

THE BOY TEACHER / JANUARY 1973
VOLUME 52 NUMBER 4



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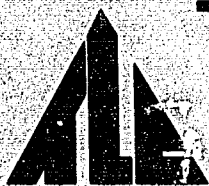
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WORKSHOP ON BEHAVIOUR MODIFICATION IN TEACHING.

WESTCOAST WILDERNESS ADVENTURE in conjunction with Community Planning and Strathcona Park Outdoor Education Centre.

CLASSROOM DISCUSSION TECHNIQUES AND AFFECTIVE TECHNIQUES IN LEARNING — Jane Williamson, Pacific Lutheran University.

For further information and to have your name included on the Education Extension mailing list contact Education Extension, Centre for Continuing Education, University of British Columbia, Vancouver 8, B.C. 228-2181, local 220.

BCTF SUMMER COURSES 1973

The BCTF through its Division of Professional Development is committed to a continuing education program for teachers which is based on a growth and development perspective.

For the summer of 1973 the following courses are in the planning stages and will be offered in selected centers as indicated.

1. *All About Learning (Basic and Advanced)* — 3 weeks (Emphasis on children with learning problems and special needs.)
July 5-26 — Jericho Hill School, Vancouver.

2. *All About Learning (Basic and Advanced)* — 3 weeks
July 5-25 — Langley

3. *All About Learning (Senior)* — 1 week
August — Porticton

4. *The Kindergarten Approach to Learning* — 3 weeks
July 5-25 — Langley; August — Prince George

5. *Learning in the Small Groups* — 1 week
August — Vancouver

Other courses being contemplated include:

1. *The 'Classroom Meeting' based on Glasser's Techniques* — 1 week

2. *Techniques in Counselling for Elementary Teachers* — 1 week

3. *Elements of Behavior Modification* — 1 week

4. *Design of Locally Developed Courses* — 1 week

5. *Organizing and Teaching the Research Study Skills in Elementary School* — 1 week

6. *Educational Resources Systems* — 2 weeks

7. *Courses in Methodology - Teaching Strategies for New Curriculum.*

All courses listed below will be offered in locations around the province - on request. Each will be one week in length.

a) *Social Studies - Elementary*

- Primary

- Intermediate

b) *Physical Education - Elementary - Movement - Dance - Gymnastics - Outdoor Activities.*

c) *Mathematics - Elementary and Secondary*

d) *Writing 11 - Journalism.*

GENERAL INFORMATION

FEES:

It is BCTF policy that summer courses be self-supporting financially. Fees are therefore charged as follows:

\$ 50 — 1 week (25 hours min.)

\$ 80 — 2 weeks (50 hours min.)

\$100 — 3 weeks (75 hours min.)

Fees cover all expenses of resource people, facilities, coffee, advertising, administration, etc.

REGISTRATION LIMITS:

Enrollment for all courses is limited. Registrations are accepted on a first-come, first-served basis.

FURTHER INFORMATION

For further information on courses teachers are requested to write or phone the BCTF Division of Professional Development (731-8121).

DO YOU WANT A COURSE IN YOUR DISTRICT?

If you would like a course in your district, please write and provide us with some detail: e.g., topic, form of course preferred, instructors preferred, etc.

BRITISH COLUMBIA TEACHERS' FEDERATION

105 - 2235 Burrard Street, Vancouver 180, B.C.
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THE BC TEACHER

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COVER PICTURE

Yet another in our series of pictures of children in the early years of school. Photo courtesy of the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

Pp.106-111, 113 — from BCTF files; p.112 — Don Ryan; pp.118, 119, 121 — Marlo Keddie; pp.123-125 — supplied by author.

From our readers

Two Views of the World

Sir,

Two letters in the November issue — one by R. P. Legge, the other (in reply) by C. D. Nelson — together illustrate beautifully the kind of social environment in which we teachers are operating; for they show (inadvertently, I believe) the very essence of dialectics, a subject foreign to most of us.

Mr. Legge very ably examines, objectively, available sources of teaching materials with careful regard to those carrying adverse influences for the brotherhood of man. Mr. Nelson, on the other hand, examines, idealistically, similar materials with less regard to effects on principles of co-existence. One argues new approaches in the use of materials; the other defends old approaches, and chooses to let 'confidence' in teachers take care of the rest. I wager such confidence remains largely in concepts gained by years of formal 'education'; Mr. Nelson himself showing excellent form.

Obviously, Mr. Legge is thinking of a world that is; Mr. Nelson is thinking of a world that was. More than any previous period in history, man today is striving desperately for universal brotherhood of his kind. His only barriers remain 'profit-hungry giants of industry,' reactionary and indifferent government-agencies, and social 'cliff-hangers.' Teachers — vanguard of new trends in thought — must free themselves of old concepts forever; and become deeply conscious of their responsibilities in a world that is....

Appreciation of the 'whole,' instead of just a part (most often reluctant to change), is the theme of Mr. Legge's thinking for students. It carries a lot of merit we teachers must still learn to understand; for no way, except by sheer fortune, would it come to us through our training!

Richmond

Ivor J. Mills

Concern for Ecosystem

Sir,

If the Peace Action League were 'dismayed' by the suggestion of your New Books editor that teachers expose our young people to the glossy and subtle advertising of the multinational cor-

porations, I was shocked at the suggestion in his letter (November issue) that we condone the making of shotgun shells for hunters, presumably to kill or maim our precious wildlife.

Should our science teachers, then, refrain from telling the students about the species which have already been wiped out by man, others on the verge of extinction, and the deleterious effects on our own environment caused by their disappearance?

Mr. Nelson should have defined his use of the term 'standard of living.' Does he mean the greedy, tasteless over-consumption of our Western civilization? The depletion of our non-renewable resources? The poisons and pollution in our ecosystem?

I suggest that Mr. Nelson read, for his own edification, and review, for the teachers of the next generation, some different books — books that expose some of the things these corporations are doing to the world in which our young people will have to live — or die. A few of these are:

Barry Weisberg, *Beyond Repair*. Beacon Press, 1971.

James Ridgeway, *The Politics of Ecology*. Dutton, 1971.

Barry Commoner, *The Closing Circle*. Knopf, 1971.

Roger Rapoport, *The Great American Bomb Machine*, Dutton, 1971.

Vancouver

Dorothy Dyson

Mr. Legge's Rebuttal

Sir,

The Vancouver Peace Action League were dismayed at Mr. C.D. Nelson's recommendations of the free 'glossy and subtle advertising of the multinational corporations,' not, as Mr. Nelson said in his letter (November issue), the obtaining of free materials.

However, we would like to point out that 'free' material is seldom free. Someone pays for it, in advertising costs added to the product, or in hidden and more destructive ways as loss of forests,

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.

clean water, clean air, pure food, etc. As Dr. S.P.R. Charter of California says, 'We are paying much more than we realize, in principal, not interest.'

We are shocked at Mr. Nelson's suggestion that we naturally accept the 'making of shotgun shells for hunters.' We strongly oppose the wanton killing of our wildlife — especially for sport, and we hope that children will learn to hunt with a camera instead of a gun, and with sympathetic curiosity.

As for Mr. Nelson's 'bet' that 'both General Motors and General Electric have done more to improve our standard of living with their cars and appliances than any other two companies,' we find it quite incredible that anyone with the responsibility of recommending reading which may influence our young people would make such a statement. Hasn't he heard of *Limits to Growth*, the Club of Rome's recent study on the Predicament of Mankind? It can be bought for \$1.25. Or of 'Blueprint for Survival,' published in the January issue of *Ecology*? These are the sorts of material he should be looking up and recommending for the enlightenment of his teachers.

Mr. Nelson doesn't need to look far to find the 'bias' of PAL. It's no secret. Our bias is for peace and survival — not only for ourselves, but for the people of Southeast Asia and all the peoples of the world.

Vancouver

R.P. Legge

Do You Teach Latin?

Sir,

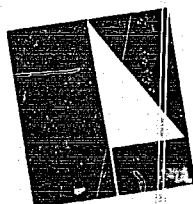
The B.C. Association of Teachers of Classics is engaged in preparing a pilot course in Classics with a view to revising the secondary school Latin program. To assist us in this project, we would like to receive suggestions from teachers. Any suggestions for up-grading the present courses and materials would be most welcome. We are particularly interested in knowing of texts and methods that have proved successful elsewhere than in B.C.

Interested teachers are invited to send their communications to F. W. Robinson, #605 — 2151 West 39th Avenue, Vancouver 13 or to me at 3944 Braefoot Road, Victoria.

Victoria

W. A. Huggett

The B.C. TEACHER



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PHYSICAL EDUCATION IN ENGLAND AND SCANDINAVIA — SUMMER 1973

The Physical Education Department, Faculty of Education
and the Centre for Continuing Education announce a third
educational travel course to Europe.

The purpose of this educational travel program to England,
Sweden and Norway is to introduce Canadian teachers to
recent advancements in physical education in England. The
course will be of interest to elementary and secondary
teachers and supervisors and professional persons in the
related fields. The course of studies will focus on outdoor
activities, orienteering, dance, games, aquatics methodology
and curriculum development, and will consist of lectures and
seminars located in institutional settings, practical fieldwork,
observation and school visitations.

Course leaders and instructors will be Mr. John Parry and
Miss Ann Anthony, Department of Physical Education, Faculty
of Education, UBC. Mr. Parry has participated in two previous
UBC courses in Europe and both he and Miss Anthony are
closely familiar with developments in the United Kingdom.

Course dates are July 2 to August 1 (tentative) with 2-3 weeks
free time. The cost will be between \$950 - \$975 (tentative)
— including return air fare, accommodation and meals, some
ground transportation arrangements and tuition or audit fee.
The course may be audited or eligible candidates may register
for credit.

Enrollment is limited to 40. A \$100 deposit is required to
reserve a space. To register or for further information contact
Education Extension Programs, Centre for Continuing Edu-
cation, University of British Columbia, Vancouver 8, B.C.



Centre for Continuing Education,
University of British Columbia



Look to the Future says our General Secretary

K. M. AITCHISON

On July 31 Charlie Ovans will retire after 31 years as a BCTF staff officer, the last 28 of them as General Secretary.

Charlie has been the Dean of General Secretaries in Canada, and his advice has been sought by teachers' organizations from coast to coast.

He acquired an international reputation in 1964, when he was asked by the International Labor Organization to work for six months in Geneva on the draft of a document on the status of

teachers. The document was later adopted by an inter-governmental conference held under the auspices of UNESCO, and has become known as the teachers' Magna Charta.

Knowing our readers would be interested in Charlie's comments as he prepares to leave the profession, I cornered him one day with a tape recorder. Here is our conversation, with my questions in italics.

What first attracted you to teaching?

Two things. One was the encouragement of my teachers. I belonged to the generation when teaching and scholarship were associated. If a pupil showed good scholarship, his teachers often advised him to go into teaching. I was told many times that I should become a teacher.

The second factor was poverty. I came from a working class family, a large family with small income, and a career in any of the major professions was simply out of reach.

It was possible to become a teacher, however. You could start low on the qualification ladder and climb high, and this is what I did. I had to get my qualifications through the old summer school route.

What was your first teaching assignment?

I came out of Normal School in the depression when jobs were very difficult to get. I didn't get a job at all during the first year. The second year I managed to find a job in a one-room school in a little place called High Ridge, about five miles out of Pouce Coupe in what is now the Peace River South school district. I had eight grades and nine pupils.

When and why did you first become interested in the BCTF as an organization?

My father was a good union man and I just took it for granted when I became a teacher that I should join the union — and as far as I was concerned the

BCTF at that time was a union.

I sought out the BCTF — actually went into the office and said, 'Here I am; I'd like to join,' which quite impressed Charlotte Clayton, who was the Assistant Secretary at that time. In those days signing up members was a problem, and the idea of someone coming in off the street and saying he wanted to join startled her somewhat.

Second, it was a question of economic determination; I was hungry. The salaries were so low that I didn't have enough income even to provide the basic necessities for myself and my family.

I was so poor that I had only one suit. If I wanted to go out in the evening, my wife had to sponge and press the same suit I wore to school.

That was a pretty lean living standard, and I got angry and decided I was going to do something about trying to correct the unfair situation of very low teachers' salaries. So I got myself involved in salary campaigning.

When you became interested in the organization, what was your early experience with it, what kind of work did you get involved in?

During the three years I spent in the Peace River country, I was an unofficial correspondent for the organization, a contact person. Central office used to ask me for reports and to do small jobs for them, such as organizing conventions, preparing membership lists and doing what I could to get people interested in the organization. I even wrote

a piece for *The B.C. Teacher* at the time.

When I moved to teach in North Vancouver I found the economic pinch very severe. In the Peace River country during the depression, living costs were so low that the economic burden wasn't that severe, but in North Vancouver and the metro district costs were much higher — especially accommodation costs — and income simply wouldn't stretch at all. It was in North Vancouver that I really became active in the organization — at the local level. It was on the salary front, which was the only front that had any relevance for me at that time.

On the provincial level, I never was a member of the Executive Committee. I was a member of the Labor Relations Committee, and that again was part of the fight for higher salaries. The hope was that through affiliation with labor we would be able to improve our economic position in teaching. I supported affiliation enthusiastically.

I was also on the Public Relations Committee, and that, too, was associated with the economic problem. The motivation there was that we had to win public support to get greater recognition, which would lead to higher salaries.

When were you appointed General Secretary?

I started as Assistant General Secretary in 1942 and became General Secretary in 1945 after my predecessor, Harry Charlesworth, died suddenly in office.



What were some of the important issues of those days?

The big problem was a strong disaffection of rural teachers. They formed the Rural Teachers' Association, because they felt they were in a very inferior position vis-à-vis that of the city teachers. They thought the Federation was all right for the city teachers, but that it really didn't do very much for the rural teachers.

The basic problem was the lack of an organizational base from which the organization could do anything for rural teachers. There's no organizational base in a situation in which you have one or two teachers employed by a three-man school board, yet that was the situation in many parts of the province at that time. There were hundreds of one- and two-room schools. So we had no way of organizing any sort of collectivity, of establishing a bargaining base or making any collective gains. The first concern therefore had to be the organization of the school system. We campaigned actively for larger units of administration, so we would have a bargaining base.

Tied in with this problem was the fact that these little rural school districts literally had no money. Some of them were so poor — it seems unbelievable, but it's true — that the purchase of a new broom to sweep up the school would find itself reflected in the mill rate.

With the best of will and intention, you can't get money out of a stone, and trying to improve the lot of teachers

when the school boards had no money was impossible. So another early concern had to be a new system of financing education in the province.

Much of the effort was a form of political activity, in the sense that we had to go out and get public support in order to influence a government — which we did. We got considerable public support from the School Trustees Association, from the Union of B.C. Municipalities, from the Parent-Teacher Federation, even from the farm federations.

