

THE BC TEACHER / DECEMBER 1972
VOLUME 52 NUMBER 3

**WE WISH YOU A
MERRY CHRISTMAS**

AND

**PLEASE
BUY
OUR
CARS.**



IT'S CHEAPER — TRY TRIAD

**THEN YOU'LL HAVE A HAPPY
NEW YEAR
CHECK WITH**

**B.C. TEACHERS CREDIT UNION
1815 West 7th Ave., Vancouver 9, B.C.
731-6191**



TRIAD LEASING CO. LTD.

Suite 240 - 1970 W. Broadway, Vancouver 9, B.C.

BILL STONIER, *president*

732-7833

**Winter hours: Tuesday to Friday 9:30 a.m. - 5:30 p.m.
Saturday 10:00 a.m. - 4:00 p.m.**



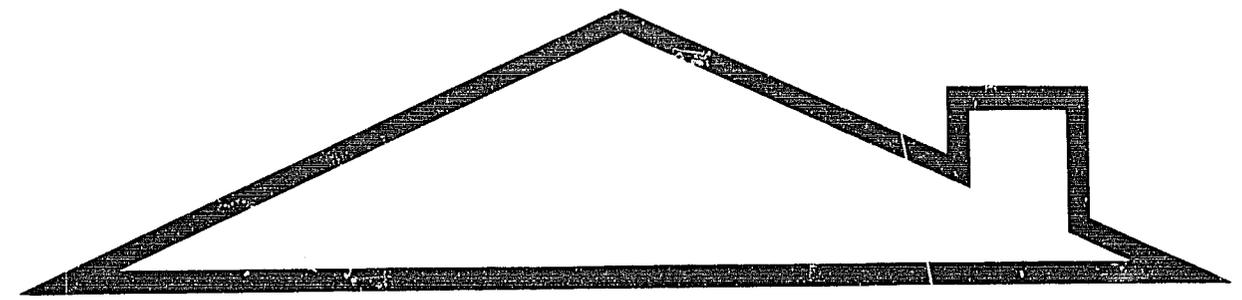
THE
CANADIAN
COLLEGE
OF TEACHERS

*A national organization aiming
to establish a learned society
within the teaching profession,
embracing properly qualified,
proven and outstanding educators
from all levels of teaching.*

Membership Inquiries

S. R. BERRY, (Sec. Treas.)

39 Leacock Way Box 760 Kanata, Ontario



MORTGAGE FINANCING

FUNDS...

for Buying or Building a Home,
Refinancing existing Mortgage(s) or
other Obligations,
Home Improvements,
Other purposes.

contact:

B.C.T.F. CO-OPERATIVE ASSOCIATION

VANCOUVER
#206 - 2235 Burrard Street
736-7741

KELOWNA
#201 - 1135 Sutherland Avenue
763-4916

VICTORIA
3491 Saanich Road
385-3393

NANAIMO
#3 - 87 Wallace Street
753-3402

The B.C. TEACHER

THE BC TEACHER

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

Vol. 52, No. 3

December 1972

EDITOR AND BUSINESS MANAGER

K. M. AITCHISON

ASSOCIATE EDITOR

MISS A. B. MACFARLANE

EDITORIAL BOARD

MRS. L. A. HANNEY

B. G. HOLT

A. G. ROBERTSON

C. D. NELSON

STAN EVANS

Articles contained herein reflect the views of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

The B.C. Teacher is indexed in the Canadian Education Index.

EDITORIAL OFFICE: #105 - 2235 Burrard Street, Vancouver, B.C. Published every month, except June, July, August and September. Advertising copy received up to the 10th of the month preceding month of publication.

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

Annual Subscription: \$3.50

Member



ADDRESS

Printed by Evergreen Press Limited

DECEMBER 1972

76 From our Readers

79 Miss Jones and the Biosphere

Del Turner / Miss Jones, fictitious intermediate teacher, gets a letter advising her on the role teachers can play in making students aware of ecology.

82 The Open Classroom — Challenge of the Future

Phyllis Mitchell / Parents may visit this open classroom at any time to see how their children are getting along. They also supply a corps of aides, who work with the teacher and children in many ways.

86 Diagnostic Reading Instruction Isn't Just 'Remedial'

Lloyd O. Ollila / Diagnostic procedures, says the writer, are an essential preliminary step in meeting all children's instructional needs, from kindergarten level up.

92 Campbell River's Exciting New Approach to Learning Difficulties

Clarence Tiffenbach / Campbell River is tackling learning difficulties in the elementary schools with a planned, district-wide program based on research and expert opinion.

95 A Matter of Opinion / Who Should Control the Training of Professionals?

John F. Ellis

97 New Books

C. D. Nelson

100 Comment / Responsibility Has Been Restored

J. V. Smedley

COVER PICTURE

These children and their teacher, involved in the science unit 'How I Began,' feed a chick they have incubated in the classroom. Photo courtesy of the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

p.78 — Dave Looy; p.80 — Rosemary Parker; p.81 — A-V Services Branch, Dept. of Education; pp.83, 84, 85 — courtesy Greater Victoria School Board; pp.86, 87 — supplied by author; p.91 — Ralph Shaw.

More About Handwriting

Sir,
 Without detracting from the worth of Mrs. Smith as an individual or her work as a graphologist, we would like to correct the erroneous and misleading information that Mrs. Smith's book, based on her personal research, is the only source of information on handwriting analysis (September-October issue).

Graphology is the generic term for all forms and systems of handwriting analysis. 'Graphoanalysis' is a special trade-marked term that applies to the system taught by the International Graphoanalysis Society. It is the only system of handwriting analysis that can produce any scientific validation data, the only one sponsored by a world-wide organization and the only one whose practitioners are required to abide by a code of ethical practice.

At the International headquarters continuous research is carried on following the scientific method...The *Journal of Graphoanalysis* keeps the members abreast of the research. An annual international conference, resident seminar and institute of learning provides graphoanalysts the opportunity to study and research in their particular fields of interest.

The B.C. Chapter has more than 30 members who are Certified Graphoanalysts, some of whom have achieved their Master's Certificates. The chapter includes practising teachers who use their science in their association with students...Our members are consulted by a variety of people and organizations, including school counsellors, for their services...

The Society supports the theory that

the knowledge of personality traits and their influence on one another enables an individual to support his strengths and discipline the weaknesses. Teachers and counsellors, with this knowledge available, are able to reinforce this individual's positive strengths and offer guidance in the weak areas.

The type of basic helps to teachers, as suggested by Mrs. Smith, can be gained in the night school adult education courses in Vancouver, Victoria, Duncan and Nanaimo...

...Since there are graphoanalysts in different areas of the province, I would be pleased to put interested teachers in touch with them.
 3849 Hurst Street T. W. Ringham
 Burnaby 1 President, B.C. Chapter

To keep the record straight, Mrs. Smith's statement did not imply hers was the only book, She noted '...so it isn't a case of copying from other books. I found there was too much contradiction and too many things that would lead a person astray in many of the books.' - Ed.

Many Letters Received

Sir,
 ...I have received so many letters and phone calls, stating that teachers have found the story (September-October issue) and its format very interesting... Here are two letters that I think are re-

presentative of the kind of mail I received...

I have offered to do several talks for teachers as a result...just a chance to help.

Vancouver Hannah M. Smith

Dear Mrs. Smith,

It was encouraging to see the interview with you in *The B.C. Teacher*. I have been interested in graphology for some time and the little mentioned in the article supports my views that much more use could and should be made of your ability.

I would like to learn from you — I have a Grade 4 and 5 class with many of the Grade 4s just beginning to write.

Could you send me some advice, i.e., reliable source material on graphology and on the level of teaching writing to this age... I am deeply interested in how handwriting depicts the states of the human mind as well as personality and have been working on symbolic research in the field of art on my own for some time...

Dear Mrs. Smith,

I was most interested in the article on you and your work. I wish the Department of Education would make it possible for teachers to refer 'problem' children to you by means of their handwriting. I am convinced that such referrals would bear valid results. I believe many children who are referred to

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.

We Shall Miss These Teachers

In Service	Last Taught In	Died
Earl Woodrow Nelson	Vancouver	January 24
Mrs. Esther K. (Whalley) Brown	Coquitlam	August 4
Retired	Last Taught In	Died
Mrs. Lillian F. (Nicklin) Dirks	Port Alberni	October 13
Harry S. Johnston	Vancouver	October 14
Mrs. Gladys (Howie) MacMillen	Sechelt	August 7
Odin S. Sostad	Vancouver	September 9

counsellors develop a set of responses. They soon learn what kind of answer pleases the counsellor and are happy to oblige. A general statement, of course; but I feel the classroom teacher could accomplish more if a science like graphology were available to 'unlock' the many puzzling behavior patterns she encounters.

...Will you, please, examine the handwriting I am enclosing? This boy's reactions really puzzle me. He seems not to understand the simplest instructions, not as if he had little mental ability, but as if he were being summoned back from some far country of the mind, and it took him a long time to adjust to the real environment. He is not disrespectful or very mischievous, just strange. Most of his work is enclosed in tight little ruled boxes, even when the work is science or social studies. He hasn't produced anything spectacular in the art line yet, but does enjoy what we do.

...I hope the article brings your work to the attention of the officials who could use your knowledge to much better advantage.

More Work For Mrs. Smith

Sir,

Enclosed find material for Mrs. Hannah Smith. In my opinion the article which prompted our response was the highlight of the September-October issue.

Courtenay

Alvin Philippsen

Assistance Is Offered

Sir,

In response to a notice in your September-October edition, we have had to date more than 70 requests from B.C. teachers for filmstrips and the Jefferys' history portfolios.

We are of course delighted with the interest shown in our teaching aids and have been very pleased to supply the history portfolios. Unfortunately, filmstrips have not been available for almost five years.

If you wish we will forward samples of our teaching aids to you, which include a comprehensive booklet entitled ALL ABOUT OIL, and keep you informed of any new materials available.

You might also like to note that teachers residing in British Columbia may apply to the address below for our materials. If we can be of help in any way, please do not hesitate to call us. Imperial Oil Ltd. Rosemary B. Wallis
1281 W. Georgia St. for J.C. Birt
Vancouver 5 Public Affairs Dept.

B.C. and the Royal Bank.

We've come a long way together.



And the best is yet to come.

British Columbia's first Royal Bank Branch opened November 26th, 1897, to serve the needs of the growing young community of Nelson.

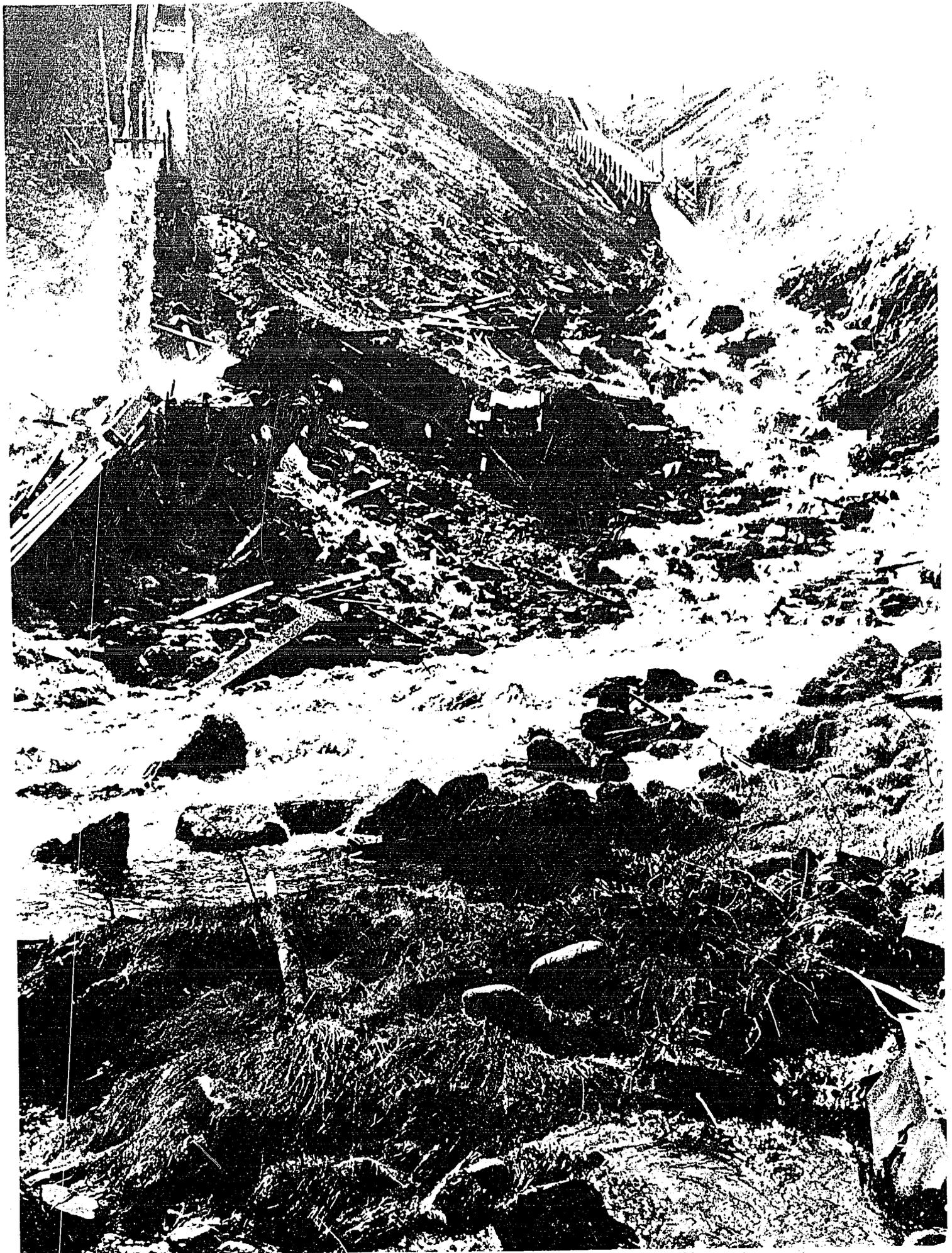
Since then 171 more branches have been opened, to serve the people, business and industry of communities throughout the province.

