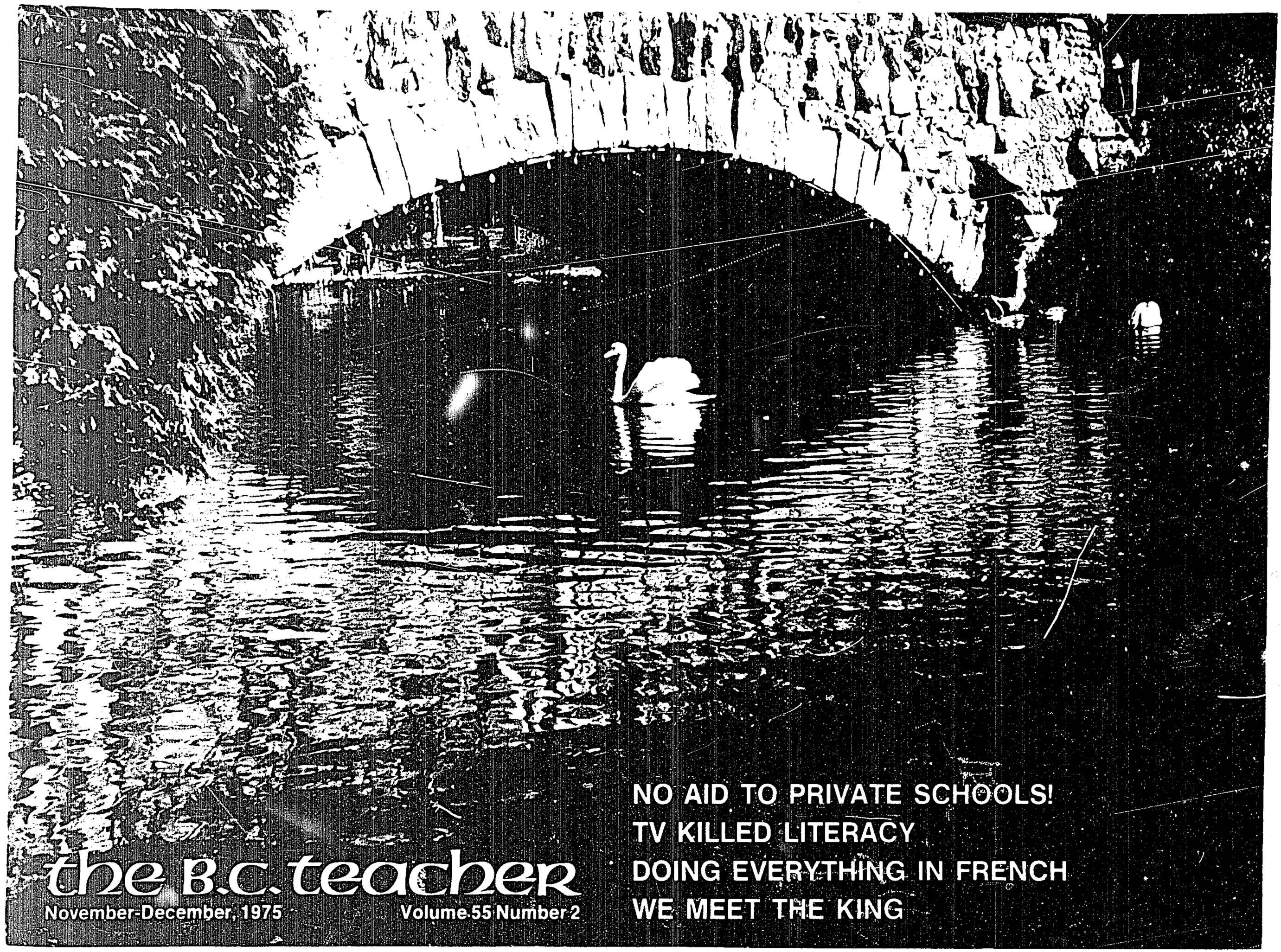

the B.C. teacher

November-December, 1975 Volume 55 Number 2

NO AID TO PRIVATE SCHOOLS!

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MEMO TO: All teachers and their spouses

FROM: B.C.T.F. Retirement Savings Plan and Teachers' Home Ownership Savings Plan

It's time to start thinking about "RRSP'S" and "RHOSP'S".

Don't wait until the last minute. February 28, 1976 will be here very soon and that's the last day you can contribute to either a "RRSP" or "RHOSP" and claim your contributions as deductions on your 1975 income tax.

