

The P.C. Teacher

SEPTEMBER/OCTOBER 1974 VOLUME 5 NUMBER 1

THE WHITE PAPER

What Way Should We Go?

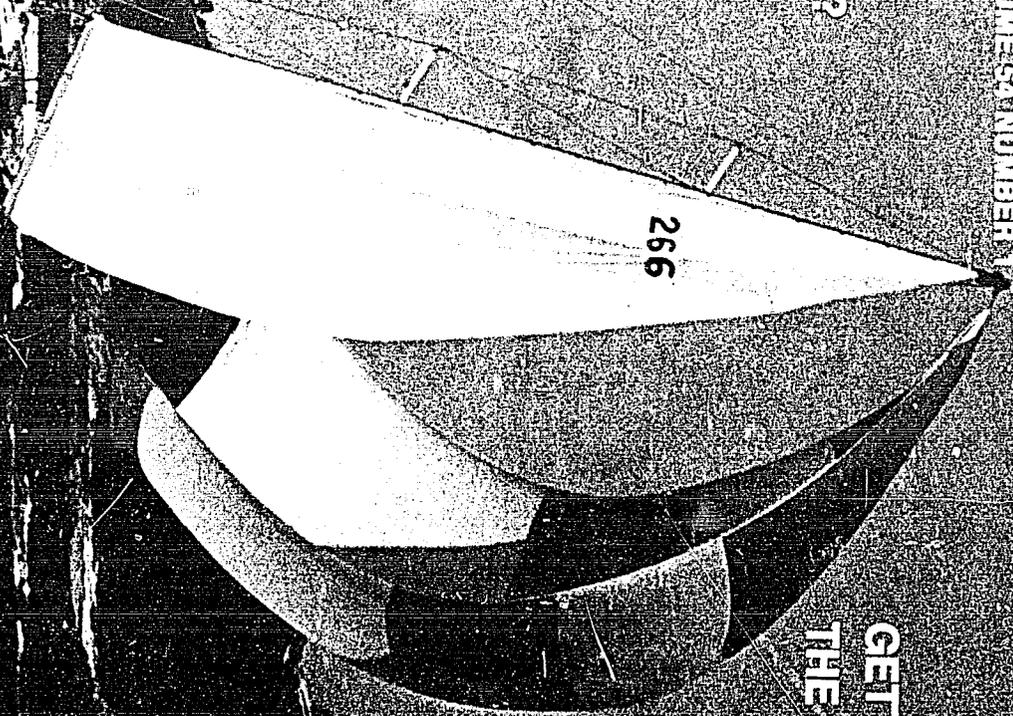
Is Innovation Passed?

THE P.C. TEACHER

IS RESPONSIBLE?

GETTING OUT OF (AND INTO)
THE IVORY TOWER

MOVIE-MAKING
MADE EASY



HOODOO?

YOODOO!

WHAT?

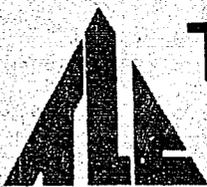
**NEED TRIAD'S HELP
WHEN BUYING A NEW CAR**

Over 1,000 B.C. Teachers have used
our Buying Power to take the "Cream"
out of New Car Profits.

FIND OUT FOR YOURSELF!

New Cars Only
Most Makes and Models
Trucks and Campers a Specialty
Full Servicing and Manufacturer's
Warranty

See Bill or Maureen Stonier



TRIAD LEASING CO. LTD.

Suite 240 - 1070 W. Broadway, Vancouver B.C.

Winter hours: Tuesday to Friday 9:00 a.m. - 5:00 p.m.

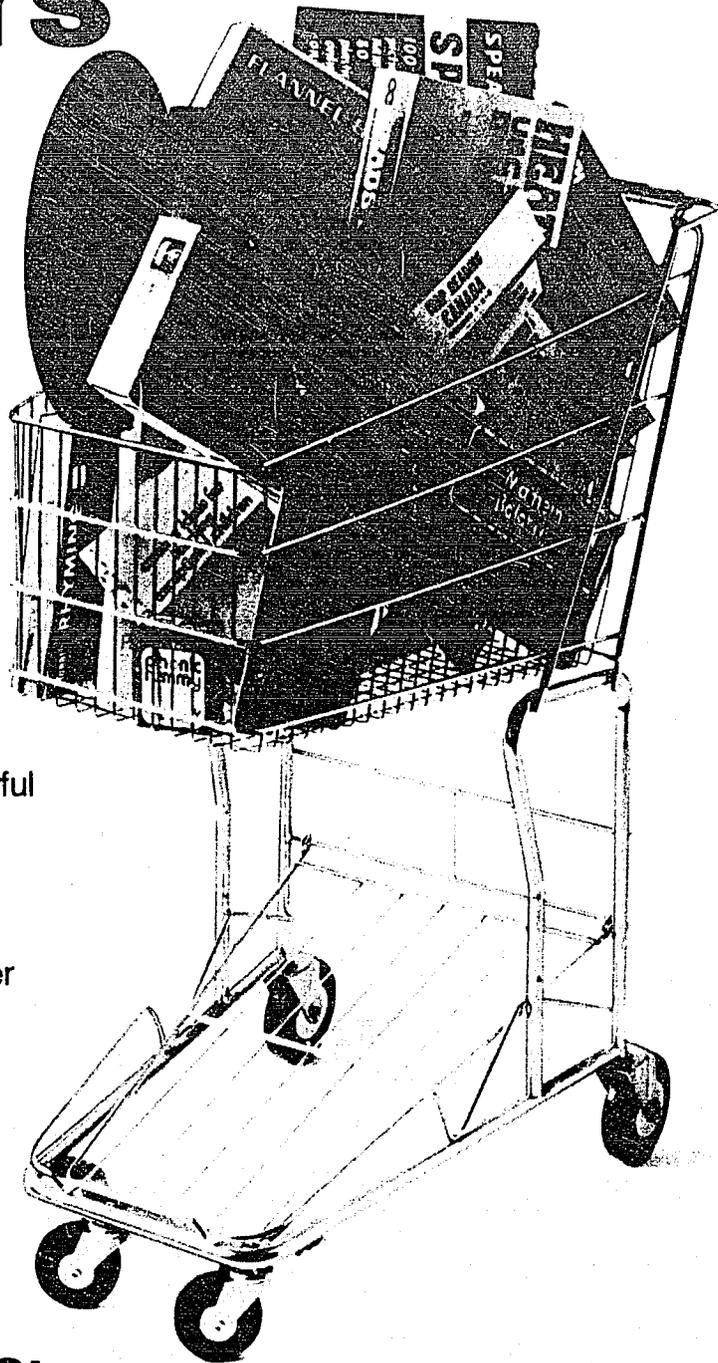
Saturday 10 a.m. to 4 p.m.

Closed Mondays

Touch, try, talk and buy at The Teachers' Store

4480 Halifax Street,
Burnaby, B.C.
Telephone: 299-5911

(Two short blocks north of the Lougheed
Highway, off Willingdon Ave., across from the
Brentwood Shopping Centre.)



- * Staffed by teachers
- * Broad selection of exciting, colourful learning aids
- * Open Monday to Saturday and Friday evenings
- * Cash, Chargex or Purchase Order

The  **Teachers' Store** ... another service from
Moncton • Toronto • Vancouver



This is the slowest-moving part of your fast moving BMW.

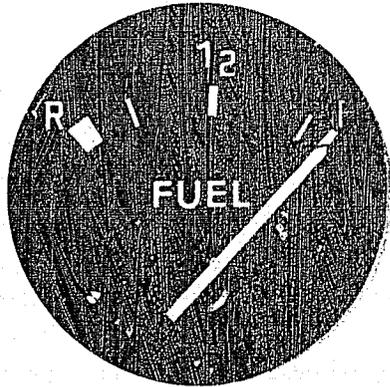
The needle on your BMW Bavaria speedometer can flick from zero to 60 m.p.h. in a fast 9.4 seconds.

Here's an automobile designed to handle safely at 120 m.p.h. — just imagine what a delight it is at 60.

That's BMW performance.

Next to that speed is a gas gauge. It creeps. It dawdles. It is yawningly slow. For instance, the 16 Imperial gallons in your gas tank will take you up to 325 miles between refills. That's about 20 miles per gallon.*

Maybe that doesn't sound exceptional in this age of putt-putt economy cars with putt-putt performance. But your BMW Bavaria is a true sports limousine — elegant, graceful, roomy and superbly



equipped. Unmistakably BMW.

And that gas-sipping engine is a legend.

Road and Track called it "Brilliant!"

And that's the way it performs. It gives you instant control of a pulse-quickenning surge of power, turbine-like in its smoothness. The car

responds like a thoroughbred, smooth and stable on the straight, cat-like on the corners.

This is the real joy of driving. Rediscover it in a BMW Bavaria.

The fast-moving sports limousine with the slow-moving gas gauge.

For the full story on BMW safety, ask your local dealer or write: BMW Distributor (Western), 2040 Burrard, Vancouver, B.C. Fascinating!

*Road and Track, February, 1974.

BMW
Bavarian Motor Works





EDITOR AND BUSINESS MANAGER

KENNETH M. MITCHISON

ASSOCIATE EDITOR

A. BARBARA MACFARLANE

EDITORIAL BOARD

JOHN S. CRUNCH

BERNARD G. HO

ANITA J. LOGASSO

JAMES D. MACFARLANE

ROY GELTUSHE

N. STEPHEN YORKE

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

The BC Teacher is indexed in the Canadian Education Index.

EDITORIAL OFFICE: #105 - 2235 Burnard Street, Vancouver, B.C. V6J 3B9. Published every month except June, July, August and September. Advertising copy received up to the 1st of the month preceding month of publication.

Notice of change of address, including both old and new addresses, must be reached the editorial office at least one month before publication.

Annual Subscription - \$5.00



ADDRESS

Printed by Evergreen Press Limited

6 From Our Readers

8 What Shall We Do With The School System?

W. L. Melville / The government's White Paper on Education has promoted much discussion on education. Before we can recommend changes, we must know the economic, cultural and political forces that influenced the development of the school system we have now. The writer suggests 12 factors we should keep in mind when we discuss the White Paper.

12 School Movie-making Made Easy

Jack Bastow / Film-making can be a rewarding educational experience for students — and a most enjoyable one. Here's what to do.

14 The New Authoritarianism

Bill Hrychuk / Authoritarians are urging us into ways reminiscent of the '50s. I'm not ready to go. We can either recreate an authoritarian past or get serious about a democratic future.

17 I Never Promised You Aplomb Garden . . . Or The Handout The University Forgot To Give You

Susan McFadden / You've forgotten already what those first couple of weeks were like? Here's a delightful reminder.

18 Tower To Trenches — And Vice Versa

Margaret E. Parker and Ted Horne / Can teachers and education professors really understand each other's problems? Here's one effective way — by exchanging positions. In Victoria a secondary teacher and a UVic professor changed places for a semester — and both learned a lot.

21 I Seen Him Do It

Vernon Giesbrocht / A revealing picture of the appalling behavior of some junior secondary students, written by a layman who acted as a substitute teacher, an experience he says was 'a real eye-opener.'

25 Turn The Teaching Over To The Kids

Beverly Pearce / Last spring the writer decided to really let a class be 'student-centered' and see what happened. The results were exciting.

29 A Matter Of Opinion / Their Most Restless Growing Years

Ray Wunderlich

31 The Devil's Advocate / Indian Education — Canada's Finest Hour

L.H.G.

33 New Books

C. D. Nelson

36 Comment / The 9-3 Teacher: Professional Irresponsibility

Ralph Wallace

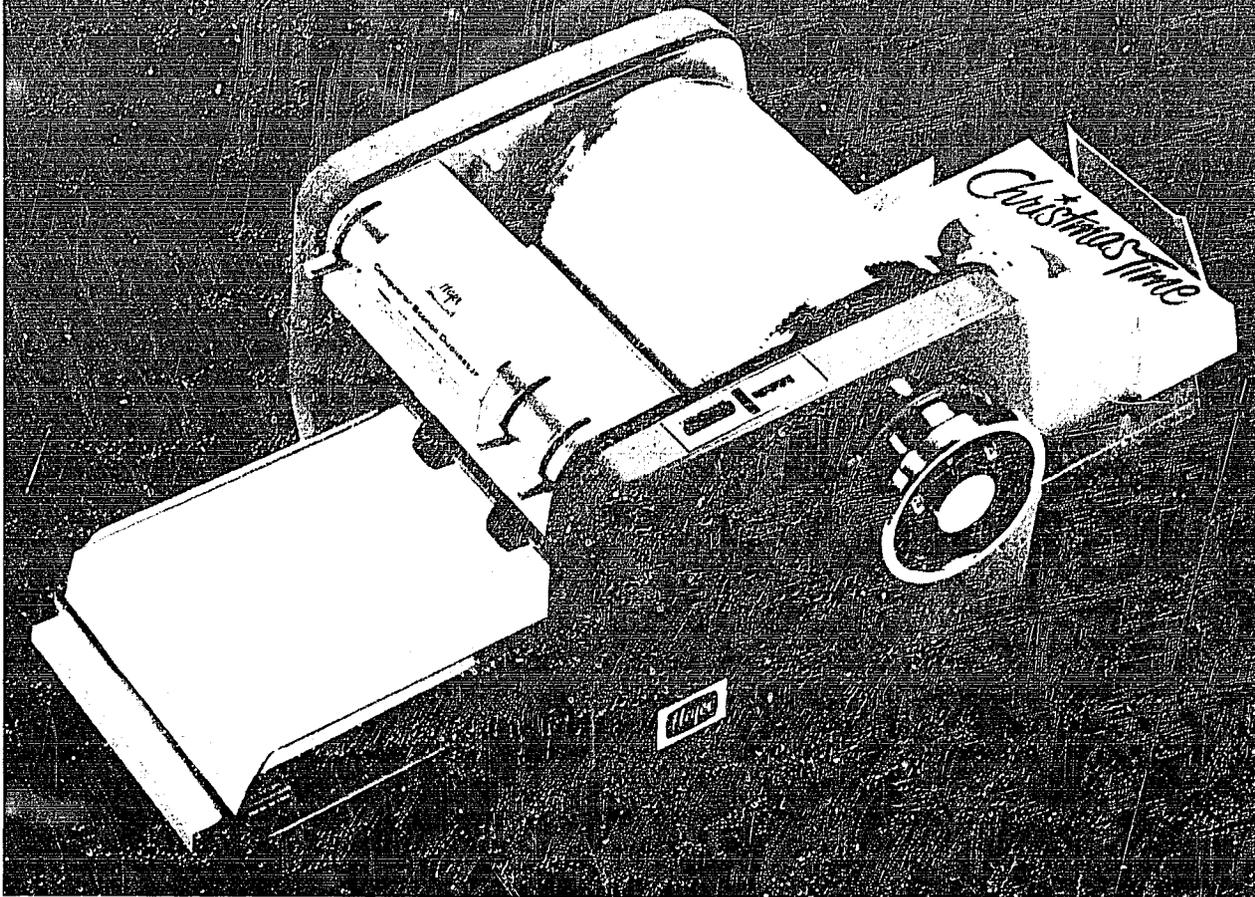
COVER PICTURE

These boats, on the return half of the annual Swiftsure Race, are passing Bentinck Island, near Race Rocks. The photograph was taken by Irvine Dawson, of Victoria, whose work will be featured in our new cover series.

PHOTO CREDITS

P.10 — Provincial Educational Media Centre, Dept. of Education; p.11 — Audio Visual Education, VSB; pp.12,13 — supplied by author; p.15 — *The Upper Islander*, Campbell River; p.16 — BCTF files; p.20 — supplied by authors; pp.25,26 — supplied by author.

**You can change colours in seconds
and hands stay clean**



The new 'no-wash-up' Heyer Stencil Duplicator.

Heyer gives you a total duplicating convenience. You can print anything from a postcard to legal size without touching a dial. The exclusive self-inking feature eliminates messy clean-ups. Provided simple instructions are followed Heyer's improved semi-paste inks won't leak from the single cylinder perforated drum.

There are three models from which to choose: hand-operated, constant speed electric and variable speed electric. For a convincing demonstration, ask a Moyer man or contact our nearest Branch.

As easy as A,B,C to operate.



A - All controls are adjacent to you and easy to understand. Easy-to-follow instructions are printed on the inside of the metal cylinder cover.

B - You can change colours by simply lifting out one ink cylinder and replacing it with another. It actually takes you less than half a minute.

C - Handy storage racks are available for each ink cylinder. Each cylinder is colour-coded to tell you at a glance which colour ink it contains.



MOYER VICO LIMITED

Moncton, Montreal, Toronto, Winnipeg, Saskatoon, Edmonton, Vancouver.



To see... is to remember.

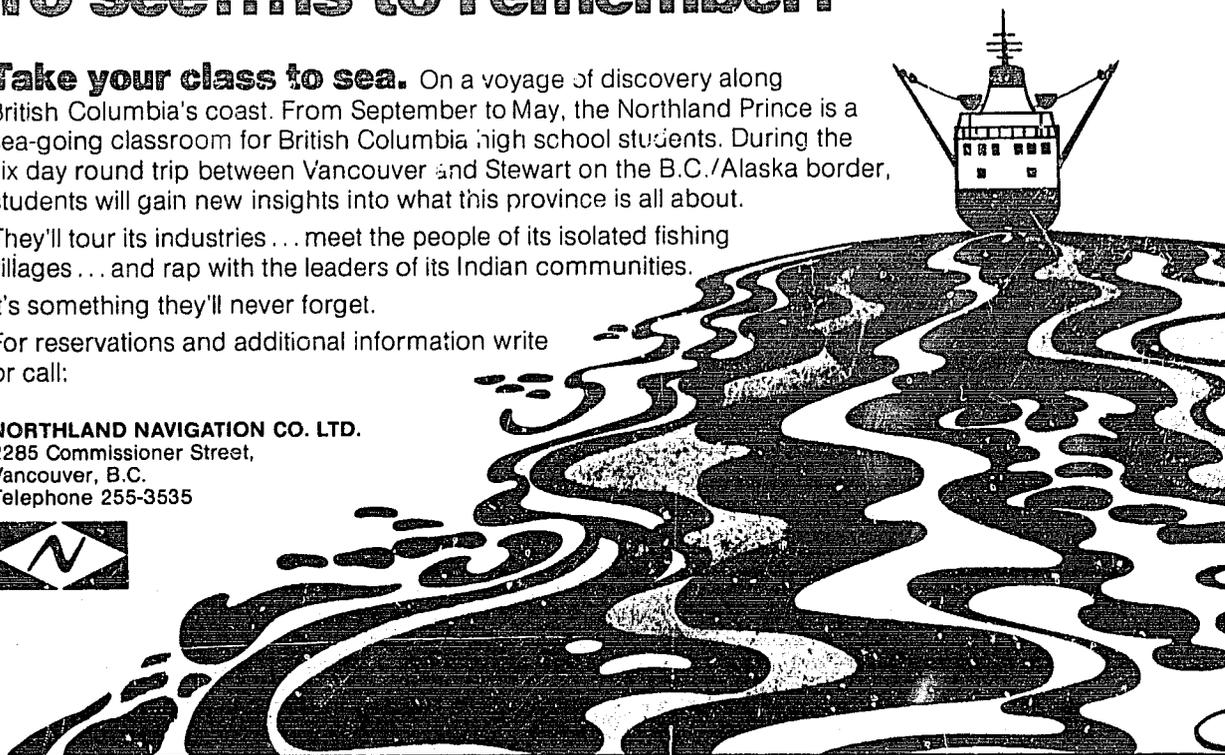
Take your class to sea. On a voyage of discovery along British Columbia's coast. From September to May, the Northland Prince is a sea-going classroom for British Columbia high school students. During the six day round trip between Vancouver and Stewart on the B.C./Alaska border, students will gain new insights into what this province is all about.

