



THE BC TEACHER / NOVEMBER 1972
VOLUME 52 NUMBER 2

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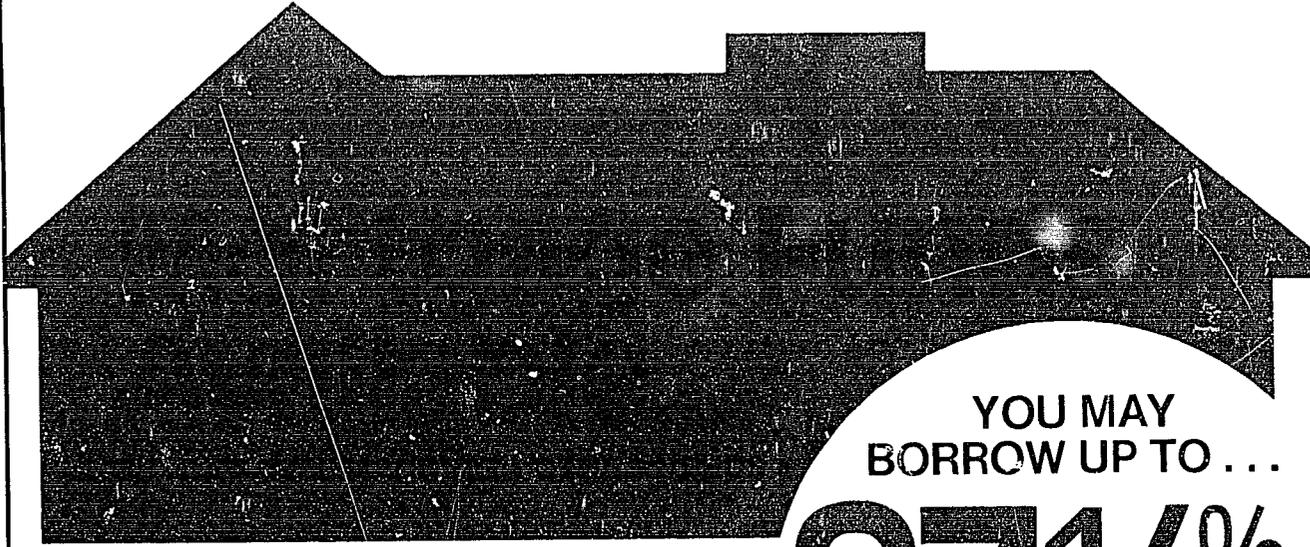
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THE BC TEACHER

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November 1972

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COVER PICTURE

The little girl in our picture, one of a series of photographs of children in the early elementary grades, is observing 'living things' in water. The photograph is used by courtesy of the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

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Books for Art Teaching Ideas and Activities



DESIGNING IN BATIK AND TIE DYE
Nancy Belfer, Associate Professor of Textile Design,
State University College at Buffalo, New York

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Gerald F. Brommer, Art Teacher, Lutheran High School, Los Angeles, California

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Dorothea C. Malcolm, Assistant Professor of Art and Art Education, William Paterson College of New Jersey

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Barclay Sheaks, Noted Artist, Associate Professor of Art, Virginia Wesleyan College

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new plastic paints, the author has produced a remarkable reference on the use of acrylics in watercolor, in line and paint combinations, relief painting, collage making, and with such variations as sculpture, printing, mural painting, and crafts.

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CRAFTS FOR TODAY'S SCHOOLS

George F. Horn, Supervisor of Art, Baltimore City Public Schools, Baltimore, Maryland

Written especially for the student and teacher, this book offers the perfect introduction to the most popular forms of artistic craftsmanship. It covers techniques, tools and materials, as well as giving you many excellent examples of good design in crafts.

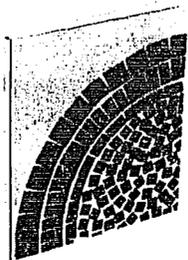
Major sections of this jr./sr. high school and adult level guide include glass-enameling on copper, creation of jewelry, ceramic, mosaics, textiles, and the "free-form" world of fun-things which can be made from any handy material—wire, wood, glass and paper. It also includes an imaginative "gallery of designs" for idea-starters in a variety of craft media.

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Los Angeles,
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Sarita R. Rainey, Supervisor
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Public Schools

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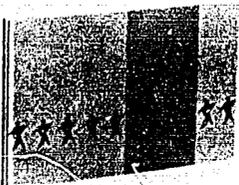


WIRE SCULPTURE—and other three-dimensional construction

Gerald F. Brommer, Art
Teacher, Lutheran High
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Sarita Rainey, Supervisor of
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Particulars relating to the life to be insured.

2. (a) Name of insured: Mr., Mrs., Miss First Middle Surname (b) Address: Street City Province (c) Place of Birth: Date of Birth: Day Month Year (d) Height Weight Ft. Ins. Lbs. (e) Beneficiary: First Middle Surname Relationship:	(f) Name of School (g) Address: Street City Province 3. Are you now actively engaged in your occupation on a full-time basis? Yes..... No..... 4. Have you ever been postponed, rejected or rated for any Life Insurance?..... (if yes, give details)..... 5. Are you in good health?..... (if no, give details)..... 6. Have you been a pilot or member of the crew of an aircraft in the past 5 years?..... (if yes, give details).....
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7. If the answer to any of the following is YES, please give conditions, dates, duration, results and name and address of doctors and/or hospitals.

Have you ever had or been told you had: (a) Lung disorder (e.g. Asthma bronchitis, Tuberculosis)? (b) Heart trouble (e.g. Pain in chest, shortness of breath, high blood pressure or murmur)? (c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)? (d) Diabetes, Kidney disease or abnormality of the urine? (e) Tumor or growth? (f) Epilepsy, Paralysis, nervous or mental disorder? (g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder? (h) Any disease, impairment or deformity not named above?	YES or NO _____ _____ _____ _____ _____ _____ _____	
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8. Have you, during the past five years, been under observation, had medical or surgical advice or treatment, other than stated above or been hospital confined?

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Date Day Month Year Signature of Life to be Insured

Last Word on Women's Roles

Sir,

I am sorry that Mrs. Marion Mitchell, in her letter (April 1972), calls for the removal of 'the Women's Lib battle' from the school rooms, 'where it is conspicuously out of place.' I am sorry that she does not realize just why both men and women are becoming increasingly more upset about what is going on in the public school system with regard to the education of our children.

Mrs. Mitchell — the schoolroom is one of the most important places where the education and training of the young takes place... and as teachers, we cannot continue to assist in the brainwashing and moulding of the children in our care to meet the pre-conceived ideas we have of the stereotyped roles they should play!

It is in the schoolroom that children undergo a variety of experiences that are designed to further their growth and development. Through the books they read, the problems they deal with and the social interaction they experience, they gain important self-concepts. It is here that they soon learn that boys and girls are not treated alike — both the material they work with and the adults they come in contact with continually reinforce the supportive, assisting role expected of the female and the aggressive, leading role expected of the male.

Let me make it clear that we are not 'decrying womanhood' — it is great to be a woman, to be a mother, to relate to the opposite sex — but it is also great to be accepted as a complete person ... and this, so far, we are not allowed to be. We are not asking to be the same as men, but to be treated equally with them — to allow each sex to grow fully as a human being.

Because my daughter is a 'female' she should not be discouraged from showing aggression, independence, strength or ambition. Because my son is a 'male' he should not be told it is not 'masculine' to be gentle, to cry, to be sensitive, to show tenderness. For these qualities are not 'masculine' or 'feminine,' but qualities that are found, I hope, in a complete human being. For far too long we as parents, and we as teachers, have been cheating one sex and overburdening the other.

Yes, we do advocate stories of Father at home being domestic while Mother is battling the labor force. Why should there be anything wrong with this arrangement if the two people concerned prefer it? The ideal situation, while the children are small, would be for both father and mother to have part-time jobs so each could share the joy and rewards found in being close to one's children ... rather than as it is today — the father seeing very little of his offspring and, accordingly, the children suffering...

Both boys and girls should be encouraged to develop into complete human beings ... allowed to develop to their optimum potential ... by encouraging the development of traits and characteristics we admire in *all* human beings. And what goes on in the classroom can either help or hinder this development!

Campbell River Dorothy N. Glass

Sources of Materials

Sir,

We view with dismay the suggestion of your book reviewer, C.D. Nelson (April 1972 issue) that teachers expose our young people to the glossy and subtle advertising of the international corporations. By doing so B.C. teachers are putting the stamp of approval on these profit-hungry giants of industry. They are largely to blame for bringing our planet to such a state of affluence on one hand and starvation on the other; of pollution, destruction, violence and wars, that scientists predict that we are in danger of bringing to an end all life on earth.

Let's look at some of the corporations you mention:

DuPont, which features 'the activities of the international corporations,' probably doesn't mention that it operates and maintains army ammunition plants in the U.S.A. It does promote the use of plastics, which cannot be recycled, are practically indisposible and are now being used in Nixon's new

To be considered for publication, letters should be approximately 250 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.

plastic bombs in Vietnam.

General Motors manufactures: the PEMID sensors being used in Vietnam; electric assemblies for Mk-48 torpedoes; M-16 rifles; M-109 howitzers.

General Electric makes: low light level TVs for the 'Puff the Magic Dragon Gunship' and mortar-locating radar.

INCO makes armaments, planes, missiles. Without Canada's nickel supply (80%), the U.S. could not continue its war in Indochina.

B.C. Hydro, which maintains that *Power is Progress*. Even our own B.C. Hydro arbitrarily sprays our countryside with lethal 2,4-D and 2,4,5-T and openly espouses nuclear energy.

If British Columbia teachers must present these 'free' materials to our students, we suggest that they also send to NARMIC (National Action Research on the Military Industrial Complex), published by the American Friends (Quaker) Service, 160 North 15th Street, Philadelphia, Pa 19102, for information about the international corporations. They can obtain *free* the use of the NARMIC color slides and commentary on the 'Automated Battlefield' by telephoning the Reverend Rod Booth at the United Church Office (682-7556) or to me (261-0351).

They might write to ANOTHER MOTHER FOR PEACE, 407 North Maple Drive, Beverly Hills, Calif. 90210, for a list of corporations that make the parts of the automated battlefield, 'the manless, giant lethal pinball machine from which no living thing can escape' and that is being used against the people of Indochina in their own country.

As a footnote we might add that this year 1972 is International Book Year. See the UNESCO *Courier* special issue (January 1972). I do not think that it would recommend the publications of the international corporations as reading for our next generation.

R. P. Legge, President
Vancouver Peace Action League

Book Review Editor Replies to Mr. Legge

Sir,

Taking advantage of my editorial position as custodian of our New Books department, I would like to comment on the letter from R.P. Legge of the

Peace Action League. I was sent a copy of his letter and I thought a reply was justified.

I am sorry to have caused dismay to the members of the PAL by suggesting that teachers and schools obtain free materials to supplement their prescribed curriculum in many areas. Naturally I took it for granted that no teacher would use any of the free materials without reading it first with a view to determining its relevance, authenticity and freedom from bias. One of the prime reasons for getting free magazines and pamphlets, although it was not stressed in my article, is that they are mostly very well illustrated, and are suitable for using in the picture file. It just didn't occur to me to investigate the pedigree of every corporation to see if it did indeed, contribute to 'starvation...pollution, destruction, violence and wars.'

Mr. Legge singles out DuPont, General Motors, General Electric, INCO, B.C. Hydro as examples of those corporations whose 'glossy and subtle advertising' constitute dangers to our young people. The other 21 in my list were not mentioned so I don't know whether they are safe or not. But all this is beside the point.

Surely we have not reached the stage where things are either all black or all white. Perhaps DuPont does produce munitions and plastics. Are we to therefore stop making shotgun shells for hunters or nylons for women? I am willing to bet that both General Motors and General Electric have done more to improve our standard of living with their cars and appliances than any other two corporations. The reference to B.C. Hydro's spraying 'our countryside with lethal' chemicals is a rather extreme statement. The spraying has been done on Hydro rights-of-way to reduce fire hazard, and it has been very sensitive to complaints and has acted on them where possible. But the whole

<i>We Shall Miss These Teachers</i>		
In Service	Last Taught In	Died
Mrs. Gertrude M E. (Gartrell) Reading	Delta	July 19
Retired	Last Taught In	Died
Miss Mabel Allen	Vancouver	August 18
Francis A. Armstrong	Vancouver	August 24
Miss Mary M. Currie	Vancouver	September 9
Mrs. Kathleen E. (Shuttlewood) Dawe	Burnaby	August 25
Roy W. Gould	Alberni	August 15
Mrs. Mary S. (Rappa) Kerr	Vancouver	August 7
Miss Phyllis I. Mackay	Vancouver	July 28
Miss Hazel Smith	New Westminster	July 15

countryside?

I have enough confidence in our teachers' choosing wisely what they present to their young audiences that I make no apologies for my list (and others to come) of free materials. Any who so desire should perhaps send away for the items mentioned by Mr. Legge. It might be interesting to find where the bias lies.

C. D. Nelson
Victoria New Books Editor

Colorblindness in Boys

Sir,

Please let me use your letters column to offer a proposal to the educators and educational authorities that I feel can ease the artistic and social burden of many boys and young men, and help their teachers to understand their difficulties better.

I refer to color-blindness.

As a teacher of electronics at the Vocational School in Burnaby, I try to find employment for 'my boys' as well as aid them in their learning of electronics. And most of the larger employers in the community require job applicants to pass medical examinations prior to employment. One feature of the medicals for electronics techni-

cians is a test of color vision, since so many wires, transformer leads, resistors and capacitors, and, more recently, diodes and transistors, are color-coded.

Accordingly, on the first day of a new class, I provide a color test (the Ishihara Test) to all new students, and year after year find youths (as many as four out of 16, some years) who are color-blind — and never knew it.

I believe that all boys starting school should have this or a similar test of color vision. Science teachers in higher grades can use the experience in their teaching programs, and art teachers can learn to help color-blind boys come to grips with the selection of clothing and the development of artistic appreciation, within the limits of their deficiencies.

Guidance counsellors in the secondary schools could alert young men to the possible job areas to avoid, or to specialize in, when they exhibit this sex-linked characteristic, which is inherited (no fault to themselves) and not subject to medical correction.

Making the tests could even be worked into the kindergarten program, on the fun-and-games level, or handled easily by school nurses and primary teachers during the first days at school.
Burnaby Herbert F. R. Adams

Simon Fraser University Faculty of Education

Applications are invited from teachers interested in securing an appointment as a University Associate of the Professional Development Program. Appointments are for two semesters (8 months) beginning in late August, 1973. Successful applicants will be informed by no later than April 30, 1973.