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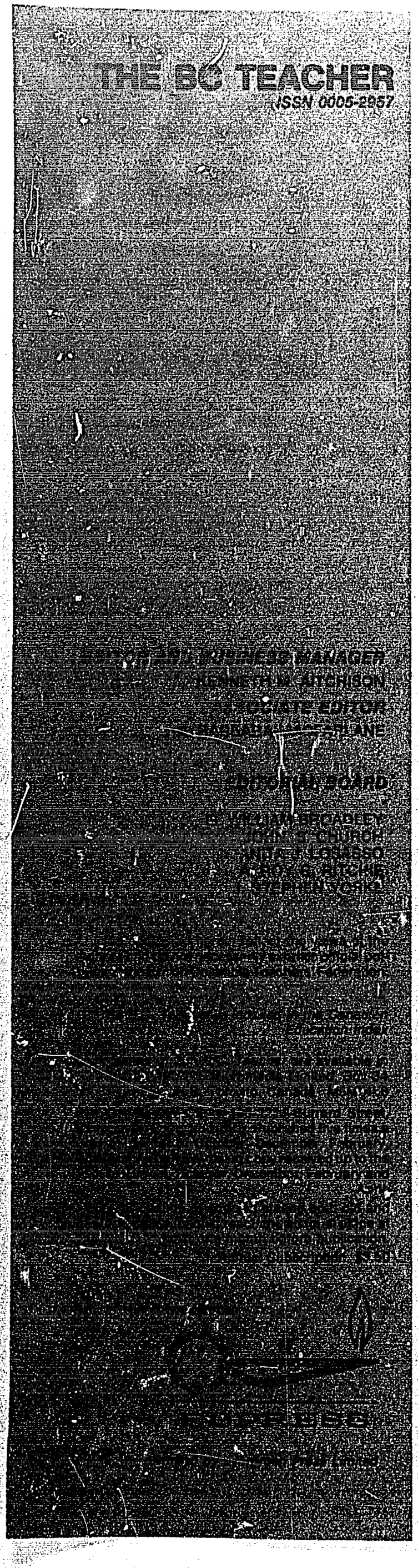

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Vol. 55, No. 2 **November-December 1975**

COVER PICTURE
This month's cover picture is again by Irvine Dawson, principal of Victoria's Monterey Elementary School. It is of Goodacre Lake in Beacon Hill Park, Victoria.

PHOTO CREDITS
Pp. 48, 49, 61—supplied by Clay Williams and Rodney McCarrell; pp. 55, 56—Florence Wilton; pp. 57, 59—supplied by Fred Martens.

1976 TEACHERS' TRAVEL PROGRAMME

EASTER TRAVEL PROGRAMME

HAWAII

Two United Airlines' charters will operate from Vancouver on March 27 returning April 4.

Charter A: Depart Vancouver approx. 2:00 PM, March 27
Depart Honolulu approx. 4:00 PM, April 4

Charter B: Depart Vancouver approx. 6:00 PM, March 27
Depart Honolulu approx. 4:00 PM, April 4

Cost: $285.00 per person
Infants under 2 - free

Hotel package plans are available – information will be forwarded with confirmation of booking.

TO BOOK: See booking conditions

MEXICO

Package plans are available, March 27 - April 3, including round trip airfare from Vancouver, 7 nights hotel accommodation and transfers in Mexico.

MAZATLAN	
De Cima	$ 359.00
Costa de Oro	$ 379.00
Eldorado	$ 359.00
Cantamar	$ 379.00
Playa Mazatlan	$ 469.00*
PUERTO VALLARTA	
Tropicana Superior	$ 389.00*
Tropicana Tower	$ 399.00*

* Breakfast and dinner daily.

Prices based on double occupancy. Contact Ventra Travel for a detailed brochure.

TO BOOK: See booking conditions

UNITED

Western Airlines

LAS VEGAS

Depart Vancouver March 28 via Western Airlines and return April 1st. Spend four nights at the Las Vegas Marina Hotel which offers beautifully furnished rooms with colour TV. The hotel also has its own casino and is located right on the "Strip".

Inclusive cost: $276.00 per person based on double occupancy

TO BOOK: See booking conditions

CALIFORNIA

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DISNEYLAND
March 27 - March 31 (4 nights)
DISNEYLAND March 28 - April 3 (6 nights)
DISNEYLAND/SAN DIEGO
March 27 - April 4 (8 nights)
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March 28 - April 3 (6 nights)

