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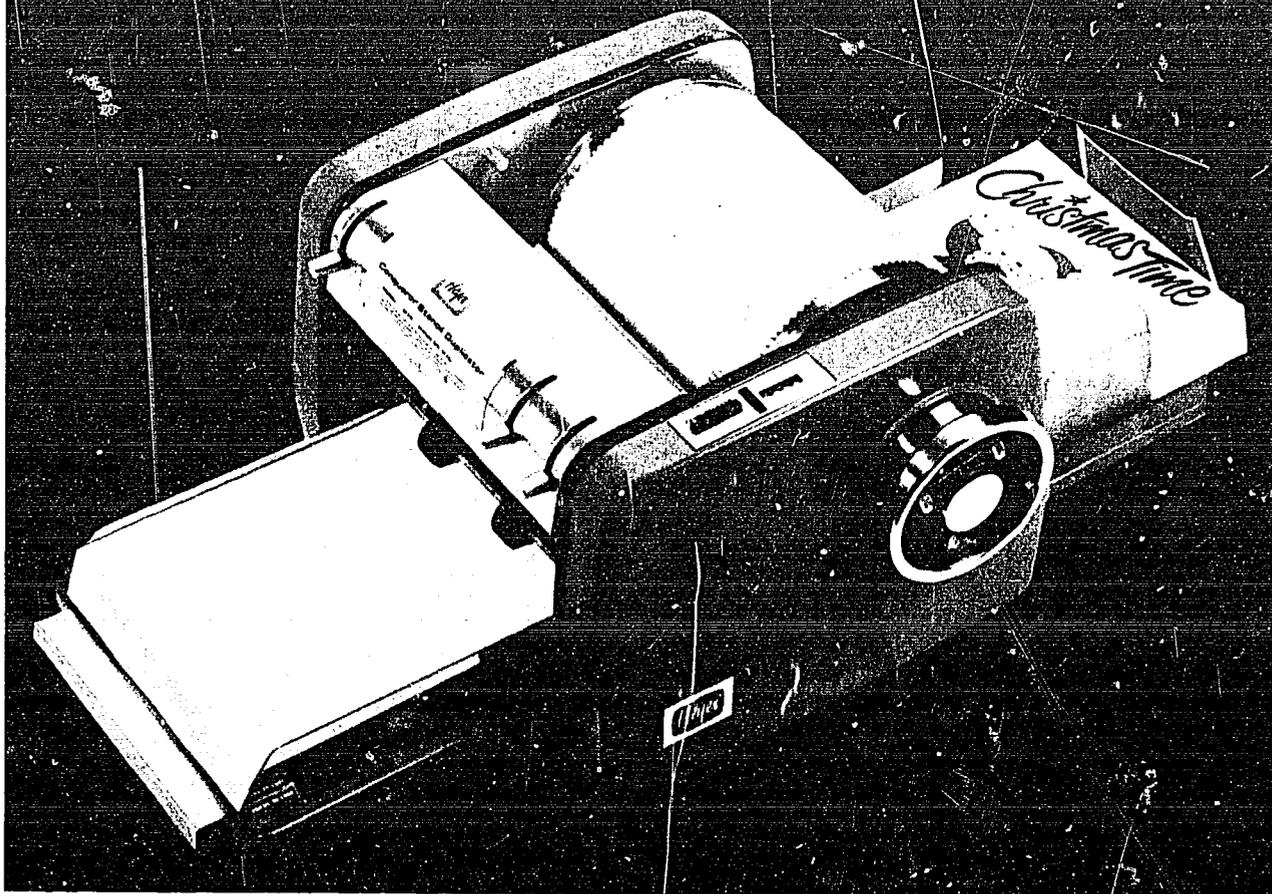
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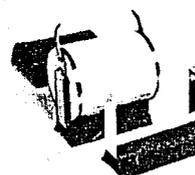
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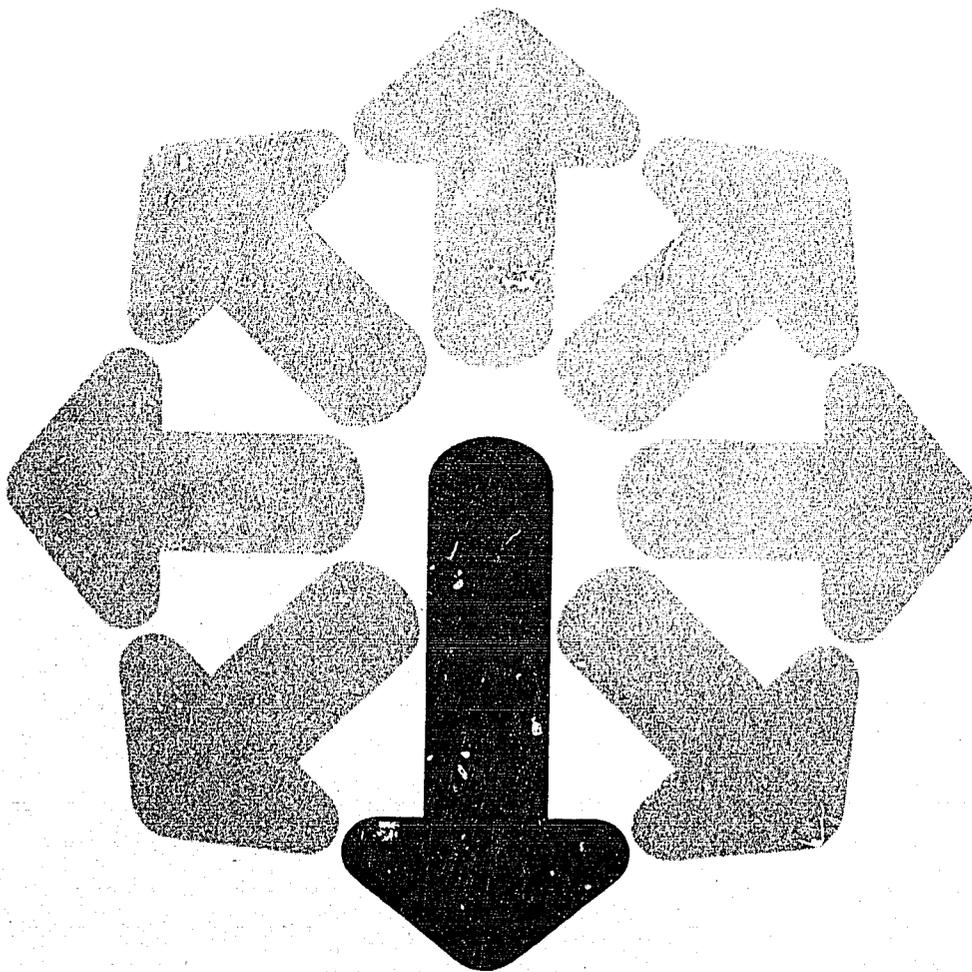


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COVER PICTURE

'Bubbles' is an elementary science unit for children. It capitalizes on the intrinsic interest soap bubbles have for children and is an excellent medium for the kind of learning that is called 'discovery learning.' This picture and the others to follow this year are used courtesy of the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

Photo: John Hardy, BCTF; pp. 18-21—supplied by author; pp. 22, 23—Malak, Ottawa.

Children Are Our Interest

Sir,

I enjoyed your editorial 'There Is Only One Way,' which appeared in the April issue. The first few words 'Because it is sincerely interested in children ...' I think are extremely important. I believe this fact should be included in all our public relations. I am afraid much of the publicity seems to indicate that teachers are a greedy lot, whose prime concern is more money.

I think this message, that the BCTF is sincerely interested in children, has to be gotten across to the public.

Keep up the good work.
Milne's Landing Don Kerley

What Is Non-Standard English?

Sir,

Sheila O'Connell's article on *Sesame Street* has omitted the question of the relationship between the final form, 'Standard' English, in which the claim for language superiority appears and its association with dialect variations characteristic of stratified societies.

We hear frequently of the 'Non-standard' grammar or 'Non-standard' pronunciation of a particular group or social class. These pejorative allegations have no basis in linguistics except insofar as we are willing to accept all contemporary languages as corrupt and substandard versions of early languages.

The author has not considered that when the dialect variant of a segment of a larger speech community is labeled 'Non-standard' we are usually dealing with a political rather than a linguistic phenomenon. The demotion of dialects to inferior status can be understood only as part of the general process by which ruling groups attempt to maintain their superordinate position.

Many educators attempt to deny this sociocultural condition. If they do, this is a matter of ignorance; otherwise there would have to be an element of deceit involved.

Linguistically, the phonology and grammar of the poor and uneducated

classes are as good as those of the rich, educated, and powerful classes. Naturally, the 'Non-standard' dialect is a definite handicap in a competitive situation, but primarily because it is defined as such by the superordinate group.

This point should not be confused with the question of lexemic inventory size. In lower classes the inventory is likely to contain fewer technical terms and to reflect an objective functional inferiority caused by subordinate socioeconomic status.

Sheila O'Connell, like many other well-intentioned educators, believes that children could quite possibly be reared in a linguistically deprived environment. In studies of the actual speech behavior of blacks in Northern ghettos, William Labov has shown in his *The Logic of Non-Standard English* (1969) that this belief reflects the ethnocentric prejudices of middle class teachers and researchers (note the main actors of *Sesame Street*) rather than any deficit in the grammar or logical structure of the ghetto dialect.

The 'Non-standard' English of the black ghetto contains certain forms that are unacceptable in white middle class situations. Among these are several that were noted by O'Connell. The most common are negative inversion, negative concord, invariant 'be,' dummy 'it,' and optional copula deletion. The utilization of these forms in no way prevents or inhibits the expression of complex thoughts in concise and logically consistent patterns.

The grammatical properties of 'Non-standard' language are not haphazard and arbitrary variations. On the contrary, they conform to rules that produce regular differences with respect to the standard grammar. All of the dialects of English possess equivalent means for expressing the same logical content.

To be considered for publication, letters should be approximately 200 words long and must be accompanied by the name and address of the correspondent. Pseudonyms will be used if requested. Letters may be edited for clarity and length.

The conclusion of the great anthropological linguist, Edward Sapir (1921), stands unchallenged on this point: 'When it comes to linguistic form, Plato walks with the Macedonian swineherd; Confucius with the head-hunting savages of Assam.'

Sheila O'Connell's comment that children should be taught awareness of the concept of situational acceptability in regard to dialect variants is a partial answer for language development and the social development of our school children. More time should be spent with the assessment of class situations in our social system rather than the situational acceptability of linguistic phenomena. The former could result in a more profound effect upon our society.

In essence, O'Connell is influenced overwhelmingly by her upper middle class bias and her remarks will do little to upset the *status quo* with all its salient features of class phenomena.

Finally, mention should be made to O'Connell's reference to 'Standard' English as used by certain social classes. 'Standards' have the danger of not taking into account the significance of linguistic change. Individuals and groups who dedicated themselves to the preservation of the 'purity' of a particular dialect must reconcile their views with the fact that all contemporary languages are 'corruptions' of previous languages.

Attempts to prevent contemporary phonological and grammatical patterns from undergoing further change are doomed to failure.

Burnaby J. C. Yerbury

On Male and Female Roles

Sir,

Mrs. Marion Mitchell of Cassiar wrote an articulate rebuttal of Patricia Preston's article on sex discrimination in the schools, but I fail to be convinced by her arguments. She certainly loses credibility when she writes: 'The human race is divided into two separate and distinct sexes, and in no way is any member of one sex remotely like any member of the opposite sex — physically, mentally, or emotionally.'

I find it hard to believe that an educated person could make such a blanket generalization.

Since Mrs. Mitchell does not back up her generalization with conclusive facts, the error seems even more obvious. It is confusing, too, to note that she thinks that women's lib people are trying to make women feel like 'second-class citizens.'

What status does Mrs. Mitchell attribute to women when she says, 'There are not too many famous women in the arts and sciences, presumably because they don't have the stamina to be capable of that type of genius?'

Is woman's role really confined to 'She will turn out good citizens in the main, and perhaps with luck will raise that genius'? Are her girl-children really qualified only to be homemakers, while her boy-children may be capable of being geniuses?

Contrary to Mrs. Mitchell's statements and beliefs, women's liberation is actually an uplifting force for women, not a put-down. Women's libbers believe, with great justification, that there are not many famous women in the arts and sciences because of attitudes held by men and women alike that prevent the natural growth of universal human characteristics in both boys and girls.

Why can't boys show normal emotion? Why can't girls climb trees? Countless anthropological studies show that social male-female characteristics are learned, not instinctive.

Unfortunately for children of either sex, people like Mrs. Mitchell want to force traditional roles upon children because they feel they are natural. I believe that if children are given an honest choice in choosing their life-role, we will have fewer maladjusted adults.

It is the responsibility of the school to avoid role-typing and to provide viable alternatives. One of the most important alternatives for a girl should be that of homemaker, but by no means should she feel that she is destined for that role, however rewarding it might be.

Nanaimo Ms. Constance G. More

Sir,

...I have only one comment to make on Mrs. Mitchell's notably unfactual remarks about men and women: she is welcome to cling to the traditional stereotype of femininity for herself, but must allow the rest of us to choose our own roles.

As for her comments on the class-

<i>We Shall Miss These Teachers</i>		
In Service	Last Taught In	Died
Mrs. Margaret A. (Atherton) Bigold	Powell River	November 4, 1971
Miss Jane Margaret Greig	Vancouver	October 23, 1971
Lewis Bourke Lawley	Vancouver	March 12
James Alexander McFegart	Vancouver (on loan to Malaysian Project)	April 14
Peter Michael McLaughlin	Saanich	October 24, 1971
William John Nixon	Vancouver	October 10, 1971
Rolson Bradley Nuttall	S. Cariboo	December 12, 1971
Richard James Walsh	Burnaby	April 9
Joseph Wylie	Richmond	August 11
Retired	Last Taught In	Died
William P. Alsbury	Vancouver Secondary TA	June 1
Harold King Beairsto	Vernon	June 23
Mrs. Elfrida M. (Gorrill-Foster) Biart	Vancouver	May 21
Miss Lillian Bruce Clark	Vancouver	May 24
William John Eades	Vancouver	July 1
Alfred Henry Gooding	Richmond	July 2
Miss Eva May Green	Surrey	May 31
Mrs. Mary Isabel Clare Hall	Vancouver	June 26
Mrs. Helen P. E. (Whaley) Hepburn	Vancouver	July 24
Mrs. Bridget H. (O'Mara) Johnson	Vancouver Is. N.	April 18
Mrs. Jessie I. (Blair) Lee	Surrey	April 30
Mrs. Rosemary C. (Downey) Lowery	Courtenay	March 24
Sherley A. MacDonald	Summerland	April 2
Mrs. Ada Mathilda (Larson) Milligan	Williams Lake	April 27
Vernon Wallis Mulvin	Vancouver	June 30
Miss Edith Barbara Riesberry	Vancouver	June 15
Miss Therza Rose Rossman	Trail	July 31
John Sandford	Vancouver	April 2
Francis J. Templeman	Vancouver	April 7
Mrs. Rhoda M. (Shaw) White	Kamloops	April 13
Miss Maud A. Williams	Vancouver	Date not known

room situation, Mrs. Mitchell cannot be allowed to convey to teachers through their own magazine that she is representative of all parents. I, too, am a mother of pre-schoolers and do not want sex roles foisted on my children, nor am I considered a lunatic by other mothers when I say this, but can usually rely on strong support from them.

I will not have the options of my little girls limited by narrow-minded people, and, yes, if they want to get into training 'to push a 1000-lb dolly or work all day in the gruelling sun,' I have no objection. My husband and I are very 'straight' people, but do not consider the thought of 'Father at home being domestic while Mother is battling the labor force' at all ridiculous (although

we think 'battling the labor force' too ferocious an attitude).