They'll tour its industries... meet the people of its isolated fishing villages... and rap with the leaders of its Indian communities.

It's something they'll never forget.

For reservations and additional information write or call:

NORTHLAND NAVIGATION CO. LTD.
2285 Commissioner Street,
Vancouver, B.C.
Telephone 255-3535



YOURS FOR THE ASKING...

valuable teaching material for your classes

Use this ad as your order form. Mail it together with your name and address to:

The Corporate Secretary
Canadian Imperial Bank of Commerce, Department "A"
Head Office - Commerce Court, Toronto, Ontario M5L 1A2

	Quantity Required	
	English	French
1. Transportation Systems Map of Canada (English only) 11½" x 17½", A-35.....
2. Natural Resources Map of Canada 11½" x 17½", A-36.....
3. Banking Forms for Schools. To obtain a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available.....



**CANADIAN IMPERIAL
BANK OF COMMERCE**

From our readers

Ovans Refuted

The main criticisms C. D. Ovans made of my article on Transcendental Meditation and school systems cover three areas:

First, TM is labeled an 'escape from objective reality.' If we look at that statement carefully, however, we must ask, 'Just what is objective reality?' Two people observing the same phenomenon may see completely different events. Thus their perception of reality is relative to themselves, and this is surely a product of (a) the kind of nervous system they have (a dog will be more 'aware' than a trilobite) and (b) its condition.

The claim of TM is that 'level of consciousness' can be raised (and thus perception of reality *enhanced*) through the regular and automatic alternation of deep rest and *activity*. The whole *point* of TM is not to escape, but to 'clean the windows of perception,' to prepare oneself for more purposeful, creative and dynamic activity during the day by adding an extra period of deep rest twice daily. Thus sitting on one's butt and meditating for 15-20 minutes could be more significant to education than all the motions of reform we currently undertake.

Second, Mr. Ovans criticizes the physiological study and the memory study, and feels that TM is nothing more than a 'semi-hypnotic trance' as conducive to 'brainwashing' as to learning (based on the evidence given). I simply did not have the space to elaborate. However, Doctors R. K. Wallace, H. Benson, J.P. Banquet, et al., say the integrated physiological changes that take place during TM constitute a 'fourth *major state* of human consciousness' — distinct from waking, sleeping and dreaming and different from such altered conditions as hypnosis or self-suggestion.

So what? So the deep rest of TM could be as important to normal human functioning as are the other three (Dr. D. P. Kanellakos, Stanford Research Institute, 1970). Certainly, certain body changes take place with *any* kind of relaxation. However, the magnitude of

such changes is what seems to be unique about TM. As well, not everyone has more than a once-in-a-lifetime opportunity to be buried in a Terrace snowslide to display dexterity in respiratory control.

It is *regular, natural* alternation of rest and activity that produces cumulative changes in the nervous system. The long-term effects of such a practice in terms of physiology are apparently now being studied.

As far as memory goes, perhaps it's one of the 'weakest of all human powers.' Maybe that is why it is so easy to measure. My point here was that 'level of consciousness' is a vague term that does seem to have, however, some objectively measurable components, such as IQ, creativity, intellectual efficiency, memory, etc., all of which seem to improve positively with practice of TM ('Transcendental Meditation in the Classroom: A Psychological Evaluation of the Science of Creative Intelligence'; Howard Schecter, PhD thesis, York University).

Finally, Mr. Ovans's vitriolic comments about 'fat gurus' deserve something of a reply in that he should be careful not to lump all teachers in the same bag. Discriminating, intelligent and careful observation of Maharishi reveals he is neither fat nor rich.

Stephen Truch
Calgary

C. D. Ovans obviously has no idea what meditation is: otherwise he could not confuse it with a semi-hypnotic state.

The very nature of meditation excludes 'suggestion from outside sources. . . ' Meditation is a means whereby the deeper subjective levels of mind are contacted. It is a means of harmonizing oneself with all life and the universal mind — the very energy that,

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.

for instance, flows through us and that is blocked by stress or tension. . .

Not only Orientals meditate; Christian saints, mystics and thousands of introspective, open-minded people have also. The world's most practical people have been meditators; for example, Gandhi (Kinya Yoga-self-realization), General Gordon, Thomas Jefferson (Rosicrucian), Albert Einstein (mystic), Christ, Buddha — the list is endless. . .

Although it may be true that some gurus grow rich and fat on the gullibility of Westerners, it is also true that popes have grown rich and powerful on the gullibility of Westerners. Neither case takes away from the credibility of the teachings of meditation or Christianity.

In mankind's long struggle from primeval slime to the mountain top of personal enlightenment, teachers have stood along the way urging their heaven-hungry brothers to look inward, for 'the kingdom of heaven is within' — call it profound prayer or transcendental meditation. Long before Westerners have sought 'cheap release from their existential despair brought on by the malaise of a dying technological civilization' teachers urged mankind to look within.

It behooves teachers to become familiar with meditation so that they may understand what draws millions of young people to it. Let us not be so tense and inflexible that we 'bah' that which we do not understand. . .

Bob Halowski
Delta

Mr. Ovans's denigration of the 'get rich quick' mail order doctorate method of teaching the technique of transcendental meditation is unsubstantiated. Is it intrinsically wrong that something should be quick and easy? If the means are harmless and the outcome positive, where lies the argument?

Surely the factors of deep rest and improved memory, mentioned by Stephen Truch and ridiculed by Mr. Ovans, have importance in our schools as well as in general life.

'The semi-hypnotic state induced by

transcendental meditation leaves the mind open to suggestions from outside sources and weakens its power to discriminate.' Where is Mr. Ovans's research to support these points? Published research has shown that the 'state induced' by meditation has no relation to that of hypnotism (*Scientific American*, February 1972). Further research indicates that TM speeds up reaction time (Shaw and Kolb, University of Texas, April 1971) and increases perceptual ability (Graham, University of Sussex, England, June 1971).

Mr. Ovans's final paragraph reads: 'A discriminating intelligence would see through the phony claims of gurus who grow rich and fat by taking advantage of the gullibility of Westerners looking for a quick, cheap release from the existential despair brought on by the malaise of a dying technological civilization.' This from a man who advocates emphasis on an 'objective reality philosophy'!

Mr. Ovans, TM brought me a 'quick, cheap release' from existential despair five years ago. I wish the same for you.

Pamela Smith
Sidney

The former BCTF General Secretary, like many others of our culture with low tolerance for 'mystic philosophy' (and dark-skinned gurus), misses several points in 'Transcendental Meditation — Bah!' (April issue), but not entirely by accident, it appears.

Western science has long accepted the notion that much of the human brain's potential is unrealized. A small area represents certain cognitive facilities, but recent research suggests the existence of such noncognitive abilities as empathy, intuition and even altruism, among others.

TM, because of its measurable physiological effects, could well provide a means to the more complete use and education of the 'mind' as well. That is, of course, if certain of us could be persuaded out of our prejudices long enough to entertain such possibilities.

The editorial staff might consider demanding more fairmindedness and much less reactionary provincialism and outright propaganda from some of the contributors.

It might be appropriate to remember that some of us remain in classroom teaching, not because we are simply not clever enough to find a way out of the dilemma. We may be where we are by conscious choice. I dare say that much of this publication insults our intelligence.

Jerry R. Bourasaw
North Delta

We Shall Miss These Teachers

In Service	Last Taught In	Died
Evelyn A. Boyle	Burnaby	May 22
William Robert Hodgson	Burnaby	May 9
Ada M. (Woolcock) Jackson	Burnaby	May 14
George Arthur Lewis	Victoria	May 3
Mary K. (Prediger) Mathews	Campbell River	February 11
William Miles	Victoria	April 14
Terence Arthur Moore	Armstrong-Spallumcheen	June 4
Mary E. (Goostrey) Peterson	Vancouver	May 13
Margaret V. (unknown) Rimmer	Mission	April 20
Barry Donald Saunders	Nanaimo	February 24
Robert W. Scott	Williams Lake	January 11
Elvaretta J. (Wyatt) Sinclair	Central Okanagan	February 25
Richard P.P. Specht	Vancouver	February 2
Florence A. (Sangerloo) Unruh	Surrey	January 1
George Nathan Wilson	Prince George	March 7
Retired	Last Taught In	Died
Arthur Arkwright	Vancouver	March 20
Henry Obediah Bell	Vancouver	March 20
Ewart Harry Bowering	South Okanagan	March 12
William A. Bride	Vancouver	July 8
Alexander Burns	Vancouver	April 24
Jean W. (Baillie) Burton	Coquitlam	June 12
Freda A. (Water) Calhoun	Vancouver	June 14
Lewis J. Clark	Victoria	March 5
Eileen (Winch) Cox	Maple Ridge	May 5
Jeffrey Aikin Cunningham	Victoria	April 22
Theodore G. Currie	Vancouver	July 11
Marguerita L. Curtis	Burnaby	March 1
William H. Fenton	Vancouver	March 25
Helen M.C. (Moore) Gilmour	Skeena-Cassiar	February 24
Alexander W. Jones	Vancouver	June 16
Grace F. Jones	Vancouver	March 8
Vernor Wilfred Jones	Kamloops	May 10
Gertrude A. (Nelson) Laing	Alberni	May 20
Samuel P. Morin	Surrey	August 14
Catherine M. (Duffus) MacKenzie	Vancouver	February 9
Mary MacPherson	Vancouver	June 3
Sandre McCallum	Langley	June 19
Daniel P. O'Connell	Penticton	January 23
Lillian (Wall) Randall	Education Department	June 10
Jessie C. Roberts	Victoria	June 7
Montague B. Saunders	Vancouver	February 21
Anna B. (Albright) Skeet	Chilliwack	June 5
Dorothy E. White	Victoria	January 20
Leonard Austin Wrinch	Vancouver	April 7
Daisy M. (unknown) Yewdall	Vancouver	February 7

Philosophy Course in Schools

The time is ripe for introducing philosophy courses into the secondary schools of B.C. Philosophy 12E was given in two semesters at Princess Margaret Senior Secondary School and seemed to find acceptance with the students. I would like to acquaint your readers with the existence of such a course and to invite them to try to

introduce philosophy as a school subject in their own schools. Any requests for help and information should be addressed to me at the school, 12870 - 72 Avenue, Surrey V3W 2L9.

My project is to get philosophy accepted as a regular part of the B.C. curriculum. This project, which is being funded by the Educational Research Institute of B.C., consists of preparing
Continued on page 27

What we do with system ?

The government's White Paper on Education has promoted much discussion on education. Unfortunately, many of the most vocal advocates of change have little knowledge of the ideals on which our system is based. Before we can recommend changes, we must know the economic, cultural and political forces that influenced the development of the school system we have now. The principal of Coquitlam's Centennial Secondary School suggests 12 factors we should keep in mind when we discuss the White Paper.

Should the school

W. L. MELVILLE

British Columbia is once again faced with the age-old problem of looking at its education system with the intent of change. The Minister of Education has produced a White Paper, which is intended to be a blueprint for discussion she hopes will lead to new directions.

Change, of course, is a word that means different things to different people. Some see it as a return to the good they feel we have obviously lost. Others see it as a move to some state of being or organization we should actively seek.

Anyone who has studied human behavior in a heterogeneous society like ours knows that the number of conceptions of change vary as much as the individuals and groups who make up our diverse society. Therefore, if we are to discuss the White Paper, we should attempt to understand clearly what we want when we use the word change.

To that end we must pause and give serious thought to what is, and what has been, in our society. We make a serious error to take any event or time in our history and to arrive at conclusions without giving thought to the events and motivations that gave rise to the particular time to be investigated. We believe this, or we shouldn't give such prominence to the study of history and social studies.

According to Collingwood, in his study of change and progress in *The Idea of History*, '... change which does not incorporate the best features of what it is changing from will not lead to progress, and change which does not understand what it is changing from will not lead to progress.' He further states: 'This understanding of the system we set out to supersede is a thing we must retain throughout the work of superseding it, as a knowledge of the past conditioning our creation of the future.'

Unfortunately, many of the most vocal advocates of some kind of change in our school system have little knowledge of the ideals upon which our system is based. Generally, they have little real knowledge of what actually goes on in a modern school.

Anyone preparing for a rational discussion of the White Paper should spend some time discovering what is really happening in our schools today. Not just the problems of our worst examples, but also the many fine accomplishments of our best. Not just in terms of our failures, but also in terms of the great strides forward as shown by our successes.

People wanting to engage intelligently in debate should spend some time reading many of the excellent sources on comparative education. If they do not

pause to make such a study, they will not gain the needed perspective for change that comes from understanding how our particular system of education came about.

In short, before we can recommend changes in the system we have today, we must investigate the particular economic, cultural and political forces that influenced the development of the educational system we now have. Not to do this is dangerous, because no change acceptable to the general public can be effective if it is made without studying the forces and ideals that shaped its history.

We have an example of this folly in our recent past — some people in political power thought that a change in political party would automatically provide a society open for radical philosophical changes in its schools. This misreading of the general public, which had not experienced an economic or cultural change, put certain political figures and their employees out of step with the public's wishes. In fact, unless there were a slowdown, these people were rapidly becoming, not agents of change, but political liabilities.

As soon as one studies the history of our school system it becomes apparent that, in a national sense, we have an organization that is characterized by

provincial control with delegated responsibility. This delegated local, or in our case provincial responsibility, may be in turn delegated to the local district or school. The nub of our problem today lies in how much authority and responsibility is delegated to the local district and/or school.

In B.C. responsibility has been divided between the provincial authority and the local school authority. Should local control remain or be increased, or should there be more central control? (I have included the latter for the sake of reality. Although most see the Authority and Responsibility section of the White Paper as advocating more local control, there are strong forces in the present government that already are advocating more central control.)

TWO MAJOR INFLUENCES

Where did this system of a division of responsibility come from? To find the answer to this, one must study the educational systems of the two major countries that have had the most influence on our development — England and the United States. Briefly, the United States is an example of strong local control, with local school boards separate from central governments and municipal councils. This type of organization was set up to separate local education from partisan politics and religious persuasions. National or state assistance and control is minimal and advisory in nature.

England is an example of a division of responsibility between national and local authorities, with a great deal of autonomy in the local school.

One can see at a glance that because of the background of the pioneers who developed this province and the strong cultural ties with the United States, we have a system that is a blend of the two. Until now we have felt that there is a central responsibility to ensure equal and quality experience for all. However, this central involvement was to be on a nonpartisan political basis, because we have felt that education is too important in our society to be tied in with partisan politics at a local or provincial level.

In essence, then, we have central control and a degree of local autonomy. We have held (until now) that school boards should not be fiscally dependent and that their budgets should be a statement of educational policy in financial terms. We have felt that those who control the budget have the last word regarding educational policy. We have felt that our schools can best serve all society if they are kept free of partisan politics and control. To quote Willard

Givens, we feel that, 'There is no other public service where partisan interference is more disastrous than in education.'

Usually our concerns in this area are centered on the degree of participation we have in local education matters. We know from experience that there are those in government and other power positions who promise us more participation when in fact their actions demonstrate quite the contrary.

To remove local taxation, to advocate central bargaining, to enlarge the bureaucracy, and to introduce partisan politics into the schools are hardly examples of the promise of increased local control. There are some who say that the classroom teacher is going to get more of the action, yet there are signs that the real power decisions are going to be made far from the local school and/or district. This is a direct contradiction of the historical evolution of local control, developed from the two founding systems.

If we are going to change, in what direction should we go? What direction will be acceptable both historically and culturally to the majority of our society, no matter what their political beliefs? Are we being fooled into playing among ourselves while the real action takes place farther and farther away? Are we

Children in modern schools can work by themselves with the assistance of new technologies.



being conned into effecting change based on negative rather than positive thinking?

Are we being used to develop a partisan political direction (as stated in the *Proposed NDP Education Policy Statement, 1973* to '... assist in the development of a democratic socialist society...')? Are we in danger of developing a direction for change based upon the worst schools, the worst principals, the worst teachers, or are we to develop a wise sense of history and build upon the best? Are we to legislate based upon the worst and thus place limits and restrictions upon the best?

FACTORS TO CONSIDER

I could go on and on giving examples of how the illusion of democracy really is a denial of the freedom we really want.

Therefore, to establish a base for discussion with the government and within the Federation, I propose that in our suggestions for change we consider:

1. That the general system we have is good and is in keeping with our desire to provide the opportunity for educational growth to all. Our aim to provide wholesome human growth and development for all citizens is still paramount.
2. That the American concept of local nonpartisan control is in keeping with our historical background. Our pioneers deliberately developed this concept after leaving centralized, elitist, partisan political and religious school systems in their mother countries (a fact often forgotten by those who look back to the 'Old Country' for their model for B.C. today!)
3. That we reaffirm the necessity of a degree of central responsibility to ensure quality and to provide equal opportunity for all, even in poorer areas of the province.
4. That we adopt the best of the English system of strong school authority. This would involve decision-making, particularly in the area of curriculum, in the schools. It would also involve a flat administrative structure with as few as possible 'experts' outside the schools — either in the provincial structure or the local school board structure.
5. That we give attention to the degree of delegation of authority. This is most important provincially, locally and in the school. Authority to make decisions and to be held accountable in the breach must be encouraged. Active, involved people can grow only if they are encouraged to participate and to know that their opinions and advice are not only listened to, but also acted on.

6. That we maintain that authority, responsibility and accountability must be coequal. There is enough evidence to show that this area must be as close as possible to the individual school. It is notable that countries with centralized systems of educational administration seem to be less hospitable to new educational movements than those in which the administration is decentralized.

7. That we should be wary of the growing tendency to centralized fiscal control and apparent school district autonomy. A power shift from a large structure provincially to a large structure locally only develops dozens of Departments of Education. We must reaffirm the British model of power and authority in the schools.

8. That to gain authority, we should guard against punitive legislation designed to 'get' those teachers and administrators who resist accepting the responsibility of shared decision-making at the site of the education action.

