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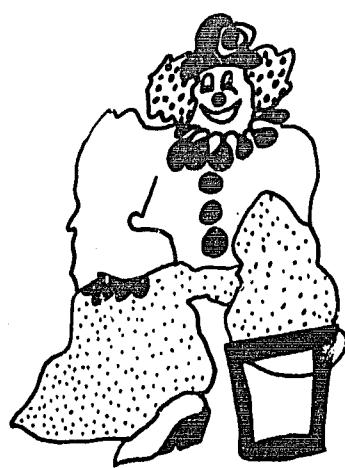


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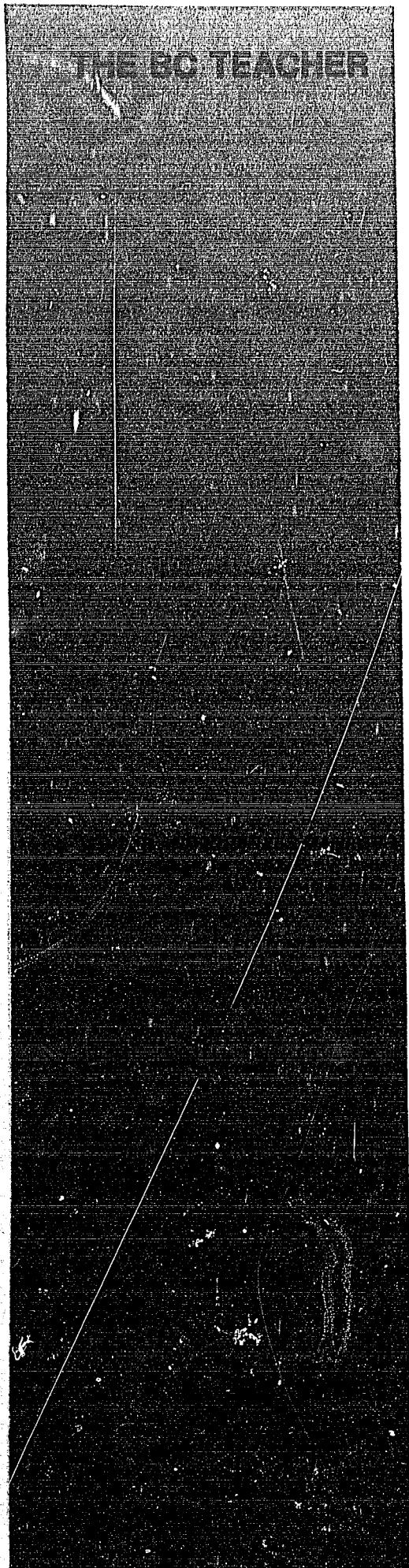
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Climbing rope ladders is fun, but isn't the ground a long way down? Picture courtesy of the Audio-Visual Services Branch of the Department of Education.

PHOTO CREDITS

p.178 — A-V Education, Vancouver School Board; p.181 — *School Progress*; p.182 — Carol Gordon; pp.186-189 — John K. Hardy; pp.194,195 — John C. Bastow.

From our readers

Individuals Are Encouraged

Sir,

Adam Robertson's article 'We're All Individuals' in the January issue is one well worth reading and pondering. He gives sage advice without being dogmatic and encouragement for those individuals who try to empower others to develop. By implication he challenges teachers not to empower those in authority to limit one's own development.

Would it be possible to get copies of the article? We have a living-room discussion group that would enjoy studying, interacting and reacting to this article.

Saturna

Taimi Hindmarch

Ovans Influence Widespread

Sir,

So Charlie Ovans is about to retire. To say the very least, his contribution

to education and, through education, to our whole society, has been outstanding. It would be inappropriate and sad indeed if recognition should be forthcoming only from his professional colleagues.

You may remember that it was my privilege to serve for a number of years as a member of the Provincial Executive of the B.C. School Trustees Association. During that time I learned to respect Charlie's knowledge, his judgment and, above all, his objectives. So often one is left with a frustrating feeling that with far too many people the matter of the mechanics of professionalism becomes an end in itself. In spite of a heavy involvement in structure and strategies,

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.

Charlie never allowed anyone to forget that life chances for all kinds of people was the name of the game.

No one in my experience has demonstrated the same ability to reconcile the inevitably adversary aspects involved in the achievement of economic objectives with the essentially high degree of co-operation necessary to the satisfactory evolution of an educational system. I note that in a recent interview Charlie insisted that there is no dichotomy. From my humble layman's corner I venture to suggest that only a man of Charlie's reach and integrity could be so convinced.

I'd like Charlie to know that his influence has been felt beyond the boundaries of his profession. I'd like him to know that there are some of us on the outside who have been proud to know him. I'd just like to say, 'thank you, Charlie.'

Frank Beinder
Chairman
Castlegar Selkirk College Council

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University of Victoria -- Summer Session 1973

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University Transition Programme — August 20 — 31
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UVic Adventure Camp — August 3 — 13

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Physical Fitness for Adults — August 6 — 10 and August 13 — 17
Early Music Workshop — August 6 — 11



An effort to explore the research that throws light on the present trend toward earlier schooling produced an unexpected result — perhaps we are setting children to learning too early.

O. A. SCHNEIDER

Mrs. Schneider teaches primary grades at Kelowna's A.S. Matheson Elementary School.

If educational planners have their way, all three- and four-year-olds will soon be in school.

Recently members of the Hewitt Research Center were alerted to these trends in the United States and, working jointly with Andrews University Department of Education, have ferreted out some of the trends and examined carefully the research that related to this one.

Educators Dr. and Mrs. Raymond S. Moore have compiled a report* about research dealing with the education of preschool children. The work was done at the Center, which is in Berrien Springs, Michigan and of which Dr. Moore is chief executive officer.

The findings have been surprising, even to the researchers. The basic report is expected to have a strong influence on policy and planning among the state and federal governments. The American Department of Health, Education and Welfare is also studying it. Be-

* The full report was to have been published in several journals, including the fall issue (1972) of Columbia University's *Teachers College Record*, New York and the *Congressional Record*.

Do children start school too early?

cause of the current interest in pre-school education here in British Columbia, some highlights of the report should be of interest.

Some authorities in the United States have come to the conclusion that parents should be the only teachers of their children until the children have reached the age of eight or ten. The mother should find time to cultivate in herself and in her children a love for the beauty of nature. For children to have health, cheerfulness, vivacity and well-developed muscles and brains, they should be much in the open air and have well-regulated employment and amusement.

The State of California Task Force on Early Education in 1971 produced a new body of research documenting the crucial importance of the first eight years of life. These years are critical in determining the future effectiveness of the citizens of the U.S.A. in the long range prevention of crime, poverty, addiction, malnutrition, neurosis and violence.

John Bowlby, world authority on children, points out that if a child is not given warm, continuous (unbroken)

mothering and, it is to be hoped, fathering, he will generally be less socially mature, less well motivated and adjusted and will not learn well. Dr. Bowlby became even more certain that the most common disturbance in young children in our Western World 'are the results of too little mothering, or of mothering coming from a succession of different people.' And he says that these disturbances 'can continue for weeks, months, or years' or may be permanent.

The young child's brain (and eyes and ears) is simply not ready for schooling before eight. Dr. Bowlby's comparative studies of children who go to school early and those who go later demonstrate that the later entrants usually catch up and pass early entrants, do better through school, are better adjusted and less frustrated and anxiety-ridden.

Torsten Husén found that the earlier a child went to school, the worse, generally, were his attitudes toward school. It was found that preschool instruction did not last; in fact it was a handicap to the learning ability of the child (David Elkind, 1969). The young child became frustrated, anxiety-ridden and 'intellectually burned,' with loss of

motivation for the intellectual success he deserved. It was found that such preschooling programs as the Head Start and the Great Cities projects have been academic failures.

Some studies are noteworthy because of the long period of time over which they were conducted. John Forrester (1955) studied 500 school children from Grades 1 through 12 in Montclair, New Jersey public schools. He found that from junior high on, 50% of the very bright but very young pupils at the time of school entrance earned only C grades, whereas the very bright but older group excelled generally throughout their school careers.

One of the current mysteries in early childhood education is the development of what is called minimal brain dysfunction. At first it was commonly thought that there was always some kind of physical damage to the brains of young children, perhaps some genetic problem, from the process of birth, or from some other external cause. More recently, however, a number of educators have begun to relate this

Continued on page 199

THE CRITICAL YEARS:

new FOCUS on early childhood education

When you observe such interested, curious, absorbed youngsters as six-year-old Dilip Khurna whose Happy Family drawing is on the cover, you wonder if childhood really is the 'critical years.' Surely that term describes care-worn adults like ourselves.

But the fact is that the use of such phrases as 'critical' and 'crucial' for the learning potential of the very young, indicates a learning growth of awareness by more people about the developmental influences that impinge upon a child before he ever appears at the statutory Grade 1 door of the school system. Provision of equal facilities does not guarantee equal opportunity. The open door may be the same but the children entering it are not.

The quickening tempo of focus on

The author is the editor of the magazine *School Progress*. The article is reprinted with permission.

the responsibility of public education for the pre-primary/kindergarten learning years is indicated by two recent reports: Saskatchewan's *Report of the Minister's Committee on Kindergarten Education*, and recommendations by Alberta's Commission on Educational Planning in its report *A Choice of Futures*. Both recommend provisions for publicly-supported pre-school programs for five-year-olds.

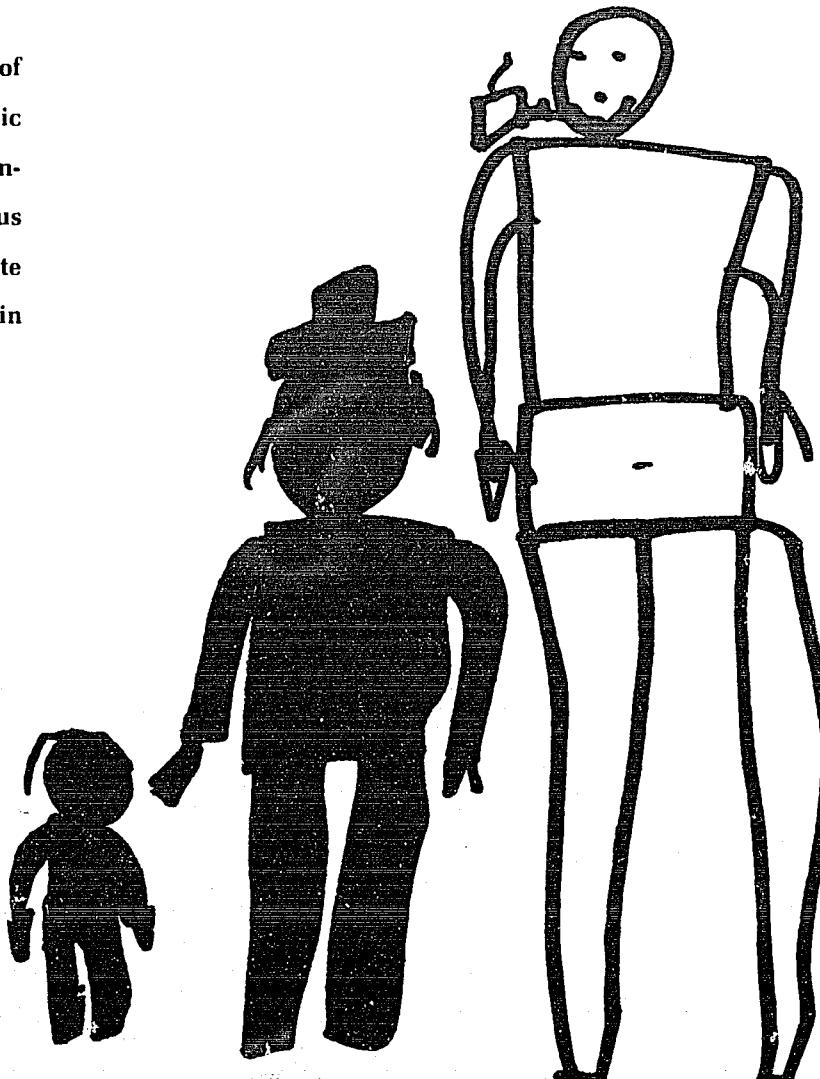
A kind of global matrix not only for early childhood learning but for all education is the soon-to-be released report by the Unesco International Commission on Education entitled *Learning To Be*. It endorses the concept of education as a lifelong process that will start much earlier as the importance of pre-school education is more widely recognized, and that lifelong learning means the integration of child and adult education.

In Canada over the past few years, various indicators have been showing interest in how the untapped learning potential of the very young can be developed beyond the scope of the home but in close relationship to it. These indicators include: the flowering of interest in the Montessori philosophy, in the British Infant School, concern for programs in day care centres, earlier documents such as Ontario's *Hall-Dennis Report* and Quebec's *Parent Report*, briefs from teacher associations urging better provision for pre-primary education, and efforts to determine the qualifications and training required of teachers in junior kindergartens.

A valuable contribution to our present knowledge of pre-school development comes from the Canadian Education Association with its new publication *Kindergartens in Canada*, edited by Harriett Goldsborough, which brings

There is a quickening tempo of focus on the responsibility of public education for the pre-primary/kindergarten learning years. Various recent reports give an opposite point of view to that expressed in the article on page 178.

