



THE BC TEACHER / FEBRUARY
VOLUME 52 NUMBER 5

**SEE-
WE CAN....**

**ROBERT
MONTGOMERY**



SMILE!



BILL STONIER

**You Ask
WHY?**



MAUREEN STONIER

Well ... more and more teachers are buying their new cars through Triad Leasing's Fleet Purchasing Power.

Robert Montgomery has joined us bringing over 20 years of automobile experience with him.

We have proven hundreds of times this past year that our prices cannot be beaten.

We handle all brands of cars, and accept trade-ins.



TRIAD LEASING CO. LTD.

Suite 240 - 1070 W. Broadway, Vancouver 9, B.C.
BILL STONIER, president
732-7833


Office Hours: Monday to Friday 9:30 a.m. - 5:30 p.m. Saturday 10:00 a.m. - 4:00 p.m.

**Moyer has
an exciting world
of geography aids.**

Variety is the spice of learning about this intriguing world of ours.

That's why Moyer offers you such an outstanding variety of inexpensive teaching aids—from a wide range of maps and globes to superb reference books to enhance your teaching skills.

You can get full details by consulting our catalogue, a Moyer man, or by contacting our nearest Branch.

MOYER

MOYER VICO LIMITED
 Moncton, Montreal, Toronto, Winnipeg, Saskatoon, Edmonton, Vancouver.

10 EDUCATIONAL TRAVEL PROGRAMS FOR SUMMER 1973

OFFERED BY UBC'S CENTRE FOR CONTINUING EDUCATION

England & Scandinavia	Recent advances in <i>Physical Education in England, Sweden and Norway</i> . July 2-Aug. 1. Approx. cost \$850-\$900. Credit or audit.
England	<i>Special Education in the United Kingdom — The Education Care and Training of the Mentally Retarded</i> . London, Manchester and Birmingham. July 2-Aug. 4. Approx. cost \$900-\$950. Credit or audit.
Italy	<i>Summer School in Florence — Art of the Renaissance</i> . May 14-June 22. A 6-week course; 14th-16th Century art and architecture. Course fee \$175, includes tuition and day trips only. Credit or audit.
France	<i>Historical Techniques: Stained Glass & Enamelling</i> . July 9-Aug. 17. Three weeks in and around Paris; return to UBC for intensive 3-week studio course. Course fee \$460, includes tuition, laboratory fee, ground travel and dormitory accommodation in France. Credit or audit.
Greece	<i>Classical Greece</i> . May 14-June 10. General educational travel tour. Approx. cost \$1,275.
Iran, Afghanistan, Soviet Central Asia	<i>The Golden Road to Samarkand</i> . May 7-June 3. Exploration of the ancient Silk Route; art, architecture, ceramics, metalwork. Approx. cost \$1,700.
East Africa	Includes Nairobi, Dar es Salaam, Olduvai Gorge, Ngorongoro Crater, Mt. Kilimanjaro, the Serengeti National Park and other wildlife areas. During July. Approx. cost \$1,960.
Central America	<i>The Maya Civilization — Past and Present</i> . July 1-29. Art and architecture. Includes Mexico City, Guatemala City, Lake Atitlan, Antigua, Chichicastenango and Tikal. Approx. cost \$1,100. Credit or audit.
Polynesia	<i>The Peoples and Cultures of Polynesia</i> . July 7-Aug. 11. A 5-week study tour in Hawaii, Fiji, Samoa and Tahiti. Approx. cost \$1,400. Credit or audit.
Southeast Asia	June 29-July 27. 4-week credit course. Approx. cost \$1,500. 4-week general program including Bangkok, Malaysia, Singapore and Indonesia. Approx. cost \$1,700.

For detailed information telephone or write today to:
The Centre for Continuing Education,
The University of B.C., Vancouver 8 (228-2181)
Please specify which educational travel program or programs you wish information about.

World Premiere!

HENRY FONDA and
MAUREEN O'HARA

in John Steinbeck's classic

The Red Pony

Outstanding family entertainment

CTV Television Network
Sunday, March 11th
7:30-9:30 p.m.



Presented by **MacMillan Bloedel**

burke's world wide travel

This Summer:

CYCLE BRITAIN!
\$289.00 plus airfare
(Charter, Excursion)



(FREE IF YOU BRING 20 STUDENTS!)

7 nights London
20 days in the country:

rail transport between cycling areas;
Devon, Cornwall, Cotswolds,
Shakespeare Country, Southern Scotland,
Lake District

(10-speed rental bikes)

DEPARTURES: July 8,
August 5,
others at request

phone or write: **School Holiday Dept.,**
808 West Hastings, Vancouver 1
682-4272

THE BC TEACHER

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

Vol. 52, No. 5

February 1973

TABLE OF CONTENTS

142 From Our Readers

145 History, Humbug and Myth Making or Games People Play with B.C.'s History

Joseph M. Kirman / The author traces to its source an item that has been presented as a fact of Canadian history and debunks it.

148 Ecology of Curriculum

Leone M. Prock / Ecology is defined as 'the relations of an organism to its surroundings.' The author hopes teachers will examine their classroom practices in the light of this definition.

151 The Personalized Instruction Approach Does Work

Gyan Nath / Here is a follow-up, an evaluation and an expansion of a project previously described in this magazine.

154 Meanwhile in Cabin 'A'

Rick Bryan / A late-night discussion with youngsters attending a resident camp brings to a teacher a clearer perception of his role as a teacher and of his relationship with kids.

156 Oral Reading: It Should Be There — But How?

Norma Mickelson / Oral reading is an important skill. Here are some suggestions, proven in practice, for helping develop it.

159 We Are All Concerned in Education

Ross Regan / At a time of escalating costs in public education, the author, by explaining his Wheel of Education, stresses the need for the public and the profession to forge a new partnership in which everybody works for education.

161 A Cult And Its Heresies

Anton Vogt / The author discusses the hidden heresies in the casual acceptance of methods unrelated to purpose in education.

165 Do You Want To Go To Singapore?

Angus Gunn / Singapore will be the site of an on-the-spot study by social studies teachers of cultural change and other facets of modern life. The materials they develop will be useful in the new social studies programs.

169 New Books

C. D. Nelson

172 Comment / Profit on the Swings

John H. Sutherland

COVER PICTURE

Children begin early to use such media as the 'listening-post' shown in this picture by the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

Pp.144, 147 — supplied by author; pp.157, 158 — supplied by author; pp.164, 166 — supplied by author.

EDITOR AND BUSINESS MANAGER

K. M. AITCHISON

ASSOCIATE EDITOR

MISS A. B. MACFARLANE

EDITORIAL BOARD

MRS. L. A. HANNEY

B. G. HOLT

A. G. ROBERTSON

C. D. NELSON

STAN EVANS

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

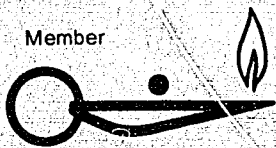
The B.C. Teacher is indexed in the Canadian Education Index.

EDITORIAL OFFICE: #105 - 2235 Burrard Street, Vancouver 180, B.C. Published every month except June, July, August and September. Advertising copy received up to the 10th of the month preceding month of publication.

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

Annual Subscription, \$3.50

Member



EDPRESS



Printed by Evergreen Press Limited

FEBRUARY 1973

139

A NEW GROUP LIFE INSURANCE PLAN

Available through the mass buying power of the British Columbia Teachers' Federation.

*The Plan is endorsed by the Executive Committee of your Federation.

SCHEDULE OF INSURANCE COST

Attained Age	Life Insurance Unit	Annual Premium Per Unit
under age 41	\$10,000.00	\$23.00
age 41 to 45	10,000.00	45.00
age 46 to 55	10,000.00	93.00
age 56 to 60	7,500.00	93.00
age 61 to 65	5,000.00	93.00
age 66 to 70	2,500.00	93.00

members may purchase up to a maximum of 3 units

The annual premium will change upon the premium due date following your attaining ages 41 or 46.

CONVERSION PRIVILEGE . . . AND WAIVER OF PREMIUM INCLUDED

HOW TO APPLY . . .

1. Complete the answers to the questions on the application form on the opposite page.
2. From the schedule of insurance calculate the annual premium.
3. Complete and mail application with cheque payable to:



Canadian Premier Life Insurance Company
300 - 2695 Granville Street, Vancouver 9, B.C.

CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

If the applicant has reached his 45th birthday, has a medical history or is applying for \$20,000 or more of life insurance, a medical examination by a doctor of his own choice will be required, at the company's expense. The company reserves the right to request a medical examination in any case where, in its opinion, such evidence will assist in the issue of the coverage involved.

Low Cost Curriculum — Resource Materials

School Book Fairs Limited

PAPERBACKS

- Representing all major publishers in Canada, U.K., and the U.S.A.
- We stock titles in all subject areas and for every reading level.
- Special selections for the slower learner and reluctant reader.
- Fast delivery through our central order service.
- Special order arrangements for libraries.
- Distributor for **Festival Editions** of Shakespeare, a new paperback series produced in cooperation with the Stratford Festival.
- Distributor for **Now Age** paperbacks.

LIFE PROGRAMS

As the Canadian agent for **Time Life Education Programs**, School Book Fairs stocks a wide selection of their modern learning aids: reprints; transparencies; filmstrips; and filmstrip kits.

FEATURING

- World Religions • Ecology • Drugs • History
- Art • Science • Biology.

CASSETTE COURSES

Covering a wide range of academic subjects, each course is complete with pre-recorded course material, plus accompanying text that does not duplicate information on tape.

School Book Fairs is Canadian School Agent for these courses — produced by the Automated Learning Corporation.

To: Dept. BC73-1, SCHOOL BOOK FAIRS LIMITED, 55 SIX POINT RD., TORONTO 18, ONT.

PLEASE SEND CATALOGUES

- ☐ SECONDARY SCHOOL
☐ CASSETTE COURSES

- ☐ ELEMENTARY SCHOOL
☐ LIFE EDUCATIONAL



Name..... Title.....

School.....

Address..... City..... Prov.....



HEAD OFFICE - WINNIPEG, MANITOBA

BRITISH COLUMBIA TEACHERS' FEDERATION

Application for Group Life Insurance

LIFE Amount of Insurance \$.....	Annual Prem. Enclosed \$.....	FOR HEAD OFFICE USE ONLY
1. Name of applicant		Group No.
First Middle Surname		Cert. No.
Address		Effective Date
Number Street		Date of Birth
City Province		Sex

Particulars relating to the life to be insured.

2. (a) Name of insured: Mr., Mrs., Miss

First Middle Surname

(b) Address:

Street City Province

(c) Place of Birth:

Date of Birth:

Day Month Year

(d) Height

Weight

Social Insurance Number

Ft. Ins. Lbs.

(e) Beneficiary:

First Middle Surname

Relationship:

(f) Name of School

(g) Address:

Street City Province

3. (a) Are you a member of the BCTF?.....

(b) Are you now actively engaged in your occupation on a full-time basis? Yes..... No.....

4. Have you ever been postponed, rejected or rated for any Life Insurance?.....(if yes, give details).....

5. Are you in good health?.....(if no, give details).....

6. Have you been a pilot or member of the crew of an aircraft in the past 5 years?.....(if yes, give details).....

7. If the answer to any of the following is YES, please give conditions, dates, duration, results and name and address of doctors and/or hospitals.

Have you ever had or been told you had:

(a) Lung disorder (e.g. Asthma, Bronchitis, Tuberculosis)?

(b) Heart trouble (e.g. Pain in chest, shortness of breath, high blood pressure or murmur)?

(c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)?

(d) Diabetes, Kidney disease or abnormality of the urine?

(e) Tumor or growth?

(f) Epilepsy, Paralysis, nervous or mental disorder?

(g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder?

(h) Any disease, impairment or deformity not named above?

8. Have you, during the past five years, been under observation, had medical or surgical advice or treatment, other than stated above or been hospital confined?

YES or NO

IF ADDITIONAL SPACE IS REQUIRED FOR ANY SECTION, ATTACH SEPARATE SHEET

I hereby declare that the above answers and statements are complete and true and agree that any coverage issued in consequence of this application shall not take effect unless, on the date the insurance would have become effective, I am actively engaged in my occupation on a full-time basis. I further agree that the insurance applied for shall not become effective until the first day of the month following approval of this application by the insurance company.

Dated at this Day of 19.....

SIGNATURES

Life to be Insured Owner (if other than life to be insured)

MEDICAL AUTHORITY

I hereby authorize and request each physician or other person who has attended or examined or may hereafter attend or examine me and each hospital or sanatorium in which I may have received or may hereafter receive treatment to furnish to Canadian Premier Life Insurance Company any knowledge or information thereby required. A photostat of this authorization shall be as valid as the original.

Date Day Month Year Signature of Life to be Insured

From our readers

An Omission is Corrected

Sir,

Thank you for the careful handling of all correspondence. The response was overwhelming.

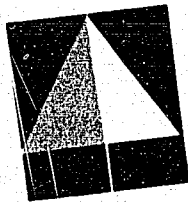
However, in the interview with Mr. Aitchison in the September-October issue, the name of the publisher was not given, and so many letters enquired

about the availability of my book *Between the Lines: the Casebook of a Graphologist*. It was published by McClelland and Stewart. Bookstores in all parts of B.C. may write to McIntyre and Patterson, #3 - 1315 West 15th Avenue, Vancouver 9, who are agents for McClelland and Stewart.

Personal enquiries about problems in school I have answered; but it will save your staff considerable work if you now

publish my business address: Room 12, 1557 West Broadway, Vancouver 180.
Vancouver Hannah M. Smith

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.



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



summer
of **73**

study abroad

UNDERGRADUATE CREDIT COURSES
FOR DAYTIME, EXTENSION STUDENTS & LISTENERS

FRANCE (Paris) Fine Arts, French, Philosophy

GERMANY (Munich) German, Philosophy

INDIA (Benares) Anthropology, History, Psychology, Religion

ITALY (Florence & Rome) Classics, Fine Arts, Italian, Philosophy

SWEDEN (Field trip to Finland) Social Work, Sociology

U.K. (Edinburgh) English, Music, Personnel & Industrial Relations

YUGOSLAVIA (Zagreb & Split) Political Science, Sociology

For further information write
Mr. Tom Schatzky
INTERNATIONAL
SUMMER SCHOOLS,
SCHOOL OF
ADULT EDUCATION,
McMASTER UNIVERSITY,
GILMOUR HALL,
ROOM 136,
HAMILTON, ONTARIO.
Telephone 522-4971 Ext. 321

- Schools usually start first week of July
- 45 day programme (some 23 days)
- Related field-trips integrated into programme
- Full credit for students meeting McMaster University admission requirements or having a letter of permission from another university
- Some "listeners" accepted



THE B.C.T.F. CO-OP'S CHARTER AGENT

in your summer holidays:—

CRUISE EUROPE!

Rhine Cruises; Mediterranean Cruises;
Black Sea Cruises, Greek Isles Cruises;
Scandinavia-Spitzbergen Cruises

COACH-TOUR EUROPE!

Scandinavia-Russia 3 wks; Italy 2 wks;
Romantic Germany 7 days; Britain 1-3 wks

CAMP EUROPE! (ages 18-30 only)

any part of Europe, also North Africa
4 wks, 5 wks, 6 wks, 9 wks

— EURAILPASSES — BRITRAILPASSES —
COACHMASTER TICKETS — RENTAL CARS

... and to get there: CHARTER FLIGHTS,
EXCURSION FLIGHTS!

for complete summer catalogue phone or write:

School Holiday Department,
808 West Hastings St., Vancouver 1
682-4272

UNIV. OF
PORTLAND



The Right Direction for Summer

June 11 — August 3
Short Courses — Workshops

3 - SUMMER M.A. PROGRAM - 9 FIELDS

Tuition: \$45/sem. hr.