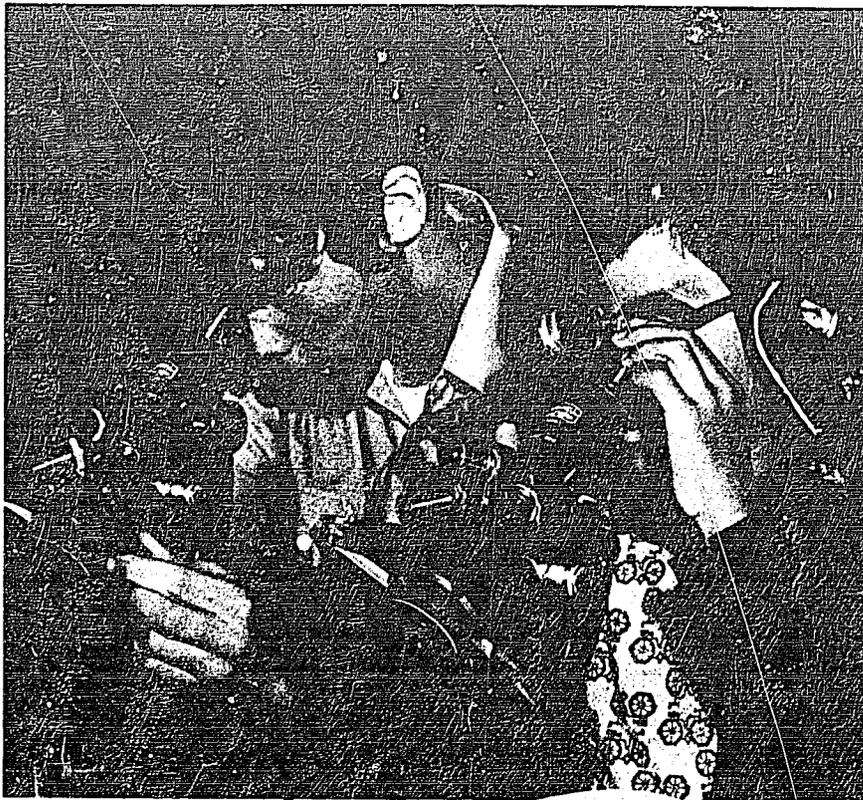
9. That there is nothing wrong with developing a strong school staff, led by a strong, secure, risk-taking principal. There is much evidence to show that most of our changes over the years have been centered in schools staffed by these kinds of people. Having a principal who is competent and in touch with the '70s and who is close at hand is conducive to positive change. Having a principal whose risk-taking is restricted from without or whose performance is based upon satisfying pressure groups from within is not conducive to positive change.

10. That there is nothing wrong with continuing to develop a strong, united Federation dedicated to developing a spirit of involvement in the school and protecting the rights of its members.

11. That just as we fear a nonsensitive and nonconsulting bureaucracy in our school system, so must we guard against this same type of monster in our Federation. Positive change often comes slowly and cannot be developed by 'getting' the worst either in our school system or in our Federation.

12. That we resist being the agents of partisan politics in our schools and having undue restraints placed on our ability to serve all society by being involved in partisan politics in our Federation.

If we keep the foregoing in mind when discussing the White Paper and hold to our historical roots, which demand central responsibility and suggestions coupled with local autonomy, we can change our system in fact rather than just in form. If we recognize that much of



what we have is good, and that strong leadership will improve it, we can continue to offer the best to all citizens.

If we recognize that power must be close to the action and not in Victoria, not in the BCTF, not in the BCSTA, and not in the school board offices, we shall move closer to a system that will meet the needs of the communities and the individuals we are dedicated to serve.

There is no need either for the centralized authority of England or the massive school board structures of the United States. There is a need, however, for a blend of the concepts of the local, nonpartisan autonomy that is a strength of the two founding systems.

Authority and responsibility are vital parts of the White Paper. We should not study them, however, to provide better or more socialism for the present government or better or more capitalism or whatever for the other political parties. We should not seek clarification of authority and responsibility for politicians outside or within our Federation.

We should seek clarification of a structure that will be acceptable to, and serve, all segments of our society. Our students and the future will not judge us on our success now or our popularity with different forces in the power structure, but on our contribution to the best use of Authority and Responsibility to benefit the society we are all committed to improve. ٥

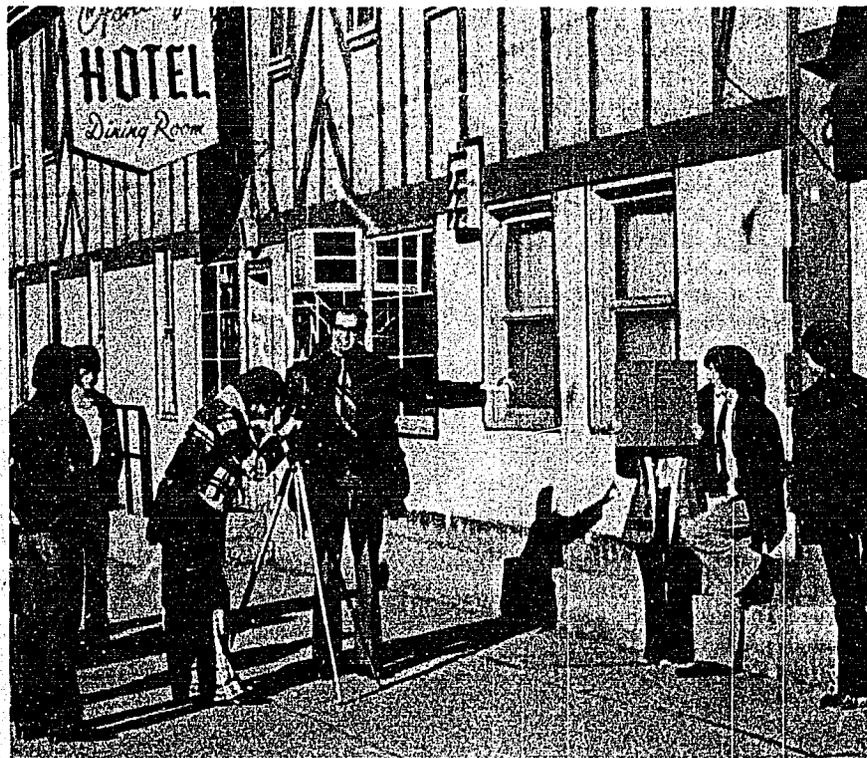
We must see to it that equipment and supplies are provided so that all children will have equal opportunities to learn, even in the poorer areas of the province.

School movie-making made easy

JACK BASTOW

Film-making can be a rewarding educational experience for students — and a most enjoyable one. Here's what to do.

Making a film develops awareness of the necessity of teamwork for a finished production.



Film-making as a class project offers many rewards to both the teacher and the students.

Interest and involvement by the students is very high, and most students will tell you afterward how much they feel they have accomplished by making a film. The teacher's main problem is to create a balanced sense of involvement on the part of the class members; film-making is therefore a better project for a smaller class. If the class is a large one, two or more film-making teams must be formed.

Surprisingly little equipment is required, and the cost is nominal — one or two rolls of Super 8 film will cost only \$5 - \$10. When you consider that this will provide two or three weeks of stimulating activity, you will see that film-making can be one of the better bargains in education.

Minimum equipment required is a Super 8 camera (which is normally fitted with a zoom lens and a built-in light meter) and a sturdy tripod.

The new High Speed Ektachrome film makes lighting equipment unnecessary for indoor scenes and greatly simplifies the work. Kodachrome film is preferred for outdoors because of its finer definition and color. If part of your film will include interior as well as outdoor scenes, use High Speed Ektachrome for both.

The mechanics of movie-making are extremely simple; the camera loads with a snap-in cartridge, and the exposure is automatically set by the camera for any lighting condition. Viewing and focusing the scene are done through the lens that takes the picture, and effect of the zoom control can be studied perfectly as you change from wide angle to telephoto. For exact focus on closeups it is not a bad idea to use a tape measure from the camera to the subject to ensure precise setting of the distance scale on the lens.

The artistic side of film-making is more difficult and provides an unending source of satisfaction to you and your class as you solve the more difficult problems. The following is the step-by-step procedure I have used for the last several years.

The first step is to discuss with the class the value of making a film on a topic suitable to your course and note some initial thoughts on topics and themes. Next, draw from the class a list of the various persons required to make a film and what their jobs entail. Explain to your class the role of the producer in raising the money to make a film. You, of course, are the producer of this film.

You must have a script, a director, a cameraman, a sound crew, and possibly

lighting, sets and props. Class nominations for these positions should allow you to draw up a table of personnel. All persons involved should have a reasonably clear idea of what they will be expected to do.

The next step is to explain to the class a few of the devices used to provide variety and interest in a film. Of these the following are the most important:

Length of Scene This may vary from a fraction of a second to 20 or 30 seconds; a good average is about eight seconds. Show how the tempo of the film is set by constantly varying the scene lengths.

Camera Angle Constant eye-level shots become monotonous, so explain the value of low angle viewpoint (worm's eye view) and high angle viewpoint (bird's eye view) to provide variety.

Demonstrate how changing the angle of view from floor level to shooting down from above (in a series of short cuts), while someone walks across the room, can give visual interest to a dull action.

Lens Angle The wide angle position of the zoom lens is used to include several subjects and show their relationships. It also is used for the overall view called a *long shot*. The normal lens position provides for the average scene or *medium shot*. The telephoto position of the zoom lens has its greatest value in producing the *closeup* or isolating a subject.

Most of the time the zoom lens will be set to provide one of the above framings. Use the continuous zooming feature of the lens sparingly, and only when it's appropriate — as when zooming in to show the shock on an actor's face or zooming back to include a panorama.

Camera Movement 'Panning' is the motion of the camera from side to side about its vertical axis. 'Tilting' is swinging the camera to point up or down about its horizontal axis. 'Dollying' is movement of the entire camera forward or backward to the subject, sometimes on a wheeled dolly. 'Trucking' is the movement of the camera parallel to a moving subject as in photographing a car in motion from another vehicle beside it.

These camera movements can often provide motion to the picture when there is no motion in the scene itself. Skillful use of camera movement can make even maps and drawings or statues and other inanimate objects seem visually interesting.

It is a good idea to have the students take notes of these terms and act out, with the equipment in hand, the various procedures used to make a film interesting. You may wish to run off

some explanatory handouts.

The third step is to create a suitable script; normally this is written up in the form of a storyboard.

A sheet of paper is ruled down the middle and then divided by horizontal lines every few inches to provide a set of boxes. In the lefthand box a floor sketch of the position of the camera and subjects should be made. In the righthand box a statement of the scene should be written in the following manner:

First, *CU*, *MS* or *LS* should be printed indicating the type of shot (closeup, medium shot or long shot).

Second, a description of the action of the scene: e.g., 'Joe thoughtfully opens his book at the desk.'

Third, suggested length of the shot, i.e., seven seconds.

A third column may be included for spoken commentary and music cues. This column would include the audio portion of the film, which can be taped when the film is returned from the processors.

Divide the class into a number of small groups and assign each one a few scenes to write up in storyboard form. The class as a whole can discuss the scenes they would like to include in the film, and a list made to be assigned.

When you have your script, or at least part of it, then, and only then, should you attempt to go out and start filming. Spontaneous additions to the script will suggest themselves when you are out filming and these can be worked in, but without a guide and an overall concept you will be lost. A good idea is to have a couple of students make a written record of the actual shots taken and their duration and check this against the master script. For every four-minute cartridge of film you use, there will be some 20 to 30 scenes, so you will appreciate the necessity of keeping everything straight.

When the film comes back from the processor an inexpensive editor may be purchased or even rented, and with it and a splicer you can eliminate poor takes and tighten up the scenes so that the film flows well.

Super 8 sound projectors allow you to have the finished, edited film sound striped and then the sound track can be wedded to the film permanently. However, very few schools will go to the expense of a sound projector (\$300-\$400), so the sound will normally be put on a tape recorder.

A portable record player or another tape recorder can be played to provide background music while class members narrate the film. Suitable music can

enhance the effect of a scene enormously, and even recording by microphone from a record player will be adequate. Ideally, a microphone mixer should be used, but this is not often possible.

The tape and the film can seldom be perfectly synchronized, so that actual speech from the actors is not possible. A certain amount of leeway should be allowed in the narration. In other words, don't plan to have the narrator begin precisely with any given scene.

Titles may be filmed at any time and may consist of letters laid on colored backgrounds, or photographs, or even letters stuck to glass or acetate so that the camera may film right through to a scene behind. Don't neglect titles, for they add a finished and professional look.

Although the process is time-consuming, it is possible to animate short sketches of film or titles by having a camera equipped with single frame release. Tripping this release two or three times between changes can make little figures seem to move or letters appear and disappear.

I hope I have given you enough suggestions and warnings to enable you to avoid most of the pitfalls of filming. Even a beginner, if he/she takes filming step by step and looks at good educational films for ideas, should be able to turn out a very creditable film. So good luck and good film-making.

The writer is A-V co-ordinator at Ashcroft Secondary School.



The cameraman should work from a prepared script for best results.

We've had our fling with innovative education. I think we're hurting. Some of us seem pretty bitter right now. Some seem just tired, but we all are older and less idealistic.

Abandoned innovations litter the landscape from K to 12 and beyond. The '60s were the innovative era in North American education. What happened in schools during those years was part of the larger happening right across society.

In the '50s, there was no need for innovation. We all basically believed in the system. It was a period of almost unchallenged belief in the rightness of our institutional life. The Cold War had polarized the world into good guys and bad guys. We showed who we were through an unprecedented boom in church attendance. Each fall, auto manufacturers reaffirmed our fundamental faith in progress, expansion and consumption.

Education was taken for granted as the key to success and criticism of this 'OK world' was not tolerated. Unbelievers and heretics were hunted down by senate investigating committees.

As a high school student, I never questioned it. In fact, I don't think I questioned, period.

In the '60s the cracks began to show. The trusting attitude of the previous decade was hard to maintain in the light of *The Lonely Crowd*, *Black Like Me*, *Honest to God* and *Growing Up Absurd*. As the Cold War subsided, we began to examine our own social structures and new criticism emerged. Yet, we were confident that reform was possible and that the system was basically sound.

Authoritarians are urging us into ways reminiscent of the '50s. I'm not ready to go. We can either recreate an authoritarian past or get serious about a democratic future.

Indeed, so confident were we that we seemed to thrive on exposing new social ills. Institutional reform became the new frontier. The civil rights movement and Vatican II were expressions of the heady optimism of the time.

For me, as a university student in the mid '60s, Pete Seeger's 'We Shall Overcome' captured the mood. We believed it all could be done — that we could do it. All it needed was enough courage and enough work. Now, a decade later, I'm almost embarrassed to think back on those beautiful years. We must have been so naive.

The lesson of the later '60s was that the established order was more impermeable to reform than had been imagined. A whole society found itself sucked into a morally absurd scene in Southeast Asia. At home, a King was murdered and a war on poverty lost. Vatican II bogged. In schools, the first wave of young reformers — Kozol, Kohl and Herndon among them — were shattering on the rock of the educational establishment.

With the frustration of moderate reform, the mood became apocalyptic. If ever we felt on the verge of a New Age, I think it was in the years 1967-69. It seemed impossible for the institutional center to hold. It was exhilarating and frightening at the same time.

The excitement came from a sense of social renewal, not just institutional reform. The nudity and innocence of 'Hair' was Eden-like with its sense of new beginnings. Woodstock — and, I think, Expo '67 too — celebrated the in-breaking of the new order. Dylan and the Beatles were its heralds; McLuhan and

The new authoritarianism

BILL HRYCHUK

The author is a staff member of the Community Oriented Education (CORE) program at M.E. Lazerte Composite High School in Edmonton. The article is reprinted with permission from The ATA Magazine.

Reich its chroniclers. It was frightening in the irrationality behind much that went on and in the sense that it was beyond human direction. Times they were a-changin' sang Dylan, and courage and work had little to do with it.

It was more an inexorable outcome of history in a moral universe. Historically, people sensing themselves at the threshold of Apocalypse have responded either by withdrawing into utopian communities that forerun and witness to the in-breaking of the New Age, or by confronting the prevailing power structure through dramatic acts that, as it were, force the hand of history. During the late 1960s, these responses took the form, on one hand, of a short-lived flourishing of the free school movement and, on the other, of the recurrent besieging of university buildings by campus radicals. Illich's *Deschooling Society* (at least as North Americans read it) was a kind of ultimate vision of Apocalypse in education.

For those of us whose social consciousness had been shaped earlier in the decade and so were only associate members of the counter culture, the Avie-posture was all we had: we tried harder. In 1968, I sailed out of college and into an Edmonton high school all set to Bloom's-taxonomy-inductive-learning-Thelen's-model-multi-media-behavioral-objectives-inquiry-approach-Flander's-scale-classroom-questions-overhead-projector-structure-of-disciplines-original-documents-values-issues-Dangerous-Parallel-and-other-games-relevance-and-learning-skills my way to the liveliest classroom any wide-eyed, mind-boggled kid ever had the good fortune to be in.

In a film called *Vanishing Point*, a car driven by a harassed protagonist slams high speed into the blade of a bulldozer positioned as a road block by state authorities. It was 1972. (*Easy Rider* had gotten *his* some months before.) Even as the debris was cooling, the rest of us were cashing in our social vision and beginning to write notes to ourselves. Soon we were heading off to encounter groups and taking up transcendental meditation. We moved from Apocalypse to an individualistic pietism. If we hadn't affected institutional change, we might at least humanize our immediate relationships and personal lives.

Where the 'vanishing point' occurred in education is hard to say. Perhaps it was wherever innovators slammed headlong into the 'hidden curriculum' of bureaucratic values operating just three inches below the official philosophy of almost every public school. In any case,

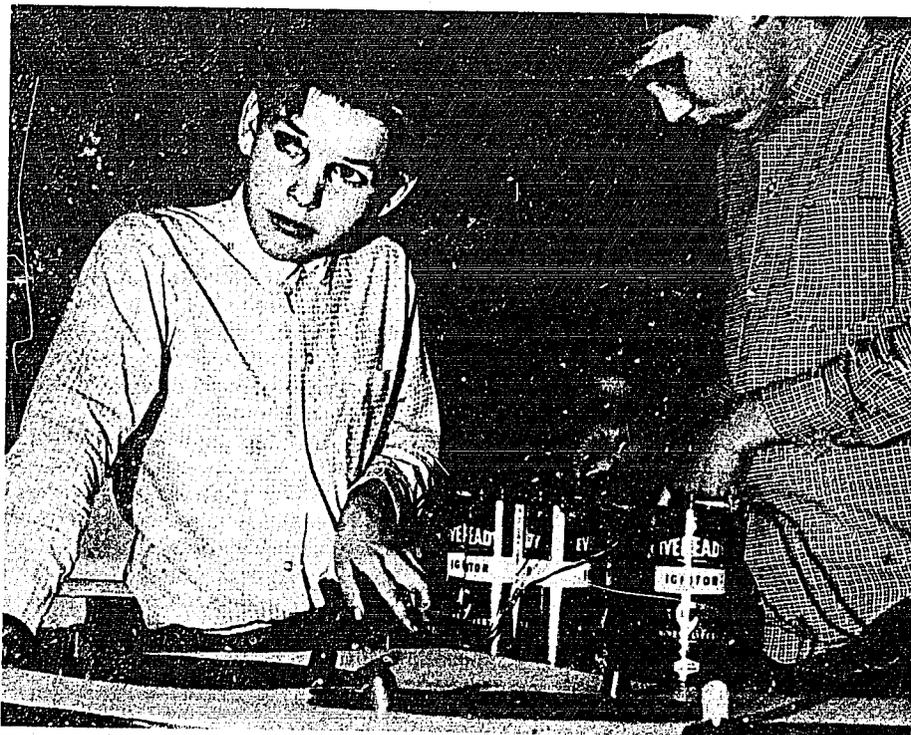
we seemed to tire of change — felt somehow betrayed by it. The open areas were quietly partitioned; teaching teams drifted apart; bridge again ruled the staffroom.