MARGARET GAYFER



together information on pre-Grade 1 publicly supported systems. It includes data from a survey of 48 urban and rural school boards; a report from each province on current legislation; and a sampling of projects and programs in operation new in school systems. The school board data includes: enrollment, class size, fees (if any), staffing (professional and para-professional), transport, goals and aims, and types of junior kindergartens (so far only in Ontario and Quebec).

I hope it's significant that concern for early childhood learning has surfaced just about the time that accessibility to further education — informal and formal — by adults is gaining hold. Both must be seen in the context of lifelong learning and of the idea that education is a process whereby we can learn again and again throughout our lives. And both must be envisaged not as add-on,

compensatory education, but as a natural strategy for releasing the potential of all citizens as a *learning force*.

Alberta's report comes close when it states: 'Further education should be regarded as analogous to early education in that it must be no mere extension of existing programs but a deliberate design to expand the horizons of individuals' (page 59) . . . 'For education to become a lifelong process, schooling should begin at the earliest age at which a child may derive benefit . . . The principle of public responsibility for free education, which is accepted for older children, should apply to younger children as well . . . '

The educational system, so long pre-occupied with compulsory schooling of 6-to-16 and the recruitment of 18-year-olds for formula-financed universities, may just be starting to realize that no society can grow when its learning

and financial resources are the monopoly of one age group.

As many studies have shown — including the U.S. *Coleman Report* and the National Film Board's *Challenge for Change* program — compensatory and head-start and new-start programs have little continuing benefit when focused solely on the child in isolation from his environment. It is only when family and community participate in their own social and educative change that liberating growth is possible.

'Once education becomes continual,' says the Unesco Report, 'ideas as to what constitutes success and failure will change. An individual who "fails" at a given age and level in the course of his educational career will have other opportunities. He will no longer be relegated for life to the ghetto of his own failure... What is needed is not equal treatment for everybody but provision



Education is a lifelong process that will start much earlier as the importance of pre-school education is more widely recognized.

for each individual of a suitable education at a suitable pace for his particular needs.'

What is truly 'critical' for early education and programs for pre-primary and kindergarten classes is that the goals are continually incorporated into the framework of an on-going design for learning. Not merely goals of readiness preparation for Grade 1 with children handed over to another educational level or division when calendar ticks off age six, but seen as the 'crucial' introduction to a life style of recurrent education.

□ Could pre-primary programs take a more vital role in continuing education by actively involving parents, not just as advisors, but as learners themselves learning about how people learn?

□ Isn't there a larger place for university and community college continuing education divisions to work closer with pre-primary and kindergarten teachers on courses for parents? Some of this is being done most effectively now. But not enough, particularly in communities of New Canadians where so much about the Canadian school system and

our way of life seems puzzling and even threatening.

□ Has anyone seriously thought about how you can teach very young children and their parents how to have an understanding of, and a respect for, Canada? How can this important knowledge of their role as citizens of a country and of an international world community be sequentially developed? What Canadian Studies curriculum developer has begun with these 'critical' early years?

When you look at the philosophical context of pre-primary programs — such as in the Alberta and Saskatchewan reports — you see similar aims and similar concerns. Both reject the notion that pre-primary education be a downward extension of Grade 1.

'Program integration necessitates,' says the Saskatchewan Report, 'the use of the five most effective modes of learning for the kindergarten child: play, games, sensory education, concrete manipulation and physical participation. The use of cognitive, motor and social skills should be brought into play in order to create a total learning environment.'

Early education before the age of six, states the Alberta recommendations, should have three main functions; Stimulation: opportunities for learning a variety of attitudes, skills and behaviors to promote aesthetic, emotional, intellectual and physical development. Identification: Enhancing of the child's image of self-worth and of his personal value. Socialization: learning to live with others.

Both reports stress that the home and the community must be complementary and not substitute for each other, with early education offered within the broader context of total family education. Family involvement not only enhances the child's learning but also reduces the potential for child-school, child-parent and parent-school conflicts.

It is interesting that the four points emphasized by Alberta for the development of early education could well apply (just change a few words) to any overall continuous learning system. First, universal opportunity for all five-year-olds. Second, provision of selective experience for the disadvantaged and/or handicapped three- and four-year-olds. Third, integration of day care programs with early education opportunities. Fourth, extend the impact of the other three approaches with province-wide availability of early education through creation of televised learning packages which would focus on the stimulation function, launch a search for self-fulfillment... a learning package that would 'extend the ideas, principles and goals of recurrent education...'

The Unesco Report *Learning To Be* is a document of exceptional impact and magnitude, resulting from a seven-member commission that has been studying education trends around the world. The English edition is expected to be available in Canada by the end of October. The Commission declares that the concept of life-long learning, an observable fact as well as an ideal, is about to become a practical reality.

'Human beings, consciously or not, keep on learning and training themselves throughout their lives, above all through the influence of their environment.' Recognition of this should bring revolutionary consequences to education in the integration of child and adult education. 'Education first helps the child to live his own life as he deserves to do but its essential mission is to prepare the future adult for various forms of autonomy and self-learning.'

Bibliography available on request.

A COURSE DESIGN FOR HIGH SCHOOL BIOLOGY



J. STEPHEN YORKE

*Dr. Yorke teaches biology at Vancouver's
David Thompson Secondary School.*

**Here's how a secondary school teacher organizes
the year's work for his classes in Biology 12.
The plan works for him; perhaps it will for others.**

A few years ago, when I commenced teaching biology, I became aware of two major obstacles.

First, there were available, at best, only vague objectives; perhaps the most reliable being the prescribed laboratory manual and the government examinations. Second, I knew of no basic design for presenting a course. My teacher training courses had convinced me that a secondary school course should include systematic evaluation of each student as well as the course itself. In addition, the course design should be based on what little is known about the psychology of learning.

Biggs (1971)* has conveniently reviewed generalizations about human learning. Briefly, these generalizations are that everyone can learn; learning is cumulative; the clearest form of learning is concrete; learners should know 'where they are at'; material should be meaningful; the greatest encouragement is success; learning should be a pleasant experience; learners should control the pace of learning; learners have various styles and rates of learning and teachers should practise what they teach. Most of the generalizations listed by Biggs are widely accepted by teachers.

With all this in mind, I tried to define behavioral objectives. Cognitive objectives could be defined reasonably well; on the other hand, affective, psychomotor and attitudinal objectives are indeterminate. The regular presentation and evaluation of cognitive objectives is the basis for the course design described below. It is assumed that affective, psychomotor and attitudinal 'objectives' are attained in unknown measure if the student participates fully in course activities, such as laboratory assignments, seminars and field trips.

How the Course was Planned

The plan was designed to fit a timetable that repeats daily. Also, I was assigned four classes of Biology 12 in my own laboratory.

The course was planned in a series of steps:

1. The teaching year was determined as precisely as possible. It is surprisingly difficult in a school system to predict the timing of athletic meetings, grade assemblies and other events. Obviously, a 'precisely-planned' course would have to include a certain amount of flexibility!

2. The teaching year was divided into

* Biggs, J.S.—Learning and Evaluation: Two Sides of the Same Coin. Elements 4. 5pp. (1972)

weekly units or topics. At this stage of planning an interpretation of the curriculum was distributed over the length of the course.

3. Each week was planned to run on the following pattern:

Monday: Students are introduced to the week's work and receive
(i) An analysis of the previous week's performance
(ii) 'Low-level' and 'high-level' behavioral cognitive objectives
(iii) A set of notes related to the objectives
(iv) A laboratory assignment
(v) Assigned reading
(vi) A short orientation to the lay-out of the week's work.

The behavioral objectives are divided into low-level and high-level objectives. (The terms 'low-cognitive' and 'high-cognitive' confused the students and were dropped.) Low-level objectives (describe, define, list, etc.) are achieved by the student working by himself, using handout notes, assigned reading, demonstrations, tapes, film strips, etc. High-level objectives are discussed below.

An introduction to a week's work usually lasts about 20 minutes, although it is sometimes longer if a film is used to introduce a topic.

Tuesday: This is an 'open-lab' day, when students may work in the laboratory or library (or elsewhere) on the laboratory assignment or the low-level objectives. The laboratory is open for any student and an instructor (myself) is available for consultation at any time during the day. Thus the responsibility for working on Tuesday belongs solely to the student. Because the time is unscheduled, Tuesday is a very suitable day for fitting in field trips.

Wednesday: On this day there is a lecture or discussion concerning the high-level objectives (compare, suggest reasons, explain, etc.), many of which build on low-level objectives. The Wednesday session is purposely intensive, so that students who do not first learn the low-level objectives would have difficulty keeping up. As a result, students soon learn to be responsible for the low-level objectives and thus class time is not taken up with such procedures as dictating definitions or listing simple descriptions. The Wednesday session is sometimes enriched by a film or series of slides.

Thursday: Some students may complete the laboratory assignment and achieve

the objectives; others (approximately ten in each class) attend a seminar. Seminars, I have found, are an effective way of introducing students to methods of analyzing problems and presenting answers orally. Seminar topics include short science fiction stories (with a biological leaning), controversial issues (e.g., should oil be shipped to Alaska along the B.C. coast?) and the analysis and discussion of 'scholarship' questions.

Friday: Half the class time is spent on a quiz that is based on all that week's objectives and those for two review 'weeks.' The weeks reviewed are the one previous and one two weeks past. For example, in week 6, the weeks reviewed would be weeks 5 and 3. This arrangement is based on the proposition that 75% of learning is lost in two to three weeks.

The second half of the Friday class is usually spent on review — usually a film.

Once every eight to ten weeks the Friday class is devoted to a 60-item multiple-choice examination that samples all the topics so far covered in the course.

It should be noted that a serious disadvantage of working with weekly packages without specific reference to the work of previous weeks is that students tend to forget the content of each week's work as soon as it is finished. Long-term recall is therefore encouraged in three ways: by using high-level objectives that build on the work of previous weeks, by reviewing the work of two previous weeks and by holding occasional 60-item examinations covering all preceding work. I have found the last method to be the most effective.

Student Progress is Evaluated

Since Biology 12 is an academic course, evaluation is weighted toward cognitive achievement. Each weekly quiz is worth 20 marks and the 60-item quiz, 60 marks. Eighty percent of the possible marks are required for A or B grades, 70% for C+, 60% for C, 45% for C-; and below 45% earns a D. The 80% value for A and B grades is based on the view that, for a quickly prepared quiz, errors and ambiguities in quiz construction and evaluation may account for up to 20%.

The grade determined by the quizzes may be modified by the combined percentage from laboratory assignments and seminars; greater than 90% raises the quiz grade by one step and less than 50% lowers the quiz grade by one step.

All students are expected to complete laboratory assignments since assistance is available whenever required. The purpose of laboratory assignments and seminars is to develop aspects of learning that are difficult to define and even more difficult to measure, e.g., ability to analyze philosophical problems, confidence to make oral presentations, to use a laboratory, to make careful observations, and so on.

Each student is assigned 20 marks for attending a seminar. If during the seminar a student demonstrates that he is not adequately prepared to participate in the seminar, the number of marks received is reduced at the discretion of the instructor.

Marks for each student are listed on a separate progress card and are available for inspection at any time. A student should be able to calculate his grade at any time.

The Course is Evaluated

Each quiz is designed to cover all the objectives for a given week as well as to sample the objectives of the review weeks. Ten to twenty percent of the papers from each quiz are used as a sample. By calculating the marks obtained out of those possible for each review week, low scores may be isolated. A low score for a given objective

may be the result of inadequate mastery of the objective by the student, poor presentation by the instructor or an ambiguous objective or quiz question. Once attention is focused on a particular low score, it is usually possible to determine a cause without more elaborate and time-consuming procedures.

Long-term recall of the course is determined by the 60-item quizzes. All preceding topics are covered by the 60-item quizzes, and weeks that are poorly understood may be isolated in the same way as is used for weekly quizzes.

I make an analysis of each week during the weekend and present it to the students on the following Monday. Objectives that have not received adequate attention by the students are pointed out, usually with the motivating statement that that objective is certain to be on the next quiz! Topics that are poorly understood by the students are often incorporated into the objectives of later weeks.

The reader will have observed that, whereas cognitive objectives have been dealt with in detail, affective and attitudinal objectives cannot be well-defined or measured with accuracy. The evaluation system has been designed to take this into account.

Students like the course design, although I have made no systematic study of which aspects of the course have the

greatest appeal. From conversations with students I have learned that certain aspects of the course design are viewed favorably, including the following: students like to know as far as possible what they have to achieve; they like limited freedom to schedule their work; they like to be able to assess their own progress; and they appreciate careful analysis of their performance in the course.

I should make a final point about the logistics of using this course design. Handouts are best typed and punched; thus, a secretary is useful. The laboratory materials and decor are changed each week; so an organized supply of resources is essential and an assistant is an asset. One advantage of the careful planning is that films, living specimens and field trips may be ordered or planned well ahead of time to coincide with particular topics. Perhaps the greatest asset of the course design for me has been the ease with which it has been possible to test the effectiveness of various modifications.

My hope in offering this suggestion is that other biology teachers, particularly those just starting out, will find they can adopt or adapt this plan for their own classes. I should like, too, to hear of any modifications that others may develop from it.

out



integrated learning -educations' new star

Integrated learning is the newest star in the educator's heaven.

Unlike many stars shot heavenwards by academics, however, integrated learning may burn bright and true and may even result in a fairly massive shift of focus for B.C.'s primary schools.