With this support we were able to persuade the government to appoint the Cameron Commission of Inquiry into Educational Finance in 1944. The Commission's report was tabled in the legislature in 1946 and became the basis of amendments to the Public Schools Act that reduced the number of school districts from 649 to 74 and established a new system of provincial government grants to school districts to equalize the basic education program.

This was a very significant highlight in the history of the Federation. From then on it was a new ball game entirely, and the organization began to make rapid gains. The years immediately following the Cameron Report were a period of optimism; the future looked rosy for teachers.

As you look back on 31 years as a senior staff officer, what have been some of the major successes of the organization?

The first major success was bringing about a system of education finance that gave the school boards enough

money to pay teachers decent salaries, and the development of an organizational structure in which we could take advantage of the healthy financial situation of school boards to win benefits for teachers. We sharpened our negotiation skills, and became quite effective in the economic area.

Another major success was the impact the Federation had on teacher training. The BCTF was a significant influence in the closing of the normal schools and the placing of teacher education under university auspices. The establishment of degree standing as the expected standard for all teachers, both elementary and secondary, was a significant step forward.

Another major success was the impact the teaching profession gradually came to have on education decision-making in such areas as curriculum.

Has there been anything you would describe as a major failure of the organization?

I can't think of anything very significant. We did set out at one time to control standards of entry into teaching and standards of qualification in teaching through a membership categorization plan that didn't work out. In a sense, I suppose it failed — certainly it was a disappointment in that it didn't do what we hoped it might do.

There may have been failures to take advantage of opportunities that passed us by; probably there were, but I can't think of any at the moment.

The B.C. Teachers' Federation was born in the strife of a 1919 post-World War I strike of teachers in Victoria.

By the early 1940s, with teachers still on depression wage cuts, voluntary membership was 3,000 of the 4,000 teachers of B.C. Harry Charlesworth, leader of the Victoria strike, was General Secretary, and carried the load with a staff of two, and on a budget of \$20,000.

By 1942, our overworked General Secretary needed relief from an unbearable burden. The Executive Committee of the day sought and found a young teacher willing to accept the sacrifice of a meager salary. Charlie Ovans in 1942 became

Assistant, and on Harry Charlesworth's untimely death in late 1944, General Secretary.

At the helm from 1945 to 1973, he has guided and directed our professional organization through all intervening years of growth and strength, from voluntary to an automatic membership of almost 23,000.

Charlie Ovans, as he leaves, can look back with satisfaction at the tremendous growth and development in the economic and professional service to teachers and education that the B.C. Teachers' Federation has rendered over these many years under his able leadership.

A. T. Alsbury
President, 1942-43



What development gave you the most satisfaction?

The establishment of the Division of Professional Development, the creation of an organizational structure and the employment of staff that enabled the Federation to have a more direct influence on the course of education.

I found great satisfaction in the program of in-service education for teachers, the program of establishing educational goals and directions and attempts to persuade the government to amend and revise curriculum in terms of new goals in education.

Have there been any major disappointments?

The highly politicized situation that prevailed in education until August 30 last, was a major disappointment. I had reached a stage in my career where I was able to devote more and more of my time and my thinking to what you might call pure education questions, and I resented having to turn my mind to conflict, to disturbance, to uncertainty.

I felt bitterly disappointed that there was in office a government that showed no real concern for education, that was holding back educational development, that had no plans itself and was preventing anybody else from planning. I am very much relieved that one can again feel optimistic about education and the school system.

You've seen the BCTF office grow from

a staff of four to the present operation, which has an administration staff of 17 and a support staff of 65. Has this been legitimate growth, or has it been an example of Parkinson's Law in action?

I think it's quite likely that Parkinson's Law has been operating to some extent. We are a bureaucracy, after all, and Parkinson's Law operates within every bureaucracy.

The basic problem, I think, is that the Federation keeps adding more programs, new services, but never subtracts. We seem to have forgotten how to subtract. I think we're in a stage where we're going to have to decide what we are not going to do, so that we can concentrate on a limited number of really pertinent priorities.

American teachers' organizations have, by and large, emphasized either economic welfare or professional development, but not both. The BCTF and the other Canadian teachers' organizations, on the other hand, have stressed both. Do you think this has been the right approach?

Yes, I do. I think we have the best of both worlds.

Teachers' organizations in Canada have been influenced by the English tradition, the National Union of Teachers. Harry Charlesworth, our first General Secretary, was an Englishman. One of our very early presidents was old-country-trained. The same thing is true of teachers' organizations in Alberta, Saskatchewan and Manitoba.

Naturally, these people who were the

pioneers in teachers' organizations in this country, having themselves been products of the National Union of Teachers' model, tended to think and act on that model when they were planning organizations in this, to them, new country. The English tradition has stressed the need and the desirability for teachers to organize to promote their own welfare as well as to advance education.

In the United States the first organizations of teachers were education organizations, not teachers' organizations. The objectives were educational objectives; such things as collective bargaining were looked down upon as professionally unwarranted, as contrary to a professional spirit.

The BCTF, like other Canadian teachers' organizations, has refused to admit any dichotomy between the economic welfare of teachers and their professional aspirations. We've always made room for double-barreled objectives and double-barreled programs within the organization.

You mentioned earlier that at one time you were an enthusiastic proponent of the idea that the BCTF should affiliate with labor. Do you think the BCTF should affiliate with labor now?

Frankly, no, I don't. I don't think anything is to be gained by an affiliation with labor either by teachers or by labor itself. I believe we should work closely together with labor and all other organized groups on matters of common con-



cern, but we don't have to affiliate to do this.

I think we are a broad-minded enough organization that we can co-operate in terms of common interests; I don't see that anything is to be gained from outright affiliation. Federations don't work too well except as debating forums, anyway. They really don't have any power; they don't have any direct influence; they're dependent upon their constituent parts because the influence and the power is in the parts.

I'm not worried about affiliation, though. If teachers want to affiliate, it's all right with me. But I think they would be fooling themselves to think affiliation will be the solution to the problems confronting them at the present time.

In recent years the Federation has taken a new direction, that of being involved in political action. Do you think the organization should be involved in political action?

Up until recently I don't think it had any choice whatsoever. The whole situation we found ourselves in was political; there were political obstacles in front of us and political action was required to deal with them.

I think we have to learn to operate in the political arena, and in doing so, we're undoubtedly going to make a few mistakes. I don't think we should be in political action too shallowly; it has to be a very broad involvement.

There are three elements in political activity. First, the element of ideals —

what you stand for. It's very important that the teaching profession hold to educational ideals that are in the public interest, the interest of society at large. Any aim or aspiration that's socially oriented is a political goal. We have to have political goals in the sense of ideals and ideas we want to see acted upon by those people who make decisions on behalf of society — the political decisions.

Second, there's the area of political theory — what is best for man and mankind. What kind of actions will produce a desirable kind of society, one that will be life-sustaining and life-supporting?

Political theory is in turn related to educational theory because the concern of education is the development of man as mankind. The end of education, I suggest, is man himself, and man must find his development within society. Man is a social animal, so political theory and educational theory merge and must be consistent.

The third element — and we tend to concentrate on it — is the agency most likely to act on and accept the ideals we put forward, and to bring about the kind of society we think needs to be evolved. In whom, in what party are we going to put our faith?

That's an important question, but it has to be related to the other two factors. When teachers think of political action, they tend to think in agency terms — who is going to be agent, what party are we going to support or what party are we going to oppose — but that is really too narrow a concept.

Certainly it's an important question, but political action has to be looked at in terms of the total structure of politics, the ideals, the theory of society, and the agency through which the ideals are going to be realized.

You're known both nationally and internationally as an educational philosopher. What triggered your interest in philosophy and what has developed that interest?

I don't consider myself to be an educational philosopher. I have not mastered the discipline of philosophy. A person who may be interested in mathematics but who has not mastered the discipline of mathematics has no right to call himself a mathematician. In the same sense, I have no right to call myself a philosopher.

I'm not known, in fact, as an educational philosopher; I am known, perhaps, as being interested in philosophical questions as they relate to education. What is the purpose of education? How can education be made to serve human growth and development? These are philosophical questions, and very definitely I'm interested in them.

Who, in your opinion, are the outstanding thinkers in education today?

I don't like to say this, but I think the outstanding thinkers about education today are not to be found within education. I find them in philosophy; I find them in economics — but I find very few in education.

If I had to pick one single person in

The supreme talent of Charlie Ovans is in making people think — challenging them to match the lucidity of his own thought. He is a man of tremendous intellectual integrity: his insight, his scholarship and his relentless logic command respect and careful attention.

These qualities made him a leader in Canada. But his influence reaches much further. We can take pride in remembering that Charlie was the principal author of the UNESCO/ILO report on the status of teachers. The recommendations of that report have become the bible of teacher organizations all over the world. Can any teacher leader claim wider or more decisive influence, or ask for a more fitting testimonial to his understanding of the interests of teachers?

Norman M. Goble
Secretary-General
Canadian Teachers' Federation



education, I would choose Marc Belth of the City University of New York as the only person in my reading who has come up with a body of educational theory that is not just abstract speculation — it has an action orientation — a kind of a theory that, if accepted, would have a definite impact on practice.

Theory should guide practice. Theory that doesn't guide practice is just abstract speculation about education and the teaching world. We suffer from a dearth of honest-to-goodness action theory that teachers could look to in terms of shaping and developing their practice.

As you look at education in B.C. in 1973, are you optimistic or discouraged?

Rather than optimistic or discouraged, I would say I'm impatient. As I've already indicated, I'm impatient that the current political situation is preventing the development of education. I have to curb my impatience with the notion that certain developments have to occur so that other developments may occur. We may be at a point in history where there are some radical changes in the making. At last we have in power a government that seems genuinely interested in education because it is interested in people. Any government interested in people must be concerned for education because education has to do with releasing human potential.

I am convinced that there has been a great advance in education in my time. The school system is a much better

school system today than it was when I first entered teaching. I think the teaching profession has grown; it has matured; it has won greater public acceptance than it had in the early days.

There are still failures within the school situation, but there are more and more children emerging from the school system educated in the true sense of the word — developed as human beings. Potentialities have been realized and developed.

Paradoxically, some of the best students — our successes — turn out to be our severest critics. Having had a taste of real education — having had some appreciation of the intrinsic value of education — they resent and oppose some of the things that are happening in schools.

There are things happening in schools that are really not educational at all. There are two processes that work within the school system — schooling and education. They both have to be there, and I suppose they always will be there.

Children have to be trained so they may be educated. Schooling is really a training process; education is a growth and developmental process. Every human being on occasion will seek training so that he may have greater ability to explore his world, to cope with his environment, to become educated — to develop himself as a human being.

At the present time, the school system emphasizes schooling rather than education. I would like to see the emphasis placed on education, with just

a minimum necessary amount of schooling.

What changes have you seen in teachers over the years?

Professional identity is emerging; I don't think it has emerged, but it is emerging. There is more unity within the profession. I don't mean organizational unity, but a common recognition that we all belong to the same calling, that we all have the same broad objectives, that our functions are all related and interrelated. A teacher is a teacher.

I hold that this emerging common identity is a good thing; indeed, I'd like to see it increased. It will increase when we get off subject matter, when we get off courses and emphasize people.

Every teacher should have the same educational objective, the development of human beings. One teacher may develop them through the medium of mathematics; another, through the medium of a trade; a third, through the fine arts. But they all have the same end in mind. There should be only one educational aim and objective. That gives teaching its commonality, its unity.

As you prepare to leave the profession, what advice or suggestions do you have for teachers?

The current situation requires new policies, new strategies, and new organizational forms. Let's have no turning back; let's not try to find our answers in the past, let's find our answers in the future. Let's get away from pen-



I have admired some tremendous persons among our Secretaries over some years, but none more than Charlie Ovans. Twenty odd years ago when his organization needed a militant welfare leader, Charlie was a militant welfare leader. In recent years when it has needed an educational leader, he has been an educational leader. Through it all he has been at once pragmatist and idealist, combining a penchant for theorizing with a passion for action. I think this was not only possible but necessary for Charlie because his integrity required him to seek to do that which he believed should be done. More than once over the years we in Manitoba have sought his wisdom and inspiration. When he retires his fine integrity and his passion to know and to do will be missed by us all.

E. L. Arnett
General Secretary
Manitoba Teachers' Society

dulum swings. Let's try to use our imaginations and our vision. Let's concentrate on the future, not on the past.

Labor affiliation, for example, would be going backward. We tried that, and it didn't really help.

All our structures in society are under review. Our structures are not meeting the needs of the time; there has to be development here; there has to be a leap forward.

There is a potential for good inherent in the very word 'teaching.' Somehow we have to develop this potential.

All development depends on two things. First, a will or a purpose, coupled with determination. Second, opportunities — opportunities have to be there. The best will, the best intention, the best purpose in the world will come to naught if there are no opportunities.

But opportunities can be made as well as found, if people have vision and goodwill.

I think within teaching people will come forward and face the future bravely, and will make the opportunities that will have to be there if the future is to be bright. I am optimistic that the teaching profession will survive these troubled times and will start on a new line of development that will reach a much higher level than in the past.

Finally, what do you see as the future of the BCTF as an organization?

I don't feel capable of predicting, but I'm convinced that the teaching profession can be a force that will produce a better school system; one that will serve the interests of people as people, that will treat people as subjects, not

as objects.

Collectively, teachers can lead that kind of development. If teachers don't do it, I don't know who will do it. I think it's a duty, an obligation, of teachers to promote this kind of development, and naturally it has to be a collective effort as well as an individual one.

That means, then, that there is a need for the organization; we can't do without it. I don't know just what form that organization will take, but I suggest that new forms are necessary, that new strategies are necessary.

I'm confident that if the teaching profession keeps faith with itself, if teachers keep faith with themselves and refuse to be afraid or to be overwhelmed by difficulties, the organization will rise to a higher level of maturity and development.



It is a privilege to have an opportunity to say a few words of appreciation for the tremendous contribution that Charlie Ovans has made to Education in this province. I use the term 'Education' advisedly because his influence and contribution has extended far beyond the BCTF to the whole structure and philosophy of education in B.C. and across Canada.

Very few persons are as widely read or as knowledgeable about the principles and practices of education whether in school or university. Thus he has initiated many new ideas and practices within the province and with program development within the Faculty of Education. He was one of the important architects of the whole plan to put all teacher education within the University. Moreover, he has continued to lend very strong and sympathetic support to the University.

Charlie Ovans is one of those farsighted educators who is usually well ahead of the game and, in ideas, ahead of his time. On his retirement he must feel proud to see


so many of his ideas implemented, not only in the development of subject committees and special interest groups within the BCTF, but also within the school system.

Few provinces can claim such friendly relationships between the Teachers' Federation, the Trustees, the Department of Education and the Faculties of Education as B.C. This goodwill and amity throughout the educational system is in no small measure due to the wise statesmanship of Charlie Ovans. All teachers in B.C. owe him a great debt. Their salaries and working conditions are as good as they are, mainly through the efforts of Charlie Ovans. We at the University owe him a debt of gratitude because of the interest and support that he has constantly shown.

