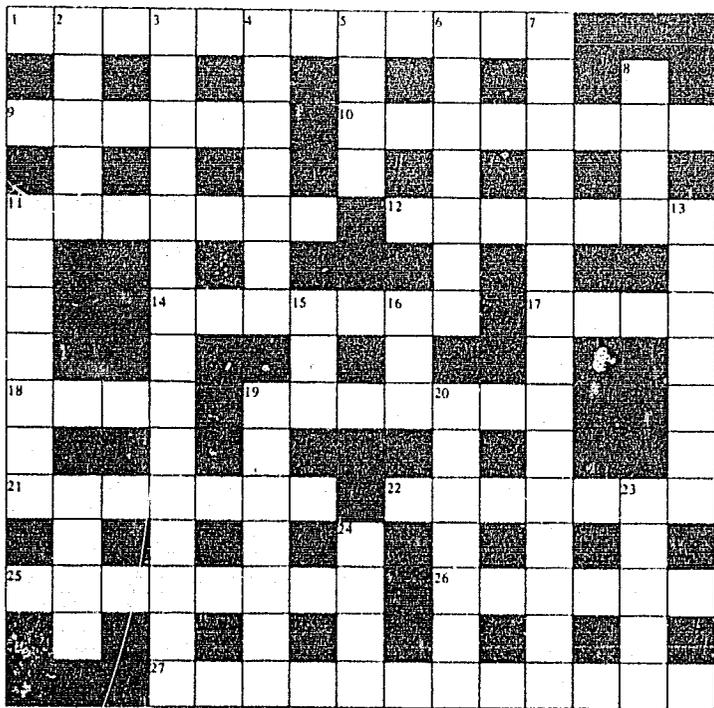
who would like poetry appreciation to be a stimulating and meaningful experience; it would also be an asset to the poetry section of any school library.—Mrs. E.M. McNeill

*Warpings*, by Brian Meeson. Book Society of Canada, c1972. Paperbound. \$1.50

I liked this book—or, to be precise, I responded easily to its intention—which is to make students feel the vibrations of language on the tongue and ears. 'The language of poetry... gives shape to the pattern of feeling,' says the author, and fills this little paperback with sounds and ideas, with exercises to do with pen and fingers and tongue. Free-associate rhythms of words, he suggests, or list the sounds you hear at home over a ten-minute period, or describe 'a tiger to an Eskimo who has never seen one but knows about polar bears.'

He discusses the kinds and shapes of poems—formally—but the joy of the book is in the spontaneity of its awareness of sounds. Every teacher of poetry should have one, and every class in creative writing should have a full set. Marianne Moore said, 'Ecstasy affords the occasion and expediency determines the form.' Meeson helps us discover both the ecstasy and the expediency.

—Judy Shelbourn



### Clues Across

1. Which sack, Ken? (anag.) Might be a suitable question to ask when catching these birds (7,5)
9. Have an opinion about the human form (6)
10. One who habitually stays up late - with a long association of disorders (5,3)
11. 'The ..... of thy beauty thou wilt take, Thou usurer' (Shakespeare's *Sonnets*) (7)
12. With everything stowed away inside, this should stabilize things (6)
14. Cardial (anagram) (7)
17. Take a trip - to the ancient city perhaps (4)
18. The only time 101 is useful (4)
19. Perfume intended to exasperate a person? (7)
21. Pinkish (anagram) (7)
22. Takes away the weapons and, at the same time, sort of aids the the married woman (7)
25. Fix the value of a very soft increase in price (8)
26. Represent cleverly the part of Bob Cratchit, office worker (3,3)
27. Drawn by an egotistic artist? (4,8)