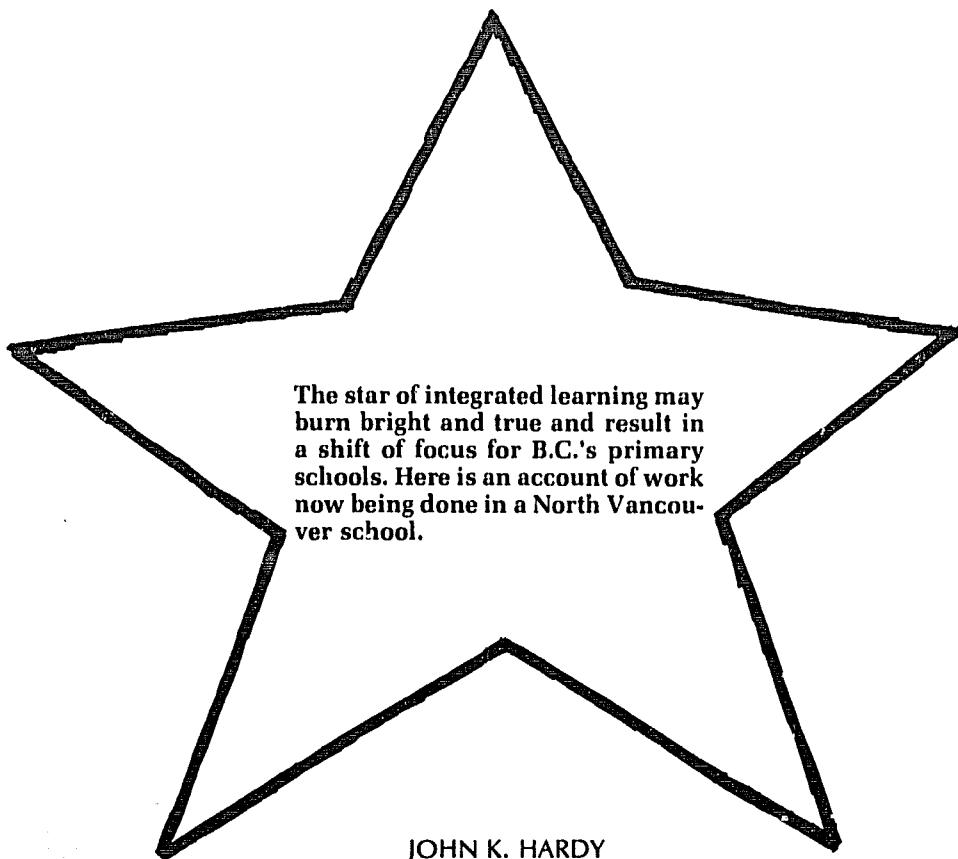
Dennis Milburn described integrated learning in the April 1972 issue of this magazine. Milburn, once a senior lecturer at London's Froebel Institute and currently an associate professor at UBC, described how integrated learning had worked in Chile, a more formal system. Why not in B.C.?

That's why Milburn has crossed the great divide between theory and practice, between university and school. Twice a week he goes with an associate, Dr. Walsh, to Cleveland Elementary School in North Vancouver where they assist Karen Jacobsen adopt integrated learning into her classroom.

John Hardy is Information Officer for the BCTF and editor of the BCTF Newsletter.



Dr. Milburn helps with the solution of a problem.



Teacher checks and discusses exercises that have been done.

He has even met parents on a parents' night. And that's no small thing, particularly if you believe, as Milburn does, 'that play is the highest form of child activity,' but you recognize, as Milburn also does that parents 'want education to be like medicine, good for you but somewhat unpleasant.'

About 35 parents came to Cleveland primarily to find out what was happening.

'How does the idea stack up across Canada?' one parent asked. 'Will they let my kid into UBC without his math course?' asked another. And a mother explained that at a secondary school the kids were 'goofing around, with no discipline.' She hoped it wasn't happening here.

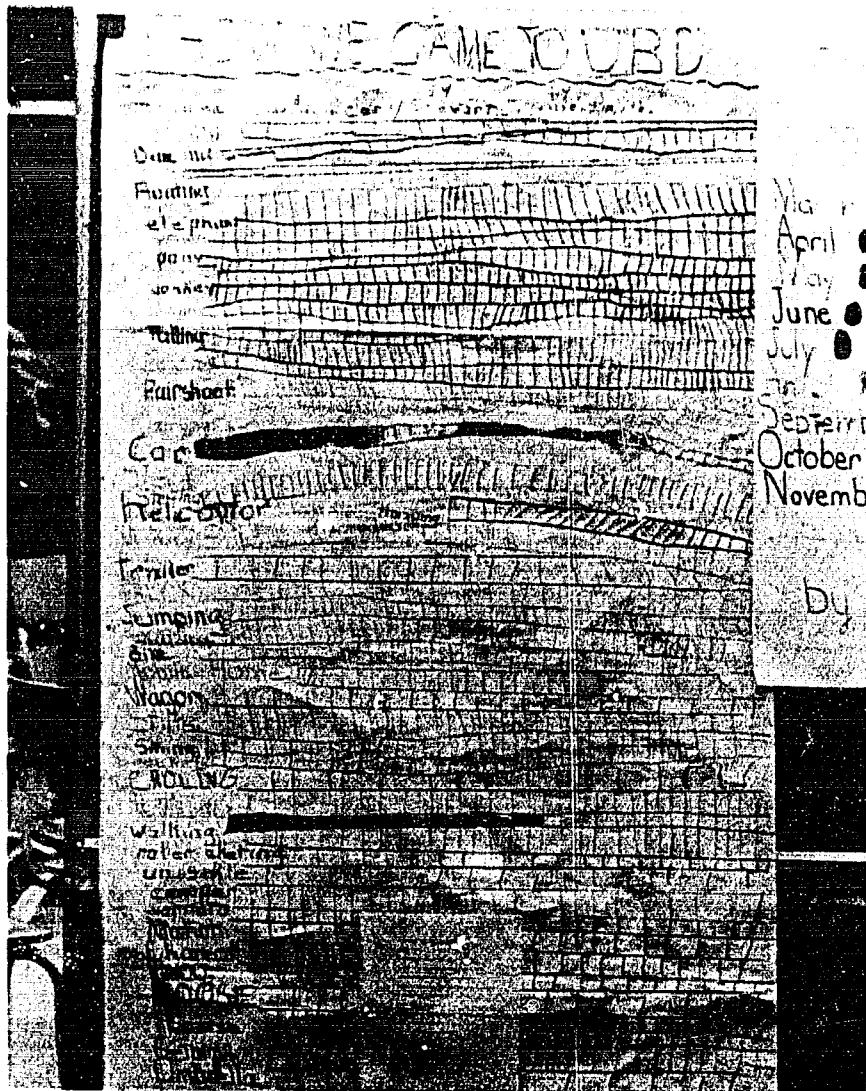
'You have to disbelieve in teaching content,' Milburn replied at one point. 'Just to plod between readers is no guarantee that the child will learn anything.'

Perched in front of the group, Milburn, a slightly built fellow, alert and quick, seemed to enjoy the evening. So



Although workbooks are still being used, they will eventually be withdrawn as a teaching device.

There are indeed many ways of traveling to UBC, as this imaginative chart shows. It covers all possible variables.



did the parents, once they had tasted Milburn's medicine and gained assurance that it was both pleasant and good for their children. They had expected, you understand, to see what their children were learning through content-filled workbooks.

Instead, they saw lots of charts and graphs and they were told the subject disciplines now were taking a firm second place to the child's own experience.

They saw a chart concerning the various means of travel to UBC. A lengthy thing, it covered all possible variables including travel by giraffes and elephants. Another chart tried to answer why some people had freckles and not others. True, the children linked freckles to the color of hair, but that's how they found out their theory broke down. And out of their practical work, they develop the subject skills.

The social activities stand out the most. A stranger coming to the class would see children classifying bicycles, making shopping lists, writing stories, doing practical math problems, constructing art projects, using language to communicate effectively in practical situations, all activities stemming from their natural interests and needs and all drawn from the child's own world. The teacher seems to have to provide, intuitively, learning situations concretely related to the child's real world.

Always there are classroom discussions, sometimes with, sometimes without the teacher. Milburn says that discussion with other children is one of the principal ways in which children check their concepts and build an objective view of reality.

Learning is a continuum of experience. For young children especially, the classroom must nourish their experience. With integrated learning, teachers can be themselves, not play roles in the classroom; teach the child and not the subject; and a very real encounter of people and experience is established on a continuum. As one little boy put it, 'I see what you want us to do — you want us to do everything at once.'

Introduce New Method Slowly

The strategy followed at Cleveland Elementary by Dennis Milburn and Karen Jacobsen was to introduce new methods gradually at a pace convenient to teacher and class. 'The most important thing we've done to the present stage,' Milburn felt, 'was to get the children to approach problems themselves. The important thing is how children

tackle their work, for they are usually capable of learning more in their own way that we give them credit for.

'We did some group work, some individual work, and then reverted to the formal classroom pattern.'

'We did not start by reorganizing the classroom or the curriculum, but rather by allowing children to choose starting points that they could develop.'

'At first,' Karen says, 'the children are slapdash about the graphs. But the graphs improve because they quickly learn they need to collect and record data accurately if they are going to find answers.'

Language development is rapid. Children need to know words useful to them in their work — how many categories? how shall we analyze? what is your estimate? Look, I'll explain it to you.

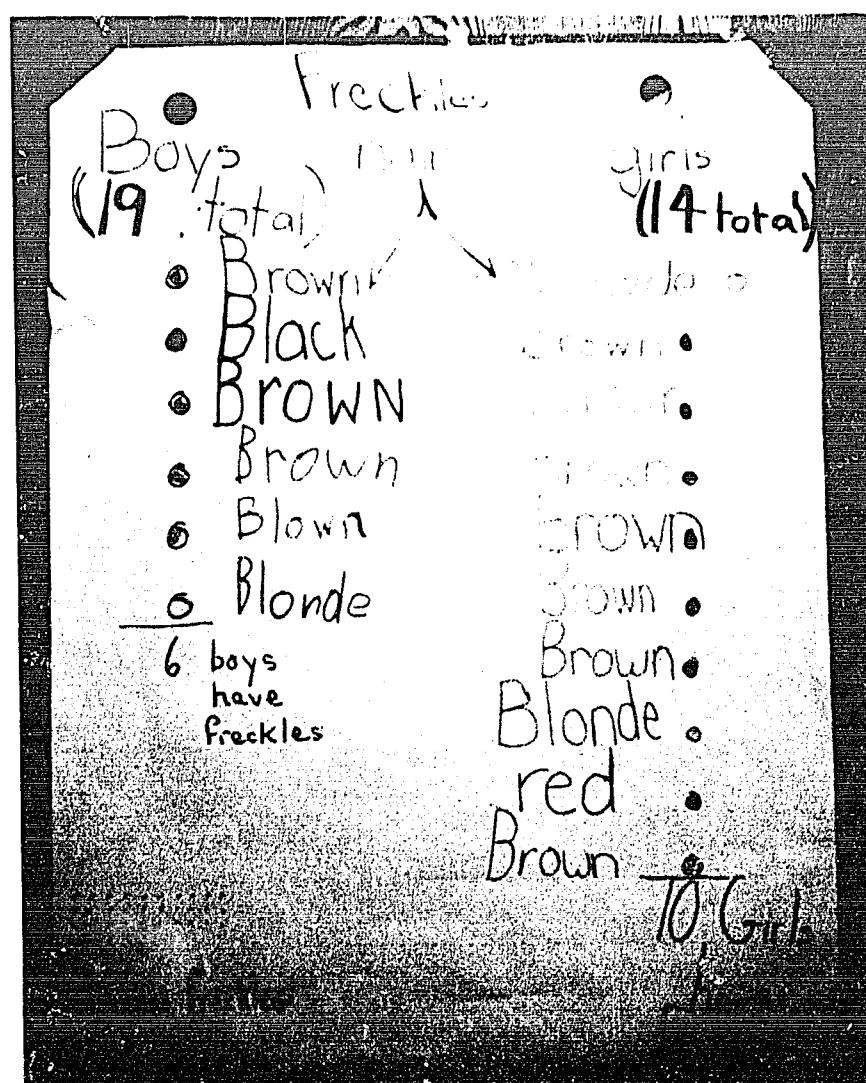
Pushed to its extreme possibilities, this method could have children working an integrated day with no formal timetable at all.

Integrated learning has its antecedents in the primary schools of Britain where there has been a long tradition of child-centered education. Worth noting in passing is that an alternative route to having the concept introduced into the B.C. system is taking place in Vancouver schools. Six teachers have come from England for a year. Two different pathways, both have desirable features.

While no educationist would claim that an educational system is exportable or that English primary school methods could be transplanted wholesale into a different cultural environment, the important thing, according to Dennis Millburn, is that the philosophy be tried out in action and adjusted to that environment.