Free Parking on Campus

Send for catalog: Summer Sessions Director,
University of Portland, Portland, Oregon 97203

HOME PHONE 438-7898

Hours: Mon.-Fri. 9 am-5 pm, Sat. 9 am-1 pm

GETTING ENGAGED?

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

SID HARLING LIMITED

Diamond Importers and Jewellers

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

All out of town mail inquiries quickly answered

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

REQUIRED SUPERINTENDENT OF SCHOOLS

The Lethbridge Public School Board (8000 pupils) invites applications for the position of Superintendent of Schools and Chief Executive Officer with duties to commence on or about January 1, 1974.

Applicants should have a minimum of ten years experience as a teacher and administrator, and should have commenced work on, or completed, the doctoral program with appropriate emphasis on educational administration.

Applicants with full curriculum vitae and list of referees are to be submitted to the undersigned by not later than March 15, 1973.

Dr. D. F. McPherson, Chairman
c/o Bigelow-Fowler Clinic
1605 - 9th Avenue South
Lethbridge, Alberta



Portrait of George Francis Train

*Agatheon Century Crafts Educational Division
Sheddy Corporation - Reprinted by permission*

HISTORY, HUMBUG AND MYTH MAKING

or games people play with B.C.'s history

JOSEPH M. KIRMAN

The author traces to its source an item that has been presented as a fact of Canadian history and debunks it.

All countries have their historical legends and folklore, including Canada. But how does a reader draw the line between actual history and folksy myths — especially when some items of myth are presented as actual historical facts? Truthfully, unless he has historical research training, he can't. Most people have to rely on the scholarship of others.

What does this have to do with our article? Simply, the debunking as a myth an item that has been presented as a Canadian historical fact. In this case, a story about a fascinating gentleman named George Francis Train.

My interest in him was kindled by a paragraph in *Quick Canadian Facts*. This publication is a Canadiana reference book that has a handy historical chronology section among other items. In the chronology for 1869 there is a reference to George Francis Train. He is noted as an American eccentric who planned to capture Vancouver Island by marching a Fenian army across a spe-

cially built bridge and burning the bridge behind him.

Train is also alleged to have wanted to give Vancouver Island to Ireland (yes, Ireland in 1869, where there was total British rule) and actually visited Victoria. *Quick Canadian Facts* claims that he arrived there at 5 a.m. and 'he said the place would never amount to anything because everyone slept too late and got back on the boat and went home to Seattle.'

That year of 1869 especially aroused my curiosity. Even with such a nonsensical way of trying to launch an invasion of Vancouver Island, and the illogical statement about Ireland, the year 1869 was the beginning of Riel's Red River Rebellion. Riel was known to have contacted Fenians in the U.S.A. And they did have a history of attacks against eastern Canada, launching their raids from U.S. territory.

Was Train attempting to act in co-ordination with Riel by launching a second prong of an attack that would have had the effect of splitting the Canadian military forces sent against Riel? Indeed, if Fenians on the east coast were

acting in co-ordination with such a program, it would have been a devastating plan. Of such events are the rise and fall of nations chronicled. This merited a careful inquiry, starting with the puzzling role of George Francis Train.

But where to start? Certainly, if Train was brash enough to plan an attack on Vancouver Island, and even reconnoiter on his own, he might merit at least some mention in the *Encyclopedia Canadiana*. Strangely, nothing about him could be found.

The next logical step, since he was an American, was to look at an American encyclopedia for a longshot possibility of some mention of him. An old 1952 set of the *Funk and Wagnalls* had the key to the life of this person. And a strange and unique life it was. Far stranger than I had anticipated.

He was born in 1829 and lived until 1904. But within this period of time the F&W noted that he ran the gamut from farming to high finance in backing clipper ships and railroad building, amassing a \$30,000,000 fortune in Nebraska real estate. He also set a world record for circling the globe in 1870 and

Dr. Kirman is an associate professor of social studies in the Faculty of Education at the University of Alberta.

was alleged to have inspired Jules Verne to write *Around the World in Eighty Days*. Train was also noted as having been involved in politics, organizing the Marseilles Commune as well as running against Grant in the 1872 U.S. presidential election.

A fascinating story! But there was nothing about an invasion of Vancouver Island, Fenians, or a hint of Louis Riel. Possibly another encyclopedia would shed light on this enigma.

The 1963 edition of the *Encyclopedia Americana* (Canadian edition!) was the next stop. Here there was some interesting comment about Train the man. He is described by the *Americana* as being an 'author and eccentric. . . . One of his peculiarities for many years was a refusal to speak, his medium for communication being pencil and paper.' And an elaboration of his Commune role: ' . . . he wrapped himself in French and American flags and defied the soldiers to fire upon him.' Again an interesting episode, but nothing about the invasion.

A list of Train's writings at the end of the article contained one that looked like an autobiography, *My Life in Many States and in Foreign Lands* (1902). This item seemed promising. If anything, it might shed some light on G. F. Train's Canadian episode. And frankly, after having read about the flag incident in France, as well as the pencil and paper routine, one could almost believe anything about him. Verification was what kept me going — it might have been important to an understanding of the Riel period.

The University of Alberta Library was instructed to contact other libraries throughout Canada for the autobiography, now long out of print. Until the book was obtained, other sources contemporary to Train could be explored for additional background on his life. If he was so prominent in his day, his biography might have been published. I next found myself browsing in the reference section for Appleton's *Cyclopaedia of American Biography*. With its publication date of 1894, it was to be of value.

Sandwiched between Charles Train, clergyman, and Russell Thatcher Trall, physician, was our friend George Francis Train's citation. This contemporary reference noted that Train was known for his eccentricity, and that he 'lectured in Great Britain and Ireland before large audiences, especially in the latter country . . . his sarcasms of English society were often incisive and eloquent.' There were also a dozen

publications attributed to him, the latest date of publication being 1868.

Two of the articles caught my eye, 'Downfall of England' (1865) and 'Irish Independence' (1865). Was this a hint of Fenian links that might associate him with a Vancouver Island invasion? Yet, there was nothing in this thumbnail biographical sketch that in any way linked our man with such an outrageous incident.

Eventually, Train's autobiography arrived. Here was the possible answer to the mystery. The volume was dedicated: 'To the children and the children's children in this and in all lands who love and believe in me because they know I love and believe in them.' Would a man such as this plan an invasion of a friendly country? Something didn't fit here.

The autobiography was a fast paced well written account of the author's life. However, Chapter 23 'The Development of the Far West, 1863-1870' provided a major find concerning the 'invasion' of Vancouver Island. The following is a quotation from the chapter:

An amusing incident closed this part of my journey. I went from Seattle to Victoria, British Columbia, and was astonished to find the town in the wildest commotion. Troops were at the docks, and the moment I landed I observed that the greatest interest was taken in me. At last, as they saw me walking about alone, one of the officials came up and said: "Why are you alone?" "Of course," I replied. "Did you expect me to bring an army with me?" I said this in jest, not knowing how closely it touched his question. He then took me aside and said, "Read this despatch." I opened the despatch and read: "Train is on the Hunt."

I saw what it meant, and how the good people had been deceived. The Hunt was the vessel I came on, and the telegraph operator at Seattle, knowing that I had been with the Fenians and had been stirring up a good deal of trouble in California, thought he would have some fun with the Canadians. The people of Victoria were on the lookout for me to arrive with a gang of Fenians!

I did not smile, but determined to carry the joke a little further. Walking into the telegraph office, I filed the following cablegram for Dublin, Ireland. "Down England, up Ireland." The jest cost me \$40 in tolls, but I enjoyed it that much.

However, this incident as narrated appeared suspect. First, the writer was 74 years old and many years removed from the event. Second, given advance notice that a revolutionary subversive was to arrive, and possibly be about to instigate some sort of incident, military forces don't mill about taking a 'great interest' in such an individual. They would board and arrest such a person, or intercept the ship before it landed.

Certainly, the name of ship would

also have been known to the officers so that such play on name mix-ups would never have occurred. Granted, of course, the 'Catch 22' type of incident could occur. But the only way to confirm if that actually happened was to consult a contemporary source of that time. And in this case it happened to be the *Victoria Daily Colonist* newspaper, then known as *The Daily British Colonist and Victoria Chronicle*.

The microfilm collection at the University Library had the early editions of the *Colonist*. All that remained was to scan the 1869 editions for reference to Train. The following items of July 12 and 13, 1869 set the record straight:

July 12, 1869 —

George Francis Train — This egocentric genius arrived at one o'clock Saturday morning per steamer Wilson G. Hunt, but did not come ashore until 5 o'clock, at which hour finding the stores still closed he remarked to a newspaper carrier, "No wonder the country don't prosper — the people get up too late." About 8 o'clock Mr. Train took up his quarters at the American Hotel, and soon a stream of curious visitors peered in to take a look at the strange animal. To all visitors Train was exceedingly affable, expressing himself as highly delighted at meeting so many sturdy representatives of John Bull. He talked incessantly of himself, strove to impress upon all who came near the important 'fact' that he will be President of the United States in 1872. In person Train is comely, but he has an egotistical swagger and a self conceited smirk which are anything but pleasant. Train remained until 9 o'clock when the Hunt took her departure for Puget Sound, bearing the great tongue-warrior forever from our shores. Train left the following note addressed to us to be delivered after his departure —

On board str. W. G. Hunt
Victoria, July 10, 1869

Editor Colonist — Off for Seattle, Olympia and Dublin, Ireland. Have to express thanks for press hospitalities. A yacht, a plate, a carriage and a room await you at my summer villa at Newport this summer.

Regret that cannot meet your people at the theatre or lecture hall today.

George Francis Train

To which we returned the following telegram

Colonist Office
Victoria, July 10, 1869

George Francis Train — Seattle — Invitation accepted. Especially the plate. If heavy.

The Editor

July 13, 1869 —

George Francis Train — The following telegram reached us yesterday from Olympia. It is another freak of our late visitor.

Olympia, W. T., July 12, 1869

Editor Colonist — Overland tomorrow for



George Francis Train with children in Madison Square, New York City. His autobiography was dedicated 'To the children and the children's children in this land and in all lands who love and believe in me because they know I love and believe in them.'

Appleton-Century-Crofts, Educational Division
Meredith Corporation - Reprinted by permission.

New York touching at England en route to get naturalized. Republics ungrateful. Monarchies correct thing. Let every drop of American blood out of my veins. Seattle to Victoria. Get supply of British blood ready for my return. Thanks to all. Erin go bragh! E pluribus unum! Cead me le fealthe! God save England. Vale.

While the above confirmed my suspicions about the inaccuracy of the autobiographical account of the visit to Vancouver Island, the following *Colonist* report cleared up the mystery surrounding the 'invasion' story:

July 13, 1869 —

Train's account of his reception at Victoria — George Francis Train furnishes the following account of the manner in which he was received at Victoria. In addition to being a tremendous talker, George is a terrible perverter of truth: "We arrived in Victoria at 1 a.m. with the guns of the war ship, brought over from Esquimalt during the night, pointed at our steamer, ready for action. The fright was fearful — police, troops, marines, volunteers, and coast guards were all ordered out, and even at this distance from the scene 'Banquo's Ghost will not down.' "

Where Did Entry Come From?


It thus appears that the planned 'invasion' of Vancouver Island was a humbug. Then, how did such an entry get into *Quick Canadian Facts*?

Very possibly, variations and elaborations of the above story might have been reported in the American press of the period. Some later researcher interested in Canadian topics reported in the American press might have seen it, noted it in a collection of news reports and published the material without bothering to confirm the story. Some reference clerk for *Quick Canadian Facts* might have seen this volume and the false invasion story and passed it in to the editor.

This is no new phenomenon. The reiteration of sloppy scholarship, or the misinterpretation of scholarly items can sometimes create 'facts' where none exist. For example, how many anecdotes about Sir John A. MacDonald's personal habits actually were the creation of political opponents? In fact, one

wonders how history 100 years from now will treat our present Prime Minister. How much will be fact, and how much will be fiction?

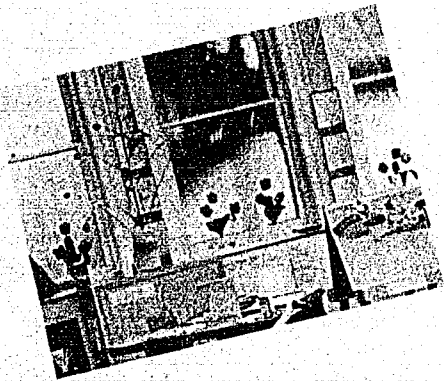
The ways legends have of growing, a century from now I think Pierre Elliot Trudeau will wind up as the 'He-Man Prime Minister' with enough artificially created 'facts' to keep Ottawa cocktail parties or their equivalent in the next century lubricated with anecdotes. 'You mean you didn't hear the one about Trudeau and the Martian women? Well, he said it was only for the sake of science but . . .'

Also, lest the reader leave with a feeling that George Francis Train was merely a comic figure, the *Dictionary of American Biography* (1963 edition) notes that he was a person of 'no small ability nor unimportant achievements . . . his influence on American shipping and British street railroads was considerable. In his sensational performances, moreover, there was an element of practical joking that gave them a touch of humor and satire.' 

ECOLOGY OF CURRICULUM

LEONE M. PROCK

Ecology is defined as 'the relations of an organism to its surroundings.' The author hopes teachers will examine their classroom practices in the light of this definition.



Dr. Prock, an associate professor in the Faculty of Education at Simon Fraser University, has written for this magazine previously.

A small boy lived in a small American town, complete with its typical town square and statue of the local hero (General Grant astride his horse). The small boy delighted in visiting Grant; but the day came when the family moved from that town. When they drove through the town for the last time, they allowed the boy a final visit to Grant. As they went on their way, the small boy asked, 'Daddy and Mommy, there is something I have wanted to know for a long time. Who is that man on Grant?'

This anecdote illustrates the point of ecology of curriculum. How do we, as teachers, ensure that the learner receives the intended message, that his perception of the content is a real one? How do we relate curriculum to the environment of learning?

Frequently, the curriculum is cluttered with accoutrements of various kinds that actually distract the student from the essence of his learning. Have you considered the distracting qualities of those very procedures, or contents that are used to interest, remind, motivate, and reinforce the student? Even modern media can distract from the real task of learning, especially when the novelty of classroom use of equipment supersedes the impact of the content it conveys.

Gather around, proponents of the clean classroom!

How often do we think of the learning

effects of a 'pretty' classroom? Come with me to tour a typical elementary school room — quietly now, class is in progress.