Today there are more than 3,100 of us at work in B.C., offering 35 different services that range from savings and loans to stock and bond trading, payroll services and many more.

Tomorrow? The Royal Bank will be where you need it — when you need it. No matter how complex your business or industrial operation may be, friendly, experienced Royal people will be ready to help make it happen.



ROYAL BANK
serving
British Columbia



miss jones and the biosphere

What should you do about garbage at your school? Damned if I exactly know, Miss Jones. But there must be more to outdoor education than litter on the school grounds. Or even protest marches, for that matter.

Maybe the hysteria of the eco-activists has persuaded us that the environment needs attention, but then maybe they have done just as much to muddy the waters of understanding, too.

Be that as it may, one does feel impelled to 'get with it,' as you said, even if there is a strong feeling that the 'it' deserves more than the shoddy propaganda bandied about in the media.

When you wrote about 'conservation' and the 'balance of nature' as something you had taught for years, you and I had a meeting of minds. Both of these concepts are relevant to present-day thinking, even if they don't go far enough, so don't throw them out just yet.

I read an article just recently in which the author suggested that the eco-system of the planet, nature, is really always 'in balance,' maybe not to our particular advantage, but in balance just the same. It is an interesting point of view because it allows

one to reach outside former thinking to include ideas of succession so important to an understanding of ecology.

If human sewage or an industrial effluent pollutes a river, the water habitat changes and maybe trout or some other life form we treasure is replaced with a coarser fish or just a living mess of micro-organisms; one system dependent upon one habitat is replaced by another suitable to the 'polluted' habitat. The 'balance' in life networks is retained throughout such a process, with the changing living parties of the changing habitat displaying an inter-dependence upon one another that you and I have termed the balance of nature.

In some cases, chemical discharges from industry have been known to sterilize the water immediately below outflows and whole ecosystems, all life thereabouts, are destroyed. But merely shutting off the poison will allow life eventually to return, maybe not the same life, but life just the same. At least that has been the case up to this moment.

Man is not the only offender. Natural catastrophes intervene in similar ways to change habitats. Changes of climate, lightning, glaciers, volca-

DEL TURNER

Miss Jones, fictitious intermediate teacher, whose adventures have appeared in this magazine from time to time, gets a letter advising her on the role teachers can play in making students aware of ecology.

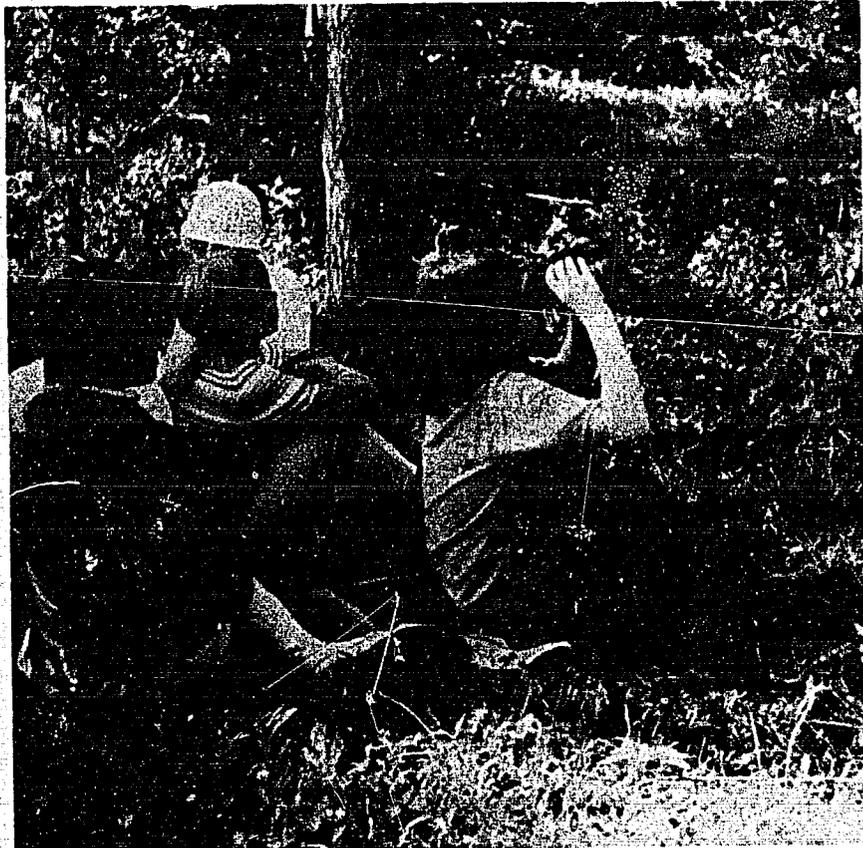
Mr. Turner is supervising principal of Adams Lake, Chase and Haldane schools in School District #24 (Kamloops).

nos and other events greatly modify existing life systems and, at times, the whole biosphere, all life-supporting parts of the earth.

The explosion of the volcanic island of Krakatoa spewed forth more 'pollutants' than all the fuel-burning escapades of mankind since the first-tended fire — more ash, more carbon dioxide and sulphur compounds than all our coal and petroleum combustion to this day. Every living thing on that island went to its death at the moment of the blast, too. But when scientists visited the remaining ring of rocks not nine months later they found a tiny spider optimistically spinning its web.

Eighty years have passed and those self-same rocks are again covered with a rich assortment of tropical life. It has been estimated, too, that the gases and ash produced by Krakatoa not only screened out the usual amount of sunlight, but also resulted in a temporary derangement of the chemical constancy of the atmosphere, to alter some species of the plant and animal kingdoms sensitive to the changes.

If children study life-webs in untouched natural environments alone, they might not see the limits of man's use of his planet.



Such dislocations of the biosphere have led not to imbalances in the sense that some mysterious permanence in nature has been upset because nature does not maintain such permanence as part of its processes, but, instead, to new life-webs succeeding former life-webs so as to endure the changed conditions.

But let's return to human activity once again. One aspect of man's impact upon the environment not so well publicized as it should be is that of mono-culture. When the multitudes of plants and animals produced by evolution of a landscape are removed and replaced with singular crops or herds, the processes of change are intercepted, to become arrested or bent in new directions to disrupt the renewal and succession activities that determine soil fertility and, hence, life.

Man replaces the natural processes with fertilizers; tackles the onslaught of insect, bacteria and fungus plagues associated with concentrations of species with a chemical warfare or suitably devised biological means; and finds himself caught

up in the complexity of nature not as part of the web, but as a determiner of the nature of the web.

Ancient 'cradles of civilization' are now mostly dust bowls or deserts; some are still maintained as food bowls, mostly chipped and exhausted through centuries of misuse; and all stand as indictments against former agricultural societies that, in ignorance, tampered with a planet intended not only for the children of the day, but also for those of future generations, who also have a right to a place in the sun. Technological man should take little solace from guilt found shared by ancient civilizations, because these problems of mono-culture remain and are now complicated by the ravages of his own reliance upon fossil fuels and mineral exploitation.

Despite this tendency for man to become a determiner of life-webs, it must be noted that life-systems have been replaced with life-systems, thus showing, I believe, the immense capability of life to persist through a wide variety of environments, as it has since its inception eons ago. But the life form of which we are particularly enamored is that of our own species, man.

Life Made Possible For Man

Some sort of environmental change took place millions of years ago that made life impossible for dinosaurs but more possible for us. Since that time there have been major mountain-building upheavals, ice ages and all the activities of man himself. But, regardless of the nature of the changes, none has apparently altered the environment sufficiently to make it unlivable for our own species or for most of the creatures that thrive in a similar habitat.

The proliferation of man's kind, of human activity, is now so great, however, that this state of affairs is no longer comforting: so many men, so much use of the surface of the globe, promises not only to shake up a habitat here or one over there, but also to shatter the whole caboodle, the complete biosphere. And that is what the clamor is all about, Miss Jones.

The children you and I teach are not the decision-makers of today, but they certainly have their work cut out

for them tomorrow. Our role as teachers is to make sure that the myths of yesterday are replaced with an understanding of the processes of nature in terms of man and his activity.

We taught children that nature has beauty; we told them that trees and other natural resources must be conserved and that nature has a web of inter-depending life-things, a balance; but we must go further if man as a life-web determiner is to be seen clearly as a threat not only to his own kind, but also, possibly, to all living matter. But propaganda is not the answer, for children.

How Will We Produce Food?

It may be that organic gardening, with elimination of chemical fertilizers and a mixed cultivation of mutually supporting plant species, is an answer. But maybe intensification of mono-culture in closed systems, whereby increased efficiency and complete recycling are supported by chemical means (hydroponics), is a better answer for human populations that want a suitable standard of living without tying up great sections of the planet's surface.

Perhaps we should reduce our use of animal proteins, to prevent the scourge of the environment by domestic cattle, but then the introduction of 'meat factories' (where cattle never leave the barns) or even yeast factories suitably closed to external environments might allow us to continue consumption of proteins rich in the amino acids not readily found in sufficient quantities in plant life, but essential to human health.

In other words, the much advocated return to nature might in itself be a myth. We teachers should recognize, therefore, that our task of preparing students for decision-making might not be enhanced by the introduction of solutions insufficiently researched to stand the test of widespread practice: our job is to impart process, not the propaganda of a moment.

We can deal effectively with facts as indicators of trends, conclusions that are accomplished. The extinction of certain species, evidences of growing food shortages resulting from overpopulation and poor agricultural prac-



No change has apparently altered the environment sufficiently to make it unlivable for man or creatures that thrive in a similar habitat.

tice or the lack of new fertile land, the impending exhaustion of fossil-fuels, the recorded effects of atmospheric and hydrospheric pollutants on life-webs, and the reduction of recreation areas in the outdoors are good examples of such factual evidence.

But even here propaganda enters if all mercury pollution is identified as man-made when, at times, it is actually one of those natural catastrophes over which we have little control. The event should be noted, as should all disruptions of the biosphere, in a form suitable for classroom use. The purpose is to have children see the limits of man's use of his planet.

My feeling is that 'nature study' in itself will not do the trick. If children study life-webs in untouched natural environments alone, they might miss the point entirely. The interdependence of living things is one concept, but there are others that must be reckoned with, as I have pointed out.