I have enough trouble already coping with my revulsion when our 5-year-old daughter returns from kindergarten saying, 'I'm going to marry K... He doesn't want to any more, but he's not getting away from me,' without silly women trying to persuade classroom teachers to compound that kind of nonsense.

No, I am prepared to tolerate special treatment for our baby son. I do not want him brainwashed to believe himself intrinsically superior to girls, and I do not want him encouraged to be aggressive or competitive. We have an over-abundance of these traits in evidence throughout the world, and espe-

Continued on page 32



*One late afternoon in the middle of
the wood today, oh, such a
I was born in Sask.*

This year meant alot to me and I enjoyed

Have you ever met a perfect stranger who could describe to a t your personality traits, your aptitudes and your habits, all within minutes of meeting you?

I had that somewhat unnerving experience last summer, when I met and interviewed Hannah Smith, a teacher at Vancouver's Annie B. Jamieson Elementary School:

I hasten to add that the experience was a fascinating and thoroughly enjoyable one, for Hannah turned out to be a warm, friendly person who is genuinely interested in people, especially children.

Over a period of 30 years she has become Canada's leading authority on handwriting analysis. It was from a sample of my handwriting that she told me all about myself. (See page 29 for that sample and what she told me.)

In January 1972, Weekend magazine did a feature article on Hannah and her ability to read character in handwriting. I wanted to interview her to find out more about how she uses her special abilities in the classroom. Here is the transcript of our conversation. My questions are shown in italics.

When she looks at handwriting, she doesn't see words: she sees people

K. M. AITCHISON

Handwriting, you're known from one end of the country to the other as an authority on graphology. Just how do you define that word?

Graphology is the deduction of character from the analysis of handwriting, but I've gone a lot further than just character, because in 30 years of study I have found that character changes from day to day with a person's mood, with the state of his health and of course with such things as drugs and liquor. It is a very complex science and I'm not through researching yet.

In 30 years you've obviously learned a great deal; I understand you've put some of that knowledge into a book.

Yes, after collecting boxes and boxes of letters written to me, particularly after a major television show in Calgary, I put a book together called *Between the Lines, a Case Book of Graphology*. Everything in it has been discussed with the people concerned, so it isn't a case of copying from other books. I found there was too much contradiction and too many things that

would lead a person astray in many of the books.

And I understand you're going to follow up by doing a syndicated newspaper column.

I have been asked to and hope that I will have a chance to do so.

What first triggered your interest in graphology?

I was 16 years old, had finished Grade 12 in Vegreville, Alberta, and wanted to be a lawyer — a no-no for a girl! I had to kill two years to be old enough to go to normal school, so my father kept me busy around the hotel he owned. I started watching the register as each guest signed in. I noticed that no two people wrote alike and no two people acted alike.

I thought I had discovered a science. That was really quite funny because about 1100 the Chinese had written about handwriting analysis and in 1600 Baldo in Italy wrote the first paper on it. Anyway, I wrote for an analysis and some information, including 21 ways of

crossing the letter t. I have found many more than 21, incidentally.

Is your handwriting analysis related in any way to the data processing analysis you get at such places as the PNE?

Absolutely not. As a matter of fact I wasted three times 75c by having my own writing done. The first one said I was an extrovert, the second one said I was an introvert, and the third one didn't know what I was. One said I was extremely musical; another said I'm not. It's like any computer — garbage in means garbage out. (A collection of generalities is fed into the computer.)

Before we get to your classroom use of handwriting analysis, I understand you have had some fascinating experiences with it outside of education — with the RCMP and FBI, for example.

I got the chance to do much of my research during World War II, when I had all the basics and, luckily, a photographic mind. I was supposed to be going to university in the States but there

was a quota system, so I gave my time to using handwriting analysis to 'entertain' the troops. I found it was a means of communication, a way of getting them to open up. I'd ask them how close I was in my analyses, and if they said I wasn't close I threw away the information I was going on.

Later I worked with the children of working mothers.

Here in B.C. I have done a lot of work with and have had a lot of help from the personnel of the B.C. Penitentiary Service. And, yes, I have been consulted by the RCMP and the FBI.

To get down to the school situation, when did you first become involved in using graphology to help you in your work in the classroom?

I was out of teaching for quite a long time when I lived in the United States. I got back into classroom teaching in 1954 in Calgary, first as a substitute and finally as a permanent staff member, and I was absolutely flabbergasted at the change that had occurred in handwriting from the time I had left for the States in 1936 to my return in 1954.

There was a time when you could not analyze handwriting until at least Grade 8. The penmanship of most pupils was basically the same then — the ruler on the knuckles routine and all that — so there was no real character to be seen. But as the pressures came on and as people started easing up on perfect penmanship, MacLean and otherwise, basic characters, frustration, etc., came out.

I was astounded that children at the Grade 4 level had so many problems — pressure, confusion, etc. — so I started watching the children and making more notes before I jumped to conclusions. As I watched, I realized that certain handwriting characteristics meant certain things. I went on with my research with children for quite a while before I came to any conclusions, and I got letters from teachers from all over the country, because whenever I appeared on a talk show I asked for them.

Do the children reveal their various personality traits to you by their handwriting?

Certainly. Here is how I use graphology in my classroom.

The first day at school I give the children a large sheet of foolscap and a well-sharpened pencil, and I say, 'The word "autobiography" means a story of your life. You can use this word or you can tell me about your summer, but write as much as you can about

yourself so I'll get to know you better.' I usually accompany those directions with the song 'Getting to Know You.'

That night when I come home, I go through that writing and I know by morning exactly where the children are going to sit.

For instance, if there is a child who has a lot of open a's and o's, I know I've got a chatterbox. If on top of that his handwriting is large and leans forward, I know he's got leadership qualities.

If, on the other hand, there is someone whose handwriting is closed up tight and backhand, I know that he is shy and not easy to communicate with, so I seat him near my talkative leader. If heavy pressure and other forms of disturbance show an 'up-tight' kid, I seat him as close to my desk as possible.

Those who seem very disturbed — they keep going over their words, their pressure varies from heavy to light, they can't stay on their lines — I get as close to as possible, and find reasons to have them up to my desk.

Incidentally, I don't prowl because I don't believe in being six feet tall while they're at a lower level; I'll either have them come to the desk or I'll kneel down.

Anyway, by the second day of school — before I've looked at any school records — I know what problems I have.

That's Grade 4?

One late afternoon in the middle of winter a colt was born. It was a chestnut colour and had black feet. In a few weeks time we saw it stand up. The colt seemed to be blind. Father got up early next morning with his rifle and left the house.

"Mother, where is father going?" I asked. Mother answered, "He's going to the barn to put the colt out of its misery." "Put it out of its misery!" cried Ann

*the wood today, oh, such a wonder
very over and greenery under;
leave with their tremulous tracery,
of ferns with their fairylike lacery;
ery over and greenery under;
the wood today — oh! such a wonder.*

Grade 4. Last year I had a split 3 and 4, which is a curse for a teacher, but which for a graphologist was a dream, because I had to teach my own writing, and I'm a very fussy writing teacher.

And children that young can reveal their characteristics to you by means of what they put on paper?

They can reveal them much younger. I have looked at a six-year-old's handwriting that indicated to me that the boy was an opinionated little guy (sharp, pointed i-dots and heavy, low t-bars), and that was confirmed in an interview with the parents.

Are you able to detect potential personality problems?

Definitely. I can show you some handwriting that indicates that the child was a potential criminal.

Let's look at some samples. What does the writing in Figure 1 tell you?

In the top part you see that this Grade 5 girl has pressed her pen nib to such an extent that the ink has filled in many of the loops. That is a sign of a person who is under so much tension that she could possibly be criminal, but I knew she wouldn't be if she were properly guided because she was anxious to please and her handwriting was quite careful.

Figure 1

She was always fighting and always getting into trouble until I took a great deal of time with her. Maybe I was a surrogate mother — they tell you you're not a good teacher or a good professional if you get personally involved, but I felt I had to there. The writing of six months later shows you how she had relaxed by that time.

You notice she writes very large r's. They show a love of clothing. She had to wear hand-me-downs. If she ever did get anything new, she was a regular little peacock.

Now, what is the significance of the writing in Figure 2?

This is an interesting contrast. The top one is that of a 12-year-old boy in a special class. Writing, reading, spelling — none of that meant anything. The boy dictated to me what he wanted to say, I wrote it out, and he copied it. As you see he's done a very slow, careful job; the only thing that's significant is that his capital I isn't quite finished in several places, which means that his self-image wasn't good. But the rest is very

careful.

The other sample is that of an eight-year-old, alert, top achiever after two months of writing lessons. So you see, you can't tell age or sex from handwriting.

You mean the handwriting in the bottom part of Figure 2 was done by a child who had studied handwriting for only two months?

That's right. This was a hastily written bit of creative composition. There is one significant thing about the capital I in that writing. When the capital I is like a J, the child has a feeling of rejection. That child came from a broken home, but the work was not affected because this particular child was eager to please me.

There seems to be a phenomenal contrast in the samples in Figure 3, but I understand they are by the same person.

Yes, this is a Grade 3 child whose father felt that because the boy was small he should try to excel in sports. The father spent a great deal of time with the boy to that end.

In a parent's interview, the mother (who insisted that the boy sit in on the interview, which was supposed to be informal) lit into me about being too easy-going on the boy, and being 'conned' by him.

Thinking 'Who should know a child better than a mother?' I started getting a little tougher. The writing in Figure 3B was written exactly three days after the other, the day after I took instructions from the mother. You can see what happened. The heavy lines and the very black period show anger, confusion and worry — possibly wonder at why his teacher suddenly had it in for him.

So, before the morning was over I had him running errands to calm him down. And I had the children out for their games period, and of course he beat everybody.

Within three days I realized that his pressure tolerance was very very low. He's the kind of child who would blush if you were scolding somebody else — that's how sensitive he was.

So the handwriting of these children reveals not only their permanent personality traits, but also their moods from day to day?

That's right, and that's why I believe in personalized teaching. I feel that you don't teach according to a lesson plan — you teach to what the child can take

I was born in Sask. I came to Calgary when I was 4 years old. I lived in Capital Hill. I went to Capital Hill school. Then I moved to Bowness. I went to

I am 8 years old, I like reading mystery books, I am in grade 3.

Figure 2

e. Bob's father gave 6 pns to some children. He gave 2 pennies to each child. He gave the pennies to how many children?

Thank you very much for everything. We wish to come again. I enjoyed how you explained the things. I liked how you explained the wolverine skin and the bear trap. Three and a half lines means 3½ beaver skins.

Figure 3

or what the child requires. I don't have owls and brown bears and Group one, two, three, four or five — they're all individuals. Those who can cope on their own can go to a resource center or library. I don't ignore anyone, because all the pupils need me in some way or other. But I'm not going to have unhappy slow learners compete with people, because they can't. Nor will I be a party to the parents' seeking a status symbol through their child's scholastic achievement.

So, by examining a child's writing or the way he writes his arithmetic you can tell if he is on any particular day receptive to new concepts?

Let's go a little further. I've often received notes from mothers making excuses for why Johnny didn't bring his books. From the mother's handwriting I've realized that Johnny must have had a horrible morning, so I've walked past his desk and, sure enough, all his anger has shown in his writing.

In such cases I have the child get brushes for me or sort books until he calms down. Or I read poetry to the class or we have a sing-song. Only then will I go into math or the timetable. If there has been general chaos in the school, I scrap the timetable.

Very often children bring to school whatever has upset them. If a mild, well-behaved youngster is suddenly doing things he shouldn't do, I walk over and take a quick look at his writing before saying anything.

Seems like a very sensible approach. You're obviously not going to teach much arithmetic if the child is worrying about something else.

Exactly. I might teach, but will the child learn?

Figure 4 shows an astonishing contrast. Could you tell us about it?

Both samples are from a boy in Calgary. He started school in September as a newcomer who was constantly upset. His September writing (top sample) shows this very clearly. His slants are different, his pressures are different, and he goes over letters. His letters are closed up tightly. He can't make friends easily.

I have a committee of the children I find to be understanding take over a newcomer. I purposely saved all his writing and the May writing shows a well-adjusted child who has fitted into the scheme of things — now mixing better with people. This shows in the

AT PETER & PAUL'S HOUSE

Peter - I hear footsteps
 Paul - Mine too. Let's go see who
 Peter - Okay you first.
 Paul - Look it's a Babia

This year meant alot to me and I enjoyed very much having you for my teacher. You have tot me alot of new things such as sort so short cuts and vocabulary. So me you are the nicest teacher I have ever have. You told good story, most of them were funny. I have really enjoyed this year and I hope you are here next year. Have a very nice summer.

Figure 4

constant angle — leaning toward the right.

Only in one or two places is there a little bit of going over of letters. His f's are closed very tightly, which shows that he's quite secretive, but by and large there are enough open letters to show that he can make friends — like the a in 'such as' and the o in 'alot.'

In effect, then, the children's handwriting is a reflection of the way they feel?

It's an absolute mirror to me. I don't have to go to the card file to learn about them, although I do go to get any additional information available — to supplement as well as reinforce my own findings.

Once I thought a colleague was being very hard on a child, for the writing told me the child was not strong. I went to the nurse's file and learned that the child had spent a great deal of time in hospital, and had a talk with the teacher, who was receptive and agreed she could not expect perfection from all 35 pupils.

Her writing, incidentally, was that of a perfectionist and hard task-master.

When you 'size children up' by means of their writing before you consult the school files, are you usually right?

It all depends on how up-to-date the files are, but usually, yes. I have often found comments in a child's file that have corroborated something I've noticed in the child's handwriting earlier and observed in his performance.

Another indication of accuracy is that

I have had teachers from all over Canada consult with me about their pupils. Teachers at summer sessions, especially, have sought my advice.

Now let's take a look at a final sample of writing. The top of Figure 5 doesn't mean anything to me, the middle seems to be arithmetic and the bottom shows some rather neat writing. Was this all done by one person?

It certainly was. This is the writing of a boy who was an orphan and was kicked from pillar to post after having been deserted by his mother. He had no use for women and was very difficult for anyone to handle.

Actually he should not have been in a public school, for I recognized from his small handwriting and speed that he was extremely intelligent.

With praise and encouragement he came along beautifully, but if he didn't feel like working, he doodled. For some reason or other it didn't matter whether he doodled on his desk or on something else, the doodling finally seemed to work itself into a question mark.

Even the smaller writing shows an ability to concentrate. The pressure is heavy all through his writing — number 33, the word 'heart,' the number 32, the word 'arithmetic,' and his cross bar t, are very heavy. When those cross bars start to look like a club, you know that unless you get to this child there is going to be one more inmate in one of our penitentiaries. The anger must reach the breaking point.

8. What date will it be tomorrow?

9. ~~9~~ not
 10. 
 11. 

L. money
 \$15.00 - \$9.45 = \$5.55

\$9.45
 \$5.55

The grade 4's need \$5.55.

- 
- | | |
|------------|---------------|
| 1. shoes | 26. elephant |
| 2. doctor | 27. jungle |
| 3. tooth | 28. Brownies |
| 4. clothes | 29. freeman |
| 5. health | 30. monkeys |
| 6. candle | 31. visiting |
| 7. crayons | 32. arthritis |
| 8. animals | 33. heart |
| 9. donkeys | 34. nurse |
| 10. woolen | 35. wear |
| 11. crack | 36. match |
| 12. smoke | 37. trade |
| 13. corner | 38. wagon |
| 14. danger | 39. smart |

Figure 5

If all teachers in the elementary school grades became familiar with graphology as you use it, could we prevent or forestall some of the problems society is faced with?

If they learn enough to know that there is something wrong. If they don't become slaves to tidiness and such things as proper spacing, children will relax and try.