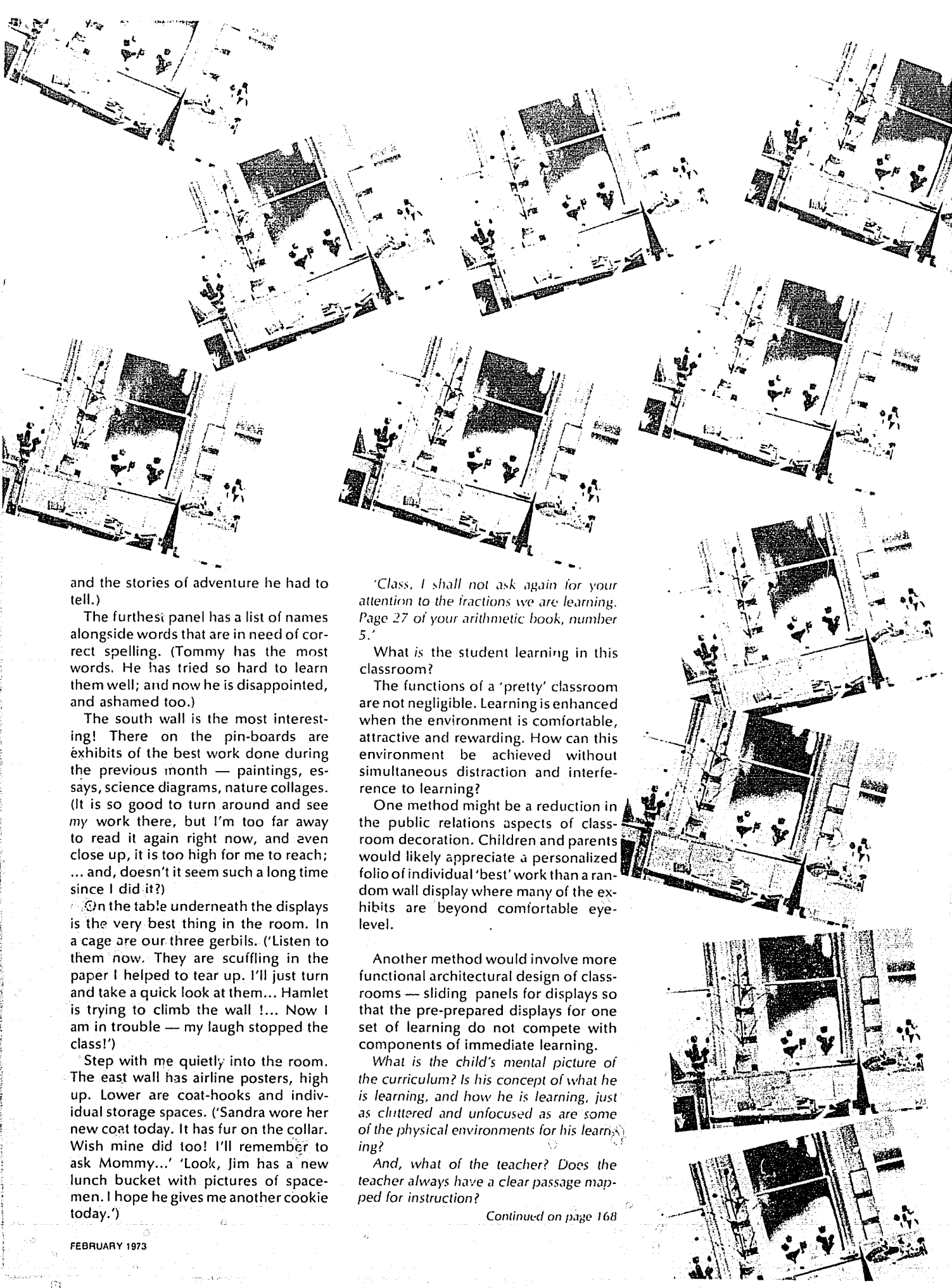
We enter through a door in the northeast corner. Opposite us, on the west side, is an almost complete glass wall — windows facing onto an attractive play area and, further, toward a busy thoroughfare. ('That articulated truck is just like my new model — same color, everything!')

Beneath the windows are bookshelves. (Stevie is hoping to read a special book, and is figuring how to get it first.) On top of the shelves are the witches that everyone has made for Halloween. Each witch is at least one foot tall and is very wicked — the pride of her creator and of his parents as they pass by the school.

To our immediate right, the wall is blackboard. The panel closest to us lists the names of monitors for the week. (How rewarding it is to look up and see my name publically displayed.)

The second panel displays the current poem, and the hero — a squirrel — is there too, most appealingly and colorfully sketched by the teacher.

The third panel contains a map of South America, and headings for the new social studies unit. (Uncle Joe went to South America last year. Yes, Mary is remembering some names of places he was at, and is remembering too, now, the gifts he brought home to her,



and the stories of adventure he had to tell.)

The furthest panel has a list of names alongside words that are in need of correct spelling. (Tommy has the most words. He has tried so hard to learn them well; and now he is disappointed, and ashamed too.)

The south wall is the most interesting! There on the pin-boards are exhibits of the best work done during the previous month — paintings, essays, science diagrams, nature collages. (It is so good to turn around and see my work there, but I'm too far away to read it again right now, and even close up, it is too high for me to reach; ... and, doesn't it seem such a long time since I did it?)

On the table underneath the displays is the very best thing in the room. In a cage are our three gerbils. ('Listen to them now. They are scuffling in the paper I helped to tear up. I'll just turn and take a quick look at them... Hamlet is trying to climb the wall !... Now I am in trouble — my laugh stopped the class!')

Step with me quietly into the room. The east wall has airline posters, high up. Lower are coat-hooks and individual storage spaces. ('Sandra wore her new coat today. It has fur on the collar. Wish mine did too! I'll remember to ask Mommy...') 'Look, Jim has a new lunch bucket with pictures of space-men. I hope he gives me another cookie today.')

'Class, I shall not ask again for your attention to the fractions we are learning. Page 27 of your arithmetic book, number 5.'

What is the student learning in this classroom?

The functions of a 'pretty' classroom are not negligible. Learning is enhanced when the environment is comfortable, attractive and rewarding. How can this environment be achieved without simultaneous distraction and interference to learning?

One method might be a reduction in the public relations aspects of classroom decoration. Children and parents would likely appreciate a personalized folio of individual 'best' work than a random wall display where many of the exhibits are beyond comfortable eye-level.

Another method would involve more functional architectural design of classrooms — sliding panels for displays so that the pre-prepared displays for one set of learning do not compete with components of immediate learning.

What is the child's mental picture of the curriculum? Is his concept of what he is learning, and how he is learning, just as cluttered and unfocused as are some of the physical environments for his learning?

And, what of the teacher? Does the teacher always have a clear passage mapped for instruction?

Continued on page 168

PERSONALIZED INSTRUCTION MODEL

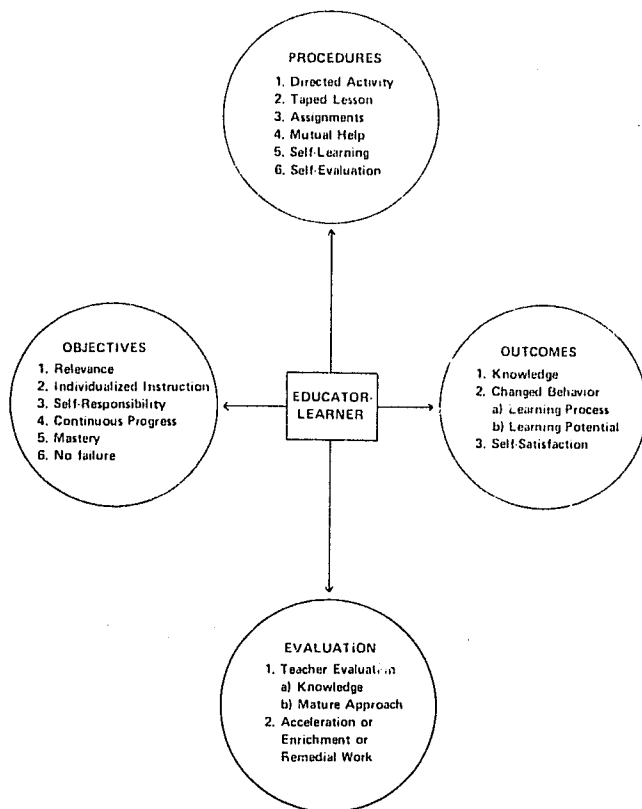


Diagram 1

PROGRESS DIARY: BEHAVIOR MEASUREMENT

GOAL FOR NEXT CYCLE Completion of Unit 2

PROGRESS DIARY *Your accomplishment is highly satisfactory*

To Be handed In On The First Day of Every Cycle

Mark Out of 20 20 RP

Name John Doe Class 8 H Block B Cycle 2

Hour	Date	Chapter	Summary of work done in scheduled Time	Use of class time 4 mark's per period	Homework (give details)
1	5 February	Topic 1	Read <input checked="" type="checkbox"/> Tape <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Check <input checked="" type="checkbox"/> <i>Reread and started assignment #1</i>	4	<i>1/2 hour. Having problem</i>
2	6	1	Read <input checked="" type="checkbox"/> Tape <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Check <input checked="" type="checkbox"/> <i>Consulted teacher</i>	4	<i>nil</i>
3	7	2	Read <input checked="" type="checkbox"/> Tape <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Check <input checked="" type="checkbox"/> <i>Got late to class</i>	2	<i>Spent 1 hour in doing assignment #4 as difficult</i>
4	8	2	Read <input checked="" type="checkbox"/> Tape <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Check <input checked="" type="checkbox"/> <i>Law for assignment #4. Review the chapter</i>	4	<i>nil</i>
5	9	2	Read <input checked="" type="checkbox"/> Tape <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Check <input checked="" type="checkbox"/> <i>Wrote test 30 minutes helped John</i>	3	<i>nil</i>
HELP SECTION (nature, duration to whom, etc.)				17/20	Total no. of hours <u>1.5 hrs.</u>

See above. Has helped in setting the cassette recorder and listening features.

Diagram 2

Here is a follow-up, an evaluation and an expansion of a project previously described in this magazine.

Last year I began to develop and use a personalized instruction method aimed at creating a learning situation in which each student could progress at his own pace, without a sense of failure.

This technique helped my pupils to develop self-respect, to show a mature attitude toward education, and to improve their social behavior. Its application does not require extensive in-service training or changes in a school's organization. This approach worked for me, and I believe it could be used in other courses as well.

A description of the program as it was used in teaching accounting was in the February 1972 issue of this magazine. In this article I shall present the personalized instruction approach in a broader sense, and share the results of the evaluation that was carried out.

The program has several distinguishing features:

The author teaches at Vancouver's Point Grey Secondary School. He has contributed to this magazine previously.

THE PERSONALIZED INSTRUCTION APPROACH DOES WORK

GYAN NATH



1. As a minimal instructional technology it requires pretaped class lessons, cassette recorders and listening centers.
2. It demands an explanation of course objectives, the learning process, and active sharing between teacher and pupil (Diagram 1).
3. It frees the teacher from traditional lesson routines to work with individual learners.
4. It promotes goal-oriented student activities.
5. It asks for clearly specified study procedures, plus a simple method of recording them (Diagram 2).
6. It allows for classroom use of para professionals and parent volunteers.
7. It allows the learner either to accelerate or to do remedial work.
8. Its flexibility permits its application to almost any other course.

The Model Is Explained

The personalized instruction model is simple: an educator has certain ob-

jectives, employs certain procedures to achieve them, and evaluates the performance in relation to anticipated outcomes. The specification of these objectives, and perhaps of each lesson, and the active sharing of them with the pupils are extremely important. When this is done carefully, the student will understand the 'why' of what he is to learn. Open communication is established.

The objective should be outlined in such a way that the student will feel a sense of accomplishment upon completion of each unit of work. To achieve them, a student should follow the procedures outlined in Diagram 1.

The progress diary is an important adjunct to the successful operation of this approach. The student keeps a written record of his goal, and builds up a complete picture of his academic progress and social behavior. The diary calls for his detailed record of his study procedures not only in class, but also at home. Since his overall standing in the course depends on his attitude and behavior

as well as on his academic mastery, the diary ought to contain a record of help received or given. The student himself evaluates his use of time and his progress.

For a teacher, this progress diary becomes a behavior measurement instrument. It gives him a complete, continuous profile of each pupil. It enables him to map out such strategies as acceleration, remedial work, or discussion of social or other problems.

Some students may find that completing the diary is a meaningless chore, but without it the effectiveness of the approach is endangered.

Evaluation of all work is mutual and personal. The teacher's tests for measuring knowledge and concepts are just that — not booby traps. There is no reason why a learner could not repeat the same or an alternate test when he feels ready for it.

The setting of objectives, the sharing of them with the learners, the choice of goals by the students themselves, and the carefully delineated study and

evaluative procedures should enhance the knowledge of the student, produce desirable social behavior, and give a sense of personal satisfaction and accomplishment.

Flexibility is the keyword of a personalized approach. The method lends itself to adaptation within any school organization. It can be applied by a single teacher or a team; it can use a minimum of technology — such as a cassette recorder used quietly in a listening center — or the most sophisticated aids, video tapes and laboratories.

The approach also permits, in fact makes necessary, the utilization of such community resources as parent volunteers and para-professionals. Their involvement in the program relieves the teacher of several routine tasks. What they actually do will depend upon their background, knowledge and expertise.

Approach Extends Concept of Mastery and No Failure

The personalized instruction approach adds a further dimension of mastery of concepts and no failure. Its system of awarding letter grades is different (Diagram 3).

Evaluation is based upon a combined mark for:

1. Knowledge and Depth of Skill — A standing for achieving 90% or more on first writing of the test; and B standing upon one or more writings of a test or its alternative, with 80% or better;
2. Mature Approach — A or B standing for promptness with assignments, tests, regular attendance, maintaining the progress diary, helping other students and keeping a record of that assistance.

The overall grade rating is based on the average of both marks. Standing is incomplete if the course requirements are not met. As long as the concept of 'No Failure' is maintained, teachers can, of course, use any other marking system.

There is a considerable distinction between the traditional 'failure' and 'incomplete' ratings. It would be incorrect to assume that all students using the personalized instruction model would complete the course requirements within a given time. What is wrong about not completing a course? In this approach, a drop-out is not a failure. A student knows that he can return and pick up the pieces from where he left off.

How Effective Is The Approach?

To determine the effectiveness of the personalized instruction approach, I

worked out evaluation procedures* that took into account the views and perceptions of the students, the parent volunteers and the teacher (myself). I kept monthly summaries of performance results. In addition, I developed questionnaires for the students and the volunteers.

In developing the student questionnaire, my idea was to gain an insight into their opinions. I sought responses to 19 specific questions and several subsidiary questions, such as: Did the students more or less like the new approach, compared with the traditional methods of instruction? Could this approach be applied to other school courses? Did they find it motivating? Did it create a sense of self-direction and responsibility? What was their reaction to parent involvement in classes?

* A complete evaluation report as it applied to bookkeeping and accounting is available upon request.

Forty students enrolled in bookkeeping and accounting courses answered the questionnaire. A percentage analysis made of their responses showed between 70 and 90 percent in favor of the program. They found the personalized instruction approach to be superior or very superior compared with traditional instructional procedures; would like to see this approach applied to other courses, such as mathematics, history and geography; felt that such techniques were motivating or highly motivating; thought that the approach created a good learning environment and a high sense of personal responsibility and direction for their educational growth.

They also felt that the parent volunteers' contributions and involvement were very desirable and highly effective. Not surprisingly, the majority of students (64%) considered the progress diary to be useless. Interestingly

CONTINUOUS PROGRESS REPORT									
Name <u>John Doe</u>		Class <u>X</u>		Course <u>SS 10</u>					
<p>The course emphasizes directed learning, self-responsibility, a high degree of mastery and no failure. It is organized on the basis of individualized instruction and continuous progress. A student is given an A or B letter grade upon successful completion of the work. Aggregate letter grade is based upon performance and mature approach depending upon attendance, class work, attitude, helping others and work habits.</p>									
UNITS									
1	2	3	4	5	6	7	8		
B	A	B	B						
				TERM					
				1			2		
				Aggregate Letter Grade			A		
				Parent's Signature			P.D.		
REMARKS: <u>His inclass contribution is excellent. He acts as a resource person to his colleagues.</u>									

Diagram 3

'I AM IMPRESSED BY THE TRULY INDIVIDUALIZED NATURE OF THE PROGRAM...'

enough, with regard to discipline in the classroom, student opinion was mixed. Forty-nine percent thought it should be more relaxed, 36% wanted the status quo, and 15% felt that more control was needed.