May we from the Faculty of Education wish him a very happy retirement and thank him for the many good things he has done for us.

N. V. Scarfe
Dean, Faculty of Education
University of B.C.





The SEMANTIC

Belatedly, a national concern has developed regarding the ecological balance and the pollution of our environment, but there has been no such concern for the verbal poisons that are polluting and choking our language. Yet words are the tools of talk and thought, and to debase their meaning is to decrease the potential for clear thinking.

MARTIN L. COLLIS

Dr. Collis is an assistant professor in the Faculty of Education at the University of Victoria.

When I lay upon a mountain, and my father's hand was trembling with the beauty of the word.¹

The words of preachers and teachers, priests and salesmen, politicians and even lovers mean little to many of our children. We have a 'credibility gap' that has been caused and compounded by words without substance, and a 'generation gap' that has a strong semantic component.

Current courses in health education quite rightly concern themselves with easily identifiable personal and social problems — drug abuse, for example. In looking at these problems, however, we find ourselves focusing on effects, while all too often the causes remain hidden and undiscussed.

In developing a new course dealing with health education I've examined a number of variables that might be potential causes of health problems. Consideration is given in the course to such topics as the crumbling of religious absolutes, the stress and pressures of time, Mammon and the media, changing family patterns and the devaluation of words.

The last topic might be the most important, and I hope that ultimately teachers will come to see their role as being similar to that of the poet W. H. Auden, who described his duty in the following terms: 'To defend one's language from corruption, because

HEALTH HAZARD

when it's corrupted people lose faith in what they hear.'

Traditional textbooks for health education do not deal with the study of language and the dangers that can arise when it is abused, yet the role of words is obvious in many of our current health problems.

How many children turn to drugs when words fail them? 'It helps me to talk, man. It helps me to communicate.' One is reminded of a line from 'The Chimes of Freedom,' in which the bells were described as 'Tolling for the tongues with no place to bring their thoughts.'²

A characteristic of many mental health problems is that the meaning of words has been rearranged in the mind of the patient so that an apparently normal conversation becomes an exercise in futility. The low regard children have for the words and warnings of many of today's educators may be the fault of these educators or of their predecessors, but somewhere credibility has been lost.

As a result, dangerous drugs are consumed in ever growing quantities, and the lies of the pusher ring truer than the facts of the researcher; illegitimacy rates are increasing in an era of improved contraception and venereal disease has proved more potent than the warnings of doctors or the dangers of penicillin. 'Words,' it is said, 'are cheap,' but their abuse is ex-

pensive in terms of human health and happiness.

Doctors Petty and Starkey, whose concern is with the teaching of language, note the vital role that language plays in the shaping of each individual.

*Not only may we not give appropriate attention to language learning and the many factors which affect it, we more often fail to recognize the effects of language development upon the total development of the child.'*³

Belatedly, a national concern has developed regarding the ecological balance and the pollution of our environment, but as yet there has been no such concern for the verbal poisons that are polluting and choking our language.

In a recent essay titled 'The Limitations of Language,'⁴ Melvin Maddocks casts the politician, the journalist and the advertisement writer as three of the Four Horsemen of the Apocalypse. He neglects to mention the fourth horseman, who might well be the modern military spokesman with his talk of 'police actions,' 'tactical withdrawals,' 'civilian relocation,' and a variety of other euphemisms. Perhaps, though, the award for the ultimate euphemism should go to a doctor specializing in abortions, who described himself as a 'specialist in delayed menstruation.'

The obvious targets above are the

ones most often mentioned 'whenever the ravishing of the English language comes up for perfunctory headshaking,' and they are undoubtedly guilty as charged. However, as Mr. Maddocks indicates, they represent only a small proportion of the current language assassins.

Because of its familiarity, the advertising industry does bear scrutiny, and it is a fascinating exercise for students to analyze commercials to see what is said, and what is not said, to look for innuendo and to check the human instincts at which the advertisements are aimed. It takes but a few minutes to discover that Madison Avenue has a low regard for the human race and its language, and that this relationship is not necessarily accidental. The record of big business likewise has many blemishes, and it has been interesting to watch the automobile industry comply with anti-pollution legislation, which they had labeled 'impossible' prior to its inception.

The constant failure of pre-election promises to materialize has led to a long-standing contempt for political rhetoric, and so greatly have politicians debased their native tongue that, despite the fact that people are better educated and better informed than ever before, truth is of limited utility in winning election battles. Of greater importance are images, emotions and meaningless slogans.

*Remembering how in so strange a time
Common integrity could look like
courage.⁵*

It's a short step from the political arena to the family circle where the corrosive effect of meaningless words is ever apparent. The promise of 'for better, for worse' is somehow forgotten in times of strife, and 'till death us do part' is now a joke, a cliché without currency for many couples. But marriage vows apart, the idle threats and exaggerations that so often embellish family discussions, and the gulf between the spoken word and the act, breed a confused and tormented type of child, who knows not who, or what, to believe.

Hyperbole and litotes flow naturally from the mouths of radicals and reactionaries, with truth a major casualty in the middle, and an atmosphere has been created in which lying is an important part of survival and the honest man is dismissed as naive.

But what of education? Are we, the seekers of truth, free from blame? Our journals can be monuments of obfuscation and obscurity; we have developed rationalization to the level of a science, and some of our educational psychologists speak in such strange tongues that they cannot communicate with each other, let alone with teachers or children.

The social and psychological problems that result from poor communication are a matter of national concern.

Sensitivity groups have mushroomed largely as a result of people's insensitivity to words. The increased interest in ethnic groupings with their own histories, vocabularies, symbols and customs, while it might help solve immediate identity problems, in the long run serves only to isolate minorities from the mainstream.

Words are the tools of talk and thought, and to debase their meaning is to decrease the potential for clear thinking. Words of substance are the bricks and mortar of bridges; bridges between students and teachers, workers and employers, communist and non-communist nations, and between groups of every racial origin. As we have seen all too often, once the talking stops, it is just a matter of time before the violence begins.

It (language) is the greatest force for socialization that exists, and at the same time is the most potent single factor in the development of individuality.⁶

The re-education and resensitization process is not easy. Our main weapons in the fight against language pollution are words, some of which are already casualties of verbal warfare. The first step is to communicate an awareness that the situation exists, and that we are both the perpetrators and the victims of the problem. Once this is accomplished, we can begin the difficult task of relearning some of our native tongue, establishing the accuracy of

words of time and place, refraining from manipulating descriptions of acts and facts for personal purposes, and exhibiting some economy in the expression of feelings.

The improvement in interpersonal relationships that can result from working through this process will often be sufficient reinforcement to sustain the change. Likewise, the increased confidence that comes from an ability to be honest with one's self and to respect one's own words provides its own reward.

To teachers the message is obvious: guard against written and spoken abuses of language by your students and yourself. In doing so, it will be necessary to tread a fine line between syntactical fanaticism and a dedication to accurate expression.

Initially, students will probably not appreciate requests for clarity of expression and a general respect for language. Charges of 'lack of relevance' might be leveled, in which case you may well have to back your judgment against that of your students and forgo the immediate rewards of popularity for the long-term satisfaction of contributing in a small way to the health and well-being of those whom you teach.

*Forgive no error you recognize
it will repeat itself, increase
and afterwards our pupils
will not forgive in us, what we
forgave.⁷*

References available on request.

A Dozen Bloopers

We often receive manuscripts that misuse words or fail to use the right word to express the meaning a writer intends. Here are 12 errors we often see in manuscripts submitted to us.

We realize we may be accused of trying to hold back the development of the language, but to us the following are still errors in English usage. They are listed in alphabetical order, not in order of frequency.

Comprise - compose - These words are often confused. 'Comprise' means to contain, embrace or include. The whole therefore comprises the parts, not vice versa. The most common error is such a sentence as: 'The committee was comprised of six members.'

Due to - This expression is constantly misused. It is an adjective, not an adverb. One cannot say, for example, 'Due to the fact that there were no textbooks, the students had to use other learning materials.'

Fewer - less - The error here is to use 'fewer' for 'less.' The first is properly used with number; the second, with quantity. A common error is such a sentence as: 'There will be less students in the schools next year.'

Flaunt - flout - The latter word is the one that means to treat with contempt. A person can flout the authority of another person, for example, but not flaunt it.

Hopefully - We may be losing the battle on this one, but the way this word is being used now (e.g., 'Hopefully, the size of classes will get smaller.') is still regarded as an error by most authorities. What people really mean is 'it is hoped that' or 'if hopes are realized.'

Infer - imply - 'Infer' is often used incorrectly. It means to derive by means of reasoning, or to deduce. 'Imply' means to suggest, signify or hint. We may imply something in what we write or say; you infer something from what we have written or said.

Militate - mitigate - 'Militate' means to have effect against (or, rarely, for). 'Mitigate,' on the other hand, means to moderate or soften. One could, for example, try to mitigate the effects of classes that are too large, but not militate against them.

Only - This word is frequently misplaced. For example, a person will say or write, 'I only have 45 students in my class this year' instead of 'I have only 45 students in my class this year.'

Presently - This word really means soon or forthwith: it does not mean now. 'Those teachers presently unemployed ...' should read 'Those teachers now (or, at present) unemployed...'

Preventive - This word is definitely preferred to 'preventative' in such sentences as: 'Education is one of the best preventive measures society can take against soaring welfare costs.'

Viable - This word is probably used incorrectly more often than it is used correctly, but fortunately its use (or, more accurately, misuse) seems to be on the wane now. It actually means capable of living. It does not mean workable or practical, even though people try to make it mean that, in such sentences as: 'It seems to be a viable method of improving reading ability.'

Whence - This word means from what place. The 'from' is built in, so to speak. The use of 'from' with 'whence' is therefore unnecessary. 'Whence came the solution to the problem?' is an accurate use of the word.

The Editors



ARE YOU A SEXIST* ?

Task Force on the Status of Women in Education

Rate Yourself

(Mark Yes or No in appropriate space in column 3)

1. I should object to working for a female principal.
2. I believe that female teachers should wear dresses and skirts to school.
3. I like to see female students in dresses and skirts.
4. I believe a pregnant student should be asked to withdraw as soon as her pregnancy becomes evident.
5. A pregnant teacher should be allowed to teach until her pregnancy reaches full term.
6. I believe that men are more capable of running the local association than are women.
7. I believe that birth control information should be included in guidance courses at the secondary school level.
8. All courses offered should be co-educational.
9. Do most of the stories that you provide for your students to hear or read depict males and females in stereotyped roles (i.e. mother as home-maker, father as breadwinner)?
10. Do you feel it is more important for boys to pursue higher educational goals than for girls?
11. I usually choose boys as team captains.
12. I usually send girls for water for the classroom plant or flowers.
13. I encourage girls to run the film projector.
14. Girls do a better job of classroom and kitchen clean-up than do boys.
15. I usually get boys to move desks and carry books.

What about Your School?

- A. Has any attempt been made to replace the existing prescribed texts with non-sexist literature?
- B. Does your school have segregated staff rooms?
- C. Do male students and/or teachers participate in cleaning your staff room?
- D. If your school is an elementary school, are the play areas segregated?
- E. Have any discussions of sexual discrimination taken place in your staff committee?
- F. Are females in your school forbidden to wear bluejeans?

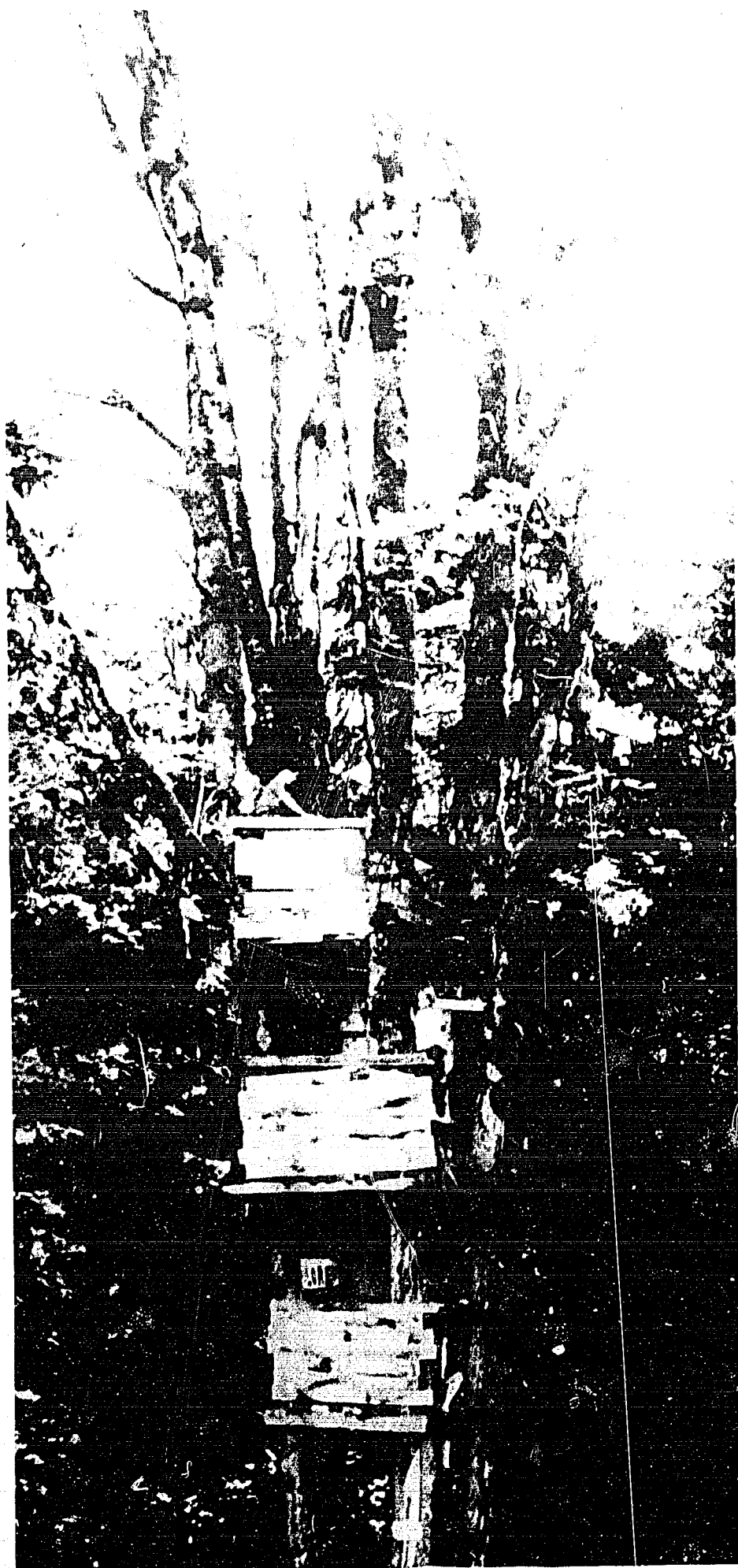
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* *Britannica Book of the Year 1972* / Sexist — a person who is prejudiced or dis-

criminatory against women.' (Or against men?)