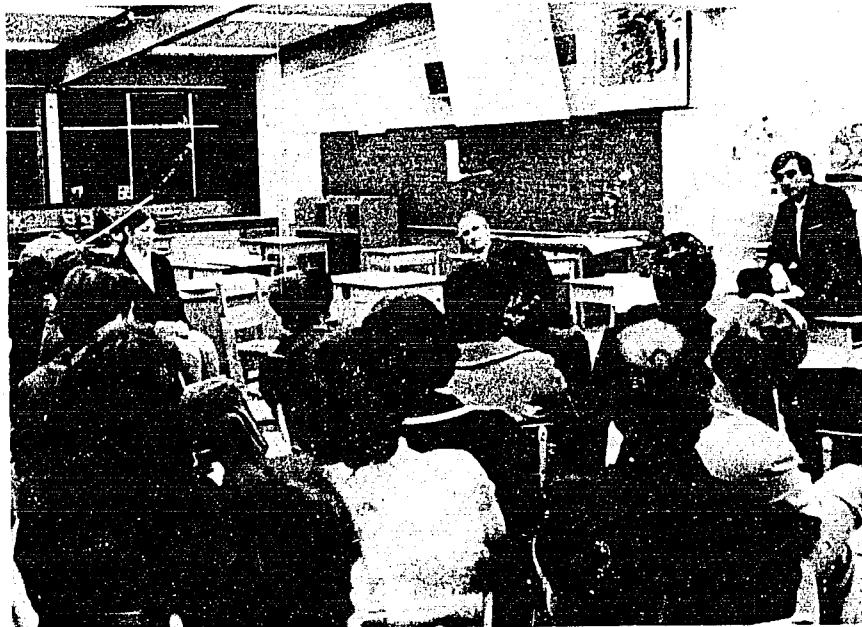
There's a need in all of us for integration, unhappily frustrated most of the time by specialization. Particularly is this so in education, where the fragmentation of learning is the common mode. There's also a great need for integration of the university with the classroom, of theory with practice. Without it, the academic tends to live a vicarious existence in relation to the problems of teachers, become a romantic critic of the schools, detached from operational responsibility for his theories.

I have no doubt that integrated learning for primary children will be successful. It simply can't miss. There is equally no doubt that integration of the university with the classroom is successful, at least at Cleveland, and therefore, one hopes, we will see more of it.



The children tried to find out why some people have freckles and others haven't. Their theory broke down when they tried to link freckles with color of hair.

Parents and educators met to discuss the children's program.



SELF-KNOWLEDGE LIVING and DYING CO-OPERATION/COMPETITION SPECTRUM

There is a growing chorus saying that much more attention needs to be given to values. The author discusses this idea and offers a curriculum based on it.

The increase in the magnitude of the problems facing the world of man during the last 20 years has focused attention on the chances of survival of the human race. The threatening clouds of air, land and water pollution, nuclear annihilation, over-population, economic chaos and the lack of personal identity and direction are forces that man must continually face.

If education is to be worth while, it must have immediate survival value for mankind. Real issues from everyday life, which are often contentious, must form an integral part of a survival-based curriculum.

In an address to the Vancouver Island Principals' and Vice-Principals' Association, Dr. H.A.W. Knight evaluated present education by quoting from the Worth Report on Educational Planning and by elaborating with his own interpretation of the report: 'The present content of schooling may not be dumb, but it is more than a little deaf — and almost totally blind'; and 'We live in perilous times and problems exist in society that never before faced mankind. We cannot sit idly by and offer pap in the school curriculum, while the rest of the world goes by in a casket.'

While charges of irrelevance against education are as old as the public education system itself, never have the consequences of a valueless educational

system been as profound as they are today.

Curricula of the last 20 years have been developed with the latest theories of child development and learning. Major changes have been and are being seen in school and classroom organization and the child's learning experiences. There is in the revised curricula an effort to teach more content at earlier levels, to integrate new topics, to eliminate outdated topics and to minimize time spent on those topics of decreasing importance.

With this abundance of change, the curricula are often devoid of activities necessary to be relevant for community living in the 1970s. As Boyer¹ put it, 'Education is relevant when it has a vital connection to human life — with conditions which sustain or give meaning to life.'

Graduates are technically ready to meet the demands of society, but they have no solid foundation for decision-making on the issues of their real world. Surveys such as the one conducted by Education Canada illustrate the need students feel to have personal identity, to relate to other people and their problems and to help improve the world and the quality of life for mankind. In short, students seem to be more value-oriented than those who prepare them for life.

SEXUALITY AND FAMILY RESPONSIBILITY FUTURE ORIENTATION SELF-DISCIPLINE

Values Have a Role in Curriculum

Realizing that values must have a role in curricula, Harmin, Kirschenbaum and Simon,^{7,8,9} have examined the possibility and desirability of teaching history, science and English with a focus on values.

They conclude that the need for relevance and all the traditional goals can be met through this focus on values. Objectivity does not rule out values as knowledge and responsibility go together. They also conclude that energies and monies should be directed toward the development of curricula that have their priorities in the realm of values.

Buettner¹⁰ justifies the defining of fundamental values and their supporting curricula as a means of allowing the young to find a basic stability that would free them from the elusive norms of society.

Armstrong¹¹ strongly supports the position of the Educational Policies Commission of the National Education Association, which Brameld's quotes as stating, "The development of ethical character depends upon commitment to values, it depends upon the ability to reason sensitively and responsibly with respect to those values in specific situations... In a free society ethics, morality and character have meaning to

the extent that they represent affirmative, thoughtful choices by individuals. The ability to make these choices depends on the awareness of values and their role in life."

Facts, skills and concepts are necessary for the understanding of any subject area. This learning can be useful to the student at the level of his need only if he becomes personally involved in some action involving such values as taking a stand, relating the situation to his own life, and so on.

This kind of learning would require a classroom setting in which students are encouraged to reach decisions, choosing deliberately from among conflicting opinions. Evidence for and against any political, moral or religious question would fall within the scope of such a curriculum. Students would quickly discover that unanimity of opinion is usually not possible and that uninhibited communication, minority dissent and respect for dissent are essential to survival.

What Values Should Be Included?

Agreement among educators on what values should be included in curriculum is very unlikely. There are several possible sources of values, however. The things young people value and feel they need to know must be considered.

E. W. RICHMOND

Mr. Richmond is vice-principal of Campus View Elementary School in Victoria.

The young value, among other things, life, idealism, sexuality, themselves and others. They want to know who they are and along what alternative routes they can chart their lives. They also want to compare their concepts of truth and values with those of others. West¹³ includes the basic freedom of man as a value of priority. The above values are by no means mutually exclusive or completely independent of each other. They are all directly or indirectly associated with Lack's¹¹ central organizing focus for curriculum, which is love.

A value-based curriculum could be organized around a great variety of curricular topics and in a variety of possible teaching-learning modes. Some

- Sexuality and Family Responsibility: marriage-divorce rate; responsibility for children—what percentage of graduates have a critically low ratio of real income/number of children?
- Human Conservation: tobacco, alcohol and drug use; exercise; diet. (Adapted from Buethe.)

Lack correlates the points of view of Montagu, Blanton, Fromm and Jung to summarize what love is. He concludes that love is: the physical basis for life; basis for social cohesion; emotional condition for need fulfillment; basis of mental health; and the spiritual basis for values. He expands upon the role of love as the basis and structure for curriculum as shown in the table.

choice, morality, ethics, loving and being loved are primary in the value-based curriculum. Our curriculum could be considered complete at this point. However, because our knowledge and understanding of man is very limited, our definition of values must necessarily be imperfect.

We are too much a product of our own generation even to begin to approach absolute values through our rational processes. Hence we must determine if any sources of values exist that supersede our best attempts. To re-emphasize Buethe, we must examine the words and ideas that lead and sustain people of different faiths in living and dying.

Aspects of Love, as in	Conscious Levels of Experience	Structures the perceptual field for (perceptual determinants)	Bases for curriculum (broad area groupings or objectives of education)
Self-respect	Physical	Self-experience	Individual Experience
Social responsibility (human relations)	Social	Needs	Society
Self-discipline	Emotional	Attitudes	Teacher-learning process (educational objectives)
Knowing	Mental	Beliefs	Knowledge
Life purpose, care "Divine Quintessence"	Spiritual	Values	Values
	Love experienced at several levels of consciousness	This structures the perceptual field	This in turn structures the bases for curriculum

areas of focus could be:

- Self-knowledge: talents, drives, emotions; giving and accepting, love and respect.
- Living and Dying: meaning of life and death. What words and ideas lead and sustain people of different faiths?
- The Co-operation-Competition Spectrum: comparison of East and West; analysis of both extremes.
- Sexuality and Family Responsibility: biological plus the role of love and responsibility.
- Future Orientation: conservation of natural and human resources, etc.
- Growth of Technocracy: value-laden questions of government, big business, etc.
- Self-discipline (major emphasis).

Evaluation of such a curriculum could be made on the behavior of graduates. This could be done by examining:

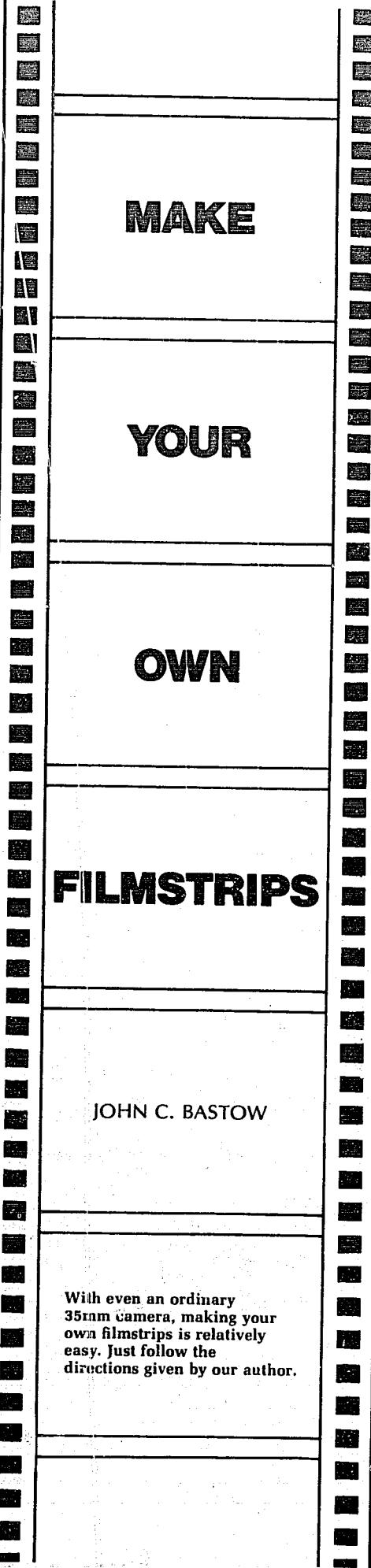
The implementation of a value-based curriculum places a much greater responsibility on the teacher than does the traditional curriculum. The teacher not only must be able to teach the facts, skills and concepts of the traditional curriculum, but also must, without appearing to be constantly moralizing, structure learning experiences in such a way that the desired values originate from the students.

The teacher must have, also, a clearly defined set of values from which to operate. This is particularly important because the child to a large extent absorbs the values of those to whom he relates. Bano³ supports this idea when he says that 'Values are not taught, they are breathed in or imitated.' Obviously, the aloof mask of classroom neutrality would render such a curriculum ineffective in meeting its basic objectives.

To summarize, the roles of reasoning,

The curriculum proposed would include a systematic comparative study of the major religions of the world and their corresponding values. The major emphasis would be on Christianity and its ethics and their influence on the development of civilization and their role in life in North America today. This would be done from the basic position taken by Allport¹ that 'Deep in our hearts we know and most of the world knows that our national values derived from Judeo-Christian ethics are the finest mankind has yet formulated. In no sense are these values out of date, nor will they go out of date in the world tomorrow.'

Whether or not these values are as widely endorsed as they might be, does not detract from their authenticity. A complete, integrated survival-oriented curriculum could be developed on the foundations here discussed. References available on request.



MAKE YOUR OWN **FILMSTRIPS**

JOHN C. BASTOW

With even an ordinary 35mm camera, making your own filmstrips is relatively easy. Just follow the directions given by our author.

Making a filmstrip can be a simple and rewarding project for any class in elementary or secondary school. Social studies, sciences and language studies all lend themselves well to filmstrip projects.

The equipment to make the filmstrip is readily available and the cost, for materials, is modest. Does this sound good to you? Then read on for the simple details.

Any 35mm camera will do for a filmstrip from drawings or other uniformly sized material. A simple closeup lens will adapt most inexpensive 35mm cameras to the job, but a single lens reflex camera, such as a Pentax or Konica Reflex, is a big convenience. If you don't have a reflex camera, in almost every school at least one teacher has a single lens reflex and can be prevailed upon to let you put one roll through his camera.

A filmstrip differs from color slides in being only one-half the frame size of the normal 35mm camera. Actually, this size is the original format of 35mm motion pictures. When the first Leica cameras were invented the designer simply doubled the motion picture frame to make a larger negative so as to get better definition from the films then available (remember this was back in 1924). Filmstrips developed for edu-

Mr. Bastow teaches at David Stoddart Secondary School in Clinton.

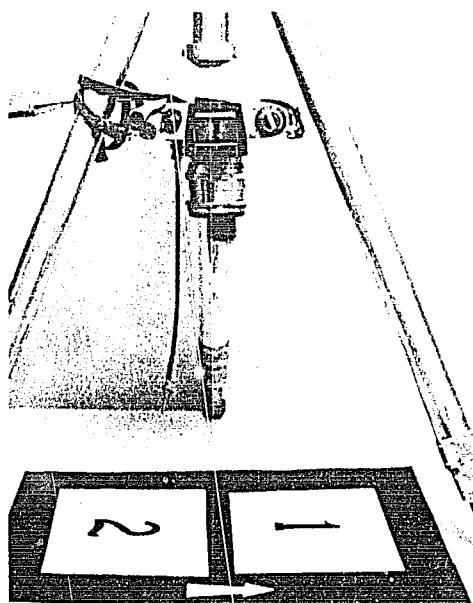
MARCH 1973

cation, for reasons of economy, were kept in the original single frame format of 18 x 24 millimetres. To make these usually required modified professional movie cameras, which were very expensive, and used only commercially.