A significant majority of students indicated that they liked the instructor-taped lessons, because they were shorter than ordinary class periods; that the taped lessons should include a study guide and a discussion of problems, and that the taped instruction should not be combined with traditional classroom instruction.

Parent Volunteers Responded Also

Eight parent volunteers assisted with the program either one morning or one afternoon a week. During 1971-72 their contribution was approximately 750 hours of voluntary help. They were asked several questions to determine their opinion of the personalized instruction approach.

They found their involvement to be worth-while; favored the personalized instruction techniques, and felt that other courses in the school could be taught this way. Some of them expressed the opinion that they would benefit from a familiarization program of the

course content so that they would have the confidence and knowledge to be of more help to the students.

Principal Comments on Approach

The principal of our school, J.R. Allan, has watched the progress of this approach and comments as follows:

'It seems to me Mr. Nath has developed a teaching model which can be applied to a number of subjects other than bookkeeping and accounting. I am impressed by the truly individualized nature of the program, by the cross-checks he has developed to monitor a student's progress, and by the delegation of responsibility which occurs from teacher to volunteer to student. His grading system provides opportunities for success for every student but, at the same time, does not allow students who put forth marginal effort to "pass."

'It is possible to schedule students into the bookkeeping and accounting classes at almost any time of the school year, since the responsibility for "catching-up" is the student's. There is also the possibility that the unmotivated student or the poor attender can reform and complete the course by increasing his effort.

'There is, however, an enormous

amount of time necessary to tape all these lessons and to revise them. The results so far appear to warrant this expenditure, but I would like to see this program tested with more students in another subject area.'

After a year's work, I feel that this technique produced some worth-while results. For example, it permitted considerable timetabling flexibility in terms of admitting a student at any time of the year. Students generally performed with a high degree of mastery, and covered more ground than under the former system. It allowed a significant number of students to accelerate and provided opportunities for students who had missed classes to complete the requirements without short-cuts and a sense of a failure. In addition, student morale remained high, and a good learning environment prevailed. A good many petty disciplinary problems were avoided by the use of this approach.

The student responses, their performance results and the observations of the parent volunteers clearly indicate that the personalized instructional approach was successful, and might well be tried out in a variety of school courses and organizational settings.

In Your Own Words

'Situational acceptability.'

'Attempts to prevent contemporary phonological and grammatical patterns from undergoing further change.'

'Logically fallacious.'

'Political conceptualization.'

Do teachers speak in phrases such as these to youngsters in their classrooms? Or are they a bilingual species, with one language in which to communicate, another in which to confuse?

These examples are from *The B.C. Teacher*, September-October issue, and one gathers they are representative of the language used by educators speaking to educators. Do participants in the dialog understand one another?

We think the phrases quoted here and many others contained in, for example, reports of teachers to school boards are gobbledygook. We suggest that they represent an attempt to show the erudition of the writer rather than an attempt to put a message

across to the reader.

If this is the language of the profession, no wonder teacher-parent conferences are often unsuccessful.

The question is posed—what is wrong with ordinary, everyday language, perked up perhaps with an occasional slang word or phrase, the whole easily understood by the common herd?

What would happen to the educational system if report-writing teachers became habituated to such terms as 'political conceptualization'?

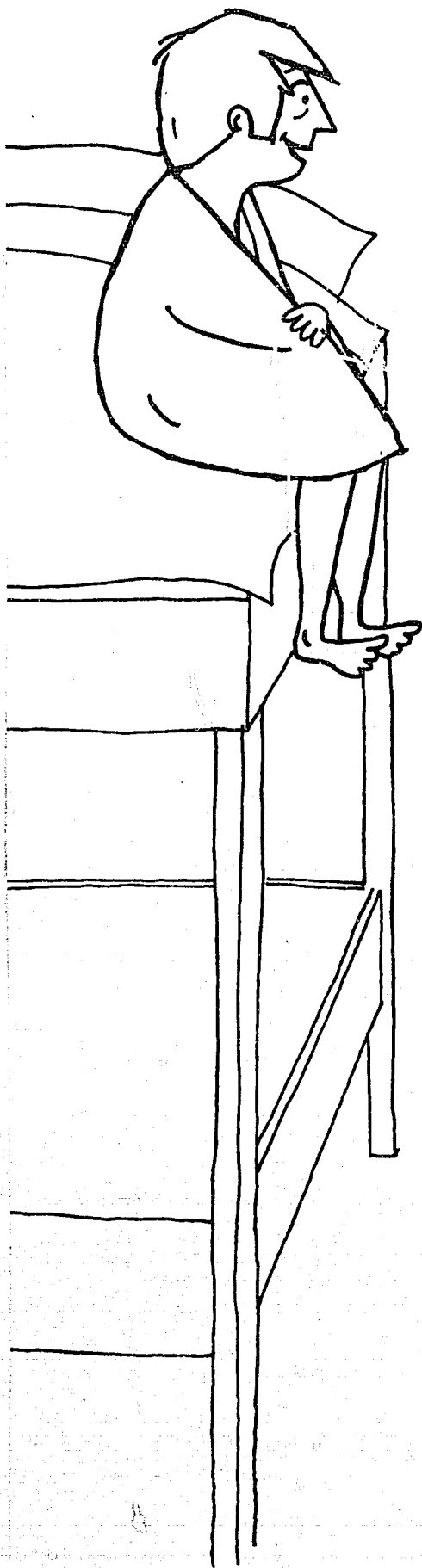
There has been a good deal said and written about the teaching profession needing to build up better public relations.

A start could be made by cleaning up the language.

We contend that situational acceptability has no place among the symbols used to communicate between human beings.

Or is that logically fallacious?

—From *Albion Valley Times*



Meanwhile in Cabin 'A'

They should have been asleep, really.

It was nearly 11:30 p.m. and 'lights out' had been ordered two hours ago. When we had proposed our outdoor school to the parents, we had been careful to specify that the children would not be allowed to stay up late.

This was the third night of our 'Real Life School,' an outdoor education resident project that had begun on the morning of Monday, May 31, and was to run until the afternoon of Friday, June 4.

'By 11:30 at night,' I was thinking, 'they certainly should be asleep. Hadn't we tired them out with the day's activities? Hadn't we given them enough ecology and canoeing and forestry and archery and horseplay to satiate the most voracious of 12-year-old appetites? God knows I was tired; weren't they, dammit?'

But it appeared not, for there were voices filtering out of Cabin A as I approached. They knew I was coming. I heard: 'Hey, who's that?' and 'Sssh-h-h, here he comes!' as I walked up the stairs.

I suppose this was not unusual. It was the typical sort of reaction a teacher expects as he enters the classroom ten minutes late after being the last one to drain his recess cup of staffroom coffee.

But still, I felt, there should have been a difference. When you enter the class-

Mr. Bryan, a Prince George teacher, wrote this piece originally for his association's newsletter.

room, after all, you enter a place of work. An air of business-like formality should pervade. But at camp, your cabin is your personal bedroom (albeit shared by ten active, pre-adolescent boys!). And you don't appreciate formality in your own bedroom at 11:30 p.m.

We had maintained a reasonably high standard of conduct throughout the camp. Smoking was forbidden, and no one swore and got away with it (except once when I bashed my thumb with a hammer while repairing the wharf!). But we did not begrudge the kids an hour or so of dirty jokes after 'lights out' while the staff partook of an evening cup of boot-black camp coffee in the relative privacy of the dining hall.

But it was, as I say, 11:30 at night, and well past time to knock it off in favor of some shut-eye. Or so I thought.

I was destined to be wrong that night, as something strange happened. We talked.

Communicated.

Never mind scoffing, you with the Course of Studies open on your desk and the chalk dust under your fingernails. You want to try it sometime.

I still don't know how it happened. Suddenly there I was perched on a top bunk and clad only in underwear and an old camp blanket, sharing an experience that I'd bet few other teachers have ever known in the course of classroom duty.

RICK BRYAN

A late-night discussion with youngsters attending a resident camp brings to a teacher a clearer perspective of his role as a teacher and of his relationship with kids.

It started simply enough. J— began by expressing a gnawing concern over the way one of our volunteer staff had been treating the kids. The words came slowly and carefully at first. He almost couldn't summon the fortitude to say what was on his mind, and there was a nervous quaver to his voice. But when he discovered that I neither laughed at him nor jumped down his throat, he relaxed. The words seemed to come more easily.

Some of the others began to proffer opinions, rather timidly at first, but then with increasing confidence as they became aware that they weren't talking themselves into trouble.

To this day, I congratulate myself that I was able to accomplish a truly great feat in the history of education: I kept my mouth shut, and listened.

I learned many things about that group of kids I thought I knew so well.

I learned that many of them at the Grade 6 and 7 level had been exposed to drugs, and that some had ventured to try them.

I learned that the use of alcohol among their age-group was much more prevalent than I had imagined.

I learned that a great many of the 'children' in my class were seriously concerned about sex — both the physical and moral aspects.

I learned that in many cases the extent to which kids can depend upon their parents for communication and understanding was negligible.

And (cruellest cut of all!) I learned that much of the stuff that makes up the daily classroom program was considered irrelevant and meaningless when related to the 19 hours a day spent out of the artificial environment of the classroom. In short, the class work was 'crap.'

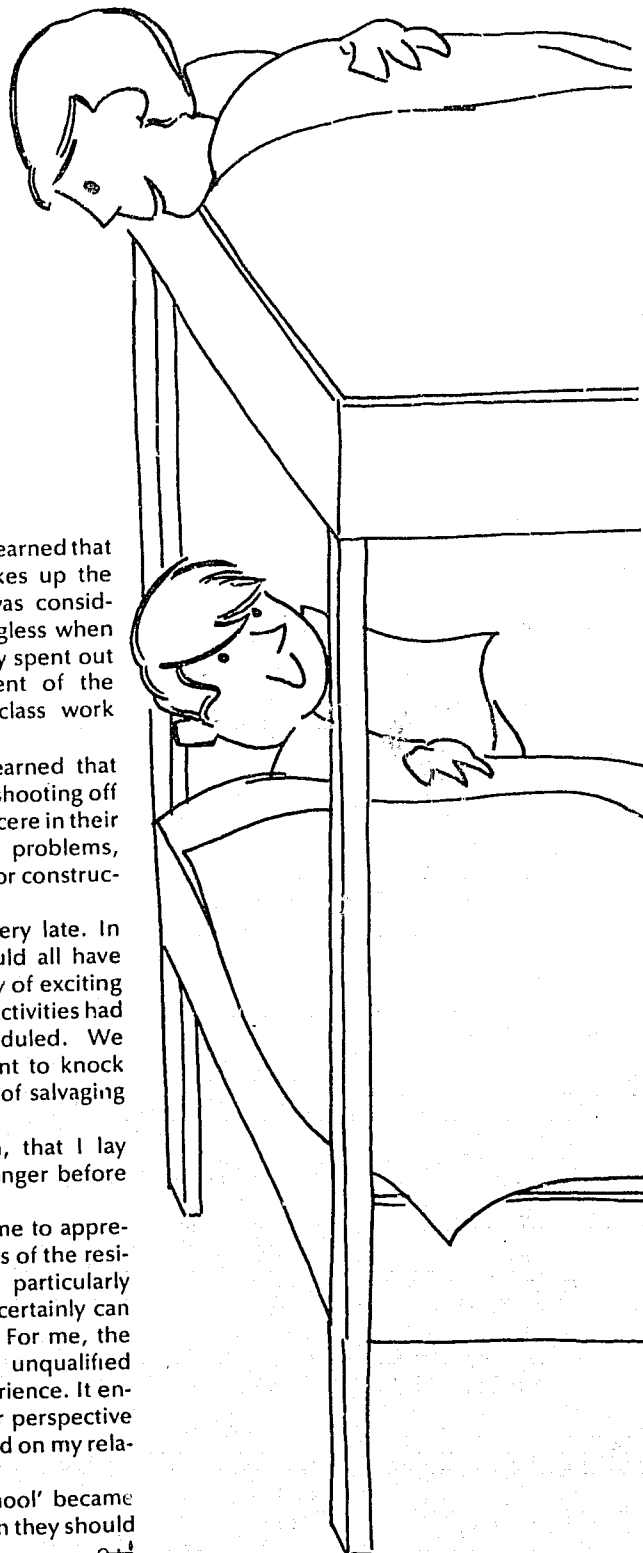
But most important, I learned that these kids were not merely shooting off their mouths. They were sincere in their concern for defining their problems, and mature in their search for constructive answers.

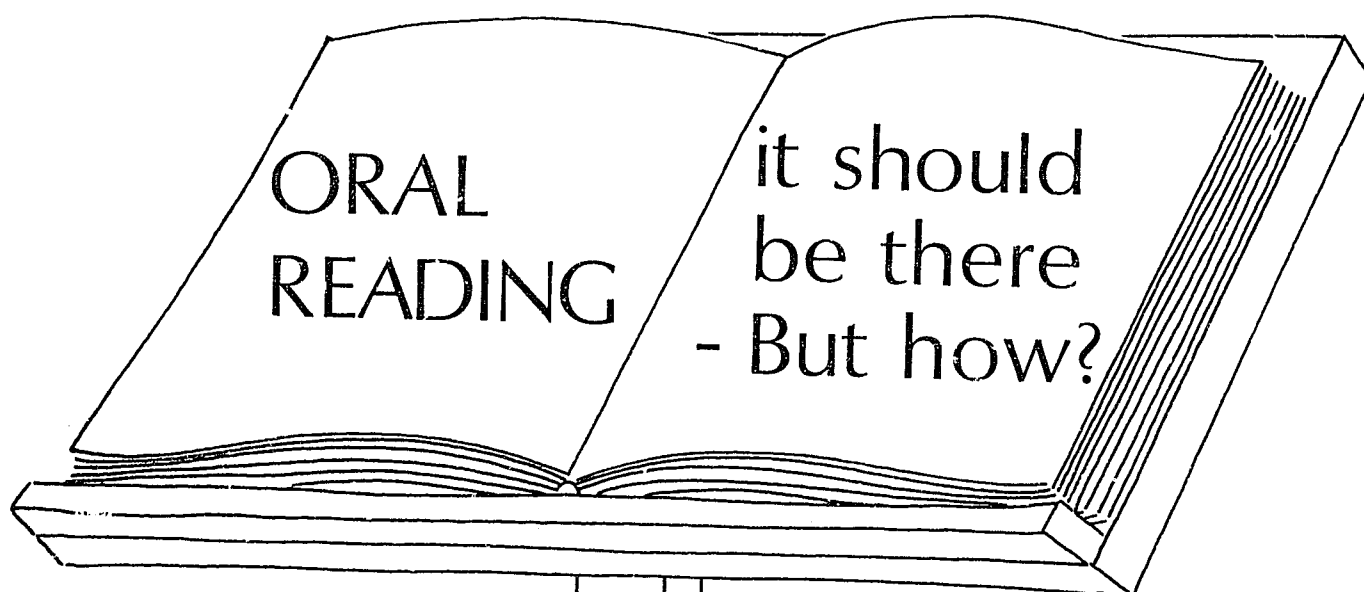
By now it was getting very late. In a few short hours we would all have to get up because a full day of exciting academic and recreational activities had been planned and scheduled. We agreed by common consent to knock off the discussion in favor of salvaging a little sleep.

I must confess, though, that I lay awake for quite a while longer before sleep came.

In retrospect, I have come to appreciate the educational values of the resident camp program, and particularly the fact that these values certainly can be shared by the teacher. For me, the 'Real Life School' was an unqualified success as a learning experience. It enabled me to gain a clearer perspective on my role as a teacher, and on my relationship with kids.

The term 'Real Life School' became a reality — that night, when they should have been asleep, really.