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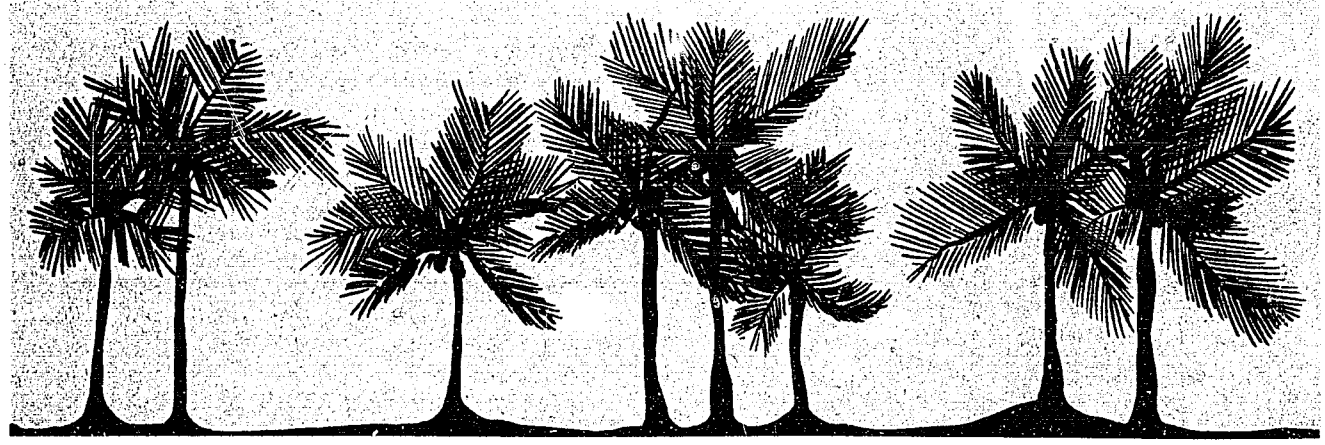

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SUMMER TRAVEL PROGRAMME

AUSTRALIA — via Qantas Airways

June 27 - August 29 (9 weeks)
July 4 - August 22 (7 weeks)
July 11 - August 15 (5 weeks)

Adults	$784.00
Children (2-12)	$392.00
Infants (under 2)	$ 78.50

QANTAS

NEW ZEALAND - via Air New Zealand

June 28 - August 22 (8 weeks)
July 5 - August 8 (5 weeks)

Adults	$730.00
Children	$365.50
Infants (under 2)	$ 73.20

air NEW ZEALAND

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U.K. FLIGHTS

Advance Booking Charter flights will be available from 2 - 9 weeks duration. Destinations served will be London, Manchester, Prestwick, Amsterdam and Frankfurt. London will be the only destination served by longer flights. Government approval is still pending and therefore dates and prices cannot yet be advertised.

IN ORDER TO ENSURE A SEAT TO EUROPE THIS SUMMER, PLEASE REGISTER NOW. Write to Ventra Travel as soon as possible giving the following information.

- ★ Full names of each person travelling
- ★ Full address
- ★ Telephone number
- ★ Identification number for each person, i.e. passport or social insurance number
- ★ Destination you desire
- ★ Approximate departure date from Vancouver
- ★ Approximate return date to Vancouver

As soon as Government approval is granted, you will be advised of the flight on which you are booked and a deposit in the amount of $50.00 per person will be requested at that time.

SOUTH AMERICA AND THE ORIENT

Special tours to South America and the Orient are being arranged for july. They will be advertised in the next issue of the B.C. Teacher Magazine. If you are interested in either of these tours, please contact Ventra Travel for a detailed itinerary.

BOOKING CONDITIONS

Eligibility: HAWAII, AUSTRALIA AND NEW ZEALAND
Each participant must be a member of the B.C. Teachers' Federation for a period of not less than 6 months prior to flight departure. Spouses, dependent children and parents domiciled in the same household are also eligible provided the teacher member travels with his or her party.

MEXICO, LAS VEGAS, CALIFORNIA, U.K., SOUTH AMERICA & THE ORIENT These programmes are open to the general public.

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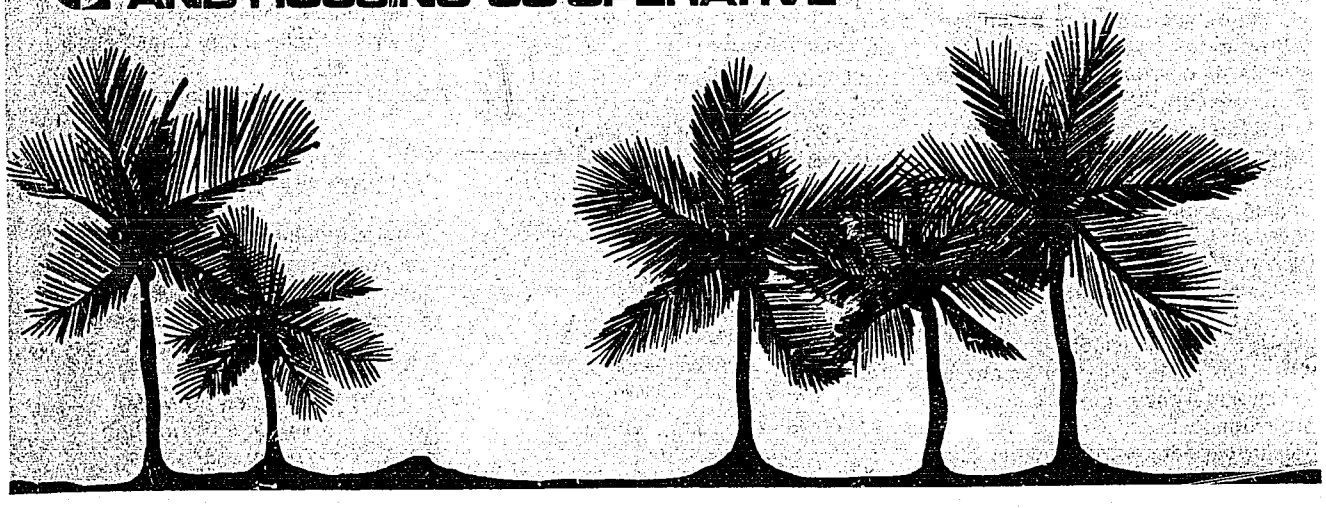