Persons appointed as Associates work in the Professional Development Program for teachers through school visitations, by counselling, instructing and assisting students both in schools throughout the province and on the university campus.

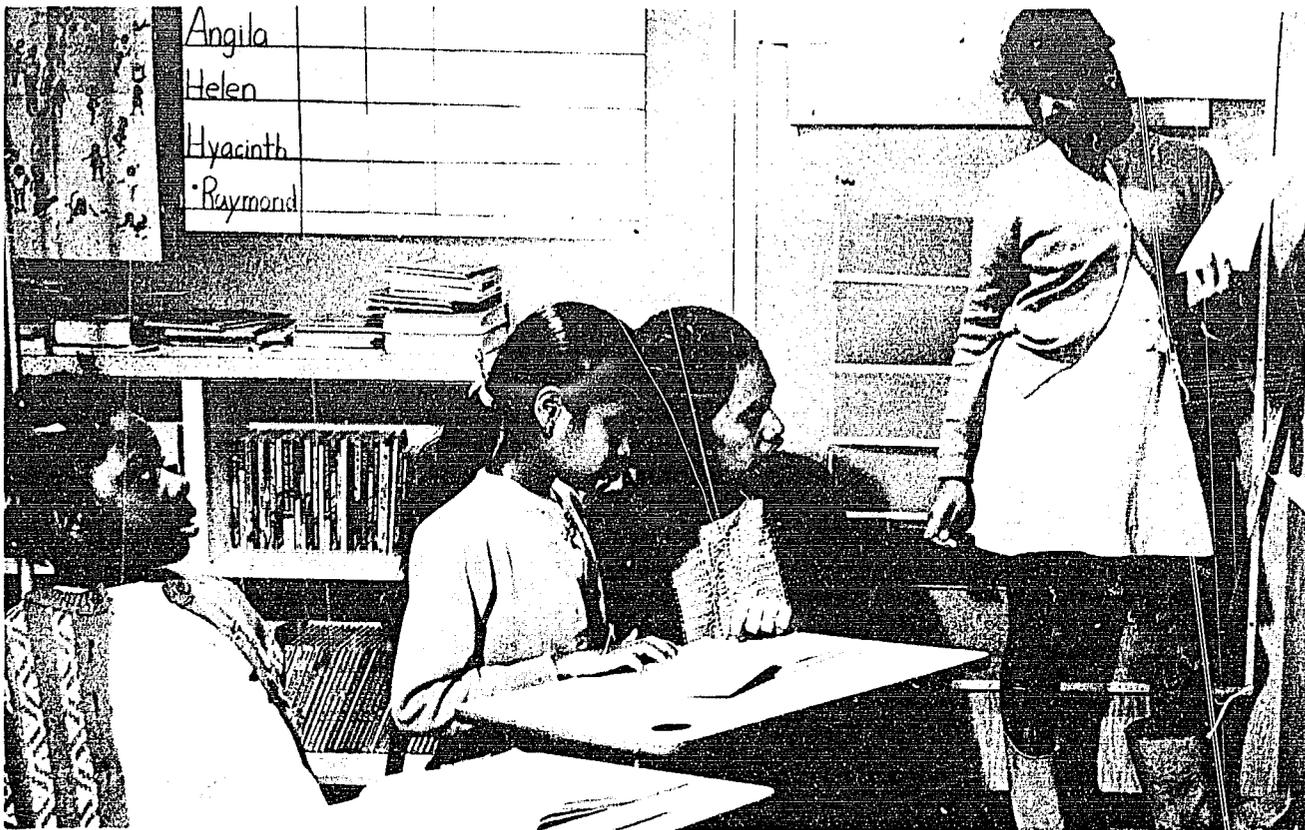
Qualifications for the position are normally an appropriate degree and 5 years recent experience in classroom teaching.

Enquiries should be addressed to:

Dean D. R. Birch,
Faculty of Education, Simon Fraser University, Burnaby 2, B.C.

The salary paid to Associates is commensurate with the salary scale for the district in which the applicant is currently teaching. Neither administrative nor other allowances are taken into account in the salary calculation. There is a special need for Associates experienced in the areas of primary teaching, Art, Music and French. Teachers with expertise in these areas are encouraged to apply.

As it will be necessary for successful applicants to arrange for leaves of absence from their current positions, it is suggested that interested teachers write for application forms immediately. Applications must be received by December 31, 1972.



Although a significant minority of our students come from non-English-speaking backgrounds, we do little to assist them. Indeed, we often assume they have the same language facility as their Canadian-born peers and expect them to progress in school as well as if they were being instructed in their own language. The author proposes an integrated learning approach to the problem, which would stress English as a communications vehicle rather than as a formal subject, and enable students to whom English is a second language to profit from regular classroom instruction.

An analysis of 1970 Statistics Canada figures shows that about 40% of immigrants who came to Canada were from countries in which English or French are not used as the mother tongue.

Yet the educational systems in British Columbia and in other provinces are patterned on the assumption that all children know either English or French as a mother tongue.

This article presents an Integrated Learning Approach model that distinguishes between the language concepts and the subject concepts of the language of instruction in the schools. An understanding of the model should promote practical research in this field and help educators to become sensitive to the needs of the immigrant child who comes from a non-English background. Using a planned approach, educational systems across Canada could maximize educational opportunity for such children.

In every school subject the language used has two components: the language concept and the subject concept. Take a simple example. An instruction is given: 'Add 2 and 2 and put the result in a given box.' The language concept implies that the performer carry out a certain task. The mathematical concept requires the

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LET'S TREAT



CHILDREN FAIRLY FOR A CHANGE

GYAN NATH

performer to know the concept of addition. The performer can carry out the task of addition only if he knows both the language concept and the subject concept of the instruction.

Another important observation needs to be made. School textbooks use sentence patterns and vocabulary suitable to the reading level of children. Thus, a Grade 2 English text has more difficult words than a Grade 1 text. Consider a social studies textbook, *Canada and Her Neighbours* used in Grade 5. It has a vocabulary suitable for that grade level. Assume there is in a Grade 5 class a child of non-English background who came to this country two years ago. Does one think that even an average ability child would have acquired the language concepts of English required to understand the social studies concepts presented in that textbook?

The following excerpts are taken from school books. Does the immigrant child of the normal age in relation to the grade level of the textbooks quoted below, know the *language concept* of the underlined words in order to understand the *subject concept* of the word?

'You boys and girls probably wonder why there are *packing plants* here in Calgary. The chief reason is that not far from the city there are many

cattle — cattle grazing on the dry *grasslands and cattle fattening* on the irrigated farms around the city. Of course, there are sheep too, and *hogs*, but most of the meat we produce is *beef*. The next most important reason for our industry is that here in Calgary there are many people needing meat. What they cannot eat, we can ship easily to other places, since Calgary is an important railway *centre*. Railways, with their *refrigerator cars*, carry the meat west, north, east in Canada, and south in the U.S. But come and see our plant.

'The animals come here from the killing *pens*. These men you see are *dressing the meat*. This includes everything that is done to an animal after it has been killed, in order to *prepare* it for sale. Here, for example, the *hide* is removed.'

'Consider how the *golf ball* situation shown in Figure 9-8 will change when the *station wagon* is driven over a *bumpy road*. Now the golf balls are shaken and *jostled* about; they roll around and *collide* with each other. Every now and then one of the golf balls even *accumulates* enough *energy* (through collisions) to return to the upper level of the station wagon

¹ Seiveright, D. and Lloyd, T.: *Canada and Her Neighbours*, Ginn and Co. Toronto, 1966, Second Edition. (A Grade 5 textbook, page 145)

floor. Of course, any golf ball that is *bounced* up tends to roll back down to the lower level a little later. As this bumpy ride continues a state is reached in which golf balls are being jostled up to the higher level at the same rate they are rolling back down to the lower level. Then "*equilibrium*" exists. Some of the golf balls are on the lower level and some on the upper level. Since the rate of rolling up equals the rate of rolling down, a *dynamic balance* exists.'²

'In Figs. 22-8 a moving *billiard ball* collides with a billiard ball at rest. The *incident* ball stops and the ball it hits goes off with the same *velocity* with which the incident ball came in. The two billiard balls have the same *mass*. Therefore, the *momentum* of the second ball after the collision is the same as that of the incident ball before collision. The incident ball has lost all its momentum, and the ball it struck has gained exactly the momentum which the incident ball lost. The changes in momentum are again *equal and opposite*.'

² Chemistry: *An Experimental Science*, Ed. G.C. Pimental, W.H. Freeman & Co., 1963. (A Grade 11 textbook, page 157)

³ Physics: *Physical Science Study Committee*, The Copp Clark Publishing Company, Vancouver, 1965. (A physics textbook for Grades 11 and 12, page 383)

The degree of his handicap in the understanding of language concepts is likely to be correlated directly with the amount of time spent on concentrated language instruction. If the concentrated language instruction is based entirely on the learning and use of 'formal' English, as is often the case, his handicap is not likely to be significantly reduced in terms of his intellectual capacity. In his attempt to understand the language aspect of the oral or written instruction, the child may tend to miss the important elements of the subject concept.

In British Columbia some school districts have classes for New Canadians who are nine years of age or older, in which an effort is made to teach formal English. The Department of Education allows a grant for such classes for one year. Does this mean that, irrespective of his age, a child has one year to learn all the language that is appropriate to his age level, and then continues the regular program in ordinary classes? Obviously, the rationale behind the New Canadian classes has to be given more thought in terms of time for which the grant is available, and the highly specialized curriculum that should be developed. The reason for not having these classes for younger children is not clear.

As far as the education of the children who come from non-English backgrounds is concerned, the basic questions, therefore, are: For how long will the educational system continue to neglect the educational opportunity that these children should have? Is it not true that the older the child, the more difficult it is for him to receive proper schooling? Is it not likely that the learning assistance (slow learners) classes have a significant proportion of such children? Is it not a fact that a significant number of these children finally end up in the terminal courses or simply drop out of school? Is it not a fact that so long as a child in a regular class is quiet, respectful and plodding along (C- or D level of achievement), the educators hardly need to think of language as being a communication barrier for this child? What would be his performance if the child were helped to overcome the language difficulty? Finally, how can educators be helped to become more sensitive to the needs of the immigrant children?

The identification of the problem clearly supports the argument that the normal educational strategies of the educational system need to be examined from the perspective of immigrant children.

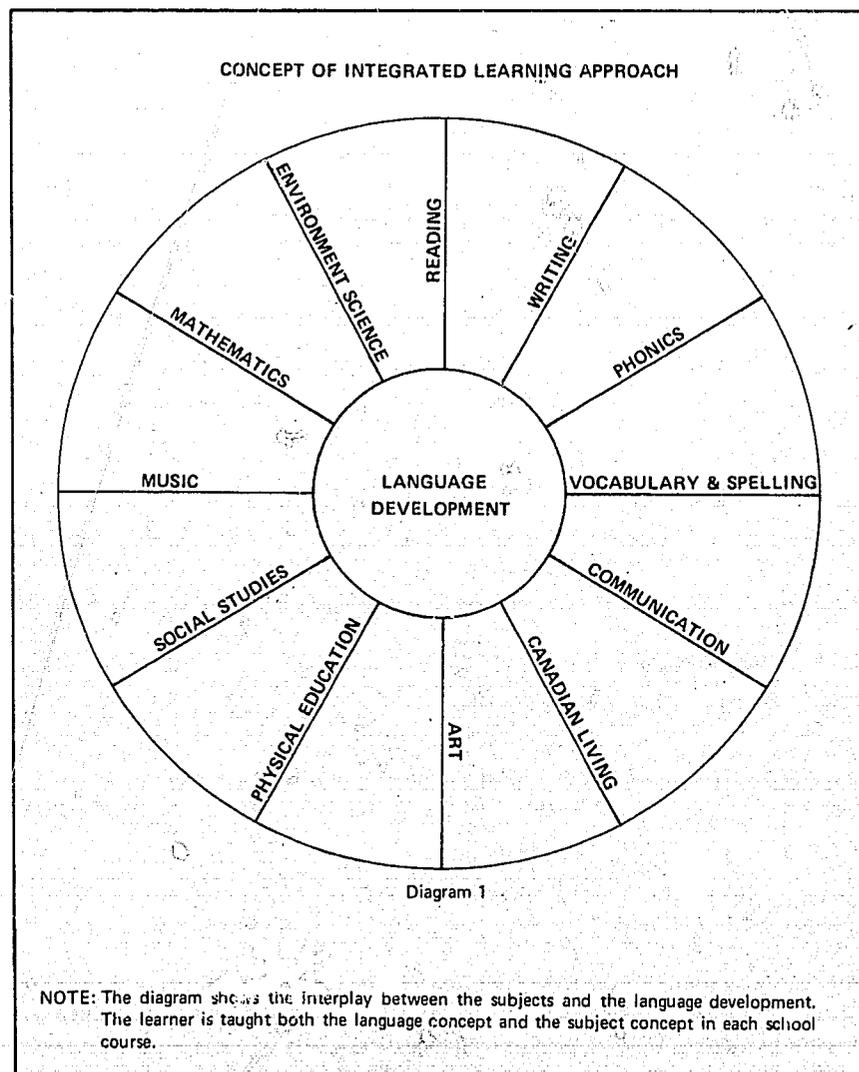
A systematic approach requires an outline of objectives, planned activities that may achieve those objectives, and evaluative procedures to determine the possible outcomes.

In the Integrated Learning Approach the basic objective is to help the child to develop the knowledge of language concepts up to his level, so that he can profit from regular class instruction. Diagram 1 shows the concept of the Integrated Learning Approach.

The diagram does not purport to be an all-embracing concept of knowledge. It is an attempt to indicate that language development is the product of interrelationships among the various subjects of a school curriculum.

In making a clear distinction between the language and subject concepts of each course and by strengthening the language concept where it is weak, the educator not only helps a child to gain a superior understanding of the subject concept, but also contributes to his knowledge of total language development.

This concept views language as a vehicle for communication. It is not envisaged as a program, although it may contribute, to improve 'formal' or 'academic' English. There are many well-known difficulties and problems associated with the teaching of English, and consequently of all other subjects with English as the medium, to people with different mother tongues and backgrounds. The problem with many of the approaches has been that they are centered on teaching English as a 'formal' language rather than as a vehicle for communi-



cation. Therefore, these procedures have not been altogether successful.