But a little bit of knowledge is a dangerous thing. To me it's the whole child I see and watch from day to day.

There are many things I included in my book in the hope that teachers will not do to other children what some have done to bright kids who had poor hand-eye co-ordination. They gave very poor marks, as they wrote across the top, 'Messy writing means a messy thinker.'

That's just not true. Geniuses are the people with the worst writing because their brains move faster than their manual dexterity allows their fingers to move. I have recommended teaching typing to cut down on the frustration of 11- and 12-year-olds.

How can other teachers learn more about graphology and particularly how to use it in the classroom?

Royalties for authors aren't like those for professors, who make books or papers compulsory reading for their courses to have a captive market, so I haven't made any money. However, I did write a book hoping that teachers could learn a little bit from it. I think there is enough in the samples shown and explained that they can find some help there.

Do you have any advice, or on the other hand, any cautions for teachers as they attempt to become knowledgeable in the area?

I don't want teachers to think for one minute that I don't insist on the best of handwriting, the most careful of teaching. Every single day I have my pupils do some formal writing, one way or another. When the children start deviating from the norm and I see a lot of scratching over, I see anger. I ask the nurse and the counselor to work with me.

Teachers can't become pseudo-graphologists because graphology is a very in-depth thing. I think they can learn enough from the book, however, to spot the danger signals; they can then turn the children over to the proper authorities.

Our schools, incidentally, can't possibly have enough counsellors.

You've commented on specific samples of handwriting, but could you give us some general characteristics of writing to look for?

Whether the handwriting is that of a child, a teenager, an adult, or somebody on drugs, when commas, periods and i dots become very large and the writer goes over and over them, something is bothering that person. He may have the most beautiful handwriting in the world, but those dots are an indication that he is worrying.

If you care, have that child stay for a little while and talk about whatever is worrying him.

Another thing you must be concerned about before you start getting 'up-tight' as a teacher is the fact that when children go over and over letters they are confused about something. Something's gone wrong. When children use very heavy pressure they are under extreme tension.

A child who has heavy strokes and weak strokes may have a history of illness — check into it. I noticed such strokes in the writing of a child once and asked the mother when the child had last been examined. She took the child for a medical and found that the girl was dangerously anaemic. The child had such a strong, built-in pressure system that she was working much beyond her strength, and had to be taken out of school for a month.

Great differences in pressure can also indicate impending illness. Check with the nurse and with the parents.

Ballpoint pens make many children feel they have to press hard. So I think

Continued on page 26

ACCOUNTABILITY

Educators are all too familiar with vogues, with bandwagon movements, and with ever-recycling panaceas. So familiar are we that there is a danger at times of our underestimating the true force and logic of the prevalent cult; whatever that might be.

We seem to be moving gingerly out of a period of fascination with magical incantations to *change* and *innovation*. The new wave, although the change-era is by no means over yet, has a name — *accountability*.

So the world of education turns toward another dawn. 'What is it that teachers actually *do*?' ask interested and intelligent laymen, taxpayers, parents. 'What are the *goals* of education?' demand educational theorists. 'What are the *behavioral objectives*?' demand behavioral psychologists and other performance-oriented scientists.

Economists and politicians are sometimes even more crass. They demand a 'bigger bang for a buck.'¹ They want a detailed explication of the relationship between the education dollar and the things and behaviors it purchases (all observable and measurable, of course, since what cannot be mea-

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sured does not exist and all non-metaphysical things are in principle measurable).

This overall movement in the educational milieu is variously expressed and has a number of manifestations and ramifications, but essentially it can be summed up in the term *accountability*. The demand for *accountability* has already led to a number of rather important experiments with performance contracting and staff differentiation.²

It deserves to be taken seriously. It is too easy to condemn it out of hand as merely the latest eruption of North American materialism and commercialism — 'Every Kid a Hustler'³ — but such facile disparagement will not make it go away or disappear.

Accountability is not new, of course; the last time we had it was around 1914 with F.W. Taylor and the Scientific Management Movement.⁴ But *accountability* is not a paper tiger either and it will be around for a while yet.

Nevertheless, let me state bluntly that it is educationally unsound and logically fallacious. More than this, it is simply not *right*. The purpose of this article is to substantiate this contention.

First, let us examine the concept a little. As it stands, it is open-ended and

incomplete — and the more sinister and menacing precisely for that reason. In truth, however, as *Finer* and others have pointed out,⁵ it makes no sense to talk of bare *accountability*. *Accountability* must always have a meaning in context. It has to do with the practical problem of being accountable to somebody *for* something. It must mean something like *x* is accountable (or responsible) to *y* for *z*. Or even, more subtly, *x* is accountable or responsible to *x* (to himself) for *z*. And what are the *y*'s and the *z*'s in public education?

Can we say that the teacher is responsible to the principal for the education of his classes? Or is it that the principal is responsible to the superintendent for the behavior of his teachers? Or is it to parents that we are responsible, or the government, or the kids themselves, or our consciences, or God? And that is but the beginning. What is it that we are accountable for? — for the students' learning, or behaving, or experiencing, or our being competent as teachers, or furthering our own professional growth, or providing facilities for holding youth away from home and streets and labor market, or somehow making the same youth better citizens ...?

And still this is not the end of the

-TO WHOM, FOR WHAT AND HOW?

Accountability is not new. It deserves to be taken seriously, but it is educationally unsound, logically fallacious, and simply not right.

CHRISTOPHER HODGKINSON

semantic aspect of the problem, for in what sense can an administrator or teacher be held to be responsible or accountable if he has *tenure*? Certainly not in the sense that a commercial executive is accountable in that he may be fired at any time; or a surgeon accountable to the extent that he can be sued for malpractice.

From this it should be clear that the concept of accountability as applied to education is complex, protean and difficult. Nevertheless, it tends to take on a simple coloring as, for example, when it is interpreted to mean that a school will undertake to reach certain specified observable objectives for its students, the teachers and administrators then being held accountable to the goal-setting body.

There are yet other interpretations that can be and are placed upon the accountability concept. Interpretations other than performance contracts linked to behavioral objectives.

A pervasive concern with costs and accounting sometimes surfaces under the guise of PPBS,⁶ planning-programming-budget-systems. The curious aspect here is that, whereas PPBS in its various forms is linked to considerations of general systems theory⁷ and is supposed to shift the em-

phasis in budgeting away from inputs (costs) toward outputs (goals), in fact it does not often seem to do this. Evidence to date⁸ seems to show that PPBS, while it may initially direct attention to long-term systems outputs, tends to revert in practice to conventional cost accounting budgeting categories.

Accountability is not to be found, then, in any simple sense through the medium or technology of accounting *per se*.

There is another way of looking at accountability — from the angle of public relations. In this view accountability is realized when communication between the school system and its supporting public is improved to the point where the said public is well *informed* about its schools. This need not be any Machiavellian manipulation of the media whereby the public is 'sold' on its schools and their programs. It can be a quite sincere effort to engage public concern through the use of all channels of communication and particularly through the device of citizens' committees.

Project Learning in Victoria⁹ and some of its ramifications are perhaps an illustration of this. The logic underlying the idea is that if the public is

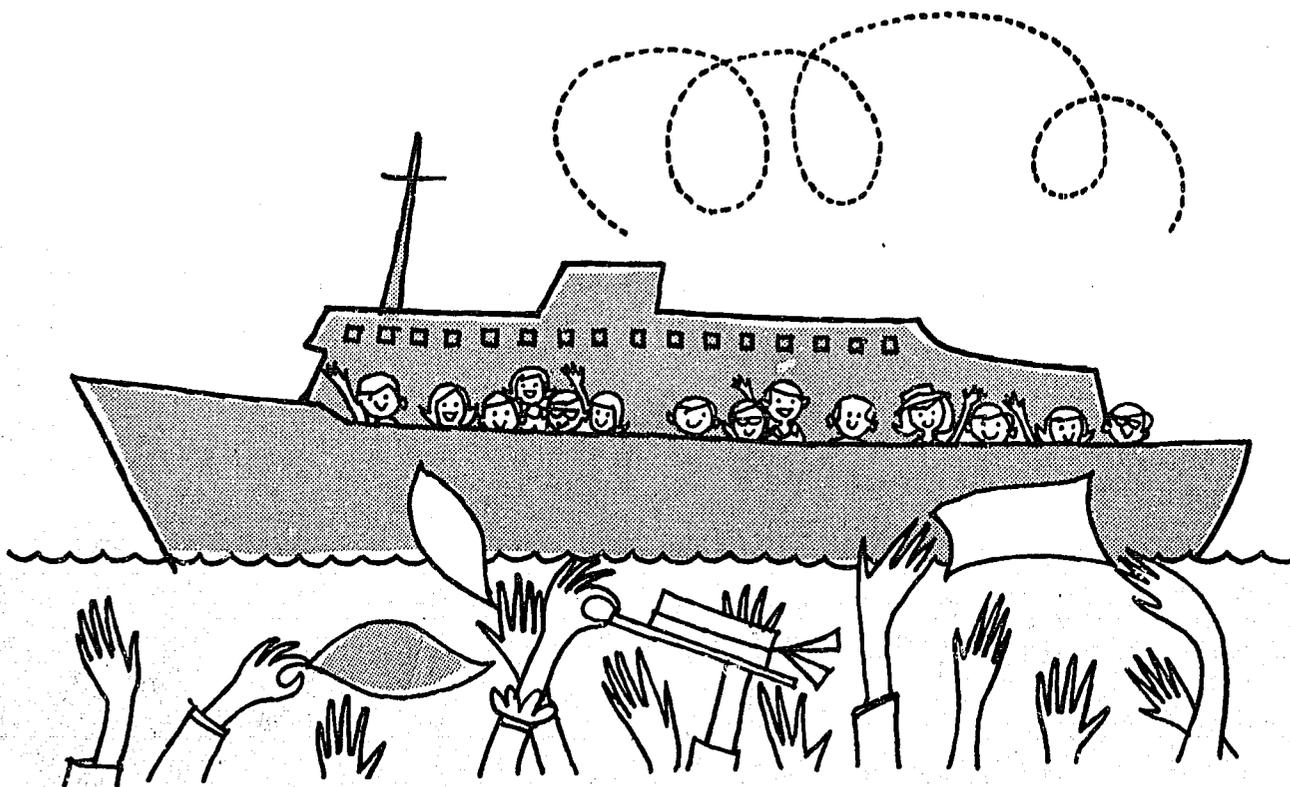
made to *realize* its power over the operation of the schools, then, *ipso facto*, the schools are rendered responsible and accountable.

But questions can at once be raised. Has not the public long since set up machinery for precisely this rendering-of-account; a machinery of elected boards of school trustees? Is this machinery, then, moribund? Or worse — defaulting on its own charge to maintain public accountability — by attempting to joff off its responsibility onto the citizenry at large? For instance, consulting the public as to the appointment of a principal.¹⁰

And it must not be forgotten that citizens have other concerns and other interests than the mundane operation of the schools. We shall return to this point later.

The issue of accountability is also related to certain theoretical problems of organization and administration. First, there is the maxim that says that responsibility and authority must be equal and coterminous.¹¹ The essence of this is the delusively simple notion that if one wishes to hold a functionary responsible or accountable for the achievement of a certain end, one must also grant him the requisite authority

Continued on page 24



Another modest proposal

¶ Dr. Wisenblow sat at his desk in the Apartment of Dedication in Victoria and thoughtfully propounded his new scheme to relieve the unemployment and overproduction of teachers in B.C.

It was only by the merest mischance that I was able to interview him at all. I had come to locate my EA certificate, which Dedication had granted me in 1954, but which had been lost, mislaid or delayed in the mails. I had been shuffled and shunted from office to office, up and down the halls for most of the day. Everyone I met was most anxious to get rid of me, to pass me one step up the line. Finally, in the late afternoon, as the sun was slanting over the harbor and lighting up that mythical piece of old England—carved oak, leather chairs and Persian rugs—I found myself seated opposite Wisenblow.

'I understand you represent the unemployed teachers of B.C.,' he said gently, his baby blue eyes misty with the impact of it all, and his boyish, bewildered air fairly crying for understanding.

'Yes, I do,' I said brusquely. That wasn't the errand I had come on, but if fate played into my hands, I decided I might as well play right back.

'Most unfortunate,' Wisenblow murmured, 'most regrettable. I don't know where they've all gone.'

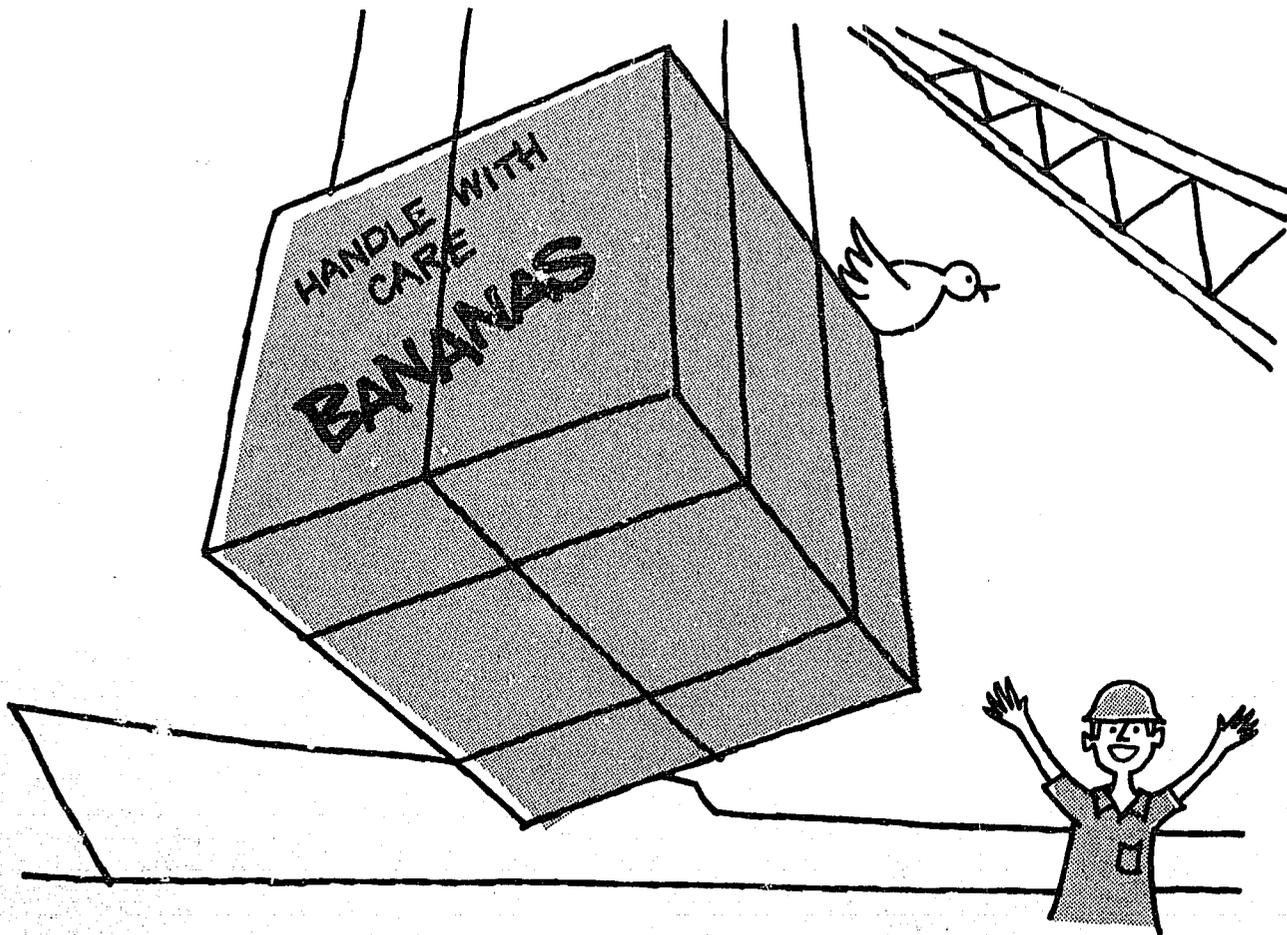
'Sir, I'm afraid I don't follow you. They haven't gone anywhere. They're still at home, unemployed. No pay cheques, no jobs. And hundreds more about to graduate in May. What does the Apartment propose to do?'