from our readers

Outdoors Programs Harmed

Your magazine (September-October) has reached a new low in editorial responsibility. Ms. Taylor's thinly veiled slap at a legitimate scientific inquiry, couched in an equally veiled fundamentalistic advocacy of outdoor education, if seriously entertained, could significantly damage the development of outdoor education programs for a long time to come. Her article is essentially an emotional mixture of platitudes and illogical reasoning that cause me to seriously question her readiness to enter teaching.

A solo trip into the woods, Thoreau-style, is hardly comparable to the emotionally wearing experience of a teacher who has to organize and successfully execute an outdoor experience for a group (of whatever size) of children into the woods. How could anyone who has had a sound college education fail to realize that:

(a) the majority of our 'true understanding of Nature' *has* come from quantified experiments, and that

(b) 'observation and study' are in themselves integral, and not separate parts of scientific inquiry, is thoroughly beyond my understanding.

How can she be so naive to think that any teacher (university biology instructors included) would deliberately send his/her students to mutilate 'Mother Earth'? Surely even she can understand that any successful excursion to the woods involves careful planning, including explicit instructions to students concerning exactly what is expected in the way of activities and orientation. To expect untrained students to somehow know, or identify by some ill-defined osmotic process (Bible reading?) is asking for a maturity and emotional development beyond many students.

Having experienced both planned and unplanned field trips, I certainly prefer the former, especially if carefully detailed in advance of the actual trip. Many students report that such planning has resulted in learning experiences and insights that would never have come from an unstructured situation.

No one will deny Ms. Taylor that we've got real problems in our treatment of the wilderness, but her article gives no concrete solutions to these problems, but instead further confuses the issues at hand.

So please, put out the flame in the tiny lamp of knowledge following Ms. Taylor's article, and hang your heads in shame.

Thorston W. Henrich
Victoria

Teacher to Pupil and Back

Here is an interesting reply to my note to a pupil who came down with chicken pox on Halloween. You might be interested in it.

Syl Abbott
North Vancouver

My Note

You were sick, Little Pal,
Had no Halloween
No trick and no treat,
Wasn't that mean?

As goblins came by
I thought about you,
They were gathering goodies
What should I do?

I retrieved my old broom
And tested its power,
Put on my black suit,
Then went out for an hour.

Stop Number One
A house by the river,
I zoomed down from the sky
And removed my first sliver.

'What's this?' cried the farmer,
'A witch black as night
Crashed in the brambles
What a pitiful sight!'

I gathered these goodies
As I flew over town
I had trouble taking off
But none coming down!

At quarter past midnight
I arrived home black and blue—
Little Pal, I'd do it
Again. . . just for you!

'Syl Abbott'

Reply

We sure appreciated
The poem that you sent,
We could almost see you ride
That broom with devilment.

We also laughed together
At the power in your broom,
You caused some happy laughter
In the Burton's nursing room.

Lisa knew your poem
Memorizing every word,
Her eyes once more were shining
She was happy as a bird.

No fool sickness would depress her
Now that her pal had 'wrote,'
Recovery was imminent
'Twas a miracle we thought.

So to children everywhere
Who heed the Golden Rule
You'll find no better teachers
Than at Captain James Cook School

'Lisa and
Mr. and Mrs. George Burton'

Verbally Defenceless

When reading the Rutter's child behavior scale ('Identifying the Emotionally Disturbed Child'—September-October), I was astonished to find included in the scale (No. 24) 'Has a stutter or stammer.'

There is absolutely no evidence—and believe me, stutterers have been subjected to every conceivable psychological test—to indicate that a

stutter is evidence of an emotional problem!

Stammer is the English word for stutter, as lorry is for truck. The author of the scale has not even bothered to check out the term, but feels qualified to include it in his scale.

What I find upsetting about this attitude is that the stutterer invariably must contend with a severe communication handicap and on top of that must contend with people who assume that all manner of emotional and psychological ills exist in the stutterer—and all too often act on that basis.

Our society is highly verbal, and we tend to express our feelings verbally. This is precisely the area where the stutterer is weak—he has not the means, and all too often not the experience, to make himself understood. It is very easy for anyone to offer any advice to a stutterer, to assume anything about him or her and not to be challenged by the stutterer.