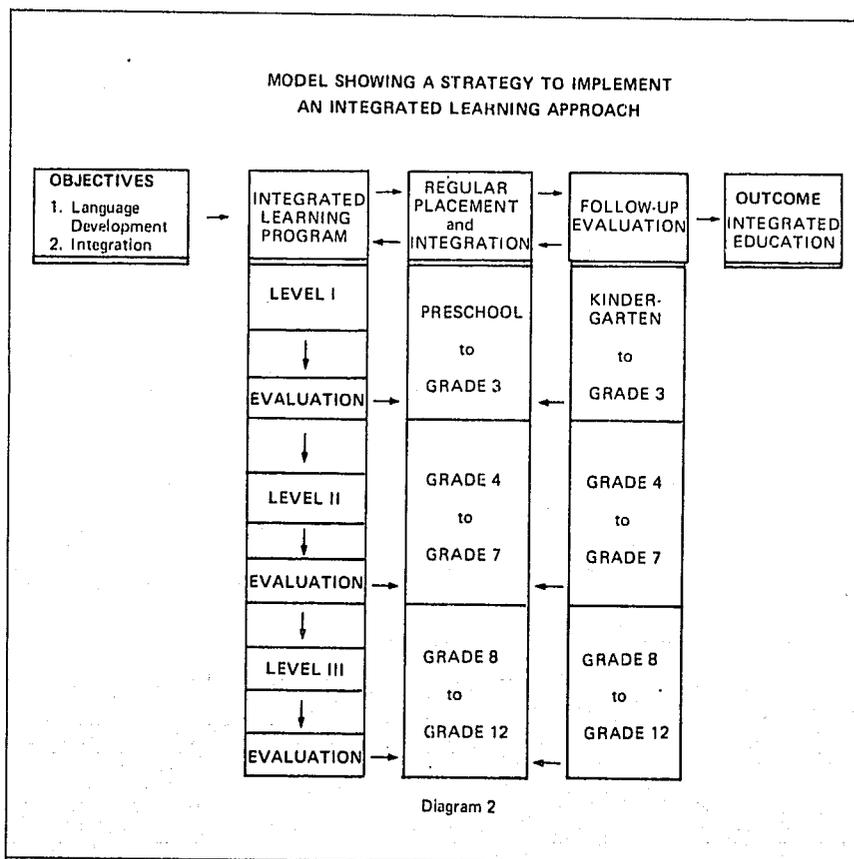
It is also important to deal with such questions as: Isn't every teacher a teacher of English? Is this not what a teacher does when presenting a subject concept? What about the normal English-speaking child who has poor knowledge of language concepts?

Although it is well known that some children have more ability than others, it would indeed be presumptuous to imagine that a significant proportion of immigrant children of non-English background suffer from some inherent lack of intellectual apparatus. The underachievement on their part may be caused by a lack of understanding of the language of instruction.⁴ In an ordinary heterogeneous classroom, for example in a Grade 8 mathematics class, a mathematics teacher must assume a basic level of understanding of language in order to present mathematical concepts of that level. If he does not, he will explain the language concepts of difficult words or paragraphs in appropriate contexts. Assuming that he has immigrant children, 15 or 16 years old, with only a Grade 4 or 5 level of language understanding, it might be difficult for this teacher to educate them in the mathematical concepts of Grade 8 level. In this sense, the Integrated Learning Program model rejects the dictum that every teacher is a teacher of English. As far as the question of an underachieving English-speaking child is concerned, it is suggested that, as a by-product of the programs developed, the model may prove helpful to him also.

The Integrated Learning Approach, therefore, concentrates on the individual needs of immigrant children. It is based on the assumption that, irrespective of age and knowledge of English, a child does not know the language as a mother tongue.⁵ The first step, therefore, is to ensure that he has the knowledge of language concepts that an average English-speaking child

⁴ It is for this reason that standardized tests to measure their potential, both verbal and nonverbal, should not be administered to them until the language deficiencies have been corrected.

⁵ The present importance of correct pronunciation and enunciation would be de-emphasized to maximize the communicative aspect of language learning in the shortest possible time.



acquires at home, and in interaction with his environment. This would be accomplished by preparing carefully sequenced packages of learning, concentrating on language concepts, for each of the preschool years.

Individualized instruction is visualized. Therefore, modern technology has an important part to play. The use of video-tapes, cassette recorders, listening centers, slides, transparencies, movies and, of course, the traditional use of flash cards and pictures, can increase the pace of the learning process. The utilization of paraprofessionals and community resources may help in keeping the costs of the program comparable with traditional instructional costs.

At this level, the objective of the program could be to help the child to identify and interact with his immediate environment in English language. Thus, such common objects as chair, table, closet, drawer and dinnerware become known to him in English as well as his own mother tongue. It could be observed that the older the child, depending on his socio-cultural background, the faster would be his progress. Presumably, a 10-year old child with no English may take only

a few months to get these basic language concepts. Thus, he would not only have learned the concepts of 'chair,' but also to use it as a communication tool. Strengthening of the communicative aspect should later on prove helpful in teaching 'formal' content of the language.

Similarly, for each of the formal years of schooling, Grades 1 to 12, the integrated learning program would be developed for all school courses. One complete unit could be conceived of as having several sub-units of the language concepts envisioned in the Concept of Integrated Learning Approach.

One of the strategies that could be employed in developing the programs would be to involve some of the teachers in preparing the language concepts in the field of their expertise.

Diagram 2 is a model for implementing the program. The objectives are to promote the language development and planned integration of immigrant children in regular classes.

To achieve the outcome of 'integrated' education, the basis of the program is flexibility — a free flow of in-

Continued on page 65

Those people who teach English to people to whom it is a second language are something like primary teachers.

MARY ASHWORTH

Each new branch of education takes time to grow. In the last ten years teaching English as a second language (TESL) has developed from an immature seedling (often choked by faulty gardening) to a tree ready and able to bear fruit.

World War II gave all foreign language teaching a well-needed jolt. Language teachers were required to make hundreds of servicemen fluent in a variety of languages in a matter of weeks. The old methods practised in secondary schools were not good enough — more intensive ways had to be found.

Since 1945, linguistics and cognitive psychology have contributed fresh ideas about language and language learning that have had, and are still having, a considerable effect upon methodology.

Technology has given us tape recorders, language labs, slides, listening posts, and so on. But still in schools across North America and England children are held back because they lack fluency in English.

It seems that immigrant children are in urgent need of special coaching in English. Not only those who cannot fully understand their teachers and are, therefore, unable to attend normal classes need special coaching, but it appears that all immigrant children could benefit by extra English coaching.¹

A member of the Faculty of Education at UBC, Miss Ashworth has taught in Vancouver. She has served with CTF's Project Overseas also.

It is difficult to get exact figures of the number of immigrants who enter B.C. each year lacking a good command of spoken and written English. The following information is extracted from statistics issued by the Canadian Immigration Division, Department of Manpower and Immigration, for the year 1970.

Total number of immigrants who entered B.C. in 1970 21,683

Number of immigrants who entered B.C. from countries where English is not the first language 9,607
(Approximately 45%)

(I am tempted here to add in the 531 Scots who came that year, for only a Scot can make English sound more and more like a foreign language the longer he stays in Canada!)

Number of immigrants under 19 at the time of entry 6,500

If we assume that those under 19 are divided in roughly the same proportion as the total group so far as country of origin is concerned -- i.e., 45% from non-English-speaking countries -- then

Approximate number of immigrants under 19 entering B.C. from countries where English is not the first language 2,900

While these figures are admittedly partly guesswork, they suggest that in 1970 British Columbia became home for approximately 6,000 adults and

3,000 youngsters from non-English-speaking countries. Since the years before and after 1970 also saw immigrants coming from all over the world, the total number of people in B.C. speaking English as a second language (or third, or fourth, or fifth) is many times that figure. I wouldn't even guess the total number of languages spoken in our multi-lingual province.

These people represent various stages of fluency in English, from the beginner, who can barely give his name, to the post-graduate university student, struggling with the kind of English demanded by a Ph.D. thesis. If these immigrants are to realize the high hopes that caused them to uproot themselves from their homelands, many of them will require instruction in English, the language of education, trade and social interaction in our province.

Slowly emerging from the deep shadows are the non-English-speaking native Indian children. In 1964 approximately 50% of the Indian children entering schools in B.C. did not speak English as their first language. Although that percentage has been steadily dropping, and may now stand around 20%, the kind of English spoken by these children is not necessarily the kind of English spoken in school.

One day, perhaps, we shall regret this drop in percentage, for it can mean only that the Indian languages are in danger of dying out, and if the languages go, the culture will go too. Language, culture and personal dignity are closely interwoven: destroy a man's

They're either . . .

saints or lunatics

pride in his language and you destroy his culture and him with it.

Good second language teaching does not destroy children; it gives them the key to a larger world.

Throughout the province where there are substantial groups of immigrants, classes for New Canadian children and adults have been established. Such centers as Prince George, Quesnel, Williams Lake, Kitimat, Kelowna and communities in the Fraser Valley have one or more classes. In Victoria and Vancouver the number of classes is considerable.

During 1971-72 a total of 90-100 classes for adults were held in Vancouver, the Mecca for many immigrants. The majority of these classes were run by the Special Programs Division (English Language Training) of Vancouver City College. These were fee-paying classes held during the morning, afternoon and evening at the old King Edward Secondary School and at various night school locations.

The Manpower Program, which subsidizes adult immigrants for a maximum of five months while they try to learn sufficient English to be employable, operated about 14 classes.

A third agency was School Canadiana, which tries to reach into hitherto untouched sections of the community through its bilingual classes.

In addition to the classes of mixed language groups divided according to ability (beginners, intermediate or advanced), some special classes were held for older immigrants, for nurses and for mothers of young children. The



Tadpole talk! Vicki Sahota and Rob Sandhu are two of the leaders at the Moberly Summer Project. Through a grant from Opportunities for Youth, the project tries to help young immigrant children improve their facility in English and learn more about the Canadian way of life.

universities ran their own programs for foreign students on campus.

Summer is a busy time for TESL teachers, for more than 1,000 young Japanese and some French-Canadians come to Vancouver to learn English and to explore our culture and our province. Meanwhile, classes continue for those adult immigrants who prefer to spend their summer evenings learning English rather than relaxing on the beach.

The Department of Education gives a grant to New Canadian classes in our public schools for children nine years old and up. Unfortunately, some children cannot wait until they are nine before learning English and many need help much earlier. The Vancouver School Board has the largest number of classes for children, but others can be found scattered across the province.

A few secondary schools having large

numbers of immigrant teenagers have initiated programs, called by such names as 'Communication' or 'Remedial English,' that stress improved fluency in both oral and written English. Because such a course usually does not carry any credit toward graduation, however, students are often reluctant to take it unless it is made compulsory.

During its two years of operation, the Opportunities for Youth program has supported summer programs designed to help both young children and teenagers improve their English and learn more about the Canadian way of life.

Training Is Necessary

But what of the quality of teaching in these TESL classes? My remarks must necessarily be subjective, based on what I have seen in B.C., Ontario and Africa, and on what I believe we could and should be striving to attain.

The Vancouver School Board's Adult Education Division established a policy some years ago of not hiring untrained teachers if trained teachers were available, thus putting pressure on the universities to provide trained teachers. This policy continued when English Language Training moved under the wing of Vancouver City College.

Ninety-five percent of these teachers now have two of the following three qualifications: (1) a teaching certificate, (2) special training in teaching English as a second language, (3) a degree in linguistics. Most have (1) and (2). With this trained staff under highly competent leadership, the English language training program for adults in Vancouver is in very good shape.

Elsewhere in the province teachers of adult New Canadian classes work alone or with one or two others. Some have taken training, others have not. But after the B.C. Association of Teachers of English as an Additional Language was formed about six years ago, teachers from across the province were able to meet to discuss their common problems. The TEAL Association, as it is usually called, is an affiliate of the BCTF.

The public schools in B.C. (and, indeed, in North America and the United Kingdom) have not, on the whole, been as quick to make use of the knowledge now available on teaching English as a second language. Basically I think there are three reasons for this.

The first has been the shortage of trained teachers at the public school level. Teacher training institutions across Canada have only recently set up the necessary programs.



All situations provide opportunities for growth and development in English -- and the more fun they are, the better!

Second, immigrant and Indian parents have watched their children slip back in school year by year without complaining. Sometimes this is a result of a cultural belief that the teacher is always right even if he does nothing. Recently, however, some parents have spoken up.

Third, for many years in North America the quality of teaching was held at a relatively low level because of the persistent belief in three myths regarding the teaching of English as a second language — myths that have not yet been entirely erased:

Myth No. 1 — Anyone who speaks English can teach English.

Myth No. 2 — Teaching English as a second language is easy work.

Myth No. 3 — Children who speak a foreign language learn English by osmosis.

There is, unfortunately, just enough truth in each of these myths for the myopic to remain obstinately blind to the truth. Of course one meets the occasional untrained teacher who is doing an excellent job — one does in any branch of education. We must remember also that there are very few administrators trained in TESL work, and therefore competent to judge teacher effectiveness in this field.

Teachers need to be knowledgeable

in such areas as language acquisition, the structure of languages (English and at least one other), cultural differences, methodology and testing. Without this minimal knowledge, some teachers unconsciously do harm. Goodwill and ignorance are incompatible bedfellows.

If by 'easy work' the myth-believer means that the students are highly motivated — yes, they are, initially. They know that a good command of English will help them further their education, enter employment and take part in the social life around them. Apart from that, teaching English as a second language is mentally and physically very demanding when it is well done.

If teaching English as a second language is 'easy work,' so is teaching Grade 1, for the two tasks have much in common. A friend of mine who has deep respect for Grade 1 teachers described them once as being 'either saints or lunatics' — perhaps TESL teachers fall into the same category!

A few children do pick up English quickly and easily, but many do not, for a variety of reasons. Lack of practice is one: the child sits mute in class all day and spends all his leisure time with his own language group. His family background, previous education, emotional problems, and fear of ridicule from the other children all inhibit

learning. Bad speech habits are acquired that are difficult to change later and that slow down mastery of the written language.

Changes are taking place, however, and the future looks brighter now than it has for some years. Individual teachers and groups of teachers, aware that the problem will not go away by wishing it would, are translating concern into action.

The 225 people attending the conference on The Curriculum, The Media, and Teaching English as a Second Language held in Vancouver in February 1972 passed the following motion unanimously:

Whereas this informal body recognizes the enormity of the language problem confronted by New Canadians of landed immigrant status and of certain groups of Canadian citizens, stemming from inadequate resources and inadequate preparation of teachers for second language teaching; and whereas representatives from the appropriate agencies of government are not here present, for whatever reasons; therefore, be it resolved that this conference establish an ad hoc committee to prepare and present to appropriate officers, at all levels of government, a series of recommendations to improve both the teaching of English as a second language and to insure the availability of that teaching for all who need it.