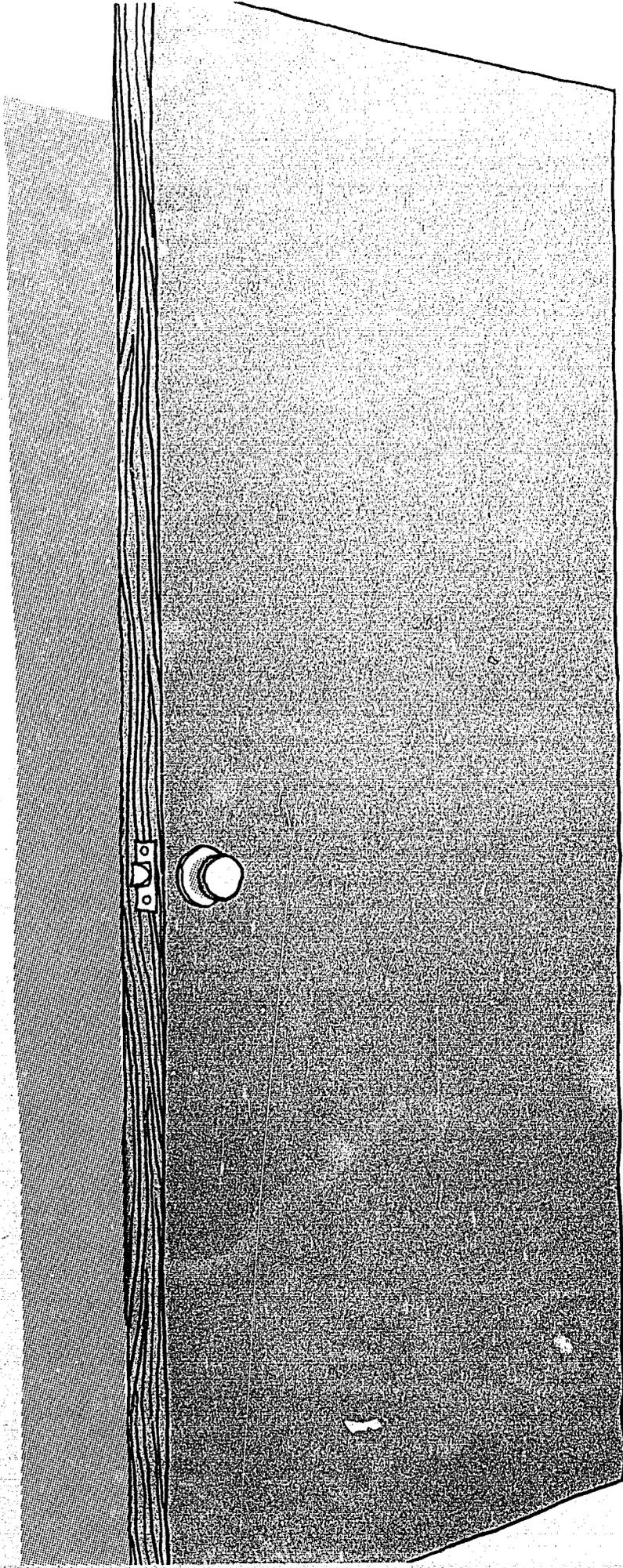
Technological man is well represented by the school plant itself, and maybe we should look upon this fact as extremely useful to our studies of

the environment. Mark Terry, in the Friends of The Earth publication *Teaching for Survival*, makes particularly good use of this idea — and it might be well worth your while to obtain a copy of this paperback. Mr. Terry, although caught up in propaganda much of the time, does a good job of showing how children may start with their own classrooms to trace the effects of the technologically produced environment that encapsulates them.

Paper, metals, wood and plastics are of nature and children can trace them to their sources to see the consequences of technological production on life-webs. And don't overlook the energy relationships suggested by the central heating plant, the cars in the parking lot, and the electrical systems of the school. The school environment is one children can 'get their hands on' and is rich in the concept-making activities quite necessary to an understanding of man and his environment.

If one is going to make litter a part of environmental education, it might be taken past concepts of orderliness

Continued on page 91



THE OPEN CLASSROOM — CHALLENGE OF THE FUTURE

PHYLLIS MITCHELL

*The author is a teacher at Victoria's
Frank Hobbs Elementary School.*

Parents may visit this open classroom at any time to see how their children are getting along. They also supply a corps of aides, who work with the teacher and children in many ways.

Wednesday began just as any other school day did. There were the usual before-school tasks that had to be completed; confirmation of audio-visual equipment, arrangement of supplies for the day's lessons, stencils to be run off, and so on. One final task — to meet with the parent aide and plan her activities for that morning.

Mrs. A was a shy person who needed considerable encouragement. She was a thorough woman, and a capable organizer. Often I gave her such tasks as organizing the picture file, arranging the letters for bulletin board displays, filing the charts, compiling the materials for my personal pupil cumulative records.

She had begun to enjoy working with small groups of children and liked to participate in the oral sharing of a group's favorite reading selection. She conducted herself well on the phone and had as a result become responsible for arranging parent interviews and drivers for field trips.

The bell rang and I moved to meet

The B.C. TEACHER



the children as they came in. As I talked with some children about the past day's happenings, I noticed a few of the children talking with Mrs. A. The children had become used to her coming in on Wednesday mornings and there was always an air of eager curiosity to see if she would be there.

After the morning exercises, arithmetic began. While I was developing the concepts associated with multiplication by two figures with one group, Mrs. A watched the other groups completing their seatwork exercises. She moved around these groups seeing that they had the materials they required and she encouraged them to do their best. When the children were settled, she began to work on her filing.

A few minutes later a parent dropped in. She sat on one of the chairs that were purposely kept vacant in different sections of the classroom. She watched intently as I developed the multiplication process with her child's group. Then, as her child settled down to his seatwork, she relaxed a little

and smiled at me and at her child.

I began my work with the other groups and Mrs. A again began the task of settling the first group to its work. I nodded to the visiting parent to encourage her to get up and look around. The children smiled at the visitor as she passed by and then went on with their work, so familiar were they with having visitors.

Writing began and our visitor left. I was not really conscious of her leaving, because the children and I were so involved with what we were doing. Mrs. A listened while I developed the group work orders on the blackboard. The materials were distributed in readiness for spelling. When the recess bell rang, I sent one of the children for a cup of coffee for Mrs. A, who then could relax with a magazine, or carry on with what she was doing.

After recess we began the spelling activities. Mrs. A continued to assist during the group work. As we moved into the reading, the children were anxious to share their reading selec-

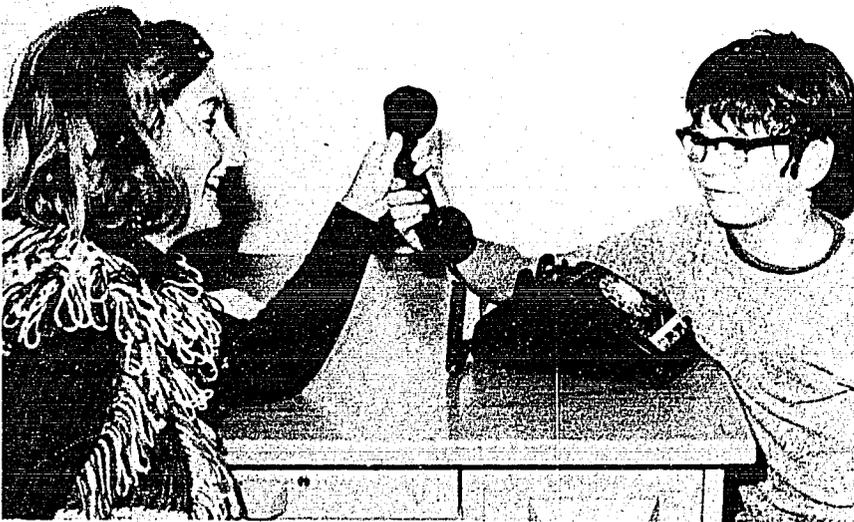
tions. While I developed reading skills with some groups, Mrs. A began the oral sharing periods.

When the children and I moved off to PE, Mrs. A began her telephoning, this time to remind the parent aides of the special Easter Tea the children were having in their honor. After PE, while the children were eating their lunches, I talked with Mrs. A for a few minutes. I praised her efforts and discussed with her the relation of the morning's activities to pupil growth and the role she had played in making this growth possible.

During the lunch hour I reviewed the plans I had made for the parent aide who was to come for the afternoon. Mrs. B was very interested in art and was able, with her experience, to develop most effective, artistically arranged bulletin boards. Leaving the materials in readiness — pictures, letters, colored sheets — I sketched a brief outline of the aspects of the curriculum I wanted emphasized in the display. During the first few minutes of



Children develop as they share their experiences in reading with a parent aide.



Aides are often involved in telephoning parents.



A bulletin board completed by an aide reinforces classroom learning.

my introduction to a social studies film, Mrs. B gathered the materials she needed from the aides' desk — pins, rulers, pencils, glue, and so on. Then, while the children viewed the film, she constructed the new bulletin board displays.

Because the children were involved with the concluding activity associated with the film, Mrs. B began to arrange the material we would need for the afternoon's art project. Another parent, one who was particularly interested in this craft activity — macramé, had already come into the classroom. She helped Mrs. B prepare the materials while I introduced the project. Then at the same time, the three of us introduced macramé to the children, each working with a small group. Clean-up was easy with three group leaders, and the children thanked the mothers for their help. As I discussed the morning with Mrs. A, I chose to discuss the afternoon with Mrs. B.

At the end of the day, a mother dropped in to pick up a forgotten newsletter that highlighted present and future activities in our classroom. She asked for confirmation of the workshop for parents next Tuesday evening — 'A Parent's Guide to Children's Reading.'

A busy day, for some — but it was for me a most rewarding one.

Parent Involvement Is Fostered

Mrs. A and Mrs. B and other parents were participating in an on-going project in a Grade 4 classroom at Victoria's Frank Hobbs Elementary School, called by some 'the open classroom project.' The 'open classroom' had been so described because the parents were encouraged to become involved in the learning process.

Parents were invited to come to the classroom whenever they wished to see their child in his regular, day-to-day classroom surroundings. They were encouraged to take part in field trips, frequent class concerts, sports and small group activities. Regular communications with parents were established through detailed notices, newsletters and frequent informal interviews.

Parents participated weekly as aides. They were invited to make constructive criticism of the learning situation immediately and to become involved in the solution. Special evening workshops were held to inform interested parents about the Grade 4 program.

At the end of its first year, parents were asked to fill in a questionnaire

about the open classroom project. Their reactions to the project provide some valuable information about its worth and indicate the need for much more parental involvement in the learning process.

All of the parents said they felt very welcome in the classroom. All felt they could discuss the learning situation freely with me. All appreciated the extensive, immediate communications with the home that were facilitated by the use of aides.

The questions pertaining to whether or not the open classroom project placed pressure on them as parents or on the children produced some revealing comments. Many parents felt there was no pressure. One thought that not all children would benefit from an open classroom — particularly those in the higher intermediate grades. One worried that there are parents who could not get into the classroom as frequently as their child might wish. One wondered if such a project incorporated into an entire school might be very demanding on parents with more than one child.

To the question on whether or not they felt this project was worth developing in the schools, the parents' responses were most interesting. All could see the advantages of this project for parents and for some children. Some of the parents felt this project should be restricted to children in the primary and early intermediate grades.

Indeed, some of the comments were so revealing that they are worth printing in full:

'It helps the parents to get to know the teacher and appreciate the goals she has set for herself and for the class. This is vital information for interested parents who wish to help or encourage their child to improve either in academic knowledge, social adjustment or self-discipline. If there is no rapport or understanding between parent and teacher, children will frequently play one against the other as they often do with parents who disagree.'

'A parent who is more aware of the learning situation is better able to assist her child when and if necessary.'

'I see the success of an open classroom project resting largely with the teacher, her understanding of children, interest in them, experience, personal security, and energy level.'

The challenge we shall face in the future is the involvement of parents in their child's learning process. Are you prepared, as a professional person, to meet this challenge? §



A parent aide assists in the development of individual listening skills.



DIAGNOSTIC READING INSTR

Diagnostic procedures, says the writer, are an essential preliminary step in meeting all children's instructional needs, from kindergarten level up.

All too often diagnostic procedures are thought of only as part of the remedial reading teacher's bag of remedies used to 'cure' children with reading disabilities.

Actually, diagnostic procedures have a definite place in the classroom. They are an essential preliminary step in meeting all children's instructional needs. They provide an avenue to individualize instruction for teachers, from kindergarten level up, who take advantage of them.