### Clues Down

2. Nothing to this can give you quite a lift (5)
3. Procedures adopted by the cloth salesman? (7,8)
4. Put up with a marsh plant, among other things (7)
5. Mishandles, but miles away from the measure (4)
6. Wait, gal, you might be in a position to get the bird! (7)
7. Letter that meets the requirements necessary to put an end to the argument (6,3,6)
8. Gets into debt, so that we can get in on the act (4)
13. Hatters (anagram) (7)
15. The charged part of an auction-sale purchase (3)
16. Sailed without the boy (3)
19. The first Latin ones to be around (7)
20. 'they toil not, .... do they spin' (Matthew 6:28)
23. Uncommonly well after the Greek letter? Then get out of your uniform (5)
24. Remain at the support (4)

Answers are on page 320

### Answers for last month's puzzle

- |                     |                     |
|---------------------|---------------------|
| <b>Across</b>       |                     |
| 2. Arbitration      | 16. Daydreaming     |
| 8. Smut             | 20. Pyloric         |
| 9. Campfire permits | 22. Enliven         |
| 14. Ascents         | 23. Conversationist |
| 15. Ratchet         | 29. Wire            |
|                     | 30. Sottishness     |
| <b>Down</b>         |                     |
| 1. Impasse          | 13. Rot             |
| 2. Atop             | 17. Igloo           |
| 3. Bali             | 18. Bygones         |
| 4. True             | 19. Censure         |
| 5. Apse             | 21. Rue             |
| 6. Item             | 24. Vest            |
| 7. Nestled          | 25. Rami            |
| 10. Fancy           | 26. Arch            |
| 11. Restricts       | 27. Isle            |
| 12. Permanent       | 28. News            |

# Read any good alphabets lately?

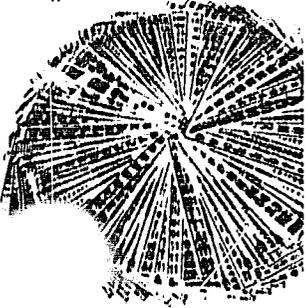
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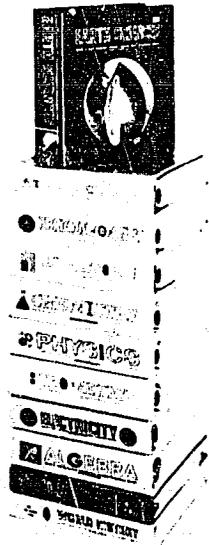
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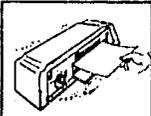
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## GOING COMPREHENSIVE

¶One European issue that seems to pervade almost every school I have visited so far is the problem of educational elitism. It's so much more noticeable for a Canadian because — at least in the form one encounters it here — it doesn't exist in our schools.

Whether it's the German Gesamtschule or the English Comprehensive School, the concept is fairly new to most Europeans. That's why at times one has the feeling that the physical plants are there, but the new curriculum and necessary attitudes are not.

Until just a few years ago most countries in Western Europe divided their youngsters into three groups after they had been in school about five years. Like sheep or cattle they were merrily herded through several gates that could loosely be defined as either academic, technical or vocational.

Once classified, the children went to different buildings, where they were taught by teachers with varying qualifications who were also paid according to varying scales.

Although the kids were usually herded through the gates on the basis of an examination, it only followed that those from middle class families where the value of education was stressed around the dinner table generally did better than those whose fathers as a rule didn't make it out of the coal mines at dinnertime.

And so there existed this delightfully orderly perpetuation of a social system; children of coalminers went to vocational schools until it was time

to start in the coal mines; children of lawyers and doctors went up the academic ladder, studying quaint things like Latin and ancient Greek until their mid-twenties, when they too became lawyers and doctors.

(Millionaires' kids, by the way, were the only ones with an option. They could either go up the ladder and become lawyers and doctors or leave school when they were 14 along with the coalminers' children. But whichever way they did it, they still wound up inheriting papa's moolah and hence became millionaires, almost despite their own best efforts.)

But then came the '60s and '70s and society's pace of change began to accelerate to breakneck speeds, leaving the educational system far behind. Coalminers worked shorter hours and started coming home for dinner. Almost all of them learned to read and to question the world around them. Also at dinnertime.

More and more middle class youngsters got tired of studying Latin and Greek for years because there really isn't that much call for those languages nowadays.