Oral reading is an important skill. Here are some suggestions, proven in practice, for helping develop it.

NORMA MICKELSON

The author, Associate Professor at the University of Victoria, has had extensive experience in the classroom. She has written for the magazine on several previous occasions.

It is probably safe to say that oral reading is a part of every teacher's language arts program in the elementary school. Unquestionably, this is as it should be and it hardly seems necessary to reiterate a rationale for the inclusion of oral reading in the curriculum.

Unfortunately, however, oral reading often seems to be one of the most boring exercises in futility to which children are exposed. Except, perhaps, in the development of sight vocabulary in the beginning stages of learning to read, any situation in which one child is reading aloud while other children are attempting to follow the text silently is simply not justifiable in terms of any worthwhile long-range educational goals or measurable objectives.

In fact, in such a situation, what is really being accomplished is detrimental. Among other things 'reading round the circle' or 'reading in turn' does little more than result in children attempting to read silently at an oral reading rate — hardly a justifiable objective in the cognitive domain. Furthermore, oral reading becomes a chore by means of

which children learn very quickly to dislike 'reading' — again, a goal difficult to justify in any concern for the affective components of the school curriculum.

How, then, can the classroom teacher include oral reading in the program without using the technique of one child reading orally while other children attempt to follow along silently?

The following suggestions represent a few ideas which have been used successfully by both student and practising classroom teachers. I would appreciate adding to the list and invite suggestions of other worthwhile approaches to oral reading in the classroom.

- Hear the children read orally in a one-to-one consultation situation. This allows for individual diagnosis of oral reading skills while at the same time providing large blocks of time that can be profitably used by the remainder of the class for reading of materials of their own choice. Hearing a child read aloud once a week in this way undoubtedly suffices to evaluate an individual's progress in oral reading. The qualitative dif-

ference between this situation and that of having a child read orally in a group daily from a basal reader must be obvious.

- Have individuals *volunteer* to read to the class favorite selections or poems they have encountered. Listening skills are also being developed concomitantly in such a sharing experience. Furthermore, through the use of positive reinforcement and praise, the imaginative teacher will soon have more volunteers than can be easily handled.

- Encourage children to read in pairs. One child reads, the other listens. Either can ask questions. In the one case, listening is being assessed; in the other, the comprehension of the reader is being tested. Such a technique involves every child in the class as an active participant — a far cry from the pattern of 'waiting your turn to read.'

- Suggest that children volunteer to read the Bible selection (since it is still a part of the school curriculum, it might as well be made a useful adjunct). As in all oral reading, adequate opportunity for preparation and practice must be



Reading poetry to a group of classmates is one way to practice reading.

provided.

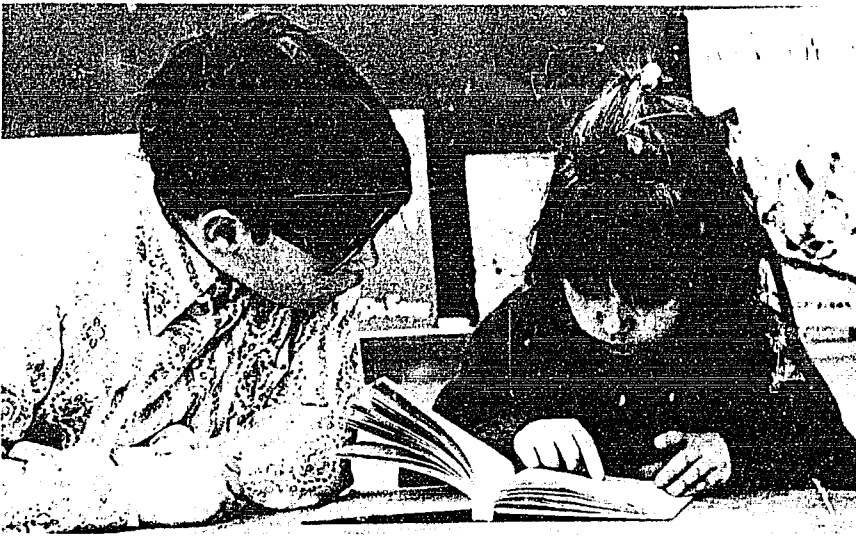
- Encourage children to write interesting experiences and then to read them aloud to their classmates. Once again listening skills are being developed concomitantly with oral reading and creative writing.
- Provide opportunities for research activities in the library. These can profitably be reported back to the class in the form of oral reading of recorded data. Once again, adequate preparation is essential.
- Allow children to prepare a spelling unit for dictation to the class. This involves a realistic situation for enunciating words clearly and for using and reading words in sentences. Both encoding and decoding skills are thus being developed in an interesting way.
- Provide opportunities for children to use a tape recorder into which they read and listen to the playback on their own. Hearing their own reading is worth 'a thousand words' of teacher-correction. Allow the children the choice of whether or not they wish anyone else to hear the playback.



The Bookhouse offers privacy for preparation of reading selection.



Reading instructions to others gives practice in this important skill.



An older buddy listens to a young child read.



A teacher checks on progress during a conference.

- In the above context have children ask one of their peers to listen and evaluate the tape if they so desire. As the 'teacher' you are not the only agency for evaluation in the classroom. Children become remarkably adept at evaluating their own performances and that of their peers if there are realistic opportunities for growth in this area.
- Have children settle debates or arguments through the medium of finding an answer to a problem and reading the solution aloud. Proving a point or supporting an hypothesis also provide realistic situations in which children can read orally.
- Provide opportunities for pupils to pair up with those of a different age level for the purpose of reading and listening. This can be one of the most sought-after activities for both primary and intermediate children. On different occasions each can have a turn reading and listening. Such an opportunity may accomplish wonders for the intermediate child who is having difficulty when reading.
- Give youngsters opportunities to read announcements — either of their own making or of yours. Both situations provide realistic situations for oral reading.
- Encourage children to write brief reviews of books they have enjoyed and to read these to the class.
- Choral reading provides an interesting opportunity for oral expression. This is particularly helpful for children who dislike reading orally alone. Often such youngsters are observed to join in choral reading.
- Allow individual children to read the script attached to film strips. Once again, however, as in all audience situations, adequate time for preparation must be provided.

As a matter of fact, when one examines the opportunities inherent in the average classroom for realistic oral reading, it is difficult to understand why the practice of one child reading-round-the-group (however large or small) while the others 'follow-along-silently' is so tenacious in educational practice. As has been suggested, except in the situation where children are in the very early stages of associating sounds with symbols as in the learning of sight vocabulary, teachers might well ask themselves 'why' or 'what' is really being accomplished' if they include 'reading round the group' in their programs. The classroom is rich in opportunities for vital oral reading experiences and every child deserves the opportunity to grow and develop through such experiences.

WE ARE ALL CONCERNED IN EDUCATION

At a time of escalating costs in public education, the author, by explaining his Wheel of Education, stresses the need for the public and the profession to forge a new partnership in which everybody works for education.

ROSS REGAN

Education, always regarded as a desirable asset by society, has now become our major expense.

The taxpayers accept land taxation as a method of financing the public schools of the province, but there is increasing resistance to it as a result of rising costs. The emphasis at present is on a distinct improvement of the quality of public education provided by this now expensive enterprise and the public is expecting educators to be accountable for the products of the system.

It may be that educational costs have reached a level beyond which the taxpayer is not prepared to move — unless we can devise ways to involve the voter in effective educational planning.

This brings me to explaining the 'wheel of education' by which I have attempted to illustrate the interaction of various bodies concerned with public education. The aims of public education have been determined from values held by society, as evidenced by the philosophy of the public. Elected politicians and employees of government have organized the school system on

a basis that has been satisfactory to the majority of voters.

It follows that government, through the Department of Education, has had the greatest influence on determining the educational aims, along with input from school trustees at the district level and aldermen at the municipal level. Additional input has come from the universities and colleges, and there has been considerable influence exerted by business and industry. Parents have had some limited opportunity to influence educational aims through parent-teacher organizations.

In recent years teachers have played an increasing part in guiding and improving education, with a considerable effect on fundamental aims of the 'system.' These influences are all illustrated by the arrows from outside the wheel, to indicate where the input arises for developing the values that represent the aims people in a society strive to achieve.

Moving out from the core area of aims and goals, the structure known as Curriculum embodies these basic aims in an organizational pattern. Curriculum has been defined by M. Johnson, Jr. of Cornell University as 'a structured series of intended learning outcomes.' All of the groups mentioned have a

Mr. Regan, a member of the BCTF's Professional Development and Curriculum Committee, teaches industrial education courses in Victoria.

direct part in the establishing of clear intended learning outcomes in terms the public can recognize and accept. The current mode in determining the curriculum for public school systems is to place more emphasis on the behavioral goals inherent in the values established.

Moving outward again, the next section is Instruction, which has been the domain of the teacher, the professional educator. This area is under constant scrutiny and accounts for the largest proportion of educational costs — salaries. It is difficult to assess, and non-teachers are often vocal on 'how to do it.' Criteria have to be established to indicate the basic requirements for the professional to do an effective job, and to determine what he may be held accountable for in measurable terms.

way of communicative techniques in a system that is advancing at a rapid rate toward both individualized and personalized learning. Technology is providing an ever-increasing array of media from which to choose, in the form of computer-assisted instruction, individually programmed instruction, educational television, films, slides, transparencies, tapes and a wide variety of models.

As the core idea on aims was developed, the educational system in turn has had considerable effect on the product, hence the arrows leading outward. The product is evidenced in values held by today's university and college students and in those who have graduated from the secondary schools. These graduates participate in civic organizations, expressing ideas and

these rapid changes unless he is directly involved in the development of this sophisticated system?

The need to involve parents is also greater than ever before, not just at the level of establishing goals, but also in the actual learning situations. The classroom has been the domain of the professional teacher; and it is my considered opinion that a teacher can no longer walk into his/her classroom and teach in a particular manner without being subject to accountability to the public.

Let me point out some of the changes that have caused the public to become more knowledgeable about this aspect of education. The average person's level of education has steadily increased, and more adults have had some post-secondary education. As parents themselves have progressed through tertiary education, they have experienced more kinds of teaching methodologies and often have derived clearer views on how best to improve teaching and learning in schools.

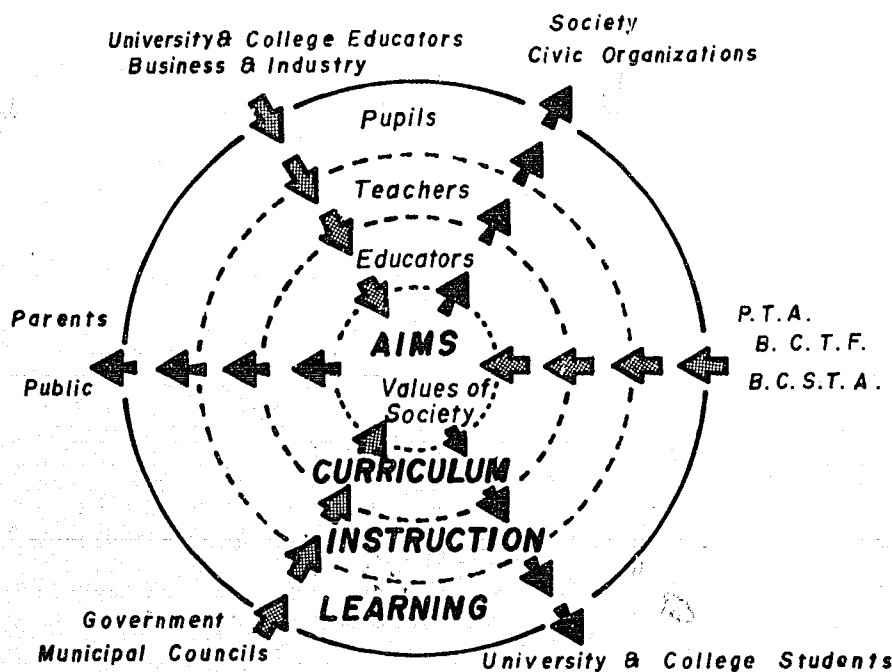
The new teaching methods are explained to some extent to parents by their children as they talk about their daily activities and experiences at school. Parents can and do form opinions about how well their children get along with new methods, which are often introduced without the parents having had much opportunity to become involved. When this occurs, educators miss a vital link in gaining support from parents for new educational methodology.

Parents Must See Schools

The time is past when schools can hold open house and simply escort parents through the building without allowing discussion on the philosophy and methodology being practised by the teaching staff. Nor can professionals practise superficial tolerance of public involvement in the instructional domain.

Schools at all levels, from kindergarten to Grade 12, have gone into open area instruction. If we expect the understanding and financial support of parents, we must allow them to see, by visiting in school hours, how or if this new method has improved the socialization of children. Funds for improved designs will be approved more readily once taxpayers have a clear idea of how the educational system has changed and how it will provide better education.

Some excellent facilities are in operation, and producing outstanding results. Conversely, there are new but educationally poor facilities that can



The Wheel of Education

These criteria must be detailed in terms of physical conditions and instructional media — well beyond the traditional chalkboard and spirit duplicator. In this age of educational technology, it is time we laid to rest the myth that all the schools need is a good teacher and a piece of chalk.

This brings us to the last, and most important, section of the wheel — Learning. Pupils today, both at school and at home, have been exposed to a wider variety of learning devices than ever before. They are conditioned to expect more from the teacher in the

concepts that, to varying degrees, were influenced by the educational system. From this arises the importance of arrows leading both inward and outward in the wheel, indicating a pulsating, ever-changing effect.

No group can be responsible for any one section, nor can any group reject 'outside' influences. The professional educator has a great deal more latitude in instructional methodology than ever before, but this rapid growth cannot be maintained without wide public support through understanding and commitment. How can educators expect the taxpayer to grasp the importance of

provide the taxpayer with only negative attitudes toward all innovations. Technology can be used to prepare tape-slide or film loop programs at minimal cost that can be made available at any time parents choose to visit the school.

Some educators believe that schools should adopt differentiated staffing patterns, introduce new courses and develop improved communications media. In addition, flexible physical plants are needed to provide for effective implementation of current educational methods. But the major question remains, 'Can the public be convinced and will it pay for the proposed changes?'

The BCTF's Commission on Education in 1968 recommended that steps be taken to increase public involvement in the educational enterprise and that the public be kept informed about the direction and purpose of educational change.¹ *Living and Learning*, the report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, refers to the formation of an Advisory Council comprising 12 representative persons, nine of whom would be citizens without formal connection with education.² It is significant that 24 individuals from a wide spectrum of the public were able to assess educational views in Ontario and arrive at recommendations that parallel those produced in British Columbia by the teaching profession.

Clara Holton, writing from the American point of view, states, 'We expect members of society to grow in the development of new goals as they discover new values and it follows that greater interest and commitment will develop if the public is directly involved in restructuring the social and educational system. It is in this reevaluation process teachers can begin to define goals and values. No issue in recent years has stirred as much controversy as the demand for community control of schools.'³

The time to open the school doors and invite the public to get involved is now, before it takes steps to assert its will without reference to the opinions of educators. The significance and thrust of public education is not the sole prerogative of professional teachers, but they are an integral part of the wheel.

The challenge the present educational system now faces is greater than ever and solutions will come only through the co-operation, involvement and active support of all concerned. References available on request.