'No, no,' he protested with a charming smile, 'the children, the students, the pupils, I don't know where they have disappeared to. A few years ago we had so many of them in B.C., and now they seem to have vanished.' His voice was nostalgic.

'Sir, they've grown up. They've finished school, and some of them have finished university.' And to bring him back to the present I added forcibly, 'And they haven't any jobs.'

He shifted in his swivel chair and recrossed his impeccably tailored legs. His smile seemed to heighten the rosy coloring on his cheeks.

'Ah, yes. The unemployed teachers.'



And the B.A.s with majors in English and history and theater and art. And especially all those graduates in psychology and sociology and anthropology and morphology and mediaology. But we have a plan, a great, a glorious plan — in fact, the soluble solution. Only this morning my colleagues in the Apartment of Hijacks and Hitchhiking and the Apartment of Resources and Relocations were busy putting the final touches on it.'

'Sir, you mean that you have found places where all these clever and highly educated young people can be employed? You've found a way to get them off the welfare rolls? You've persuaded the Federal Apartment of Grants and Grabs to allot more money to hitchhiking hotels and community capers?'

It was a tactical error. At the mention of federal funds he looked hurt, baffled. He pouted momentarily, but recovered and said gently as if explaining something patiently to a cross-eyed child, 'You must be aware that we never depend on the Tableau Government for anything. Never has

this province received a grant for any form of education from them. No, we are a kingdom apart.'

'But sir, I was sure we had grant for higher education — universities and vocational schemes — indirectly, of course, but channeled through your office.'

'A canard, a lie, a delusion, a prevarication, an election promise,' he waved his soft white hand airily, dismissing the idea as unworthy. 'But our scheme is nothing short of marvellous. The product of all the best minds in the Apartment.'

He paused, then as one reading from Revelations, he continued. 'We are going to send all our surplus of educated young people around the world. They are destined for the far places of the earth. Young people are our most valuable asset, our greatest resource, and at last we have discovered a way to use them.'

'You know that people all around the world are anxious to learn to speak English. Everywhere I went last year on my tour of global investigation of education I found students striving to learn English. They were

A surprising solution to the problem of unemployed teachers

BERNICE McDONOUGH

Mrs. McDonough, of UBC's Faculty of Education, has written for the magazine previously.

listening to the radio, using old records, watching English movies. Then, in a flash it occurred to me that we have the people to teach them. We have a surplus of graduates in English. They can go to Japan, Singapore, Malaysia, Zambia, Tanzania, Australia.'

'Sir, I believe they speak English in Australia; it's their native language.'

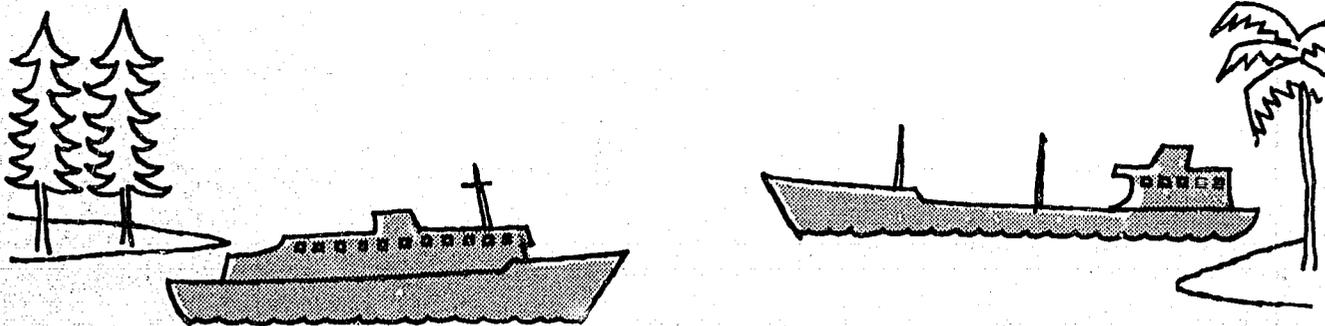
'Yes, yes, I realize that. But I noticed that they have the most uncouth accent, and I'm sure that with our exchange program, they will be glad to learn how to speak their language correctly.'

worked out a complete scale—sliding too—it slides upwards for an M.A. or a Ph.D.

'For the psychologists we've found numerous places around the world where the poor ignorant people have never heard of behavioral objectives, extrinsic and intrinsic motivation, rationalization, or the libido. They don't seem to know the id from the yid. And our psychology grads will teach them. In return we will receive boatloads of coconuts and spices and bananas and coffee. All much needed products, as you are aware.'

'The sociology graduates are going

the Caribbean, for instance, the people get together and sing and dance and have festivals, and these things are wholly unplanned. They don't take lessons, they don't sell tickets, and they don't have concert halls and charge admission. Very primitive, as anyone can realize. So we'll teach them how to do all these things; how to subsidize the arts and get them off the street and away from the common people. Our graduates may even be able to show them how to go about setting up some system like the Canada Council grants—it's such a



'You mentioned an exchange program. Is this the way it will work? Are these countries going to send us teachers in exchange?'

Wisensblow smiled, a smile of enigmatic triumph. 'No, they won't send us teachers or technicians in exchange. This is where the sheer genius of the project lies. WE'RE GOING TO EXCHANGE OUR SURPLUS PEOPLE FOR NEEDED GOODS. It's so simple I don't know why we didn't think of it last year.'

My mouth must have popped open and stayed there for Wisensblow laughed, and continued, 'Yes, Japan will take one thousand English teachers, and in exchange we get one thousand cars, our choice of Datsuns, Toyotas or Mazdas. Or, if we prefer, we can have three motorcycles per person or five colored TV sets or 25 calculators. We have

out to underdeveloped societies like those in Peru and Colombia and Laos. There they will enlighten these people — they'll make them aware of social class, of class mobility, of the structure of institutions and the function of the schools and the government. They may even find themselves involved in some struggles with the Establishment — and that's good, because many of them have had some training in this and some actual experience with it at university, and they may get an opportunity to test their theories.

'In this way we can even find places for our graduates in Fine Arts. Do you realize that the people of these underdeveloped countries don't even have classes in art? They just go ahead and draw and paint and carve and make pottery without anyone there to teach them. But we intend to change all that.'

'It's the same with the theater. In

great idea and has produced so much outstanding art that is now enjoyed by all, that it seems a shame not to share our advanced civilization with others. In return for this we'll get boatloads of bananas and coconuts and ...'

'Sir, don't you think that we might get more bananas and coconuts coming into B.C. than we can consume?'

'Not a chance. The Apartment of Confounded Consumers is already working out recipes for banana meatloaf, banana stew, coconut ragout, coconut fricasse — our people get too much protein as it is.'

'Then for the graduates in audiovisual, TV and radio technology—well, here the field is wide open. Our mediologists will set up complete programs so that these underdeveloped people, instead of going out in the evenings and wasting their time talking to their neigh-

bors, having a drink with them or attending a festival—now they will be able to stay home and enjoy the commercials or Archie Bunker, or listen to commentators analyze the news. They can really become enlightened. It will also have the effect of keeping them off the streets, and will, as it has in this country, cut down on juvenile delinquency and bridge the generation gap.'

'I didn't know that the underdeveloped countries had a generation gap; I was under the impression that parents and children worked and played together.'

'That's just it—they're so far behind the rest of the world that they haven't even discovered how to create a generation gap. That's definitely one thing we can teach them.'

Dr. Wisenblow was by now really warming to his subject. He exuded confidence. He was the conqueror.

'Our graduates in anthropology presented a problem at first. Then we decided that the best place to send them was to the Middle East. More to dig up there. And since the climate is extremely dry and hot, the artifacts are likely to be in good shape. So off they'll go to Turkey and Afghanistan and Iraq and Iran.'

'What will these countries send us in return? I was under the impression that they are extremely poor and raise sheep and goats and have a few scraggly farms.'

'That's right. But on those farms they grow a silver gray-leaved plant—and they export it all around the world. Their chief source of revenue...'

'Dr. Wisenblow! Are you referring to marijuana? You can't be—it's illegal, and you, a member of the government...'

Wisenblow's smile was a study in duplicity. 'That's right, and we wouldn't think of distributing it. We will merely store it, squirrel it away. Who knows ... some day? Think of the position we would be in if ever...,' he stopped. 'So you can see that our anthropology graduates will be worth their weight in...,' his voice trailed off.

'Have our unemployed graduates and teachers been consulted? Are they willing to go? How long will the contracts run? Who pays their travel expenses? Who pays their salaries?'

'Ah, the technicalities. They'll go. We're going to cut off all welfare and unemployment insurance. The contracts are permanent. They can return to Canada if they can make it under their own steam. Actually we foresee a very small rate of recidivism. You know what young people are like. They have a tendency to be attracted to members of the opposite sex, and many of them, we're hoping, will form rather permanent attachments—and will thus relieve us of ... I mean

they will elect to stay in the host country and thereby give that country the benefit of English or sociology or pottery forever. This scheme may be the thin edge of the wedge.'

'I don't understand. Are the plans more far-reaching than an exchange of educated people for bananas and coconuts? Is there a deeper design?'

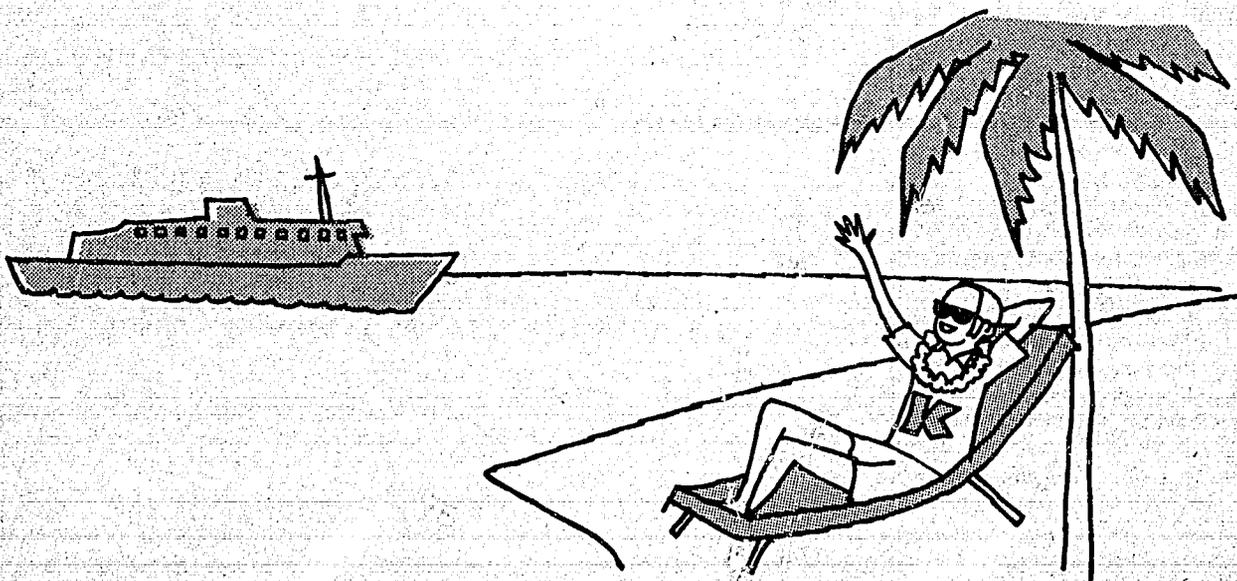
Wisenblow gazed out over the inner harbor, out toward the Pacific. 'Who knows,' he said, 'who knows but what we may, in this way Canadianize the world?'

'Heaven forbid,' I muttered under my breath. Aloud I asked, 'Who pays the transportation? How do they get there?'

'We'll pay. That's the least we can do. Already the containers are being reserved and labeled.'

'Containers? You can't ship people out in containers.' A faint note of madness crept into his voice, and he said softly, dreamily, 'Incoming—coffee and bananas and coconuts. Out-going—teachers and technicians and people—all those recalcitrant, obstreperous, demanding people—and finally—peace, peace. Brother, it's wonderful.'

He raised his fingers in the traditional peace sign, his face transfused, his gaze on the far reaches of the world. I rose and crept quietly away from the awesome sight of man who had wrested disaster from defeat, who had been to Olympus and stolen bananas from the gods. §



A WARM WELCOME FOR CRITIC— TEACHERS?

Remember the first practicum as a student-teacher?

Remember the many hours of preparation, the feeling of anticipation but member the dry mouth?

And remember the times your critic-teacher from the university sat at the back observing you?

If you were nervous, with all your university preparation, imagine what it would be like to be a student-teacher whose total academic preparation was the completion of Grade 9!

That's exactly the position in which many student-teachers in Uganda find themselves.

I am now in my second year as a tutor at Bishop Stuart College in Mbarara, Uganda, under the auspices of CUSO (the Canadian University Services Overseas). To say the least, things are different here.

The college is a co-educational, primary teacher-training institution, which accepts students who have a first class standing on their Primary Seven leaving examination. The latter is a government-set exam taken by all pupils at the end of the equivalent of B.C.'s Grade 7, to determine whether or not they pass primary school. Only those pupils with high marks on the exam are selected for secondary schools or teacher-training colleges. (The exam usually marks the end of formal education for those pupils who do not do well on it.)

Many students begin school much later in Uganda than B.C. youngsters do, so that most students entering Bishop Stuart College are between 16 and 18, even though they have completed only seven years of schooling. Indeed, some are much older.

Our college gives them four years of teacher-training. The first two years are mainly academic, the last two mainly professional. Our eager teachers-to-be



The last people most student-teachers want to see are their critic-teachers from the university. Not so in Uganda. There the students complain bitterly if critic-teachers don't visit them.

BARBARA KALLUS

The author is a North Vancouver teacher working in Uganda under CUSO auspices.



IT HAPPENS IN UGANDA



experience two three-week practicums during their third year, and two four-week sessions during their final year. In addition, we try to give them, before their first practicum, as many opportunities as possible to observe lessons or to teach small groups of children in the demonstration school attached to the college.

The practice-teaching arrangements are intriguing to someone from B.C., so let me describe them for you.

As soon as the third-year students return to college in September they are told which class they will be teaching in October. They also discover the school in which they are placed and who are the rest of their 'staff.'

Usually from six to ten male or female students are placed in one school. They regard themselves as a 'staff' and select one of themselves as 'headmaster' or 'headmistress.' The 'headmaster' or 'headmistress' has overall responsibility for his or her 'staff' and is the one to communicate needs or problems that arise to the primary school's headmaster. During their practice-teaching there is stress on good staff relationships, co-operation and discipline and each 'staff' must be self-sufficient.

Prior to the students' arrival at their school, accommodation will have been arranged. Usually either a single hut is provided or a large classroom is emptied for them to live in. The students bring their own beds, mattresses, blankets, sheets, cooking pots, dishes, cutlery and oil lamps.

The student 'headmaster' is given two shillings and 50 cents (approximately 40 cents Canadian) per person per day and must arrange purchase of food accordingly. Careful budgeting is, therefore, essential. Some groups, of course, overspend, while others make considerable savings. After the practicum, any money saved is returned to the groups to spend as they like, and praise is given them during a college assembly.

By being placed in schools as a 'staff,' students gain valuable experience in leadership, co-operation, holding staff meetings, solving staff problems, budgeting, pre-planning, and communication through 'headmaster' with both the primary school's headmaster and its teachers.