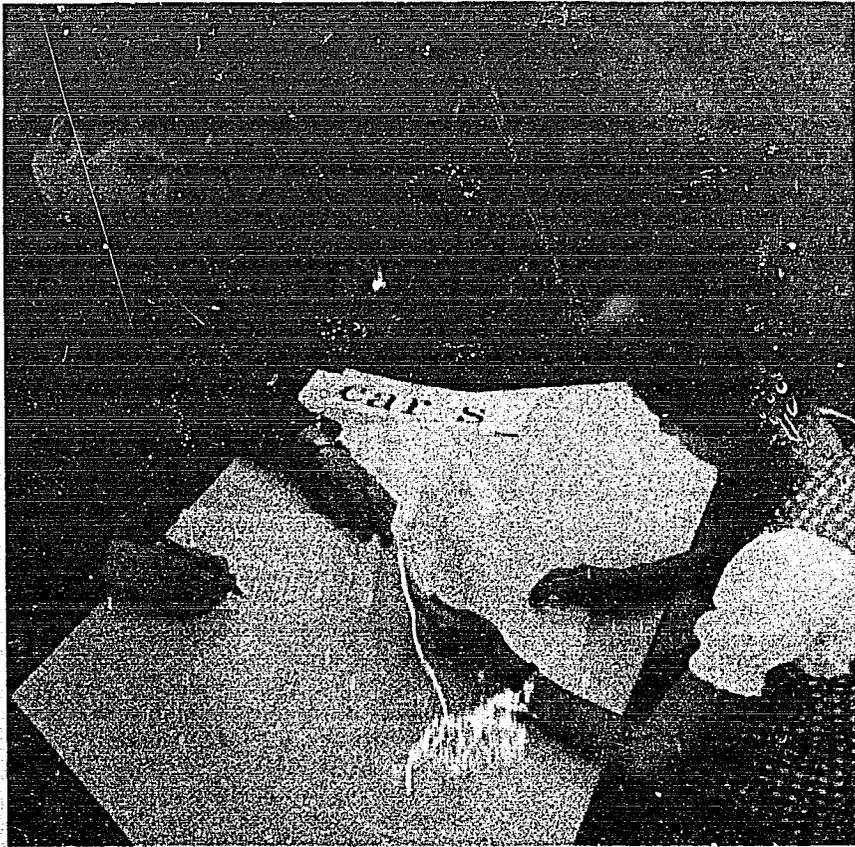
This article discusses a few of these diagnostic procedures* and shows how they may be used to answer three questions about his reading that teachers want to know about every child in the class: What is this child's reading level

now? What should I expect this child to achieve in reading? What skills does this child possess and which skills need to be taught, retaught or reviewed? If a teacher could answer these questions about each of her students, she would be on the right road to developing a sound, intelligent reading program.

What Is The Child's Reading Level Now?

The teacher will want to diagnose where each child is reading now. Most teachers already use the general

* Only a few diagnostic procedures were selected to serve as examples. There are many other worthy procedures. A list of references is available for those who wish more information on other diagnostic procedures not included in this discussion.



ACTION ISN'T JUST 'REMEDIAL'

achievement test as one procedure. This type of measure is practical for giving a rough estimate of the reading level of each child in the class. It has several advantages as a diagnostic instrument. It's a group test, providing an economy in classroom time. It's standardized, with a reliability and validity open to the teacher's inspection. A general achievement test must be used cautiously, however, especially with intermediate grade level children who have reading disabilities.

In many of the reading achievement tests, the scores in comprehension and vocabulary will overestimate the student's actual instructional level by $\frac{1}{2}$ to $1\frac{1}{2}$ years. The reason this often happens is the guessing factor and the sophisti-

cation the children have acquired through years of taking test after test.

Apart from the overestimation of the actual reading level, general achievement tests don't give the teacher much information about the procedure the child is using to analyze the words he is reading. With certain children the teacher will probably have to resort to some other methods of diagnosis to get a more accurate idea of where the child stands in reading. Certainly, a general reading achievement test should not be solely relied upon in placing the children in reading groups.

More time-consuming than a group reading achievement test, but, in my opinion, more versatile and accurate, is the informal reading inventory. This

LLOYD O. OLLILA

Dr. Ollila is an associate professor in the Faculty of Education at the University of Victoria.

A TYPICAL ERROR RECORDING SYSTEM FOR AN INFORMAL READING INVENTORY

TYPE OF ERROR	SYMBOL	EXPLANATION
*Substitution	horse house	The child substitutes a word for the one in the test (———).
*Omission	the (red) ball	The child omits a word from the text (○).
*Hesitations (5 seconds)	When the student hesitates more than 5 seconds on a word, the examiner pronounces the word for the student. (Example: the ^H mysterious elf.) 5 second hesitation	
Repetition	baby the bright light	Child repeats the word once (~~~~~). Child repeats the phrase twice.
Punctuation	Did you see my shoe ○	Phrasing and intonation indicate the punctuation has been ignored (○).
Insertion	the red barn ^	The child inserts an extra word (^).
NON-ERROR		
Self-corrected errors	boy the gigantic box	The child repeats a phrase to correct an error (~~~~~).

*Type of errors you count for word recognition errors when you are computing word recognition level as substitution, omissions, and hesitations.

Figure 1

type of instrument is useful in finding out both a child's instructional level and the specific skill weaknesses of the child (a function discussed later).

The informal reading inventory type of test consists of a carefully selected and graded series of passages with accompanying questions (both factual and idea-type) about each selection. Commencing at a relatively easy readability level each child reads the selection silently and then answers the teacher's comprehension questions, which are based on the content. Next, another passage of the same readability is read orally to the teacher, who now records the errors made in the reading.

If the child has difficulty with the first readability level passages chosen by the teacher, easier level passages are tried next. On the other hand, if the child reads the first passages with ease, he is moved on to successively more diffi-

cult selections with higher readability levels.

As an example, Joe, a sixth grade student, scores at the fourth grade level on the vocabulary and comprehension sections of a group reading achieve-

ment test. I should start Joe at the second grade level on an informal reading inventory. Joe would first read the passage silently while I timed his reading to get an idea of what his reading rate was. It is from the speed of a child's reading that a teacher can get an idea of how the child is analyzing his words, whether he is a word-by-word reader, or if he is reading by phrases. Then I should ask Joe comprehension questions on the passage. Next, Joe would be asked to read another passage at the same second grade readability level, but this time to read it orally to me. During this reading, I should record any word recognition errors that Joe is making.

Figure 1 illustrates a typical error recording system for an informal reading inventory. No comprehension questions are asked with the oral reading. This process of silent reading with comprehension questions followed by oral reading at the same readability level continues with successively more difficult selections until Joe meets his frustration level. (At the frustration level the child reads a graded passage and either recognizes less than 95% of the words or comprehends less than 75% of the passage.)

In other words, Joe shouldn't miss more than five words out of every hundred in his reading material at school. If he does, Joe is in too difficult material and effective learning will not take place. Far too often have I been in classrooms where large numbers of children are 'reading' books at their frustration levels.

This is especially true of the content field — social studies, science and math classes, where the textbooks are often much too difficult for the slower readers. In Joe's case, the passage just before he met his frustration level should be the level at which Joe will make the

Reading Level in Word Recognition and Comprehension

Level	Word Recognition	Words per Minute	Comprehension
Primer	98%	112 oral 168 silent	100%
1st Reader	96%	110 oral 157 silent	100%
2nd Reader	96%	100 oral 140 silent	90%
3rd Reader	90%	80 oral 100 silent	70%

Figure 2

most successful progress with the teacher's help. This level is his instructional level.

Figure 2 illustrates a teacher-made summary of a child's reading level in word recognition and comprehension and rate of reading. By summarizing a student's reading in this manner a teacher can easily see how the child is performing at the different grade levels. From Figure 2 the teacher can see the decrease in the child's reading rate as he gets into more difficult

child's reading expectancy level employs an informal reading inventory test. First the teacher finds the child's frustration level. (This level has been defined earlier as anything below 95% word recognition and 75% comprehension.) Then the teacher reads several passages in ascending difficulty and asks the child to answer comprehension questions about each of the passages.

For instance, Mary reads several passages to her teacher from an informal

reading inventory, and reaches her frustration level in third grade material. Her teacher would then read Mary some passages from fourth grade reading material and ask her several comprehension questions about the passages. If Mary is able to answer more than 75% of the questions the teacher asked, passages from fifth grade material would be read to her and questions asked concerning them.

If Mary does well on the fifth grade questions and then does poorly on sixth grade level material, the teacher would expect her reading potential to be at the fifth grade. This means Mary comprehends material she is listening to at the fifth grade level. If her word recognition skills were improved, she could read fifth grade material with understanding.

Some teachers may wish to develop

Years in School x IQ + 1 = Reading Expectancy
(Do not include kindergarten in years in school formula)

Mental Age - 5 = Reading Expectancy

Figure 3

reading material. And at the third grade level he reaches his frustration level, where his word recognition is at 90% and comprehension is at 70%. From this summary, one can see that the student's instructional level would be in second grade reading material.

For additional information on how to administer and record a student's reading with an informal reading inventory, I recommend the International Reading Association book titled *Informal Reading Inventories*. It is an excellent reference book on learning how to administer an informal reading inventory.

What Can I Expect This Child To Achieve in Reading?

I have found two methods that are effective in assessing a child's reading expectancy or potential. One is the use of reading expectancy formulas. In Figure 3 are given two examples of this kind of formula.

I have found the Years in School Formula to be more accurate for children having IQs of 90 and above, while the Mental Age Formula works well for those having IQs below 90. One limitation in using these formulas stems from the question of how valid is the intelligence quotient the teacher is using to compute the formula. Group IQ tests are not always accurate, especially with children who are poor readers. Individual IQ tests, if available, would provide a more valid estimate of intelligence. Further information about these formulas, and others that may also be used, may be found in Bond and Tinker's book *Reading Difficulties*, published in 1967.

The other method of evaluating a

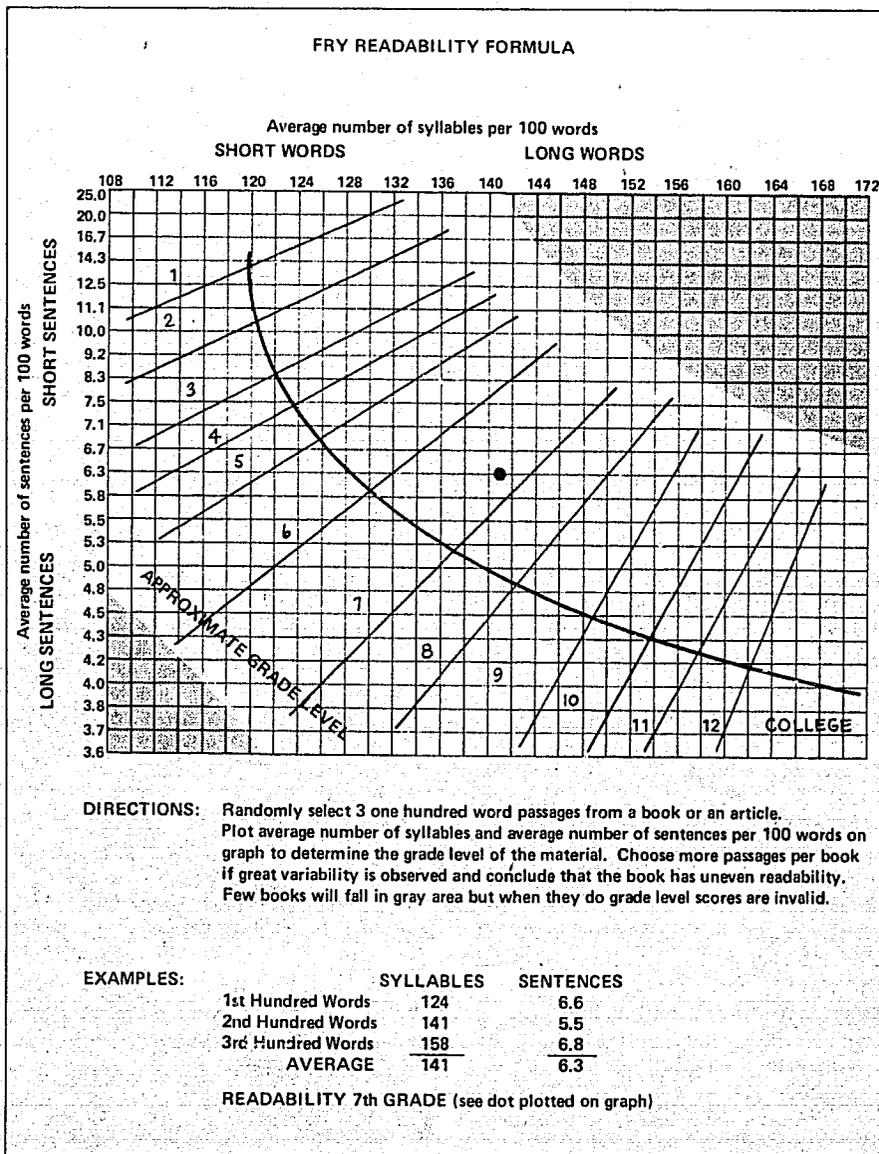


Figure 4

their own informal reading inventory with graded passages and comprehension questions. To discover the grade level difficulty of the different passages, the teacher can employ a readability formula* such as the Fry formula shown in Figure 4. This formula is a fairly accurate procedure to use in finding the readability level of the material and is one of the easier methods to use.

I should consider a child to have a reading disability if he is half a year below his reading expectancy in Grades 1 through 3 and three-quarters of a grade below in the intermediate Grades 4 through 7.

What Skills Does This Child Possess; What Skills Need To Be Taught?

While the other two questions concerning the child's reading potential and instructional level called for a more general diagnosis on the part of the classroom teacher, this third question gets down to specific strengths and

can record the types of errors made in oral reading, identify and gauge the efficiency of the student's word attack skills, and check his fluency and expressiveness in reading.