The hardest hit were the millionaires' kids because, when you compare today's conditions with conditions existing some 40 years ago, governments have become distinctly anti-millionairish. I mean with inheritance taxes and things, millionairing as a career is facing a somewhat uncertain future.

So that's where we started with this

column. The Gesamtschule and the comprehensive school are trying to cope with the altered social conditions. Again, there are local variations on the theme, but the overall goal is the same.

Everyone goes to the same school until his mid-teens. It's all meant to be very democratic, with optimum effort being made to give each kid a chance to make the correct choice.

But of course there are problems. One of the most persistently encountered of these concerns the attitude of the teachers. Although schools are being built and old ones adapted to the new system, it's not that easy to change the human element.

And here the teacher of classical languages serves as a good example. In the new setup he or she will have to teach something else as well. There just will not be as much call for Latin in a large comprehensive school as there has been in an elitist grammar school or gymnasium.

That, of course, is true in varying degrees for all academic teachers—the new curriculum will cause the history man to venture into social studies and the biology specialist into general science.

There will also inevitably follow equalization of wages and, although it will not be downward to the level of the vocational teacher, the resultant loss of prestige will not make for particularly placid conditions in the staff rooms.

At an academic grammar school in

a well-to-do London suburb I spoke with just such a snobbish female history teacher. Her enthusiasm toward me cooled considerably when I told her that in addition to history I have also taught art, drama, geography and literature during my short career.

She wasn't placated even when I told her I hadn't taught those subjects particularly well. The very fact that I allowed myself to be used in such a terrible way seemed to indicate to her just what kind of person I was.

In comparison with European school systems that have merely abolished the three-gate system, we in Canada have gone much farther. Maybe too far. Because under most Euro-

pean systems no one would dare to suggest that the requirements of the eleventh grade English or social studies course should be the same for those going on to university as for those who will be selling groceries in one year's time.

Europeans would consider the suggestion preposterous. Even more, they would consider it unfair to the university kids because of the scaling down of requirements to fit the capabilities of the non-academes.

On the other hand, there's also England, where democracy stops just short of women's lib. With the big push to 'go comprehensive,' one finds in amazement that this doesn't include

co-educational schools. What's more, there are few even among the most forward-looking English teachers who find anything strange about it.

So 'going comprehensive' or 'Gesamt-hule gehen' or whatever you want to call the democratization of education, is the big cry here in Europe. And there is no doubt in my mind that, while many flaws will probably be discovered in the scheme, the basic concept is sound.

For us in North America it means that the Europeans have caught up to us in this very important area.

... And that should only serve to spur us on. It's time we moved ahead again. §

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**FOR RENT** — 1-bedroom apartment, full facilities, available July 1-August 31; \$100 a month. Please reply to D. J. Ryan, #8-1575 W. 15th Avenue, Vancouver 9.

**FOR RENT** — July & August, furnished modern 1-bedroom apt. \$110 per month. Write D. Hamlet, #204-312 East 1st Street, North Vancouver.

**GOING TO EUROPE**, renting small 2-bedroom house in New Westminster, July 2-Aug. 21. Phone 526-1157 (after 5).

**FOR RENT** — July-Aug 1972, 1-bdr fully furn, spacious apt in high rise; 2 blks Kits beach, 15 mins UBC; \$150 per month. Write #705-2277 West 2nd Ave., Vancouver 9; 733-7864.

**FOR RENT** — 1-bdr. apartment, furn; West End; \$225 for period July 3-August 18; fireplace, large balcony, in attractive 90-yr-old house; suit 1 or 2 quiet people. Write E.T. Girdler, #4-1290 Burnaby St., Vancouver 5; 681-3866.

**FOR RENT** — modern 4-bedrm home with furn and appliances; beautiful view Howe Sound; 1 blk beach; July-August; Bob Lemmers, 35 Southview Place, Lions Bay, West Van; 921-9681.