One week before their departure for practice-teaching, the students are released from classes. They use this time for preparation — which involves a great deal more than is usual in Canada, since most of the schools to which the students go lack many materials essential for good teaching.



Pupils and student-teacher work with counting sticks collected locally.

If a student does not write down the detailed content of his history lesson, he cannot do so later, because no reference books are available. If he does not draw the map he will need to introduce his geography lesson on the physical features of Africa, he will not have a map later, because there are none to copy or because no paper is available.

This means that the students must plan schemes of work (overall plans); plan individual lessons; draw or paint all charts, maps and pictures; make and collect such teaching aids for arithmetic as painted sticks for counting and rocks for number groups, tins, bottles, boxes, jars and candy wrappers to make a shop; make or plan to have the children make rattles, blocks, flutes and drums for music; plan to have children make banana fiber balls, ropes, mats and cane hoops for physical education; prepare all materials needed for science experiments, such as iodine, petrol, magnets, batteries, wire, thermometers; prepare or borrow flannel boards, portable blackboards, flashcards; make reading booklets; dig clay for modeling.

During all this preparation the tutors make themselves available for group conferences and individual help. They give advice on scheme planning, chart and map-making, teaching methods. The librarian and the subject tutors make books and maps available for reference. When common problem areas are discovered, groups are called together for discussion. All schemes and teaching aids are approved before they are written in their final form.

The afternoon of the day before the students leave is devoted to a question-and-answer session in which all the students going on practice-teaching, the

tutors and the principal take part.

On the day they leave, the students arise very early, for the truck must make several trips to take all of them to their respective schools — and some schools are as much as 30 or 40 miles away. At dawn the first bedsteads, mattresses, blankets, boxes, blackboards, flashboards are piled on the truck's roof.

Most of the college comes out to bid the departing students farewell. Good-byes are said with lengthy handshakes and hugs, and friends offer last words of advice. While the truck makes its trips, the groups still to be transported wait, sitting on their luggage, conversing and frequently breaking into song. It is a time of excitement, anticipation and anxiety.

Usually the students leave on Thursday and so have that day and Friday to get to know their classes and settle in. On Monday, the first college tutors arrive to observe, offer advice and listen to problems.

Reaching a school can be an eventful journey. From Mbarara we may drive about 40 miles on tarmac road. Then we usually turn onto a very rutty, earth-and-gravel road, which seems to lose

itself eventually in banana plantations or grassland. Goat-boys and water-fetching girls wave delightedly at the car as it snakes along the continually narrowing path. Often long-horned cattle block the way. One is always surprised to reach the school at last.

The primary schools in which the students teach are poorly built and equipped by Canadian standards, but are better off than many schools in the area. A few years ago many school buildings still had grass-thatched roofs, but today they are usually long one-story buildings with mud floors and corrugated iron roofs.

Each classroom usually has a door and two windows on one side of the building and three windows on the other. Each building has about four classrooms. If a school has 10 or 12 classes, there are usually two or three buildings. Sometimes there are one-room class buildings on the compound also.

Most of the schools used for practice-teaching have from seven to 10 classes covering Primary One to Seven (Grades 1-7). Since classes are large, the school population varies between 300 and 600 pupils.

The primary schools in Uganda are divided into infant classes (Grades 1-3) and junior classes (Grades 4-7). It is not uncommon to find infant class rooms consisting of four mud walls, window slots, a mud floor, a blackboard and mats to sit on. Since the windows are closed only with shutters and there are many gaps in the walls, wind and rain enter easily. Keeping charts and pupils' work on the walls is a problem for student teachers, because the displays are often blown away overnight.

More than 40 'mtotos' are frequently crowded into an area 16 ft by 16 ft, all of them squirming, wide-eyed and eager to learn — indeed, many classes have up to 60 or 70 children — and for them there are very few or no books, very few or no individual slates, and very limited supplies of drawing paper. Learning to write in the sand is still common. One can also write very nicely on one's brown skin.

Teaching by using concrete objects, local materials and frequent group work is encouraged. One can often see groups busy in the open, under trees or in shady corners. Physical education gives ample scope for movement out in the fields. The student teacher must learn quickly, however, to limit his space, otherwise his class will soon be out of earshot. Music lessons are given mainly out of doors also, so that there

is room for movement and so that other classes, often separated only by thin partitions that do not reach the roof, are not disturbed.

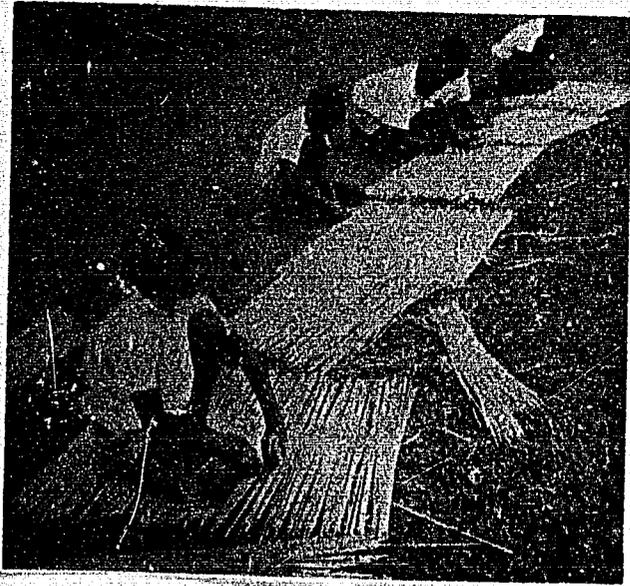
Because of the lack of supplies and equipment, the practising teacher must use his imagination and learn to improvise. He is encouraged to make banana fiber mats to hang on mud walls as bulletin boards, to build tables for interest centers, to construct a small shop for number work and oral language. The pupils help to make banana fiber balls, hoops of pliable sticks, and banana fiber or papyrus mats for physical education. Seed pods, blocks, sticks, locally made drums and rattles are collected for rhythm work in music.

In the infant classes, vernacular is the language of instruction. The subjects include religious education, language (English), language (vernacular), reading, writing, number, nature study, health education, art and craft, music and physical education.

The junior class rooms usually have a few long benches and desks, with anywhere from four to six children crowded on each. Most of the pupils have notebooks. Fountain pens are used, not ballpoint pens. More textbooks are available, but they have to be shared by three or four children and by various classes. Despite the crowded conditions, poor facilities and lack of equipment, the students cover a curriculum much like B.C.'s and reach a fairly high level of competency.

English is the language of instruction at this level, it having been introduced gradually in the lower classes. The subjects taught include mathematics, science, history, geography, English, vernacular, reading and language arts in both languages, writing, religious education, art and craft, music and physical education.

Older students assist the practising teachers by making mats for various uses.



Because there are few books and because there is still great emphasis on examinations, the pupils take copious notes; and memorization plays a greater role than critical thinking. The new teachers, including the students from Bishop Stuart College, are, however, trying to introduce modern methods as best they can under difficult circumstances. Simple research, group work, discussions, projects, demonstrations and learning with understanding are encouraged.

When a college tutor arrives at a primary school, he is welcomed warmly by the student teachers. They are most anxious to be seen. If by the end of the day a tutor hasn't had time to visit every student, the neglected ones complain bitterly, 'But you never came to see my history lessons, and I was expecting you so eagerly. Now, how shall I learn from your comments?'

As the visiting tutor enters a classroom, he is greeted by the children, handed the lesson plan book by the student teacher and shown to a chair. In the lesson plan book he records compliments, recommendations for improvement and general advice. The students are generally eager for long comments, since the college has encouraged the feeling that constructive criticism is essential for improving their teaching.

The tutors usually carry their own packed lunch, but the students always insist that the visitors share their cooked meal. Greetings are exchanged as the tutors enter the students' living quarters and, usually, water for washing hands is brought in a bowl. The tutors deliver mail, packages from friends at the college, required chart paper or glue, and often, if there is a shortage at a particular school, gallon cans of water.

Over a lunch of 'matoke' (green cooking banana), sweet potatoes and groundnut sauce, news is exchanged and teaching problems or successes are discussed. The atmosphere is friendly and the six or seven students are always full of questions about how they can improve, where they went wrong, or what better teaching aids they could have used. The tutors also take this opportunity to discuss in detail the lesson plans they have observed and to comment on schemes of work for future lessons.

For the tutors it is a long day, since they leave the college at 8:00 a.m. and usually do not return until 5:30 p.m. It is, however, a rewarding experience, because the student teachers are so eager for help and really work hard to do a good job. Furthermore, any advice given is implemented and one sees a change on the next visit. There are, of course, exceptions; but they are rare.

How does a Canadian teacher-trainer fit into this work? I have found it a most rewarding experience. Good teaching methods are, of course, universal. Learning to adapt some of these methods to local conditions has been a challenge. The students are a pleasure to work with, for they are cooperative and anxious to learn. Moreover, Canadians have made themselves very popular at this college because they have been friendly, hard working and very interested in the students' welfare.

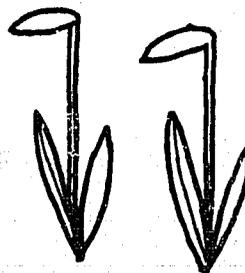
Besides teaching English, physical education and philosophy of education, I, like other tutors, join the students in Ranging (Senior Girl Guides), games, drama and Red Cross. Working as a teacher-trainer in Uganda has taught me many new things. It has also given me ample opportunity to pass on the knowledge, experience and education methods I possess. §

Student 'staff' members prepare materials and do household chores after school hours.



Environment is a down-to-earth subject in Dutch schools

Biology at the Grade 4 level? The Dutch have been doing it for 50 years!



Biology, a secondary school subject in Canada, is kids' stuff in Amsterdam, introduced at the Grade 4 level. But by placing it in the elementary curriculum Dutch educators aren't suggesting that biology is an easy subject, only an essential one that should be taught alongside the Three Rs.

'People must be more aware of the vulnerability and the dependence of nature, and school is where this awareness should start,' says a report on the School Garden Project, the name given the Dutch primary school biology program.

The course, for Grades 4 to 6, may not deal in the tongue-twisting terminology of our secondary level biology studies, but the primary students are spared little else. For six months every year each child works a piece of land. This practical experience is followed up with classroom theory, nature tours, tree planting days, demonstrations and even celebrations, and the entire program is masterminded by qualified biologists.

'In simple terms,' says Geert Bakker, one of the instructors, 'we try to explain to the students that all life starts with plants and depends on plants, so that they can begin to appreciate the importance of ecology.'

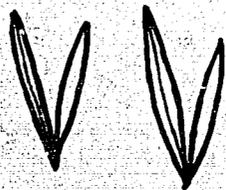
In view of the recent United Nations

Conference on Human Environment in Stockholm, ban-the-bomb protests, and grass-roots movements to block the encroachment on nature by pollution, oil and mining exploration and construction of dams, super highways and high-rise complexes, Amsterdam's primary school biology program seems to be a timely innovation. But here's the most surprising aspect of the program — it started 50 years ago.

To offset food shortages during the First World War, the Netherlands Land and Forest Co. urged municipal governments to establish citizens' garden plots. In response, Amsterdam prepared 4,000 plots, which supplemented scanty food rations for 4,000 families. But the project had other results. Someone in the NLF realized the educational value of the plots, and interested a private committee to promote garden plots for school children.

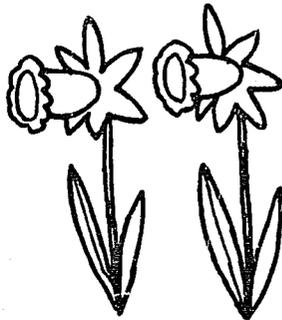
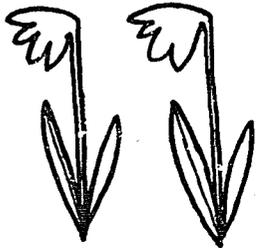
In 1920 the city of Amsterdam again came through, providing gardens of 50 square feet each for 280 students aged 10 to 12 years. From the first the students had professional supervision, but they worked their plots after school hours. After a successful harvest came disappointment: the garden land was required for harbor development.

Two years later the city found two new plots for the project, one for 300



Students draw the first letter of their name in the earth to plant seeds.





gardens and the other — still in existence — for 350. In 1924, a third plot was opened.

Inspired by Amsterdam's example, 22 municipalities had established school gardens by 1927. The projects ranged in size from two to 25 acres and individual plots, from 6 to 120 square feet. Approximately 8,000 children were participating in the course. Once more the NLF stepped into the breach, establishing a liaison between the projects. It published circulars reporting experiences of the various classes and also acted as an advisory body.

In 1930, after 10 full years of operation, the project was declared an outstanding success. The children, who now began working the gardens during regular school hours, weren't the only ones to be excited by the project. The press gave it wide publicity, parents and grandparents had volunteered their services, officials on all government levels had visited the gardens and so had Dutch royalty.

The benefits of the program had exceeded everybody's expectations. Had it only given apartment-dwelling children a chance to grow things, or only supplemented the budgets and diets of the students' families, or only given the youngsters a sense of achievement, it would have been worth-while. But it accomplished much more.

One of the most rewarding results was the effect the project had on the students' characters. The constant attention that working a piece of land requires developed perseverance and responsible attitudes in children who were in an age group that is usually plagued with restlessness and short attention spans. Their successful crops gave them confidence in their ability. The pride they took in their own little plots of land taught them respect for other people's land and, most important in the light of today's emphasis on ecology, it taught them to be observant of their environment.

School gardens are now flourishing

throughout the Netherlands, but Amsterdam's project still serves as a model. The city has 22 gardening areas, with 12,000 students each working a plot of 36 square feet.

Classes, from early April to mid-October, meet first in a special garden house where biologists teach the theory of horticulture, agriculture and zoology. Some schools keep birds and animals. These lessons are supplemented in the regular classroom, often with the aid of samples the children themselves have produced. During the flower season, for instance, classes are given on flower arrangement.

In the fields, students are instructed on the care and use of gardening tools, on the types, preparation and care of soil. They learn about fertilizers, seeds and bulbs; about weeding, thinning and insect life, and about dependence of one form of life upon another. They grow vegetables as well as flowers and are allowed to take their harvests home.

Enthusiasm in some schools runs so high that special classes are held during summer vacation, and even a few in winter. For instructors, the children's first day back at school in September is the most rewarding of the year because of the students' exuberant delight at seeing their flowers in full bloom.

Another festive occasion comes with spring, when children exhibit tulips, daffodils and other Dutch bulb flowers that they potted and pitted in October. Usually handicrafts are shown as well, turning the event into a real do-it-yourself celebration.

Administration and financing of the project have long since passed from the hands of a private committee. Boards of education pay the biologists' salaries, finance the special school houses, provide the seeds, bulbs, tools and other incidentals. They receive some support from a foundation grant.

Municipal governments provide the land, and the Dutch government and



Each student weeds and cultivates her own flower patch regularly.

provinces assist in numerous ways.

Confirming that the course is here to stay, a full-time financial administrator and biologist supervisor were appointed in 1964. Their goals are to provide gardens for every school child in all grades; to transform waste areas of school yards, such as borders and corners, into gardens; and to work with the Department of Education to prepare the course's content and further develop its concept.

Many schools share a biology instructor; the aim is to give each school its own. In the meantime, classroom teachers who have no knowledge of biology nor particular interest in it, receive special material to help them maintain the momentum of the studies.

'Thoroughly prepared lessons and outside plots are vital to the project,' says the Special Garden Project report. 'But the key to its success is enthusiastic leaders.'

Accountability

Continued from page 13

and power, that is, the means necessary to accomplish this end. One cannot be held accountable for accomplishing the impossible, for doing a job without the requisite means, for making bricks without straw.