In spring of 1974, we stand in line to see *The Excrcist* and nostalgia trip to simpler times. There seem few dreamers left. The world seems possessed by principalities and powers over which we have little or no control. And we're not so sure they're benign. In such a world, it is natural that people are moved to seek stability and reassurance. This is certainly the case in the schools.

We are witnessing the emergence of a new authoritarianism in education. Increasingly, at conventions and in staffrooms, the tone is reactionary, the arguments recurring. Innovative teachers, it is said, are naive in their estimate of human nature and weak-willed in demanding work from their students. They make life harder for the

in educational history; the '40s and '50s provide the normative models for teaching and learning. The movement is toward a tightening up, a return to fact-oriented education, a reassertion of external standards, and the strengthening of teacher control. Its context is authoritarian.

It is important to clarify the central issue in all this. The issue is not whether we are innovative or traditional, permissive or demanding, free form or structured. The usual lumping together of innovation and permissiveness, for example, only confuses the issue. No one likes chaos. I cannot imagine any teacher — innovative or traditional — who does not desire honest effort from his students. Even in the most Summerhill-type free schools, permissiveness is seen only as a means to *real* learning, as opposed to classroom gamesmanship. Of course, things don't always work out. On the



The pupil discovery method of learning was an innovation of the '60s. Has it become one of the abandoned innovations that litter the landscape at all levels?

more traditional teachers who, alone it seems, demand honest effort. Current theory and research are faddish and misdirected. School critics undermine confidence: they should keep silent or be ignored. Students have little notion of their real needs: they require constant direction, supervision and control.

These lacking, they do not learn. At best, they dabble. Growing apathy, disrespect and arrogance result from permissiveness in the classroom. The last 15-or-so years were a trivial sidetrip

other hand, there are undoubtedly traditional teachers who are intellectual frauds seeking security behind the protective structures of authoritarian classrooms. And when *that* scene cracks up you've got real chaos.

The fundamental issue is not these. It is whether we are to proceed in a manner that is basically authoritarian or basically democratic. It is whether we intend to complete the task set out a decade and a half ago, namely, to bring schooling into line with a vision for a just and open



It will take some time to discover those structures and techniques that enable learning to happen in a democratic context, but we must persevere.

society in North America. School reform roots back to the struggles over racial integration of the public schools in the American south during the late '50s.

There are no authoritarian short cuts to a democratic society. People learn to live democratically by having to live democratically. It is the only context in which the demand that they grow in responsibility makes any sense at all.

I'm not sure we know how to educate in a democratic context. After all, the schools most of us grew up in were pretty authoritarian in structure, shaped as they were by a quarter century of ideological competition and high-g geared industrialization. World War II confirmed the military and the factory as dominant models of organization in North American schools.

What am I saying? It's one thing to go on building theoretical structures all over the place, but it's quite another to think in the first person singular. Am I really saying that this all applies to me — to my own experience as a student in five Edmonton public schools between fall of 1949 and spring of 1961?

It's heavy. Because it means dealing with a Grade 2 teacher I'd promised myself I'd someday marry, with the man I had in Grades 4 and 5 for whom I held absolute respect, with the lively little gal in Grade 8 who took delight in kids, with the tough old guy who got even me through Physics 30, and with all the others, good people, most devoted teachers.

It's heavy. Because it means revaluing my past and all that it meant to be a successful student. But it applies.

It applies because I was a successful student without ever having to question. It applies because I was a successful

student without ever having to take responsibility for struggling through the shaping of my/the world. It applies because I was a successful student and graduated with a sense of powerlessness. It applies because I was a successful student who, 13 years later, is still having to work through his authority hang-ups — like, school principals still scare the hell out of me.

It applies for many other reasons too, but especially it applies because I am now a successful teacher and it sometimes occurs to me what life-wrecking authority I hold over kids, most of whom never really asked to do what I'm making them do in the first place.

As I say, I don't think we know how to educate democratically. Usually our attempts have grown soft and mushy by mid-November and we've scurried back to our authoritarian ways by the beginning of March. So we'll have to learn to be hard-nosed about it. It will mean hanging in there as long as it takes to discover those structures and techniques that enable learning to happen in a democratic context. And it will likely take some time. And considerable discomfort.

In the meantime, the new authoritarians are urging us into ways reminiscent of the '50s. I'm not ready to go.

Those schools weren't particularly good for me as a student, and I can't imagine them being good for me as a teacher.

Moreover, we don't have the right to go back. Not before we've either done what we set out to do, or at least repudiated the ideas and ideals that moved many of us to set out in the first place. Line by line and page by page. If

we go, it should be knowing what we're doing and not just because we've lost our nerve.

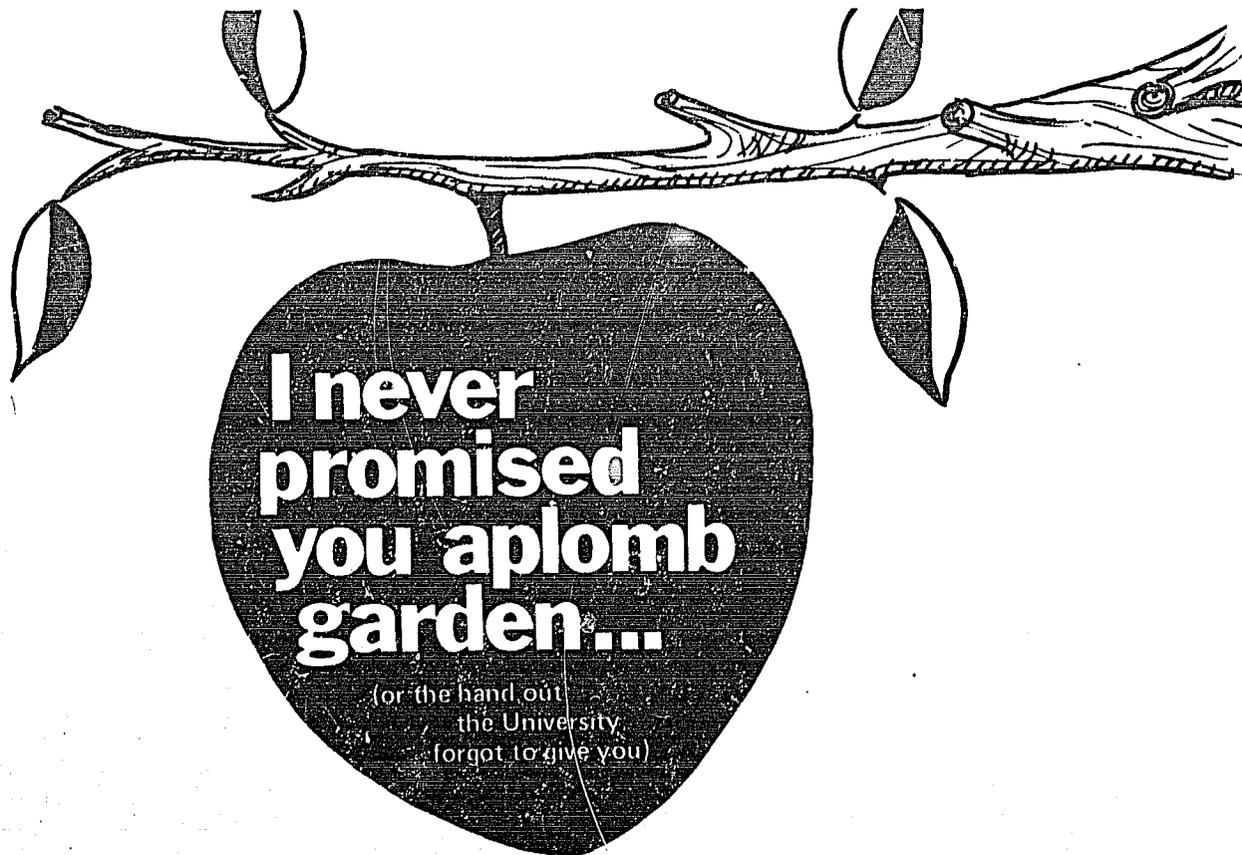
Finally, we may not be able to go back, even if we should want to. The world has changed.

So we're at a critical point. We can either try to recreate an authoritarian past or get serious about a democratic future.

In either case, I think it means the end of innovation as it characterized the past decade or so. I refer to those changes — many of which I identified with along the way — that proved to be largely unrelated and superficial adjustments on an authoritarian model. I think it is fair to say that the majority of innovations of the past 15 years merely served to renew the image and streamline the machinery, while preserving the inner structures and leaving the institutional values untouched.

In spite of all intentions, innovative teaching was a subverted activity. (That's what was dawning on us as the guy in *Vanishing Point* was being conformed to the shape of a bulldozer blade.) So much that happened in the name of curriculum reform — the whole values thing, for example — was simply undermined by a more formative but unwritten institutional curriculum that people like Friedenbergs were pointing to back in the early '60s, but that we still don't take very seriously.

The innovative era is passing. The conservatives don't need it, the present mood being what it is. On the other hand, for those with a still great uneasiness about the state of the schools, the Band-Aid measures of a thousand innovative projects simply cloud the picture. *oed*



SUSAN McFADDEN

You've forgotten already what those first couple of weeks were like? Here's a delightful reminder.

Being a somewhat neurotic person and facing a new school and district in the fall after a year off to attend university, I recurrently lapse into periods where my life passes in front of me, particularly that segment spent in the role of (blare of trumpets, roll of drums) 'a first-year teacher.'

In reflecting on some personal initial experiences as such, it occurs to me that various minor but nonetheless vital situations perennially face the beginning teacher (especially that variety accepting a teaching position 500 miles from anyone or anything familiar or secure). Obviously the universities could not possibly have neglected or ignored these rather sensitive areas in their teacher training programs, so one can only presume that the novice was remiss in attending the lectures that dealt with the options for action open in these situations.

In an effort to compensate for the first-

The writer is a former academic assistant to UVic's Faculty of Education. She now teaches at Victoria's Braefoot School.

year teacher's seeming lack of familiarity with the handling of some of these finer points, the following list of suggestions is advanced for scenes that, while specific to my own past, will no doubt be recognized as constants in any beginner's emerging career.

1. When en route to the first orientation session with your principal, and, if the school happens to be six or more miles from the center of town, it is advisable to not pick up any hitchhikers on their way to downtown Europe. Within the distance traveled it is very probable that your riders' complete joviality and lack of responsibility will have unnerved you for the mac'ling to which you are headed.

2. After parking your car in the school lot, make a mental note of at least one roadside landmark that will in future serve to warn you of the turnoff to the parking area that you just took at 65 mph. Foreknowledge of this turn also prevents further aggravation of the mild cardiac arrest you have just suffered.

3. If, when you enter the main hall of the school, a somewhat sooty man wearing a T-shirt and jeans emerges from a hole in the floor, do not query shortly, "Hey, Mac, where's the office?" This man is your principal and as a rule prefers to be addressed as Mr. Mac.

4. On your first day of school, when Susie Smith returns from a trip to the washroom soaking wet and explaining that she has fallen into the toilet, do not prepare to panic. This is an annual event and your principal has a change of clothes for her in his office.

5. Do not try to do a fellow teacher a good turn by disposing of the green garbage bag you see sitting just inside his room, for when he arrives in the staffroom and asks, 'Has anyone seen the shells I collected on the Mediterranean beaches all summer?', you will again be subject to cardiac arrest difficulties.

6. When your principal asks you to pick up the movie he has ordered for

Continued on page 28

TOWER TO TRENCHES

Can teachers and education professors really understand each other's problems? Here's one effective way – by exchanging positions. In Victoria a secondary teacher and a UVic professor changed places for a semester – and both learned a lot.

Teacher, have you ever wondered what it would be like to teach in an ivory tower? Professor, have you ever wondered what it would be like to be in the front line trenches day after day?

In Victoria two people have stopped wondering. They know first-hand what 'the other world' is really like, because they lived in it for four months.

For the fall 1973 semester, Margaret Parker of Mount Douglas Senior Secondary School exchanged places with Ted Horne, an Education professor at the University of Victoria. Each performed the duties of the other for the full four months – and each wished the exchange could have been longer.

Margaret's assignment included Math 160 (Mathematics for Elementary Teachers) and Education 761 (Curriculum and Instruction in Secondary Mathematics), responsibility for Education 498 and 798 seminars, and supervision of student teaching in secondary mathematics. Ted taught Math 11 and 12 and Computer Math 11.

The plan was simple to implement, for it was received with keen interest and approval by both school and university administrations.

The comments that follow are brief reports from the two participants.

In The Ivory Tower

MARGARETE E. PARKER

My role in the exchange may be considered a supporting one, but it was

a gem of a part to play. The first reaction of a teacher with large classes in an overcrowded school was one of delight at the luxury of an office with a telephone and shelves of books, at the exhilaration of working with small groups of future teachers, at the time for sharing ideas and frustrations in the casual talks and formal meetings with faculty. A great joy, but ephemeral.

The second reaction was more lasting, the recognition that there is a role for each of us classroom teachers to play in training student teachers. Since the Secondary Program student at UVic spends one-third of his professional year practice-teaching, many of us have a direct influence in his training. Now that I know better what the University does in its two-thirds of the year, I know what more I can do in the classroom to complement and complete the training. I should like to share with you some notes that I wrote for myself, some resolutions that I plan to recall in sponsoring future students on their first practicum.

1. If the student has entered the teacher training year with a degree from another faculty, there has been very little time to prepare him for his first practicum. Even if he is in his fifth year of Education, his mental set is still basically that of the student rather than that of the teacher. From his methods courses he may know something about the curriculum; have learned to plan a course, a unit, a lesson; have heard some wise words and done selective reading on classroom

The Dean Says:

Most of us would agree that there are a great many aspects of the teacher preparation process that require attention. Among these is a greater awareness of the demands, needs, and expectations of two important institutions – the public school system and the university. Much greater interaction and communication is needed between these two organizations if teacher competence is to be genuinely enhanced.

In my opinion, the recent exchange for one semester between Margaret Parker and Ted Horne is one effective means of diminishing the effect of the oft-described 'practice-theory' dichotomy. From all perspectives, it is

evident that important new insights and understandings have come about as a result of this shift in roles. Both individuals have performed diligently and well, returning to their respective organizations with a renewed respect and understanding of the complex and interrelated nature of the teacher training process. I am certain that both will be in a position to make a greater contribution to the professional development of teachers. Greater efforts should be made to encourage further exchanges of this type.

K. George Pedersen,
Dean of Education,
University of Victoria

management; and know what is expected of him as a student besides watching where he parks his car and coat and always paying for his coffee.

For immediate use in the classroom he will have a background in his own subject area more up-to-date and possibly more extensive than yours; he will have some knowledge of testing and some of children. In spite of this, however, he must be considered a beginner, one who is just starting his training, not one who is nearly finished. Now, for the next three weeks help him to gain a worth-while practical experience. Don't complain about what he hasn't been taught; teach him what he needs to know. When he returns to the university, his theory courses will have much more meaning for him.

2. The student would appreciate knowing that he is welcome to sit in your classroom as an observer. Tell your school co-ordinator that your classroom is open to observation, mention it to the faculty supervisor who comes to see the student. Go one step further and make the student feel welcome. Don't let him just sit back there. He's been sitting in classrooms for seventeen years.

If he will be teaching your class, have him start to learn the students' names. If the structure is to teach the class as a group, tell him before the lesson to watch for words and phrases, for example those which control, direct, or encourage. After the lesson discuss techniques, the type of class, or other special considerations. Encourage your student teacher to move around as you do to help individuals. If your class is based entirely on an individualized approach explain the structure, how you test and evaluate, how you plan the course. Give him books and pamphlets to get ideas from. Have him make worksheets and projecturals. As at a successful birthday party, make sure that your guest takes more home than he came with.

3. When you are assigned your student teacher, get your assignment for him ready two to three weeks ahead. Don't change it. Let him start teaching the first day. He has been encouraged to be well prepared and he did not include in his plan one day to review the last unit that you taught or one day to test it. Assess carefully the amount of time your student will need you in the classroom. One you will have to leave alone to loosen up or to establish his own method and management; another will need more guidance than you are giving him.

4. Help your student to learn the curriculum. Compare, for example,

graphing in Math 9 with co-ordinate geometry in Math 10 and the early work of Math 11. Give the student a feeling of his pupils' past, present and future.

5. It is from you that he can best gain enthusiasm for his subject, co-operation with other teachers, self-confidence in himself and his own style of teaching -- a sense of professionalism.

My final reaction was one of pleasure at the genuine welcome given to me by the Education faculty. They are intensely interested in what is happening in the schools and value the classroom teacher as a colleague in teacher training. The stage has been set for further experimental programs.

The Principal Says:

I feel that the exchange of Mrs. Margaret Parker and Dr. Ted Horne was an unqualified success. Perhaps more university staff will take the courageous step to where the action is. I must say that Ted Horne put forth a great deal of effort and entered into the life of our busy school in an excellent fashion.

Margaret Parker is a top flight teacher and Education students at the University of Victoria will be richer for having been with her.

They say that a change is as good as a rest. This has certainly been true for Margaret Parker. She has returned to us with even more vigor, inspiration and joy than she had before.

J. J. Lowther,
Principal,
Mount Douglas Senior Secondary
School.

In The Trenches

TED HORNE

My report on the exchange between Mrs. Parker and myself has been organized around questions repeatedly asked by colleagues in the school system and in the university.

To what extent did reality correspond with your expectations?

For many reasons, I looked forward eagerly to returning to the classroom, but I did wonder whether I would be comfortable in a secondary school. Perhaps I would feel like an outsider. As it turned out, I felt completely at home with my colleagues almost from the very first, but it was somewhat longer before I

I AND VICE VERSA

relaxed in the classroom. However, by the end of the semester my confidence was fully restored and I sincerely regretted that I would not be repeating the courses in the second semester.

Kids are much the same. But because of the marked reduction in rules and regulations, the relationship between teacher and student is noticeably less formal. For this reason interpersonal skills probably make up a larger component of teaching success than they did.

In a 13-year period one does forget a lot, but apart from that, two factors made the Math 12 teaching assignment in particular more difficult than any secondary school teaching that I recall. In the first place, Math 12 makes much greater demands on the student than Math 91 did. Second, and of far greater importance, the semester system requires that the material be covered at a very rapid pace.