If confronted with a stuttering student, the teacher should proceed to act on a basis of normality, accept the handicap for what it is—a communication problem—and leave it at that.

John Wiebe
Williams Lake

Compliments All Around

Please accept my compliments for an excellent May-June issue. I should especially like to congratulate J.E. McDowell for the article on rebellion and the two girls who exemplify the student role suggested.

Perhaps when we encourage people who live the role suggested back into the classroom, we may the sooner approach the ideal. It would help, too, to take a critical look at the curriculum and at learning styles to see if we couldn't improve the situation.

I take pleasure in recommending to all Paulo Friere's book, *Education of the Oppressed*, for relevance to the total school situation. I'll bet McDowell has his own copy.

J. Harley Robertson
Victoria

Making Nickels Squeak

As a parent and sometime observer at the Vancouver School Board, I find it difficult to understand how G. H. Durrant (Sept.-Oct. letter) can suggest that the GEM Vancouver school trustees are friends of 'the committed teacher of English' or that their efforts should be welcomed as a pressure on administrator and politicians to provide the resource without which there can be no great improvement in the general standard of English.'

I have observed the GEM trustees vote against adminstrators' recommendations to increase the number of teachers, and introduce motions to stick to a status quo budget.

All taxpayers are conscious this year of the need for economy, but judging by the GEM supporters' performance to date, they are much more interested in making nickels squeak than they are in improving the teaching of English.

Betty-Anne Fenwick
Vancouver

Cause of Death: Illiteracy

The coroner's report shocked me, but there it was quoted in the morning newspaper. After all the evidence had been heard at the inquest, the coroner had concluded that the cause of death was illiteracy.

He reasoned that the driver of the car was unable to read the road signs and that this was a direct result of poor training in reading and writing. He discounted the police reports that outlined road conditions, alcohol content of the blood, and previous careless driving convictions.

The coroner said that too many people fail to read road signs, and they fail to read them because they can't. 'They're illiterate, and the schools have to face their responsibility in this regard.'

Over the page was another disturbing report. A women's action group had conducted a survey that showed that 78% of the girls using oral contraceptive pills could not understand the directions on the package.

The action group concluded that the alarming rate of illegitimacy was attributable to illiteracy among teenagers. 'The schools have to do something about this. It simply can't go on any longer.'

I'm really writing to share with you a personal sorrow in the hope that you will realize the seriousness of the situation. A neighbor's boy committed suicide and left the following note:

'I'm sory dady. i cann't take ani more it—cauz they laff at me and my spelin. You lauff at me to. i did tri.

yaur'e sun.'

Someone has to do something about illiteracy soon.

A concerned parent
Victoria

Broad Jump to Olympics

The Canadian Association for Health, Physical Education and Recreation has produced, under a federal grant, a manual designed for elementary and secondary school teachers and students. This bilingual package offers projects and games promoting the Olympic ideal through every school subject.

The package is available through our office at 333 River Road, 10th Floor, Vanier City, Ontario. The cost per copy is $2.00, with a special rate for orders of 100 or more.

Diane Potvin
Project Co-ordinator
Ottawa

WE SHALL MISS THESE TEACHERS

In Service	Last Taught in	Died
Ronald Walter Bertuccelli	Victoria	September 2
Hannie Van Wageningen	Vancouver	July 25
Retired		
Rose Allison	Surrey	July 20
Hubert Cumberbirch	Victoria	July 24
Morley C. Gillander	N. Vancouver	August 23
Jean (Montgomery) Hutchison	Delta	July 4
Ruby A. Kerr	Vancouver	June 12
Joseph H. Lane	Vancouver	July 28
William G. McKenzie	Burnaby	August 31
Arthur V. McNeill	Vancouver	August 30
Roy E. Mountain	Langley	September 9
Margaret (McNaughton) Nairne	Victoria	August 17
Annie E. (Hogg) Pudney	Mission	July 28
Edith A. (Penchbeck) Reed	New Westminster	September 25
James K. Trecarten	Peace River N.	September 25
Eric H. Whittingham	Campbell River	September 17

FINANCIAL AID TO PRIVATE SCHOOLS? NO WAY!

BETTY GRIFFIN

Don't be deluded by the campaign for public money for private schools.

Let's get the facts straight about this business of freedom of choice, responsibility and accountability as it relates to financing education.

The issue is particularly important in view of the present campaign of the independent schools to pressure the government into giving public funds for private use.

The *British Columbia Year Book* of 1911 has this interesting comment:

'In 1876, when the present revenue tax was introduced, a number of the Roman Catholic members of this community petitioned against the imposition of this tax for school purposes on the grounds that, for conscientious reasons, they supported schools of their own, and they should not be compelled to pay for schools they did not use. The legislature did not recognize the validity of the objections urged, and that was the first and last effort in the direction of establishing separate schools in the province.'