The conference did not, of course, constitute an official body, but the remarkable cross section of people attending shows that real concern for those who are trying to learn English extends across the province and beyond it. There were representatives from as far away as the Northwest Territories and Ontario and many from different small towns and cities in B.C. There were administrators, principals and teachers, and, thanks to a federal government grant, representatives from number of different ethnic groups. It was a lively conference.

Four Areas Need Attention

What will happen now?

I don't know. The momentum is there if people will keep pushing. There are four areas that need immediate attention:

1. Teaching English as a second language is just as much of an academic subject with its own subject matter and methodology as is physics, math, or so-

cial studies. Ignorance on the part of the teacher is not bliss for the child.

While it has not in the past been the policy of most school boards to hire people with expertise in this area, the problem has reached such proportions that it cannot be solved by either Band-aids or blinkers, but only by knowledgeable teachers and administrators who know not only that something can be done, but also how it can be done.

2. Although the Department of Education gives grants for New Canadian classes for children nine years old and over, the help frequently comes far too late. For many children instruction should begin in kindergarten and continue (not necessarily full time) for as long as the child needs help. E.J.B. Rose in his detailed report entitled *Colour and Citizenship: A Report on British Race Relations* makes the following recommendation for primary education as it concerns immigrant children:

There are problems of social and cultural differences, but language and speech should be given the highest priority. If they are not tackled in the infant school they will continue to pose

establishing official New Canadian classes under the Special Education Division; perhaps more schools will set up modified TESL programs to help students with both oral and written English.

It is interesting to note that ability at written English of the kind commonly taught and examined at schools, and not spoken English, was related to immigrant children's adjustment. It may be that ability at written English is an important factor in attainment in all school subjects and hence its importance for the immigrant child. This is an area where positive effort could be made. The point seems worth stressing that ability at written English seems relevant not only for the progress of an immigrant child at school subjects, but also for his general psychological well-being. 'Every teacher is a teacher of English' should acquire a new significance for the teachers of immigrant pupils.³

4. If any branch of education is to move forward, there must be constant research and experimentation, otherwise stagnation and a lingering death



The International Floor Hockey team is pretty serious before the game, but look out for the chatter afterward - in English!

even greater problems in the junior and secondary school. The development of language is central to the education process.²

3. In a number of secondary schools, teachers are deeply concerned about the futility of teaching their subject matter to children who lack anything approaching fluency in English and whose knowledge of western culture and ideas makes much of the subject matter unintelligible. Ignoring the problem will not solve it. There are ways of helping these children without

results. We badly need innovative teachers who will test new ideas whether they be in methodology, class make-up, materials, or some other facet of this work. We have a few such teachers; we need more.

Learning English is, for both the immigrant and the native Indian, only a part of learning to live in an alien culture, but it is a vital part, one that contributes in no small way to the personal fulfillment of an important minority and to the social harmony of all of us.⁵ References available on request.



Suppressing kids' natural feelings should

STOP

RUTH CHUDLEY

Every one of us has experienced the shiver that runs through one's body as he looks at a scene of lashing waves, of clouds scudding across the sky in a high wind. We've all experienced the keen delight of the sound of children's laughter and singing. What conjures up more feeling than the tantalizing smell of cookies fresh from the oven?

These responses, and countless others that are within your own personal experience, come under the heading 'aesthetic experience.' They are responses to sensory stimuli that involve the cognitive, the affective, and often the psychomotor, areas of our being.

If life appears so full of beauties to be felt and expressed, why is there a need for attention to them in the classroom; what forms can they take; and what are the benefits to be derived

from them? Let me give an example, hypothetical to some degree, although not altogether without its parallel in reality.

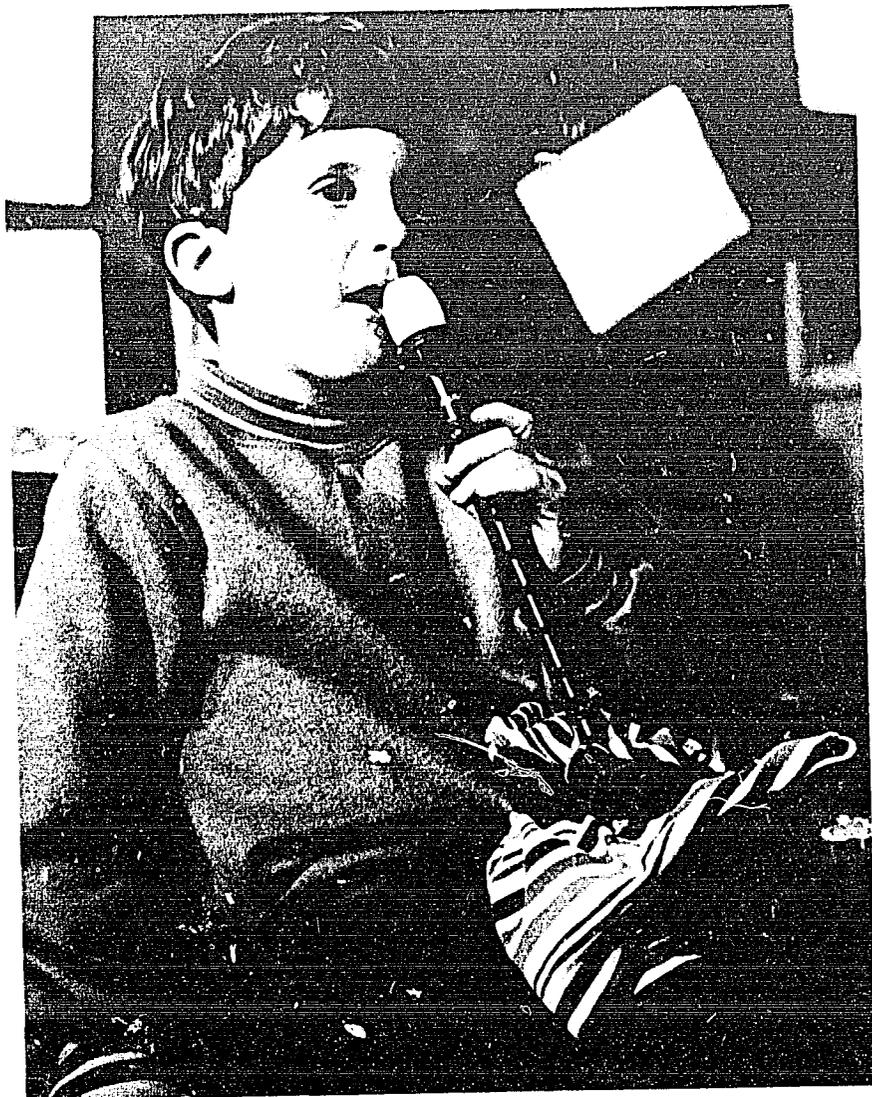
Observe a child in his first few years. He is full of life. His perceptions are keen; he sees things that you no longer see — the beauty in an icicle or a sunbeam. All the sounds, smells, tastes, textures and sights that come to him, he reacts to, and remarks on, in his own way.

Observe this same child as an adult, say 25 years later. He exhibits signs of stress, of boredom, of dissatisfaction. His only reaction to his environment is a trite observation about the weather or the latest fad in fashion.

What has happened over the years to effect such a drastic change in attitude and reaction?

What can be done to retain the simplicity of the child-like approach that makes even the most mundane life rich and full of unique flavor? The author suggests a much greater emphasis on fine arts in the classroom.

The writer is an Associate of Trinity College of London in Speech and Drama, with some experience in teaching creative drama. She is working toward a B.Ed. at the University of Victoria.



If a child is able to retain his initial awareness of, and involvement in, his environment, his whole personality remains intact. He will remain sensitive.

The beauties in the sounds, smells and sights of nature are never-ending and ever-changing. Feelings of joy and tenderness are still generated by laughter and love; feelings of anger, frustration and anguish are still aroused by cruelty and injustice, but somewhere in our development from childhood to maturity, we lose our ability to experience the thrill, the awe, the intense feelings engendered by the sights and sounds about us.

A young child's world, as I have said, is filled with aesthetic experiences because all his senses are so much a part of his everyday existence; in infancy it is impossible for a child to separate his 'inside' from his 'outside' because of this involvement. As he develops, this separation occurs naturally, but his childhood remains a time of frequent and keen aesthetic experience.

As the child develops, influences from his environment alter his percep-

tion of it. He is pressured to be clean, to be neat. The pressures of our educational system play a part in this. To gain the approval, love and security that he needs from the adults in his life, he strives to please them, often to the detriment of his own individuality. These are not necessarily negative aspects, but they do reduce his sense of inner freedom, which in turn restricts his ability to react and express himself in his earlier uninhibited way.

Peer attitudes often tend to inhibit a child's expression. He becomes self-conscious about his efforts. With respect to peer attitudes an article I abstracted, which dealt with a study on 'Creativity and Social Acceptability' done in 1966 with Grade 5, 7 and 8 students of average or above average ability, revealed that there is no severe stigma attached to being creative; it may be an asset to the child. On the

other hand, being creative does not guarantee popularity; it may or may not happen, depending on how you view popularity.

I think everyone agrees that the values of today are highly materialistic in nature. These materialistic values influence children; children often feel that there is no worth in expressing themselves in a tangible way, because there is no monetary gain involved.

The television, a machine of contemporary technology, is a great promoter of mass and unthinking acceptance of ideas, attitudes, modes of dress, decoration, status symbols, mostly by advertising for the gain of commerce. Magazines and radio are also guilty, but to a lesser degree.

As all of these influences are brought to bear on a child, his natural feelings, arising from keen awareness, become increasingly suppressed, until the bright spark that was an individual becomes, through the years, a mere cog in the machine that is involved in job, home, acquisition of things — in short, a human being who has lost his ability to appreciate life as a vital experience.

What can be done to retain the simplicity of the childlike approach that makes even the most mundane life rich and full of unique flavor? Don't get me wrong; life is not, nor ever will be, a 'bowl of cherries,' to use a trite expression, but those people who have retained keen sensitivity reveal it in many ways — bright eyes, lively interest and response, generally a joy in living, which reveal a continuing enthusiasm for life in which aesthetic experience continues to play a major part. They have not lost the ability to see when they look, to feel when they touch, to hear when they listen.

Give Children Aesthetic Experiences

What can we do in the classroom to ensure a lasting enthusiasm of these human attributes? My answer is to fill the child's curriculum with as much music, painting, drawing, sculpture, dancing, movement, mime, improvisation, drama, poetry and creative writing as I possibly can, even to the exclusion at times of, or the inclusion of them in, some other areas, as social studies and arithmetic. If you don't think this is possible, I suggest you take a Creative Drama course as quickly as you can — and use it to make your classroom a stimulating, happy place where children love to come — and stay — and learn. This approach is full of self-motivation, and as you know, the higher the level of motivation, the less the need for disciplinary action.

I am not concerned exclusively about teaching these art forms as the beginning and the end of aesthetic experience in the classroom. A child can be exposed to a variety of forms of beauty, in art, music, poetry and drama, with reproductions of these forms as pictures, as a child's own things of beauty that he treasures, as music for story and relaxation, as poetry on a record by a professional reader, as drama through story-theater. I would have a special corner of the classroom devoted to this purpose. Take them to see a play or a movie; e.g. *Beatrix Potter's Peter Rabbit* or *Fantasia*.

These are subtle ways of introducing aesthetic experience. Through observation children will learn to discriminate between what is mediocre and what is of high quality. One must be careful, though, not to impose one's own likes and dislikes on the children.

What are the practical implications for the classroom of retaining a child's acuity of perception?

The feelings engendered by sensory perception will inspire in him an enthusiasm and an interest that will transfer to his participation and attitudes in

all other areas of the school routine. In Kamloops, where there is an excellent fostering of drama within the curriculum, two Grade 6 students I interviewed expressed their feelings about creative drama. Carey said, 'There's more to it than just fun. You have to really think about what you're doing: you've got to know stuff. I guess it's sort of a special way of learning.' Elizabeth commented, 'It's doing what you have to do, but more like doing what you want to do.'

If a child is able to retain his initial awareness of, and involvement in, his environment, his whole personality remains intact, and he is less likely to give way to the pressures on him to adopt the utilitarian and materialistic attitude. He will remain sensitive. Sensitivity is very important in our relationships with others throughout life. It is the key to co-operation. It is the key to *living*.

A child who is able to express in some art form what he feels, creates an unique experience for himself. It creates in him a feeling of accomplishment and satisfaction, which leads to self-confidence. These feelings will in-

spire a child, will give him an enthusiasm that transfers to daily routine, that will facilitate an eagerness to learn and that, in turn, aids motivation and retention. I think this is one of the key benefits of providing for aesthetic experience in the classroom, a practical value directly transferable to academic areas.

By participating in aesthetic experience in the forms of art, and music, and drama, etc., a child is building up criteria for both critical awareness and appreciation of beauty and craftsmanship, so that he will strive to achieve these qualities in his own endeavors. He will be able to appreciate the efforts of others, even though he may not always view them with the same degree of appreciation.

There is considerable concern at the moment about the state of our physical world. Man has, through a progressively mechanistic way of life, become increasingly alienated from his natural environment. This situation cannot be improved unless there is a return to sense awareness and appreciation of all that is untamed — water, natural flora and fauna, wind — the sounds, sights and smells of which, once gone, can never be regained.