There is, however, a simple way around the difficulty of making the filmstrip format on a regular color slide camera. If two pictures are placed side by side and separated by a narrow black strip, they may be photographed simultaneously on one 35mm frame. When projected, they will appear as a filmstrip. Obviously, with this method, both pictures will have to be the same size. Therefore the best way to approach making a filmstrip with your class would be to hand out drawing or construction paper and have each student or pair of students responsible for one frame of the story.

Students can be encouraged to read materials from the standpoint of finding ideas for their pictures. This adds interest to the text and the students will have increased motivation to be interested in the text, for they are actually looking for something they will be doing.

To illustrate the process, let us take a typical Grade 8 social studies booklet, *The Sudan*. This book lends itself well to illustration, as a series of brief chapters graphically describes the way of life in the Sudan. Each row or group of students is assigned one chapter, to avoid



The film should move in the camera in the direction contrary to the sequence of the pictures.

duplication, and a rough drawing is first made by the student after he reads his chapter. At this point the teacher can make suggestions about a more graphic presentation by the student.

Principles of simplicity and clarity of concept should be introduced, as well as the need for students to letter so that their pictures will be readily understood on the screen. Ask each student to put a caption on the back of his picture for future purposes of narration.

Additional interest can be created with titles and a credit page where all the students may write their names will make them even more eager to see the filmstrip.

Forty drawings can be filmed on a 20-exposure roll of a color slide film of ASA 25 to ASA 64 film speed. The cost will be about \$3.50 to \$4.00, including processing (depending on local discounts). It is imperative that you instruct the processor not to mount the frames as slides, that you want the roll returned *uncut* and as a filmstrip. Most brand processors require written instructions to this effect.

One company's mailing envelope has a diagonal line marked on one corner. Cutting this corner off with a pair of scissors is the method of indicating that this film is not to be cut up and mounted as slides.

For the actual procedure of taking the pictures you will require the following:

- Thirty-five millimetre camera (preferably single lens reflex).
- Tripod or tripod clamp. (Alternatively, a wooden copy-stand on which to mount the camera may be constructed

in the school shop.)

- Two clamp sockets for lights.
- Two blue photoflood bulbs (obtainable from any camera store).
- One roll of color slide film.
- Black construction paper for background.
- A sheet of grey construction paper.

If you are using a non-reflex camera, you must have a closeup lens, marked *plus one* or *plus one diptre*, to fit your camera (cost \$4 to \$5). You need as well a microscope slide with a ground surface, which can be made by rubbing it with Dutch Cleanser with another piece of glass.

Set up the tripod and point the camera downward. Adjust the height until the viewfinder fits both drawings laid with their long sides across the viewfinder frame. With a reflex camera, this may be accurately framed as you view through the camera lens. With any other camera, open the back (without

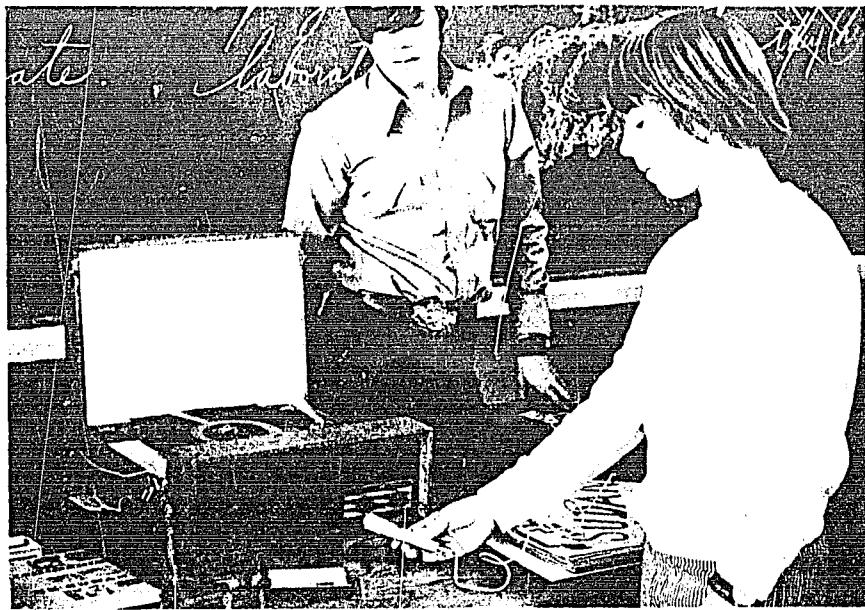
A tuning fork makes a suitable signal on the tape to tell the projectionist when to change frames.



loading the film) and place the ground-glass microscope slide over the film-gate. Open the lens on time or bulb setting and screw the *plus one* closeup lens over the lens of the camera.

Now adjust height until the drawings fill the frame completely. Next, focus on the ground glass, using 5X - 10X magnifier (from the science lab). Close the shutter and load the film into the camera without disturbing your set-up and you should be ready to shoot.

The two blue photofloods should be clamped at a 45-degree angle to the camera lens axis and adjusted so that there are no reflection spots on the drawings. Now lay a piece of medium grey construction paper on the drawings and take a meter reading from this paper. Don't take a light meter reading on the drawings themselves as they will give a misleading exposure setting for the camera. If you don't have a light meter, a camera store can supply a card that indicates exposure times for any



Even a small classroom record player will provide suitable background music for a taped commentary.

lamp at any distance. From these exposure settings may be calculated.

It is very important to know which way the drawings should go in sequence. The principle involved is very simple. Since lenses invert images, the drawings should be placed under the lens in the *opposite* direction to the film transport in the camera. In other words, if the film in the camera flows from left to right (the usual case), the drawings below it should be going from right to left (see illustration). Just make sure the drawings are going *opposite* to whatever way the film is moving in the camera and you can't go wrong. A cable release (cost \$1 to \$1.50) will ensure that you don't shake the camera while exposing the film. The students can do all this themselves under your supervision, once you are familiar with the process.

After taking all the frames and rewinding the film, send it off for processing. When the filmstrip has been returned, add a taped narration, preferably with a musical background. Even a small record player will suffice for this purpose. Borrow a tuning fork or small bell and have it struck to indicate the frame change.

A typical recording session would involve one student as narrator, another standing ready with the tuning fork, a third at the record player and yet another operating the tape recorder. The microphone can be held first at the record player, then moved to the tuning fork for the opening signal, and then held close to the lips of the narrator. The automatic volume control of the tape recorder will fade out the background and fade in the narrator's voice

with a suitably professional effect.

Other applications of filmstrip-making will suggest themselves. The English teacher can have a story illustrated; the French teacher can have drawings with a commentary in French, and so forth.

One final word, if you become addicted to filmstrip-making, the Olympus Pen FT single lens reflex camera is made in the half-frame format. Using this camera allows complete freedom with the size of pictures used for subsequent frames and photos clipped from magazines may be reproduced in any size. The camera is also very economical for travel slides, for 40 exposures cost little more than 20 exposures taken by a conventional 35mm camera. Perhaps your district resource center can be persuaded to acquire an Olympus Pen FT and an inexpensive copy-stand for filmstrip work.

In any event, good luck with your efforts.

A commentary to accompany a filmstrip can be taped on a cassette recorder by students.



ELLIS AND THE IVORY TOWER REVISITED

W. A. BRUNEAU and L. B. DANIELS

The authors examine John Ellis's opinion that the universities control the professional training programs and refute it.

We are surprised to discover someone who still believes that the university singlehandedly controls professional training programs. A recent statement of this belief ('Who Should Control the Training of Teachers?' by John Ellis) appeared in the January issue.

Professor Ellis's views are, we think, misleading and possibly mischievous. If you'll bear with us, we'd like to review what he said, offer some comments on his supporting 'arguments,' and suggest some ways of putting the question more usefully.

Ellis is convinced that the professional faculties of our universities are 'getting away with' a number of sins: they have imposed longer and longer periods of pre-service training on students; the government, he claims, pays for these programs without having a say about how they are set up; and worst of all, the theory-bound universities succeed in making the training of professionals too theoretical.

Ellis offers several opinions—he prefers to label them 'evidence'—that, he hopes, will convince us that these are truly atrocious sins.

We are NOT convinced. Here's why.

- Ellis claims that universities have made professional pre-service training far too long. But if one clears away the irrelevant and emotional accusations he makes, one finds that he really has no arguments at all. He offers us no examples of his 'evidence.' How could he? Most of the evidence points to conclusions quite different from his.

Faculties of Medicine across the country have reduced the length of their programs by one full year during

Dr. Bruneau is an assistant professor in UBC's Faculty of Education and Dr. Daniels is an associate professor in the same faculty.

the last decade (McMaster, Toronto, Calgary, Saskatchewan). At UBC, the B.Sc. in Nursing will soon require four, not five, years to complete. And last year, the Faculty of Education at UBC was unable to extend its program of studies for the B.Ed. (Elementary) to five from four years because of pressures from government, from trustees and from university students and teachers.

It is by no means clear whether professional pre-service training is going to increase or decrease. But what is clear is that the universities are not dictating a trend either way. If anybody is, it's the government or the professionals themselves.

In the case of teacher education, the deciding agency has often been the Joint Board of Teacher Education, not the universities. Ellis fears that the universities dominate this board, that the 'laymen' who are on the board are 'carved up by the academics.' Since the issues decided at the Joint Board are very, very 'practical,' it seems to us that the 'theorists' would be 'carved up' first. There is no conspiracy (as Ellis suggests) to rig professional curricula. If he really looks, he will find that the universities have little control of professional education left.

- It may be, as Ellis writes, that the university's students and outside clients both have to pay for professional university training without having enough say in how it was done. But remember that pharmacy became a university subject in Canadian universities because the pharmacists and the public wanted it that way. 'Education' came into our universities in 1956 because teachers and government wanted it that way.

All along, the provincial and federal governments have had much to say about how these additions to the uni-

versities would be made. Especially since World War II, governments have had a great deal to say about the very structure and regulation of the whole university, its programs of study and its relations to the outside world — to secondary schools and to industry, for instance. As Robert Nisbet wrote in 1971, 'The university today — private and public — is suffused by politics. The number of provincial and federal laws and administrative regulations affecting university operations is at an all-time high.'

This government influence is even more pronounced in the professional faculties of universities. Recently, the Faculty of Medicine at UBC went to the government for a decision on whether to pay salaries to interning medical students. And the pattern of medical studies for years to come will be set by the kind of hospital the government has approved for construction at UBC.

The fate of many young professors at all B.C. universities hangs on the government's willingness to fund the universities regardless of enrollment, insisting only that they try to accomplish a wider variety of tasks in the community-at-large.

- While Ellis's view of who controls the length of pre-service training of professionals seems indefensible, his views may actually be mischievous when he comes to the issue of the university's love affair with 'theory.'

He actually presents us with a reasonably subtle version of black-or-white arguing. He establishes the theory-practice dichotomy by a tried-and-true method—he assumes it! Next, he links these, respectively, to professors and teachers, offering as his 'evidence' that faculty meetings last a long time. While executing these prodigious leaps, he

quietly offers his 'solution.'

Two expressions characterize this solution, 'judicious integration' and 'improved balance.' It doesn't require much thought to see that 'balance' is often used by people under the following circumstances:

They are involved in an on-going activity in which it seems that one can choose to emphasize one aspect of the undertaking only at the expense of some other aspect;

They don't like the way the emphases are now placed; or

They favor a change in emphasis, but don't have a clear idea of what weight should go where. So, they advocate a 'balancing' of weights. This gives the illusion of having solved the problem. You might say that 'balance' is a cosmetic term.

• The theory-practice dichotomy is a mischievous dichotomy. It is mischievous because it encourages simplistic thinking about serious and complex questions; it is mischievous because it encourages 'we-they' thinking, and puts people in mutually defensive roles. It sets them at one another's throats, to the general detriment of all.

Ellis claims that professionals 'do, act,

decide.' According to him, professionals are not critical; they do not analyze problems; they do not suspend judgment. This seems to us just plain nonsense.

Suspended judgment is not suspended animation. Few teachers (and Education professors are teachers, too) are uncritical of innovations in curriculum. Even fewer can dispense with analysis of their daily educational aims.

Every teacher alive suspends judgment on all kinds of matters, such as, for instance, the assessment of a student's academic ability, waiting until the last assignment is in. The same could be said of physicians and lawyers. Criticism, analysis and suspended judgment are the hallmarks of effective problem-solving. Yet Ellis says that they are the signs of professional training gone wrong!

In saying this, Ellis forgets that the 800-year-long history of universities oozes with an eminently *practical* spirit. Universities have always appeared for specific reasons, often because of the need for thoughtful, able people who could solve more than just technical problems.

So, too, with the schools. Teachers

who think about more than the mechanics of how to add two-digit numbers will very likely be better teachers. If they are concerned to know something of number theory, to clarify their teaching language, or to understand what the social functions of their teaching might be, they will be professionals, not just mechanics.

In fact, the conceptual schemes — the frameworks of ideas — that are needed to help us understand the problems of schooling are enormously difficult to find. Very likely, it is even more difficult to learn the skills and to acquire the propensities to apply them. The search for responses to these challenges will not be helped by sniping at institutions, by using simplistic dichotomies, or by giving specious 'solutions.' Patient, persistent, committed and reciprocal co-operation might do the trick.