Little did the writer know that 74 years later this province would again hear the same demand.

All Canadian provinces have resisted giving financial aid to independent schools. As Premier William Davis of Ontario stated in 1971, '. . . support would fragment the present system beyond recognition and repair, and do so to the disadvantage of all those who have come to want for their children a public school system free of a denominational or sectarian character.'

Davis argued further that such a policy cannot be, in reason or in justice, limited to some faiths and denied to others. Nor can it, in logic, '. . . be limited to the elementary and academic secondary school systems alone. We would inevitably be obliged to proceed throughout all our educational institutions to fragment and divide both our young people and our resources, from kindergarten through postgraduate university studies.'

In no province is any group denied the right to establish its own school. In this province there are 70 Catholic schools, 29 schools of other religious denominations, and 31 non-denominational schools (latest Statistics Canada information). Obviously these

The writer teaches at Cascade Heights Elementary School in Burnaby.

schools have a right to exist.

But having a right to exist does not mean having a right to public funds. These funds are raised solely for the purpose of public education as defined by the BNA Act and our Public Schools Act. School boards are held accountable to the taxpayers in their districts as well as to the provincial government. The provincial government, in turn, is held accountable to the people of the province, and governments have fallen because of their education finance policies.

Because public schools are supported by public money, every child has the right to attend. If parents object to some feature in our schools, they have a right to raise it with a publicly elected school

Private schools will lose their independence if they are given public money.

board or department of education. If it is a vital issue and is not resolved, the question will be decided at the polls.

On the other hand, independent schools can limit the entrance of pupils, get rid of them as they please, and are accountable to no public body for what they spend, how they operate, or whom they hire to teach. They are independent ***because they do not have to be accountable or responsible to the public at large because they do not use public money.***

To appreciate fully the complexity of this question, one requires a knowledge of our history and an understanding of our laws.

At the time of Confederation, Canada included Nova Scotia, New Brunswick, Quebec and Ontario. The BNA Act, which set the ground rules for Confederation, reflects the historical development of that eastern part of our country, which was settled first by the French, who established Catholic schools, and then by the English, who developed Anglican or Protestant schools.

To protect the rights of the founding provinces they had already established

All provinces have resisted giving financial aid to private schools.

by law, the writers of the BNA Act included the following in Section 93:

'In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following provisions:

'Where in any Province a System of Separate or Dissentient Schools exists by Law at the Union or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor General in Council from any Act or Decision of any Provincial Authority affecting any Right or Privilege of the Protestant or Roman Catholic Minority of the Queen's Subjects in relation to Education:'

In other words, responsibility for education was given to the provinces, but if any province joining Canada had previously provided by law, financial assistance to any religious school, such assistance could not be revoked. Similarly, if such financial assistance was provided *after* joining Canada, the province would be in trouble if it attempted to revoke it. If such a situation occurred, the federal government had — and still has — the right to step in and overrule the provincial government.

This is what the Manitoba School Act battle of 1890 was all about, a battle that

'Support would fragment the present system beyond recognition and repair.'

brought down the Conservative government in Ottawa.

Manitoba had no public schools when it entered Confederation in 1870. The first legislature passed a school law similar to that of Quebec, providing for a board of education in which half the members were Catholic and half Protestant, each group having its own superintendent of education, and dividing the school funds between them.

Carl Wittke, in his authoritative text *A History of Canada*, and George Wrong, in *The Canadians*, relate only too vividly the violence, division and religious bigotry and hatred that exploded when the Manitoba School Act of 1890 was passed, sweeping away the dual board of education and creating a single public, nonsectarian school system.

'There were good reasons for the move. There was a crying need for raising educational standards, the population was scanty and widely scattered, and to have schools at all involved strain. To have separate schools for Catholics was encouraging similar demands from Anglicans and the many Mennonite and Icelandic settlers,' says Wittke.

Acting under the BNA Act, Ottawa ordered Manitoba to restore the privileges to the Catholics. Manitoba firmly refused. The matter went to the

Having a right to exist does not mean having a right to public funds.

courts, to the Privy Council, to the Cabinet, to the Supreme Court of Canada, back to the Privy Council, each in turn overruling the other.

Prime Minister John Thompson, a Catholic, and naturally suspect by Protestant critics, was at a loss. Upon his sudden death, Mackenzie Bowell became head of government, but that gentleman was a past grandmaster of the Orange Lodge, and the separate school question now became a political football.

Finally, half of Bowell's ministry resigned and he himself was forced to retire. Dr. Charles Tupper was hastily made Prime Minister. He tried to force remedial legislation through, but the Liberals carried out a filibuster, an action that resulted in continuous sessions 100 hours long.

Finally Tupper had to dissolve Parliament and call an election. He and his Conservative government went down to defeat, and Laurier headed the new Liberal government.