(See page 130 for correct responses and ratings)



Last May, the Grade 5 students of our school spent a week camping, studying and playing in the out-of-doors. That the children participated in the planning and development of all phases from the earliest possible moment was the most unusual and rewarding feature of the whole program.

The reasons for embarking on an outdoor education project are many and varied, but, when all is said and done, two general aims predominate:

- To foster interpersonal relationships by working co-operatively toward a common goal;
- To develop an awareness of the value and complexity of the natural environment as well as a desire to preserve and protect it.

One additional point should be made. Such a project, if well developed and organized, will take a great deal of in-school and out-of-school time for both students and staff. Therefore it must represent an efficient and effective use of time both from an academic and an individual development point of view. Consideration of these aspects was a sobering experience for the staff involved in this project.

The author teaches a multi-grade 3-4-5 class at Vancouver's Simon Fraser Elementary School.

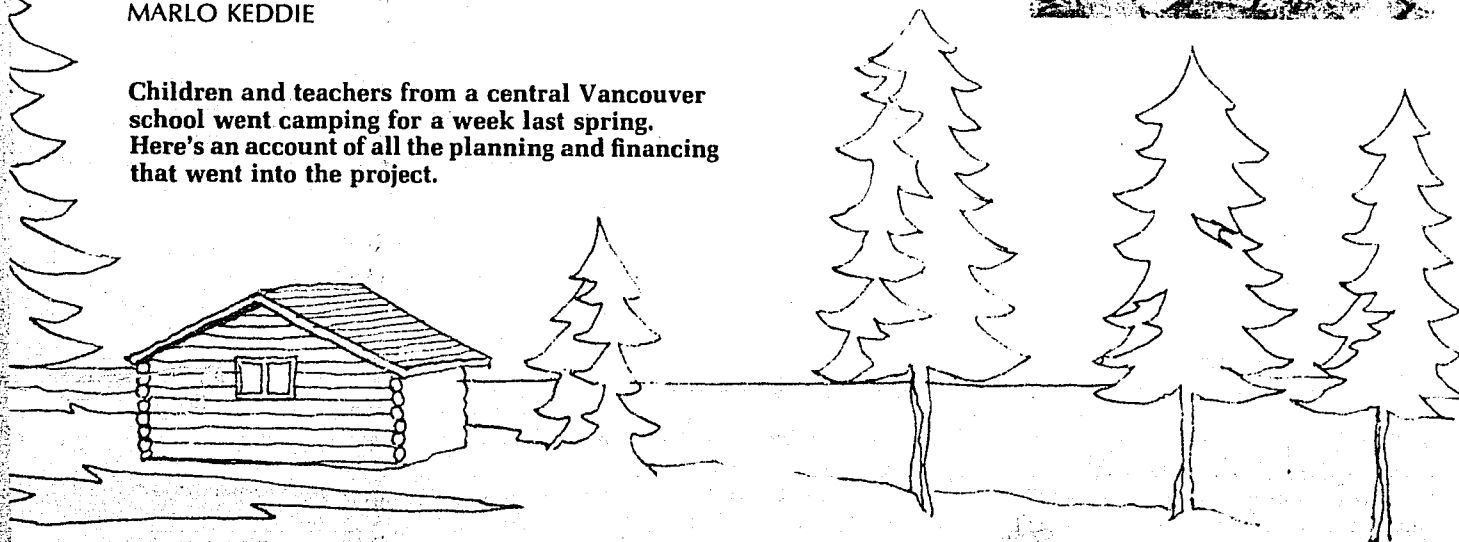
The B.C. TEACHER

city kids

go camping

MARLO KEDDIE

Children and teachers from a central Vancouver school went camping for a week last spring. Here's an account of all the planning and financing that went into the project.



Pre-Camp Planning Starts Early

Our first step (in early February) was a full discussion of the idea with our principal and any success we had was due in large measure to his support and co-operation. He must, at times, have had serious doubts about the project itself and perhaps even about our sanity for proposing it, but he was always helpful and encouraging.

The next step was to secure the parents' approval. Our school area is essentially a conservative one insofar as education is concerned, and we were therefore pleased and surprised to find that parents, too, were willing to support the project. Several parents gave generously of both time and energy to speed us on our way.

Taking two Grade 5 classes from an essentially inner city school into a camp environment requires a large number of people to supervise and generally care for the children. We were fortunate in having eleven Grade 12 students, most of whom were kindly chosen by the Community Recreation teacher of a near-by secondary school, serve as camp counsellors. These volunteers acted as cabin counsellors (i.e., slept with the children), assisted at meal times, and were available to accompany

our students on their many trips outside the camp boundaries. Four secondary school home economics students acted as cooks for the week.

UBC's Faculty of Education assisted by assigning to us two outstanding Education students for their final practicum. In addition, we were truly fortunate in having two wonderful men and two very fine teachers (retired) join us.

Counting a possible 72 children and the two Grade 5 teachers, we had a maximum of 93 people for whom to plan. Our final tally of participants was actually 90.

Transporting, housing and feeding 90 people for a week is a reasonably expensive proposition, so working out a budget was our first major class project. We had to provide the students with some figures, but much of the work was their own.

Transportation:	
2 buses — 4 trips — 75 miles	
@ \$.45 per mile	\$ 270.00
Food:	
90 people @ \$1.25/day for	
4½ days	506.25
Rental of Camp:	
\$2.00/person/night for 4	
nights	720.00
Total estimated budget	<u>\$1,496.25</u>

An interesting and intimidating amount to contemplate.

We teachers did our own accounting and figured that the most optimistic forecast of fund-raising would leave us at least \$500 short of our goal. We therefore applied to a local charitable foundation for funds, and its generous donation of \$500 made our trip possible.

This grant filled a very large financial gap and gave the children the confidence and encouragement to do their best. They dreamt up dozens of ways to raise money, both as individuals and as a group. As a result of their efforts, individual projects raised \$30.92 and group projects raised \$337.19. Our PTA very kindly donated \$170 and a local service station gave us another \$10, bringing our outside donations to a total of \$680.

Much discussion revolved around the topic of how much the parents should and could contribute. Our school area is by no means an affluent one (many of its residents are on welfare), so our principal drafted a letter asking parents to contribute what they could and suggesting \$9 a child as a target amount. The response was excellent and the parent contribution totaled \$556.

The total funds raised, therefore, amounted to \$1,604.11.

While fund-raising and other plans were proceeding, we decided that some academic background was necessary. About two months before camp, the children began an individual reading program — almost entirely non-fiction.

They studied the basic ecological science subjects, doing reports of various types to share information gained. They learned, in the process, how to extract pertinent facts from a passage, how to skim for specific facts, how to research a topic and other related skills. We also used a multitude of visual aids to supplement our books.

As the children gained some background knowledge about the out-of-doors, they were able to select more intelligently specific projects for their stay at camp.

The next major step was to select a camp to rent for our trip. The teachers concerned researched several possible sites — using the pamphlet published by the BCTF Lesson Aids Service. From this information we presented three or four alternatives to the children, describing the facilities, the cost and other relevant factors.

The classes then selected, by vote, the most appropriate camp. A small committee of students was formed to accompany the teacher on an inspection tour of that site. Finding it very suitable, we rented the Columbia Bible Camp, which is attractively located near Cultus Lake.

The classes needed a few ideas on proper diet and food costs before they could effectively plan the menu and draw up the food order. We felt it was necessary to involve all the children in this phase of planning because we wished to accommodate the various tastes and traditions of the many nationalities and races represented in our Grade 5 classes.

For this reason, menus were planned in detail, and at length, by the whole group over a period of several days. (The menu occupied half of the front blackboard of our room for nearly a week!) A smaller group of us struggled through the food order list. Final purchasing was done at three places.

Meat was purchased from Canada Packers. Staples came from Kelly Douglas, where a Vancouver School Board truck met us to transport our load back to school. (Anyone who has never been shopping in a wholesale grocery with active 10-year-olds and a \$250 shopping list really should try it!) Fresh foods were bought at Woodward's, Oakridge.

It was also thought desirable to set out in some detail a checklist guide to

quantity cooking for our volunteer cooks. As it happened, this was probably unnecessary — we were very fortunate with kitchen staff. They were excellent! We appreciate the kindness of their teacher in selecting them.

By this time (it was now April) parents were asking what the children should bring from home in the way of clothes and equipment. Accordingly, we spent some time compiling lists. Arbitrarily, the teachers in charge put a firm ban on transistor radios — and from then on it was easy.

The next step was to make a list of school supplies to take with us. This was a continuous process over a week. We made a basic list on the blackboard and added to it whenever anyone thought of something we might need. Such things as art supplies, clay, paints, wool, glue, etc.; science equipment, microscopes, scales, terraria, thermometers, hammers, and so on, were found to be necessary; and of course, many, many books — reference, science and fiction.

How to pack personal equipment was demonstrated; and when departure day arrived, most children had their personal belongings in their sleeping bags. This saved a lot of valuable bus space.

Groups of children co-operated in the packing of general supplies and took inventory as they packed.

About this time also, the classes compiled a list of rules (for general safety and happiness), a skeleton timetable of a camping day (much discussion about bedtime) and final cabin groups were decided. The cabin groups were a combination of children's and teachers' choices.

Each child shared a cabin with at least two students he requested, but the teachers did juggle some small groups that might have become troublesome. Each group was assigned to a counsellor — the counsellors visited the school one chaotic afternoon to become acquainted with their campers. Each cabin group had its own table for meals.

Time At Camp Passed Quickly

After so many weeks of planning, the one week at camp went incredibly quickly.

We arrived before noon on Monday and the kids unloaded both buses in record time. (Just as well — it was raining!) We gradually sorted children and counsellors into cabins and they spent the next while unpacking and hopping from bunk to bunk.

Immediately after lunch the entire group toured the area, on a hike, during

which the camp boundaries were clearly explained. From then on the boys and girls were free to explore, taking a counsellor or staff member with them on ventures out of bounds. In the evening, there were games, followed by a campfire with cocoa and marshmallows. This pattern was repeated each evening.

On Tuesday morning, most of the children had very clear ideas about how they wished to spend the rest of the week. Some had fairly definite projects; others were more interested in hiking and exploration; still others involved themselves with handicrafts and art activities.

They hiked up nearby mountains, scrambled over dry steam beds collecting rocks, caught mice, lizards, frogs and other small creatures and cared for them, collected wild flowers, made plant presses, prepared dandelions for eating, estimated tree heights and ages, made forts, tried some macramé, modeled with clay, examined leaves, water samples and insects under the microscope, predicted the weather, made maps.

They did as many things as there were children. As long as they seemed to be happy, safe and learning, no pressure was applied to produce formal reports. As a result, some did and others did not. Beyond doubt, all broadened their horizons and learned a great deal.

But we did have a few special events. One entire day we had as our guest a video-tape technician from UBC who took film of the children's activities and showed them the unedited pictures on a monitor. Another morning we collected everyone about 11:30 a.m. and hiked down to a provincial camp site at Cultus Lake for a wiener roast. A swim at a heated pool nearby completed the excursion.

As a rule, we had breakfast at 8:00 a.m., after which duties were assigned from the previously prepared duty list. A buffet-style snack was available about 10:30 a.m., lunch at 12:30 p.m., a snack available again about 3:30 p.m. and dinner at 6:00 p.m.

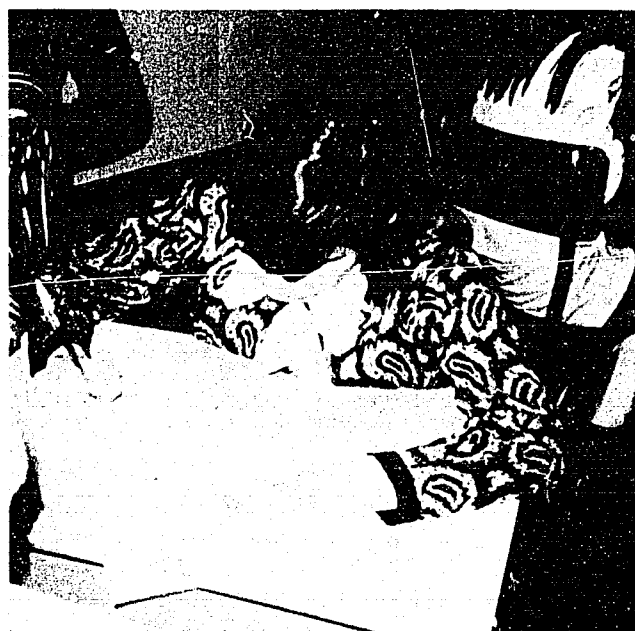
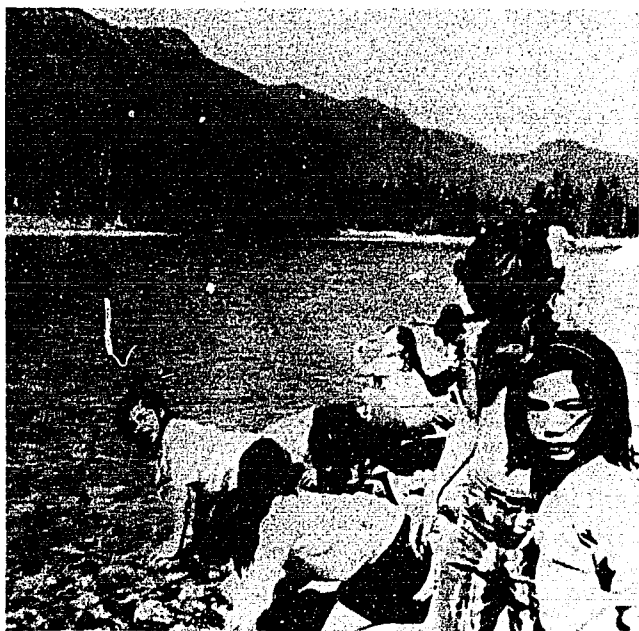
Between meals, groups going off the site checked out informally in the main building, and in again on their return. Thus we had a reasonable idea where people were at any given time. Meal-times were reassuring in that they provided opportunity for a head count! No one was missing!