An additional advantage and strength of using this type of diagnostic procedure is the opportunity it gives for one-to-one relationships between teacher and pupil. Personal contact is so important. The teacher can note the child's ease in a reading situation and get a glimpse of his attitude and motivation toward reading. If the teacher's diagnosis finds the child to be one who dislikes or is indifferent to reading, much effort should be made to alter that attitude.

Other types of informal measures, such as checklists, recording lists and questionnaires, are useful in gathering skill information. For instance, to determine types and frequency of word recognition errors, a reading error list such as the one in Figure 5 could be made.

Word Recognition Errors

Level	Correct Pronunciation	Error	Type of Error
Primer	house the on	horse a no	middle of the word sight word reversal
1st Reader	was dogs dig	saw dog big	reversal ending beginning with d & b

Figure 5

weaknesses. Here we want to know whether the child is weak in word recognition abilities. Which ones? Does he know his basic sight words? Is he having trouble with his *bl* and *sp* blends? Does he have good comprehension skills? Is his factual recall better than his understanding of more abstract ideas?

Having answered the general capacity and instructional level questions, the teacher will have some ideas about a child's skill development. This will hold true especially for the teacher who used the informal reading inventory to find the child's instructional level. The teacher can note comprehension skill through the student's answering the questions at the end of the passage. She

* A readability formula has several other uses for the teacher. For instance, she can determine what reading level library and content field books are.

In addition to the informal reading inventory, there are several other diagnostic instruments and procedures that can be used most effectively by the classroom teacher to assess a child's skill development and his instructional needs. Several others are mentioned and described below.

Formal Diagnostic Tests

These are specialized reading achievement tests. They have been standardized and information on their validity and reliability is readily available. Each of these tests ability in specific reading skills. Examples of several of the more widely used tests are:

Development Reading Tests: Silent Reading Diagnostic Tests by G.L. Bond, B. Balow and C.J. Hoyt, published by Lyons & Carnahan, 1958. Form 1. Grade 3-8. Administration time: 90 min. Sub-

test content: word synthesis; beginning sounds; rhyming sounds; word elements; locating the root word; locating elements; syllabication; recognition of reversible words in context; recognition of words in isolation, recognition of words in context.

Durrell Analysis of Reading Difficulty by D.D. Durrell, published by Harcourt, Brace & World, rev. 1955. Form 1. Grade 1-6. Administration time: 30-90 min. Sub-test content: oral reading; silent reading; listening comprehension; naming letters; word recognition and analysis, identifying letters; matching letters; visual memory of words — primary; hearing sounds in words — primary; learning to hear sounds in words; sounds of letters; learning rate; visual memory of words — intermediate; phonic spelling; spelling test; handwriting.

Gates-McKillop Reading Diagnostic Tests by A.I. Gates and A. McKillop, published by Teachers College Press, Columbia University, rev. 1962. Form 2. Grade 2-6. Administration time: 30-60 min. Sub-test content: auditory discrimination, syllabication, oral vocabulary, spelling; auditory blending; recognizing the visual form of sounds, naming lower case letters; naming capital letters, giving letter sounds, recognizing and blending common word parts; phrases — flash presentation; words — flash presentation; words — untimed presentation; mispronunciation; omissions; additions; repetitions.

Although some teachers may find it profitable to administer the whole battery of tests to certain students, much information can also be gained just by using pertinent sub-tests. For instance, a teacher gives an informal reading inventory and finds Mary is having trouble with some of her blends (i.e., *bl*, *sp*, *str*). She may wish to get a more complete picture of Mary's blending problem. She could, therefore, administer sub-tests V and VII from the Gates-McKillop Reading Diagnostic Test and/or sub-test VI from the Bond Balow Hoyt Silent Reading Diagnostic Test to Mary.

Sight Word Lists

These consist of lists of words common to a child's reading vocabulary. One of the most frequently used lists is the Dolch List, comprising from 50 to 60 percent of the running words in the primary grade reading materials. Other lists (see references) are available.

Poor recognition of the sight words on these lists is often, I believe, a major

problem for intermediate children with reading disabilities. Frequently, when the teacher takes time to reteach these words to problem readers, their reading problem is quickly corrected. Perhaps the major cause of these children's not learning their sight work is that the words were introduced too quickly and not enough practice in context was given in the primary grades. The children never learned them accurately.

Given the importance of these words to reading, first grade teachers would be wise to take time in introducing them, and to check and recheck to see if each child knows them well. To determine the extent of a child's sight words, print the words on independent cards and flash them to the child. The child should be able to recognize each of them in half a second.

Importance of Diagnosing a Child's Learning Rate and Modality

When teaching a child new words, the teacher should take into consideration how many new words the child can learn in one session and what is the best way this child will be able to learn the new words. Some children in a class can learn only one word a day, while

others may be able to learn ten or more. It doesn't make much sense to frustrate a child by introducing ten new words in a lesson when he can only handle three words a day. It may take the child 30 or more repetitions to learn each of those words.

The other consideration that should be taken into account when introducing new words to the child is what is the best modality by which the child will learn. Will it be auditory, kinesthetic or visual modality? Often a teacher will stress only one method in teaching word recognition to her class. By doing this, she is causing some reading problems for children in her class who find this method is not their best way of learning to recognize words.

In a class where a heavy auditory procedure is used, a student with a hearing problem will suffer by this method. He may be more successful learning to read by a visual or a kinesthetic approach. The teacher should try to find out what is the best way the children in her class will learn new words and what is the number of words a child can learn successfully in a lesson. (One test that has attempted to find out what might be the best modality for the child is the Mills Test (1964).)

To sum up my discussion, then, diagnostic procedures have a definite place in every classroom. Although time-consuming, they reduce the 'trial and error' and 'hit and miss' that weakens many a reading program. The diagnostic reading teacher inspects her class and attempts to find out each child's reading expectancy, instructional level and skill needs before commencing her classroom reading program. Indeed, I have attempted to present a few of the diagnostic procedures that are available to help the teacher gain this information.

The use of diagnostic procedures does not, however, end with the start of the fall reading program. As students show growth in their reading development, diagnosis will be continually altered and changed throughout the school year. Diagnostic procedures can be viewed as a means of individualizing reading instruction for every child in the classroom. They are not reserved just for poor readers or children with reading disabilities; they enfold the average and superior readers also. They are an essential step giving direction to the teacher's instruction so that each child may develop into the best reader he or she could possibly be. §

Miss Jones . . .

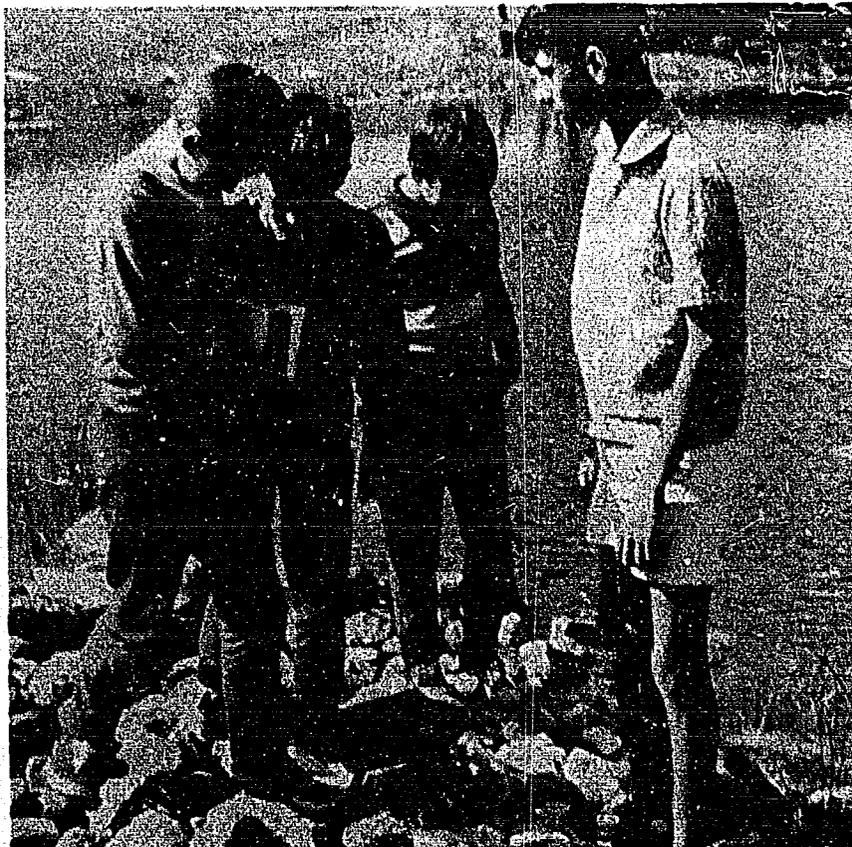
Continued from page 81

into the economics of disposal and recycling. Children should know that environmental quality costs money. A study of the community's sanitation and sewage, from the point of view of costs, is one way of reaching such understandings.

But back to Mark Terry. Regardless of his naivete on many issues, I can do no better than sound this final caution in his words: 'Indoctrination is the educational equivalent of hysterical reaction... To settle for indoctrination in environmental education is to work against environmental quality.'

Children deserve to be prepared for the future, for the decisions of tomorrow, but they don't deserve to have myths of yesterday replaced by the myths of today. They will live in the future.

I think you are right, Miss Jones. Teachers do have responsibilities different from those of the reporters living in today's world and teachers must resist the temptations induced by current social pressures. I'm with you. §



Water habitats may change, as study over time will tell these youngsters.

CAMPBELL RIVER'S EXCITING NEW APPROACHES TO LEARNING DIFFICULTIES

Campbell River is tackling learning difficulties in the elementary schools with a planned, district-wide program based on research and expert opinion.

CLARENCE TIFENDACH

Mr. Tifendach is a special counsellor in School District #72 (Campbell River).

Campbell River School District has exciting new approaches to learning difficulties at the elementary level.

'Exciting' because the approaches are already proving to be effective.

'Exciting' because they show much promise for future improvements.

'New' because learning disabilities are receiving more than the lip service so long paid them by educators across the continent.

What factors provided the impetus for developing our programs?

- A school board and district superintendent with the foresight to recruit both an elementary counsellor and a remedial reading consultant to work with the 3,200 pupils and 130 teachers in our 15 elementary schools, and with the willingness to encourage flexibility and experimentation.
- Teachers and principals with young ideas, flexibility and a commitment to quality education and humanism.
- A steadily expanding body of knowledge about the assessment and remediation of learning disabilities.
- A growing realization by all concerned that the elementary years, particularly the primary years, are crucial for the intervention and action required to overcome barriers to learning at all levels.
- A call for action — in the MacKenzie Report, the CELDIC Report, the Hall-Dennis Report and the Laycock-Findlay Report — in accommodating and treating learning and emotional disorders.

Perceptual Motor Development Stressed

The first plank in the Campbell River program is an emphasis on perceptual motor development. The primary supervisor, the remedial reading consultant and the elementary counsellor are all ardent proponents of this aspect of learning and growth. Intensive efforts have been made to garner useful suggestions from such authorities in the

field as Kephart, Frostig, Cratty, Cleary and Nalett.

The primary supervisor's collection of suggested activities is entitled 'Perceptual Motor Activities with Training Techniques.' The counsellor's pamphlets are 'Development of Eye-Hand-Body Co-ordination' and 'The Relationship between Perceptual Motor Development and Academic Achievement.' (Copies are available for the asking.) The remedial reading consultant administers the Frostig Visual Perception Test to kindergarten and Year One pupils when requested.

The films *Anyone Can* and *Moving is Learning* have been used in in-service programs for the teachers. Both the remedial reading consultant and the counsellor use the WISC Coding Test, WISC Block Designs Test, WPPSI Block Designs Test, the Beery Visual Motor Integration Test and the Frostig Visual Perception Test to assess objectively growth in this area.

Careful Assessments Are Made

The second plank in our program is a careful assessment by the consultant and counsellor of suspected cases of learning disabilities. The test materials we have found to be most useful are the Peabody, WPPSI, WISC, ITPA, Beery, Gilmore, Gates-McGinitie, Wide Range Achievement and Stanford Diagnostic tests. It has been demonstrated many times that this approach does yield a profile of strengths and weaknesses that can serve as a basis for prescriptive remediation in cases of underachievement.

Emphasis is placed on the primary classes because it is here that an ounce of prevention is better than a pound of cure at the intermediate or secondary levels. Where feasible, teachers are encouraged to carry out their own assessments using these standardized instruments. In every case, the consultant and counsellor discuss the test re-

sults with the teacher and help her to plan an appropriate program. And, unfailingly, written reports are carefully prepared and copies shared by home-room teacher, special needs teacher and principal. In addition, follow-up is carried out through program modification to accomplish the best possible remediation and by re-testing, where requested, to measure progress. The following excerpts characterize our approaches.