Teachers cannot, then, be held accountable for learning objectives in learning situations in which they have, for one reason or another, neither the power nor the authority to accomplish the set goals. For example, where the learner will not learn or where the learner will not co-operate in the requisite manner, say, through absence, or indiscipline, or incapacity.

Nor can a school administrator be held accountable for accomplishing learning objectives if, say, he is deprived of a voice in selecting the teaching team or deprived of the power and authority for dismissal of incompetent teachers.

A second theoretical point is connected with the legal maxim *delegatus non potest delegare*.¹² The question here is not so much one of whether one can delegate responsibility and, hence, accountability, but whether one may legally delegate.

Local School Boards Are Responsible

Education in this country is a provincial matter. The Constitution is at least quite clear on that point. The historical development of education in Canada has, then, after the American pattern, led to a situation wherein the responsibility for education is delegated in part to local school boards. In theory this is the end of the legal line. The charge cannot be further delegated. Legally, it is school boards that are in this sense accountable, accountable to the provincial governments.

The incidence of this particular burden of accountability cannot be shifted any further ... the buck is supposed to end here. Yet somehow or other it does seem to be passed on — from school districts to school buildings as, for example, in current movements to allow or require each school to formulate its own 'philosophy.' If *de facto* sub-delegation of this kind is to be the rule, one can only revert to the point previously made above; that is, there must be equal and coterminous power and authority at the newly delegated level. Otherwise schools cannot be truly held accountable.

There is a further consideration, philosophical in nature. It is that a

movement for accountability in education presupposes a degree of indeterminism and free will. Simple as this sounds, it is well to keep it in mind when practical examination of the real situation reveals an apparently endless series of constraints.

For example, as much as 93% of a school district's budget might be absorbed in contractual obligations. How then would one be free to reduce this budget by 10% in a given year? How be held accountable for doing just this?

Dean Hencley of Utah has made a succinct summary of the obstacles to accountability.¹³ In brief he classifies these as philosophical, political and technical.

On philosophical grounds accountability suffers from its connections with quantification. Accountability implies the effort to reduce complexity to measurable proportions, to things that can be counted, to behavioral objectives. Performance contracting, for example — and this is a sort of running dog of the accountability movement — is markedly biased toward lower-order cognitive objectives as classified in Bloom's taxonomy.¹⁴ What then becomes of the higher-order objectives, complex though they may be, that traditionally have characterized the grand humanism of education? Are we to move, because of the pressure for accountability, away from a concern with what *ought to be* to a concern merely with what *is*?

On the political-legal spectrum there is the problem of delegated responsibility, which we have discussed above. Can a government, for example, legally shift its onus to educate in the direction of private groups that can be held accountable through performance contracts? Again, can teachers be held accountable on professional matters when they do not control access into and egress from their profession?

Can a bargaining contract between employee-teachers and employer-boards be subverted through *de facto* compulsion to resort to public referenda, as is the present state of affairs in British Columbia?¹⁵ Obviously, there are as yet unresolved political and legal issues here.

Finally, there are powerful technical and economic impediments. Our knowledge about teaching-learning processes is still relatively primitive. We do not know what educational processes best translate educational inputs into desired educational outputs.¹⁶ Moreover, even in our areas of *prima facie* accuracy and precision there are

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CAN YOU HELP?

Information about conferences, workshops, seminars and teacher conventions does not always reach the Professional Development Division in any organized way. Organizers of such conferences are invited to notify the Division by mail or by telephone of name, place, date, contact person so that inquiries may be answered.

RESOURCE PERSONNEL WANTED

From time to time the BCTF office receives requests for resource people to assist with local or regional workshops. The Professional Development Division is attempting to expand its list of potential resource people in all subject fields.

Anyone willing to share his experience and knowledge in workshop settings is asked to let the Division know of his willingness to serve.

the grossest of inaccuracies: Stake and Wardrop showed that 25% of a student population will show gains over a year and another 25% will show losses without any teaching being done whatsoever,¹⁷ such is the lack of discrimination of our measuring instruments.

Accountability can also be shown to be defective, even in the non-educational realm. The experience of the Soviet quota system in industry tends to show that workers will be inclined to play it safe by setting initial quotas at a level that they can be assured of surpassing. We would not like to see a Stakhanovite system introduced, as a latent by-product of the accountability movement, into our educational system.

Complexity Carries Many Dangers

There is one obvious conclusion that can be safely drawn from this disquisition. It is that the notion of accountability is inordinately complex. More, the complexity of this concept carries with it many dangers for the unwary, the very least of which is logical fallacy. There are the real-life dangers of hardship to flesh and blood people — children, their parents, taxpayers, professional educators, administrators, even politicians — dangers resulting from over-facile acceptance of an accountability-ideology.

This is not to say that the principle of accountability is indisputably wrong; its ideological or mythological embrace is wrong. And the gulf between principle and practicality has not yet been bridged.

From this in turn follows the recommendation. If we are serious about accountability, let us accept the challenge professionally. This means, first, accepting the concept in its total complexity, analyzing it, addressing ourselves to the several directions of this analysis, and continually seeking synthesis of our efforts.

The short-term results from this may be very small, but they will at least be intellectually honest. They may come down in the end to something like this: 'Look, our school can teach your child (if he has the capacity and is not recalcitrant) to read, write and figure within these specified limits, and you can hold us accountable for this (provided we have certain specified facilities).

'Beyond this we can perhaps do more, much more. Indeed, as we are professionals, you can rest assured that we will be bound to do much more. But for this last do not hold us accountable!'

References available on request.

MATERIALS RECEIVED IN BCTF RESOURCES CENTER

(You may borrow materials by phone, by mail or by dropping in.
Hours: Mon.-Fri. 9-5; Sat. 9-1)

BOOKS

CANADIAN TEACHERS' FEDERATION

School Discipline. Ottawa, 1972. (Bibliographies in education) 3p.

COPELAND, RICHARD

How Children Learn Mathematics. New York, Macmillan, 1971. 310 p.

EVANS, ELLIS

Contemporary Influences in Early Childhood Education. New York, Holt, Rinehart and Wilson, 1971. 366p.

HOPKINS, LEE

Partners in Learning: A Child-centered Approach to Teaching in Social Studies. New York, Citation Press, 1971. 237p.

NATIONAL CONFERENCE OF PROFESSORS OF

EDUCATIONAL ADMINISTRATION

Educational Futurism 1985. Berkeley, Calif., McCutchan, 1971. 225p.

PERSONKE, CARL

Comprehensive Spelling Instruction. Scranton, Intext Educational, 1971. 99p.

TAPES (Cassette)

RABINOVITCH, SAM

Pre-learning (Motor) Activities with Special Reference to Reading Readiness. 1972. 65min.

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION

Communication Challenges of the Principalship. 1970.

(Earphones and tape recorder are available if you prefer to listen to tapes at the Center. This is just a sample of the many books, tapes, films and kits available for loan. Please inquire.)

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As One Reader Sees Us

The following comments are those of an unknown teacher. They were submitted on one of the questionnaires completed in our readership survey last spring. We think other readers will be interested in the ideas expressed.

The magazine has a 'club' or 'in-crowd' mood about it. I am not aware of any teachers in my area ever having been asked to submit articles about programs and/or problems we implement and encounter.

I am currently teaching too many students who are illiterate, but who have been 'educated' in our schools. I have other students who hate everything we stand for and who place little value on us because we place little value on ourselves.

We are now facing a situation in which our library budget has been slashed 75 percent because books are 'frills.' I cannot enliven my classes with guest lecturers (i.e., an honorarium provided) or field trips because these are 'frills.' How does one run a successful social studies program for 720 students on a \$300 per annum budget?

The 'air' of 'the profession' makes me ill. The magazine has yet to answer questions that I feel must be answered if I am going to do a good job. The articles I read in the past were full of *Reader's Digest* platitudes.

To remain a professional, one should be aware of trends in the area in which he works. Why does the magazine shy away from the fact that too many of us are unprofessional? This to me is the trend today — the money is good and the job must not pinch. The kids feel this and the entire educational scene is drab as a result. Furthermore, I see little written about the shocking professional preparation we received at our provincial universities.

I have yet to see any articles about how I can detect a kid stoned on drugs and what I should do as a human being to help that kid. I have seen nothing about our lamentable practice of referring to vocational classes as 'the zoo' and little about ways to help restore these kids on the vocational program to a sense of dignity and purpose.

What do I do when a boy tells me he got a girl pregnant and he wants to marry her, but she's going to abort his child? I wish the magazine would take

into account the fact that being a teacher means being a father and/or mother, Father Confessor, social worker, etc., as well as educator.

I really don't know if any of this makes sense to you, but to me the magazine lends itself to comparison to a cup of tea, weak and warm at that. The older teachers on my staff read it. It seems to meet their needs, but the younger ones don't believe that anything could be so bland and useless and about 20 copies out of 36 decorate the waste baskets the day the magazine arrives.

It is quite late and I have been doing a lot of marking and I hate to have to write such comments as I have, but you asked that I be honest.

You could have a rotating team of columnists who might address themselves to the special disciplinary interests of the reader. You should solicit articles by such men as Postman and Illich to stimulate those of us who feel that we are not dealing with products, but rather with human beings; that we are not teaching content, but, again, human beings.

I feel the editorial staff is afraid of disturbing our stagnant water. The sense of complacency disturbs me. The magazine is 'safe.' This might be a comfort for the saved, but for many of us who find the classroom an arena where quite often education cannot take place (God help us if we get a child to think, for to think is dangerous), the magazine seems to be proof positive that fat cats purr mightily along, skirting any issue that might deprive them of their saucer of milk.*

In brief, sir, the magazine has nothing to say to me and I thank God that you suspect this and are trying to do something about it. I really appreciate your concern. I think it essential that the magazine continue and I know that you are sincere in your attempts to do a good job. I wish you luck galore because it is not an easy task.

Thanks for reading this. I hope it will be taken in the spirit I had in writing it — fraternal concern and criticism.

* E.g., Would a letter of this type ever be printed? I doubt it, but, as Sir Thomas More once said, 'There are precedents for miracles.'

She Sees People

Continued from page 11

it is very important — even though it sounds archaic — to teach them how to do loops and circles and things with a ballpoint first so they learn to hold the pen lightly.

Those who press very heavily are the tense ones; they're the ones who complain about sore hands. They usually do the same with a pencil.

If you have a child who is a leader — and that is your child who writes well, writes forward, writes in a hurry, sometimes illegibly — he's not challenged enough if he is your troublemaker. His mind wants more than you're giving.

Here are some other clues: A very wide open a or o — you're going to have someone who is going to talk; let him lead in a skit, let him make up a play, let him organize a play. The ideal thing is some a's that are open and some that are closed, which means they can talk when they have to but can also listen.

A child or adult who does not go straight through on his t's will procrastinate and put things off. He needs a little bit of pushing.

Those are some of the signals teachers can look for.

How about anger?

When they start crossing things out three or four times, they're angry. Usually, they are trying to work beyond their capacity.

The ones who can't keep up with dictation, for example, will cross things out so hard they'll dig holes in the paper.

Anger is indicated when a child crosses things out or underlines things with very heavy lines. You may teach a child, 'Take your ruler and draw a straight line through it; then your page will be nice and neat,' but if he is annoyed at himself, or at you or at anything else, he will strike out the error three or four times, as heavily as he can.

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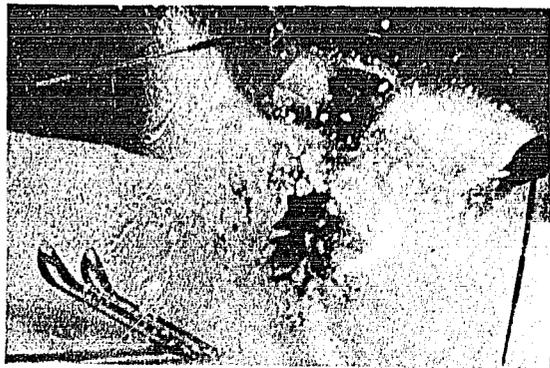
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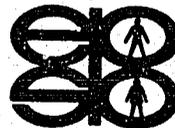
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To sum up, what do you consider to be the main benefits to the teacher of being able to analyze the handwriting of children?

The main benefit is the speed with which a teacher can spot the children who have problems. And heaven knows we have problems — the pressures are moving down lower and lower in terms of the age of the children affected.

Being able to analyze children's writing enables a teacher to get to know each child as an individual very quickly, and to determine what each one needs in the way of attention.

It also saves on wear and tear on teachers' nerves. No way do I want to leave the impression that we mustn't aim for the best a child can do, but teachers are caught in a bind when they have administrators who judge a teacher by how neat a child's notebook is.

Primary teachers have the all-important job of training children to have proper work habits. I think it is desirable, therefore, that children be allowed to work on ruled newsprint until they are fully relaxed. The new notebook could be a reward for acceptable work and a source of pride to the youngster — without becoming the teacher's nemesis.

I had one child who was a horrible writer, but who was getting perfect marks. One day his mother decided he'd be better behaved in school if she doubled his dose of tranquillizers. The result? His handwriting was beautiful, but his mark was zero.

Some people have the mistaken idea that I don't care how children write, yet I've shown you pages and pages of the type of handwriting I expect. When I can't get it, I start looking for problems. When I find them, the best allies are the children's parents.

And what are the main benefits to the children of having teachers who can analyze their handwriting?

Even though most teachers wouldn't be able to analyze handwriting to the extent I do, I think they would probably be less tense. That's one thing children spot very quickly in a teacher.

If a teacher has several very sensitive children, and if she's annoyed with one or two of them, the others will feel they've done something wrong. But if she can make herself relax and think, 'Well, I can't expect too much out of this one; I've got to get to the bottom of that,' things will go much more smoothly.

Another benefit is that teachers who are conversant with graphology can spot actual and potential problems, and can involve the counsellor while there's still time to do something for the pupils concerned.

I look at the writing of a child with problems, but I don't immediately say, 'Well, that's it.' I watch the child to see if he is able to work, I spend considerable time with him. But if I find it's too much of a problem to handle and still do justice to the rest of the class, I become a terrible nag with the nurse and the counsellor.

I'm impressed with the speed and expertise with which you analyze handwriting. (Hannah did many more samples for me than we have had room to include here.) So let me throw you a real curve. It seems to me you could be of real value to our profession as a consultant to whom teachers could refer. Are you content with your role as a classroom teacher?

No, not really. Thirty to forty children each year benefit from my knowledge of graphology, but if I were a resource person I could help thousands of children and teachers in the Lower Main-

land alone. The full potential of my work is untapped when I'm confined to working with only one classroom of youngsters. I'm sure I could help other teachers understand their students better, because I have done so many times.

It seems ridiculous to me that my knowledge of graphology and training in counselling I acquired outside the province should be overlooked in the Lower Mainland, while thousands of dollars are spent to bring in lecturers who leave teachers up in the air — who add nothing to lessen the burden of teachers in overcrowded classrooms.

It's strange that school authorities don't take advantage of your talents when other authorities do.

Yes, I have been asked, for example, to counsel unwed mothers and prison inmates, and I must have been successful because I was asked to return. In fact, I was told that I had opened doors for the prison classification officers, who, up to the time I became involved, had not been able to get through to some of the inmates.

Many of the prisoners had been confused in school and just became more and more frustrated, until they became real — and often dangerous — problems to society.

Surely it makes more sense to try to spot the problems during the early years of school and to take preventive measures rather than have to spend many times as much money later in custodial and rehabilitative measures.

Incidentally, the pupil-teacher ratio in prisons is often only seven or eight to one. Why is it that society seems willing to provide good learning conditions in prisons but not in schools?