Certainly, B.C. teachers should know what needs to be done. Their involvement and help has already begun to change the universities' thinking about professional training in general and teacher training in particular. We couldn't be more pleased with their thoughtful involvement.

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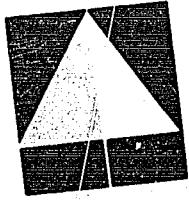


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The B.C. TEACHER

For teachers striving to improve the quality of education in Canadian schools, the kind of educational future promised in Britain in 1981 seems like a dream come true: nursery schools for all four-year-olds and half of the country's three-year-olds; pupil-teacher ratio down to 18½ to 1; new induction programs for probationary teachers, with light timetables, regular help and release for 20% of the time for formal training; a fourfold increase in professional leave for in-service training for experienced teachers; a consequent increase of 40% in the teacher population in nine years. These are the highlights of a White Paper on Education recently released in the United Kingdom.

Grasping the improvement possibilities offered by decreasing school enrollments, the responsible ministers in England and Scotland have announced a redistribution of educational finances in favor of schools, at the expense of the universities, boosting the annual rate of school expenditures by 20%.

Provision of nursery schooling and improvement in the elementary and secondary situation will bring the teaching force in the U.K. from 365,000 to 510,000 by 1981. Even this increased total would be surpassed if colleges of education enrollments continued at

A DREAM COME TRUE?

Britain's proposals for improving education.

their present level, so college recruitment will be scaled down during the same period to about half its present level. This in turn will make room for the greatly expanded in-service training program.

Beginning teachers will still serve one-year's probation. The government believes that during that year they need 'a systematic program of professional initiation, guided experience, and further study.' They will be released for not less than 1/5 of their time for in-service training, and for the remainder of their time, they will carry about ¼ of a full teaching load. At the end of their probationary year they will qualify to become 'registered teachers.'

As a means of achieving a graduate teaching profession, a new three-year

B.Ed., with an optional fourth year qualifying for Honours B.Ed., will be developed. Experienced teachers will be released for full-time in-service training for one school term in every seven years.

Priority in the provision of nursery schools will be given to areas of social deprivation, and every local authority will be encouraged to plan its own priorities for later development. Nursery schools will be planned to give opportunity for the earlier identification of social, psychological or medical difficulties. The nursery schools will be staffed through a combination of the 250% increase in the number of specially qualified teachers to a total of 25,000 by 1981 and the training of a similar number of nursery assistants. The target is a ratio of one adult to 13 children.

Norman Goble, Secretary General of the Canadian Teachers' Federation, stated that 'the British proposals, examined in detail, will no doubt have their faults. On the face of it, though, the plan looks like a more constructive reaction to the changing educational situation than the cutbacks that are doing so much harm in Canadian schools and to the learning situation of the students they serve.'

—CTF News Service

...Start Too Early?

Continued from page 179

MBD, as it is called, to school or home processes. Educators in such states as California, Washington and New York referred to the rapid development of the young child's brain and need to make early use of his intelligence. Research has much to say about this.

A number of students of the young child's brain, including Jean Nicholson, G.C. Lairy, W.E. Nelson, David Metcalf and Kent Jordan, note that substantial brain changes take place systematically

from birth into adolescence. These researchers found that the control shifts from the emotional centers of the brain to the higher centers of reason. The transition period takes place between the ages of seven to 11 or 12. Many children are not able to sustain high brain activity until they are 11 or 12.

Paul Yakovlev found that the child's brain is not fully insulated or completely developed until after seven years and sometimes not until 10 years or later. Children became brain damaged and were inaccurate in perception of shapes, and grossly inaccurate in attempts to reproduce shapes until they were at least 10 years or older.

Famed child specialist Arnold Gesell, writing with Frances Ig, noted that such school tasks as reading, writing and arithmetic depend upon motor skills that are subject to the same laws of growth that govern creeping, walking and grasping and that the resulting awkwardness of a child thrust into these activities too early is often sadly overlooked by teachers and parents.

Educators are frequently heard to suggest that parents are indifferent to their children or are too ignorant or obsessed with a desire for freedom to be willing to give their children the care they need. In some cases this may be

so. Yet scientists have proved that if mothers and fathers are given the right information about the development of their children, they usually will respond helpfully. Parents are indeed willing to make changes. They are concerned.

Dr. Bowlby insists that children thrive better in 'bad homes' than in good 'institutions.' Dr. J. T. Fisher suggests that the child's need is for a 'wholesome home life' and sound physical environment. A mother more than a teacher usually can provide a sound environment for the young child's best development. Our efforts are far better spent on strengthening parents and home than on unnecessary preschool.

When the Hewitt Research Center undertook this review of research it had little idea about the evidence that would be available. In fact, some of those who worked on the study had strong prejudice in favor of early schooling. Now there is little opportunity for such bias in any who were involved.

If mothers and fathers read this evidence carefully, they will change too. We are paying too dear a price in maladjusted, unhappy, poorly motivated young people in high school, college and adulthood whose problems may well be traced back to the years when they were sent to school too early.

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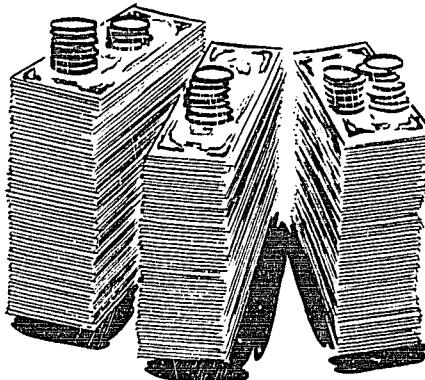
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TABLE 1

7 3/4%

If you were to invest \$10.00 per month for 20 years and leave the interest in your account each year to compound, this table shows the results:

End of Year	Total Invested	Yearly Interest Earned	Total Earned Interest Accumulated	Total Investment Including Interest
1	\$ 120.00	\$ 4.99	\$ 4.99	\$ 124.99
2	240.00	14.69	19.68	259.68
3	360.00	25.10	44.78	404.78
4	480.00	36.38	81.16	561.16
5	600.00	48.48	129.64	729.64
6	720.00	61.54	191.18	911.18
7	840.00	75.60	266.78	1,106.78
8	960.00	90.79	357.57	1,317.57
9	1,080.00	107.11	464.68	1,544.68
10	1,200.00	124.71	589.39	1,789.39
11	1,320.00	143.66	733.05	2,053.05
12	1,440.00	164.11	897.16	2,337.16
13	1,560.00	186.12	1,083.28	2,643.28
14	1,680.00	209.83	1,293.11	2,973.11
15	1,800.00	235.39	1,528.50	3,328.50
16	1,920.00	262.94	1,791.44	3,711.44
17	2,040.00	292.62	2,084.06	4,124.06
18	2,160.00	324.61	2,408.67	4,568.67
19	2,280.00	359.04	2,767.71	5,047.71
20	2,400.00	396.18	3,163.89	5,663.89

TABLE 2

7 3/4%

If you were to invest \$50.00 per month for 20 years and leave the interest in your account each year to compound, this table shows the results:

End of Year	Total Invested	Yearly Interest Earned	Total Earned Interest Accumulated	Total Investment Including Interest
1	\$ 600.00	\$ 25.23	\$ 25.23	\$ 625.23
2	1,200.00	73.68	98.91	1,298.91
3	1,800.00	125.87	224.78	2,024.78
4	2,400.00	182.14	406.92	2,806.92
5	3,000.00	242.75	649.67	3,649.67
6	3,600.00	308.07	957.74	4,557.74
7	4,200.00	378.43	1,336.17	5,536.17
8	4,800.00	454.25	1,790.42	6,590.42
9	5,400.00	535.96	2,326.38	7,726.38
10	6,000.00	623.98	2,950.36	8,950.36
11	6,600.00	718.83	3,669.19	10,269.19
12	7,200.00	821.04	4,490.23	11,690.23
13	7,800.00	931.17	5,421.40	13,221.40
14	8,400.00	1,049.81	6,471.21	14,871.21
15	9,000.00	1,177.67	7,648.88	16,648.88
16	9,600.00	1,315.42	8,964.30	18,564.30
17	10,200.00	1,463.86	10,428.16	20,628.16
18	10,800.00	1,623.81	12,051.97	22,851.97
19	11,400.00	1,796.13	13,848.10	25,248.10
20	12,000.00	1,981.81	15,829.91	27,829.91

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TABLE 3

7 3/4%

If you were to invest a lump sum of \$1,000 and leave it in your account for a 20-year period allowing interest to compound, this table shows the results:

INITIAL INVESTMENT — \$1,000.00

End of Year	Yearly Interest Earned	Total Interest Accumulated	Average Annual Return	Total Investment Including Interest
1	\$ 77.50	\$ 77.50	7.75%	\$1,077.50
2	83.50	161.00	8.05%	1,161.00
3	89.97	250.97	8.36%	1,250.97
4	96.95	347.92	8.69%	1,347.92
5	104.46	452.38	9.04%	1,452.38
6	112.55	564.93	9.41%	1,564.93
7	121.28	686.21	9.80%	1,686.21
8	130.68	816.89	10.21%	1,816.89
9	140.80	957.69	10.64%	1,957.69
10	151.72	1,109.41	11.09%	2,109.41
11	163.47	1,272.88	11.57%	2,272.88
12	176.14	1,449.02	12.07%	2,449.02
13	189.79	1,638.81	12.50%	2,638.81
14	204.50	1,843.31	13.16%	2,843.31
15	220.35	2,063.66	13.75%	3,063.66
16	237.43	2,301.09	14.38%	3,301.09
17	255.83	2,556.92	15.04%	3,556.92
18	275.66	2,832.58	15.73%	3,832.58
19	297.02	3,129.60	16.47%	4,129.60
20	320.04	3,449.64	17.24%	4,449.64

TABLE 4

7 3/4%

If you were to invest a lump sum of \$5,000 and leave it in your account for a 20-year period allowing interest to compound, this table shows the results:

INITIAL INVESTMENT — \$5,000.00

End of Year	Yearly Interest Earned	Total Interest Accumulated	Average Annual Return	Total Investment Including Interest
1	\$ 387.50	\$ 387.50	7.75%	\$ 5,387.50
2	417.53	805.03	8.05%	5,805.03
3	449.88	1,254.91	8.36%	6,254.91
4	484.75	1,739.66	8.69%	6,739.66
5	522.32	2,261.98	9.04%	7,261.98
6	562.80	2,824.78	9.41%	7,824.78
7	606.42	3,431.20	9.80%	8,431.20
8	653.41	4,084.61	10.21%	9,084.61
9	704.05	4,788.66	10.64%	9,788.66
10	758.62	5,547.28	11.09%	10,547.28
11	817.41	6,364.69	11.57%	11,364.69
12	880.76	7,245.45	12.07%	12,245.45
13	949.02	8,194.47	12.60%	13,194.47
14	1,022.57	9,217.04	13.16%	14,217.04
15	1,101.82	10,318.86	13.75%	15,318.86
16	1,187.21	11,506.07	14.38%	16,506.07
17	1,279.22	12,785.29	15.04%	17,785.29
18	1,378.36	14,163.65	15.73%	19,163.65
19	1,485.18	15,648.83	16.47%	20,648.83
20	1,600.28	17,249.11	17.24%	22,249.11

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The crisis in education is a major crisis of our time. This crisis touches many aspects of the educational enterprise including curriculum, methods and economics. However, the major focus seems to be upon student behavior.

The public is appalled at student unrest. At a time of unparalleled affluence and opportunity, many protest that students are insensitive, indifferent and ungrateful. In the extreme, students are accused of having assaulted middle-class ethics by experimenting with drugs and sex, by committing acts of violence and by damaging property.

Although the problem is real enough, there is little agreement as to its causes. Explanations that have been proffered range from the generation gap to that of the inevitable decline of our civilization. All explanations, however, may be too limited.

It is true that young people who happen to misbehave also happen to attend school. However, as mathematicians inform us, such a correlation indicates only the existence of a relation and nothing about the causes of the relation.

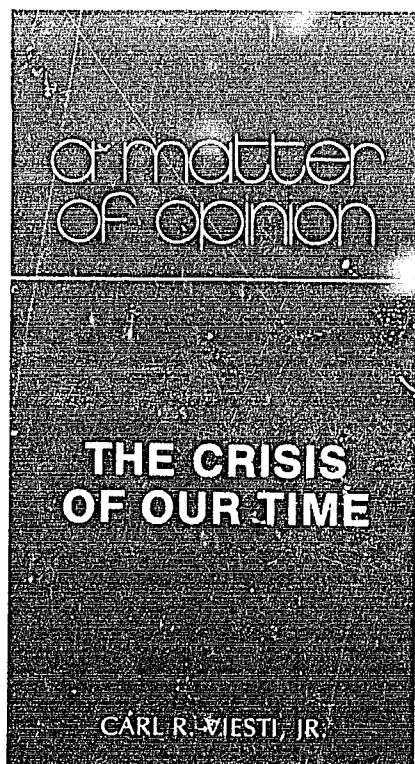
Hence, it is possible that the examinations of educational difficulties have been too restricted in scope. It is possible that youthful unrest need not be essentially a manifestation of defects in education. It is possible that to the extent that education is an aspect of society, educational difficulties may be a manifestation of societal difficulties.

In fact, the thesis of this article is that student unrest is a manifestation of a societal crisis. Furthermore, it is proposed that this crisis of our society is a crisis of values.