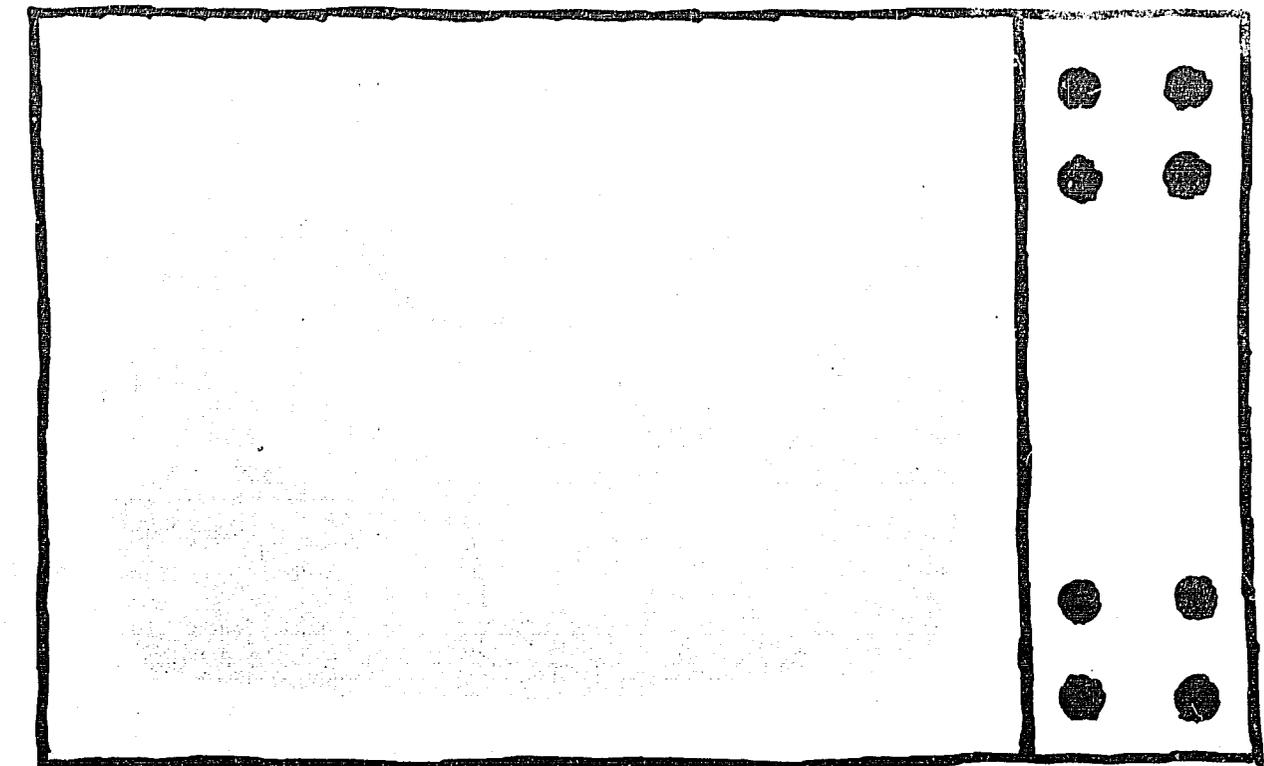
Again, aesthetic experience in the classroom is a means by which a child retains a sensitivity that is extremely human. As a sensitive person, his mechanistic outlook on life is reduced; he retains an appreciation, through his senses, of the natural environment. The result of this appreciation is an engendering of respect and a desire to preserve.

Almost as a postscript to the values I have mentioned is one concerning a benefit to the teacher that I think worth mentioning. In pursuing aesthetic activities, a child reveals himself in a way that a teacher never otherwise sees. The child does not feel threatened; he responds freely and naturally. Of course, the nub of this lies in the ability of the teacher in these special areas, and her general rapport with the class.

To sum up, I consider experiences that occur as a result of the interaction of the senses, the emotions and the cognitive and psychomotor areas, to be the simplest, most natural, least expensive way of ensuring an unsurpassed freedom of spirit and thought, and a hope for the future. Wordsworth said it very beautifully and more profoundly when he wrote:

A child, more than all other gifts
That earth can offer to declining man,
Brings hope with it, and forward-
looking thoughts. §





Has educational television come of age in your district? Do your students consider it to be a valuable learning aid? Is it an effective teaching aid for your educators?

If the answer is 'no' to either of these questions, the following comments may have meaning for you, because television programs should be capable of providing a meaningful learning experience for all students who are exposed to them.

It is difficult for creative people, aided by television technology, to generate programs that can transmit their messages to students without the assistance of teacher direction. Most programs available capitalize on television's unique ability to saturate the senses with impressions, concepts and ideas. The impact of television on the viewer's senses makes it necessary for guidance to be provided to all students.

After much practice and on the acquisition of a student's mental set, it may be possible for teachers to withdraw their help. But teachers and students alike must accept the limitations of the television medium. It would be ingenuous in the extreme for teachers to assume that students will be able, unaided, to develop and apply good 'reading skills' to non-print media.

If educational television is to contribute significantly to learning in schools, the medium must exploit its own unique personality and preserve its own integrity. Program developers must resist the impulse to imitate the techniques of the classroom teacher. Television is not restricted by the temporal and physical limitations of 'chalk and talk' instruction.

But, domestic television severely limits itself by presenting packaged entertainment that can be swallowed with no discussion or follow-up. The intellectual range of domestic television is often narrow and inextricably linked with entertainment. Educational television must develop a matching technical excellence, but its content must be enriched and frequently remain 'open-ended' to support and stimulate classroom discussion — which is the lifeblood of educational TV.

That commercial television has yet to come of age is undeniable. It seems incapable of developing its id because of the baleful influence of its commercial ego. Students have been exposed for their entire lifetime to *Mission Impossible* 'impact,' to a distortion of reality, and to simplistic solutions to problems. Domestic television ex-

ploits the elements of shock, impact, sensation; it is mostly input and demands little output.

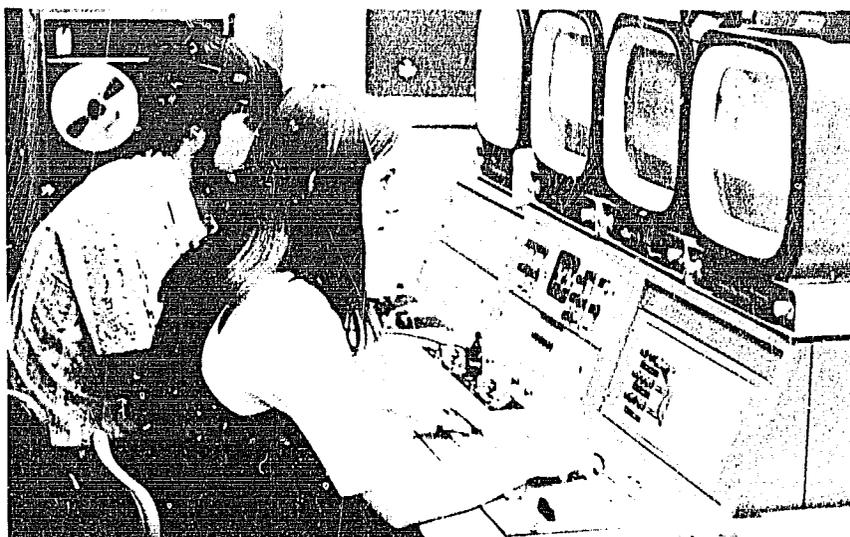
Students must be taught that non-copyright programs are different because they impose demands upon the viewer and challenge his critical faculties. The low budget educational programs cannot, then, compete with the slickness of entertainment television or with the National Geographic Specials.

The classroom teacher who can build enthusiasm for educational television programs through discussion, setting of mood, and well-planned questioning must be recruited. In some cases it may be essential for teachers to outline the plot development and to highlight important points to be anticipated during the presentation of the program. This approach is especially helpful for students of low ability.

Programs must be previewed by all teachers; in this way poorly made or undesirable programs can be culled and alternative means of achieving learning objectives can be considered.

Not every program is uniformly good throughout its length — students should be encouraged to analyze and criticize technique, content and the

Penticton's ETV-AV co-ordinator offers some timely hints (and a few cautions) on how to use TV effectively.



Ellen Sorley, a student teacher, receives instruction on the TV control in the Faculty of Education studio. Students get the opportunity to crew during productions.

ED WILSON

artistic merits of programs.

In Penticton, the previewing of programs is made possible on open channels at times when instruction is not being given. A program synopsis is available on request from the ETV Center. Catalogs, supplied to schools, are highly informative and teachers are urged to maintain program evaluations for their own future use.

Once students have been sufficiently motivated to watch ETV, teachers must ask themselves, 'How can educational television be used?' If we follow Dr. Hans Moller's precepts, instruction in the use of television should be a search for attitudes rather than a 'bag of tricks.' Dr. Moller asserts that 'today's education demands understanding, rather than acquisition of descriptive data; insight, rather than an inventory of facts; and a preference for intelligent guesses, rather than pat answers.'

Any teaching tool or instructional method is only as good as the teacher behind it. Each teacher must feel free to use ETV programs in the way best suited to his own style of teaching; programs must meet the needs of his pupils; and the teacher must accept the manifest limitations of his classroom. He must help students to



Grade 9 students from University Hill School explore some of the problems of TV production in workshops provided for them in the studio. Floor director is Joan Stanton.



Shelly Sleight, from University Hill School, makes up a fellow student for a satirical look at anti-acid stomach commercials.

broaden their understanding and deepen their insights by presenting the lesson in the most effective manner at his disposal.

The teacher must examine equipment carefully — a variety of methods can be adapted for receiver-monitor or recorder use:

- a) Certain programs can be shown in slow motion.
- b) Programs can be halted at appropriate places for a brief recap or discussion before continuing.
- c) A program could be shown two or three times—first, without direction; second, with highlights to anticipate; third, to recapitulate.
- d) Department of Education School Broadcasts: students can make a cassette copy of the sound track for their own personal use and for additional reference. Most cassette recorders can be connected to the external audio output on most receiver-monitors using a phone plug adaptor for off-air monitoring.
- e) If the receiver-monitor permits, students can connect a mike to the audio input and provide a prepared or impromptu commentary.
- f) Exercises using only the sound or only the video can be created.
- g) Students could create their own sound track for the program — repeated viewings would allow them to work on this project.



A pupil in a Grade 6 major work class at O'Connell Elementary School gives the commentary for a TV program.

These pupils at O'Connell School are really 'tied up' in the listening part of their TV program.



- h) The sound can be turned off for previewing or testing.
- i) For absentees or for group work: if receiver-monitor permits, a listening post or single headset can be connected to the external audio.
- j) Primary children can be taught to react or reply as they listen. If the program begins with a 'Hello!' from the announcer, the children could answer, 'Hello!' Or they could raise their hands when they think they know the answer to a question posed during a program. In this way they enter into the spirit of the program; communication becomes personal, not mass.

When the program is over, no matter how brief, follow-up exercises are essential, especially for younger children. Suitable follow-up can help stu-

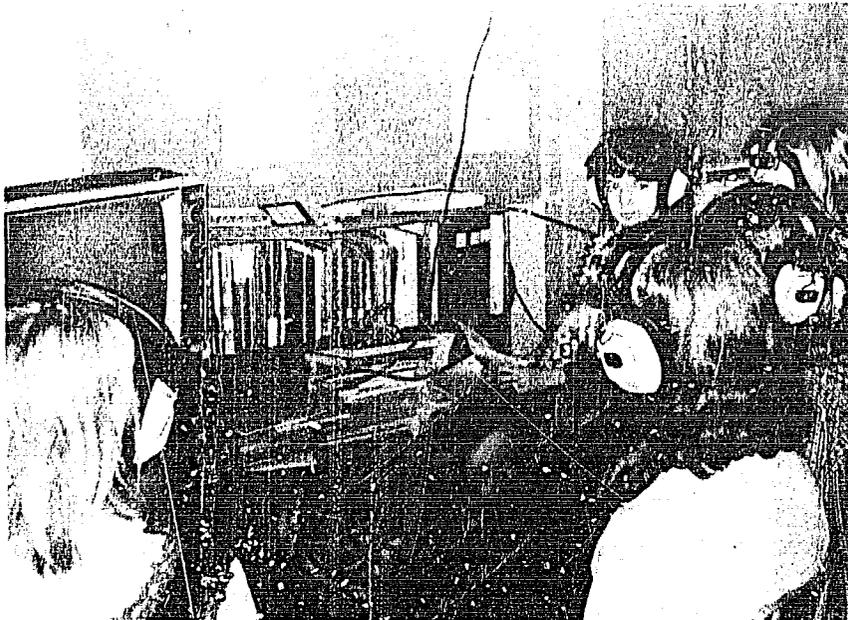
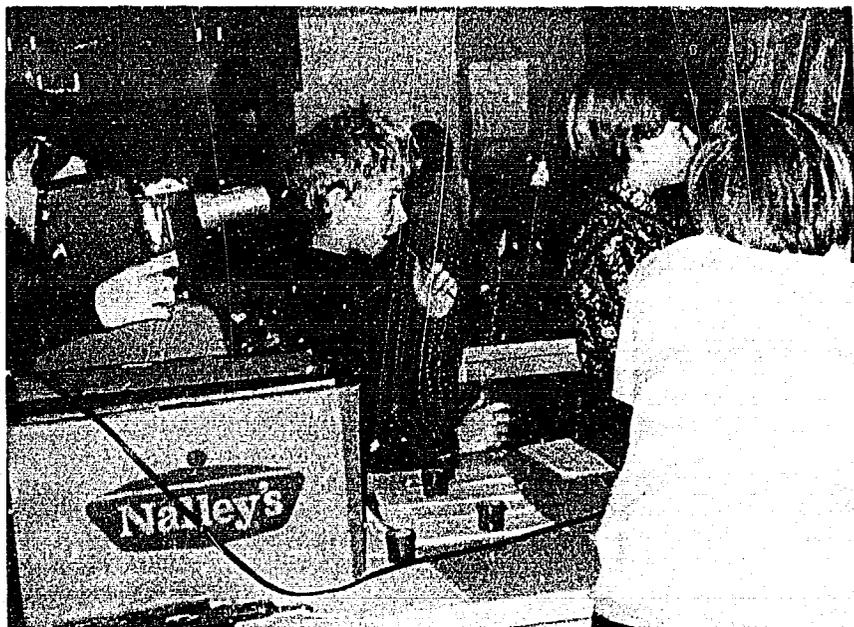
dents predict outcomes, determine cause and effect relationships and form intelligent generalizations. Even if students are only to assess the strengths and weaknesses of a program, they may learn critical thinking and summarizing.

Literally hundreds of follow-up activities are possible with video programs. These activities are not peculiar to educational television alone, but have application to other resources—electronic or human—used to whet the appetite for learning.

The following activities are some that have proven successful:

- a) Poems, posters, murals, etc., related to the main theme
- b) Debates — those who agreed with main points vs those who didn't
- c) Whole group interaction on the strengths and weaknesses of the program
- d) Roman Forum — students react spontaneously to and holler at points of view expressed in the program — this is called organized chaos.
- e) Pre-typed topics for students to investigate could be placed in a box.
- f) Vocabulary study — i.e., video tape on Japan: discover word origins and meanings of Sumo, Bunraku, Sumari, etc.
- g) Students could re-create the program using a story-board approach

After the TV presentation, pupils follow up with other activities — here with film strips on the same topic.



Without disengaging their equipment, these pupils stop part way through the program to discuss a special point.

and sketch pictures to illustrate an idea or sequence of events—the overhead and the opaque projector might also be used for re-creating story sequences.