Henry Lunn says, 'Every teacher should be able to identify and diagnose a learning disability in a child.' He tries to 'direct teachers away from the curriculum to look at children and how they learn.'

Consider this single sentence by O. Weininger:

'There is no argument that the prime concern of the school psychologists, as of other school personnel, is to facilitate learning, and that this may be done in many ways: perhaps by direct intervention with a particularly difficult child, perhaps by pin-pointing for teachers involved with a child his particular learning handicap, perhaps by suggesting various remedial techniques, perhaps by placement in a special class of some sort, perhaps by in-service work with teachers to promote ways of dealing more therapeutically with children which might eliminate many seeming behavioral discrepancies, perhaps by dealing with the parents or entire family of the child involved.'

James Magary says, 'the school psychologist will become increasingly data-oriented and will be especially concerned about fostering cognitive growth of children as perhaps the best

aid to ego-building that an educational institution can offer.' He also says, 'the school psychologist needs instruments which will provide valid psychological correlates of specific areas of educational pathology and tests which will allow him to provide more specific assistance to the classroom teacher in implementing differential educational milieux for different children — in this way providing for individual differences in a way that was not possible formerly.'

McCarthy and McCarthy tell us, 'Clearly, it is desirable to detect children with learning disabilities as early as possible. Not only can subsequent academic failure be avoided or lessened, but remediation should be more readily and permanently accomplished.'

John Whitely states the basis of our approach clearly: 'The effective teacher (or counsellor) is one who responds appropriately to specified factors such as the individual learner's intellectual ability, the organization of his knowledge, and how he thinks.'

Special Needs Teachers Used

Plank 3 of the Campbell River program is the provision of one-to-one assistance to children with special needs, through the use of special needs teachers, teacher aides, parent volunteers, older student tutors and pupil buddies. There are literally dozens of these helpers in action every day in the district.

Thorough diagnosis can provide a basis for prescriptive remediation. However our experience confirms the widely-held contention that the human element is the key factor in the diagnostic-remedial approach to learn-

ing difficulties. It is the simple humanitarian process of one person caring enough for another, on a daily basis, to express that concern by working with him in a learning activity. In Herbert Thelen's words, 'In the helping relationship, knowledge is the currency of interaction. What we are talking about is the humane use of knowledge: for having interactive stimulation, being able to dominate, being able to reach out and make contact with other people through talking about something.'

Teachers Receive Support

Plank 4 of our program is the commitment of the teachers, with the support of the parents and the school board, to a philosophy of humanitarianism and humanism. Every school in our district has its own version of this spirit of humanity.

Brave words these, but what are the characteristics of such a spirit in the classrooms?

- Public kindergartens are now available throughout the district, provided the parents can arrange transportation.
- Continuous progress has replaced lock-step progress. Programs are tailored to the interests, abilities and learning styles of individual children.
- Competitiveness has been de-emphasized.
- Realizing that the problems affecting children suffering from one or another form of deprivation cannot be solved by the schools in isolation from the

CUSO: two years teaching in a developing country in Africa, Asia or the Caribbean.

The requirements: adaptability, creativity, sensitivity. Don't expect all the latest equipment at your fingertips. Do expect the unexpected. Be prepared to work hard — in and out of school.

The rewards: financially very little. In terms of intangibles — job satisfaction, involvement, the cross-cultural experience, the friendships, the memories — tremendous.

The need: quality teachers, experienced preferred, for secondary and post-secondary

positions. Especially maths, science, French and English language, industrial and vocational arts, home economics.

The people: preferably single. Married couples if both have a skill which is needed and are prepared to work. Sorry, families with school-age children cannot be placed.

For more information: contact the CUSO Committee on your nearest university or college campus, or write CUSO Recruitment, 151-1 Staler, Ottawa K1P 5H5



$$A^2 + B^2 = C^2$$

children's homes, our teachers vigorously press for a concerted, multi-faceted attack on the children's 24-hour-a-day environment through sports programs, parent-volunteer teacher-aide programs, parent-teacher discussion groups, PTAs, drug abuse seminars and extracurricular programs in science, art, drama, music and choir.

- In both primary and intermediate grades, letter grades have been replaced by parent-teacher conferences and anecdotal reporting.

- Because most of us agree about the values of intellectual curiosity, a thirst for knowledge and critical-thinking abilities, we try to incorporate these values in our day-to-day lessons, while concomitantly we reduce the time spent on pounding rote information into children's heads.

- Our resource center and individual school libraries go far in providing each teacher with a variety of commercially produced materials; for example, teacher and student references, science kits, high-interest low-vocabulary storybooks, filmstrips, films, transparencies, picture collections, SRA kits, Listen-and-Think kits, Peabody Language Development kits, vocabulary development kits, DLM auditory training kits. In every school there is, as well, closed-circuit ETV, with complete facilities for videotaping television programs for presentation at the teachers' requests.

- The evils of special class segregation and homogeneous grouping have been almost completely eliminated. Our special education students are kept in the mainstream of regular classes as far as possible, because we are acutely aware that there is absolutely no justification for placing either the 'dumb' kids or the 'smart' kids with one teacher for the whole day each day of the entire year. Recent research has produced a veritable flood of results to support our policies in this regard.

The CELDIC Report,⁷ for instance, says, 'A careful review of the literature shows that it is hard to find any data to support academic advantages for special class placement for educable mentally retarded children, numerically the largest special class group.' Later on it says further, 'Segregated groupings should be used very sparingly if at all, and their aim should be to help the child participate in the regular groupings.' and 'Recent reports suggest that special classes have, for most children, failed to fulfil their educational promise. Isolation into a special facility reinforces the child's negative self-image and does little to stimulate his educational progress.'

Dr. Carl Haywood, quoted in the Hall-Dennis Report,⁸ says, 'What psychologists recommend in the way of special teaching procedures differs little, whether the diagnosis is mental retardation, emotional disturbance, or perceptual handicap.' and 'The emphasis is shifting from separate special classes to special teachers helping chil-

dren within their own classrooms; children with learning disorders remain in the regular classes for those class periods in which they are performing near a normal level; for perhaps one or two periods per day they are taken for remedial instruction in their areas of difficulty.'

Recommendation 12 of the Laycock-Findlay Report⁹ is 'That emotionally disturbed children remain in their regular class in school provided that they can receive adequate help in the solving of their problems through the availability of supportive services...'

In the MacKenzie Report¹⁰ we read, 'Exceptional children should be accommodated in the regular school organization with adequate auxiliary services.' 'The continuous growth system removes the need for most of the segregated classes that exist today.' 'Segregation deprives exceptional children of normal models.'

Finally, Hugh McPherson has written, 'The great majority of children requiring some additional educational consideration should have it available to them in their regular classes with their own teachers.'¹¹

Because we in Campbell River are proud of them, I extend a cordial invitation to all who are interested to visit our elementary schools to see our programs in action and, possibly, to learn how to adapt and adopt some of our exciting new approaches to learning difficulties.

References available on request.

PROTECTION!

IS THE NAME OF OUR GAME
EXTENDED FIX IT FREE GUARANTEE ON ALL NEW 1973
GREMLINS — HORNETS — JAVELINS — MATADORS
AND AMBASSADORS
B.C.'S GREATEST AMC & JEEP DEALER
MOUNTVIEW MOTORS LTD.
1600 MARINE DR., NORTH VANCOUVER

Deadline — December 31 Nominations for Honorary Life Membership

HOME PHONE 435-7298
Hours: Mon.-Fri. 9 am-5 pm, Sat. 9 am-1 pm

GETTING ENGAGED?

- A 40% Non-Gimmicked discount on all diamond engagement rings.
- A 25% discount on Name brand watches.
- All jewellery and watch repairs 25% off.

SID HARLING LIMITED

Diamond Importers and Jewellers

Suite 800, 543 Granville St.,
Vancouver 2, B.C.

All out of town mail inquiries quickly answered

Owner: MEL BATTENSBY, B.Ed.
Phone 112-687-1944

SUMMER ACCOMMODATION ADVERTISEMENTS

The best issues for advertising accommodation available or wanted are the March and April issues.

Deadlines for receipt of ad wordings are February 10 and March 10 respectively.

The May-June issue is available, of course, but may be less useful because of its mailing date. The deadline for receipt of ad wording is April 10.

Special discount to BCTF members is 1/3 off regular \$1.50 a line, minimum 3 lines.

Classified

EARLY RETIREMENT — A group of Victoria teachers has formed an investment club. We are currently involved in land development, which promises a high return for your invested money. For more information, please contact immediately Mr. Fritz Karger, 3450 Fulton Road, Victoria, 478-5543.

FRENCH TEACHERS
EQUITER 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.

**Need Lesson Aids?
See Inside Back Cover
for New Listings**

I am dismayed at the extent to which professional training programs have come to be dictated by the universities. And I'm speaking about law, dentistry, engineering, librarianship — not just education.

Professional faculties have proposed longer programs and university senates have approved them. But the need for increased length has seldom been subjected to empirical test and similarly, the effectiveness of longer programs in producing better professionals has seldom, if ever, been demonstrated.

Students, clients and society — without having a chance to influence decisions — have wound up paying both for the increased cost of the longer training period and the increased market price of a professional service.

All of this is not to criticize the universities for getting away with something. Rather it is to point out that several groups, not just professional faculties, have rights and responsibilities in determining the length and type of any professional program.

The layman and the practising professional must be given an effective voice in the matter of preparing teachers and other professionals. And if you think that the voice of laymen is effective on bodies like university senates and, say, the Joint Board of Teacher Education, just sit in on a few meetings and watch the laymen get carved up by the academics.

The following 'theorem' sets out the problem succinctly:

1. Professional training should involve a judicious integration of theoretical and practical activities.

2. Universities, by their very nature, emphasize theoretical considerations and minimize practical considerations.

3. And universities have come to dominate professional training.

4. Therefore, professional training has become increasingly theoretical and decreasingly practical.

Corollary: To achieve an improved integration of theory and practice there must be an improved balance in professional training between the interests of the training institution, the profession and the client — and remember that I'm speaking about all professions — not just teaching.

Let me say in the strongest possible terms that universities should not have control over any profession. Let me also

WHO SHOULD CONTROL THE TRAINING OF PROFESSIONALS ?

JOHN F. ELLIS

state that the evidence is very clear: once a university gains a measure of control over professional preparation, it progressively gains over-riding control. This has been true for dentistry, law, librarianship, engineering, architecture, pharmacy. Giving the university a little bit of control is like being a little bit pregnant.

Universities have an important and valuable contribution to make to the preparation of professionals. But there are many factors that make it extremely difficult for universities to do a good job of professional training — particularly in the practical sphere. They should not be asked — neither should

Dr. Ellis is a professor in SFU's Faculty of Education and a member of the Joint Board of Teacher Education.

they be allowed — to exercise complete control.

Let me repeat. Professional preparation in any field consists of a judicious mixture of theory and practice. The university by tradition, and academics through training emphasize theory. Practising professionals through their everyday activities are practice-oriented. Any approach that minimizes either theory or practice is bound to be wrong. It follows that a university-dominated professional program will likely be distorted in the direction of theory and out of phase with the needs of professionals.

What are some of the reasons why we cannot rely on universities to provide the judicious mixture I have referred to? Here are a few:

- The tradition of the university emphasizes contemplation, analysis, criticism, speculation, suspended judgment. This, of course, stands in contrast with the professional who must do, act, decide. This explains in part why faculty meetings are so interminably long. After going up one side of a problem and down the other, the professor must make a decision. But professors don't like decisions because some decisions will be wrong. In contrast, the professional practitioner must make numerous decisions in the course of a day and some of these are bound to be wrong. The practitioner must learn to live with inadequate information and inevitable mistakes.
- The orientation of the university leads to a curriculum-building process that encourages theoretical courses and actively discourages practical ones. Thus, the practical politics of gaining approval for new courses is this — it is easier to convince an academic senate to approve an intellectually rigorous course that has minimal demonstrated relevance to professional practice than it is to gain approval for a course that has great practical significance but less intellectual rigor.
- The orientation of the university interacts with the reward system of professors. In other words, promotions and salaries are based on theoretical activities. The young academic in a professional faculty comes very quickly to understand the payoff matrix. This is not to say that good teaching and direct involvement in professional activities are discouraged. They are simply not re-

warded. Professional faculties in universities are increasingly staffed by professors who either have never practised the profession or who tried it and didn't like it or who weren't very good at it or who were once very good but are now out of touch.

- The university's emphasis on theory is in part based on the widely held but erroneous belief of professors that 'head' knowledge translates automatically into action. As we all should realize, there is a vast gulf between knowing about something and being able to do it. University teaching typically fails to provide an opportunity for connecting general principles to specific instances. Of course, the better professors try to do this by giving examples and illustrations, but these are only poor substitutes for direct experience and application.