The new prime minister finally managed a settlement with Manitoba, but feelings against the Liberals ran so high in Quebec that the penalties of the church were invoked to prohibit the reading of certain Liberal newspapers, and in the end Laurier had to appeal to the Pope to quiet the clergy. This in turn brought down on his head the wrath of the Protestants, who resented the 'papal intervention.'

It takes only a little spark to set off a catastrophic conflagration.

This brief summary of the Manitoba school question cannot describe the devastating divisions and animosities aroused throughout the country, animosities that have lasted for years. We can at least understand, however, that such a question can tear a people apart.

B.C. did not join Confederation until 1871 and its historical development was completely different from that of eastern Canada. Separation of church and state was one of the first principles established in our early school system and was enunciated in our first Public Schools Act prior to our entry into Canada.

It is interesting to note in the original

reports of 1864 and 1865 that the main bone of contention was whether or not our schools should be free, rather than the question of nonsectarian education, which had overwhelming support.

At a meeting called by the first mayor of Victoria, Tom Harris, in 1864, the 500 people attending voted overwhelmingly in favor of 'a free non-sectarian school open to all classes in the community,'

From its inception the B.C. school system has been nonsectarian.

and in 1865 the Vancouver Island Legislature acceded to the popular demand by passing *An Act Respecting Common Schools.*

Amor de Cosmos, who was to become premier of this province, observed as editor of the *Colonist,* 'We are not disposed to cavil at the imperfections of the bill so long as two great principles — free schools and a non-sectarian system of education are enunciated.' De Cosmos, together with John Robson, had long championed the cause.

So what's wrong with a little assistance? Well, giving a little assistance is like being a little pregnant — it doesn't stop at a little.

John Prior, a most respected educator in this province and a past president of the Canadian Teachers' Federation, warned before he died a few years ago:

'The problem of "creeping assistance" to parochial schools should be fully comprehended in terms of the BNA Act. Once aid is given to separate (parochial) schools, an appeal may be made to the federal government to prevent provincial decision to reduce or eliminate such aid. Thus the decisions of a province in the financing of education

Giving a little assistance is like being a little pregnant — it doesn't stop at a little.

could be decided outside the province by a federal cabinet composed of people from provinces where separate school systems are a historic fact.'

This, of course, is what happened in Manitoba.

In response to the charge that a two-school system is better (why not 20?), let's get the facts straight once again.

Our school system was organized by John Jessop, our first Superintendent of Education, who based it on the system established by the outstanding educator of the last century, Dr. Egerton Ryerson, father of the Ontario school system. Even today the two provinces have almost identical curriculums, textbooks and teaching methods.

The Ontario Department of Education is responsible for all the public schools, including Catholic schools (because of the BNA Act). Catholic school boards must conform to the Ontario School Act just as other school boards must do. Their problem is money.

For example, in 1968, according to their statistics, the provincial per pupil grant was $230 for public schools, but $384 for separate schools. This was to compensate for the lack of revenue raised at the local level. Even at that, the total revenue per pupil for those in separate schools has consistently lagged behind that of the public schools. Teachers are more poorly paid, and strikes are not unknown.

Another problem — smallness of schools — plays havoc with the future of our young people. A research report commissioned by the Alberta Trustees' Association found that Alberta had 316 high schools enrolling fewer than 300 students each, and of these, 92 enrolled fewer than 40 students.

The report pointed out that these small schools offered grossly inadequate programs, the achievement of students was grossly inferior, and instructional supplies and equipment grossly inadequate. It concluded its findings (Downey, 1965, pp. 57-58) by stating, 'Religion (and the legal provision for separate schools) continues to be one of the major factors producing smallness in schools.' Amalgamation was the answer.

Where the school system is fragmented, there are many small schools, staggering school costs, poor attendance, and grossly inadequate programs, supplies and equipment.

Again, we could look at Newfoundland and the report of its Royal Commission on Education.

In a typical village the Commission found the following — a one-room Anglican school for Grades 1-12, a one-room Seventh Day Adventist all-grade school, a three-room United Church elementary school and a one-room Salvation Army school.

'The basic duplication of services has left and is still leaving hundreds of children to face a hopeless future,' said the report. As a result, the House of Assembly passed a bill that represented the efforts of many people over a period of time to get various denominations to co-operate in consolidating their schools.

As Dr. Rowe, Minister of Education, said in 1969 when the Bill was passed, 'The most revolutionary step in our time and perhaps in our entire educational history was the decision of the churches unilaterally and collectively, and with the entire co-operation of the government, to consolidate their school boards either within the framework of a particular church or with a group of churches acting in concert.'

Again, the fragmented services of independent schools had to be amalgamated in the interests of their children, even though individual groups had to surrender their independence.

One could continue province by province to show that where the school system is fragmented, the result is a multiplicity of small schools, staggering school costs, poor attendance, grossly inadequate programs, supplies and equipment. But worst of all — the performance of students is grossly inferior and their chances of a decent job virtually nil. It is indeed strange and terrifying to see the campaign in B.C. to fragment our school system, when it is the envy of the other provinces.