FEBRUARY 1973

A CULT AND ITS HERESIES

ANTON VOGT
Professor
Faculty of Education
Simon Fraser University

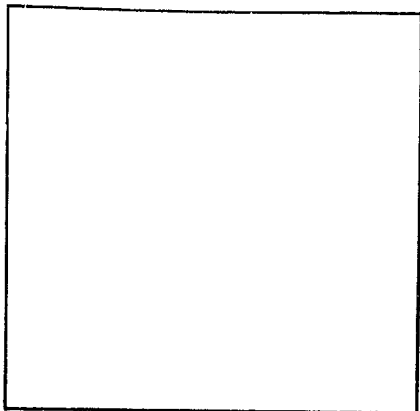
**The author discusses the hidden heresies
in the casual acceptance of methods
unrelated to purpose in education.**

Once there was a teacher and his class. Now there are groups: social groups, interest groups, ability groups, remedial groups. An idea has become a fashion, and the fashion has become an act of faith.

It is my purpose here to discuss the hidden heresies in the casual acceptance of methods unrelated to purpose.

The first heresy is that any group work of any kind is an end in itself. All good methods are means to particular ends; all methods elevated to ends in themselves are bad.

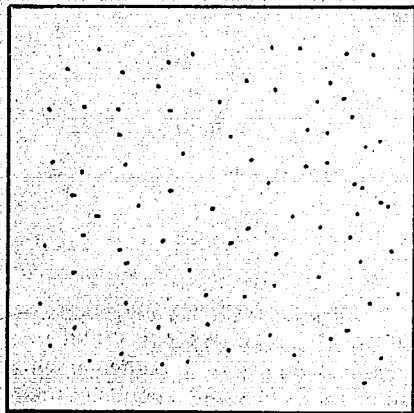
To ensure argument from a common ground, with a minimum of confusion, let me describe diagrammatically various kinds of grouping in common use.



In *The Class as a Unit*, the class is dealt with without regard for differences in interest or ability. This is the old-fashioned way. But the second heresy is that there is no longer any place for it in our educational system. There is; and if there were not, we might as well abdicate.

All rules that apply to all must be understood, and preferably be discussed by all in joint session under the most competent chairman, who is usually the teacher. All directions passed down from above necessarily go through the responsible officer, who is always the teacher. Most 'audience' presentations, of stories, plays and music, are most enjoyed in concert.

Furthermore, initial testing and/or planning, leading to differentiated work, must start from a common basis: we find differences in ability and interest, as they express themselves in deviations from a norm. The norm, of course, is not absolute; it is itself relative. But finally the teacher's knowledge may be at times greater than his pupils'. He may be foolish if he always tries to show it; but he is selfish if he never shares what he knows.



Each Child as a Unit sounds like an invitation to anarchy in the class-room, and breakdown for the teacher. In spite

of Rousseau's *Emile*, it is not the best system for all occasions, even under an ideal system. The third heresy is that one way is the only way. If all work is done alone, there will be no socialization. But if no work is done alone, there will be no individualization.

The whole child must have opportunities for development. There should be periods for developing autonomy: for exploring, and discovering, and developing the self, which comes into the world alone, and must learn to go out of it in the same way without loneliness.

A corollary of this is the need for silence. We have periods of organized speech in the classroom; but we also need periods of organized silence. Not silence to do specific tasks: to do 'tests' in arithmetic or spelling. Just silence. The obvious activity in the silent period (which shouldn't be so long that it becomes a strain) might be silent reading. But it might equally well be drawing, or doodling, or day-dreaming; or even prayer.

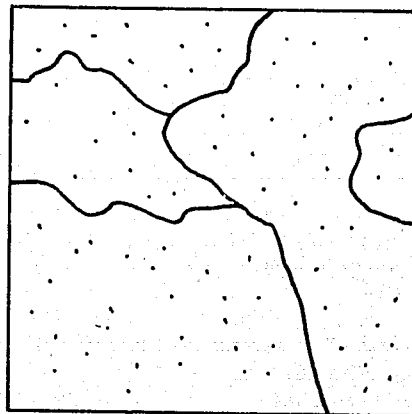
a
b
c
d
e

Ability Grouping can be useful. It can also be a snare and a delusion. Certainly the fourth heresy is that it is a panacea. Yet fixed 'streaming' in the school appears to assume that it is. No testing will give homogeneous grouping for all abilities, even if homogeneous grouping were desirable, which is highly doubtful. In any school with half a dozen streams, the streams overlap in performance, even on the subjects for which the pupils were streamed. And is it not part of the education of a child to learn to work with others more intelligent and less intelligent than himself? And especially to learn that children less intelligent than himself may have real contributions to make socially or artistically?

But if ability grouping is no panacea, it too has its usefulness: on the specific task, carefully diagnosed, suiting children of approximately equal ability to

a common task approximating that ability. This may apply to an advanced group, when the pupils are equally advanced and ready; to an average group, similarly placed; to a backward group, equally retarded . . . but how often will that be?

Moreover, there is a fifth and subtler heresy: that ability groups, for convenience, can be arranged in roughly equal size. I have already indicated that homogeneity is a proximate myth, even after all the testing in the world; but without reference to the normal curve of distribution, it becomes a farce. With a hundred unselected youngsters, the top group for any activity might number a handful; the next group perhaps twenty; the middle group or average group, by definition, roughly half the total; the fourth group another twenty or so, and the bottom group another handful. If they are divided in other proportions, only the pretence of homogeneity remains. Perhaps the social cost of maintaining this pretence can be argued only by the D stream teacher of a streamed school: not without rancor.



Interest or Social Grouping is perhaps an ambiguous term for two kinds of grouping, one centering on an activity, and the other on an individual or group; but it is often difficult to determine what constitutes the primary magnet. Nearly all adult group activities are based on interest in the activity, and/or the people concerned, in that order or vice versa. It seems, therefore, quite 'natural,' as against the pedagogically useful, which most teachers would readily admit.

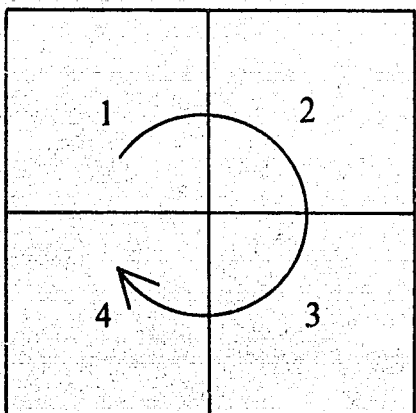
In the small group with common interest, even the timid child can contribute according to his ability; the average child can develop his strength; and the able child (if this is thought desirable) develop responsible leadership, involving solicitude for and patience

with colleagues less able than himself. Social study lessons ignoring the practical civics of such grouping seem to me quite farcical. But the sixth heresy is that it applies only to social studies and games.

The seventh heresy is that interest grouping can involve compulsion. And the eighth is that interest groups should also be roughly equal in size. All activity methods lend themselves to interest grouping. Compulsory drafting destroys interest grouping. Units of one can constitute interest groups. An interest group of thirty can operate beside groups of five or one, until the logic of space or noise forces its members into further differentiation: still on interest.

And if there is an area of knowledge, prescribed by the syllabus, that is not covered by a group, it should fall naturally to the teacher: who with his own 'lesson' complements the reports or 'lessons' of other individuals and groups, and by his competence inspires them to better organization and presentation.

But the ninth heresy is that interest grouping can for long be sustained by the mercurial young; or that if it is not sustained, it is necessarily a failure. The young legions will form, attack, disperse, and re-form continually, crossing a hundred Rubicons; and the organization must be sufficiently flexible to allow for it. Any static human organization invites the despot leader and the barbarian follower.



Rota Grouping is best exemplified by tabloid sports. There are (say) four activities, and the four groups move from one activity to the next in turn. Teams or groups may be chosen on ability; or again, they may be picked by leaders. But essentially the idea is to give each one a turn according to a plan. The tabloid sports plan is simple: it ensures diversified activity, while using the available space and perhaps

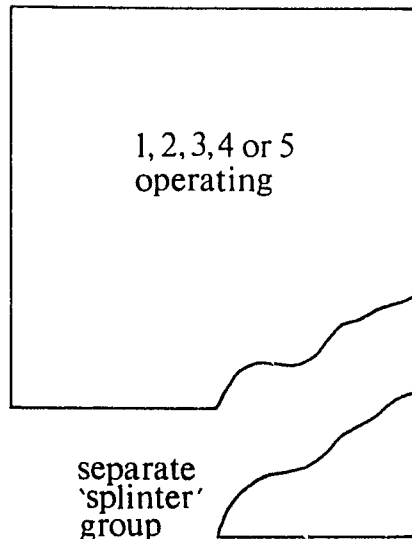
limited equipment in the best manner possible. It also has social value, in developing team spirit and leadership. The method may be useful in the classroom, too, especially when there is a shortage of equipment that all may wish to use; but also when there are chores to perform.

But the tenth heresy is that rotating activities bear any real resemblance to a 'method' for teaching reading! Under this 'method' Group A does Silent Reading for Pleasure, Group B Reading for Information, Group C Oral Reading, Group D Playreading, on Monday; and each day each group moves on. An obvious absurdity is having Oral Reading interfering with Silent Reading for Pleasure. A less obvious but more insidious danger is that of elevating a reading skill — e.g., Reading for Information or Oral Reading — into an end in itself.

Separately timetabled, any skill is likely to be practised without regard for its function; and from my observation of the method in many classrooms that is what happens. Behind the fashionable facade of 'group work,' the rotasystem, when applied to reading, constitutes malpractice.

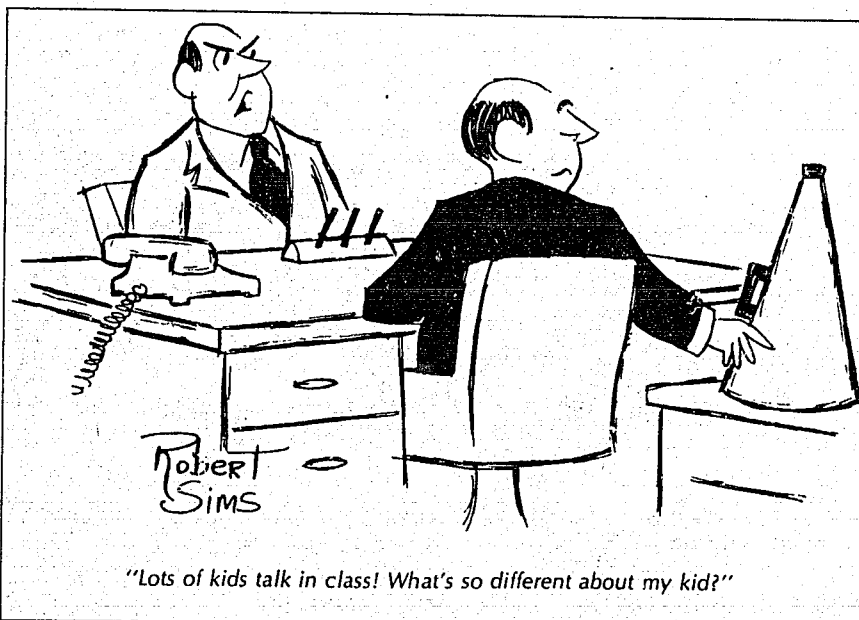
Splinter Grouping is my term for a method so often used as an expedient that it has had inadequate philosophical justification. Here the class works on as a unit, or each child separately, or in interest groupings, as the case might be — but a 'splinter' is withdrawn. The splinter may be one child, or three or four, or a dozen.

It may be 'backward,' for remedial work in a specific skill: or it may be 'bright,' for advanced work along a cer-



tain line. It may be 'good' and receiving some privilege; or it may be 'naughty,' and be penalized in some way. It may be needed for a special job; or it may be interested in preparing something special for itself. In short, the teacher uses it as the stock procedure for dealing with deviant behavior, 'good' and 'bad,' 'social' or 'scholastic.' This method happens to be 'expedient,' but it is also moral. It permits freedom for the many most of the time, and makes most demand on the teacher from those who need him most at the time.

The final heresy is that any one or two of these methods are adequate. In a good class all will be used at some time or other, grouping and regrouping continually, according to purposes and needs.







A group of British Columbia teachers does. These teachers are taking a UBC credit course there next July. They will study at first hand one of the world's rarest examples of cultural wealth, and they will bring back tangible evidence of their studies. The purpose of the course is to refine and practise field techniques for subsequent use in B.C. schools.

For almost a decade now there has been a new awareness in society of the pluralistic nature of North American life. The idea of the melting pot has undergone drastic revision. Social studies, always sensitive to social change, has reflected this condition in a focus on culture and the socio-economic issues of the day.

New programs have dealt with culture change, tensions between ethnic elements, unfair treatment of minorities, the analyses and implications of the values we hold, even with social action of an overt kind. Decision-making in situations that are simulations of real life are characteristic of student activities in these programs. They are a far cry from the more objective, somewhat academic content that dominated social studies in the early '60s.

Singapore is an ideal setting for developing the kinds of studies and types of materials needed for this new emphasis in social studies. Malay, Indian and Chinese, the three main Asian cultures, are officially represented in this country of two million people, this small country that has a land area no bigger than that of Metropolitan Vancouver.

Because it is so new and because of the presence of these culture groups,

it has been dubbed 'Instant Asia.' The country is indeed new, less than ten years old, but it is new in another sense too. More than half of its population is under the age of twenty. The vitality and enthusiasm of youth is one of the visitor's first impressions.

There are big differences in numbers and in socio-economic characteristics between the main culture groups.

Chinese dominate in numbers. They constitute 77% of the population and, with their distinctive values and attitudes toward work, they control the main business enterprises. Malays amount to 15% of the total population but, because of recent history and because of the general location of the country in Southeast Asia, they constitute the official group and their language the principal official language. Tamil, the language of the Indian group, Mandarin Chinese and English are the three second level official languages. The Indian population constitutes 7% of the population.

The role of the Malays in national life makes interesting study for Canadians. How would we feel if German were our principal language, and German people the favored national group? The status of the Malays in Singapore raises other considerations. Malays are strong Muslims and no Muslim will eat pork. Muslims are free to marry more than one wife, and girls can marry before they are 18, so the laws of Singapore have to accommodate polygamy and monogamy.

From early days settlement in Singapore was structured on a basis of allocating specific areas to specific cultures. As a result, you can find Chinese communities, Malay communities, Indian

Singapore will be the site of an on-the-spot study by social studies teachers of culture change and other socio-economic issues. The materials they develop will be useful in the new social studies programs.

ANGUS M. GUNN

Mr. Gunn is associate professor and chairman of the social studies department of UBC's Faculty of Education.

MALES WITH LONG HAIR WILL BE ATTENDED TO LAST

LONG HAIR IS



**HAIR FALLING ACROSS
THE FOREHEAD AND
TOUCHING THE
EYEBROWS**

OR



**HAIR COVERING
THE EARS**

OR



**HAIR REACHING
BELOW AN
ORDINARY SHIRT
COLLAR**

communities, with all the elements of their traditional cultures nicely isolated for study.

One of the major activities of the teachers who go to Singapore next July will be to study these major cultures, their foods, housing, clothing, occupational patterns, customs, physical appearance, general home conditions. Interview techniques will elicit their perceptions of other groups. The problems of cultural diversity in Singapore should have some meaning for Canadians who have such great difficulty handling their own cultural differences.

A second major interest for study is Singapore's public housing program. Since 1961 almost one million people, that is half of the total population, have been accommodated in massive public housing estates. Densities in these estates are about 300,000 per square mile, or ten times that of Vancouver's West End, yet their appearance is tidy and clean, with no sign of slums.

Government efforts seem to have developed a taste for this kind of living, so much needed in a country with so little land. The government has in fact made a virtue out of the necessity of apartment-style living.

In the process, strong cultural roots had to be broken. Instead of the extended family style community, people have to live in close proximity to those of quite different cultural backgrounds. Instead of the traditional large families, people have to accept small families, since government regulations favor the provision of accommodation and jobs for those with small families.