Even after the settling down period, teaching seemed rather less satisfying than I remembered it. It was less satisfying because I sensed that despite my best efforts, I was not teaching as effectively as I did in 1960. Of course, this was partly because I was teaching courses new to me. However, I believe that the constraints of the semester system were a more important factor. Many students, perhaps most, had difficulty assimilating the material at the rate at which it was presented. There never seemed time for interesting side trips. Consequently, my Math 12 classes were less interesting than they might have been. Even so, the majority of

Margaret Parker

students did work industriously because they wanted to pass the course. Indeed, some were desperately anxious to be 'recommended' to avoid an examination based on the entire course.

Before embarking on my adventure, I had great plans for informal classroom experimentation and for various types of collaboration with the math teachers at Mount Doug. Regretfully I must report that all these plans came to naught because the routine preparation for three semester courses absorbed all my energy.

In summary, I would say that there was far more that was familiar than was new and different. However, it is my impression that, for a number of reasons, teaching is definitely more demanding than it was in the '50s. The task I undertook was much more difficult than I anticipated.

Was it worth while?

Most definitely. Both participants gained much from the exchange. And the university students in Mrs. Parker's classes were most appreciative of their good fortune.

As a learning experience, teaching at Mount Doug far surpassed my expectations. For me, the important benefits were:

1. the opportunity to find my own answers to a host of questions relating to current mathematics teaching in a senior secondary school,
2. a renewed insight into the problems of the student teacher and the beginning teacher,
3. a clarification of my thinking about teacher education in general and student teaching in particular.

Perhaps there will be other, intangible results; for example, a growing recognition of the opportunities for closer co-operation between schools and universities, especially in teacher education.

What modifications would you suggest for future school-university exchanges?

In my first draft of this report, I stated definitely that the *in toto* exchange was not the best plan. However, on reflection, it seems to me that the total immersion feature of the exchange was desirable. Had I attempted something less ambitious, I might have done a better job, but I would have learned much less.

Mrs. Parker and I agree that the exchange was all too short. We do not want a 'one-shot' exchange with each returning to his accustomed place to carry on as before. We see opportunities for further collaboration. I am certainly



Ted Horne

convinced that, for my particular role in mathematics education, nothing less than continuing contact with classroom teaching will suffice. Valuable as the Mount Doug episode was, working with senior academic students having favorable socio-economic backgrounds provided only a limited view of the range of current problems in teaching secondary mathematics.

Perhaps the *in toto* exchange is the best plan as a first step. But the ultimate goal should be continuing close collaboration both in the school classroom and in teacher education.

Which level do you prefer — secondary school or university?

I have found it impossible to give a simple, unequivocal answer to this question because each role has its frustrations and its satisfactions. My major interest is the learning and teaching of secondary mathematics. To pursue this interest, it seems necessary to have ample contact with secondary students as they learn mathematics.

In conclusion, I offer three recommendations:

1. that more opportunities be provided for teachers to work in and for the university,
2. that schools and teachers have a greater share of the responsibility for the practical aspects of teacher education,
3. that, whenever practicable, a faculty member involved in curriculum and instruction courses and/or the supervision of student teaching concurrently teach at the school level.

I SEEN HIM DO IT

VERNON GIESBRECHT

A revealing picture of the appalling behavior of some junior secondary students, written by a layman who acted as a substitute teacher, an experience he says was 'a real eye-opener.' Despite his frustrations, he became intrigued by the challenge of teaching, and is now enrolled in UVic's teacher internship program, teaching at Rosedale Junior Secondary School.

Hundreds of jostling students thunder through the halls of a junior secondary school, sidestepping a fallen classmate who is being pummelled by another boy. Apparently this tableau is a familiar part of the scenery.

A group of boys tosses bean-bags around the gym, disrupting intramural badminton games. A teacher asks one of the culprits to pick up the bags, a classmate scoffs and the first boy scrambles up the bleachers after his tormentor, catches him and tries to throttle him. The bags are finally retrieved, but when the teacher leaves, they're all over the floor again.

In woodwork and metalwork classes, students leap from table to table like monkeys, or menace each other with files and red-hot tongs.

Entering their classrooms, students knock each other's books to the floor and get clobbered in return, chatter noisily throughout the roll call and try out their latest terms of contempt on certain of their classmates.

A girl is astonished at being reprimanded for tossing a French textbook at another girl. 'I got mad and threw it. What's wrong with that?'

These few vignettes of life in junior secondary schools, glimpsed in half a dozen schools in three Fraser Valley districts during several weeks I acted as a substitute teacher, are all too typical of

student behavior.

I realized schools had changed, attitudes on discipline had softened in the dozen years since I left secondary school, but nothing prepared me for the flagrant disregard for authority and the inconsiderate, boorish behavior shown by so many of the young people.

Antics that would have meant severe punishment, if not expulsion, several years ago, are almost commonplace today and I've seen students swear at teachers, to their faces, without getting more than a lecture.

Two very noticeable characteristics of junior secondary students are their sloppy dressing habits and their apparent love of violence.

Although there are a few Beau Brummells in the crowd and although a fair number of girls dress with style and flair, wrinkled T-shirts and ink-stained jeans with ragged, soggy cuffs seem to be the accepted uniform, for both sexes. Boys and girls are forever prodding, tripping, kicking or slugging each other — and their mutual manhandling goes beyond the childish roughhousing that is a natural part of growing up.

Loving touches are evident too, of course, and students who are 'going together' stick to each other like Siamese twins, continuing their caresses in class if possible.

But if a boy reaches out for another

One girl thinks she may be pregnant again; she didn't know this could happen so soon after an abortion.

with anything other than a clenched fist, he'll likely be met with, 'I know you're hot after me, you don't have to touch me, you faggot.'

'Five girls are having abortions,' a woman teacher says in the staff room to emphasize her contention that the sex education program needs revamping.

'The only reason there weren't more is that some of the others were lucky. Some of the girls said they'd been having intercourse for three years, without any kind of birth control. They're so ignorant: one girl thinks she may be pregnant again; she didn't know this could happen so soon after an abortion.'

To generalize grossly, a large number — not the majority by any means, but a sizable minority — of the students I've dealt with are slovenly, rude, foul-mouthed, irresponsible and selfish. Yet they're given so much freedom, which they repeatedly abuse.

With a dazzling array of elective courses — law, first aid, photography, outdoor adventure and a host of others — to supplement the traditional curriculum, and teachers who seem genuinely interested in their development as human beings, junior secondary students would appear to have a good chance of becoming creative, open, caring individuals, not just repositories of memorized facts.

But they don't seem to appreciate what they've got, and I'm afraid a backlash leading to repressive measures is gathering force. Many students are getting away virtually with murder and unless teachers or fellow students put a stop to it, the schools will become

increasingly chaotic.

Who's to blame for this situation? From what I've observed, most teachers deserve more praise than censure. In fact, they should get medals for their restraint in not pounding recalcitrant students into submission.

It's axiomatic that students will try every ruse to rattle substitutes — the tack on the chair, the mixed-up roll call, the constant need to go to the washroom, locker or library, the battle over swiped books and pens. But it's as clear as the occasional bellow that resounds up and down the corridors that well-trained, experienced teachers are sometimes

Nothing prepared me for the flagrant disregard for authority and the inconsiderate, boorish behavior shown by so many young people.

driven to distraction as well.

In fact, most teachers I've met agree that a disproportionate amount of time is spent keeping the students in line, establishing an atmosphere in which learning has at least a fighting chance.

Are the children to blame? At times my prompt response would be yes, but of course their anarchic behavior may be the result of a poor home life, the general permissiveness and violence in society, boredom and frustration with school, etc. Notwithstanding these and other pernicious influences, irresponsible

behavior should not be condoned.

A discouraging aspect of the problem is that on a one-to-one basis, most of the students are decent, responsive, even moderately polite. But preening before their peers, seeking their share of recognition, even if only as a troublemaker, it's a different story.

'It really bothered me,' lamented a counselor after a 'rap' session with a group of students. 'We talked about what they don't like about teachers and the main thing was that they don't trust us.'

Trust. Classes are locked at noon hour to prevent pilfering. A student who *has* to go to his locker will wander the halls or smoke in the washroom for the rest of the period. A student will pocket the teacher's wristwatch ('Just to see if you'd notice'). A class will assure the substitute they've finished the assignment already and the regular teacher told them they could have a spare or do this or that.

Trust goes both ways and whether or not it's true that teachers aren't trustworthy, I know from sad experience that too many students cannot be left alone for even a minute or two.

'We should have only two rules,' a bright young man told me, 'courtesy and common sense.'

RARE COMMODITIES IN SCHOOL

Fine by me. Those simple guidelines could go a long way. But courtesy and common sense are rare commodities in the schools I've seen.

'What would you like teachers to do?' I asked the same student.

'Well, they should give their lessons and if some people misbehave, they should just carry on and let those who want to learn do so.'

'How are they going to hear the teacher if the others are making a racket?' I asked. 'Wouldn't it be better if the noisy ones were considerate of the others and kept quiet, even if they weren't interested in learning anything themselves?'

This sort of reasoning doesn't get through to them. Consideration for others, what's that? I'll fool around if I like and if they want to learn, that's tough. Do your own thing, man. And when the entire class is punished (say by withholding a privilege) because of the misdemeanors of a few, the 'good' students are rightly upset, while the culprits whine and complain.

Courtesy? I let three students use the metalwork shop during part of the lunch break (the whole class had been barred during the regular period because of previous misbehavior but I felt I could trust this trio, if I watched them). I didn't expect a medal for interrupting lunch so

they could finish their projects, but a mere thank you would have been nice.

Irresponsibility and dishonesty are the most disheartening traits I've observed in junior secondary classrooms.

Reprimand someone for a misdeed and the standard response is, 'I seen him (her) do it,' or 'He (she) did it first.' And some of the lies students inflict on teachers are so inventive they're almost plausible.

Teacher-baiting, always a popular schoolboy sport, seems to be waxing rather than waning. I've heard of rocks being thrown at a substitute teacher, and at one school I heard about the husky youth who regularly accosted a certain teacher and forced him to wrestle before allowing him to leave school.

'Who won?' I asked.

'Frank Jones,' my informant replied, naming the student with unmalicious but obvious glee. Even if apocryphal, the story reveals students' pride in dominating their teachers.

It's hard to know what students want. Many would like fewer rules — drinking should be allowed at dances, a group of students told me, and students shouldn't be kicked out unless they're *really* drunk — and yet the honest ones will admit that even the generally lenient orders now in effect are frequently violated.

They don't like being shouted or lectured at — 'I've heard this sort of stuff for 10 years,' a Grade 10 boy told me, cutting short my appeal for responsible behavior — and they are unhappy, with some justification, I'm sure, at harsh

Some of the lies students inflict on teachers are so inventive they're almost plausible.

reprisals for slight infractions.

I'm certain some tyrannical teachers of the old school goad their teenage students into repeated misbehavior, but I also feel some form of punishment, a more effective alternative to the strap, is needed to curb those who persist in acting like children and ignore every other method of correction.

But the strap is outmoded, and troublesome students seem only too aware of their inviolability. 'Don't touch me,' students have cautioned me as I advanced to lay a 'firm, judicious' hand on their shoulders.

Along with undisciplined behavior, the students' apparent apathy about

learning and lack of curiosity are disconcerting to observe. Students often copy the answer to a mathematics problem from a classmate instead of figuring out the solution to the problem for themselves. Some of them do read a lot — *The Exorcist* seems to be a best-seller — but others return from well-stocked libraries empty-handed. 'Nothing interesting to read,' they say.

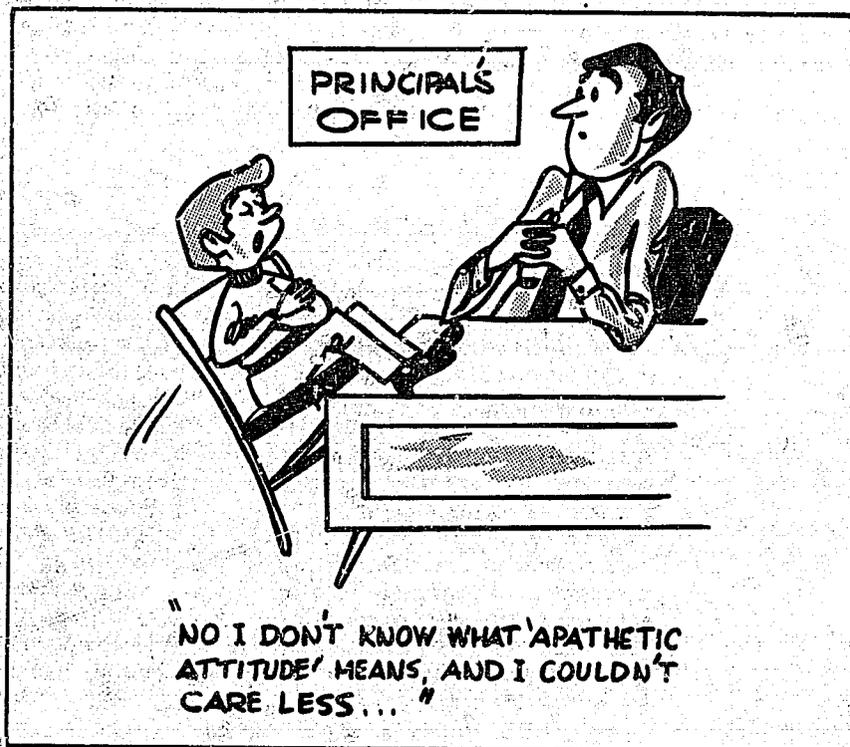
Perhaps the curriculum is irrelevant, too structured, dull. Maybe all the teachers are deadbeats. Whatever the reasons, excitement about learning was not exactly throbbing through the classrooms that I saw.

They're blasé, or pretend to be, about a lot of things — drugs and sex, for example — but are often shockingly ignorant and misinformed on those very subjects.

There are signs that students, far from relishing their freedom, would *really* welcome a little more direction, more controls. Teachers in several schools told me of falling back on traditional methods — seats in straight rows, spelling tests, worksheets — with good results after open-ended discussions and individual work devised by the students themselves ended in chaos or apathy.

Some student leaders at one school agreed detentions were necessary for repeated tardiness and admitted that many students who walked out one afternoon in protest did so only to avoid being called 'chicken.'

'There are just two types of students in



Most teachers deserve more praise than censure. In fact they should get medals for their restraint.

this school,' I was told one day by a boy who left little doubt where he fitted in, 'greasers and suckholes.'

If students can somehow be convinced that co-operation with teachers is not synonymous with betrayal, the two factions could begin working together instead of constantly battling or eyeing each other warily across shaky truce lines.

'I don't want my mother to spoil me,' said a girl who has battled with teachers in several schools ('they think they're tough, but I proved I'm tougher'), but has apparently quit fighting and taking drugs and hopes to cut out swearing and smoking next. 'I tell my mother not to spoil me and my friends tell her too, but she still does it. . . I want to stop smoking, but I need help. I'd like someone to tear the cigarette out of my mouth when they see me smoke. If I had some friends who were also trying to stop, maybe we could do it together.'

This girl and her contemporaries need help in many aspects of life and teachers should be providing a good portion of it, whether or not the students encourage assistance. Education — in and out of the classroom — should be a shared experience, but teachers must establish at the outset that it will be an unequal partnership.

Teachers — not omniscient, infallible tyrants but concerned adults with more experience in making decisions, in mature behavior — should be the more dominant partner, guiding, suggesting, listening, and when the occasion demands it, ordering the students — younger, immature, questioning, perhaps confused persons — as they attempt to settle basic issues during a crucial period of their lives.

'"I can do anything I want, because I'm a teacher, but you can't, because you're students," our wrestling coach told us,' said a student. 'I really dug that, because he was honest.'

Whether or not he quoted the coach accurately, the student acknowledged what many of his classmates don't, at least openly: the teacher has more authority than the student and shouldn't apologize for it.

Students frequently told me they don't like teachers they can run circles around (though they'll dsight in doing so) and I sometimes sensed grudging admiration for a firm but fair teacher who wasn't afraid of getting tough.

I'd hate to see a return to the inflexible, authoritarian approach, but a stricter attitude, tempered with a well-planned program of meting out responsibility as it's earned, might achieve better results

than the generally permissive methods now in use.

Teachers who have tried desperately hard to be fair, tolerant and indulgent should make sure that when they give students lots of rope, they don't forget who's holding the other end.

I've obviously stressed the negative in this article and have purposely focused on observable behavior in the schools, not on the many other aspects of the school situation. I should point out that I did not observe, except in a cursory way, classroom behavior when regular teachers were in attendance, but I find it difficult to believe that students underwent miraculous transformations when entering these classrooms. Certain teachers did, however, command the respect and attention of their students, who were lively but not disruptive and reasonably enthusiastic about what they were learning.

Many students are bright, eager, responsive, courteous and completely trustworthy, and exchanging ideas with them is a joy. Even the worst troublemakers aren't entirely reprehensible. At least you know they're alive, and I sometimes wonder if I shouldn't worry more about the lonely, neglected youngsters who drift disconsolately through the halls and hunch silently in their seats, as fearful as their rambunctious classmates are brazen.

'All that terrific energy,' sighed a teacher wearily at the end of a trying day. 'If only you could channel it in the right direction.'

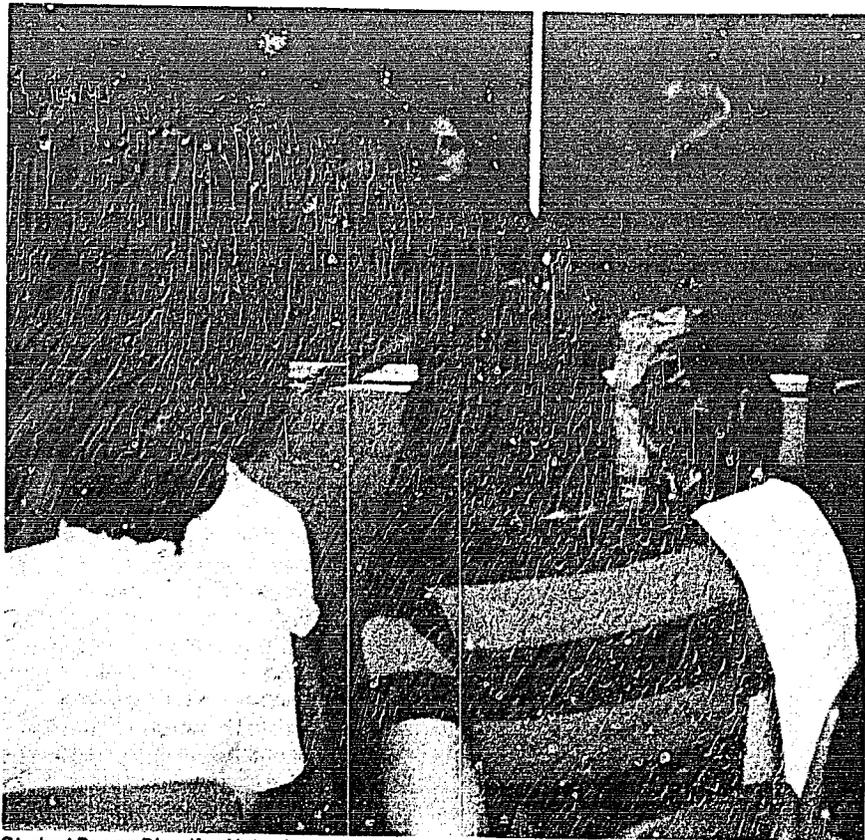
By insisting on a certain amount of order, sensible standards of conduct and proper respect for authority, schools could harness this energy.