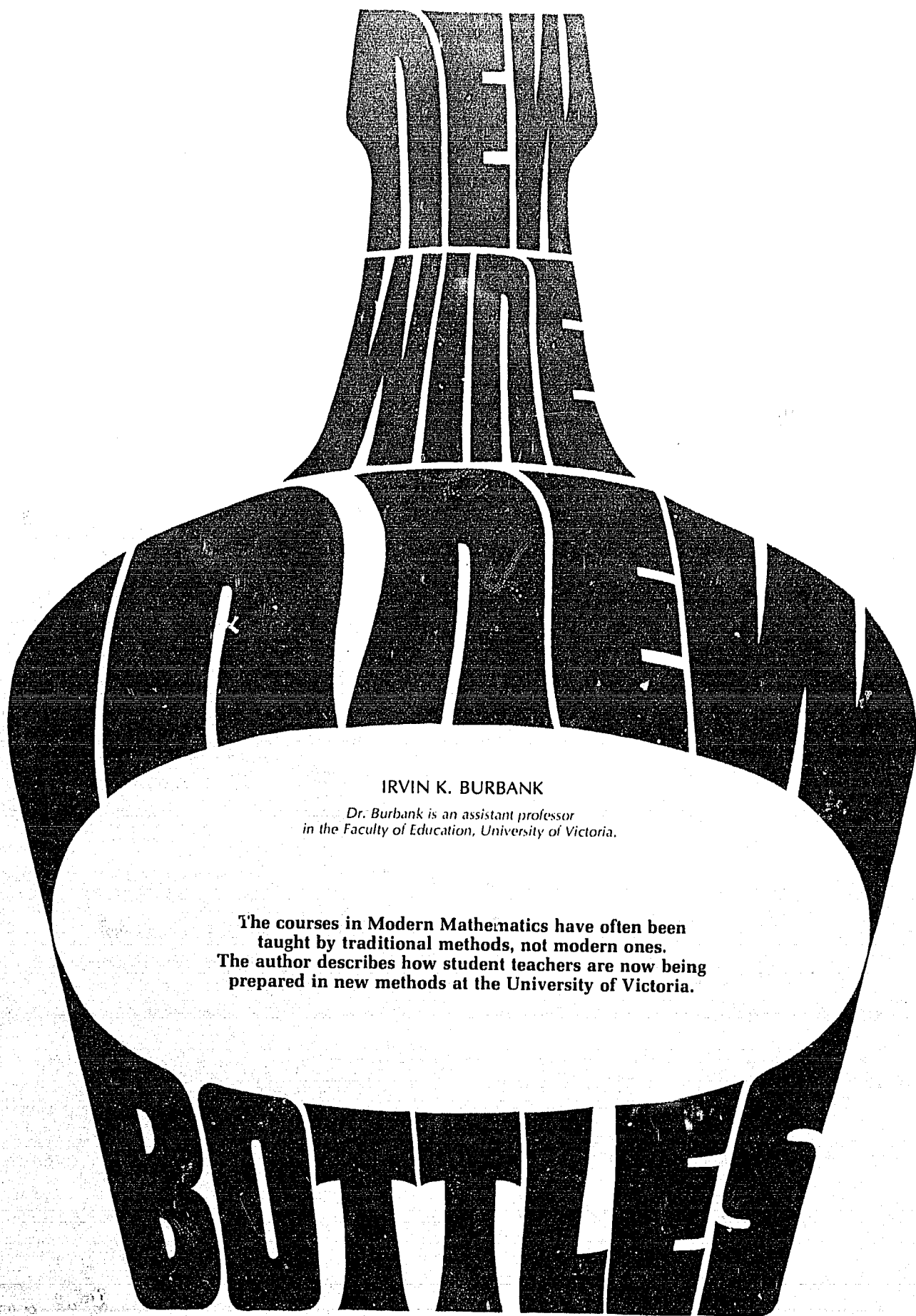
Friday about noon the buses arrived on schedule — typically, it was the only sunny day we had — were duly loaded and ready to go. We arrived back at

Continued on page 130



Excitement is great on the day the group leaves the school for camp (above left), but, after arrival, one lad found a quiet spot by the river where he could sit and think (above right). Among the other things to be done and learned, making scale drawings during a mapping exercise was one (right). Then, in their free time, the group went to the river bank for their first ever drink of river water for many (below left). Finally came the accounting and clearing up of the project back at school (below right).





IRVIN K. BURBANK

*Dr. Burbank is an assistant professor
in the Faculty of Education, University of Victoria.*

**The courses in Modern Mathematics have often been
taught by traditional methods, not modern ones.
The author describes how student teachers are now being
prepared in new methods at the University of Victoria.**

A class of primary student teachers receives formal instruction in the Instructional Area Room.



We read in the Good Book of the foolishness of putting new wine in old bottles, yet in our teacher training programs (both pre-service and in-service) we regularly display the same foolishness.

This has been most evident in the implementation of the Modern Mathematics programs during the past decade. During this period there has been persistent emphasis on restructuring and up-grading the content of the entire school mathematics curriculum. In the course of the changes, teachers were faced with the task of up-grading themselves in the revised New Math content.

Unfortunately, however, the total benefits of the newer programs were not generally realized, because the tea-

chers were not prepared in the methodology of teaching the new programs. Too often the new content was taught by the old traditional method. Mathematics educators are now realizing that teachers not only need to learn how to teach different kinds of mathematics, they also need to learn how to teach mathematics differently.

The Mathematics Education Section at the University of Victoria, in its assessment of the teacher preparation in mathematics, drew the following conclusions:

Prospective teachers would be unsuccessful in implementing new methods and approaches, such as math-activities, math-games, math-labs and learning stations, if they themselves

have not experienced these approaches.

Informing the students of these methods by the traditional lecture was extremely unsatisfactory.

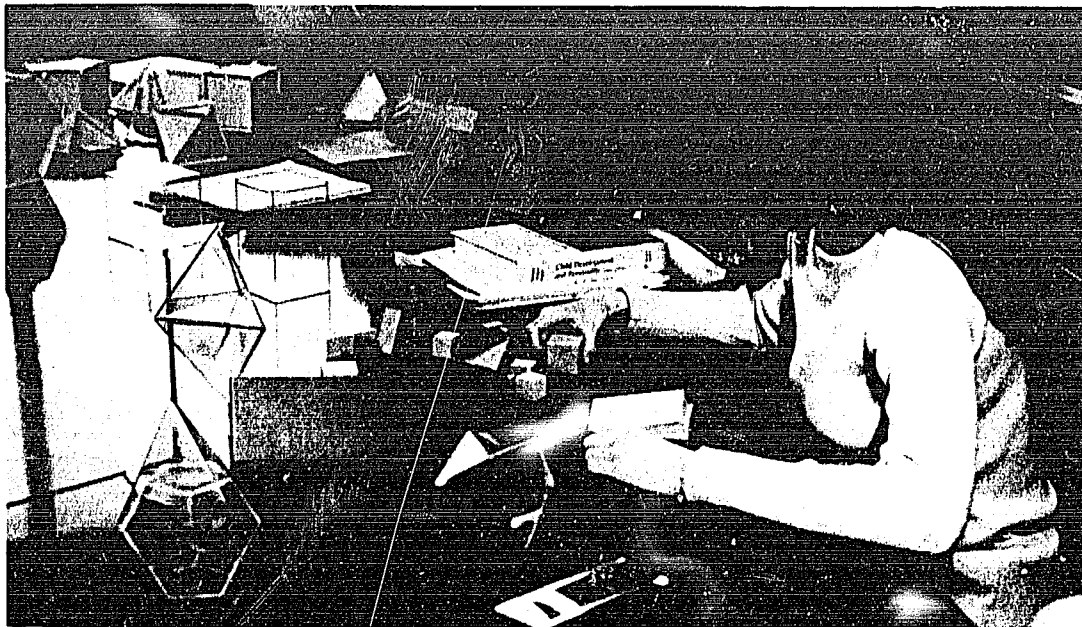
If the implementation of innovative methods of teaching mathematics in the classroom is a desirable goal, the same innovative approaches need to be implemented in the teacher preparation at the university level.

Acting on the above conclusions, the Mathematics Education Section launched a search, and submitted a plan and a plea for facilities in which their philosophy could be more effectively implemented. An area was located, and a proposal for the utilization of this area for a 'Math-Lab' was drawn up and submitted to the administration.

A student teacher observes children's responses to an Attribute Game.



The facilities make it possible for students to experience in methods classes the same learning activities design for elementary school children.



The Mathematics Education Section's proposal had the following ends in view:

- Provide the students experience in the learning of mathematical concepts through activities.
- Provide the students 'hands on' experience in using mathematics teaching aids and mathematics games.
- Provide the student with facilities and opportunity of making instructional material.
- Provide flexibility, in that a balance between the guided-discovery approach and explanatory approach can be obtained.
- Provide storage and availability of instructional aids.
- Provide a simulation of the 'open area' teaching experiences.

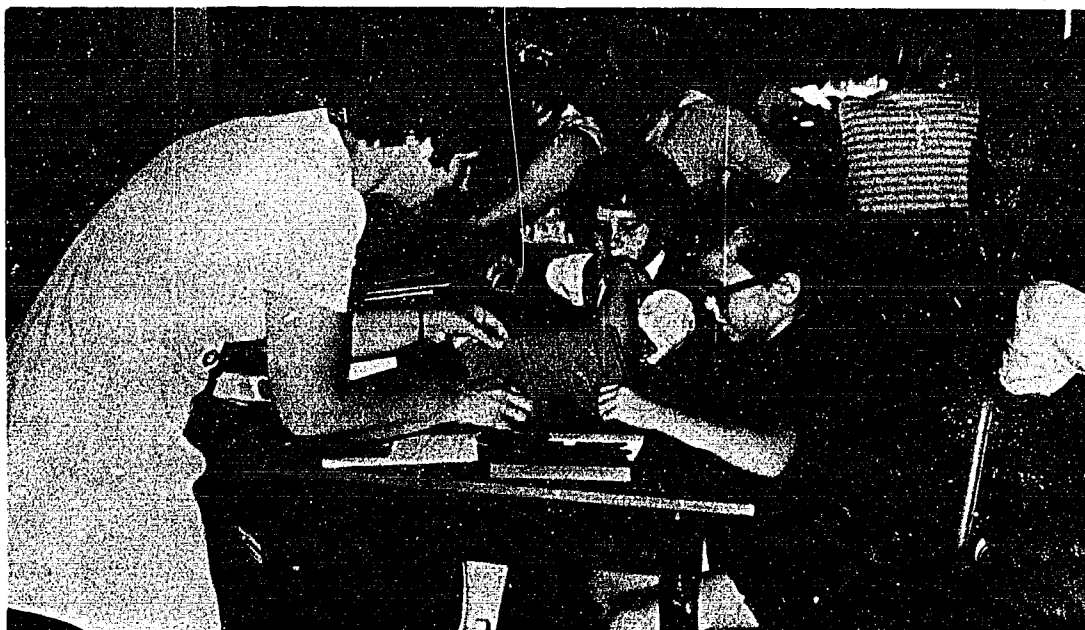
- Serve as a resource center for continual reference.
- Serve as a resource for research programs for graduate students; i.e., curriculum development, learning theory, CAI, instructional materials.
- Serve as an in-service center and a model for schools.
- Provide facilities in developing a team-teaching approach to instruction.
- Provide the facilities for generating instructional aids; i.e., video-taping, film strip, audio tape, and slides.
- Serve as a change agent; i.e., if the math-lab approach is to be implemented in the school, there is a need to prepare teachers to make this change.

The proposal was accepted and three adjacent rooms were acquired. The in-

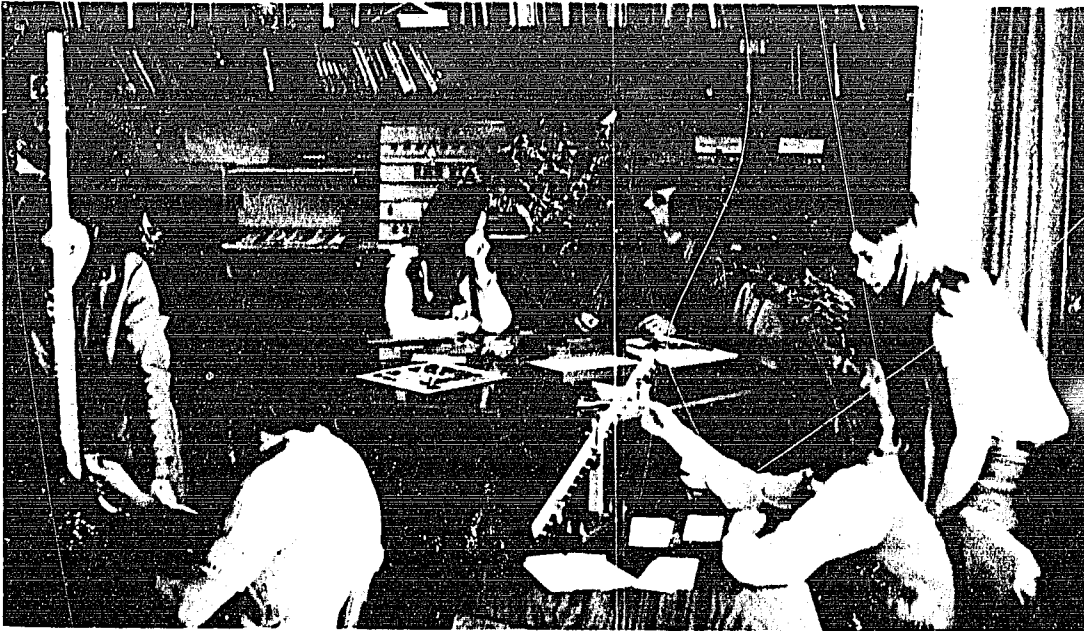
structional area is furnished with 17 trapezoidal tables, which can be arranged in a variety of formations; 30 leather upholstered chairs; two large blackboards; two overhead projectors; movie screen; projector table; book shelves; carpets and heavy curtains.

A second room (Activity Area) is furnished with trapezoidal and rectangular tables, chairs, work counter, display boards, and shelves containing current mathematics programs, journals and publications, which are used by students in doing laboratory investigations, assigned research and student teaching preparation.

The third area (Games Room) is furnished with tables, chairs and storage area for charts, instructional aids, lib-



A child demonstrates his skills on working with Tanagram Patterns to a student teacher.



Mathematics learning stations are set up where students teach students.

rary cart, paper cutter, games and general storage.

The facility is used for teaching basic mathematics methods courses for third year students; advanced mathematics methods and curriculum courses; in-service courses; courses in modern math for parents. It also serves as a reference and resource center for all interested in mathematics education.

As yet no formal evaluation of the effectiveness of the program has been made; however, as the facilities are becoming more operational, various advantages have become apparent.

The following observations have been made:

Students like the facilities, and have made requests that the methods course be two semesters rather than one.

There is increased interaction between students and instructors, students and students, students and instructional material.

Large numbers of students and teachers are returning to use the facilities during their own time to prepare lessons.

Ideas and techniques taught in the methods class are being observed in the classrooms.

Students have been asked to express their views about the Math-Lab facilities in teaching the methods courses. All of the responses were positive. Sample reactions were:

'Great! I enjoyed the course tremendously.'

'Missing even one lesson meant losing out on so much.'

'Very practical. I used some of the

activities in my practice teaching, and it was very successful.'