There is a third area of interest for B.C. teachers, perhaps one that relates closely to our problems with native peoples. It is Singapore's distinctive approach to modernization. Singaporeans are asking the question: must we Westernize in order to modernize? Along with that question comes a host of additional questions: why did Europe not Islamize when it adopted the Arabic system of numerals in place of the Roman system? Why should we wear collar and tie for formal occasions in an equatorial climate? Why should we buy Western-style cookers that do not use our local earthenware curved-bottom pots? And so on.

The hair poster reproduced here is one example of Singapore's rejection of a popular Western fashion, a rejection that has since been taken up by

people in several parts of India. This poster is displayed in all schools and in many public buildings throughout the country.

In terms of British Columbia's new social studies programs, the study of Singapore fits aspects of no less than six grades: e.g., Grade 1 — families in different world cultural settings; Grade 3 — communities in different world cultural settings; Grade 6 — world culture regions; Grade 8 — Southeast Asia as a regional study; Grade 11 — world population and urbanization.

Asia is the largest and fastest growing segment of humanity. As world citizens, we should think more about it. As Canadians, we should remember that the cultural roots of our native peoples are in Asia. To borrow Mr. Trudeau's phrase, we should begin to think of Asia not as the Far East but as the Near West.

Why not join the teachers who are going to Singapore? There is still space available. More information may be obtained from either Phil Moir or Ken Woodsworth at the Centre for Continuing Education, or from myself at the Faculty of Education, University of British Columbia, Vancouver 8, British Columbia.

SPECIAL GROUP OFFER CERTIFICATE

GENTLEMEN: Please let me have the details of the Special Group Discount Offer for members of the B. C. Teachers' Federation, and your Preview Booklet. No obligation.

Name _____
(PLEASE PRINT)

Street Address _____

City _____ Zone _____ Prov. _____

Signature _____
(Valid only with your full signature here)

B. C. TEACHERS' FEDERATION SPECIAL GROUP OFFER

NEWS OF GREAT INTEREST
TO MEMBERS OF THE B. C.
TEACHERS' FEDERATION

BUSINESS REPLY
NO POSTAGE STAMP NECESSARY IF MAILED IN CANADA

POSTAGE WILL BE PAID BY

**ENCYCLOPAEDIA BRITANNICA
PUBLICATIONS LTD.**

BRITANNICA HOUSE
151 BLOOR STREET, WEST
TORONTO 5, ONTARIO

SPECIAL GROUP OFFER



NEWS OF GREAT INTEREST
TO MEMBERS OF THE B. C.
TEACHERS' FEDERATION

A MESSAGE TO THE MEMBERS OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

Most members are aware of Encyclopaedia Britannica and its reputation as a world famous reference work. As a special service to members of the Federation, arrangements have been made which will enable you to obtain the latest edition of Encyclopaedia Britannica at a reduced price . . . **a price that is substantially lower than is available to the individual.**

One of the wonderful features of the special group offer is that you receive not only the 24 volume Britannica itself, but also select **AT NO EXTRA COST** such bonuses as the famous Britannica Junior Encyclopaedia or Webster's Third International Dictionary, the Britannica Atlas, the Britannica World Globe . . . **PLUS UP TO 100 RESEARCH REPORTS FROM THE BRITANNICA LIBRARY RESEARCH SERVICE.**

In addition you will also become a member in the **BRITANNICA SOCIETY** . . . an exclusive organization offering many educational, recreational and personal service benefits.

You can receive all of this **at a reduced price available only under this plan.**

Encyclopaedia Britannica is also extending its own "Book Club" plan, with an important difference; it is called the "Book-a-Month Payment Plan." You receive all 24 volumes at once, together with your individual choice of extras, yet pay for just one book each month.

To get the details of this reduced price plan with all the valuable extras, just complete and return the postage free reply card. Please do it promptly. There is no cost or obligation, of course.

TEACH IN CANADA'S ARCTIC NORTHWEST TERRITORIES

POSITIONS AVAILABLE: Commencing August and September 1973.

The Northwest Territories Department of Education will require teachers to fill positions in schools with one to fifty teachers. Major requirements will be for primary and intermediate teachers willing to live and work in small isolated northern communities. For larger communities, a small number of elementary, secondary school and specialist teachers will be required.

In addition to regular teaching duties, teachers will have challenging opportunities to provide leadership and service in a variety of community activities and adult education programs.

REQUIRED QUALIFICATIONS:

- a valid Canadian teaching certificate
- preferably some successful teaching experience in field related to position desired

TERMS OF EMPLOYMENT:

- All offers of employment are subject to teachers and dependents passing a medical examination.
- On appointment, transportation costs are paid from place of recruitment to place of employment in the Territories. Return transportation costs are paid on separation only after the completion of a complete academic year in which the resignation becomes effective.
- Housing with basic furniture, provided at reasonable cost to the head of the household.
- Food rations supplied at cost, on request, during first year in the north in communities where there are no commercial suppliers.
- Pension Plan, Northwest Territories Health Care Plan, Group Surgical-Medical Plan, Compulsory Disability Insurance, and other benefits.

SALARY SCALE: The 1973-74 salary scale is presented below.

Level	Minimum	Maximum
Level 1	7,211	8,979
Level 2	7,703	11,653
Level 3	8,753	13,253
Level 4	10,563	15,973
Level 5	11,326	17,226
Level 6	11,952	17,982

Plus

- (a) Teachers' Settlement Allowance at \$750 to \$2,708 (depending on location and marital status).
- (b) Administrative and Supervisory Allowance for Principals and Vice-Principals.

DETAILED INFORMATION:

For a copy of "Teach in Canada's Arctic: Northwest Territories" and application forms, write to:

Chief Superintendent of Education,
Department of Education,
Government of the Northwest Territories,
YELLOWKNIFE, Northwest Territories.
XOE 1H0

CLASSIFIED ADVERTISEMENTS

MEXICO-SAN DIEGO, 30 miles south border. Modern sunny beach house. American colony. \$190 month; six month lease. Perfect retirement couple. Brochure. Northcraft, 749 Seabright Lane, Solana Beach, Calif. 92075.

RETIRED CALIFORNIA COUPLE wishes to sublet July and August, Vancouver. Mrs. V. Smythe, 10107-127B Street, Surrey, 581-0716.

IMPECCABLE REFERENCES can be provided for the rent of house, cabin or trailer in or around Victoria for 2 or 12 months (preferably latter) commencing July 1. No children. B.K. Davis, 4455 Discovery Dr., Campbell River.

CANADIAN COLLEGE OF TEACHERS

Membership Inquiries

S. R. BERRY

Secretary-Treasurer

39 Leacock Way

Box 760, Kanata, Ontario

Ecology of Curriculum

Continued from page 149

The most central and economic solution to curricular ecology lies in the definition and sharing of the goals for learning. When curricular goals are clear to both teacher and student, there will be a minimum of confusion regarding learning. Instructional activities will contribute toward attainment of those objectives; and relations between curriculum and its environment will be direct, and free from extraneous stimuli.

For many decades now, experts have been telling us that to teach productively, we must reduce the goals for learning to behavioral terms. This, so that changes in student behavior might be measured and inferences made to the effect that the student has, or has not, learned. Certainly, this is a valid principle, and a necessary operation in the enterprise of teaching-learning.

Analysis Needs More Time

The difficulty is, however, that not everything we consider important to teach, and to include in our curriculum, is sufficiently discrete to allow this kind of analysis. In addition, for most objectives of our curriculum, the space of one academic year (our normal time with a group of students) is too brief a moment in life within which to determine achievements.

Elliot Eisner, in 1969, offered a useful distinction. His theory is that in terms of the different kinds of curricula for which teachers are responsible, we must account for two classes of goals. The first class is that of *instructional objectives*. This is the kind with which we are very familiar; and is of the order: $2 + 2 = 4$. This is the type of objective that guides learning of specific content, the attainment of which can be assessed by the achievement of the learner.

The second class is the *expressive objective*. This type of objective is significant for a large amount of work done in the classroom.

'An expressive objective describes an educational encounter: It identifies a situation in which children are to work, a problem with which they are to cope, a task in which they are to engage; but it does not specify what from that encounter, situation, problem, or task they are to learn.'

Eisner's classification is important, and worthy of our study, because it pro-

* Eisner, E.W. 'Instructional and Expressive Objectives.' In Merrill, M.D., *Instructional Design*, Prentice-Hall, 1971, p.99.

vides the platform for our activities as teachers in representing the curriculum in all its facets.

The Oxford dictionary defines ecology as 'The relations of an organism to its surroundings.'

We often tend to think of curriculum as a body of knowledge that exists outside of ourselves, and outside of our students. We regard curriculum as a collection of dead data, that somehow we have to bring to life so that it can be absorbed by the student. This is not a healthy view, ecologically.

Try to think of the curriculum organically. Think of it as a lively, vital, changing set of information that, when combined with the human dimension, brings new insights, perspectives and meanings to our experiences. This is the function of curriculum in learning: the curriculum is the vehicle of our learning.

Thought of in this sense, then, curriculum contains an energy we can harness to carry us toward the goals we set for learning.

The surroundings of this organism — the curriculum — are created by the teacher. In other words, the curriculum environment is designed by the teacher's management of content.

Teachers Have Responsibility

It is our responsibility, as teachers, to make the relations of the curriculum to its surroundings as clear and direct as possible. For example, methodology is selected as that which best will accommodate the learning task, and the student in the relation to that task.

Sometimes that method will be an exposition; sometimes a laboratory-field, discovery experience; sometimes it will be an inquiry approach; and so on.

Always, the method will be individualized, in the sense that 'individualization' means that an individual proceeds, with guidance, through a learning task, in a step-wise fashion that culminates in achievement; and that one person's path to that achievement may differ from the route taken by others to reach the same goal.

The position of teacher can be identified with the role of conductor of a great orchestra. Each player in the orchestra contributes with a different kind of instrument: each has his role, but not all players play all the time. Nor is it expected that each instrument produce the same tone, or replicate the same theme.

Orchestration of curriculum in our classrooms can produce a cacophony, which is anti-ecological, or it can produce the pure harmony of learning. That is the positive ecology of curriculum.

new books

C. D. NELSON



A MODEST PROPOSAL . . .

whereby we now move, second and unanimously approve of the idea that henceforth teachers and any other positive thinkers keep a diary of their thoughts, movements, feelings and observations, whether at work or leisure, in sickness or health, etc., etc. (Begins to sound like the marriage ceremony!)

The day of the great diarists is now over, alas, and we treasure the published works of Pepys, Evelyn and their peers and regard them as an essential part of our literary heritage. But there is nothing to stop you from being a somewhat lesser journal-keeper, is there?

There are two reasons for this suggestion: first, our memories are notoriously bad; and second, diaries are fun to read and even profitable to publish. And now that we are awash in a sea of nostalgia, it seems fitting that we be able to review our own past doings in a nostalgic way.

All of which grows out of a chance encounter with that old friend, *British Columbia schools, secondary edition*, dated October 1952, and found in an unswept corner of my musty office. Although 20 years is no great lapse of time, this long-departed magazine already sounds quaint and a bit unreal.

Two examples: on page 36 we find an excerpt from the departmental Grade 12 English examination; candidates are to write two 100-150 word paragraphs, one each from two choices — A—Exposition (The ideal home; Virtue is her own reward; The causes of juvenile delinquency; British Columbia has a great future) and B—Description (My family at breakfast; A thrilling rescue; Autumn among the hills (or mountains).)

And the other example: on page 14, in a section headed 'School Libraries' we find this stern reminder: 'No book hostile to the Christian religion or of an immoral or sectarian character shall

be permitted in a school library.'

Meanwhile: Dear Diary . . .

—C.D. Nelson.

CLEARING THE DECKS . . .

We promised you the address of Atlas Copco Canada Ltd., which sent us the free material on sound and noise pollution. The company sent word that hundreds of requests had come in from all parts of Canada, including B.C. It also sent its current film catalog, a pamphlet on air compression, *Airpower*, and sample copies of its house magazine (free), *Canadian air comments*. All of these additional items are worth having. The Vancouver address is 1395 Grandview Highway, Vancouver 12, c/o Mr. John DeYae-ger, Manager.

We also heard further from the Department of Energy, Mines and Resources in Ottawa, with a list of maps you can get free from its map division. In case you do not already have these, they are:

- (a) MCR 10 Canada, 1 inch equals 100 miles.
- (b) Territorial evolution of Canada.
- (c) MCR 46 World.
- (d) A topographical series map, showing your particular school district on the largest scale available.

One copy of each of the above will be sent free on application using official school stationery. Extra copies may be purchased at 40% discount. The Department also sent its latest list of maps and charts, a bilingual folder MDO79 that you should request. The address is Canada Map Office, Department of Energy, Mines and Resources, 615 Booth St., Ottawa, Ontario K1A 0E9.

Finally, an excellent social studies aid, *Arctic in colour*, published three times a year by the Government of the Northwest Territories, Yellowknife, N.Y.T. This excellent magazine costs \$2.00 a year, 75c an issue, and is full of up-to-the-minute information about the Canadian Arctic, with superb color photographs and useful maps. Buy it!

SPECIAL REVIEW

Power and Innocence: A Search for the Sources of Violence, by Rollo May. Norton, New York, 1972. \$7.95

We can enlarge and enrich our vision of what human development entails by reading this book.

'Power,' according to Rollo May, is the essence of being. It is this 'power of being,' which includes power of changing, and which can erupt in violence if blocked, that May writes about. To be impotent, to lack power is to be less than human. Human growth, then, is a development of human capacities becoming more powerful. A powerful human being psychologically is a person whose human capacities have been fully developed, one who has 'become able.'

'In psychology, power means the ability to affect, to influence, and to change other persons. Each person exists in an interpersonal web, analogous to magnetic fields of force, and each one propels, repels, connects, identifies with others. Thus such considerations as status, authority and prestige are central to the problem of power. I have used the phrase "sense of significance" to refer to a person's conviction that he counts for something, that he has an effect on others, and that he can get recognition from his fellows.'

May's point of view suggests that teachers should be judged by the effects they have on their pupils. (He argues that all human beings should be judged not by their convictions or their concerns or their security, but by their effects.)

Power in America has been identified with coercive force — 'the lowest common denominator of power.' Accordingly, 'power has been scorned and disparaged as a "dirty word."' May agrees with John Dewey that 'not to depend upon and utilize force is simply to be without a foothold in the real world.' In other words force is simply harnessed, directed energy. It can be directed to either positive or negative ends. Let its value be determined by its effects.

There are five kinds of power:

- (1) exploitative — rule by force, involves a denial of choice.
- (2) manipulative — power over another; the power of the 'con' man; power over another gained, for example, operant conditioning or brainwashing.
- (3) competitive — power against another; going up by putting another down; can give zest and vitality to human relations and in this sense can be constructive.

(4) nutrient — power for the other; the parents' care for their children; the teachers' care for their pupils.

(5) integrative — power with others; the power of one abets the power of the other; power gained through co-operation.

Integrative power, the most constructive leads to growth through the dialectic process of thesis, antithesis and synthesis. 'All growth, even that of molecular structures, proceeds in this way: there is one body, then there is its anti-body, and growth proceeds by the repulsion or attraction of these two into a new body.' The growth process or educative process requires interaction.

All human beings typically use each kind of power sometime. 'The goal for human development is to learn to use these different kinds of power in ways adequate to the given situation.'

May insists that love and power are not opposites. Love is not the renunciation of power. Love is more than an emotion; it is like power, also ontological, dependent on development. Permissiveness in the name of love tends to deny the child the development that must occur if he or she is to be capable of loving. 'One must have power within oneself to be able to love.' Teaching, to be effective, must provide a combination of power and love — the teacher's power used for and with others, power to empower, exercised out of love. In this sense, May's notion of love is akin to that of the anthropologist Ashley Montague who suggests that to love another person is to confer a survival benefit on him.