Due Process for Students

Two court cases in the U.S.A. have emphasized the right of trouble-making students to due procedures before being punished. One involved the transfer of students to disciplinary schools; the other involved corporal punishment.

In Philadelphia, students being considered for transfer to disciplinary schools will be granted fuller due process procedures under an agreement reached in federal court. Students now have the right to be represented by counsel, to call witnesses and to cross-examine school officials calling for their transfers. They may also appeal to an arm of the American Arbitration Association.

The other case, in Hanover, Virginia, saw a student and his mother awarded damages because the boy's constitutional rights had been violated when a school principal had administered corporal punishment to the boy, because the student was not told that he could appeal a 'summary spanking sentence' or that he could demand to be represented by an attorney. Due process has never been required for summary punishments in the past, for by definition they are punishments that can be administered without a hearing or the usual requirements of due process. The new ruling has therefore become a very significant one for American educators.



Student Donna Blandford introduces a lesson on blind children.

Much of the current educational emphasis is on student-centered methods. Today's students are being given more freedom to choose their own courses of studies, their own teachers, or even their own grades.

However, when it comes to actual course content or the methods for presenting this content, classes still tend to be teacher-centered.

Teachers teach. Students learn.

There are, however, other approaches. Last spring I decided to really let a class be 'student-centered' and see what happened. The results were exciting.

The class was Child Care 12. The unit was 'Exceptional Children.' This is a topic that lends itself well to outside resources, especially in an urban area like Victoria.

My first task was to produce a large wall-size chart with all the periods for the next four weeks indicated.

Students were to sign up for a date and a topic. Their instructions were simply this: 'You have one hour in which to teach the class about your topic. You may use any teaching technique you like but the more interesting we find your hour, the higher your mark will be.'

The writer teaches at Sooke's Belmont-Fisher Secondary School.

Topics chosen included: blindness, deafness, cerebral palsy, epilepsy, autism, mental retardation, slow learners, gifted children and so on. I was amazed at how imaginative and thorough my students proved to be in searching out learning experiences. What a bonus for me.

In those four weeks I enjoyed the following adventures, all set up for me by students:

1. a field trip to Glendale Lodge, a residence for retarded children. This experience resulted in 6 girls signing up for volunteer work on weekends and one girl getting a part time job.
2. a party (thrown by my class) for crippled children at the George Peakes Clinic.
3. a visit to the home of a deaf child where the parents explained the problems they faced in adjusting to this unusual situation.
4. a speech by a mother of an autistic child which proved to be so inspirational that the group held a car wash the following Saturday to raise money for the Society for Autistic Children.
5. a struggle by two girls with the bureaucratic red tape at the National Film Board office resulted in the showing of the excellent treatise on mental retardation, *Danny and Nicky*. To my delight, they had

Turn the teaching over to the kids

BEVERLY PEARSE



Student Avila Eberel phones to confirm an appointment with her guest speaker.

viewed the film, had an excellent introductory speech prepared and handed out a useful study guide. To the students' delight, they came with 30 bags of salted popcorn 'to make,' as they explained, 'the learning more fun.'

6. a speech by a nurse, the mother of a child with cystic fibrosis, proved to be a fascinating experience on a topic most of us knew little about. She brought with her a color film, one that, in five years of scrounging, I had never come across.

7. a trip to the learning disability center at the university was an eye opener for many students. A useful fringe benefit of this excursion was that a professor was able to describe the child care degree available at UVic to several interested students.

8. a luncheon, prepared by my class for a mother and her diabetic son, was fun. The bright, cheerful 5-year-old showed us nonchalantly how he could give himself the insulin injection.

9. a 'blind hour' set up by two students with the help of the CNIB was a valuable learning experience. During this session everyone was blindfolded and exposed to a number of experiences to drive home one of the key factors in working with blind children — the concept of the importance of verbal reinforcement in the absence of approving facial expression.

Lest you get the impression that all went completely smoothly, I hasten to assure you that students were also given an insight into some of the daily

frustrations of teaching. How do you cope when the school's only three projectors are already booked by someone else? Or, what can be done when a potentially excellent guest speaker's hours will not coincide with yours? One group solved this by inviting their speaker to come to school in the evening and they videotaped her presentation for later use in class.

In those four weeks, there was a notable increase in student enthusiasm. Attendance was an unheard of 96% average and on one occasion a whole class voted to meet during a noon hour to hear a speaker who could not come during regular class time.

Such a unit seems to be good also for public relations within the community. Most visitors expressed surprise at the maturity of the classes and their degree of attentiveness. Students were required to write thank-you letters to their resource persons and to be sure they were met at the door of the building, given a cup of coffee and escorted to the classroom. Many of these people had had little personal contact with students or had not been in school for years, so it was important that their experiences be positive ones.

Finally, even if the unit is one you have taught for a number of years, this treatment makes it fresh and exciting for the teacher. The best of us get stale and set in rigid lesson patterns, but turning over the teaching to the students guarantees a new point of view.

I Never Promised . . .

Continued from page 17

viewing at Monday's assembly, ensure that you have more than a vague notion of the film's title. *Old Yeller* and *I Am Curious Yellow* are not both about golden labradors and if the latter appears on the screen on Monday morning, you will soon discover how picky Mr. Mac is about details.

7. Be very careful to avoid any unnecessary movement of the hands in the first staff meeting. This extravaganza is often conducted much like an auction and if you reach for a cracker at a critical moment, you may find yourself co-ordinator of the school ukulele program.

8. If you should contract a mild case of swollen glands at a time when 'mumps' is prevalent in the school, it is wise to miss school that particular day. Although you

know your ailment is something quite different from the current epidemic, your male staff members are not so easily convinced and the seating arrangement at lunch will mislead you into believing that your swollen glands are in fact an advanced case of leprosy.

9. You would do well to acquaint yourself with the abbreviations for provincial associations and educational terms. In that way a memo reading, 'BCTF announces SOW and IRA endorse USSR' does not provoke you into composing a letter of censure to the Livestock Commission and the Republic of Ireland for advocating Communist affiliations.

While the foraging is not comprehensive, these representative guidelines will perhaps serve to reduce the number of stress situations encountered by the tyro in the autumn of

his life, so to speak. Although the samples cited were particular to this author, many beginning teachers have acknowledged participation in variations on the specified themes.

It is hoped the documentation of these cases will prove a useful addition to the first-year teacher's *Right to Survival* kit (not yet available from ECTF Lesson Aids) and an assurance that whatever happens to him 'out there,' comparable situations have occurred, are occurring, and will occur to a cast of thousands like him. Despite rumors to the contrary, you are not alone. Have a great year.

P.S. To those of you who by some remote chance encounter the original Mr. Mac (not to be confused with *The Original Ted Mack Amateur Hour*, although many similarities exist), count yourself fortunate; compared to me, anyone looks good.

From Our Readers

Continued from page 7

materials to help prospective philosophy teachers and to develop a philosophy of philosophy teaching in the secondary school.

I intend to write a short article for *The B.C. Teacher* at a later date, but in the meantime I hope teachers will be encouraged to take the initial steps toward a philosophy course in their own schools.

Jack Boulogne
Surrey

Teachers Praised

I write this letter out of a sense of obligation. A group whose profession, whose capacity is frequently questioned, criticized and slandered. Certainly, I am speaking of teachers. Education is now, and probably always will be, twenty years behind the times. There is much to find fault with.

But teachers — no. This past year, working as a representative of the students, I have found a sense of devotion, of belonging, devoid in many other professions. Not as a team perhaps; not perhaps, as individuals, but always I have found the teachers at our school, dedicated, willing, filled with idealism, and the desire to achieve. With these people, and surely, others like them, our education system cannot fail. Their willingness to give their time, their lunch hours, themselves, for the students, is fantastic.

As individuals, and as an organization, you receive tremendous amounts of criticism. Perhaps deserved. But, from the other side, you've produced these people. Good work.

Brian Casey
Prime Minister of the Student
Body
Mount Newton Junior
Secondary
Brentwood Bay

Anyone For Chess?

After a successful year of operation, 22 schools joined the school section of the B.C. Chess Federation. At our first Annual Tournament, Victoria Central School won the B.C. School Chess Team tournament.

This year, for a \$3.00 registration fee a school, schools will be entitled to send (1) a five-person school chess team and (2) their best individual player to take part in the elementary or secondary individual and team championships. In

addition, there will be other tournaments and players will, we hope, get individual ratings, chess supplies at special prices and news concerning chess at the school or junior level.

Schools wishing further information should write me at 1978 West 43rd Avenue, Vancouver V2M 2C6.

Allan C. Hare
Junior Chess Co-ordinator
B.C. Chess Federation

Teach Or Administer?

Since one in seven qualified teachers is involved in non-teaching activities, it could be observed that inside every teacher there must be an administrator or counsellor trying to get out.

In view of this, and because we are trying to reduce the size of classes, would it not be interesting to tabulate the results, assuming some probity of reply — always doubtful — (from this opinion poll)?

Questionnaire for those seeking administrative or non-teaching positions

A. Assess your motivation by assigning a rating from 0 to 5 to the following questions:

I am seeking administrative work because I have:

(circle number rating; 5 is the highest)

1. a positive desire to do bureaucratic paper work 1 2 3 4 5

2. a negative desire to escape from regular classroom work 1 2 3 4 5

3. an ambition to make more money 1 2 3 4 5

4. a longing for prestige and power 1 2 3 4 5

5. a genuine yearning to lead in the domain of actually educating and training the young even though it may demand great personal sacrifice of time and effort. 0 1 2 3 4 5

B. Do you think that, as a result of your subsidized, special training and experience, you are now an above-average classroom teacher? Yes No
a. If the answer above is 'yes,' why would you want to deprive the young of your expertise?

b. If 'no,' what makes you think you may succeed better in administrative work?

Charles Frizell
Vancouver

May-June Issue Pleases

Home from a brief holiday, I found treasure awaiting me: Frank Shepherd's 'Freedom and Democracy in Reforming the Public Schools' (May-June 1974).

Could a documentary be compiled with Shepherd's philosophy of

education as the forerunner of descriptive examples of near-perfect learning situations drawn from all age levels?

One such situation is reflected in the May *BCTF Newsletter* reprint of Bernice Reid's article in the Okanagan Valley Teachers' Association newsletter.

Heartiest congratulations to you for your publishing of Frank Shepherd's article and to John Hardy and Joan White for Bernice Reid's.

Eric H. Whittingham
Victoria

I have just finished the May-June issue. It was tremendous. Perhaps it was just that I wanted to read what these particular people wrote, but I like to think I'm more objective than that.

Thanks.

Don Walmsley
Boston Bar

Canada-Germany Exchange

Being a German high school teacher for English and French I should very much like to come to Canada for a year in an exchange with a Canadian teacher. . .

For further information about my person and the way I imagine this exchange could be arranged, I give you the following details.

My name is Ingrid Furrer. I am a 26-year-old woman teacher, married, no children. I have 3½ years of teaching experience, teaching English and French at the Max-Planck-Gymnasium (i.e. high school) in Lahr, southwestern Germany.

Lahr being the European headquarters of the Canadian Forces abroad, my husband and I have been in close contact with Canadian teachers here. By them I know that differences in pay and costs of living are not so big as to require subsidize payments from either side; a private exchange apart from any government program could therefore avoid complications and long waiting-times always due when administrations are involved.

I have one year of experience in teaching German to Canadian exchange students here in Lahr and could therefore teach German in Canada; also French.

My husband, 26, a part-time teacher for general law and labour law at a commercial high school since his exam, is now studying English and geography; my only requirement therefore is that I can teach close to a Canadian university (Vancouver?) where he can continue his studies.

A Canadian teacher's family could not

only exchange school position with me, but also apartment, car etc.

If by October this year I have found an exchange partner and told my superior authorities, there will probably be no objections to an exchange starting in summer 1975 (school year 75/76).

Considering the fact that there are more Canadian teachers interested in exchange than there are positions available (cf. *The B.C. Teacher*, April 74, page 240) and with your kind help, it should be possible to arrange an exchange.

Ingrid Furrer
Altfelixstr. 23
763 Lahr
Federal Republic of Germany

Local contact: Leon LeBrun; phone 942-0261

No Provincial Co-ordinators

The growing debate over the appointment of provincial subject co-ordinators is one that should increasingly concern teachers.

I am opposed to these appointments in any educational field. I am particularly opposed to co-ordinators in fields now being managed by PSAs. Because the B.C. English Teachers' Association executive is divided on this issue, I must write as an independent teacher.

This division emphasizes that this is not a simple issue; teachers should look at the pro and con arguments before deciding. One side was explained by Phil Perry, President, B.C. Art Teachers' Association (May-June 1974 issue). I should like to present another view.

I see the appointment of provincial co-ordinators as a violation of my concept of a professional organization. A professional organization of teachers does the following:

1. controls and maintains the status and standards of the teaching profession;
2. strives for higher-than-average salaries;
3. controls, protects and involves the membership;
4. accepts the idea that teachers are dedicated to human betterment;
5. promotes a 'freedom of practice' doctrine within a tested, researched body of knowledge.

I believe that the appointment of provincial co-ordinators, paid and therefore controlled by the provincial government, is in violation of part 1 of the above definition.

The BCTF and the PSAs, which are extensions of the BCTF, must always maintain direct control over the status

and standards of the teaching profession. To permit the provincial government, with its greater financial resources, to increase its control (in addition to its present influence over the many review and revision committees) is in further violation of the concept of professionalism and in very clear conflict with part 2 of the BCTF Constitution, which states its general objective as 'To raise the status of the teaching profession in British Columbia.'

To permit provincial co-ordinators to gain even the smallest amount of control over teacher status and standards is to reduce BCTF control and therefore reduce the status of teachers. This is based on the assumption that teachers' status partly rests on their ability to control and protect their own standards.

A well-organized, adequately financed PSA can perform all the proposed roles of a provincial co-ordinator. ECETA can, for example:

1. serve and represent all English and language arts educators;
2. improve English and language arts learning-and-teaching conditions, curriculum revision and research;
3. encourage and sponsor in-service, and
4. print numerous journals and newsletters.

If the BCETA executive had the financial resources to hire substitutes and therefore obtain time off from their regular teaching, they could perform the above duties more effectively than a provincial co-ordinator. Indeed, an elected, volunteer executive is more responsive to the wishes of English and language arts teachers than an appointed co-ordinator, financed, staffed and ultimately controlled by the provincial government.

The central point of this entire issue is that teachers must always retain direct control of their own professional growth and the status and standards of the teaching profession. We do not need provincial co-ordinators. We need strengthened PSAs.

Arnald Muir
Past President, BCETA

NOTICE

Effective October 15, 1974
30% Surcharge on all Lesson Aids
All orders mailed on or after
October 15, 1974 must include
surcharge in payment

BCTF Lesson Aids, 2235 Burrard Street
Vancouver V6J 3H9

These Teachers Have Retired

In past years, we have had a problem in reporting the names of retiring teachers. The list we published in our first issue of the year covered the period January 1 to August 31 only, and the names of teachers who retired between September 1 and December 31 were never reported. A year or so ago we tried to report any retirements after September 1, but our effort was not entirely successful.

This year we have arranged with the Commissioner of Teachers' Pensions to delay the list until after December 31. We shall not, therefore, report the names of retiring teachers until February or March 1975. The new procedure will enable us to publish a list that contains the names of *all* teachers who retired during the calendar year 1974.

Most Home Owner's Insurance
\$30,000 Coverage
for \$57 a year

PETER C. CLEGG LTD.

Insurance Consultants

206-2235 Burrard Street
Vancouver, B.C. V6J 3H9
Telephone 736-7741

Affiliated with the
Teachers' Co-operative

FOR SALE — Two view acres near White Rock with three-bedroom house. Assume large B.C. Teachers' CU mortgage. \$15,000 down could handle. Possible subdivision potential. Write 4362 Pine Cres., Vancouver V6J 4L1 or phone 738-0091.

ONE-BEDROOM APARTMENT in West Vancouver available for Christmas vacation. Write Barr, 2753 Marine Drive, West Vancouver. Modest rent for good caretaker.

PEN FRIENDS in Canada wanted urgently; all ages. The Pen Society, (C.48), Chorley, Lancs, England.

SEVERAL PARCELS, 5-7 acres on the scenic Skagit River. A pleasant 2½ hour drive, via Freeway and North Cascades Highway brings you to this fine property. Excellent fishing, canoeing, hiking. A tremendous investment. From \$10,000, 10% down. BOB MORNINGSTAR, 682-7973 or at Westland Realty Ltd., 736-7358.

a matter of opinion

THEIR MOST RESTLESS GROWING YEARS

RAY WUNDERLICH

The 'critical years.' By implication some are not. The teaching profession, acting on the urging of the BCTF Commission, has assigned high priority to solving the problem of learning and teaching in the primary years.

Society, through its political organizations, supported the call for improvements — mostly by cutting the pie differently. Class sizes have decreased in all years of the public school system, but in no part of the system are there still as many classes over 30' as in the intermediate years.

Curriculum revisions for the intermediate year courses have been, in many instances, less than impressive. New courses were introduced without adequate provision for materials, resources and teacher in-service education. The claim that curricula are merely suggestive provided, far too easily, the concomitant claim of non-responsibility.

The concept of local autonomy in curriculum and program matters being promoted by provincial authorities can be successfully introduced only if a new level of staff involvement and commitment emerges. Present structures, hierarchies and institutions, evolved in response to needs in a centralized system, cannot provide the leadership needed now.

Personnel selected for hierarchical placement and promotion because of successful performance in the former system could hardly be expected to be change agents to promote those systems, structures and relationships more consistent with a decentralized operation. What institution, after all, was ever designed and staffed to self-destruct?

Teachers are challenged to change — accused, in fact, of fearing change.² Pressures are unrelenting; innovate or perish. Participate, they are told, in collegial decisions; humanize schooling; operate open classrooms; develop your own courses; personalize curricular and program prescriptions; organize for continuous progress; search the community for resources; get outdoors; be relevant. The need for change is undeniable. But are the demands on teachers realistic?

'intermediate' is not sufficiently definitive to provide a rallying point for a cohesive unit of the profession? Or is it because the needs of children, in what is casually and vaguely referred to as preadolescence, are either not recognized or viewed as compelling?

It is my opinion that intermediate teachers can no longer afford the luxury of noninvolvement in their professional association. Nor can the association be casual about determining member opinions and needs. Although the urgency of professional activity in the whole of the BCTF cannot be denied, nowhere is it as critical as in this section.