Analyzing handwriting enables me to spot potentialities and aptitudes without hours of tedious testing — some of which never gets done now that fi-

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NEW LESSON AIDS

9529 AN INQUIRY INTO POLLUTION by Glenn Dreger and Diana McKay, 8 p. 20c. Studies such questions as: What happens to the suds we wash down our drains? What effects do detergents have on animals? and What effect does car exhaust have on a growing plant? Suitable for ages 9-11.

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nances are continually being cut back by the provincial government. If I were able to work with teachers, potentialities could be exploited for the good of youngsters of all ages, and the problems attended to by understanding teachers working with school counselors and myself.

I guess I'm the proverbial prophet without honor in her own country. I'm contacted by teachers, parents and businessmen from all over Canada and the United States. Some business firms are dropping cumbersome personality and aptitude tests and consulting me for concise reports on the character of key personnel. But I'm relatively unknown to teachers in B.C.

Maybe one of the reasons is that I don't have a string of degrees behind my name — although my book has more original research in it than many a Ph.D. thesis.

What about giving workshops for teachers?

First, I'm not that readily available — I teach full time. Second, an hour of demonstration is really just an introduction. I'd like to be able to work with teachers over a period of time. As I mentioned earlier, graphology is something one must go into in depth.

There is certainly no doubt that you are well qualified to act as a resource person. In fact, you're the only published authority in Canada on graphology, aren't you?

Yes, that's right. But even if a teacher gets some ideas from my book, there's no way she can manage — unaided — a class with several children completely incomprehensible to her. I'm sure I could be of real assistance to children, teachers, counsellors and parents throughout the province.

I'm willing to help; all I need is the opportunity.

Before the interview began, Hannah asked me to write a few lines for her so she could analyze them. I don't mind admitting I was amazed, because although she didn't know me, she was 'right on' in describing me, even to the point of indicating that fatigue might manifest itself in my left thigh. She was not aware of the fact, but I injured my left thigh a couple of years ago!

Here is what I wrote:

I'm looking forward to interviewing Hannah Smith on the subject of graphology. I'm particularly interested in learning how she uses her ability to analyze the handwriting of her students.

Ben Hitchison

And here is what Hannah deduced from the writing:

'The forward slant of your handwriting and its generous size is that of a person who is usually a very good salesman or someone very well suited to public relations work.

'The fact that you cross your t's very decisively shows that when you start things you have to finish them.

'You have excellent administrative and organizational ability, but you're a little fussy about details. You're so anxious for things to be perfect that you

want to do everything yourself. You can delegate, but you should learn to delegate more than you do.

'You have musical ability.

'In the word "particularly" your t comes to a slight point, which means that you can be sarcastic. You have a subtle sense of humor, and this can sometimes be mistaken for sarcasm by people who don't know you.

'Your a's and o's are closed, not to

the point of your being suspicious, but to the point that you are a better listener than you are a talker. You don't give people advice unless they ask for it.

'Although there is no reason why you should, you have an inferiority complex, and can be secretive at times.

'The capital K and capital A in your signature show a great deal of interest in children and young people. I think your whole life will probably be spent to improve things for children.'

Note: Readers interested in writing Mrs. Smith may do so in care of this magazine.

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These Teachers Have Retired

At the close of the school year in June, two hundred one teachers said farewell to their classes for the last time. Thirty-two others, whose names are also listed here, retired during the six months prior to June 30 or during the two summer months, or left before 1972 but were granted deferred allowances during 1972. Two who retired from teaching at the University of B.C. are also listed. To all these colleagues the Federation extends its good wishes for the future.

- Miss Mary Edith Abercrombie, Nanaimo
 Mrs. Marjorie C. Alexander, Vancouver
 Mrs. Edna Elizabeth Amundrud, Burnaby
 Miss Gloconda Andrus, Vancouver
 Mrs. Harriette Gwain Aylwin, Vancouver
 Miss Marjorie Bailey, Vancouver
 Mrs. Donella Mae Ball, Victoria
 Mrs. Dorothy Darlene Bates, Nanaimo
 Everett Eugene Bates, Vedder Crossing
 Miss Annie May Beck, Nanaimo
 Miss Florence Atkinson Bell, Vancouver
 Mrs. Dorothy A. Benfield, Burnaby
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 Mrs. Ada Bledsoe, Alberni
 Mrs. Peggy Christian Boiston, Cowichan
 Miss Helen Rebecca Boutillier, Vancouver
 Donald Sydney Braund, Kelowna
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 Mrs. Elma Susan Buhler, Coquitlam
 Mrs. Elsie Jane Burbank, Kelowna
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 Mrs. Kathleen Evius S. Carter, Burnaby
 Mrs. Jennie Patricia Chater, Victoria
 Mrs. Ann Clark, Vancouver
 Bruce Barber Clark, Nelson
 Lewis John Clark, UBC
 Mrs. Mary Louise Clark, Burnaby
 Norman Clark, Vancouver
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 Mrs. Gladys Eileen Clerihew, Vancouver
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 Thomas Stoddart Cowan, Victoria
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 Miss Marie C. Crickmay, Victoria
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 Frank Leslie Cupit, Vancouver
 Finlay Gibson Dalzell, Nanaimo
 Mrs. Jessie T. Davidson, Burnaby
 Mrs. Hilda Winnifred Delmas, Vancouver
 Howard Frank Denton, Burnaby
 Mrs. Ustina Christine Dibb, Victoria
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 Harry Grant Dow, Penticton
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 Herbert Orville Dunham, New Westminster
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 William Carlyle England, Mission
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 Miss Georgina Maudiline Etter, Vancouver
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 Miss Nancy Ferguson, Victoria
 Rolley Hector Ferguson, Maple Ridge
 Mrs. Elsie Emern Forslund, Creston-Kaslo
 Miss Grace Addeline Foster, Vancouver
 Alfred Edward Foubister, Courtenay
 Miss Jennie Foulkes, Vancouver
 Gordon Edward Freeman, Courtenay
 Mrs. Olive Pearl Garraway, Kamloops
 Miss Jean Adam Gemmell, Vancouver
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 Morley Gordon Gillander, North Vancouver
 Gordon Drummond Gillespie, Vancouver
 Bernard Carrington Gillie, Victoria (and NW Terr.)
 Douglas Hodge Gilmour, Skeen-Cassiar
 Edward Gleave, Trail
 Alfred Henry Gooding, Richmond (now deceased)
 Mrs. Lydia Goodman, Vancouver
 Mrs. Ruth Rose Gordon, Victoria
 Miss Helen Irene Gorman, Kelowna
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 George Grant, Victoria
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 Miss Dorothy W. Greenhalgh, Victoria
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 Mrs. Edith May Jensen, Vancouver
 William John Jones, Mission
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 Mrs. Stella Graham Lajeunesse, Sooke
 Mrs. Gladys Pearl Lane, Trail
 Mrs. Anna Matilda Lawrence, Victoria
 John Edmund LeBoutillier, Lake Cowichan
 Mrs. Irene Lee, Victoria
 Mrs. Margaret Isabel Lewis, Creston-Kaslo
 Joseph Arther Lower, Vancouver
 Mrs. Muriel Lue MacDonald, Vancouver
 Mrs. Lillian Eva MacKay, Victoria
 Mrs. Emily Beatrice MacLean, Nelson
 Richard Vincent MacLean, North Vancouver
 Mrs. Gladys E. M. MacLeod, Burnaby
 Mrs. Ina Violet MacLeod, Vancouver
 Mrs. Florence A. R. McClure, Kelowna
 Robert Allison McCormick, New Westminster
 Mrs. Gwenlyian E. McDonald, Vancouver
 Miss Marion McDonald, Vancouver
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 Miss Ola Millicent McLean, Vancouver
 Mrs. Dorothy Jean McLennan, Saanich
 Mrs. Norma Anne Mackie, Shuswap
 William Lloyd Magar, Vancouver
 Mrs. Elizabeth Mary Mair, Langley
 Mrs. Emily Marmo, Victoria
 Miss Catherine V.C. Martin, Vancouver
 Miss Jessie Rosa Mennie, Vancouver
 Harold George Miller, Surrey
 Mrs. Minerva Vivian Miller, Surrey
 Miss Thomasena Miller, Saanich
 Mrs. Lennette Bernice Moen, Castlegar
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 Randolph Wilfred Tervo, Victoria
 Fred Bennett Tessman, Coquitlam
 William George G. Tippet, Nanaimo

Continued on page 32

From Our Readers

Continued from page 5

cially North America.

Keep up the good work, W I T. I'm prepared to join a parents' auxiliary to help you in your attempt to introduce People's Lib to the schoolrooms...

Nanaimo (Mrs.) Marjorie Stewart

Sir,

... If Mrs. Mitchell read to the end of Preston's article, she must at least have heard of the Report of the Royal Commission on the Status of Women in Canada, published in 1970. It is obvious, however, that she has not read it, or given any thought to the 167 specific recommendations made by the Commissioners with regard to the removing of injustices in the position of women in this country...

Most of the recommendations in the Report have not yet been acted upon, although, in numerous instances, minor amendments in present laws would remove the injustices cited. It is the support of women like Mrs. Mitchell that encourages an all-male government to defer action from month to month. Meanwhile, ordinary women — not the 'minority groups of malcon-

tented women' imagined by Mrs. Mitchell — go on suffering the galling frustrations of second class citizenship...
Powell River Mrs. Elizabeth Little

Voc-Tech Education Needed

Sir,

I feel compelled to write my objection to the content and tone of Jan Drabek's article 'Going Comprehensive' in the May-June issue.

I was one of the 'youngsters...herded...like sheep or cattle' to whom he refers, but it wasn't a few years ago that this happened to me, it was fifty!

Then — in the very lean '20s and '30s, children all over England could receive higher education, on the basis of an examination of their scholastic capabilities. It had nothing to do with the social order.

My father was a harness-maker — a superb craftsman — and unemployed when I entered grammar school. My husband's father was a commercial traveler. My husband became an M.A. of Cambridge University, and I became a qualified teacher. No strings pulled. The public schools were for the children of the upper crust of society, not the state schools.

Retired Teachers

Continued from page 31

Mrs. Ethel Frances Tomlinson, Maple Ridge
Mrs. Evah Beryl Trice, Surrey
Mrs. Ruth Evelyn Turbay, Howe Sound
Mrs. Maude Margaret Turner, Nelson
Mrs. Sybil Anne Urquhart, Nanaimo
Mrs. Edna Marjorie Urquhart, Kamloops
Mrs. Mary Alice Valentini, Peace River S.
Mrs. Florence Christina Wallace, Ladysmith
Mrs. Sheridan Edward Walmsley, Vancouver
Mrs. Ernestena Walters, Campbell River
Mrs. Addavilla May Warren, Burnaby
Mrs. Josephine Waters, Castlegar
Mrs. Lucretia Hazel Weatherby, Vancouver
Miss Marjorie E. Wellwood, Vancouver
Mrs. Marjorie White, Vancouver
Jesse James Williams, Vancouver
Miss Florence Ingeborg Wilson, Vancouver
John Victor Hyde Wilson, Penticton
Mrs. Beverley Alberta Wiseman, Alberni
Mrs. Ruby Steele Woods, Chilliwack
Miss Alice Elizabeth Worden,
North Vancouver
Leonard Austin Wrinch, Vancouver
Mrs. Sigrun Young, Coquitlam

It is time Canada moved ahead to provide vocational and technical education for the hundreds of students now in school who should not, and do not want to receive academic education beyond the age of 14. England does not need to catch up — she is already years ahead in this respect.

Courtenay (Mrs.) Frances W. Scott

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THIS YEAR...

we are going to make a determined effort to raise the percentage of readers of this page above the figure 64.97%, as reported by our esteemed Editor-in-Chief in the May-June issue of this magazine. To those teachers who regularly or occasionally read about New Books, my appreciation and thanks. To the other 35.03%, an invitation to join their well-informed colleagues!

IT WOULD BE INTERESTING...

to find out if any schools or individual teachers have been moved to purchase copies of books that have been favorably reviewed here. Or are we perhaps moving into the situation where it is 'in' to know about books just by reading reviews, rather than the books themselves? I suppose there is something to be said for the first tactic, if you read several reviews of a book. I am often struck by the wide divergence of opinions expressed in such august journals as *Saturday Review*, *Time*, *Life*, *Library Journal*, *New York Times Book Review*, *Maclean's*, *Times Literary Supplement*, and scores of others including *Playboy*. (Who reads *Playboy* for the book reviews?) But one thing seems to be constant — a bad book is almost invariably panned by all reviewers.

BRAVE NEW WORLD?

This has to be the place where I add my personal sigh of relief to those of most British Columbians at the end of an unhappy era. I am sure that our new Minister, Mrs. Eileen Dailly, will offer us many interesting changes in the years to come. We wish her well. (Incidentally, I didn't vote NDP, but I'm a good loser!)—C.D. Nelson

MORE FREE MATERIALS

As promised in the May-June issue, I now present a further selection of classroom-tested items in a variety of media, that teachers can get free. This

particular grab-bag was compiled by the District Library and Resource Center in Duncan, and I am indebted to Bill Nutt and his staff for their sharing it with you.

History of oil in Canada (filmstrip)
The oil seekers (filmstrip)
The oil movers (filmstrip)
The story of oil (filmstrip)
Discoverers & explorers in Canada, 1497-1763 (pictures)
Discoverers & explorers in Canada, 1763-1911 (pictures)
 (Order from: Public Relations Department, Imperial Oil Co., 11140 — 109th Street, Edmonton, Alta)

How I became newsprint (pictures)
How I became a plywood panel (pictures)
 (Order from: Council of Forest Industries of B.C., 1500 Guinness Tower, 1055 W. Hastings Street, Vancouver 1)

How steel is made (kit—1 filmstrip, 5 samples)
 (Order from: Educational Services, United States Steel Co., 71 Broadway, New York, N.Y. 10006)

Transportation systems of Canada (map)
 (Order from: Public Relations Department, Canadian Imperial Bank of Commerce, 25 King Street W., Toronto, Ont.)

Coffee (kit—1 filmstrip, 1 record, samples, pictures)
 (Order from: Pan-American Coffee Bureau, 120 Wall Street, New York, N.Y. 10005)

Distillation and petroleum products (booklets, samples)
 (Order from: Education Division, Public Relations Department, Standard Oil Co. of California, San Francisco, Calif. 94120)

Endako Mines (samples, booklets)
 (Order from: Endako Mines Ltd., 1030 W. Georgia Street, Vancouver 5)

The fossil and the flame (filmstrip)
 (Order from: Information Services Department, Trans Canada Pipe Lines Ltd., 150 Eglinton Avenue E., Toronto, Ont.)

About pulp and paper (booklets)
 (Order from: Canadian Pulp and Paper Association, Sun Life Building, Montreal, Que.)

Smokey the bear (pamphlets, charts)
 (Order from: Canadian Forestry Association of B.C., 1201 Melville Street, Vancouver 5)

Biological station at Nanaimo, B.C. (booklet)
 (Order from: Biological Station, P.O. Drawer 100, Nanaimo)

Goldstream Provincial Park (brochure) (also other provincial parks & camps)
 (Order from: Parks Branch, Department of Recreation & Conservation, Parliament Buildings, Victoria)

Canada's Pacific herring (booklet)
 (Order from: Department of Fisheries, Ottawa, Ont.)

Atlas of Canada west coast fisheries (map)
 (Order from: Department of Mines & Technical Surveys, Ottawa, Ont.)