It is an elementary pedagogical fact of life that a student cannot master a concept or generalization without connecting it to specifics. Since the obvious place to make these connections is in experience and since the university appears to place secondary importance on experience or practice, it follows that much of the theoretical material studied by the pre-professional is forgotten and the effort is wasted.

Accordingly, it is very difficult to believe that the lengthening of pre-service studies through the addition of increasing years of theoretical courses will produce a more effectively functioning professional.

- The university emphasis on theory, coupled with its internal reward system, leads inevitably to increasing specialization. Not that specialized knowledge is a bad thing, of course. But there are

a number of undesirable side effects on professions of over-specialized professors. The specialized professor is frequently unable to relate his speciality to the needs of the future professional who wishes to undertake a general practice. Perhaps you have seen students, as I have, who have become so overwhelmed by specialized orientations that they find themselves unable to cope in a generalist environment. The fact is that most new professionals in all fields are not going to find employment opportunities if their preparation is narrowly specialized.

But there is another and less direct effect of a specialized faculty. Clark Kerr once said that he could get a pretty good estimate of the numbers of faculty in an institution by adding up the courses and dividing by two. A course is to a professor as a blanket is to Charlie Brown's friend — security. The ultimate attainment of a professor is to gain approval for a course that only he can teach and then to have his course made mandatory for all students. This phenomenon of *Academe* explains in part why curriculum development in universities is less than a precise art. It also helps to explain why programs get longer — never shorter.

- One final comment about the consequences for professions of the university's theoretical orientation. The student who excels in theoretical studies will not necessarily excel as a practising professional. In fact, the high verbal ability required for theoretical studies is only one of a variety of human abilities required in varying degrees by the several professions. Admission to a medical faculty purely on the basis of marks — as is the case in Edmonton

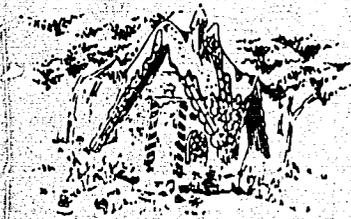
— seems to ignore the possibility that physicians deal with human problems — not abstract symbols.

Incidentally, a professor of medicine in Quebec has proposed a new basis for admitting candidates to medical faculties. He would send all prospective doctors to a hospital and have them rub backs, empty pots, scrub floors and so forth. This, he feels, would give the student a means of determining whether he liked caring for sick people. Then the professor would collect ratings on the student from orderlies, nurses, aides and patients. On the basis of these recommendations, rather than the recommendation of the professor of physical chemistry, the student would be admitted to the faculty. But of course that proposal is not academically respectable!

The question we addressed at the outset was — who should control the training of professionals? The obvious answer is that control and responsibility should be shared among those who are involved with and affected by the program. For teaching, this means teachers, trustees, parents, students and professors. Accordingly:

- Professors will have to be less defensive, more humble and more ready to share responsibility.
- Teachers will have to be less carping in their criticisms, more precise in their suggestions, and more forceful and better reasoned in the roles they share with professors.
- Trustees, parents and students will have to be less passive in their roles as employers and clients and more insistent on quality and competence.

All of this will make for a less comfortable but a more productive process. §



Hansel & Gretel

Candy Co. Ltd.
1685 W. 5th Avenue,
Vancouver 9, B.C.
604-736-0341

Attention: We have no agents representing
Hansel & Gretel Candy Co. Ltd.
You deal directly with the factory.
Made in B.C. with B.C. labour. Fresh daily.

Do you have
A fund raising project?

Did you know
That Hansel & Gretel Candy Co. has 4 delicious fund-raising candies to help you make money?

Did you know
Our fund-raising candies will be shipped to you freight prepaid; no money required with order?

Did you know
We will allow full credit on unsold candy, making it a no-risk project?

Did you know
That we make peppermint patties, Park-Lane creamy buttermints, Del's party mints, Hansel & Gretel peanut brittle — and peanut brittle outsells all other fund-raising candies combined?

Did you know
That **Special Discounts** are available on orders of 50 doz. and up?
Be first in your area.

Please mail coupon for detailed information.

Name.....

Address.....

City..... Tel.....

Name of Group.....



FIRST OF ALL...

it warms the cockles of this old ticker to know that at least some of you out there have been reading this page in recent issues, and have gone to the trouble of writing away for some of the free materials listed. I feel vindicated to the extent that classroom teachers are very much aware of the need for this kind of supplementary aid beyond the textbook.

THE FLY IN THE OINTMENT...

is the extreme uncertainty of actually obtaining the material you sent for. A common reply is that 'we are out of stock,' or that 'this material is no longer being issued' and variations thereof. Of course, you are often rewarded with other materials just published or similar to what you wanted; in fact, the whole enterprise is something of a sporting gamble.

ELSEWHERE...

in this issue and on this page there are a few corrections you should note to save yourself some postage and/or frustration.

QUICK DEFINITION OF INFLATION...

I used to live in a low-cost home but now I am in a high-price home; and I haven't even moved!—C.D. Nelson

DEPARTMENT OF UTTER
CONFUSION (FREEBIE DIVISION)

Here are two corrections I must make to the list of free materials in the September-October issue:

Atlas of Canada West Coast Fisheries (map), published by the Dept. of Mines & Technical Surveys, Ottawa. We are informed that this map is *not* free, but costs 30c to teachers; it is 15 years old; supplies are running out. However, two new maps are due this month, and we will repeat their details (correctly).

The Fossil and the Flame (filmstrip), published by Trans-Canada Pipe Lines, Toronto. Audio-visual materials from this company are designed and intended for teachers and schools along the route of the TCPL from the Alberta-Saskatchewan border to Montreal. Not B.C. We live on the wrong side of the mountains, I guess. Sorry.

TWO MORE FREEBIES:

J.P. Romaine, Social Studies Department of Enderby Junior Secondary School, writes to tell us of these free materials:

1. A wall chart and filmstrip produced by the South African government; said to be very misleading but excellent for a 'unit of propaganda.' Order from Audio-Visual Associates, 805 Smith St., Baldwin, N.Y. 11510.

2. A filmstrip on Saudi Arabia, containing good material and some company emphasis. Order from T.O. Phillips, Manager, Public Relations Dept., Arabian American Oil Co., 1345 Avenue of the Americas, New York, N.Y. 10019.

ALSO:

Photography Handbook; an illustrated pamphlet designed to outline the main elements of photography. It is crammed with useful information about cameras, films, picture composition, and makes a valuable reference tool. It is free from the Ontario Educational Communications Authority, Canada Square, 2180 Yonge St., Toronto 295, Ontario.

AND ONE COST ITEM:

The Canadian Conservationist, an environmental quarterly on the lines of *Wildlife Review*, but more elaborate. Extremely effective for ecology units. Order from Eco Media Ltd., P.O. Box 3060, Vancouver 3, B.C. Costs \$4.00 a year or 75c a copy.

DRAMA

Tyrone Guthrie on Acting A Studio Handbook. Studio Vista, London (Can. Agt. Macmillan of Canada). Date and price not given

This is one of an outstanding series of books on the theater published by this firm

SPEARPOINT: "TEACHER" IN AMERICA

by Sylvia Ashton-Warner

The publication in 1963 of Sylvia Ashton-Warner's now classic *Teacher* gave rise to a whole new literature of teaching, and it has profoundly influenced the education of small children around the world. In her first book about the classroom since *Teacher*, the author looks for the first time at American children in an American school. "This exciting and provocative book is her chronicle of that experience."

— Publishers Weekly \$6.95

An Alfred A. Knopf book distributed by
RANDOM HOUSE OF CANADA LIMITED

under the collective heading of 'Studio Handbooks.'

The late Sir Tyrone Guthrie, one of the great figures of 20th century theater, provides in this book a controversial, inspiring and challenging document. 'Acting as a calling somewhere between factory-work and prostitution is in demand as never before. Acting as a serious profession is in grave danger of extinction.' Sir Tyrone Guthrie's book on Acting argues the case for a serious professional approach to theater — 'for this is its only hope of survival.'

Sir Tyrone analyzes the relation between student and teacher as well as methods of teaching, coming down heavily on those professors of 'Dramah' who would ignore the fact that plays were written to be performed.

This book contains chapters on Acting, Teaching and Learning, The Actor and Director and a final chapter entitled Looking Ahead. There are also 32 pages of superb photographs.

If you could select only one theater book for your library or personal bookshelf, this is the one. You will have enough to think about for years to come. Certainly every student and every college professor connected with the Arts should read and inwardly digest. Sir Tyrone tears us all apart. He was well qualified to do so. He belonged to no group or club. He was only the servant to, and the supreme master of, man's oldest form of creativity and self-expression — the theater.

As you may have gathered by now, this book is really worth buying, even if it takes your last dollar!—]. Getgood

Drama Canada, Trends in Drama in Education during the past 25 years.
Comp. by Esmé Crampton. Guidance Centre, College of Education, U. of Toronto, 1972. Paperbound, \$1.50

There seems to have developed an Inner Establishment giving much effort and lip-service to the cause of drama in education. If you happen to be one of those people who regularly turn up at workshops, annual conferences, seminars and other such gatherings, you get to know many of the names that seem to appear with almost monoton-

ous regularity.

The focus at such gatherings is often the 'keynote address' that is either slightly inspiring or more often, boring because it is so far removed from the bitter realities experienced by teachers actually working in the classroom, facing the ignorance and frustration of the dramatically non-converted who seem to occupy most positions of responsibility these days.

This booklet, at \$1.50, seems to be no more than a collection of such keynote addresses; full of clichés and pats on-the-back. In no way does it truly reflect the trends in drama in education during the past 25 years. If it does, drama in education is in a sorry state, for we cannot afford to wait a quarter of a century for so little real result.

I am not familiar in detail with what has happened in other provinces, but I have quite a good idea of what is going on in B.C. To illustrate my admittedly scathing point, B.C. is represented in this booklet only by a short article on 'Playhouse Holiday,' by Margaret Rushton, with the emphasis on Vancouver. Dear Misier Author — what about the work of Tom Kerr in Kamloops, what about the work of T. Gil Bunch, what about the struggles of Bastion Theatre and the late lamented Victoria Fair, not to mention a host of other teachers all over the province who have worked for years to establish good theater in education that respects STANDARDS and DISCIPLINES?

This booklet cannot be recommended under its present title of *Drama Canada*. Mr. Esmé Crampton of the College of Education, University of Toronto, has just not done his homework!—John Getgood

EDUCATION

A Future of Choices, a Choice of Futures. Prepared by Commission on Educational Planning. Queen's Printer for the Province of Alberta, 1972. Paper

The word is going around, 'Have you read the Worth Report?' What is the Worth Report? It's the latest 'in' thing in Canadian education. It's the report of a Royal Commission in Alberta, which began work in

1969. The introduction (only) is signed by Commissioner Walter H. Worth. The Commission undertook research studies, public involvement submissions and programs, and corrective projects studying in depth different levels of schooling.

What is the Worth Report like? To begin with, it's big; it's an ambitious, hopeful document of 325 large pages.

Remember *Involvement*? It had only 143 pages (with all those photographs). *Living and Learning* (Ontario) has only 221 pages (with all those photographs).

There are photographs in *Future of Choices*, too, but they are not used for their representational value. Photographs and drawings in many colors and combinations have the non-representational quality of abstract art.

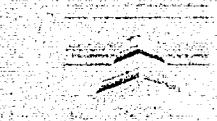
The whole report is a mind-blowing experience. There are no recommendations, no blueprints, just choices and possibilities and a continuous needling to think.

The first section makes sociological forecasts about life in Alberta to about 2000 A.D. It ends with a clear choice in favor of a person-centered society. Although, of course, Albertans may choose instead a second-phase industrial society where human needs and wants rate lower than the needs of the industrial system. To achieve a person-centered society, four basic ideals are offered: futures-perspective, lifelong learning, participatory planning, autonomous individuals.

The central part of the report is more detailed; it suggests four levels of education, with general goals and specific functions for each. There are debatable proposals — such as televised learning (for the youngest), ACCESS (Alberta Communications Centre for Educational Systems and Services) instead of more colleges (for the young), a decentralized Alberta Academy (for the not-so-young). Much reorganization of functions and responsibilities of local and governing boards goes along with these proposals, under not one, but two, Departments of Education.

Of interest to all teachers is the section on the process of learning. We may choose institutional, membership or autonomous operations. (Permanent teaching certificates, incidentally, would disappear.) Canadian studies, environmental education, ex-

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.

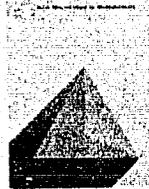
The student texts provide *readiness in depth*, the effective *multiple methods approach*, *dual track story problems*, as well as *enrichment and reinforcement*



through non-core lesson material, exploration sections and extra exercises (3-6).