'Values' may be considered to be the criteria by which one chooses from among alternatives. Values provide the basis for individual and group choice behavior. Almost every moment of our existence provides numerous opportunities for selecting this or that course of action, this or that person, or this or that object from any others.

When confronted with the need to choose, most people do not 'guess' or act on the basis of chance, but have some reason for their selection. Hence, the reasons or rules that govern choice behavior organize and pattern human behavior. These rules or reasons may be considered to be synonymous with 'value.'

At this point it is possible to speculate that the values of youth and of the adult are in conflict and that this is the source of turmoil. However, such does not appear to be the case. Several surveys have reported that the basic values of



youth do not differ significantly from the values of adults. Now, if unrest cannot be attributed to conflict between values, the only logical alternative is that there is conflict *within* the values held in common.

At this point, the situation might be made more intelligible by employing some ideas from communication theory. Accordingly, the relation between adult, youth and value may be conceptualized as a communication system.

Structurally one might think of this system as triangular with each of the three at one of the apices. This model proposes that the parties (adult and youth) maintain simultaneous orientation toward each other as communicators when they communicate about a value. 'Orientation' means that the act of communicating is multi-dimensional as it involves both intellectual and emotional tendencies and attitudes. Obviously, the greater the degree of co-orientation, the more facile is the communication and the more harmonious are relations within the system.

Expanding upon the model, we may observe that obviously the adults are dominant communicators with regard to values. Unless we embrace a radically naive instinct theory that youth are born with innate values (aside from some basic ones such as self-preservation), we are obliged to the view that they must learn them. Furthermore, they

Dr. Viesti, an assistant professor in the Faculty of Education at the University of Victoria, has written for the magazine previously.

must learn them chiefly from the adults with whom they interact.

Given this model and these interactions, the only logical conclusion is that strains are being introduced into this system by the adults in our society. The adults are not effectively communicating about values with young citizens.

Many reasons have been proposed to account for this. These include the generation gap, confusion about roles, and the accelerating pace of life as a result of the continuing advances of technology. Each of these explanations has been found lacking for one reason or another.

One explanation exists that has not been examined. It is possible that adults are not communicating effectively about values because they are confused about values. North American societies — those of Canada and the United States — are mixtures of diverse groups — ethnic, religious, cultural, and so on.

Because of the diversity of the population, and because of the philosophy of government, only values that will not offend can be countenanced. Only values acceptable to all can be considered. In the long run, only one value has met these criteria — affluence. Material prosperity, the good life, was and is the appropriate goal toward which to strive.

Despite the gulfs that have separated the segments of the population, this value offered unity since it was something about which all could dream and for which all could strive. It was a unifying factor that succeeded beyond expectations and that helped develop what we know as the 'affluent society.'

But what happens when affluence is obtained? There are no historical precedents, but if affluence has been the national value, perhaps its attainment may prove to be unsatisfying. This may result in a void that cannot be filled.

The practical effect is that the most influential adults — parents and teachers — in our youths' lives are doing an inadequate job of transmitting appropriate and satisfying values. Parents can supply personal values that have adequate utility at their children's early ages. They may even teach their children absolute and transcendent values.

However, parents also experience pressure to 'maximize individual freedom' and 'encourage individuality' of their children. In many subtle ways, the idea is communicated that care must be taken not to indoctrinate the child too much, else he may experience difficulty in merging with society. Hence, doubt arises in the parents' minds. At the least, this may result in the



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transmission of inconsistent messages (the conflict between what he wants to do and what he thinks he should do). At the most, it may lead to compartmentalization of the adult's values and a divorcing of them from actual daily life patterns.

The implications are equally serious for education. A student enters school. He is in contact with a teacher who is not permitted to transmit ideas of absolute and transcendent values. For example, references to the Deity are prohibited since they are not acceptable to all segments of the heterogeneous society. This negative stance of omission is the way in which the educational program is made acceptable to all.

If, however, such values are omitted, what values are transmitted to the student? Basically, those the teacher holds as an individual. However individual values are only valid for the individual. Once transcendent values are eliminated, only those values that render relative happiness are left and these are specifically appropriate to the individual teacher *qua* individual. Furthermore, by the very fact that these are personal, individual and relative, there is no guarantee of continuity between values among teachers with whom the student communicates.

Given a society in which the only absolute values are dedication to individualism, the only important value becomes one's pleasure. If a common value is absent, there is increasing tendency to focus on one's own existence. Now the value that becomes relevant is hedonism. This, however, is incongruent with dedication to extrinsic ideals. Accordingly, the student may reject dedication to patriotism, order, respect of others' rights, and so on. The final absurdity of this focus on personal existence and personal pleasure is the elevation of youth to the status of a demi-value. This is predictable where hedonism is the paramount value, since the greatest enemy of personal pleasure is age and death.

It is quite possible that in a heterogeneous democratic society, unrest is inevitable. It is also possible that the attainment of affluence in such a society leads to this value crisis, which, in turn, may define a limitation of this society. As Christopher Dawson observed, democracy need not be the ultimate expression of social regulation. It is possible that until some unifying force (value) arises to subordinate the interests of individuals and subgroups comprising a society, this crisis of our time will endure.



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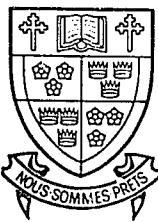
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PENTICTON VIEW HOME for rent July 1 to August 31. Three bedrooms. Large rec. room with plumbing will sleep three. Ten minutes to either lake. Prefer one tenant at reduced rate. References required. For more information phone 263-5030 in Vancouver or write Mrs. Bjorn Bjornson, 1200 Woodland Drive, Penticton.

TWO-BEDROOM HOUSE, completely furnished, for summer school session. \$250 per month, 15 minutes to SFU. G. Belsham, 2350 Hope St., Port Moody. 939-3493.

FOR RENT — July and August (summer school), 2 bedrooms and den furnished house. Close to Oakridge (Woodwards). \$250 per month. References required. M. Dalawruk, 165 West 46th Ave., Vancouver 15, 321-2961.

KELOWNA HOME for rent, for part of the coming summer. Near the beach. Write D. Foster, 447 Barkley Rd., Kelowna.

TO RENT — 1 bedroom deluxe furnished hi-rise apt; 11th floor, harbour view, pool, sauna, color TV, parking. July-Aug. \$500. B. Fudge, 1101-1200 Alberni St., Vancouver 5.

JULY & AUGUST — modern furnished 3 bedroom bungalow, built-in oven and dishwasher, cable color TV, rec. room: treed fenced back garden; 5 min from univ. entrance. E. Nelmes, 3336 W. 35th Ave., Vancouver 13; 263-4290. \$200 per month. Adults only.

FOR RENT — furnished 3-bedroom house; 10 min from UBC. Available for Sum. Sch. term: \$340. 3938 W. 21st Ave., Vancouver 8; 224-5240.

FOR RENT — July-August, cosy 2-bedroom house, MacKenzie Heights area, 10 mins UBC. Available to one couple only or one couple with grown-up children. A.R. Morison, 2978 West 29th Ave., Vancouver 8; 255-9371.

FOR RENT — Large three bedroom attractively furnished duplex for one year or more. Large private lot, sundeck, carport. Richmond district. One mile from Vancouver. Reliable tenants. No small children. Available April 15th, 1973. 1160 Aztec Road, Ph. 278-6562.

Accommodation Wanted

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.

WANTED TO RENT OR EXCHANGE accommodations with 2 bedrooms for the months of June, July, and August in the Lower Mainland area. Please contact Mrs. W. Copp at 263-4487 for further information.

GRADUATE STUDENT and School Administrator requires two or three bedroom house on or close to UBC campus for duration of Summer School 1973. Contact D. Mackinlay, R.R. 2, Vanderhoof.

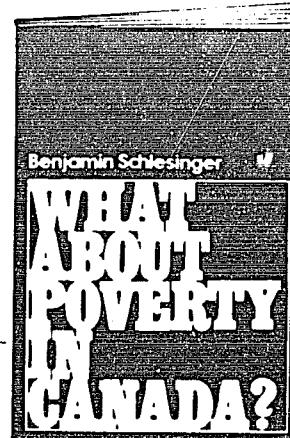
ACCOMMODATION REQUIRED — House or apartment close to UBC for married couple for July/August (Summer School period). Contact K. M. Sykes, Box 613, Burns Lake.

WANTED — July 1 - August 31 accommodation close to UBC. Married couple; no children; no pets. Will caretake yard and gardens. Principal, Decker Lake Elementary School, Box 625, Burns Lake.

Miscellaneous

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new books

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WHAT'S HAPPENING OUT THERE...

anyhow? Now that salaries are settled, and it's too soon to grumble about the AGM, and the Department seems to have things well in hand, what's on your mind? Our hard-working pro tem Editor tells me that contributions to the magazine are pouring in at not much more than glacial speed. Doesn't anyone want to start a controversy? Produce an interesting article? Write a letter? Anything? A while ago I asked for suggestions, criticisms, etc., regarding this page. Response — zilch! Don't you love us any more?

IT WOULD BE GREAT...

if we could offer you a balanced menu of new books each month, but there is one major snag. We receive books from publishers in batches, and we try to deal with them in a reasonable way: textbooks and workbooks are not generally reviewed since they are also sent to curriculum revision committees; other books of rather narrow scope are usually sent to the BCTF Resources Center; and the rest are farmed out to reviewers. Not only do books arrive in batches, but also in groups dealing with one particular subject. Thus we have several reviews of titles this month all concerned with drama. Next month it could be English or whatever. One solution would be for readers to submit reviews of books they have come across in their reading. We promise to consider all 'unsolicited' manuscripts.

WORD PLAY...(to be read at breakneck speed)

schizophrenic sarsaparilla bargain-basement semiquavers pigeon-breasted watermelons polymorphous secretaries automatic narcolepsy monochromic morning-glory psychedelic interfaces anecdotal hydrochloride paedagogic exhortation holy

moses (no offense meant) this is where I call a halt to lists of words with four syllables! —C.D. Nelson

NOTE TO LIBRARIANS AND SOCIAL STUDIES TEACHERS...

We have just received details about a special 'election results map' published by the Department of Energy, Mines and Resources in Ottawa. The map is officially known as *Results, Federal Election October 30, 1972*. It costs \$1 a copy, with 40% discount to schools. It is printed in color, using a different color for each political party. It also lists names and party affiliations of all elected members, relating them to their ridings by number and color. Sheets measure 30" x 32" and include small inset maps of Canada's 16 major cities. English and/or French editions are available from Canada Map Office, 615 Booth St., Ottawa K1A 0E9 or any Information Canada Book Store.

DRAMA

Dramatists in Canada: Selected Essays, William H. New, Ed. University of British Columbia Press, c1972. Paperbound. \$5.50

Are there any good Canadian plays? Are there any good Canadian playwrights? In attempting to answer these questions it would be reasonable to say we don't know, because as a country we are too young. There has not yet been sufficient time to make definite and reliable judgments, to select or even rely on the continuous exposure of any given work to classify it as a great play. What, then, have the potential great dramatists been doing? Are any playwrights from Canada well-known?

This scholarly publication is a selection of essays written over the past 12 years and previously published in *Canadian Literature* by the University of British Columbia Press. The result is a fascinating meeting of minds that provides an excellent impression of the development of Canadian theater literature from the 17th century to the present day.

The editor, William H. New, in his intro-

dutory note writes, 'The reasons for the past failure of Canadian writers to react dramatically to their world might define the Canadian temperament more acutely than a thousand deliberate quests for identity or an equivalent set of Royal Commissions. Scene and setting abound in Canada; people love and suffer, as they do elsewhere; even language sometimes rises to poetic heights or terse vigour. But until comparatively recently something has gone wrong, and drama that has reached the stage has frequently died there, without even reaching the tenuous immortality of print.'

'Perhaps good plays have been lost; certainly the drama historian's task is made more difficult, for one cannot assume that it is the "best" play that has been published.'

This idea seems to remind us that we are all, in many ways, responsible for what has happened so far because the final judgment of any play must rest with the audience.

The contributors to this book are listed with notes. The Selected Chronology lists plays written from 1606 through every year up to 1972. You might have heard of 'The Ecstasy of Rita Joe' by George Ryga, written in 1970, but did you know that in 1781 Frances Brooke wrote a play called 'The Seige of Sinope'?

The critical and analytical essays combined in this book not only record vividly what has been done in the past, but also, more important, provide us with a clear indication of the mistakes that have been made in the past, thus putting future endeavors into some kind of developmental perspective.

It is quite by chance that in a review of another book on theater I suggested that one day the truly 'great' Canadian playwright will appear. This book is convincing evidence that we are now on our way to that goal.

It is highly recommended for all those who are seriously interested in the development of Canadian literature, especially as it applies to the theater.—John Getgood

A Different Drummer: An Ideas Book for Drama, by David Kemp. McClelland & Stewart, 1972. Paperback. \$3.50

This is a Canadian publication and one to be proud of, for David Kemp has managed to produce a book that is full of worth-while information, useful working material for the classroom and that special area in the school you use for drama... plus some good advice

and material to ensure that the teacher never forgets that the voice and good speech is an essential part of good theater.

The book is well printed and set out in such a clear manner that it makes a simple, ready reference for the teacher. There is more than enough material in this moderately priced publication for a year's work, or more.