Perhaps the characteristics of some of our dynamic and persuasive PSAs provide models worthy of imitation. A more recognizable identity than 'intermediate' must be found. There could hardly be a more sterile reason for forming an association than being 'between' primary teachers and the subject specialists. We are trapped in an educational limbo simply because the unique needs of children in this age group and, in consequence, of their teachers have not been more clearly defined.

This year, when the Fall Conference Planning Committee of the Provincial Intermediate Teachers' Association (PITA) began to consider the program, it became obvious that something new was needed. The purpose, the committee concluded, of a provincial conference must take account of the 'use-on-Monday' expectations of many members, but there had to be something more. The conference also had to provide the opportunity for mobilizing teachers and, in consequence, evolving a politically influential unit within the profession. Experience has shown that decisions regarding allocation of budget and resources are, at least in part, political.

The concept of a conference with two major objectives was proposed to the PITA executive, and was endorsed enthusiastically. It was agreed, further, that local activity prior to the conference is essential to this new dimension of the program. This article, and other advertising and publicity, is intended to encourage and give direction to such

Change! But stay the same.
Experiment! And guarantee success.
Foster curiosity, and provide opportunities for discovery and creativity — in a quiet, orderly environment.
Educational schizophrenia, surely.
Pressured and harassed teachers are charged with the schooling of children in their *most restless growing years*.

Without a politically effective voice, and lacking a cause with emotional appeal, intermediate teachers and their classes operate in the 'inner city' of the system. Is it because the designation

The writer is a classroom teacher at Richmond Elementary School, Victoria.

activity.

Two events have been included in the program to provide opportunities to pursue political objectives. The first is at the opening General Assembly. A prestigious and influential speaker will share the platform with four intermediate teacher reactors. We hope that, as a result of prior meetings and other less formal discussions in the chapters, the concerns and aspirations of teachers will

be forwarded to the reactors through the planning committee. They should therefore be able to be more validly representatives as they react or make other contributions. Matters raised at this meeting are assured of wide airing in the media and in professional publications.

The second event is a no-host breakfast at which contact persons or others representing the chapters will

meet with executive members. This will provide an opportunity to share recruitment, organization, and other PITA chapter ideas. If the enthusiasm and optimism of the executive and the planning committee have been communicated to other teachers of intermediate-year classes, this could be the year that PITA rises, phoenix-like, to get into the mainstream of action. 

References available on request.

PITA

INVOLVEMENT IN CURRICULUM CHANGE

Fall
Conference
1974

OCTOBER 25 - 26

Victoria
British Columbia

A Program Featuring:

Workshops co-ordinated by 45 speakers of Provincial Renown

General Sessions addressed by 10 Canadian Authors

Publishers' Workshops co-ordinated by 15 consultants

Participation in Field Studies

— A demonstration by Company One —

Registration on Friday, October 25 at S. J. Willis Jr. Secondary at 9:00 a.m.

THE MUSIC BOARD

*A new dimension in
music teaching*

Sounds are produced immediately at the slightest touch of the board, no pressure being needed. The board can be played with the nose, feet or any other part of the body.

If the hand is held horizontally, playing like a piano is possible. Intervals, chords and the like can be played with two or more hands, as desired.

Hitting the right note (line or space) is of no difficulty even to small children.

Unique and versatile

Kindergarten: The Music board permits elementary music teaching to be completely re-planned. The notes cease to be just abstract figures and music is formed on visual lines (magnetic figures such as houses, dwarfs, etc.). The child can simultaneously draw and hear selected figures (circles, squares, tone rows, etc.). For this type of exercise, it is possible to cover the entire board.

Primary and advanced primary levels: Music reading and elementary theory can be taught. Combining playing on the keyboard and use of the Music board opens up undreamed-of possibilities.

Secondary schools: Audio-visual teaching enables pupils to acquire a consciousness of intervals, chords and harmony more quickly.

Clubs: The learning of individual notes, scales, intervals and chords is simple with the Music board and the practising of songs and other compositions becomes a pleasure. **Brass band clubs:** Here, again, additional plug-in connectors permit transposed listening in E flat, A, B, etc. with the greatest of ease using the Music board.



The disabled: Blind persons can feel for notes positioned in braille on the lines and in the spaces and hear the corresponding tone. The deaf can perceive the note played via the vibrations of a special bone-conducting hearing aid. Other disabled persons can use the Music board, as it responds to the touch of any part of the body.

Technical data

The Music board can be used on either side, and in fact it is really four boards in one:

Front: a music board, magnetic board and ordinary blackboard in one.

Back: ordinary blackboard without staff markings.

Distributed in Canada by

INTERNATIONAL AUDIO VISUAL LTD.

193 Cayer Street, New Westminster, B.C. (604) 522-7955

EVOLUTION IS SCIENTIFICALLY BANKRUPT!

Evolutionists themselves show that the alleged mechanisms and evidences usually given for evolution in textbooks are false or outdated, and that evolution violates basic scientific laws.

This informative pamphlet has just been released, designed especially for University students and professors, and High School and Grade School teachers.

Send for your free copy.

Write to: **EVOLUTION RE-EXAMINED**
P.O. Box 24008, Vancouver, B.C. V6J 4M1

EDUCATION BEGINS WITH YOURSELF

Learn new tools of self-discovery. All educators face problems. The answers are already inside of us.

TEACHERS' WEEKEND NOV. 2-3
COST \$30 (PRE-REG. \$25)



ARICA INSTITUTE

5810 Fraser St., Vancouver, B.C. V5W 2Z5
Tel: (604) 324-7501

INDIAN EDUCATION — CANADA'S FINEST HOUR

Canadians are deserving of the highest commendation for their arrangements for Indian education. Operating from the thesis enshrined in section 12 of the 1880 edition of the Indian Act, which states that 'the term "person" means an individual other than an Indian,' they have contributed as much or more to the theory and practice of race management as the Teuton in his Deutschland über alles days and the Afrikaner in his Verwoerd days. And the greatest of these achievements has undoubtedly been in the field of education.

The facts unfortunately are not well known. Canadians are the most modest of souls and inclined to shun publicizing their accomplishments, a state of affairs that must be laid to their phlegmatic nature and to their perpetual tendency to hide their light under a bushel. Surely it is time now to give praise where praise is long overdue. . . .

It all began with Indian residential schools. Here the practitioners of racial management addressed themselves to several problems. . . . Not the least of these was Language Substitution. Since Indians were, by legal definition, non-persons, it was only right that attempts should be made to substitute a 'person' language — English in English-speaking Canada and French in French-speaking Canada — for 'non-person' languages.

Various methods of achieving this worthy goal were attempted, perhaps the most widely used of which was a display of force. Indians were quick to laud the obviously original use to which the technique was put. 'If we were caught in school speaking Indian, singing Indian

songs, we were actually flogged,' Iliff McKay, a Blackfoot, explains with approval.

'We weren't allowed to speak Cree, only French and English,' adds Maria Campbell, reminiscing with nostalgic longing, 'and for disobeying this, I was pushed into a small closet with no windows or light and locked in for what seemed like hours.'

'Four or five years ago (1964) they were still stripping kids of their clothes up around Kenora and beating them for speaking their language,' states Wilfred Pelletier, an Odawa, marveling at how his white Canadian brothers had managed to come up with such a novel method of Language Substitution.

There was also the problem of Name Substitution. To solve this one, Indians, children and adults alike, were 're-identified' or, in scientific terms, 'christened,' very frequently with Biblical names since residential schools were normally run on the fuel of missionary zeal. Indians, of course, have sometimes wondered why their names had to be changed when there were Canadians abroad in the land with monikers like Kunio Hidaka, Saburo Takahashi and Ranjit Singh and others. . . . One can only say that the Indians have been unable to grasp the person-people's unerring sense of logic.

Religion Substitution was also a problem. To solve this one, non-person Indians were granted the person-people's most prized possession — religious freedom. The Sun Dance Way with its concepts of Wakon Tanka, the Medicine Wheel and the Great Circle of the People was, for example, legally

suppressed so that all non-persons could enjoy the freedom of being required to learn and believe in the person-people's version of things spiritual.

In similar fashion, the spiritual and social welfare institution of the Potlatch Way of many Coast Indians was suppressed so that the latter might give up the so-called destitution of a give-away system for the much more beneficial system of Canadian social welfare subsistence.

History Substitution is perhaps the most valuable contribution Canadians have made to Indian education. Indeed, so original has this contribution been that it has been described, codified and given world-wide exposure by one George Orwell, in a document entitled simply 1984.

The technique is profoundly simple. One merely eliminates history as it was and substitutes history as it is wished it to be. Since Indians have no written history, this has not been an arduous task. It can be omitted altogether in history books and portrayed instead through the medium of John Wayne Westerns imported from the land of the Stars and Stripes.

To hasten the non-person to person process, it was deemed advisable to teach the Indians they *were* in fact non-persons. Geneish, a Cree from the St. James Bay area, describes how she was made to realize she was a non-person: 'We were not to listen to what our parents and grandparents tried to teach us. We were taught to respect our elders, but that teaching seemed to apply only to

our white elders. We had been brought up to look on the whites as Gods and to believe that they were better because Jesus was born into a white family. . . The school's main objective in short was to educate the savage out of us and turn us into little paragons of virtue like white people.'

The brilliance of Herrenvolkery positively dazzles one!

Today, of course, residential schools are in decay. 'Integrated' schools have taken their place. But they too carry on in the grand old tradition. Thus we learn (Canada Year Book 1967) that 'a two-year kindergarten program has been

instituted to give a head start to (Indian, sic) children who will receive their classes in a language other than their mother tongue.' . . . Language Substitution is still alive and well in the land!

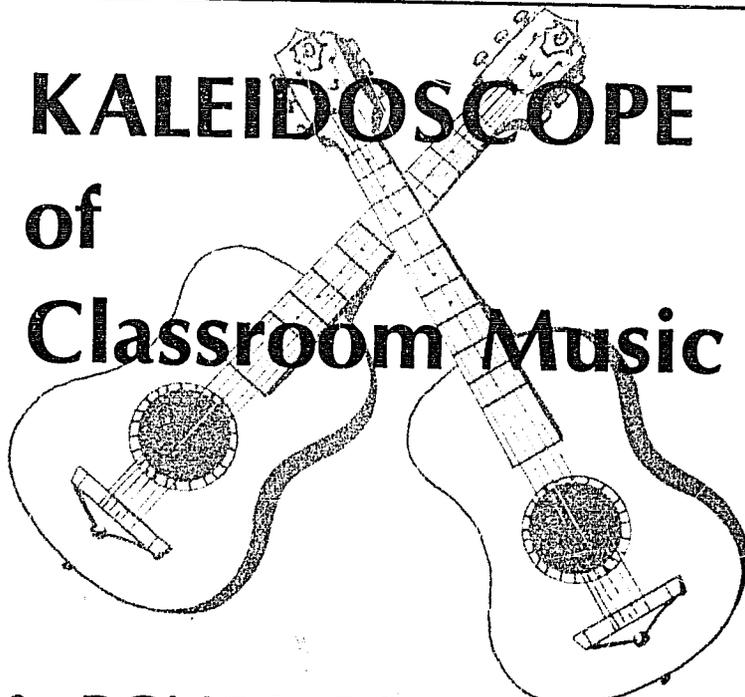
Integrated schools follow tradition in other ways. Indian history, for example, continues to be non-history except for tokenisms in the way of 'units of work' on Indian culture . . . Tokenism is after all a practical gambit to atone for errors of the past.

Generation wedge-splitting is also still in evidence. 'The government takes the Indians off the reserves and places them

in urban areas for their education . . . It forces them to forget their parents and forsake their true identity, that of being Indian' (Lydia Yellowbird). And having moved them from the community reserves, the school establishes them in school reserves. 'They need special classes to help them adjust,' opines one integrated school principal with all the wisdom of a single culture system resounding in his comment.

Yes, indeed. Indian education marks Canada's finest hour. It has made superhuman efforts to remould a non-people in the image of ourselves. What more could we wish? 

KALEIDOSCOPE of Classroom Music



BCMEA CONFERENCE

Richmond, B.C.

November 15-16, 1974

**Displays
Workshops
Banquet
Performances
Concert
Meet the Clinicians**

Asia.....at your fingertips

Books

- The World and South-East Asia**
The most complete single volume of factual information about South-East Asia ever produced. 616 pages with over 900 FULL COLOUR pictures and maps.
Special Teacher Price:
Library bound edition \$ 12.95
Flexible Dura-bound edition ... \$ 10.95
- Japan — A Social and Economic Geography**
188 pages colour and B & W pictures \$ 8.30
- A Geography of Indonesia, Malaysia, Singapore**
202 pages colour and B & W pictures \$ 8.80

Slide Sets/16 mm. Film

- Contemporary China**
This new slide set series includes eleven separate topics. Each unit has comprehensive teacher notes

and reference material.

- Complete series (11 sets)..... \$ 80.00
Available individually at \$7.50/\$8.50 per set.
- A Glimpse of Contemporary China (16 mm.)**
Colour/Sound/36 minutes \$300.00
- Indonesia**
An Australian produced Visulearn series.
Three sets: Javanese Village, City Life, and Religions and Ideologies. Each set comprises 24 slides with comprehensive Teacher's manual.
\$ 15.00 per set



Available from:
ENTERPRISES LTD.
1111 Homer Street
Vancouver, B.C. V6B 3P3

new books

C. D. NELSON



END OF A SUMMER. . .

brings the *foudroyant* realization that yet another deadline lurks around the corner of my desk. As usual, I am less prepared than I should be. But perhaps the goodies that follow will take my mind off my pre-term lethargy.

THIS IS THE SEASON. . .

of sweepstakes, lucky numbers and win, win, win! That is, if one is to believe the relentless flood of pie-in-the-sky messages from Carolyn Davis. What, you don't know Ms Davis? Then you are either in jail or dead, for this pseudonymous lady emanates from the promotion department of *Reader's Digest*. Every few weeks I, and probably you, receive a fat envelope from *RD* containing yet another exclusive set of gaily engraved sweepstake certificates, any one of which could bring me a fabulous prize. In turn, all I have to do is return these, at my expense, in either the YES or NO envelopes enclosed. Oh, I almost forgot — these lucky numbers are a ploy to get me to buy books or record albums described in loving and breathless prose by Ms Davis in an excessively chatty letter, also enclosed.

My response to all these blandishments is simple: I enclose those numbers in the NO envelope, and somehow omit the stamp normally required.

BUT ENOUGH OF THIS. . .

mordant foolishness. Before raising our little curtain on this academic year, I'll make my customary plea for anyone out there who would like to join our corps of reviewers. If you are interested drop me a postcard c/o Cowichan Senior Secondary School, 2652 James St., Duncan, B.C., V9L 2X2. If you jot down any subject preferences, so much the better. —C. D. Nelson

ADOLESCENCE

The Teenager and the New Mysticism, by Robert B. Nordberg. Richards Rosen Press (Can. Agt. Burns and MacEachern), c1973. \$4.78 net

This compact yet wide-ranging discussion covers with almost encyclopedic breadth — and brevity — a field merely suggested by the vague term 'mysticism.' Here it may be taken to include topics from astrology to Zen. Satanism, LSD, ESP, the Jesus Movement, Yoga, spiritism, bio-feedback — it's all here. Together with it is an introduction to a wide variety of authorities and near-authorities: Martin Buber, Edgar Cayce, Sybil Leek, Teilhard de Chardin, Oral Roberts, and others. For good measure you can find references as disparate as the mission of Francis of Assisi and the mystery of UFOs.

The author does not call himself a mystic, though he has 'sympathy (for) those who feel an intuitive oneness with ultimate reality.' His viewpoint is objective, yet guardedly conservative. A professor of education, his background is in psychology and counselling, in a Catholic environment. While his grounding in Church history and doctrine is apparent, he does not allow his predilections to narrow his perceptions.

Traditionally under pressure to be all things to all men, the teacher/counsellor of today suffers the necessity of knowing something about a widening variety of youth interests and sensing something of a developing youth culture unique in its distinctiveness from the world of the adult. Without having the time, let alone the will and desire, to savor a psychedelic regimen or explore the path of transcendental meditation or the revelations of the ouija board, he must, if he is to relate at all to his students, be acquainted in some degree with such of these things as are occupying their attention. More than that, he may quite easily be required to act as a guide in territory that is too little known, even to the initiate.

Most of the topics considered center on the thinking of those who follow a current tendency to distrust 'reason, observation, or any ordinary means of knowing.' What sometimes happens when the traditional guides are rejected has before now provided material for a horror story. No doubt had the current movie attraction, *The Exorcist*, been

released when the book was written, the author would have seen fit to expand a little on his brief mention of diabolic possession.

In any case, the book will fill a number of gaps, and possibly provide a few constructive guideposts. To quote the author, 'Authentic transcendental illumination ought to measure one's involvement in life — not necessarily in an extroverted, hustling way — but there should be a greater amount of practical productiveness of some kind.' And again, 'It is hard to imagine what value ultimate enlightenment might have if it did not somehow enable one to grapple somehow more appropriately with the finite realities of here and now.' Providing a useful glossary and biographical dictionary, as well as a practical index, the author seems to have done the utmost possible in a limited 126 pages. His only notable omission seems to be reference to the charismatic renaissance among the traditional Christian denominations, definitely a youth movement. But perhaps that is material for a further volume. —Philip J. Kitley

ENGLISH — MYTHOLOGY

When the Morning Stars Sang Together, by John S. Morgan. Book Society of Canada Ltd., c1974. Paper \$2.95; hardback edition \$8.95

The author explains in his foreword that there were four main purposes behind the writing of his book. This carefully selected collection of stories and legends well fulfills these purposes.

The book's primary aim is to enable the reader to discover something of the culture of the North American Indian. Their legends reveal their beliefs, attitudes, and way of life.

The stories also illustrate the contrasts between the Indian society, and that of the white man. The Indian's sense of involvement, his sharing with Nature, is stressed.

The fact that the stories themselves are excellent literature is demonstrated. They deal with themes common to the literature of all peoples: creation, love, sacrifice, wonder, and the heroic quest.

Parallels between ancient Greek and North American Indian stories are clearly pointed out, while the reader is left to draw his own conclusions.

The stories themselves are clearly written and easy to follow. Quotations from science, the Bible, and English literature are used to

accent the relevance of the ideas presented in the legends. Footnotes throughout the book give further explanations of many points and also provide recommendations for extra reading sources. The illustrations (by two Canadian Indian artists) are colorful and clear, but would probably be best appreciated by students who have previous knowledge of Indian art.

When the Morning Stars Sang Together could prove of great interest to students in Grades 10 through 12, especially those who have had previous contacts with legends and mythology. The book would serve as good supplementary reading for social studies students who are interested in Canadian Indian cultures, for Grade 11 students who enjoyed the mythology section of their English course, and to everyone involved in creative writing.—Terry Daniels

(Editor's note: Terry Daniels is a just-graduated student of Cowichan Senior Secondary School where she was an outstanding scholar.)