**FOR RENT** — July & August, 3 bedrms & den furnished home; close to UBC; \$60/week. References & deposit required. M. Lesik, 1756 W. 63rd Ave., Van 14; 261-4042.

**FOR RENT** — July & August; West End, 5 blks English Bay, 2 Stanley Pk; 1-bedrm furn. apt. \$160 mo. Includes utilities, phone, TV, stereo. Sue Peters, #202-1844 Barclay St., Van 5; 688-4877.

**FOR RENT**—July 1-August 24; view home, 4 bedrooms and den; 2 blocks to beach, close to UBC. Write J. J. Denholm, 4646 Langara Ave., Van. 8, B.C.

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

**FOR RENT**—1-bedroom suite on Osoyoos Lake. Close to town with safe beach. Furnished for family of 5 (max.). \$100/week or \$350/mo. Available June-September. Write Mrs. W. MacLeod, 1666 Gillard Dr., Kelowna, B.C.

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

**FOR RENT ON UBC CAMPUS** — Summer School. 1ge 2 b.r. apt; roof balcony, 5 mins walk library. Couple or 2 adults only. Rent \$450 inclusive. #301-2225 Acadia Rd., Van 8; 228-0386.

**FOR RENT** — fully furnished 4-bedrm home. West Vancouver near beaches & park. Available July & August \$390 per month. R.D. Sutcliffe, 4970 Marine Dr., West Vancouver; 922-1002.

**FOR RENT** — July 1-Aug 31; 1-bedrm apart, fully furnished; #204-110 E. Keith Rd., North Vancouver nr Capilano College. Indoor pool, sauna & recreation rm. \$155 per month plus utilities. Adults only. Contact Mrs. S.E. Glowacki, 987-2405.

**FOR RENT** — Summer session student or vacationer; end May-Sept 7; room, private entrance, bath & kitchen facilities. Close to all facilities. Write K.S. Jensen, 1433 Dublin St., N. West or phone 522-7252.

**FOR RENT** — July & August; fully furnished bachelor suite for 1 person in very quiet apt.; near shops, park & swimming pool. SFU 10 min., UBC 30 min. \$117/month. #208-5828 Olive Ave., Burnaby; 434-4143.

**SUMMER SCHOOL OR HOLIDAY** — month of July; 3 bedrms, fully furnished house complete with art collection and dog. No small kids. Rent open to discussion. Peter Ochs, 7866-118A Street, Delta; 596-8988.

**SUMMER SCHOOL** — fully furnished 2-bedrm house in West Van. Close to recreational facilities. Suitable for small family. \$50/wk. Write D.J. Neville, 6463 Chatham St., West Van.; 921-7640.

**TO RENT** — July and August; fully furnished suite. \$120. Kitsilano area; close to UBC. Mrs. B. Froebel, 738-7657.

**OKANAGAN ACCOMMODATION** — fully furnished 2-bedrm duplex in Rutland available July 1-Aug 31; utilities included. 10 mins Okanagan Lake; close to shopping center. For further info contact W.R. Corkin, 1490A, Hollywood Rd., R.R.#5, Kelowna; 76-8195.

**FOR RENT** — July & August; 2-bedrm furnished home nr beach & shopping area (5 mins), UBC (1 hr), SFU (45 mins) & Western Washington State Univ. (20 mins), \$130/month (not including electricity & heat). Phone 531-3687 or write D. Oram, 1449-161st St., Surrey.

**SUBLET** — July & Aug.; 1-bedrm (2 beds) apt; nr English Bay, shops, transp; parking avail. \$175/mo; telephone, utils extra; no children or pets. Mrs. E.S. Sims, #1101-999 Gilford St., Van. 5.

**SUBLET** — large 1-bedrm duplex apt. July-Aug. 16th & Granville; 10 mins UBC. Parking. \$275 total. Write G. Mint, 1735 W. 16th Ave., Vancouver 9; 733-4567.