Life cycle of the Pacific salmon (chart)
 (Order from: Department of Fisheries, Pacific Area, 1155 Robson Street, Vancouver 5)

Materials about wildlife and fresh water fishes (various media)
 (Write to: Mr. George Ferguson, Public Information Officer, Fish and Wildlife Branch, Parliament Buildings, Victoria)

Materials about the Provincial Museum (booklets, brochures, pictures)
 (Write to: Mrs. Wilma Wood, Education Officer, Provincial Museum, Parliament Buildings, Victoria)

And that, as they say, is that — more free material sources later. Meanwhile let me know about any of your finds. I'll pass them on in these pages.—C.D. Nelson

ART EDUCATION

Drawing: Ideas, Materials and Techniques, by Gerald F. Brommer.
 Davis Publications, c1972 (Can. Agt. Moyer Vico Ltd.) \$10.95

The author states that his efforts in this book only partially define and describe that term 'drawing,' but despite his reservations, he does a walloping good job. The entire work bubbles with ideas, it stimulates and it prods, but never presumes to offer the 'sure-fire' methods that many of us seek. Brommer points to the myriad sources of inspiration surrounding us, and, if he does nothing else, he brings the art of graphic visualization into our time, and with impact.

He does much more. He speaks from the position of an active teacher in the field; he extends understanding and appreciation

to other areas of study; he opens the creative and rich field of drawing to many who otherwise would run from it, loaded down with antiquated and boring concepts of the Friday afternoon Art Class, circa 1930-45.

Drawing is a well-bound, beautifully illustrated book that has received sensitive care by layout people. It has clarity, deep and clear tonal values in all the cuts. It presents a variety of student work that is most impressive. Already my copy is looking rather worn from student use (and if that doesn't prove something, I don't know what does).

This book comes across and I recommend it highly to instructors of art at all levels.

—Bill Calder

ECOLOGY

A Guide to the Study of Freshwater Ecology. W.A. Andrews, Ed. Prentice-Hall of Canada, c1972. \$2.80, paperback.

This paperback volume has been thoughtfully planned and well written. The language is well within the ability of the average senior secondary school student and a perusal of several sections serves to induce the reader to continue into others.

One of a series of four, *Freshwater Ecology* is an attempt to stimulate interest and investigation to the end that the student of ecology not only will be able to answer basic questions about his environment, but also will be more able to ask pertinent questions.

Essentially a combined lab-text, this book contains good background information on basic ecological matters including cycles, food webs and other interactions, limnology, stream geology and a survey of freshwater organisms. Thirty field and laboratory studies are provided, covering a wide range of environmental considerations including measurement of chemical and physical factors, populations, stream and lake profiles, and feeding and breeding habits.

A section on major field studies provides a very useful description of various apparatus, many of which may be constructed from the simple instruction given. A series of case studies of local, national and international repute provide good illustrations of ecology in action. Most sections of the text are followed by a series of thought-provoking and

direct-application questions as well as a sizeable bibliography for further reference.

Pages are well laid out, not crowded, and contain some photographs. The majority of illustrations are well-executed black-line drawings. Most common names given for organisms are followed by their Linnean binomial.

This book is highly recommended for reference in the senior secondary biology courses that are about to take on the new look of ecology-minded investigation. Perhaps, at this price, and with the trend toward resource materials, this volume could even be considered as a student handbook for at least part of the course.—Dave Arnott

ECONOMICS

Foreign Ownership. Timothy E. Reid, Ed. Holt, Rinehart and Winston, c1972. \$1.50, paperback.

Reid presents a series of 14 articles dealing with American foreign investment in Canada. They range from severe criticism to firm support, and include, among others, *The Watkins Report, 1968; The 'Waifle' Resolution of the NDP National Convention, 1969; Walter Gordon; James Coyne; Canadian Manufacturers' Association and Imperial Oil.*

Each article is prefaced by penetrating questions for discussion after reading. This book would be very useful as a resource for teachers and students in economics classes. While the book is very readable and, in most cases, logical in developing different points of view, I suggest that good discussion can take place only after some basic concepts in economics are understood by students: the role of tariffs; international trade and balance of payments; the market economy and government participation in the economy; the operation of the stock market; and the control of corporations, among others.

The book is short (96 pages), with larger-than-average print, it contains no index, but does have a useful bibliography. It would be especially useful in the Grade 11 economics course, since it attempts to give both sides of the foreign investment controversy. It would also serve as good background material for understanding the re-

cent *Gray Report* as well as current 'Foreign Takeovers' legislation.—Don Kinnee

MEDIA: FILMS

Film, by David Booth, Robert Barton and Douglas Young. Longmans Canada, c1972. \$2.75, paperback.

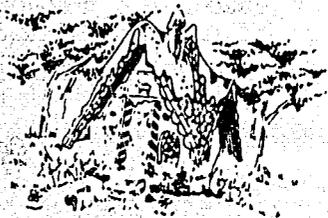
According to the authors this book is designed to lead to an understanding of film as an effective means of communication; to awaken students' perception of film as a medium of entertainment, instruction and propaganda.

The book is attractively printed; photo stills from a wide variety of films, quite rightly, form the main content. I found the book fascinating to look at. The 'Mini-history of film' is a particularly interesting section, containing such gems as '1920 Alfred Hitchcock gets first job in films — in Britain, designing title cards.'

As an addition to the library this book might attract those students who are seeking some general information or reference material on the motion picture, but I have doubts about its effectiveness as a teaching tool. Unfortunately, the authors, in a brief accompanying pamphlet, claim great things from a teaching point of view, and we read such statements as, 'A unit on film is simple to plan and teach; you don't have to have taken training and you don't need to be a media specialist.' One can almost hear Eisenstein and Griffith rising from the grave!

This book can be recommended as a starter as long as the student keeps out of the hands of the amateur 'specialists on film' and the 8mm jungle. If this sounds like severe criticism of a very sincere effort on the part of the authors, let us remember that the great director David Lean spent years in the cutting rooms, learning the art of film the hard way, before venturing into such masterpieces as his *Great Expectations, Brief Encounter* and *Lawrence of Arabia*.

This little book, despite its many admirable qualities, fails to indicate that film is an art form that demands meticulous study, discipline and extensive technical knowledge on the part of the film-maker. But do get a copy — it's worth the purchase price.—John Getgood



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Education's Neutrality

Continued from page 36

hat' to observe that schools frequently present the viewpoints of business and industry, but neglect those of organized labor.

It seems unfortunately true that the assumption of an objective posture, coupled with supposed neutrality, has done greater harm to the teacher image than might be imagined. This is not a plea for the teaching of anarchy or revolution, but simply a suggestion that fair subjective analysis would be of greater value to both student and teacher than the present myth of objective reality.

In considering the operational characteristics of a school board, Vidich and Bensman⁴ have made it obvious that political influence can permeate the entire decision-making apparatus, making resource allocation anything but the rational process one might suppose it to be. Once again the myth of education's neutrality is exposed.

Thus the concept of education as a non-political enterprise appears to be potentially dysfunctional for society because it tends to create a complacent, even apathetic, climate among the population and among educators. The misinformed self-satisfaction thus created can lead both groups to assume that education will always be provided for.

Today, many of those in the schools' public regard the educational provision as overgenerous, based upon the 'gut-feeling' accompanying the arrival of the annual municipal tax bill. Are the substantive issues of education made known beyond this level? Public response indicates that they are not.

False complacency permits minority capture and control of elective office; the formulation and implementation of inequitable policies; further deadening of public interest; and the growth of disenchantment with 'Mickey Mouse' schooling.

Universal solutions to the problems of education are not likely to be found in the columns of the Letters to the Editor, much less in such an article as this. Yet, if present manoeuvres are failing, has education anything to lose by going to the public arena to state its objectives and needs?

Is it not possible that any resultant conflict might, in the long run, lead to a wider measure of consensus and support? The indications are that ultimate success demands realistic appraisal and thoughtful action now. §

References available on request.

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Teacher strikes, student unrest, defeat of school referendums, review of teacher tenure, recall initiatives, and the busing question are phenomena of current North American education, which again raise the question of the relationships between educational systems and politics.

The traditional view that held education to be exempt from political involvement by virtue of its 'special status' and the unique characteristics of its clients, has been subject to review and challenge. The seeming intrusion of education into politics, and *vice versa*, is becoming daily more apparent, but is this an unprecedented or novel situation?

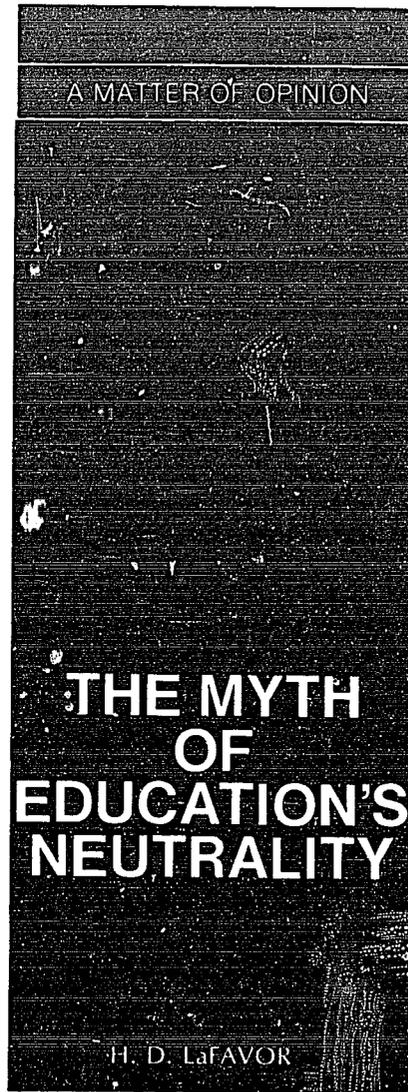
There seems little doubt that education's assumption of an apolitical posture has had certain obvious benefits for both educational and political systems. The reconciliation of school operation with the expectations of parents with divergent political ideologies could be better achieved in a neutral, rather than a partisan, system. Consensus regarding goals and the fundamental matter of financial support would more likely arise in such an impartial atmosphere.

Some have argued that, in return for less rigorous work and the security of tenure, teachers traded off their political rights. Certainly, too, the growth of machine politics, which accompanied urbanization, often provided examples of behavior and values not well-suited to an association with the educational enterprise. The neutrality pose, then, has been an advantage both to politicians and to educators.

An examination of the proposition of educational neutrality suggests that there are two interfaces worthy of some further consideration. First, it has been assumed that, in the realm of its external affairs, education should be exempted from the need to haggle for means of support.

The overriding principle from which this assumption derived, suggested that the inherent goodness of education was so obvious that virtually all groups and individuals, regardless of political ideology, would grant it their support in the public forum. Deplorably, it is this concept of nondiscriminatory maintenance that has contributed to the failure, on the part of many political parties, to enunciate definitive educational policies.

The second interface of the neutrality proposition lies in the concept of the internal operation of systems and schools. These and their teacher-employees are expected to refrain from the advocacy of the philosophy or pol-



icy of any political party in the immediate environment.

There is, to be sure, a tolerance for the study of the politics of groups or parties remote in terms of time or geographical location, but the teacher who becomes involved in present and immediate politics treads upon dangerous ground. In addition, it is widely assumed that, within the educational system, the allocation of the resources obtained proceeds from rational considerations and procedures, again without haggling or bargaining.

Is the proposal of the neutrality of education in political affairs supported by the available evidence? Even a limited investigation suggests that the answer is no.

Historically, both Canadian and American public educational systems have their roots in the business of politics. The British North America Act, which vested the jurisdiction over education in Canada with the provinces,

The author is a Vancouver teacher completing doctoral studies at UBC.

was in itself an attempt to achieve a solution to a larger political problem, while the American concept of public education has some of its roots in the Jeffersonian belief that the public school system could prevent the growth of rigid class strata in American society.

Clearly, there is sufficient evidence to warrant the assertion that North American education owes something of its foundation to political conceptualization. In addition, there is good reason to believe that the operational aspects of educational systems have been subject to political influence as well.

Nicholas Masters¹ has postulated that politics is the method society uses to publicize and mediate among the demands that *all* of its sub-organizations make for a share of the never-sufficient resource pie. The acceptance of Masters's definition leads to the inevitable conclusion that education simply cannot be apolitical, for, like other organizations, it too must compete for the resources it needs. Thus the concept of sustained, gratuitous support for education is untenable.

The efforts of two research teams have given support to the Masters viewpoint, although they place differing emphasis upon the means by which education competes. Zeigler and Peak² claim that education has 'captured' and used various lobbies (for example, the PTA) to advance its political claims, while the team of Lutz and Iannaccone³ suggests that, by acquiring an independent tax base and nearly autonomous governing boards, educational systems have escaped from the political controls normally imposed upon similar societal institutions.

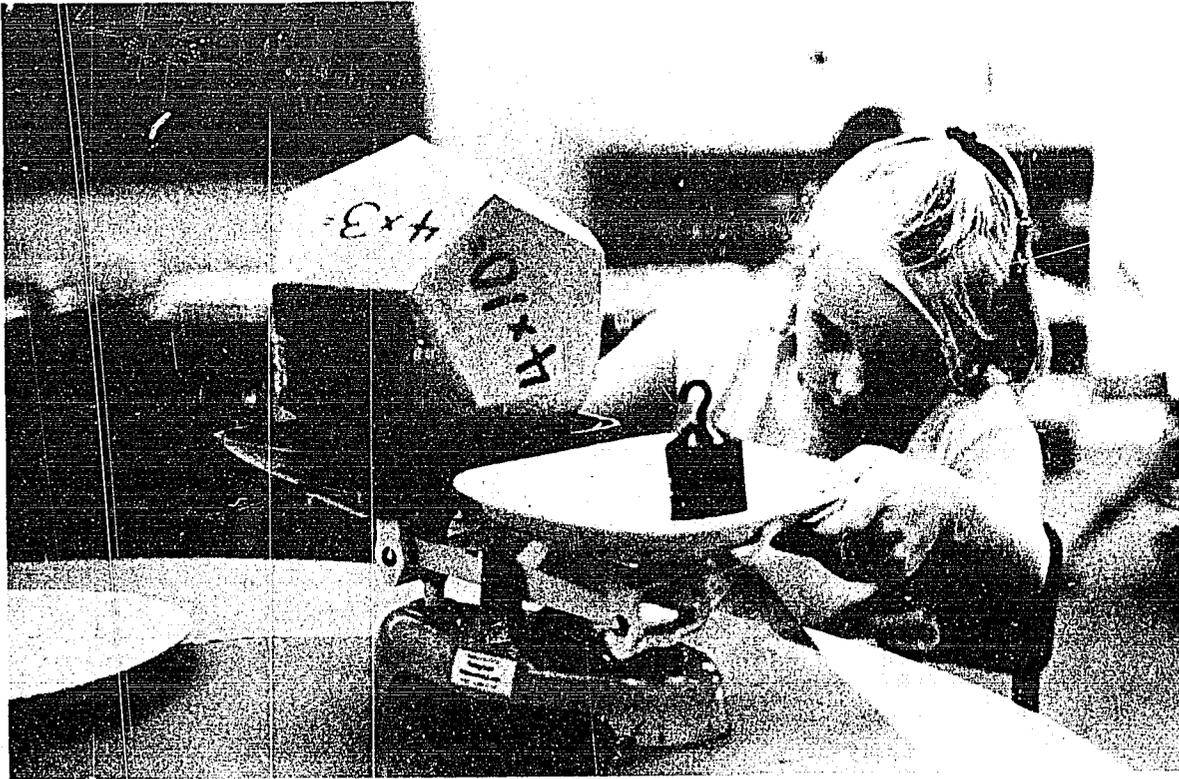
At least until 1968, the latter case seems to have had some truth in application in British Columbia, but however that may be, neutrality in external operations appears an inapplicable concept for education.

Internally, the supposed neutralism of education is even less apparent. Certainly the majority of teachers, especially those concerned with the humanities, would claim that their lessons, projects and discussions were founded upon unbiased and scholarly approaches to study, but is this so?

Momentary reflection suggests that the segment of the population that exercises political and economic control has managed to make its points of view well-known through the schools, but how often are others given similar representation? It has now become 'old-

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