The thorough and convenient *teacher's editions* incorporate the student texts. In addition, NDM provides enrichment *workbooks* (3-6) and *duplicating masters* for review. The NDM programme is supplemented by *readiness books*, the exciting *readiness lab* and extensive *activity card sets*.

The great thing about NDM in B.C. is that it doesn't just leave the teacher stranded with the



texts. *Dr. Gail Spillar* of the Faculty of Education at U.B.C. is supervising a network of *in-service support*. She 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.

In addition, *workshop tapscripts* are available for free along with a tremendously useful overview of the whole package, called *Using the total programme*.

"Doesn't just leave the teacher stranded with the texts!"



Fitzhenry & Whiteside Limited
Meeting the needs of British Columbia students

MR. CAMPBELL MILLAR
British Columbia Manager
14591 - 88th Avenue,
Surrey, B.C.
(604) 687-1913

ternal examinations, voucher systems, all are discussed. Cost is not overlooked. Libraries have become 'learning resource units' used by both school and community.

The book is almost impossible to skim, and rather difficult to follow, all the headings being in the same type face. Page design is striking.

The prose is dense and quotable: 'The content of education should be like the content of a watermelon — crisp, succulent and plentiful, with an easy but challenging difference between the seeds and the watery pulp. Gulp the pulp if you must; discard the rind; but consider the seeds carefully — they are the meaning of the melon. Some of the content is more important than other content. The pulp of the melon is very tasty and factual, but it is also perishable and without much food value... The seeds, on the other hand, are worth thinking about. They pose a problem... The first stage of the problem is relatively simple: the seeds must be picked out... The second stage is to decide which will be discarded and which will be planted. Seeds are like concepts — we can cultivate only so many and they should be well-chosen.'

This book belongs in every school. If you don't have time to read all of it, read the introductory paragraph and 'perspective' of each of the seven main sections.

Most of the ideas apply well beyond Alberta. However, its chief importance to Canadian education is the urgent emphasis on choices everyone must make now, to control future choices.—Grace E. Funk

REFERENCE

Current World Leaders Almanac: Marshall R. Craishaw, Ed. *Almanac of Current World Leaders*, P.O. Box 2238, Pasadena, Calif. 91105; 3x/yr. \$7.50 annually

Here is a social studies and library reference that is new to me. I saw a reference to it in *Periodicals for School Libraries*, published by R. R. Bowker Co., and as it was highly recommended, I put it on this year's periodical list for my own library.

The *Almanac* is everything it was said to be — perhaps the only single reference source that gives current information on leaders of the governments of every country in the world from Afghanistan to Zambia, plus full lists of members and other pertinent information on world organizations and alliances from the League of Arab States to the Western European Union, plus a complete list, with addresses, of all foreign embassies in Washington, D.C., plus a full list of U.S. foreign service posts overseas.

A typical listing in the main portion of the magazine gives the following information: Name of country, its capital city or seat of government, all international organizations, such as UN, NATO, OECD, etc., to which it belongs; names of the head of state and/or government and all other important government posts, date of founding of current government or state (so useful in keeping track of the latest African nation!). The listing for Canada includes the name of the sovereign, governor general, prime minister, all the cabinet ministers, all the deputy ministers, our UN representative and our ambassador to the U.S.A. Truly a mine of information for all libraries.—C.D. Nelson

DECEMBER 1972

CANADIAN LITERATURE

Canadian Writers Series:

Leonard Cohen, by Michael Ondaatje;
Earle Birney, by Richard Robillard;
Northrop Frye, by Ronald Bates;
Stephen Leacock, by Robertson Davies;
Malcolm Lowry, by William H. New;
Hugh MacLennan, by Alec Lucas;
James Reaney, by Ross G. Woodman;
Mordecai Richler, by George Woodcock.
McClelland & Stewart, c1970, 1971.
Paperback. 95c ea.

These eight titles form a subseries in the publishers' New Canadian Library, an outstanding and inexpensive series of Canadian literature paperbacks already well known to most teachers and librarians. As will be apparent, these new titles deal with novelists, poets, essayists and critics. Several of them are by other established Canadian writers.

Although these are thin (64 pages is the average), they are full of the kind of information that senior students will find useful in their often vain search for background material on Can Lit. The treatment varies with the writer under study; *Birney*, for example, being a prolific, evolving author who writes in many forms, is largely considered in light of his earlier works (see the long analysis of his famous 'David'); biographical details are sometimes quite full, as in *Leacock*, and in others are barely sketched. The intent throughout is critical evaluation, and in this the series succeeds brilliantly.

Much of the material is otherwise impossible to obtain, the *Oxford Companion to Canadian History & Literature* notwithstanding, unless you have access to a lot of highbrow/scholarly journals. My advice is buy these, treasure them, and add the other titles in the series as they appear. Above all, use them!—C.D. Nelson

MATERIALS 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)

BOOKS

CRATTY, BRYANT J.

Active learning: games to enhance academic abilities. Englewood Cliffs, N.J., Prentice-Hall, 1971. 157p.

DECHANT, EMERALD V.

Improving the teaching of reading. Englewood Cliffs, N.J., Prentice-Hall, 1970. 663p.

HILLSON, MAURIE

Continuous-progress education. Palo Alto, California, Science Research Associates, 1971. 379p.

HORN, GEORGE F.

Experiencing art in the elementary school. Dallas, Henrick-Long Pub. Co., 1971. 240p.

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION

Putting words and pictures about schools into print. Washington, 1971. 64p.

SINGER, ROBERT N.

Physical Education: an interdisciplinary approach. New York, Macmillan, 1972. 376p.

REICHMANN, EBERHARD

The teaching of German: problems and methods. Philadelphia, National Carl Schurz Association, 1970. 507p.

WILLS, FRANZ HERMANN

Fundamentals of layout for newspaper and magazine advertising, for page design and publications and for brochures. New York, Dover Publications, 1971. 124p.

VIDEOTAPES

CREATIVE DANCE IN THE ELEMENTARY SCHOOL

Produced by J. Ascough, Surrey, B.C. 1972

Sony ½" (AV3600 series) 45 min.

Demonstration lesson in creative dance given at the Free to Move Conference, UBC, June 7-9, 1972.

UNLOCKING THE CODE

Produced by Phyllis Mitchell, Victoria, B.C., 1972.

Sony ½" (AV3600 series) 40 min.

An approach to teaching language arts through understanding of communication and linguistic patterns.

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

RESPONSIBILITY HAS BEEN RESTORED

J. V. SMEDLEY

The election of a new government and the enactment of its legislative program in the short session this fall has managed to create instant enthusiasm and a degree of optimism in education. The Minister of Education has promised a complete review of the method of financing education in B.C. and has undertaken to carefully consider the role the public and its representatives will play in determining the future course of our schools.

School trustees find themselves generally in sympathy with the views expressed by the government and in particular look forward to contributing to the Minister's Commission to review the education system in its entirety.

I don't want to be negative, in the midst of this optimism, however, I would like to sound a cautionary note, for already rumblings are being heard from around the province about the possible implications for the citizen and taxpayer of the renewed vigor in education. For example, the *Sidney Review* stated editorially, 'What of the poor taxpayer? When trustees are next up for election, he'd better make sure that those he chooses will at least give passing concern to his tax load, for the provincial government has indicated that they won't.'

And the *Delta Optimist* said, 'We hope that Mr. Smedley is justified in his faith

that school boards and teachers won't embark on a drive for more money. Mrs. Dailly may now be regarded as the benefactor of trustees and teachers, but taxpayers are taking a wait and see approach to this delicate situation.'

And again, in the *Prince George Citizen*, 'The fact remains however, that whether the money for education comes from property owners or from general revenue, the people of British Columbia will be forced to pay more for education. It is up to Mrs. Dailly and the school boards to convince the people that they will get their money's worth.'

It may have seemed in the first flush of excitement that the financial problems of school districts have been solved by the government's action of removing the limitations on budgeting from Section 197 of the Public Schools Act. A moment's reflection, however, reveals that the financial responsibility has been restored to the school board. It is now entirely up to the people elected to determine the level of expenditure. There is no longer anyone to blame. The main change is that trustee accountability is measured by different means and at a different time. If the people in the community are not convinced that educational expenditures are justified, they need not defeat a referendum, but will simply elect school board members who run on a tax-cut platform.

Rather than lessen the need for all involved with education to relate to the public, these changes have increased

the absolute necessity for the schools to establish a rapport with the community. The attitude of school board members and the teaching profession to the public and the reaction of the public to our activities in the next few months, is a matter of more than passing concern.

It has been my experience that there will always be people around who are prepared to say that education is too expensive. We must make sure that when this is said the electorate do not believe it.

It would be nice to think that the election of the new government was a direct result of the people's rejection of the previous government's education finance policies, but in reality we must recognize that it is not so. Remember that when the limitations on education spending were introduced by the former government, the complaints did not come from outraged citizens and taxpayers, but from those of us who are directly involved.

I am, I suppose, appealing directly to everyone connected with education to keep cool heads and not attempt too quickly to grasp for all the nice things we would like to have for our schools. Let us carefully consider improvements that we can justify, and make very sure that the public believes and accepts our justification.

Believe it or not, whatever the philosophy of the government in power, it is the public's perception of priorities that in the long run will prevail. §

The first contributor to our new Comment page, Mr. Smedley is the president of the B.C. School Trustees Association.



TYPOGRAPHERS DESIGNERS PRINTERS
EVERGREEN PRESS BOOKBINDERS DESIGNERS
325-2231 EVERGREEN PRESS PRINTERS LITHOGRAPHERS
TYPOGRAPHERS LITHOGRAPHERS PRINTERS
BOOKBINDERS EVERGREEN PRESS
PRINTERS 682-7722 LITHOGRAPHERS
EVERGREEN PRESS BOOKBINDERS 325-2231
DESIGNERS LITHOGRAPHERS
TYPOGRAPHERS EVERGREEN PRESS
325-2231 PRINTERS BOOKBINDERS
LITHOGRAPHERS EVERGREEN PRESS 682-7722
325-2231 EVERGREEN PRESS DESIGNERS
PRINTERS BOOKBINDERS 682-7722
EVERGREEN PRESS 682-7722 PRINTERS LITHOGRAPHERS

NEW LESSON AIDS

The following six units are laminated, self-checking jigsaw puzzles designed to give practice in arithmetic fundamentals. They are based on an idea submitted by Sheila Page.

- 8422 Hippopotamus Puzzle, 2 p. 60¢. Addition.
- 8423 Fish Puzzle, 2 p. 60¢. Subtraction.
- 8424 Snake Puzzle, 2 p. 60¢. Multiplication tables 2 to 5.
- 8425 Butterfly Puzzle, 2 p. 60¢. Division by 2 to 5.
- 8426 Frog Puzzle, 2 p. 60¢. Multiplication tables 6 to 9.
- 8427 Duck Puzzle, 2 p. 60¢. Division by 6 to 9.

The six units listed below are produced by the Vancouver Environment Education Project (commonly called VEEP). They are all designed for use with intermediate students on day trips, although some of them can easily be adapted for resident camp programs. They fall into three categories: Beach Studies, Bush Studies and Urban Studies.

- 9506 **There's Dirt in the Forest**, looks at forest soils. 55¢
- 9507 **Creeks**, is a guide for studying streams, creeks, etc. 90¢
- 9509 **Forest Appreciation**, is designed to develop appreciation and sensitivity to woodland areas. 85¢
- 9508 **Between Vancouver Tides**, studies the marine intertidal zone. 90¢
- 9218 **Neighbourhoods**, gives some interdisciplinary activities that can be carried out in the urban community near your school. 90¢
- 9219 **Shopping Centres**, lists interdisciplinary activities useful for investigating shopping centers. 85¢
- 9054 **THE NATURE OF LANGUAGE** by Phyllis Mitchell, 5 p. 12¢. Four theories about the nature of language to help increase the students' conscious appreciation of their own language. Accompanied by suggested approaches to teaching the theories.

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

105 - 2235 Burrard Street
Vancouver, B.C. V6J 1K8

Canada Post
Postes Canada
Third Troisième
class classe
PERMIT No 2035
VANCOUVER

RETURN REQUESTED—THE B.C. TEACHER, 105 - 2235 BURRARD ST., VANCOUVER 180, B.C.

INTEREST BONUS 7 3/4%

All investments received
during January 1973 — up to and including January 31, 1973,
will earn interest from January 1, 1973.

Take advantage of this offer . . .

JOIN — INVEST — EARN

B.C.T.F.

CO-OPERATIVE ASSOCIATION

4 offices to serve you —

VANCOUVER
#206 - 2235 Burrard Street
738-7741

KELOWNA
#201 - 1135 Sutherland Avenue
763-4916

VICTORIA
3491 Saanich Road
385-3393

NANAIMO
#3 - 87 Wallace Street
753-3402