- h) Students could construct dioramas, models, do clay modeling related to some part of the video program.
- i) Dramatization or puppet show, using a large student-made TV screen as a prop
- j) For review or for emphasis, students could make their own slide or filmstrip

presentations. (Bro Dart is one source of materials.)

- k) A class newspaper could be organized, the students writing eye witness accounts of what they have seen.
- l) 'Reach For The Top' games could be organized, using information gleaned from the program.
- m) Students could jot down questions and answers as the program is being shown and organize into teams for '20 Questions' afterward.
- n) Before the program begins, students could be given different topics to look for, and make presentations to the class afterward.

The teacher's preparation of good follow-up lessons should enable students to apply or transfer their accumulated knowledge to other areas of study. Thus the teacher can help students elevate knowledge from the lower to higher levels of intellectual functions, as delineated by Bloom and colleagues in *A Taxonomy of Educational Objectives: Cognitive Domain*. The teacher will then have been able to stimulate, guide and involve students so that their learning will be of a more permanent nature.

And if teachers have helped students to strive for the goal of developing accurate concepts and, one hopes, superior self-expression, television may well have been effectively utilized in their classrooms. §

How to use Structural Communication Discussion units to IMPROVE GROUP DISCUSSIONS

KIERAN EGAN

Structural Communication is a new programmed teaching method developed in England. Research work is continued on the technique both at the Centre for Structural Communication in Kingston-upon-Thames, England, and in a number of centers in the U.S.A.

Three specific uses of Structural Communication's unique features are being investigated: the Study Unit, which simulates a one-to-one tutorial situation, allowing the student to make a series of complex responses on the basis of which he is directed to a set of prepared Discussion Comments; the Assessment Unit, which provides a measurement of a student's coherence of understanding or power of organizing material; and the Discussion Unit, by far the simplest of the three.

In this article I want to consider the Discussion Unit. I shall provide an example of such a unit and describe how it may be used in schools, colleges or universities to improve the quality of group discussions. The example (Figure 1) is a very general one, more general in terms of subject matter than would probably be normal, aimed to stimulate discussion about the nature of revolution by considering widely different historical changes that are often called 'revolutions.'*

In section II I shall describe the way I have used the Discussion Unit in classes, and in section III I shall give a brief guide to how teachers may construct such units, and what other preparations have proved most useful in making ensuing discussions successful.

Figure 1 represents the single sheet I duplicate and hand out to each member of the class. In the first part, the INVESTIGATION, there are five prob-

* This example is taken from a Structural Communication Study Unit written for the IBM System 1500 in San Jose, California.

lems, and the second, the RESPONSE MATRIX, provides the material that may be used to compose a response to each problem. Any number of items from the Response Matrix may be used in responding to each problem, and the same item may be used for any number of problems.

Normally I get the students to compose their responses to all five problems before beginning the discussion. This takes approximately 15 minutes, though occasionally there are advantages in taking the problems one by one and conducting discussions between. The response can be made simply by marking in the margins of the sheet, or on a separate piece of paper, the numbers of the items one would use in answering the problems.

The structure of the material, or rather the 'destructured' nature of the items, engages the student in the synthetic intellectual activity of *composing* a response, of fitting items together and considering connections and coherence as well as simply the relevance of the fact or idea to the problem. Thus the teacher may be assured that each student will have considered the problems in more than a trivial fashion prior to discussion.

I have found, also, that this technique may be used to encourage students to put together ideas or facts they had not previously related, and this often generates new ideas on the subject matter in hand, stimulating them to at least renewed interest and often, if the unit is well constructed, to eagerness to express and argue new ideas.

Each problem poses to the students a different perspective from which to view the contents of the Response Matrix. They will find that an item used in answering one problem will take on a different significance with regard to

another, and with regard to the new configuration of items in which it is used. Having responded to each of the challenges and considered a number of different relationships and interconnections for each item of the Response Matrix, students come to the ensuing discussions with both concrete facts and ideas to hold on to and a sense of their flexibility for use in different contexts.

The aim of the Response Matrix is to establish a basic 'vocabulary' through which discussion may begin. Clearly, the more exhaustive the 'mapping' of the concept or subject under consideration, the more valuable will be the Response Matrix, and the more extensive may be its use before 'taking off.' The explicit statement of those items the teacher sees as central to the proposed discussion helps immediately to focus thought on the relevant issues.

Discussion may be initiated by the teacher by selecting a combination of items that are likely to be controversial. For Problem 1 the teacher may ask, 'Who omitted from their responses 2 or 8?' or 'Who included both 9 and 13?' or 'Who included 7 but omitted 15 and 18?' Simply putting these items together often sparks ideas, and extends the possible teaching function of the method.

Usually several students will put their hands up in response to such a question. This means that those who have not put their hands up see immediately grounds for disagreement. One student may be asked to defend the part of his response in question. This usually provides fuel for opponents, and the discussion is under way — focused directly on the central ideas or facts provided as a common vocabulary for the introduction to the discussion.

After the first disagreement is resolved or curtailed, the teacher may

either lead on from it or begin afresh on some other aspect of the problem in hand. The teacher may simply want to ask, 'Who included 14?' Anyone who did may be asked to defend such an inclusion, and those who excluded it may then present their opposing case.

Occasionally it will happen that disagreements are due simply to a different interpretation of Response Matrix items, but usually even such disagreements tend to reflect more profound differences, which may then become the focus of discussion. Even though there was no explicit statement in the Response Matrix directed at an aspect that may thus become a focal point, the skilled teacher may combine items in such a way that attention must be given to certain implicit connections.

It is important to realize that the Response Matrix is not intended as an exhaustive covering of the subject matter! It is unlikely that the teacher's perception will be able to exhaust the subject matter, and even if it did, it is rather unlikely that he would be able to express it in about 20 statements! (The typical Discussion Unit contains from three to five problems and from 12 to 30 matrix items.)

Certainly it is true of the example printed here that it is absurd if viewed as an attempt to provide some kind of conceptual description of 'revolution.' Eighteen statements hardly contain all that may be said, even if one considers all the possible interconnections of items that may be meaningful (theoretically for an 18-item matrix this would be 310,218, giving some intimation of the complexity of even simple problems in history!).

Yet, within the intended function of the Discussion Unit such faults often provoke the very best discussion. After, or during, discussion of the explicit items in the Response Matrix, the teacher may draw attention to the limitation of those items, either by asking whether someone wants to say something for which the 'common vocabulary' is insufficient or wants to question the biases evident from the construction of the items. That is, the teacher may ask if he has not already been challenged by a student!

Again, I have found that what begin as questions about the construction of the Discussion Unit quickly lead to discussion of the substantive historical matter itself.

The method of constructing these Structural Communication Discussion

Units is largely evident from the example. The purpose of that particular unit was to stimulate inquiry into, and discussion about, historical changes frequently characterized as revolutionary, and from that to lead on to a consideration of the meaning of the term.

In his *Anatomy of Revolution*, Crane Brinton wrote that 'Revolution is one of the looser words.' It is a word in common use today, and a part of the intention of this Discussion Unit was to communicate this looseness in a way that might extend a person's thinking about and understanding of 'revolution.' Thus the selection of very different kinds of revolutions as the source of the problems was a fairly obvious step. The construction of the Response Matrix was a little more difficult.

I wanted to consider the different revolutions at a fairly general level, but

A workshop is being planned to teach interested people how to write Structural Communication Study, Simulation, and Discussion Units. Social studies teachers will be especially welcome. Information about the workshop, or further information about SC, may be obtained from the author, Faculty of Education, Simon Fraser University, Burnaby 2, B.C.

include sufficient specificity so that one could reasonably develop a fairly distinctive picture of each from the Response Matrix.

The normal way of beginning on such a problem is to develop a 'concept map' of the area the unit is to be used to investigate. In brainstorming sessions one covers a large sheet of paper with as many relevant facts, generalizations, theories, etc., as one can, at the appropriate level of generality. Thereafter one begins the process of organizing and refining these with the aim of providing the means to answer the problems.

We try to avoid 'spurious clueing' — i.e., making it too obvious for the intelligence level aimed at what items are appropriate to answer what problems. On a 20-item Response Matrix we have normally found it desirable to allow about seven to nine items to answer each problem, with a proportionate overlap of certain items that will be appropriate to two or three or perhaps even four problems.

Usually the problems are the easiest part of the writing. They will represent those major themes that pervade the subject matter — the kinds of questions a teacher asks to get to the heart of the matter. The Response Matrix appears as a random 'semantic field' when viewed in isolation, but the prob-

lems are to provide the student with the means through which order is created. Thus when the student looks at the matrix 'through' the problems, he should see that the apparent randomness may be coalesced into coherent wholes.

The problems, then, state the organizing principles the teacher wants the students to apply to the matrix.

The steps from our 'concept map' to a precisely worded Response Matrix will be determined largely by the themes we want to investigate and draw attention to. Having tentatively decided on these, we may begin the operation of organizing the concept map. Figure 1 may help clarify a process that is really still at a stage depending heavily on intuition and a 'feel' for the kind of things that will prove stimulating to discussion.

One has first to impose a congruence of form between the problems and the matrix statements. (If a problem asks a question in the future tense, for example, matrix items should not be in the past tense! The grammar of the statements should be coherent with the nature of the question.)

Too obvious items should be avoided. Item 9 of the example might be considered a spurious clue to Problem 1. This feeling toward the appropriate form for matrix items can occasionally be rather awkward, though usually it will follow easily from the nature of the problems.

Having solidified the concept map into a matrix of statements that have the potential of being organized by the three, four or five major themes constructed into problems, one should give the unit a trial run with a few students. I have usually found some revision necessary.

One learns very forcibly from such media that other people's interpretation of many things differs from ours; something we consider perfectly clear may be shown up as wholly confusing. I have found that these trial runs — getting the students to write out their responses and, preferably, talking with them afterward — have been salutary, if somewhat threatening, to one's self-image as a clear thinker.

I have found two advantages in examining the written responses of these trial runs. First, we can clarify things that have caused confusion and perhaps restructure where responses indicate that something we had hoped to communicate was being constantly missed. Second, we may use the responses to see what kinds of combina-

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tions are commonest, and what areas seem to reflect the clearest disagreements in our trial population. We might then begin our discussions at these points.

The number of possible responses that may be made is clearly very high. Yet control may be maintained fairly easily if the teacher prepares a discussion guide for himself. For example, for Problem 2 I have prepared a guide as follows (I means 'If you included in your response,' and O means 'If you omitted from your response.')

- I - any two or more of 9; 15; 17
- I - any two or more of 8; 10; 11
- I - both of 3; 18
- O - both of 2; 13
- O - both of 1; 16
- O - any two or more of 4; 6; 7
- O - any two or more of 5; 12; 14

For each of these combinations I make brief notes for myself. For the first (I - any two or more of 9; 15; 17) I would want to disagree if no one else did, and I made a note like this: 'Renaissance hardly found expression in institutional forms, nor left a legacy of predominantly material advantages.'

For the fifth (O - both of 1; 16) my note reads: 'Fast growth in wealth of great families of city-states. Much from banking and trade. Artists have to eat, wealthy families provided patronage. Necessary. "Mute inglorious Miltons."'

Such notes would normally be a guide to the themes that might lead to a more profound consideration of the implications of the simple statements of the Response Matrix. Such notes may often never be used, for the discussion may be carried off in some other direction, but they at least provide a sense of security and control.

It is often surprising how great an effect a simple tool may have; anyone who has been hungry with a can and no can-opener can vouch for this. Similarly, relatively simple techniques may have surprising effects in the classroom, and perhaps there is a case for educators spending more time on the invention of techniques that will facilitate learning. It has been my experience in demonstrating SC Discussion Units to teachers that they have been surprised at the effect of the technique on their own behavior; their eagerness to talk and argue for their combination of response items.

The invention of Discussion Units as a distinct use of SC must be credited to a group of teachers in Oxfordshire, England. Authors of SC Study Units from the Centre for Structural Com-

munication in Kingston-upon-Thames had enlisted the help of teachers in various schools around the country for purposes of field-testing their work.

We wanted precise readings of students' responses to the study units in a series, but were interested in more general reactions to others as well. We found that for the latter units the teachers did not give the students the presentation sections we had written, but instead taught that introductory content in their normal manner. They then gave the students the problems and matrix for homework: i.e., the students were to make their responses to the problems in the usual way by composing their answers from the items provided in the matrix. The discussion guides and comments which we also

prepared, were not given to the students, but the teachers used them to help guide the class discussion the following day.

The informed liveliness of the discussions persuaded those teachers to prepare for future discussions by constructing problems and matrices. Instead of reproducing these and circulating them beforehand, they often just wrote them on the blackboard at the beginning of the class. Students were given 10 to 15 minutes to respond to the problems, and then the discussion was launched. The general success of these discussions also launched the Discussion Unit format of Structural Communication.

The best conclusion seems to be the new cliché; try it — you'll like it. §

INVESTIGATION

Use those items in the Response Indicator that seem to you most appropriate to construct a picture of the characteristics of:

1. the revolution involved in the birth and early expansion of CHRISTIANITY nearly two thousand years ago;
2. the cultural revolution, the RENAISSANCE, which took place in the Italian city-states six hundred years ago;
3. the FRENCH REVOLUTION of 1789;
4. the INDUSTRIAL REVOLUTION of the 19th century;
5. the concept of Revolution: i.e., use those items in the Response Indicator that seem to you most appropriate to constructing a picture of the characteristics that you think are essential to any revolutionary change.

RESPONSE MATRIX

1 CONCENTRATED SURPLUS CAPITAL	2 ORIGINATED IN POPULATION CENTER	3 SOME READY TO SACRIFICE THEIR LIVES FOR IT	4 REQUIRED TECHNICAL SKILLS
5 OPTIMISTIC PHILOSOPHY ATTACHED TO IT	6 DEPENDENT ON INDIVIDUALS' GENIUS	7 WRITINGS OF INTELLECTUALS HELPED INSPIRE IT	8 POLITICAL MOTIVATION
9 A NEW ETHIC BASED ON LOVE	10 LED TO INCREASED WEALTH FOR THE COMMON MAN	11 NEW CLASS GROUP GOVERNING	12 NEW ARTISTIC SPLENDOR
13 ATTENDED BY VIOLENCE	14 LEFT A PERMANENT MARK ON WESTERN CULTURE	15 IDEAS BECAME INSTITUTIONALIZED	16 A TIME OF ECONOMIC IMPROVEMENT
	17 NEW FORMS OF PRODUCTION AND TRANSPORT	18 A REDUCTION IN ALLEGIANCE TO WHAT IT REPLACED	

Figure 1

Immigrant Children

Continued from page 49

struction regardless of grade level. The three levels are merely a convenient method of indicating achievement. Level I approximates the knowledge of language concepts from preschool years to Grade 3, Level II corresponds with Grade 4 to Grade 7, and Level III takes in the five years of secondary school from Grade 8 to Grade 12. Each level has several learning units and sub-units. The evaluation is conceived to be an on-going and continuous process that should allow for a planned regular class placement and integration of an immigrant child.