### SCHOOL YEAR 1972-73

**PEACE RIVER NORTH** — God's own country! Signed your contract - now you need a happy home? 3 bedrooms, natural gas (warm at -63°), partly furnished if you wish. In Taylor—9 mi south of Fort St. John. Available Aug 15 or earlier. Rent \$130 unf (with stove & fridge), \$145 partly furnished. E. Nutley, Box 1451, Mission, B.C. Tel 826-8277.

## Accommodation Wanted

**WANTED TO EXCHANGE** — July & August, 3-bedrm home, fully furnished, near Deer Lake. SFU for similar Okanagan-Osoyoos area. I. Holmes, 4450 Royal Oak Ave., Bly 2; 298-5257.

**WANTED TO RENT OR EXCHANGE** — furnished modest house, apt or cottage Victoria/Saanich Peninsula for July. Have children 3&4½ or exchange for country house on view location near Hatzic Lake (3 mi. east Mission City). Details P. Johnson, General Delivery, Hatzic, B.C.; 826-3273.

## Holiday Accommodation

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

**SALTSPRING ISLAND WATERFRONT HOLIDAY** — modern 1 or 2 bedrm suite at beach; moorage available. Weekly rate. A.C., Box 454, Ganges, B.C.

**WATERFRONT HOUSE AVAILABLE** — 2-bedrm; with rowboat; \$75 per week for summer months. Sandy Hook, 5 mi from Sechart, 443 Glencoe Dr., Port Moody; 936-9481.

**WHISTLER MOUNTAIN** — private chalet for rent. Sleeps 8, complete cooking facilities, fireplace. Near gondola, between 2 lakes. Swimming, fishing, hiking, boating, skiing. For info write The LaPierres, 490 Sundance Cresc, N. Van; 987-8415.

**FOR RENT** — for July; small country house on view location. 5-min trail down the bank for swimming from the private side of Hatzic Lake. \$150 including services except long distance telephoning. Will reduce rent for some garden maintenance. Details P. Johnson, General Delivery, Hatzic, B.C.; 826-3273.

**LAKESIDE** — large 2-bedrm fully furnished cottage for rent July 2 to Aug. 30. Sleeps 6 easily. All modern conveniences, including elec. stove, fridge, auto. washer. Safe, sandy, private beach with float. \$100 per week. Write R.D. Calleberg, Lake Cowichan, B.C.



## WE HAVE A LONG WAY TO GO

Elsewhere in this issue are the results of a readership survey conducted recently to ascertain what BCTF members think of this magazine.

A readership survey can be a harrowing experience for an editor, for it can be a rather traumatic test of his work. But surveys are vitally necessary to any editor, for without some measurable feedback, he works in a vacuum.

The results of our survey are a mixture of satisfaction and disappointment to me. Satisfaction in some areas, because you obviously agree with some of the things we have been doing. Disappointment in other areas, for we obviously haven't been doing the job we thought we were doing.

I'm delighted with the survey sample, for I think it probably reflects quite accurately the various groupings in our profession. I think we can regard the survey results, therefore, as an accurate reflection of the profession as a whole.

Elementary teachers constituted 43.66% of the sample; secondary teachers 35.37%. Those under 30 were 34.18% of the total group. (The other age groups: 30-39—27.92%; 40-49—20.98%; 50 and over — 16.92%.)

The experience breakdown, similarly, was probably an accurate reflection of the profession: 1-5 years — 30.46%; 6-10 years — 25.39%; 11-19 years — 24.87%; 20-29 years — 13.70%; 30 years or more — 5.58%.

About half the respondents (51.77%) were members of provincial specialist associations; about half (48.23%) were not.

The news that 70.58% always or usually read the magazine was, of course, gratifying. But there are some

surprises in the things they read and do not read.

The most widely read features, naturally, are the articles. A whopping 95.60% reported that they read them frequently or sometimes. These were followed by the letters to the editor (78.17%), 'A Matter of Opinion' (73.60%), 'The Editor Comments' (73.09%), 'Materials in the Resources Center' (67.51%), 'New Books' (64.97%) and 'From Drabek's Desk' (52.62%).

Only 11.5% ever do the crossword puzzles. I should have thought there were more crossword addicts than that among teachers.