'The course was too short...Two semesters instead of just one.'


'The best methods class and facilities I have experienced.'

Although these statements are very positive, it is encouraging to report that no negative statements were made. As the facilities and program continue to grow and develop and as an attempt to put new wine (new methods) into new bottles (modern school mathematics) continues, it is becoming more apparent that the statement

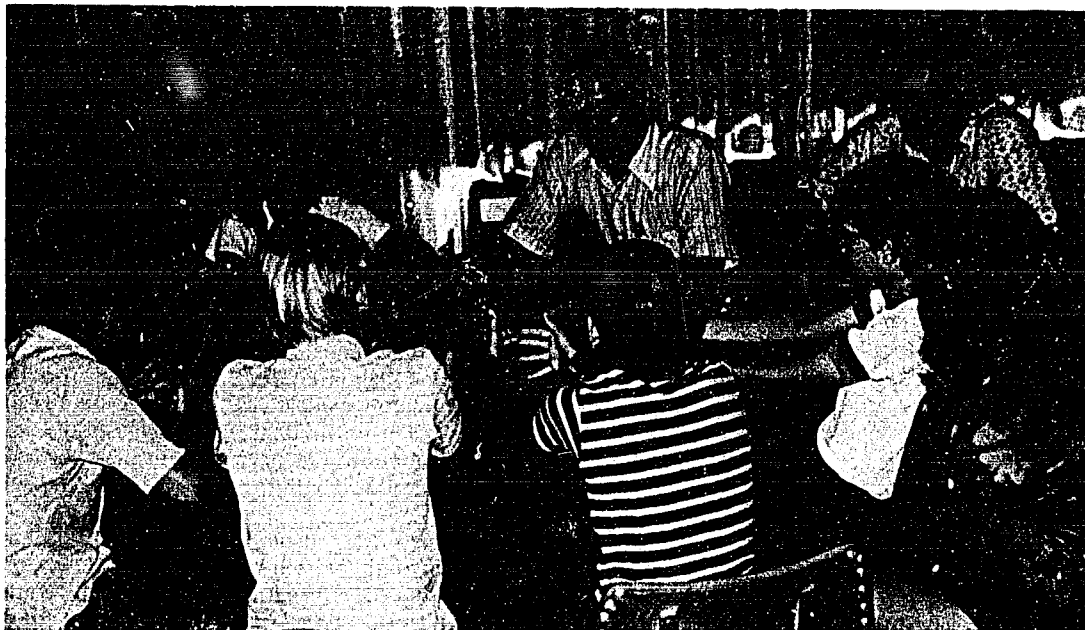
'I hear and I forget

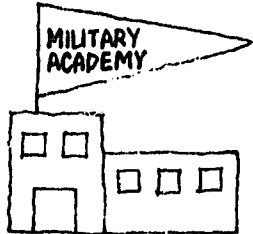
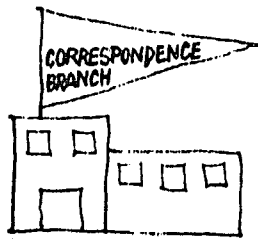
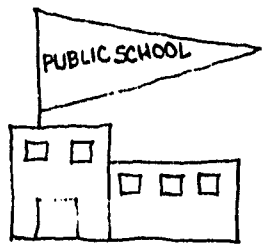
I see and I remember

I do, and I understand'

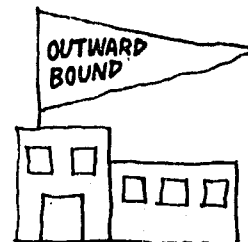
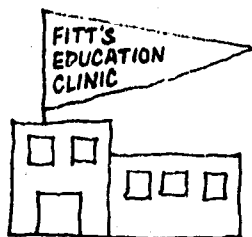
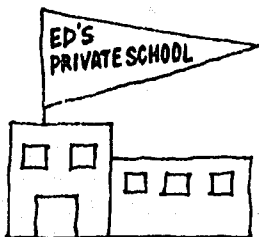
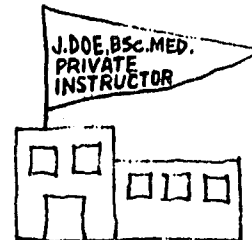
applies not only to elementary school children, but to teachers as well. 

Grade 7 students receive instructions in finger computation from students in a senior methods class.





A FORMULA FOR TOMORROW



Schools in the future, says the writer, will have to be of many kinds, if they are to accord with the educational needs of the times.

ARTHUR D. LAFFERTY

Every student is entitled to his share of the educational budget to pursue an education for a prescribed number of years in an accredited school or center of his and (in the case of juveniles) his parents' choice.

That is a basic concept that can accommodate the extensive and broadened educational needs of our times. The key words in it contain dual interpretations; namely, what is and what (I hope) shall be.

I shall not elaborate on the existing interpretations of entitlement and accreditation, for they are, I'm sure, well known. Here, however, is what I recommend in each case:

Accreditation – An accredited school should merely be one that fulfills the following essential requirements:

- Instruction must be administered by professionally certificated instructors. The certification should specify area(s) of specialization.
- The curriculum should contain a specified number of units of instruction composed of essential (required) courses and a large number of electives. The latter should be left to the discretion of the school/center in all respects (the wider the selection, the better).

Entitlement – I'll be brief and blunt: We must establish the right of each student to acquire his share of educational capital to pursue his education in the

manner set forth in the basic concept outlined above.

There Must Be Options

It is imperative that we provide a wide range of options. Students and parents should be able to select from several alternatives ranging from free to rigid, private to public, small to large. Educational centers, whether in the form of schools (public or private), clinics (an inevitability not to be laughed at), or any of several possible forms, should be encouraged to develop a variety of styles and techniques. The role of the 'public' school will in all probability, however, become, or remain, that of the middle-of-the-road advocate, providing a balanced and equitable program of instruction, and ensuring that every student in a given locality has an opportunity to pursue his education within that area.

I firmly believe that a competitive atmosphere would not be harmful to education. Indeed, it may very well be healthy. The beneficiary, of course, would be the student...and that's the way it should be. I can envisage a number of schools/centers practising their own fundamental philosophies: a 'systems' center, a 'differential staffing' school, an Outward Bound type of center, a private 'clinic' stressing individuality, a military academy stressing discipline, a private practitioner, and so

The author, formerly principal of Wells-Barkerville Elementary-Secondary School, is now vice-principal of Vancouver's Eric Hamber Secondary School.

on, all receiving their revenue from the government in much the same way the medical profession does now.

In this regard, certain complications may arise. To the obvious ones, my answers are:

- A part-time student should be allowed only a comparable proportion of his entitlement. It may be useful to break the entitlement quota into hours and/or units of study.
- Students who enroll in a class, but opt out, or for some reason are dismissed, must thereupon have that portion of their entitlement canceled forthwith. Otherwise, a student's standing in a class should in no way affect his entitlement.
- Entitlement should be based on an individual's right to so many years of free education, regardless of age. When the entitled years have been used, the right to an education should nonetheless be available on a fee-paying basis. The educational tragedy of our times lies in the fact that we have cast aside many fine innovations as a result of frustrating 'failures.' If we paused a moment to reflect, it would become apparent that many of these setbacks were the result of an unfailing tendency to attempt to impose a single form of instruction on anyone or everyone.

There is not, has not been and will never be a single form of instruction capable of drawing the best out of everyone...students and teachers alike. The fact is, nearly all the innovations in education have a place in education, so long as there are teachers dedicated to the propositions and individual students who can benefit from them.

Although we preach individualities, we nonetheless have failed to provide for the innumerable aspects of individualization. One day, when sense and order enter the picture, we will enhance individualization through the various schools and/or centers, each 'practising' a specific program and mastering the fundamental processes that will make it work best for the selective clientele participating in it.

There are certain obvious preparations we educators must make to settle comfortably into such a future as is outlined here. First, we must answer the most relevant question concerning ourselves, as individuals: Just what do we believe is right in education? We must ask ourselves what system or systems we can not only advocate, but also enthusiastically support. In the future, you may pick and choose...or even create your own.

We must also get rid of such entrenched hang-ups as class sizes. Don't get me wrong on this point. As much as I sincerely sympathize with those proponents of smaller class sizes in our conventional setting, I nonetheless feel that many educators have become obsessed with the concept of a class size as though it were the only structural entity in existence.

The formula for tomorrow will challenge us to make good our personal whims by joining forces with other proponents of our thinking. There will be little, if any, advantage to expressing vocal or functional dissatisfactions with respect to our own situation, since we will, in effect, be the masters of it. In short, at long last we will feel and thereby reflect the dignity of a professional person.

Additional Retirements

We list below the names of five teachers who retired at the end of June or earlier. Their names were inadvertently omitted from the official list prepared for us at the end of August and published in our September-October issue.

Ebbie Bowering, Maple Ridge
Alexander Ross Holmes, Vancouver
Robert Harry Jones, Victoria
Miss Gwynneth A. Teetzel, Vancouver
George Wilson, Surrey

A Challenge for the Future

The existing structure of educational finance and controls nearly prohibits the free and open atmosphere we must achieve. Indeed, there are many narrow-minded individuals, securely cushioned within the protective shield of this very structure, who endeavor to direct public funds to fulfill their own unique and personal philosophies. Whatever one's personal belief about education, whether rigid or permissive, broad or narrow, structured or open, or any degree within or without, it is grossly wrong for one to endeavor to impose such a single and unique regimen upon the population at large.

I therefore challenge the leaders in education, from the Minister of Education to school board trustees and school district administrators, to place the interests (note the plural) of society as a whole ahead of their own personal and unique biases.

Who knows but that Medicare will perhaps one day be complemented by Educare. Just send your bill for professional services to the government!

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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 Slater, Ottawa K1P 5H5.

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

Programming for Success

MARGARET CSAPO

The author offers some ideas on how to provide a child with success rather than failure experiences in learning.

Labels used to be the teachers' best friend. They enlivened staffroom conversation, swelled the flood of jargon, prevented direct communication with the parent and lifted the weight of responsibility from the weary shoulders.

Talking syndromese — low IQ, disadvantaged, dyslexic, eulenic, retarded, emotionally disturbed, learning disabled, etc. — was lots of fun. Parlor psychoanalysis became a great sport and some teachers basking in the twilight of the Freudian age wove many fanciful theories and explanations in support of the pupil's deviant behavior.

Labels were useful: they supplied the Delphic answers to Delphic and non-Delphic questions.

'Why is Jimmy dyslexic? Because he can't read.'

'Why doesn't Jimmy read? Because he is dyslexic.'

'Why doesn't Bobby do his work? Because he is emotionally disturbed.'

'Why is Bobby emotionally disturbed? Because he doesn't do his work'

And since the labels 'dyslexic' and 'emotionally disturbed' were hung around their necks attached to the string that held the house key, the teacher gained temporary or permanent relief from racking his brain to discover different methods and ways to teach the necessary skills. The appear-

ance of some expert was lauded and cheered just as much as his departure was booed when a 'way-out' method to teach appropriate skills was suggested.

If in spite of all labeling and lack of teacher intervention, one day Jimmy deciphered the headlines of *The Sun* and Bobby completed all his tasks, we teachers patted ourselves on the back with ambivalent feelings.

When the writing on the wall, in answer to questions raised, urged us to extract 'disability' from the learner and accept 'teaching disability,' labeling received its hardest blow. The message that solutions for the problems of children with learning handicaps are within the walls of the regular classroom was received with differing degrees of willingness to experiment with new ways and methods to help children learn.

The new trend for integrated classes stresses teacher responsibility and accountability for the learning progress of each individual pupil. The motto is integration and equal educational opportunity.

In this era of civil rights and community schools it is futile to argue for segregated classes for mildly handicapped children. The emphasis is on how the child should be helped to learn to cope with the various academic and social demands of the integrated classroom.

This is the issue to be examined, evaluated and resolved. Instead of redefining or indulging in such euphemisms as blaming the home, the parent, and so on, let's get down to our busi-

ness to teach children and to overcome 'teaching disabilities.'

When we examine children with problems, with learning handicaps, they appear to have one thing in common: they were exposed to teaching that has failed. It might be argued that the teaching did not fail totally because it has taught the children frustration and failure.

The formula against educational violence and destructive curriculum has been on our doorstep for a long time. The rules for the prevention of failure and for the remediation of past failure lead to success:

- Teach the child at his *achievement level*. Don't expect him to produce responses he is unable to produce. Diagnose the child's academic and social functioning, determine which areas he has failed to learn and program him for success.
- Organize the learning sequence in a logical step-by-step development of materials and place the learning sequence in appropriate *incremental steps*. Small steps are needed for little feet on shaky legs.
- Provide *feedback*, immediate feedback, to the child on the correctness of his response. Emphasize correct answers and curtail emphasis on errors. Give lots of *positive feedback*. Accent the positive.
- Reinforce the correct response in a manner which is meaningful to the individual learner.
- Provide the learner with *evaluation skills*.

Sounds like programming? It is. It is programming for success: program-

Dr. Csapo, assistant professor in the research unit for exceptional children, is a member of UBC's Faculty of Education.

ming the learning handicapped child in the regular classroom for successful academic and social experiences.

Two ways of carrying out the success oriented program are beautifully illustrated in the Federal Way School District: placing each child in the school on an individualized program, and helping a selected number of learning handicapped children at the learning center at his own school.

At Brigadoon Elementary School every child is on a program individually tailored at his achievement level. Children use materials they can handle successfully and they are reinforced systematically and consistently for their progress in learning. The task-oriented students assume responsibility for their contracts in learning and most of them above Grade 3 level chart their own daily progress.

When Brigadoon School organized its individualized program pupil teacher ratio was not changed. Volunteer mothers and teacher-trainees, who stay for 6 to 9 months for their practicum, supply the extra personnel needed to provide immediate feedback and reinforcement.

The central supply cabinets contain a great variety of educational materials by scope and sequence. All instructional materials are catalogued according to subject and skills. The open area is dotted by special attractive centers that form part of the daily reinforcement menu.

Data are kept on every child daily in a manner consistent with current precision teaching principles. There is no labeling, no special class, but success experience for all. Children record proudly and evaluate their own daily progress.

Learning centers (LC) are established in other schools to provide individualized instruction to selected pupils.

These centers are set up to give help

to the learning handicapped children, or to about 10% of the school population (50 - 60 children a year in schools of 500 - 600 pupils). The children report to the LC and work in their own areas of academic and behavioral weaknesses which interfere with successful learning.

Pupils spend a varying amount of time each day at the LC, depending on the individual rate of improvement and the magnitude of the initial problem. A child who is 4 - 5 years behind academically has a good reason to spend his entire day at the LC. The LC, it is hoped, will in the future prevent such gross academic or social failures from developing by reaching the child early, when his problems are relatively minor.

Talking syndromese was lots of fun — some teachers wove many fanciful theories and explanations in support of the pupil's deviant behavior.