David Kemp gets straight to the point in the introduction to his book. He also manages to kill off a few of the outdated misconceptions surrounding the teaching of theater in schools. He mentions the Newsome Report as one of the most significant reports on secondary education in the 20th century in Great Britain and quotes a passage familiar to many qualified drama teachers, namely, that 'Though drama comes, by school tradition, into the English field, it is a creative art embracing much more than English.'

If you are one of those teachers who are turned off by much of the pointless gimmickry that is propounded by that ever-growing army of experts, who know nothing about theater arts, but know only how to let students 'do their thing' within the context of their pet subject, David Kemp can help to put you in a happy mood again. Kemp sums up the situation very well when he writes, 'There seems to be a lot of confusion regarding the relationship between improvisation and creative drama, and formal Theatre presentation. Some people seem to think that the only important thing is the play, and if possible, winning some kind of competition to show how good they are. Others think that improvisation is in itself enough and Theatre has no part in a school program. Both these ideas are wrong.'

You will have to wait until you buy your copy of this very good book to find the reasons why. Your money will not be wasted.

—John Getgood

The First Falls on Monday,
by A.L. Murphy. University of Toronto
Press, 1972. Paperback. \$2.00

This is the second volume in the Canadian Play Series published by the University of Toronto. The idea of publishing Canadian plays is admirable, for there are many theater people who are anxious to find good Cana-

dian material. It has almost become a matter of conscience that producers who have presented the great works of British, German, French and Scandinavian playwrights should suggest that it is about time a Canadian play was presented. It is at this point that the main problem arises. Is there anything Canadian that is worth writing a play about?

Now before you rise up in anger, consider this point. Are not all the good Canadian writers today concentrating on the TV documentary? I recall recently seeing on CBC Television a brilliant program, by Vancouver writer Peter Haworth, entitled 'The Gold Seekers.' It was all about Barkerville and contained all the dramatic, emotional and nostalgic ingredients that were capable of moving us to tears. It was a great piece of TV viewing but it would have made a thoroughly boring stage play.

Arthur Murphy in his play 'The First Falls on Monday' has chosen politics as his subject, the principal characters being such figures as Tupper, Galt, D'Arcy McGee and John A. Macdonald. The fact that the author takes a full page to explain the background of the play testifies to the fact that the play itself might not work. Politics is talk, and often long, tedious, boring talk with little action. This is not good enough for the stage. I searched carefully through 87 pages for some theater action, but found only talk, and this will not keep an audience entertained.

There are some rather serious errors in this publication. The action of the play is said to be set in Ottawa, Canada in 1907. Also, the publishers should give some consideration to setting the stage directions (and there are far too many), in a different form from the dialog.

Most of the great plays in theater literature are great because their theme is universal, their characters mirror society and we, the audience, can see ourselves mirrored within the context of such plays. Arthur Murphy's play does not possess these great qualities, but it is the theme he has chosen rather than his ability as a playwright. Can we not suggest that writers, before they dash to the typewriter, consider very carefully what really makes a great play on the stage, and then leave the politicians and the visual images to the TV medium?

This idea will help the cause because, make no mistake about it, some day somewhere, a truly great Canadian play will be written, but its theme will stretch far beyond the boundaries of our country.

—John Getgood

SOCIAL SYSTEMS

World Dynamics, by Jay W. Forrester. Wright-Allen Press, Cambridge, Mass., 1971. \$9.26

Here is a serious look at the implications of birth control, industrialization, environmental programs and distribution of resources on the international scene. Professor Forrester exposes the hit'n'miss methods of national planning and presents a concise case for 'systems dynamics' in pursuit of a world equilibrium. He contends that any national programs affecting natural resources, population, capital investment or pollution cannot be undertaken in isolation without the risk of triggering a reaction from some other part of the world system.

Educators who have been asking themselves the questions 'Where are we going?' and 'What are we trying to achieve?' will find the subject matter particularly relevant. For instance, the basic concept of aid to developing countries, which in our society tends to be taken for granted as a 'good thing,' is examined by Forrester. He finds that:

'There may be no realistic hope of the present underdeveloped countries reaching the standard of living demonstrated by the present industrialized nations...

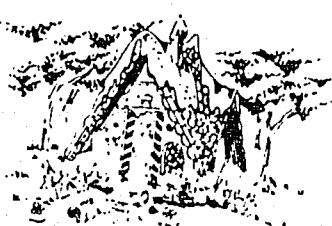
'A society with a high level of industrialization may be non-sustainable...

'The present underdeveloped countries may be in a better condition for surviving the coming environmental and economic pressures than are the advanced countries...'

Forrester's case is clearly presented; so also is his analysis of the interaction of world factors that buffet mankind. From his background in computer design, management and systems dynamics, he is able to advance our 'understanding of the nature of our social systems.'

(The book is available on loan from the BCTF Resources Center.)

—Chris Morrison, Librarian



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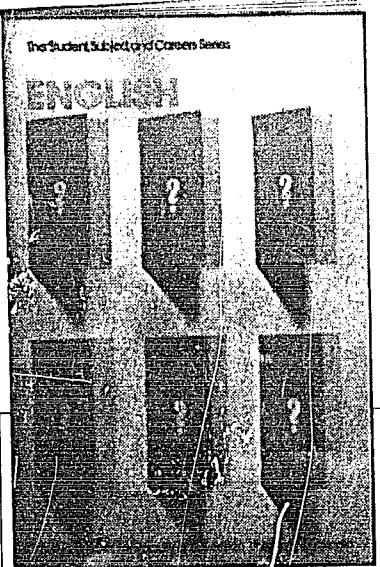
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BCTF RESOURCES CENTER

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BLANTON, WILLIAM

Reading tests for the secondary grades: a review and evaluation.
Newark, Del.: International Reading Association, 1972. 55p.
LB1632/B55

BLISHEN, EDWARD

Oxford book of poetry for children. New York: P. Watts, 1963. 167p.
PZ8.1.B5980X

CORDTS, ANNA DOROTHEA

Phonics for the reading teacher. New York: Holt, Rinehart and Winston, 1965. 270p. LB1573/C55

DONOGHUE, MILDRED R.

The child and the English language arts. Dubuque, Iowa: W.C. Brown Company, 1971. 474p. LB1576/D63

DUFFY, GERALD G.

Teaching linguistics. Dansville, N.Y.: Instructor Publications, 1969. 48p. LB1578/D83

DUKER, SAM

Individualized reading. Springfield, Ill.: Thomas, 1971. 269p.
LB1050/D77

HALAMANDARIS, P. G.

Reading in Manitoba schools: a survey. Winnipeg, Manitoba: Teachers' Society, Reading Commission, 1971. 229p. LB1050.6/H35

HEILMAN, ARTHUR W.

Phonics in proper perspective. Columbus, Ohio: C.E. Merrill, 1968. 121p. LB1573/H325

HENDERSON, RICHARD L.

Reading for meaning in the elementary school. Englewood Cliffs, N.J.: Prentice-Hall, 1969. 126p. LB1573/H32

LARRICK, NANCY

A parent's guide to children's reading. Garden City, N.Y.: Doubleday, 1969. 360p. Z1037/L32

LUNDSTEN, SARA W.

Listening: its impact on reading and the other language arts. Urbana, Ill.: National Council of Teachers of English, Educational Resources Information Center, Clearinghouse on the Teaching of English, 1971. 136p. DE1139/E5Ld

PASSMORE, JOHN

Outdoor education in Canada, 1972: an overview of current developments in outdoor education and environmental studies. Toronto: Canadian Education Association, 1972. 72p.
LB1047/P.58

POSSIEN, WILMA M.

They all need to talk: oral communication in the language arts program. New York: Appleton-Century-Crofts, 1969. 119p.
LB1139/1.1P67

READING CHILDREN'S BOOKS AND OUR PLURALISTIC SOCIETY

Compiled by Harold Tanyzer and J. Karl. Newark, Del.: International Reading Association, 1972. 89p.
PNT008/A1R4

STRICKLAND, RUTH GERTRUDE

Language arts in the elementary school. 3rd ed. Lexington, Mass.: Heath, 1969. 502p. LB1576/S85

Books may be borrowed by phone, mail or in person.

Hours: Monday-Friday 9-5 Saturday 8-12

comment

LEAVES FROM MY NOTEBOOKS

C. D. OVANS
BCTF General Secretary

Everything seems necessary in retrospect, but in prospect the future is indeterminate. Clearly, neither time nor history, neither cultural changes nor advances in technology, neither political change nor ideologies are repetitions of past events. Although the past is necessary for such changes, they are neither contained in it nor predictable from it. The nerve of living reality is in a present, and the source of change of direction in cultural and social processes is the individual. New real possibilities emerge in the process of interaction between individuals as they cooperate in a common environment.

David Miller, *Individualism*

Politicians must generally follow rather than alter popular views. Educators, on the other hand, take the long range view and act as custodians of society's heritage. They must judge what in past experience is most relevant to future needs.

Peter Presunka

Work (is) for the purpose of liberating man's capacities to create — not to enlarge his capacity to consume.

Louis Mumford, *The Condition of Man*.

At any given moment the great majority of teachers, in my opinion, are not using the curriculum as a means toward greater ends. What they are doing is putting across a body of content for its own sake.

Paul Goodman in 'The Pitiful Waste of Youthful Years!' *The Teachers' Magazine*, November 1971

Now educators are demanding that the system itself be re-evaluated. And the system is the key, for unless it is changed, experimental ideas injected into it will continue to be rejected like foreign bodies.

Ronald G. Corwin, *Militant Professionalism*

The person who is most productive is the one who has a real piece of the action. He's in a job where he has control and influence, and one where he is measured by results.

Thomas A. Wickes

We need curriculum not in the sense of organized bodies of information derived from subject disciplines to be transmitted to the students through the medium of the teacher, but curriculum in the sense of information useful to the student in learning with the help of his teachers to master his physical and social environments. Curriculum that helps a student learn through experiencing, i.e., learn through reflection on what happened to him, is relevant. There is a good chance that the most relevant curriculum is the most economical curriculum.

C.D. Ovans

Subjects which have no real content or professional justification... do not get included (in the curriculum) because school personnel ignores public opinion, but because it follows public opinion.

Myron Lieberman

I suggest that the present educational system is almost totally unresponsive to the fact that we have a potential worldwide crisis literally staring us in the face. I further suggest that if the educational system remains unresponsive, it will not only be morally reprehensible but will also be signing away its own right to exist.

Desmond E. Berghofer in 'We Stand or Fall Together,' *The ATA Magazine*, January-February 1973

Where work has no substance, leisure cannot realize its regenerative potential: it is essentially a utilitarian diversion, not a confrontation of work.

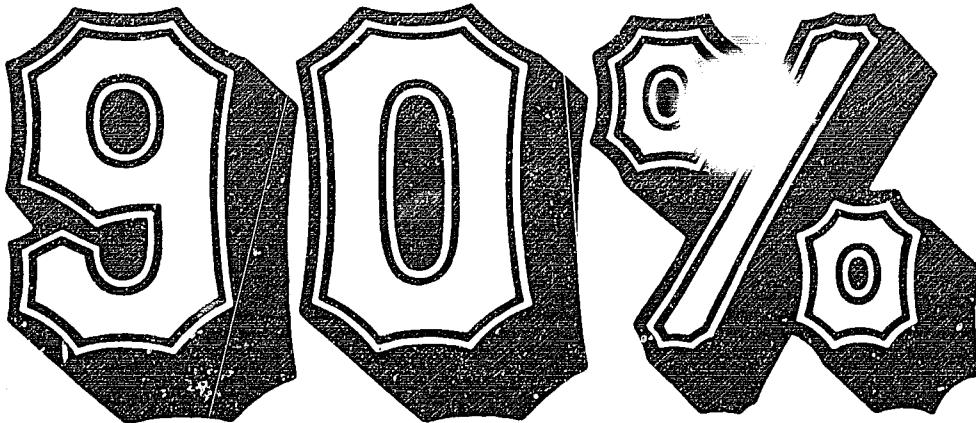
Ben B. Seligman in 'On Work Alienation and Leisure' *The American Journal of Economics and Sociology*, October 1965.

Increasingly as we ascend the scale of animal life, behavior is response not to a specific stimulus but to an 'image' or knowledge structure or view of the environment as a whole. This image is, of course, determined ultimately by information received into the organism; the relation between the receipt of information and the building up of an image, however, is exceedingly complex. It is not a simple piling up or accumulation of information received, although this frequently happens, but a structuring of information into something essentially different from the information itself.

Kenneth Boulding in 'General Systems Theory, The Skeleton of Science,' from *Managerial Control Through Information*.

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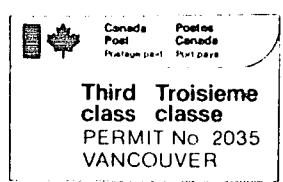
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*Life Insured LOANS for . . .
House purchases and repairs.
New and Used Cars. Education.
Travel. Furniture. Appliances.
. . . or to meet any of the
countless needs of teachers
in our modern society.

*Up to \$10,000 — subject to generous age and
health requirements.

TERM DEPOSITS

Deposits of \$500 or more

FIVE YEAR **8%**

ONE YEAR **7½%**
Prior withdrawal at any time.

C.I.D.'S

If held to maturity yield.
Possible income tax savings.

7.43%

PLAN 24

Interest calculated on daily balance.

6¾%

PERSONAL CHEQUING

Interest on minimum quarterly balance.

5½%



The Provincial Share and Deposit Guarantee Fund protects the shares and deposits of all individuals in every credit union in British Columbia.