By a small majority (45.17% to 39.25%) readers disagree with our policy of leaving 'how to do it' articles to the journals of the provincial specialist associations.

But they agree (68.18% to 24.19%) with our policy of trying to confine the magazine to educational matters, leaving BCTF matters to the *BCTF Newsletter*.

The magazine appears to be of some assistance to teachers in their work, but is not a source of great help. This is understandable, in that we have not been running many 'how to do it' articles. More than a quarter of the respondents (26.39%) say the magazine has not been helpful at all.

I'm pleased that 71.23% agree that the magazine presents a reasonable variety of points of view, and that 64.8% believe there is a reasonably balanced selection of articles.

Although 66.51% think the magazine is reasonably controversial, 27.41% think it is not controversial enough.

A strong 76.31% like the front covers. Sixty percent think we should continue to use about the same num-

ber of pictures as at present (32.14% want more), but only 31.65% want more cartoons. That surprises me, because we use only one or two cartoons an issue. (A sizable 28.93% have no opinion on that one; 31.65% want more cartoons.)

Not at all surprisingly, 92.72% agree that the magazine should include advertisements to help offset production costs. And advertisers get good news; 76.47% say they have responded in some way to advertising in the magazine.

The most disappointing feature to me is the overall rating of the magazine. Only 47.72% rate it 'good'; 42.64% rate it 'fair'; 6.76% rate it 'poor'; 2.03% do not rate it at all.

Elementary teachers rate it more highly than secondary teachers; administrators more highly than either of the other groups.

Harshest critics are the under-30 respondents, especially those with 1-5 years of experience.

The Editorial Board and staff will be analyzing the results carefully to learn all the lessons contained therein. But two are apparent immediately. First, we shall have to pull up our socks in general, substantially improve some departments and discontinue others. Second, we are just not communicating with the young members of our profession.

That latter finding is probably the most significant one of the survey. Obviously, we shall have to find out why not, and make the necessary changes.

I appreciate very much the interest, time and effort of the 591 members who responded. I am particularly grateful to those who added comments to the final page of the questionnaire. Please be assured that they will be

studied carefully.

Our objective is to produce a publication that will have — and deserve — the pride of the vast majority of the teaching profession in B.C. The readership survey indicates that we have a long way to go to achieve that objective.



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**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.)

**EDUCATIONAL OBJECTIVES FILMSTRIP/TAPE KITS —**

Produced by W. James Popham.

**INDIVIDUALIZING INSTRUCTION:** Systems of individualizing instruction are examined along with specific instructional procedures suitable for large and small group instruction and independent study.

**ALTERNATIVE AVENUES TO EDUCATIONAL ACCOUNTABILITY:** Discusses personal, professional and public accountability.

**CURRENT CONCEPTIONS OF EDUCATIONAL EVALUATION:** Contrasts measurement and evaluation, formative and summative evaluation, process criteria and product criteria and evaluation as an assessment of merit versus evaluation as an aid to decision-making.

**OPENING CLASSROOM STRUCTURE:** Describes three characteristics of open classroom and two instructional planning recommendations.

**HUMANIZING EDUCATIONAL OBJECTIVES:** Measurable objectives are formulated for social and personal development goals.

Note: These kits may be booked one at a time from the Resources Center.

**BOOKS**

**AIDS TO SELECTION OF MATERIALS FOR CANADIAN SCHOOL LIBRARIES,** by Margaret B. Scott. Ottawa, Canadian Library Association, 1971.

**ALONGSIDE THE CHILD: EXPERIENCES IN THE ENGLISH PRIMARY SCHOOL,** by Leonard Marsh. New York, Praeger, 1970.

**HIGH SCHOOL: THE PROCESS AND THE PLACE,** by Robert Propst. New York, Educational Facilities Laboratories, 1972.

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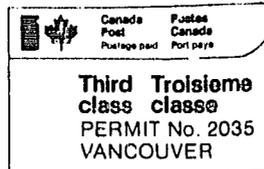
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