The teacher, who is a well trained learning specialist, is assisted in his daily tasks by volunteer mothers and teacher-trainees. The teacher programs for each child at his success level, evaluates and charts the daily progress, consequences students contingent upon desired academic and social behavior. Students are taught to measure their own performance in different areas and they are also involved in planning their contracts.

LC activities are well organized and a token economy is carefully designed for specified behaviors. Appropriate scheduling and organization of materials by scope and sequence precede the arrival of pupils in September. Some children after their return to their homeroom continue to work on their contract. The contracted pro-

grams are continuously assessed. The teacher, assistant or student computes rates accurately, which are recorded and charted daily. Some children on simultaneous home and school behavior management programs carry daily reports with them.

To reiterate briefly, the teacher:

- identifies movement cycles,
- prescribes individual contracted programs,
- accelerates those responses that will compete with the undesired response,
- increases the rate of desired behavior, and
- chooses curriculum materials that will decelerate error rate.

The well trained precision teacher is a highly professional educator who diagnoses the weaknesses in his teaching, identifies the problems and remediates them. Special consultants, learning specialists, are provided to assist the teachers who staff the LCs. They are instrumental in establishing resources for the LCs and organizing file systems of duplicated materials for teacher and student use. They communicate matters regarding LC procedures to total school staff, parents and support personnel.

The children learn and progress at their own rates. There is no stigma attached to LCs. After all, a child's business in school is learning.

Without frustration and failure experiences, the journey is smooth, happy and continuous. The responsibility for learning is placed on the child's shoulders, strong intrinsic or extrinsic motivation being built into his daily program.

The Learning Centers as they function in Federal Way may very well be the answer to integration until such time as every teacher is ready to provide individualized instruction based on individual differences.

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.

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City Kids Go Camping

Continued from page 120

school about 3:00 p.m. and everyone was speedily dispatched home.

From the children's point of view, there was lots to do at camp and always someone willing to help or learn with them.

From the adults' point of view, we, I suspect, learned even more than the children! It certainly was a tiring week, for our days began at 6:00 a.m. and ended about midnight, but we felt it had been worthwhile.

Wind-up Activities Back At School

The Monday morning after our camping week found Grade 5 students and teachers with a king-size case of claustrophobia. It's amazing how those walls closed in — but it was definitely back-to-work time.

Although camp was not emphasized as much in our daily schedule, there was still much to do that concerned camp. First and foremost, of course, were 'thank you' letters to all who had helped us. Then followed a final and formal accounting of the expenditures of the week at camp. It was interesting

to check our actual expenses against the budgeted figures. There were projects to complete and things to return, many details to finish.

The students have talked, thought and written about camp and made their own formal evaluation of the week. When asked to suggest possible changes, their most frequent reply was 'two weeks instead of just one.' Staff members are still evaluating it!

In summary, several things should be noted:

- It should be emphasized that a camping project such as this involves a large measure of time, energy and money.
- It pays enormous dividends to include all the children in all phases of the planning.

- It was found that it is much easier and more valuable as a learning experience to work with a small group. A year ago, one class participated in this project; this year two were included. A camping project with all students involved in all phases of planning is best suited to a single class.

- Grade 5 children seem of ideal age for a project of this nature. They are able to understand what such a trip tries to promote, and still have the enthusiasm and curiosity often not found in older students. Truly they are a pleasure to work with.

- Despite the many problems involved, the week at camp proved a very rewarding experience for all concerned.

Go ahead — try it!

Oct

Are You A Sexist?

Key: 1. No 2. No 3. No 4. No 5. Yes 6. No 7. Yes 8. Yes 9. No 10. No 11. No 12. No 13. Yes 14. No 15. No

A. Yes B. No C. Yes D. No E. Yes F. No

(These responses are not to be included in your rating score.)

How Did You Rate?

70-75 A Real Human Being!

60-65 Mildly Sexist. (Beginning to see the light!)

35-55 Moderately Sexist. (Shows hope. Read *The Female Eunuch* by Greer)

0-30 Positively Sexist. (You need a crash course on human liberation!)

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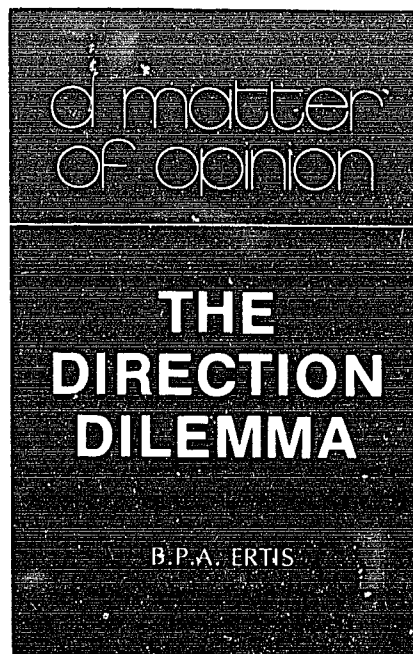
Among the many storms which batter the good ship education there is one that is feared more than all others.

The names by which this storm is known are both colorful and many. They range from such ambiguous euphemisms as *curriculum guidelines*, *school board philosophy*, and the infamous *P1-J1*, to locally better known phrases which because of their high degree of specific reference are better left unstated.

It has been my experience that whenever a discussion centers around the question of educational direction, uncertainty and vagueness become the only issues that are certain and clear. And, if one looks carefully along the entire educational hierarchy, one detects a similar, almost paranoid clinging to the blanket security of indefiniteness.

A recent interview by a *Toronto Star* reporter with the new director of the Metro Toronto Board, Grant Gillespie, revealed this uncanny ability of so many of our educational leaders to hide behind meaningless clichés, while offering no more than arbitrary hints at the something-or-other that perhaps we should be pursuing. Says he, 'I think school is always behind society. It follows rather than leads. Maybe it should lead more.'

Wisdom or nonsense? Is he implying that schools have been graduating students who have worthless diplomas because society has antiquated the relevancy of the knowledge they have obtained? Or perhaps he means that the concern of the school should be to prepare students for the eventuality of some future necessity? In reality, what director of education would risk his political neck by suggesting either to



the taxpayers?

The above is but one example only. There is, of course, a great deal of murky water in the educational sea. Obviously, one wonders why this is so, and, more importantly, what can be done about it.

In answer to the first question (why?), I believe that our hesitancy to define functions and our obsession with ambiguity is the inevitable result of the unwillingness on the part of the high priests of education to provide a scientifically viable set of social data defining the needs of society. To do this would all but eliminate the blundering inefficiency and very costly hit-and-miss accountability which is typified by such statements as . . . perhaps open-area

Mr. Ertis is a resource teacher for the Peel County Board of Education, Ontario. Reprinted with permission from *The Educational Courier*, November 1972.

schools were not such a good idea after all. . . .

Do not misunderstand. I am in no way advocating a termination of progressive educational experimentation. I am suggesting, however, that unless we begin to think in terms of acquiring data which unmistakably define given needs of the society — data which are also reliable and valid for a set period of time — we will never channel our educational ideas into sharply defined and unquestionably necessary goals.

I believe that education must ultimately serve the needs of the country, and that in doing so, it must become utilitarian and highly functional. West Germany has long been a world leader in the practical utilization of this concept. China has also adopted this idea and refined it even further. Its educational philosophy can be summed up in one sentence: whatever China needs, China teaches. Chinese students are given one goal: whatever the state needs.

Peter Mitchell, a history professor at York University, recently visited schools in China and reports that, 'China's schools are tough, austere, and dedicated, filled with children who work hard at their lessons . . . having no frills but excelling in the necessities.'

Excelling in the necessities. I'll buy that.

We may not agree with the political orientation of either of these countries, but we must concede that their view of education is a sharply focused response to their society's equally focused demands.

Why not? Is it not time we received a more equitable return on our educational investments?

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HAPPY NEW YEAR...

to all, and for those concerned, Happy End-of-Semester-to-Come. And a look ahead at what's in store for 1973 in this department. I gather that at least a few of you read these lines, and I mentioned earlier that I am receptive to any ideas you might have to improve and/or change the goings-on here. Over the years some new procedures have been tried: longer essay-type reviews; 'omnibus' reviews of several similar or contrasting books; reviews by senior secondary students; reviews In Brief; and exchange of information on (gulp) free materials. Let me know your views on these or other ideas you might have.

WHERE DO YOU KEEP...

your copy of *The BC Teacher*? I put mine on the magazine rack in the school library, and would you believe that students read it? Indeed they do. Give it a try some time.

HAVE YOU NOTICED...

that book prices are creeping up relentlessly so that now the average price of a novel is \$6.95, while non-fiction starts around \$8.95 and goes clear out of sight. The other day I noted a title I want to get, and was staggered to see it marked at \$7.50 — and a paperback yet! No wonder schools are so short of books. Magazines seem to be on the same escalator, and allow me to digress here with a Pet Peeve. Why, I demand, do magazine companies often send duplicate (even triplicate) copies each month? Such prodigal use of paper seems quite out of keeping with the prices charged. And what paper! We use better quality paper in the bathroom.

POSITIVELY THE WORST JOKE...

I have ever heard: Q. 'What can I do about this ringing I keep hearing in my ears?' A. 'You might try getting an unlisted ear.'—C.D. Nelson

AND STILL THEY COME...

As Jimmy Durante used to remark, 'Everybody wants ta get into da act!' And so they shall, Jimmy, so they shall. My recent pieces on free materials have generated some lively interest in all sorts of places. Teachers have written in with further suggestions; organizations have torn strips off this old hide, believing that I am bent on destroying the environment; and corporations have sent materials and brochures on their activities in the educational field.

I am pleased to have had such a response, particularly from those outside our world of teaching. I had no idea that *The B.C. Teacher* was so widely read. And so (are you ready for this?) ... here are some more freebies:

1. *National Film Board*, P.O. Box 6100, Montreal 101, P.Q. publishes two interesting newsletters about media:

Challenge for change newsletter — 3 or 4 times a year, deals with uses of media for social change, using articles, cartoons, etc.

Screen — a quarterly, reviews NFB films with articles on film and media study. (Thanks to L. Kuehn of Kamloops for this info.)

2. *Castrol Oils (Canada) Ltd.*, P.O. Box 3, Stn. N, Toronto 510, Ontario has just published a most useful booklet, *Talking about cutting fluids*, that would be an excellent item for the Industrial Education bookshelf. It includes tables on pollution levels in Canada (water and sewage), and concise discussion on the theory of machining, both wet and dry.

3. *Atlas Copco* (I have mislaid address, but will include it next month!), has sent a beautifully designed booklet (printed in Sweden) called, *A little book about our hearing, how we measure sound, how we can protect ourselves against noise and what we can do to make noisy machines quieter*; and that title says it all. Very useful for physics and social studies (noise pollution) classes. Really a first rate item.

4. *British Columbia Telephone Co.*, Mrs. F. J. Welland, Community Relations, 768 Seymour St., Vancouver 2, B.C. produces a raft of materials that are free to schools. Here is a list of the items I received in a giant package last week:

BC Tel kit — contains the following:
2 diagrammatic views showing the circuits involved in

— connecting a telephone to another phone in the same exchange via the Central Office equipment;

— connecting a telephone in Vancouver to a phone in Victoria via aerial and underground cables to the toll-office through the radio equipment and out the transmitting and receiving tower

1 large colored poster. *How the telephone works*

Booklet — *Alexander Graham Bell*, a biographical sketch of the inventor of the telephone and his work

Bicycle safety program — a leaflet, two folders, 2 pieces reflector tape

1 large colored cartoon poster, *Telephone courtesy*, suitable for elementary classes

3 booklets — *Hunter's guide*, tips on job hunting; *Using the telephone*, for elementary grades; *Telephone techniques*, for secondary students

1 *Film catalog*, listing free 16mm films you can borrow, on a wide variety of topics, including science, ecology, safety, computers, drugs, careers and many other special subjects

1 poster, *Telephones of yesterday and today* — colored illustrations with text (this was too large for the kit above)

1 *Cardiac*, which is the acronym of *CARDboard Illustrative Aid to Computation*; a most ingenious device that simulates a computer that really works, and is available in class sets of 35 to secondary schools. It has a very informative booklet that explains computer programming, too.

As if all this isn't enough, Mrs. Well-

and states that older style telephone and teletrainer units may be freely borrowed for classroom use. She is ready to answer any further queries about BC Tel educational programs, and you may call her collect at 662-2377.

5. Consumer contact, free from The Consumer, Box 99, Ottawa, Ont. A monthly consumer newsletter published by authority of the Minister of Consumer & Corporate Affairs, Ottawa. It started in March 1972, and is full of useful, current information of interest to home economics, management and general business courses.

6. Finally, I must mention the January 1973 issue of *Chatelaine*, just received, which has pages of free materials, with lists of addresses of travel information (embassies and consulates, and Canadian tourist bodies) and other source addresses. Whew!!

ECOLOGY

Learning About Environment, by Robert F. Harrington and Richard C. Passmore. Carlton-Green, c1972. Paperbound. \$1.50

For those concerned with the present environmental issues and who also would like to pass on some sane insights to their charges, *Learning About Environment* is a sound buy. Written by two members of the Canadian Wildlife Federation, the book is handsomely illustrated in color and black and white photos, sketches and diagrams conferring a healthy diversity. Contents include energy and natural cycles, food chains, webs and pyramids, carrying capacities and demographic predictions, with a conclusion of how individual ecological perspective may yet save the day. Throughout the text, questioning is a common technique. The student is invited to digest the material in terms of his own immediate surroundings. Stop-think statistics are common. Each of the eleven units save the last has a vocabulary list, and thought and discussion questions. Italics are

used effectively for key concepts and will aid in recapitulation.

Supposedly, the text is for students at intermediate and senior levels of the elementary school program. It would be more effectively used at secondary school level as a student text. Both science and social studies teachers could use such a unit with differing emphases. The unit is timely and for those teachers who observe the fragmentation of knowledge that occurs in our schools, the holistic approach of this book should prove rewarding. The 64-page ecology unit may be supplemented with a slim Teachers' Manual, which sells for \$1.50. A second unit in this series is entitled *Environmental Problems* and is available from Canadian Wildlife Federation, 1419 Carling Avenue, Ottawa K1Z 7L7.—Peter R. Grose

FRENCH

Vivre en Québec. Jaques Cotnam, Jacques Blais and Robert Dickson, Eds. McClelland & Stewart, 1972. Paperback. \$2.95

'Il doit y avoir une explication à tout cela...' This is the third collection of readings from contemporary French-Canadian literature that I have been asked to review this year, and it is by far the most useful.

The stated aim in the preface is to further the understanding of Quebec and her people by their 'Anglo' compatriots and I think that many of the readings achieve this. *Une Vendeuse Bilingue*, for example, a story about a 15-year-old from the east end of Montreal looking for a job in one of the fashionable boutiques of the west side, will strike a responsive chord in teenagers anywhere.