In this approach, the problem of integration of an immigrant child with other children is considered to be an important one. Some people believe that children should *not* be segregated. In other words, immigrant children should be 'integrated' with other children in regular classes, on the assumption that it would speed up the process of developing their motivation and confidence.

This might be valid for non-immigrant children. However, for immigrant children, this assumption is questionable. Haphazard and unplanned integration may achieve opposite results in terms of physical and socio-emotional maturity, and thus may adversely retard their intellectual progress. Gradual integration might begin from day one, but it would be proper-

ly planned to achieve the stated objectives.

Using the Integrated Learning Approach, an immigrant child entering the school system, or already in the system, but not achieving according to his age level, would be interviewed and tested to determine roughly his knowledge of English language concepts and also his level of understanding in other subjects. He would then be put on the program at an appropriate level. However, all the children, irrespective of age, would be given selective flexible experiences in their language concepts from the preschool years to their age level. Since evaluation would be continuous, the initial placement as determined by the first evaluative techniques are intended only to facilitate his placement and integration in regular classes, and thus equip the child to start his educational program with confidence.

Ethnic committees, where possible, would prove very helpful in preassessment, with the program itself, and in the subsequent integration process because of their knowledge of their own educational systems and of the system in this country also.

The theoretical model of the Integrated Learning Approach needs to be experimented with, tested and evaluated to determine its effectiveness. Since the approach requires extensive use of technology, the educational system could look to industry and the government for funds to establish Integrated Learning Centers.

A center could have the services of

a co-ordinator for the program, audio-visual equipment, integrated learning packages and a resource library. It is not necessary to conceive of a center as a separate school for immigrant children. The concept of having a center is flexible and its nature could be determined by the local environment of the educational system.

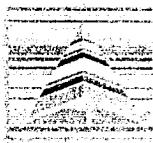
A legitimate question can be asked: 'What can concerned educators do with immigrant children now in their regular classes?'

It is a known principle that to provide motivation and thrust, an educator needs to build on a child's strengths. Immigrants leave their homes for a number of reasons. The most important, however, are probably ambition and the drive to do well. Consequently, the children are likely to be hardworking and conscientious. Educators should channel these attitudes into developing trust and confidence in themselves, and in their relationships with other children.

In regular classes, the educators who see the logical validity in the argument presented in the model, could analyze the child's performance, and where applicable, help to build the language concepts that would enhance his knowledge of subject concepts.

The educational system has to provide suitable opportunities for all immigrant children. The Integrated Learning Approach might help to solve some of their problems and give them a solid start toward becoming wholly integrated citizens. §

NEW DIMENSIONS IN MATHEMATICS



This outstanding math programme from Fitzhenry & Whiteside, also authorized in Manitoba, meets the needs of every individual. Educators in British Columbia using NEW DIMENSIONS IN MATHEMATICS have the advantage, not only of the richness and reliability of the texts, but also of an extensive programme of continued communication.

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texts. *Dr. Gail Spittler* of the Faculty of Education at U.B.C. is supervising a network of *in-service support* that preserves the vitality of NDM. She is conducting *workshops* on request throughout the province and editing a *B.C. math newsletter* regularly distributed to all schools using NDM.

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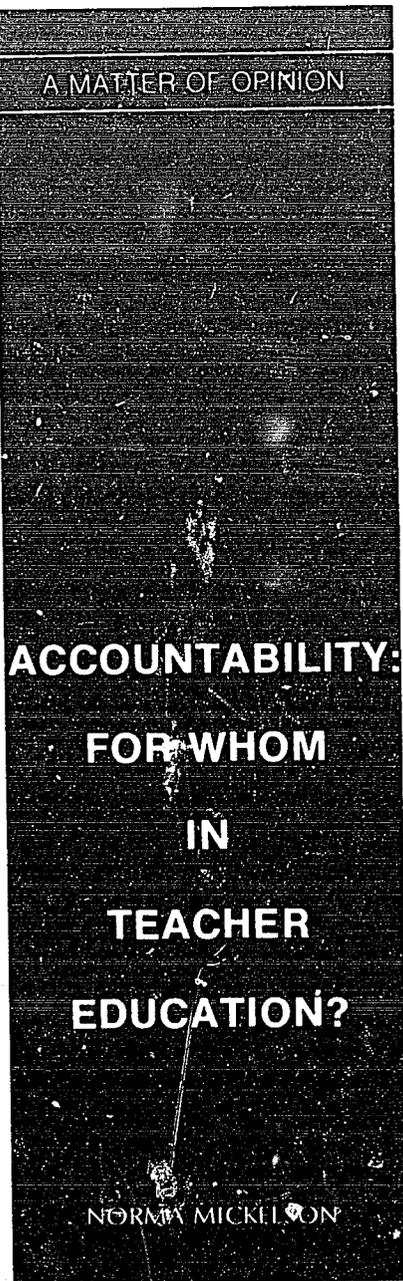
No later than January 31, 1973

Faculties of education are fair game for members of the teaching profession — and rightly so! Any agency that accepts as one of its major functions responsibility for the pre-service education of classroom teachers should not escape accountability for the quality of its programs and subsequently for the beginning competencies of its product.

Thus it seems fair to say that faculties of education should be constantly upgrading their programs and making every attempt to bring them into line with current practices in the field — but only if those practices are worthy of consideration! In fact, the programs that a faculty of education offers can be only as good as the actual classrooms into which the students go for their introduction into the 'real world' of learning and teaching about which we hear so much.

The school practicum is the component of a teacher-education program that consolidates, for better or worse, what the student-teacher perceives to be his role as a classroom teacher. The university instructor can attempt to articulate the role of the teacher to the university student, and can provide him with much that is needed in terms of academic background, but in working with children, it is the classroom teacher who provides the day-to-day model; and faculties of education have no control over this essential and admittedly extremely important facet of the teacher-education program. Accountability in this instance rests with the classroom teacher.

It serves little purpose, for example, to encourage students to avoid the nefarious practice of 'reading round the circle' when, in fact, what they see and hear when they venture into the 'real world' of the classroom is 'reading round the circle.' In this context, all too often one child is active and the remainder of the pupils are passive on-lookers. The teacher-learning environment in many classrooms



seems to have become spectator sport — as indeed it is in many university classes!

It also seems useless, for example, to encourage students to consider organizing an open classroom when what they so often see in the 'real world' is children sitting in rows, being rewarded for being quiet and pleasing the teacher or being punished for not meeting the expectations of the significant adult in the classroom.

Many students, in fact, never learn to function independently after 12 years in our public school system. What university students often want to know is: 'Does it count? Will it be on

The author is an associate professor in UVic's Faculty of Education. She has had extensive experience in the classroom.

the exam? Do I have to attend class? What mark did I get?' And, indeed, after four years of university experience, many graduate students are asking the same questions!

Furthermore, many university students are uncomfortable in a situation in which they are encouraged *not* to take notes, but to think about the relevant educational issues instead. It seems that at every level of the educational continuum we have encouraged students to be 'consumers' of information rather than participants in relevant and meaningful experiences. The university students are the ones who have adapted well to the 'real world' of education. They have been successful, and if they choose to become teachers, undoubtedly they will perpetuate a system they have mastered so well.

In fact, what seems to determine how a beginning teacher will function in a classroom is (1) how he was taught himself and (2) his actual practicum experience in a sponsor-teacher's class. This is the 'real world' of education, is it not? This is where the action is and the student-teacher knows this classroom well.

The Illichs, the Silbermanns and the Holts have dramatically portrayed much of what is going on in these actual classrooms of North America — and Canada is a part of North America. The 49th parallel is a political boundary, not an educational one!

If change is to occur in the educational practices in our schools — and to many it seems imperative that it does occur — teacher education must change too. But if we hope to produce a different kind of teacher, for a different kind of world from that of 20 years ago, the 'in-school' experiences that the student-teacher encounters must also change.

Responsibility for teacher education lies neither with faculties of education nor with members of the teaching profession alone; accountability rests with both. §



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- 8511 SCIENCING WITH FLIES** by Lois Brown, 8 p. 20c. Questions to stimulate class discussions and investigations, and ideas of how these questions may be solved. Suitable for ages 7-11.
- 8512 POLLUTION** by Barbara M. Lawther, 9 p. 22c. Through investigation, the unit develops in pupils a sense of responsibility in helping to conserve our soil, water, forests, and wildlife. Suitable for ages 7-10.
- 9527 CATAPULTS — LAUNCHING OBJECTS** by Don Lazar, 9 p. 22c. Pupils construct and experiment with a catapult to study force and propulsion. Suitable for ages 9-12.

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SPECIAL EDUCATION — ENGLAND 1973

The Education, Care and Training of the Mentally Retarded

The Special Education Department, U.B.C. Faculty of Education and Education Extension, Centre for Continuing Education announce an educational travel course in England, Summer 1973. The course may be taken for **regular university credit or on a non-credit or audit basis.**

Faculty — Dr. David Kendall, Chairman, Special Education and Professor Bob Poutt, Special Education. In July 1972, Dr. Kendall travelled to England to arrange the itinerary and invite outstanding workers in the field to participate as guest lecturers and seminar and fieldtrip leaders.

Dates — Leave Canada last week June; arrive London July 1; course concludes August 4; return to Canada before end of August. Details to be announced.

July 2-12 St. Mary's College, Twickenham, Middlesex
13-21 Didsbury College of Education, Manchester
22-27 Selly Oak Colleges, Birmingham
July 28- King Alfred's College, Winchester
August 4

About the Course — The study tour offers an exciting and unique opportunity to enrich your professional development through contact with stimulating people, places and programs. The course will focus on special programs for the mildly, moderately and severely retarded, and for the multi-handicapped. New developments in hospital programs and community care for the mentally retarded will also be studied. An orientation session will be held at U.B.C. prior to departure. Persons from outside of Vancouver will be kept closely informed.

Fee and Application for Registration — Total cost will be in the neighbourhood of \$950. This includes estimates for return air fare, accommodation and meals and ground transportation for the duration of the course. The credit course fee is not included. Persons departing from cities other than Vancouver may arrange separate air travel.

Enrollment is limited to 40. A \$100 deposit is required to reserve a space. To register or for further information contact: Special Education in England 1973, Education Extension Programs, Centre for Continuing Education, University of British Columbia, Vancouver 8, B.C. — 228-2181.

Please apply early and state your professional interest.



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The B.C. TEACHER



THIS IS THE YEAR . . .

of elections. By the time this gets into print, we will have had two. Civic elections will follow in December. Never have the propaganda machines had such a workout in so short a time. Now I wish I had invested in whatever company makes ballot papers!

ONE OF THE NICEST . . .

experiences a teacher can have is when a former student suddenly pops in for a visit. Not only is it pleasant to know that you have not been forgotten, but also that you must have, in some way, played a role in the student's growing up. These visits are always welcome, and you find yourself talking with the drop-in on an entirely different plane. If the student is working or has got married, you welcome him or her as an adult with similar problems and interests. And sometimes one comes back who never did get all the way through secondary school. Most of these are getting along fine, but invariably they say, 'I wish I had finished Grade 12.'

NOW WE KNOW . . .

what many teachers think of the magazine (see the results of the Readership Survey in the May-June issue). I was pleased to see that 384 respondents read this page at least some of the time as against 88 who said they never do. We must be doing something right 5/6ths of the time. What I would like to know now is: what you think could be done to improve this department. Do any of you have any comments or suggestions to offer? I'd be more than pleased to hear from you if you have. Address any letters to me at my home: 1715 Richmond Avenue, Victoria, B.C.

THEN THERE WAS THE MAN . . .

who thought *Portnoy's Complaint* was another name for *The Gripes of Roth*.
—C.D. Nelson

ENGLISH

Kaleidoscope: Canadian Stories. John Metcalf, Ed. Photographs by John de Visser. Van Nostrand Rheinhold, 1972. Paperbound, price not stated.

The short story has been one of the successful genres for Canadian writers — and for their readers. Starting from Morley Cailaghan in the 20s and up to the present-day young writers who publish in little magazines or on Robert Fulford's CBC programs, there have been a number of excellent short story writers. John Metcalf has selected stories by such comparative old-timers as Mordecai Richler and Hugh Hood and by such newer men as David Lewis Stein and David Helwig.

All of these writers are conscientious craftsmen; their stories are a kaleidoscopic pattern of human nature locked in an instant of time, set still in a moment of awareness. As an example, someone like Alice Munro, in my view one of the finest short story writers publishing anywhere today, can recreate a feeling of childhood together with the awareness of an adult reflecting on a childhood experience that is so true for me that I feel that she is under my skin, peering through my eyes. All of which means that I share the space of her story gratefully.

My criticism of the book lies not so much with the quality of the stories selected; they have all the advantages and disadvantages of any anthology when one is allowed only one story per author. But I do question the overall intention of the editor. What specific focus is the book to have? Naming it *Kaleidoscope* is a pleasant metaphorical 'out.' For instance, all the stories (except two) deal with a child's interpretation of his world (once or twice, an adolescent's point of view).

The settings stretch from small town to urban ghetto to prairie winter. Although this book was probably not intended specifically for use in the schools, it is a welcome contribution to any classroom or library. And I am put off by the tedious questions for the teacher/student, the thematic partitioning format of so many of the new anthologies, which arbitrarily place them in the academic context. Yet I would have liked some statement from Metcalf about the pattern — thematic, historic, geographic — of the book, a statement that would have clarified his personal perspective as the man who chose these stories, without forcing the book into a 'teachy' device.

A critical essay, particularly for the benefit of the reader who isn't a 'student' of Canadian literature, is an enormous help. For instance, Roy Daniells' critical introduction to *As for Me and My House* (New Canadian

Library series) offers an historical and interpretative background that stands as an important piece of critical writing in Canadian letters.

The format of *Kaleidoscope* is attractive: paperbound, good-sized type and photographs. What photographs? A mother hugging a child, a snow angel, a cat on the sunny front porch of a duplex. These photographs have nothing to do with particular stories; if it matters, we can assume that they're Canadian photographs of middle-class anyplace Canadian people, cats and snow angels. I'm not sure why they are there, however, other than that they're skillfully done. Perhaps that's reason enough; but if it is, the book should be titled *Canadian stories: words selected by John Metcalf, photographs by John de Visser*.