A new ethic is needed, May argues, to guide us out of the transitional state our society is now in. This ethic, he suggests, which if adopted would lead us to a new community, a new solidarity, 'is based on the assumption that each man is responsible for the effects of his own actions.'

'The future lies with the man or woman who can live as an individual, conscious within the solidarity of the human race. He then uses the tension between individuality and solidarity as the source of his ethical creativity.' 'We can, in a splurge of individualism, live by our own integrity; or we can, in a splurge of solidarity, identify ourselves with a group or party, that takes over our decisions for us and decides by its own rules. Either way leads us into error if it neglects the other. Held in balance, however, they constitute the two sources of ethical choice. From the first should be preserved the element of the consciousness of the individual, necessary to all ethics; and from the second, the element of interpersonal responsibility, also a necessary source of all ethics.'

There is within these two statements and within the book as a whole a sound basis for a valid teaching intention: an intention of teachers to use their professional power to nurture the development of the human capacities of their pupils helping them become free men and women conscious of their powers and able to exercise them re-

sponsibly through ethical choice. We can enlarge and enrich our consciousness of what human development entails by thoughtfully reading this book.—C.D. Ovens

GUIDANCE

English (The Student, Subject and Career Series), by H. O. Barrett. Guidance Centre, Faculty of Education, University of Toronto, 1972. Paperbound. 80c.

The book opens with the statement: 'Since this booklet deals with English and the occupations in which English plays a significant role. It is assumed that the reader likes the subject and has some competency in it. It is further assumed that the reader is prepared to do some self-analysis of his strengths and weaknesses as a necessary prelude to planning his future career.'

Thereafter the book follows through on this introduction. It deals with oral and written communication skills, and presents some questions to be answered in analyzing the effectiveness of one's own communication skills, and some practical suggestions about how to use effectively the skills one already has, and how to improve in those areas where one is not strong. There follows an analysis of 28 different occupations in which English is an essential or a useful skill, and gives some idea of the preparation needed for each of these.

This little book, on good paper, in a stout paper cover, offers excellent value for the price, and should be a useful tool for counsellors and English teachers in helping those students whose chief interest is English, in choosing a career in which this is an essential skill. The list of careers will come as a surprise to many academically inclined students who have little or no idea of the sort of careers the world offers, save for the usual medical, teaching and engineering choices.—Faith E. Lort

MISCELLANEOUS

Pleasures and Palaces: the After-school Activities of Russian Children, by Miriam Morton. Atheneum (Can. Agt. McClelland & Stewart), c1972. \$5.95

This is a new and interesting book about organized leisure activities of Russian children. These children meet in small groups called 'kruzhki' and, depending on their ability and inclination, they can take part in a great variety of experiences. They may build rockets or robots or helicopters that really work, or go mountain climbing, or ballet dancing, or learn music, dabble in an archaeological dig, or take part in a hundred other interesting and worth-while pursuits.

More than forty million youngsters in Russia belong to the kruzhki and to co-ordinate and guide them there are thousands of voluntary adult leaders. Many of the latter

are 'off-duty' teachers, but there are also engineers, artists, musicians, actors, sportsmen and other skilled professional men and women who are willing to give their time and energy to the young members.

The nearest thing we have to these groups in Canada are probably the 4-H Clubs, which, in a much more restricted field, bring together young enthusiasts, adult leaders and a little public money to make leisure hours worth-while and constructive. But the activities in the Russian kruzhki are so wide and on such an elaborate scale that there is nothing really quite comparable in the Western world.

Pleasures and Palaces is well written and well illustrated — it is a fascinating book that should be in all school libraries.

—Dennis Stubbs.

SOCIAL STUDIES

Protest, Violence and Social Change, by Richard P. Bowles, et al. Prentice-Hall of Canada, c1972. Paperback. \$2.25

The violence that has become a part of modern day living still reaches many of us only by way of the vicarious experience gained through the news-media.

We have a natural tendency and a built-in immunity to ignore specific reference to its presence in our midst and it is thus often difficult for us to accept the fact that violence has played a significant role in the evolution of our natural character.

An interesting case study approach to the question of violence as an instrument for social change in Canada is presented by the authors of this 209-page paperback, one of a series under the general heading of *Canada: Issues & Options*.

A number of potentially and/or otherwise explosive issues are drawn from Canadian history, ranging from the current youth rebellion, the poor in Canada, the FLQ crisis, the struggle of such minorities as the Indians, the Sons of Freedom Doukhobors, the blacks in Canada, to such historical conflicts as the Riel Rebellion, the Winnipeg General Strike and many others—all of which are examined against the backdrop of the underlying question: Is violence an acceptable tool to accelerate change and bring about social reform?

Each issue is introduced through a brief factual account, supported by a selected number of excerpts representing divergent points of view taken from contemporary sources: newspapers, official documents, published reports and current magazines that include a cross-section of opinion expressed through editorials, letters-to-the-editor, news reports and various commentaries, pertinent to the issue under review.

Through an examination of the accompanying excerpts, the student is expected to come to the realization that, regardless of the degree of controversy that enshrouds an issue, easy solutions are not al-

PROTECTION!

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

CLASS A DRIVER-ESCORTS

REQUIRED FOR JULY-AUGUST
ESCORTED BUS TOURS
TRAVEL • HAVE FUN • MAKE MONEY
BE PART OF A HARD DRIVING
FAST GROWING TOUR CO
WAYWARD TOURS LTD.
501 - QUEEN'S AVENUE, NEW WESTMINSTER, B.C.
PH. 526-4702

ways apparent. Many of our current problems have been with us a long time, emerging to plague the social conscience of each generation.

A strong feature of the book is the inclusion at the end of most excerpts and some of the subsections of thought-provoking questions under the heading: 'What do you think?' Since no answers are immediately forthcoming, the authors succeed in their expressed purpose of simply raising pertinent questions and leaving the debate on them open-ended — in the interest of developing 'an informed and alert citizenry.' The final chapter is a set of questions that attempt to focus student thinking on the concept of social change and how it can be effected.

For teachers using an enquiry- or a values-oriented approach, the book contains sufficient initial fuel to spark debate and stimulate subsequent further in-depth study.

Since the issues are not presented in any chronological order, flexibility is achieved in both the selection of particular issues for class consideration and the method by which the content material can be handled.

The language of the book is essentially that of the newspaper and as such is well within the ability of the junior and senior secondary school student.

A short bibliography that includes both print and film is included. There is no Index but a detailed Table of Contents compensates for any lack here.

As a new source book in Canadiana that centers on a particular theme, *Protest, Violence and Social Change* is a commendable contribution to the tools of the social studies teacher who is anxious to get his students thinking about some of the issues facing this country, not to mention its value in relating the past to the present.—A. Harold Skolrod

ALL ABOUT LEARNING 1973

July 5 - 26

A program for regular classroom teachers and learning assistance teachers in the elementary school.

We are pleased to announce that the Department of Education is co-operating with the BCTF in providing facilities at JERICHO HILL SCHOOL for this course — including dormitory and cafeteria at a nominal cost. Enrollment will be limited.

Fee — \$100

Inquiries should be directed to BCTF, Division of Professional Development, #105 - 2235 Burrard Street, Vancouver 9.

We Shall Miss These Teachers

In Service	Last Taught In	Died
Bernard Mander Blore	Powell River	November 27
Retired	Last Taught In	Died
Mrs. Edith P. (Bickford) Beresford	West Vancouver	December 1
John A. Harper	Vancouver	November 27
Miss Hazel A. E. Hill	S. Cariboo	November 14

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

DREIKURS, RUDOLF, BERNICE BRONIA GRUNWALD and FLOY C. PEPPER

Maintaining sanity in the classroom; illustrated teaching techniques. New York, Harper & Row, 1971. 338p. LB1065/D72

DUMAS, ENOCH

Math activities for child involvement. Boston, Allyn and Bacon, 1971. 280p. QA135.5/D85

DWYER, FRANCIS M.

A guide for improving visualized instruction. State College, Pa., Learning Services, 1972. 138p. LB1043.5/D9

GALAMBOS, JEANNETTE W.

A guide to discipline. Washington, National Association for the Education of Young Children, 1969. 92p. LB3013/G3

MEACHAM, MERLE L. and ALLEN E. WIESER

Changing classroom behavior: a manual for precision teaching. Scranton, International Textbook Co., 1969. 212p. LB1025.2/M4

MERZ, FLORIAN

Pop art in the school: an investigation of pop art and its application in educational theory and classroom practice. Foreword by Reinhard Pfennig. New York, Van Nostrand and Reinhold Co., 1970. 103p. N351.M45

RHODES, JAMES A.

Vocational education and guidance: a system for the seventies. Columbus, Ohio, Merrill, 1970. 163p. LC1045/R46

SANDERS, NORRIS M.

Classroom questions: what kinds? New York, Harper & Row, 1966. 176p. LB1027/S25

WILKINSON, CECIL E.

Educational media and you. Toronto, GLC Educational Materials and Services, 1971. 194p. LB1043/W44

WINSLOW, ROBERT W. and LEON DALLIN

Music skills for classroom teachers. 3rd ed. Dubuque, Iowa, W.C. Brown Co., 1970. 286p. MT10/W74

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

comment

PROFIT ON THE SWINGS

JOHN H. SUTHERLAND

By his thrusts at the BCTF W.A.C. Bennett inadvertently helped revitalize our organization. The membership has rallied to a degree probably not seen since the '30s and '40s; the leadership has been positive and constructive. The result is defeat of the opposition and an organization healthier than before the struggle.

Before the revival, as I gazed from Olympian retirement, I sometimes brooded. In the '30s teachers, proud to serve, gracefully accepted from their employers the princely annual wage of \$780, \$1,100, \$1,200. When the black mood overtook me, I hastened to restore my faith and perspective with *Playboy* (the articles, of course).

Interviews with men like Marshall McLuhan and articles by women like Germaine Greer help me, I tell myself, to overcome the generation gap. I rejoin the activists.

Perhaps my younger colleagues will accompany me back to those years. My purpose is not to extol the past, but to emphasize that the health of our organization depends, not upon benevolent paternalism, but upon active involvement of all the members in issues of consequence to them.

In the early '30s the BCTF was faced with building membership, then about 50%. Compulsory membership was proposed. It was argued that professional development would increase and that grateful employers would as a result increase salaries. A referendum was held; 3,200 in favor; 50 against.

The 50 continued to contend that our organization could not be healthy, strong and professional if it had to ask its (ultimate) employer to do its building. But to be against was not sufficient.

Many asked, 'What has the BCTF done for me?' to justify their non-membership. These had to be persuaded to join in remoulding the BCTF to meet their needs.

Groups were established by the locals or by regional membership committees

The writer, an Honorary Life Member and recipient of the C.A. Fergusson Memorial Award, was BCTF President 1939-40.

to discuss the merits and demerits of compulsory membership, to analyze the problems facing the BCTF, and to evolve practical answers and tactics. Many of the doubters were enlisted as leaders of these groups and became enthusiastic workers for the Federation.

The Rural Teachers' Association was formed, to provide a voice and representation for rural teachers. Responsible and active membership committees were established in every area. Local associations were either formed or revitalized. Membership began to climb at an encouraging rate as teachers became involved in organizing themselves and in facing and solving their own problems.

At a special general meeting called in the fall of 1936 to reconsider compulsory membership, the proposal was rejected by a substantial majority.

By 1947 voluntary membership had reached a steady rate of well over 90%. The strength of the BCTF had been consolidated and the opinions of the membership had altered. It was now felt that compulsory membership would be useful and amendments to the Public Schools Act were sought and obtained.

Today, the whole question should again be thoroughly debated.

At the same time three other major issues were of great concern to the membership: salaries, pensions, affiliation with labor.

Fortunately, Dr. Weir, the Minister of Education, was sympathetic to our aspirations. He succeeded, by 1938, in having compulsory arbitration introduced, a progressive step at the time.

The provision was tested in February 1940. The Langley School Board had refused to appoint a representative to the arbitration board and, when a unanimous award gave increases to the teachers, the school board refused to pay them. A court action followed. The most important aspect of the development was not the salary increase, but the truly professional conduct of Roy Mountain, chairman of the local salary committee, and the 26 teachers involved. They withstood discriminatory attacks by the school board and

thereby established a pattern of solidarity for their professional colleagues.

By 1940 pensions were the major issue at the AGM. Discussion and debate had gone on at the local level for at least two years. The Pensions Committee, which had worked long and hard to produce constructive reforms, faced a convention whose delegates had been immersed in the subject. The decisions finally reached were the product of penetrating debate by 'bonnie fighters' on both sides. The important factor was that the BCTF throbbed with vitality.

In 1943 came the climax of a long drive for affiliation with labor. The question had been well debated in the locals. Some officers of locals as well as teachers had been unofficially informed that promotion would be denied them if they actively supported affiliation. As true professionals, they scorned the threats. A proposal for a competitive AFT union was rejected as divisive. Affiliation with the Trades and Labor Congress of Canada was approved.

Many teachers supported the move, not just for the hoped-for benefits, but as a signal that teachers' aims were not strictly selfish. Respect for teachers grew.

These issues from the past are not important in themselves. However, the strategic and tactical lessons learned are as significant today as then. The true activist does not isolate himself from the membership; he does not utter tongue-valiant platitudes. Instead, he works long and unselfishly, both to understand and to help his colleagues understand the important issues and the consequences. When he leads, he must know the membership will support him, especially if militant or unusual action is called for.

Mr. Bennett gave the members and their leaders a cause to work on together. The activists of the past could join in spirit with the activists of today.

And as the election results came in, Wordsworth's lines on the early days of the French Revolution seemed apt: Bliss was it in that dawn to be alive, But to be young was very heaven.

The B.C. TEACHER

NEW LESSON AIDS

- 9053 WILDERNESS CHAMPION** by D. Varcoe, 6 p. \$2.00
A laminated example of a Monopoly-type game. Multiple choice and alternative answers involve the skills of vocabulary building, recall of facts, and sequence of events. You might want to use the same idea for developing a game of your own.
- 9055 THE HISTORY OF THE ENGLISH LANGUAGE** by Phyllis Mitchell, 9 p. 22¢
An overview of the history of English with suggested activities for elementary and secondary students.
- 9510 SCIENCE ON A STRING** by the Vancouver Environment Education Project, 29 p. 90¢
A unit on building and flying kites suitable for the intermediate grades.
- M200 FRENCH SONGS** by Betsy Clarke, assisted by Sue Habberger and Nancy Webber. \$4.00
A 50-minute tape of French songs arranged from easy to difficult both musically and substantively. The songs are sung in Parisian French with guitar accompaniment. A 20-page print-off of the tape is included. Please indicate whether reel-to-reel or cassette tape is desired.

BCTF LESSON AIDS, #105 - 2235 Burrard Street, Vancouver 9, B.C.



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

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

Do you have
A fund raising project?

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

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

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

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

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

Please mail coupon for detailed information.

Name

Address

City Tel.

Name of Group

Canada Post / Canada Postage
Troisième classe / Third class
PERMIT No. 2035
VANCOUVER

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

TEACHERS
up to 90%
MORTGAGE FINANCING

available for

BUYING OR BUILDING A HOME
REFINANCING EXISTING MORTGAGE(S) OR
OTHER OBLIGATIONS
HOME IMPROVEMENTS
OTHER PURPOSES

contact:

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

VANCOUVER

#206 - 2235 Burrard Street
736-7741

KELOWNA

#201 - 1135 Sutherland Avenue
763-4916

VICTORIA

3491 Saanich Road
385-3393

NANAIMO

#3 - 87 Wallace Street
753-3402