Most of the stories are rich in Québécois idiom and vocabulary and are accompanied by explanatory side-notes (mostly in French). The sophistication of the language in most cases makes this collection suitable only for Grade 12 students; a familiarity with the *Passé Simple* is needed, for example. There are, however, a few stories that could be read enjoyably by less advanced students.

The layout and the black-and-white photographs are good and the cover design is visually appealing. However, a paperback book (nearly \$3.00 a copy) will stand two years' at most of student use (abuse?). A

class set of 35 copies, therefore, is an expensive investment, although I think most French teachers would agree, a good one.

—Roger Coster

MISCELLANEOUS

Images and Eloquence, Photographs for Composition, by Ahmed Essa. Holt, Rinehart and Winston, c1972. Paperbound. \$6.30

If you have not already done so many times, try this experiment. Hand out a few picture books or magazines and ask students to look at them. You can even try the experiment with a group of adults. The result will probably be the same. After a short time they will have thumbed through the books, tossed them around and will be waiting for more. Have they really LOOKED at them? Perhaps the odd picture may attract some attention.

Never before in our history have so many pictures been around for us to look at. The illustrated magazines, the movies, the TV all compete for our visual attention. The advertisers and the movie moguls know enough about human visual reaction to know that it needs the shock impact to make us really look. And now that the unclothed glamor girl is becoming a bit of a bore, what else is there to look at?

In this age of instant visual communication we all have to learn again the art of really looking. The good artist, photographer or film-maker will, of necessity, have learned to observe. For the vast majority of students, however, this must again become part of the educational process. It is a process that must be associated with the written word, for how can anyone write effectively unless the concepts or images are first present in the mind? It is true that we 'see' first with the mind and then translate what we see into the written word.

The title of this excellent book *Images and Eloquence* emphasizes the relationship between 'Seeing' and 'Writing' — or speaking. It consists of a series of photographs, taken by the author, but arranged with a specific purpose in mind.

The first section is entitled 'Observation.' After a series of photographs come two pages of written material. 'Most people,' says the author, 'look at a photograph and at-



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tempt to perceive it as a whole. This, of course, is how to begin observing a picture. But most people do not go beyond the initial stage.'

Each picture is then treated individually. For example, there is a picture of a tree trunk. 'How long has this trunk been lying on its side? Do you need to know botany to answer this question? Do the details of the photograph convey sufficient information?'

This is the first lesson — how to see beyond the obvious. The complete book is arranged in a progressive sequence, providing a considerable amount of material to stimulate writing and speaking. It is the author's own perception and sense of development that makes this book so fascinating. It could be used effectively in art courses as well as English. For the serious photographer, filmmaker, or indeed anyone concerned or interested in the 'Art of Seeing,' this book contains a wealth of fascinating lessons. For only \$6.30 it is a bargain. It is certain you will want to look at it again and again.

—John Getgood.

IN BRIEF...

Gastown's Gassy Jack, c1971, \$1.50; and *Vancouver at your feet*, c1970, \$1.25. These two slim paperbound items would be of interest to students studying recreation and local history in the Vancouver area. The former, by Raymond Hull & Olga Ruskin, is a chatty account of John Deighton, whose saloon was the focal point of the original Gastown (not today's 'tourist-trap'), and his contribution to B.C. history; the second title, by Gordon Soules, is a collection of walking trips, with maps, in the chief open spaces and parks in greater Vancouver, from Whytecliff and Lighthouse Park through Queen's Park, with seven others in between, not least of which is Stanley Park. Useful for its historical and descriptive notes, hints on walking times and routes, parking, what to wear and when to go. Both published by Gordon Soules Economic Research, 355 Burrard St., Vancouver.

National Atlas of Canada. 4th ed. Surveys & Mapping Branch, Dept. of Energy, Mines and Resources, Ottawa. A complete revision of the well known *Atlas* last issued in 1957 and now quite out-of-date. The new edition is being issued in folios of atlas sheets at about 6-month intervals. Folio A, consisting of 33 loose sheets of colored maps, is now ready, and is dated August 1970, selling at \$9. *Individual maps* may be purchased at 50c each, with 40% school discount. No discount on the complete folio. These 33 map sheets cover a wide range in physical geography and economic geography. (That notorious Pacific Fisheries map mentioned here before, and requested by about 170 teachers is now ready, at 50c less 40%.) Readers are advised to write for a free copy of the provisional table of contents at the above address.

We Shall Miss These Teachers

In Service	Last Taught In	Died
Stanley Strachan Boshier	Surrey	March 7
Edgar Joseph Dorran	Saanich	November 21
Eric Osborne Greenius	Burnaby	August 25
William Edgar McNab	Quesnel	August 26
Miss Theresa A. Peters	Skeena-Cassiar	July 1
Ernest Duncan Wright	North Vancouver	October 3
Retired	Last Taught In	Died
Richard Bunting Crummy	Vancouver	November 17
Miss Bertha May Kelly	Vancouver	November 11
Miss Sybilla Kydd	Vernon	November 28
Bertrand Eugene O'Neill	Slocan	November 10
Jerald Alexander Potts	Peace River S.	November 14
Mrs. Norah K. Purslow	Ladysmith	November 6

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

BISHOP, VIRGINIA E.

Teaching the visually limited child. Springfield, Ill., Thomas, 1971. 214p. HV 1643/B 56.

GERLACH, VERNON S. and DONALD P. ELY

Teaching and media: a systematic approach. Englewood Cliffs, N.J., Prentice-Hall, 1971. 392 p. LB 1043/G 31.

GILES, T. E., ed.

Educational accountability. Calgary, Alberta Council on School Administration, 1972. 208p. LB 2805/G 55.

GREENE, HARRY ANDREW and WALTER T. PETTY

Developing language skills in the elementary schools. 4th ed., Boston, Allyn and Bacon, 1971. 571p. LB 1576/G 74.

JOHNSON, STUART R. and RITA E. JOHNSON

Developing individualized instructional material: a self-instructional material in itself. Palo Alto, Calif., Westinghouse Learning Press, 1971. 108p. LB 1031/J 6.

ZIMET, SARA GOODMAN

What children read in school: critical analysis of primary reading textbooks. New York, Grune & Stratton, 1972. 156p. LB 3045/Z 5.

TAPES (Cassette)

GREGG, ALEC

Revolution in the English elementary schools. Washington, D.C., National Education Association (C-124).

DORN, CHARLES

Directions in art education. Washington, D.C., National Education Association (C-123).

LUKE, ROBERT A.

Temporary task forces: a humanistic problem-solving structure. (Conference on new technology in organizational development, 1972) (C-121).

MIEL, ALICE

New patterns of in-service education for elementary teachers. Washington, D.C., National Education Association (C-122).

OVANS, C. D.

History of the B.C. Teachers' Federation (Address to staff) Vancouver, November 1972 (C-134).

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

comment

WE'RE ALL INDIVIDUALS

A. G. ROBERTSON

What does the teacher see at the beginning of September — a class of 30 children or 30 pupils in a class?

What does the principal see — a staff of 30 teachers or 30 men and women making up a teaching staff?

Or the district superintendent — does he see at the first meeting of the school principals an administrative team of 30 or 30 people making up a team?

How about the school trustees — do teachers see a faceless Board or a number of men and women doing their bits for education? Do trustees see administrators, principals and teachers as school district personnel represented on paper by a budget item or do they see different people performing different functions?

Class, staff, team, board, personnel — these are all abstractions. Pupils, teachers, principals, superintendents and trustees are human beings, each one unique, each individual. Why can't we treat each other as such?

And let's be clear that it is not enough to deal with persons one at a time out of an attempt, however honest and sincere, to treat them as individuals. Individuality goes far beyond that. To be treated as an individual is to be looked upon as worthy, as entitled to self-esteem and the opportunity to earn it for oneself. It is to be given a fair chance in the context of freedom from oppression or repression to pursue one's own goals in one's own way so long as the rights and responsibilities of others are respected. It is to be given a right to strive for self-actualization.

We cannot be and become self-actualized human beings if we are imprisoned in a system that treats us as if we were interchangeable or replaceable components. A system within which people are treated as individuals serves people. It does not make servants of them. To serve voluntarily is

ennobling; to be made to be a servant of others is demeaning. Every person has a right, a human right, to exist in dignity.

'I have to support the School Board,' I was told awhile ago. 'When the School Board adopts a policy, it becomes my duty to see that it is carried out even if the teachers don't like it.'

The attitude revealed by words like these surely represents a servant mentality; they are not the words one free person would say to another.

To direct a person, to require him to do what he thinks is wrong, is to treat him as something less than a human being and thereby to threaten his self-esteem. Those who want to direct others are denying to others the chance to be individuals. One person need not set out to direct another. All of us should be directed rather by purpose, process and concept.

The teacher in treating his pupils as individuals is expected to use the power of his position and his professional expertise gives him to *empower* them.

Those in positions of authority over teachers likewise should be expected to use their power to *empower* teachers professionally. At least this is my opinion.

Anyone who is placed in a position of authority over others by virtue of age, expertise or office should use his power to *empower* others. Human power and capacity supplementing, complementing, nurturing human power and capacity exercised in the pursuit of the good of all: is this not the ideal we should strive to reach even though we know it can never be fully attained? The more we can muster co-operation, love and trust as the prime motivating forces, the closer we will come to the attainment.

I believe in accepting people, children and adults, for what they are. In accepting them, you trust them. In trusting them, you don't direct them. Neither do you seek to change them. You are willing to let them use your expertise, if they so will, in changing

themselves. Treating people as human beings entitled to self-esteem requires this.

Individuals create for themselves a positive self-image through their personal achievements. No achievement, no positive self-image. From this point of view, we can help others and each other to develop individually only by aiding achievement. One obviously needs to rely on some process other than direction if the concern is for individuality.

Of course, to direct is easier. One needs only the authority of office to enforce obedience. To be of constructive, positive help to others in developing personally or professionally (are not the terms really synonymous?) is difficult.

Could this be why too often people in authority over other people are hesitant or unwilling to let themselves be used as facilitators of the individualizing process? He who must direct because he cannot facilitate — whether he be teacher, principal, superintendent or trustee — should leave his post. He has nothing to offer.

Let's develop a value system that grants to everyone in education the chance to develop a private brand of individuality, subject only to legitimate social constraints.

What started out as a movement toward the liberation of women is coming more and more to be seen as a movement for human liberation. There is no point in women shouting at men, 'Liberate us!' if men, too, are not free. Prisoners cannot liberate themselves, let alone others.

What started out as a movement toward the individualization of children must equally become a movement for the individualization of everyone — a movement that pervades the whole school system.

All of this is only to say that self-actualization must become the broad goal of education at every age level and that our school practices must be changed to make its achievement possible.

This month's author is the president of the B.C. Teachers' Federation.

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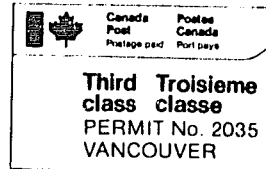
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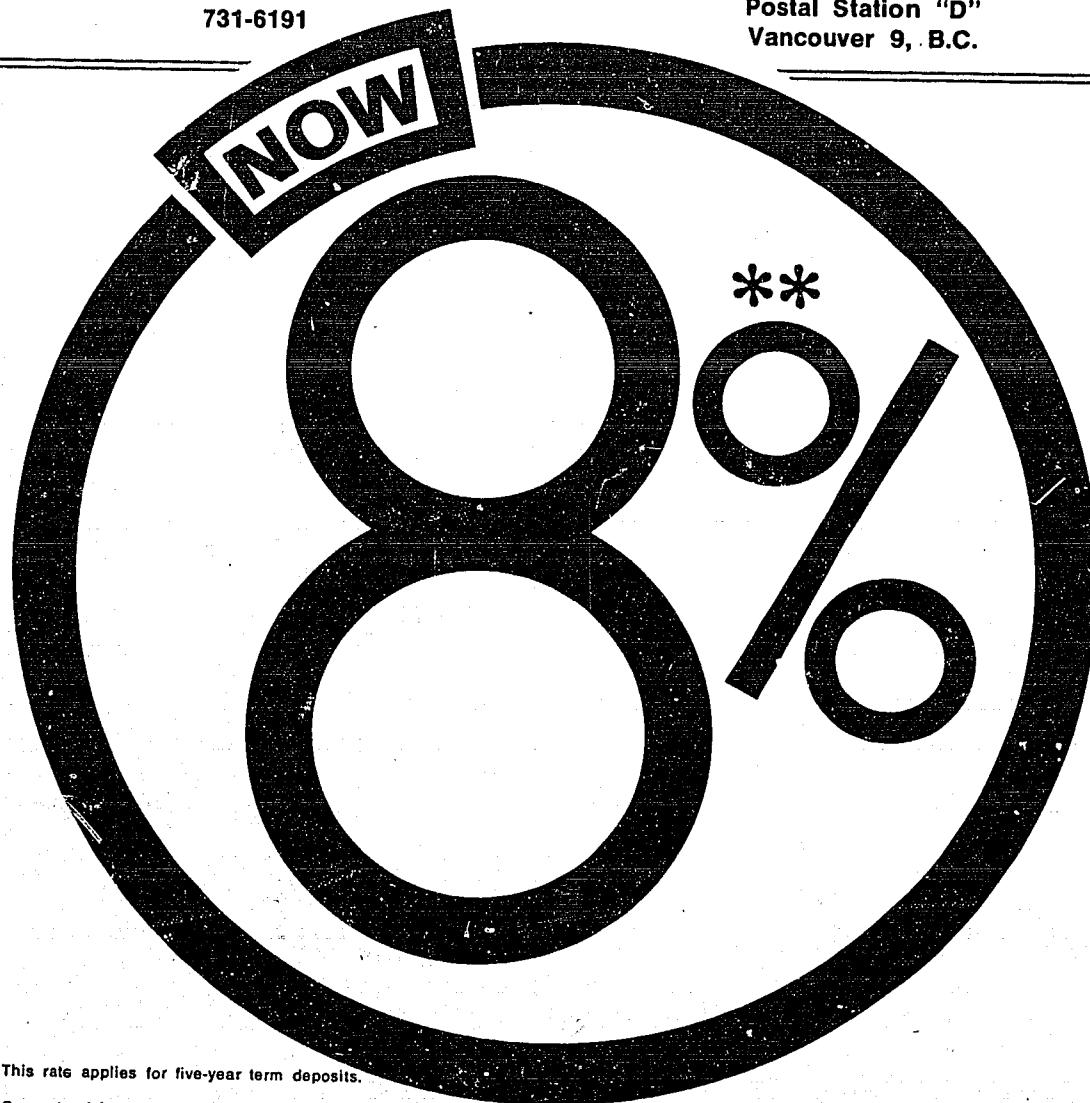
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9 a.m. - 5 p.m.	9 a.m. - 6 p.m.	9 a.m. - 1 p.m.	Closed

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