Finally, the book is a successful kaleidoscope — not necessarily the kind that rearranges geometric chips of color in a variety of patterns, but rather one that the viewer focuses on an object and, as he turns it, pulls out dimensions and shades of color that the eye doesn't normally discover. After all, that is the job of the successful writer — not to rearrange the experience, but to make us aware of its highlights and perspectives. —Judith Shelbourne

SCIENCE

The Birds of Vancouver; An Illustrated Pocket Guide for the Amateur Birdwatcher, by John Rogers. Bryan Publications Ltd., 3854 W. 14th Ave., Van. 8, 1971. Paperbound, \$3.50

In all the many years I lived in the Vancouver area I never considered myself a birdwatcher; in fact, I suspected that otherwise ordinary people who spent their time spying on birds were, to be charitable, a bit peculiar. I knew that such behavior is common in England and even in darkest Victoria, where I now reside.

But along comes this delightful little book to dispel my suspicions, and to make me regret my ignorance and the opportunities I passed up. Rogers has indeed compiled an informative guide to the more than 200 species of birds that frequent the Greater Vancouver region. Over half the birds described and illustrated are water birds — marine and fresh water, while the remainder — 'land' birds — are those found in the gardens, forests, parks and mountains of the mainland.

This book is an important contribution to our growing knowledge of our ecosystem, and the need for conservation of wildlife, and the essential part played by birds in

seed dispersal, insect control, scavenging and esthetic enjoyment. I recommend it to all teachers as a useful tool in their teaching of biology and science. Even to a non-birdwatcher like me it makes fascinating reading. Well done, Mr. Rogers!

— C. D. Nelson

MORE FREE MATERIALS

Educators guide to free health, physical education and recreational materials, \$9.00

Educators guide to free guidance materials, \$8.75

Educators guide to free social studies materials, \$9.50

Educators guide to free films, \$11.75

Educators guide to free filmstrips, \$8.50

Educators guide to free science materials, \$9.25

Educators guide to free tapes, scripts and transcriptions, \$7.75

Elementary teachers guide to free curriculum materials, \$9.75

All published by Educators Progress Services, Inc., Randolph, Wis. 53956, 1972

These eight titles are now available in their 1972 editions, and like their predecessors, are paperbound, have large easy-to-read print, and are almost uniform in format. They follow hard on the heels on my recent series of articles concerning free materials in these pages. It is interesting to note that the oldest title, *Films*, first appeared in 1941, and the newest title, *Health, etc.*, in 1968. The others vary, with about 15 editions as an average.

It is clear that, at least South of 49, industry and education have been working together for a good many years to provide easily accessible materials for the classroom to supplement

A note about book prices:

Prices quoted in these reviews are publishers' list prices, and are subject to varying discounts: 5 to 15% on textbooks and 25 to 35% on trade books. Library editions and prebound books usually do not have discounts. Where price is not mentioned, this fact is noted in the review.

Teachers buying books for their personal use should try to secure at least a 10% discount from book stores, or ask for the regular educational discount when ordering direct from the publisher or his Canadian agent. Be sure to establish that you are a teacher when you send in your order.

state- or school-authorized texts and other study aids. Many Canadian schools are already familiar with these Guides. In the 1972 editions the first seven titles have a 'Canadian availability index' at the end of each book, while the eighth title contains numerous entries that state 'available in Canada,' which indicates that the publishers are at least aware of the need for such materials in the country to their north.

Like any such lists, these are selective. A teacher will not be interested in everything listed; indeed, he would never have time enough to write away for it if he were. However, all materials listed are recommended by professional educators on the basis of (1) educational appropriateness, (2) timeliness, (3) arrangement, style and suitability, and (4) freedom from undesirable features. The Canadian teacher will find many materials he can obtain free, others he can borrow free under various terms, and more still that he cannot obtain because of distribution restrictions. I do not suggest that

schools buy all of these guides. The first seven listed above apply to both elementary and secondary schools, while the last one is directed to elementary schools alone.

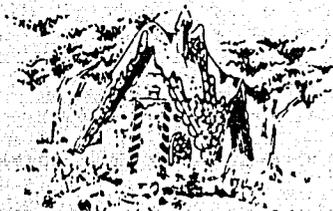
There is considerable overlapping among the listings: items listed in the *Science materials* guide, for instance, are also found in the *Social Studies* guide, and there are many more duplications. Each guide has an elaborate indexing system, using different colors of paper to indicate title index, subject index, source and availability index and, as mentioned above, Canadian availability index. In addition to pamphlets, other printed matter, such as picture sets, charts and posters, magazines and maps are listed. Audio-visual materials are listed in all guides as well as the three that are devoted exclusively to films, filmstrips and tapes, etc.

One great virtue of these guides, is their recency. The latest current date for materials is given, indicating that they are available, often in classroom lots, at the time of printing (in this case, summer of 1972).

While I do not necessarily give these guides a blanket endorsement, I can say, from earlier experience, that at least some of the titles have proven useful to me. One small hint — even if the annotation doesn't specifically mention that the item is available in Canada, why not write away for it anyway? If it is something you think you really need, use your powers of persuasion. They may work.—C.D. Nelson

IN BRIEF . . .

This month we inaugurate a new section of this department wherein we give brief annotations on books and other materials that are of marginal in-



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terest, or are perhaps too specialized for full reviews yet deserve some mention. Here goes:

Handbook for History Teachers, 2d., ed. by W. H. Burston & others; Methuen, c1972. \$23.95. A massive (1070 pages) reference first conceived by the University of London Institute of Education in 1962 and now newly revised 10 years later, this work, though scholarly, comprehensive and up-to-date, is of limited use to social studies departments in this province, since it is entirely geared to the British educational system with its much greater emphasis on history in the curriculum. Three-quarters of the book consists of detailed bibliographies covering all

aspects of world history, by place and period; the section on Canada lists nearly all the standard references we use, although it is considerably shorter than the section on the U.S.A. A costly item this, but certainly useful to any large library or Faculty of Education.

The Storming of the Mind, by Robert Hunter; McClelland & Stewart, c1971. \$3.95, paperback. Here is another contribution to the growing shelf of books that deal with today's 'alienated' youth and their sub-culture. Hunter, a Canadian journalist, writes about the American experience and warns us to try to save young Canadians from a similar nightmare. He examines such current phenomena as rock music, drugs, eco-

logical concern, astrology and the like. The prose tends to be purple and a bit frenzied at times. Perhaps this is an important book; teachers should read it, but it is doubtful whether adolescent students would digest it.

Kookaburras, by Veronica A. Parry; Taplinger (Burns & McEachern), c1972. \$7.95. Now tell me, how many requests for information on kookaburras have you had over the past two or three years? If this Australian bird is a hot topic in your school, this handsome tome is the answer. It contains more about kookaburras than you will ever want to know: their social struggle, courtship, songs, sex life, etc. The most esoteric book of the month, this!

VNR Appoints Western Area Manager



Russell J. Scott has been appointed Area Manager for Van Nostrand Reinhold Ltd. in British Columbia and Alberta. Russ is well known to teachers and administrators through more than a decade of publishing experience in Western Canada.

A former teacher of English and editor of the anthology *Sense and Feeling*, Russ is familiar with current educational trends and problems. He will handle all books under the VNR imprint as well as Delmar and McKnight & McKnight. We hope you will meet him soon on his visits to your area, or at the many conferences and exhibits he plans to attend.

Russ is well-qualified to discuss your requirements for text, reference and supplementary books. For further information contact:

Russell J. Scott, Manager
2915 Colwood Drive,
North Vancouver, British Columbia.
604-988-4600

FRENCH TEACHERS

ECOUTER et PARLER crossword puzzles are again available from D. A. Leatherdale, RR #2, Salmon Arm, at \$5.25 for the master copy. Class copies easily reproduced from the master. Samples available on request.

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MATERIALS RECENTLY RECEIVED IN THE BCTF RESOURCES CENTER

(You may borrow materials by phone, by mail or by dropping in.
Hours: Monday-Friday 9-5; Saturday 9-1)

AVEDON, ELLIOTT M.

The Study of Games. New York, Wiley, 1971. 530p.

BRYDEGAARD, MARGUERITE

Mathematical Experiencing. Washington, America Association of Elem.-Kind.-Nurs. Educators, 1972. 31p.

FORMAN, ELLA

Open Education: Yes! *Arizona Teacher*, v.61, no. 1, Sept. 1972, pp. 4, 5, 17, 19.

GOODRIDGE, JANEI

Creative Drama and Improvised Movement for Children. Boston, Plays, c1970. 158p.

HOOK, JULIUS

Modern English Grammar for Teachers. New York, Ronald Press, 1970. 291p.

HUMPHREY, JAMES

Teaching Slow Learners through Active Games. Springfield, Ill., Thomas, 1970. 184p.

INN, MARCIA

An Experimental Science Curriculum for the Visually Impaired. *Exceptional Children*, v.39, no.1, Sept. 1972, pp. 37-48.

OSMON, FRED

Patterns for Designing Children's Centers. New York, Educational Facilities Laboratories, 1971.

SELTZ, JUDITH

Why Feminists Say Woman Teacher Means Second-class Professional. *Teacher*, v.90, no.1, Sept. 1972, pp. 44-45.

SQUIRE, JAMES R.

A New Look at Progressive Education. Washington, Association for Supervision and Curriculum Development, 1972.

STONE, THOMAS

Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children. West Nyack, N.Y., Parker, 1971. 255p.

WALSH, HUBER

An Anthology of Readings in Elementary Social Studies. Washington, National Council for the Social Studies, 1971. 200p.

WILSON, JOHN, Editor

Diagnosis of Learning Difficulties. New York, McGraw-Hill, 1971. 319p.

WILSON, L. CRAIG

The Open Access Curriculum. Boston, Allyn & Bacon, 1971. 303p.

(This list is a sample of the many books, tapes, films and kits available for loan. Please enquire.)



AN END — AND A BEGINNING

The content of this magazine should reflect the kinds of things you, our readers, want to read about.

That probably seems so obvious that it doesn't need stating, but producing such a magazine is not as easy as it appears.

One of the reasons face-to-face communication is so superior to any other kind is the many opportunities it affords the participants to give 'feedback' to each other, both verbal and non-verbal. Printed communication, on the other hand, tends to be one-way, allowing few opportunities for any marked degree of feedback. We send messages your way, but whether or not you read them or do anything with them is another matter.

We try to get whatever feedback we can, of course, to guide us in producing the publication. The letters we receive are one good source. Although we can't possibly print all the letters we receive, we do try to print several each month. I have been pleased with our 'From our Readers' column over the years, particularly the past couple of years.

Comments made to our elected and staff officers as they travel throughout the province on BCTF business are another valuable source of reader opinion, as are comments made to members of the Editorial Board. I can assure you that the comments are relayed to us and are considered seriously. In addition, of course, comments are made directly to Barbara Macfarlane and myself.

However, the only really effective way of gauging reader reaction on any-

thing like a truly representative basis is a readership survey of a valid statistical sample of the readers. We conducted such a survey last spring, and reported the results in our May-June issue.

The magazine generally fared pretty well, but our respondents told us they weren't reading two features we had been running (the crossword puzzles and the regular column), were not very enthusiastic about the editorials, and disagreed with our policy of not running 'how-to-do-it' articles.

Never let it be said that we're slow learners. We have discontinued all three features, and we shall definitely be including 'how-to' articles. Some of these will be of interest to virtually all of our readers — such as the interview with Hannah Smith in last month's issue. Others will be of interest primarily to teachers of particular grades or subjects.

In the past we have left the publication of such articles to the journals of the provincial specialist associations, but we now welcome manuscripts. If you have a good idea for teaching a certain concept or skill, or have suggestions regarding how to handle certain aspects of the curriculum, please let us have your ideas in writing so your colleagues may benefit from them.

Despite some biting comments on the editorials (e.g. 'The editor comments? How can he have an opinion?'), I may still feel compelled from time to time to inflict some of my priceless prose on you. However, such times will be the exception rather than the rule — the traditional editor's comments

are a thing of the past.

In their place we'd like to give you another outlet for your ideas — a readers' editorial page, if you like. We invite anyone who would like to 'sound off' on a topic to do so on this page. Your comments must be kept to 900-1000 words, so they can be complete on this page. Beyond that restriction, and the usual ones of libel and good taste, you are free to express whatever ideas you wish.

The new page may overlap a bit with our 'A Matter of Opinion' feature, but we hope it won't do so often. Articles selected for the opinion feature usually present one side of a controversial topic, and can be longer than the editorial comments — up to 1,500 words. The new feature will accept comment of any kind, not just controversy. The latter will not be ruled out, however; a given issue may contain two opinion features, one in the regular 'A Matter of Opinion' department, the other (shorter) one on this page.

Letters to the editor will continue to be welcome, of course, either for or not for publication.

The B.C. Teacher is your magazine. For several years it has been an award-winning periodical, thanks to its contributors. What its coming issues will be like is up to you. We hope you will continue to make it a high-quality publication. You have your choice of letters, regular articles (including 'how-to-ones'), opinion features, book reviews, and now an editorial column.

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§

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B.C.T.F. Retirement Savings Plan

Your contributions (investments) within the limits of the Income Tax Act are deductible from your income when computing your taxable income — thus you enjoy an income tax deferment now and a **possible tax saving later**.

There is NO COST TO JOIN this Teachers' Plan, which has one of the FINEST PERFORMANCE RECORDS OF GROWTH AND EARNINGS of any Registered Retirement Savings Plan in Canada.

Check and Compare

You can earn 7 3/4% compounded quarterly in an Investment Income Account, and excellent growth in an Equity Account.

- 1** You **don't** sign a binding contract — you enter into a trust agreement.
- 2** You **don't** pay an entry fee.
- 3** You **don't** pay 'loading' or 'front end' charges.
- 4** You **don't** pay a penalty for withdrawing.
- 5** You **don't** pay income taxes on your Retirement Savings until you want to (by ceasing to be a member of the Plan).
- 6** The Plan was designed and established by teachers, and is managed exclusively for and by teachers.
- 7** Within the limits of the Income Tax Act, **YOU** select each year the amount **YOU** wish to contribute.
- 8** You can obtain assistance with and advice on the purchase of an annuity upon retirement from the Plan.

B.C.T.F. Retirement Savings Plan

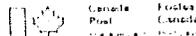
(Administered and Managed by B.C.T.F. Co-operative Association)

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8 ** **%**

**ALL DEPOSITS GUARANTEED BY
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**We shall be pleased to accept post-dated cheques to be entered each month
to the credit of any of our savings plans.**

****This rate applies for five-year term deposits.
You can also earn maximum interest rates on our other savings plans.**