ENGLISH — POETRY

Truth and Fantasy and Truth and Fantasy Teacher's Guide, by Kenneth J. Weber and Homer Hogan. Methuen Publications, c1972. Prices not given

This anthology of song and poetry would make a good textbook for one of the junior secondary grades. The introduction provides some useful information to help students enjoy and become more aware of distinctive characteristics of song lyrics and poems. The selections chosen by Weber and Hogan represent poetic expressions not only of the present, but also the past and are grouped according to themes that vary from the traditional ones, such as love and nature, to selections on more modern concerns, such as communication and pollution.

Although the editors have drawn from British and American as well as from non-English-speaking sources, a good portion of the material is Canadian. A special section entitled 'Our History in Ballads' is composed of 30 selections, while about one-third of the remaining songs and poems are by Canadians. Of these, ten are the works of young people of school age. The format does not make any distinction between poems by established poets and those written by the lesser known. Thus a piece by a secondary school student shares the same page as a poem by the venerated William Blake. This informality along with the appeal of the black-and-white photos interspersed throughout,

A note about book prices:

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

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

should make this volume attractive to even the reluctant reader of poetry.

A helpful teacher's guide, which comes separately, provides not only series of lesson plans, discussion topics and other ideas, but also some lecturettes that could be adapted to suit the needs of different grade levels. The film list and discography at the back are also handy aids for the classroom teacher.
—Tam Nakamura

JACKDAWS

National Parks of the U.S.A. (A9), *Immigration in Colonial Times* (A10), *Oklahoma—the Land Rush* (A12), *The Mexican-American War* (A13), *Remember the Maine* (A14), *The New Deal* (A15) Clarke, Irwin, c1974. \$4.25 each

Like other Jackdaws, these colored portfolios each contains reproductions of documents, newspaper clippings, maps, pictures of events and people, broadsheets, and sometimes records. Displayed on a stand they make attractive additions to classroom, resource center or library.

They provide interesting material for the slow student, enrichment for the brighter student, and are extremely effective for project work involving oral or written essays. Anyone, in fact, who is interested in any aspect of the past will find Jackdaws very useful.

The titles listed above deal with American history and would be of value to any school or

teacher pursuing this field of study.

—Elden Kier

MUSIC

Principles and Practices of Electronic Music, by Gilbert Trythall. Grossett & Dunlap, c1973. No price given

If you are a music teacher, and expressions like 'timbre modulation using voltage-controlled high and low-pass filters in series' and 'variable band pass filter' sound like a foreign language, maybe this is the book for you.

Trythall, a practising composer in both traditional and electronic media, has assembled a tidy little book for the novice in electronic music. A good part of the text is devoted to definitions of the incredible number of new terms used in working with synthesizers and other electronic music-makers. This is one of the few books available to the layman that gives the circuitry for such electronic effects as ring modulation, passive mixing, band pass filtering and many others.

Chapters on principles of electronics, procedures for electronic sound synthesis, tape editing and mixing, form and notation will be helpful to the novice who needs a handy introductory manual to the esoteric world of electronic music. Missing, however, are sections on the aesthetics of this music, and on how to control and discipline the enormous number of timbral effects in order to make music.

I feel that many of the books on this topic now on the market are not stressing the principles of composition and the responsibilities of the composer to do more than make a meaningless collection of sounds, lacking unity or purpose.

Coupled with some exploratory work on a synthesizer, this book would be a useful and readable introduction to electronic music.

—Dennis Tupman

REFERENCE

The Encyclopaedia Britannica. Warren E. Preece, Editor in Chief. University of Chicago, Chicago, 1974. 15th edn. 30 vols.

Not the explosion of knowledge, but efforts to channel its dissemination pose a mammoth challenge to educators and media specialists.

To meet this challenge, in part at least, *Encyclopaedia Britannica* has just published *Britannica 3*, or the fifteenth edition of the encyclopedia; the first since its fourteenth appeared 45 years ago in 1929.

For our quantitatively-oriented society,



Hansel & Gretel

Candy Co. Ltd.
1685 W. 5th Avenue,
Vancouver 9, B.C.
P.O. Box 34096
604-736-0341

Do you have
A fund raising project?

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

Did you know
Our fund-raising candies will be shipped to you freight prepaid (minimum 25 dozen); no money required with order?

Did you know
There is no risk.
We will allow full credit on unsold candy returned to our plant within 30 days?

Attention: You deal directly with the factory. These candies made in B.C. with B.C. labour. Fresh daily. We offer prompt service.

Did you know

We offer 4 proven fund-raising items:

- Hansel & Gretel Peppermint Patties
- Hansel & Gretel Peanut Brittle
- Hansel & Gretel Party Mints
- Park Lane Buttermints?

Please mail coupon for detailed information.

Name

Address

City Tel

Name of Group

Number in Group

Study Vacations

Guardian Study Vacations is part of the British Manchester Guardian Newspaper Group. It is an Education Travel and Study Tour organiser which is prepared to create special programmes for Universities, Colleges and High Schools to meet real educational objectives in Faculty and related studies. Each special group should contain between 24 and 40 students only.

Past, current and projected "Specials" include:

- Mediaeval Architecture for a group of 30 girl students from a major College in North Carolina.
- Directed Field Study Programme in Psychology 350 for 25 students from a prominent University in Texas.
- A four week programme for Journalism majors from two Universities in the Mid West.
- A six week Sociology programme for College students from Southern California.
- A six week English programme for French-speaking undergraduates from the Province of Quebec under the auspices of the Provincial Government.
- A four week programme for Community College students from the Province of Alberta.
- Creation of a European education programme for a Canadian High School as part of its faculty syllabus in History, Geography, Economics, Psychology and Sociology.
- 15 day Spring/Easter studies in each of Rome, Paris, Madrid and London for High School students from New England and Ontario.
- Comparative Science Education in Britain and Europe for High School teachers from Virginia.

Write to:
Lorraine Fitzgerald
Guardian Study Vacations
21 John Street
London WC1, England

giving details of your proposed group age, sex, numbers, educational objectives and desired length of stay in which country: we will submit proposals.

Britannica presents its own impressive list of statistics — 30 volumes, 33,000 pages and 43,000,000 words at a cost of \$32,000,000. But this new edition is more than a mere extension of the fourteenth edition with its 24 volumes and its 37,000,000 words.

In a sense, this encyclopedia is the trinity — three in one, or one in three. It starts with a 10-volume *Micropaedia* — ready reference and index — of 102,214 short entries, none of which contains more than 750 words. It includes, for example, short, concise information — location, population, date of incorporation and major industries, etc. — of such diverse Canadian cities as Prince Albert, Prince George and Prince Rupert, as well as of the island-province of Prince Edward.

But the *Micropaedia* is an introductory guide to the *Macropaedia* — 19 volumes containing 4,207 major articles. Because one of these articles is on Prince Edward Island, one finds in the *Micropaedia* article volume and page references to the expanded article in the *Macropaedia*. The average length of a *Macropaedia* article is more than five pages and more than 7,500 words. In the case of Canada, the major and introductory essay is 20 pages long and this is followed by an 18-page report on the history of Canada. Titles of related articles also appear at the beginning of the major essay on Canada.

The *Propaedia* — the third part — provides the reader with a framework of the whole of human knowledge. It is truly a map or a guide that shows the relationship of ten segments or parts, 42 divisions and 189 sections. Each of these parts is introduced by a two- or three-page essay. The ten major segments outlined in this single volume are: Part 1—Matter and Energy; Part 2—The Earth; Part 3—Life on Earth; Part 4—Human Life; Part 5—Human Society; Part 6—Art; Part 7—Technology; Part 8—Religion; Part 9—The History of Mankind; and Part 10—The Branches of Knowledge.

At once the reader has a logical overview of human knowledge together with a list of the related and appropriate titles of *Macropaedia* articles and of their volume and page references. A definite structure of human knowledge, not an alphabetical listing of topics, is, then, the organizing principle of the *Propaedia*, the single most exciting innovation.

Qualitatively, the *Britannica 3* has much to support its innovative claim. There are excellent photos and illustrations, about one in four in color and there is at least one on most pages. Maps — not one of Prince Edward Island, but one of Calcutta's streets, for example — frequently accompany articles. The articles are well and interestingly written. The scholar-author is definitely writing for secondary school students and adult lay readers. The difficult and yes, uninviting, style of many articles in the fourteenth edition have fortunately not been resurrected. In addition, information is surprisingly up-to-date. The death, for instance, of the American pilot ace Eddie Rickenbacker, on July 23, 1973, is recorded in the *Micropaedia*.

The editors of this gargantuan enterprise, who conceived this publication as long ago as 1947, have undoubtedly received much praise and numerous congratulations. From this province, we could add our own commendations. But more significant and important to the future of secondary education would be recognition of the fact that this publication is one that no secondary school now dare avoid acquiring for its students and teachers.—John S. Church.

LAND

For your
recreational
land needs

COASTAL

SAVARY ISLAND

JERVIS INLET

VANCOUVER ISLAND

SHAWNIGAN LAKE

GULF ISLANDS

OKANAGAN

N.W. WASHINGTON

New listings come in regularly - If I don't have what you are looking for today - then perhaps tomorrow? Contact me anytime and let's discuss prices, terms, services, etc.

BOB MORNINGSTAR

Res. 682-7973 or
Office 736-7358
Westland Realty Ltd.

THE 9-3 TEACHER: PROFESSIONAL IRRESPONSIBILITY

RALPH WALLACE

The old order changeth, yielding place to new. —Tennyson.

After 10 years of teaching in British Columbia at levels ranging from elementary school to college, I steadfastly believe in an opinion I held as a first-year teacher, but about which I was hesitant to speak since I lacked experience. After deciding that a decade is a sufficient credibility pause, and not wishing to wait for a generation to pass by, I have decided to let fly.

You teachers — yes, even you 'good' teachers — who start your job at the morning bell and promptly conclude at the quitting whistle (pridefully racing the kids to freedom), never going to the 'bother' of sponsoring school newspapers, organizing ski days, attending the staff-student volleyball game, helping with the bake sale, retreating with the 'scholars,' coaching a school team and a host of other almost-forgotten activities, are not living up to your professional responsibilities as teachers.

You are 'union men' — doing a day's work (albeit a nerve-wracking one including the home preparation and marking we so often boast of) for a day's pay.

All around us, at summer school courses, in-service meetings, in professional journals and even in staffrooms, we hear a constant dialog on the necessity for warmth, humanity, and understanding and relevance, which we find so often lacking in schools today. What possible better way is there to implement these 'intangibles' than really to get involved with our pupils?

'Involved?' you say; 'I am involved — teaching a class of 39 students five hours a day!'

But students don't see involvement this way. When they talk about a teacher whom they see as one who gets involved, they don't mean the one who displays infinite wisdom in the classroom; they mean the one who takes time out to rub

elbows with them — or as they might say, 'to see what kind of space we're in.'

In these days of 'future shock,' the actual day-to-day business of the classroom is too crowded (some of us might even say too important) to allow for the kind of involvement I am proposing here. Besides, one certainly doesn't have to be a psychologist to know that there's a world of difference between the kind of non-threatening atmosphere of teacher-student involvement in a bottle drive and that in the physics lab.

So why don't we go to the 'bother' of getting involved? After listening and observing throughout my decade of apprenticeship, I think the most common reasons given are as follows:

1. 'I do a good job. My principal's reports are commendatory. I am fulfilling the terms of reference of my teacher's contract to the letter.'

2. 'Some teachers do extra work with the school clubs and teams. I do extra work by painstakingly preparing lessons and marking papers at home.'

3. 'When it comes to my free time, my family comes before any students of this school.'

4. 'Kids today have so much to do. Why waste time providing yet more activities for them?'

Let's take a quick look at these reasons — or should we say 'cop outs'? The first one is the most common and the most difficult to deal with (as are all self-righteous defences). Yes, I'll concede that you are legally within your rights to refuse to pitch in and help, but isn't this typical of a malaise that is now affecting our whole society?

This is the same sick rationale behind so many other ills we all despise in our society. Why do more than the bare minimum? Why should I have to put out when the next guy won't? Why do more than I have to?

Yet we pick up the newspaper and read with incredulous horror that a group of 100 people stood around and watched while a young woman received a vicious beating at the hands of an

assailant. Why does this happen? Because our whole society is becoming conditioned to not getting involved.

The second reason is the most insidious one. Behind it lies the very comfortable, but usually untruthful, rationalization that those who help with extracurricular activities don't do as good a job of teaching as those who refuse to participate. Regrettably, I have even heard this sentiment expressed by some administrators. I seriously challenge this notion; in fact it is my experience that more frequently the exact opposite is the case — those teachers who care enough to give up their free time are often reflecting their overall concern for all phases of their students' lives.

Reason three smells. It is merely a self-righteous way of brushing aside all outside-school activities. No one is demanding that you *forsake* your family for your students. Surely even the most devoted family man or woman can spare an hour or so a week. I have a wife and two children and, far from depriving my family, I have found that my involvement activities can even provide family enrichment — they love a rollicking student production of 'My Fair Lady' or an exciting and colorful clash of rival basketball teams.

Reason four may be of some general truth, but it certainly is not true of the school situation. In some ways it is the old chicken and egg problem — are the students being led off by an excess of things to do away from the school, or are they leaving because there is nothing to do at school?

School spirit is not dead, although I am sure many of the non-involvement teachers wish it were; it flourishes with happy educational spin-off in those schools in which teachers care to 'bother,' and it lies dormant, ready to be quickened to a new birth, in those schools in which teachers will not wait for a decade to pass before they get involved — or speak up.

If winter basketball comes, can spring musicals be far behind? 

The writer teaches at West Vancouver's Hillside Secondary School.

ASSOCIATION GROUP LIFE INSURANCE PLAN

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

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

SCHEDULE OF INSURANCE COST

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

members may purchase up to a maximum of 3 units

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

CONVERSION PRIVILEGE ...AND WAIVER OF PREMIUM INCLUDED

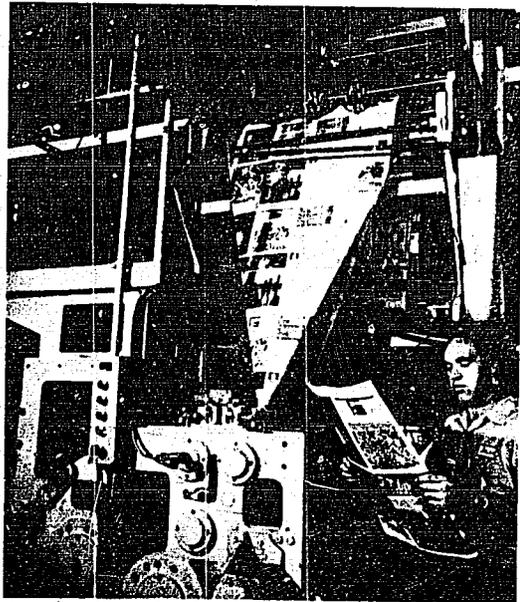
WRITE OR PHONE:

Canadian Premier Life Insurance Company
300 - 2695 Granville Street, Vancouver, B.C. V6H 3H4
Phone: 736-6637

for application form or further information

CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

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



**The B.C. Teacher magazine:
one of the many
quality jobs produced on
one of our high speed
web offset presses.**

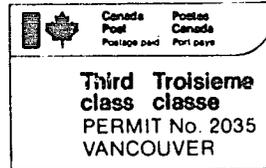
Evergreen Press is the most complete printing service in Western Canada, equipped to produce any print order.

- Creative Design • Books • Magazines • Folders
- Business Forms • Catalogues • Annual Reports
- Directories • Brochures • Direct Mail
- Computerized Phototypesetting from text, paper tape, mag tape.



EVERGREEN PRESS LIMITED

1070 SOUTH EAST MARINE DRIVE/VANCOUVER 15, BRITISH COLUMBIA/TELEPHONE 325-2231
SALES OFFICE 901 HOMER STREET/VANCOUVER 3, BRITISH COLUMBIA/TELEPHONE 682-7722



RETURN REQUESTED — THE B.C. TEACHER, 105 - 2235 BURRARD ST., VANCOUVER, B.C. V6J 3H9

cut yourself in on a really good deal!

all you have to do is mail the coupon...

... and we will send you a membership application form.

Once you're a member of the Co-operative, you'll be eligible for a number of benefits.

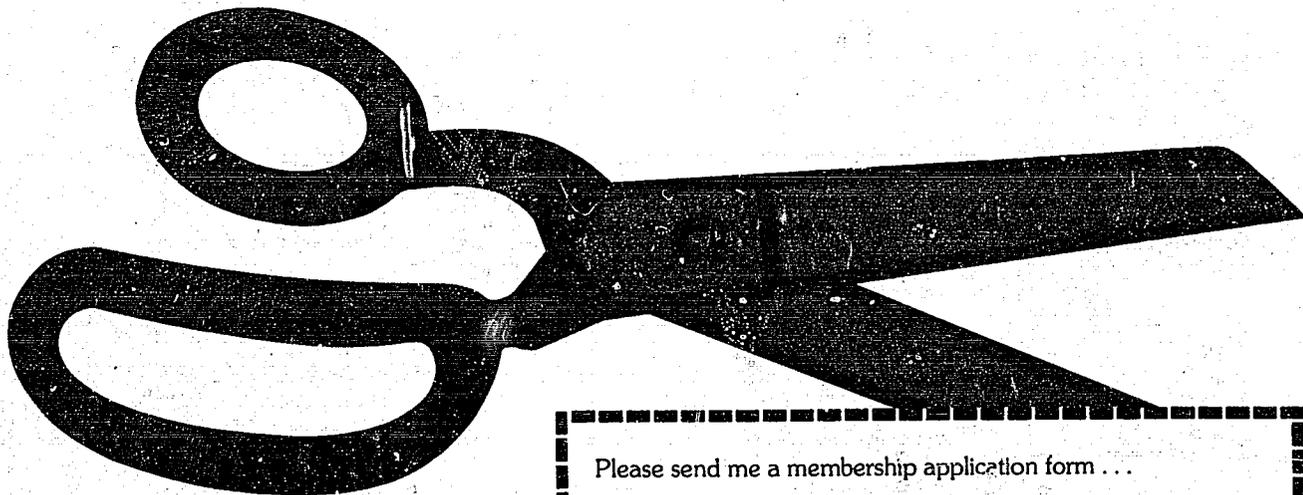
And that applies to all teachers — and their families too.

We offer attractive investment savings oppor-

tunities, an excellent retirement savings plan, and mortgage loans at competitive rates.

Because the 'Co-op' is run by teachers for teachers, it is designed with you and your family in mind. We are 24,000 members with more than \$100,000,000 in assets.

Won't you join us!



206 — 2235 Burrard Street, Vancouver, B.C. V6J 3H9
206 — 3400 Douglas Street, Victoria, B.C. V8Z 3L5
3 — 87 Wallace Street, Nanaimo, B.C. V9R 5A8
1133 Sutherland Avenue, Kelowna, B.C. V1Y 5Y2
Offices in Edmonton, Calgary and Winnipeg

Please send me a membership application form . . .

Name _____

Address _____

Please mail to your nearest co-operative office.