This, I believe, is the warning to parents by the B.C. Teachers' Federation: we must keep public funds for public education if we are to maintain a nonsectarian school system.

The warning to the independent schools of this province should also be clear. The moment you accept public funds will be the moment you lose your independence. I, for one, shall demand access to your budgets and operating procedures. I shall demand that you have fully qualified and certificated teachers with the right to collective bargaining. I shall demand all those rights I now exercise with our present public school system — a system I help to pay for, but which I help to control at the polls.

And finally, a warning to any government of British Columbia that threatens the basic principle upon which our school system is founded — separation of church and state — it takes only a little spark to set off a catastrophic conflagration.

The Canada Connection

RODNEY B. McCARRELL

The second of a five-part series on Delbrook Secondary Schools's 1974-75 project Travel Beat: Canada. **In their first article the Canadians described their visits to Fiji and Samoa. This month takes them to Tonga.**

■The only independent kingdom in the Pacific consists of 150 volcanic and coral islands . . . very small dots on any map. Tongatapu (27 miles long and 9 miles wide) is the largest of these islands and the site of the Royal capital of Nukua'lofa.

Here we found a society as rural as, or more so than, Western Samoa's, with very little tourist commercialism. One major hotel, the Dateline (very expensive), two motels and two guesthouses take care of visitors. The exchange rate at the local bank is again a blow to any traveler's budget, with one Canadian or American dollar worth only about 61¢.

Tongatapu was our final destination in this short glimpse of South Pacific Polynesian culture. Again the native bus service, which uses vintage Leyland chassis and engines, provides the local color. Before boarding these buses, one should remember that nowhere in Polynesia is there formal delivery service for goods, so if you are carrying anything large or bulky, you just pile it on the bus with you, either inside or on the roof, in the case of furniture. That is why we found people with tires, sacks of coconuts or vegetables, packages of fish or meat from the market piling everything in the aisles and on their laps.

The whole scene becomes even chummier when you have to 'triple up' in a seat meant to accommodate two. You should see the springs in those buses sagging in all directions! After all, with 'Polynesian Tempo' who knows when the next bus will be along?

One such adventure took us by local bus 14 miles out to what are known as the 'blow holes' — a shelf of land under which the deep blue Pacific surges in, shooting up through erosions in the shelf, for all the world like a series of geysers. The height of the 'geyser' depends upon the force of the surf . . . exciting to watch and a challenge to film!

We decided to walk back to town, at least until we could catch up to a bus. Doing so turned out to be one of the greatest educational experiences so far. Unlike Viti Levu in Fiji, this island was

B.C.'s sockeye salmon was a memory that brought a glimmer to the eye of Tonga's King Taufa'ahau Tupou IV. His Majesty so impressed his young visitors that they promised a gift of a fresh salmon and a carved totem from Delbrook's School Government.

covered in coconut trees, for copra is the big export here. Beside every bure, or Tongan hut, were piles of coconuts, either ready to be cut open or whose white meat was already laid out to dry. Often we found young children whacking open the nuts with large machetes.

Happy 'hellos' were shouted as we trudged through the villages in the hot sun. (We were back to wearing just shorts and sandals again.) Corralled chickens, dairy cattle, pigs and the odd dog added to the sights and sounds of a typical Tongan village. In one district we came across three trees just loaded with flying foxes, hanging by their tails from the branches. Three young native children had 'captured' one and they held it up for us. It was like a large bat, but with the face of a small fox.

As the sun crept closer to the horizon, we were no closer to finding a bus. Polynesian Tempo had wound down to 'stop.' About six miles from town we were overtaken by a truckload of about 20 young Tongans on their way into Nukua'lofa. From 20 mph they came to a screeching halt and yelled for us to climb in the back of the truck.

Palm fronds and fern branches were spread on the floor to soften the ride. In perfect four-part harmony, these Tongans sang, clapped hands, and occasionally danced, all the way into town . . . completely extemporaneously!

Occasionally the driver would suddenly pull up and pick up a few more stragglers, and they too would join in and harmonize. Of course, many of the songs were in Tongan, but that didn't matter to us. By the smiles and motions, we knew they were happy, romantic songs.

I have never experienced such a wonderful feeling of contentment by a people whose work for the day in the fields had ended. I wonder how many Canadians could feel as good after a day's work? Just another example of a completely different lifestyle that we were enjoying and appreciating more every day.

Incidentally, for those who don't want to walk but still want to have their own transportation, you can rent a bicycle or even a small Avis car. We could never find three bicycles in at any one time, even after checking with the German Consulate, which also rents bicycles on the side. Mainly for the locals are the three-wheeled motorized cabs, painted a bright crimson and white, with fringe on top.

'Follow me, please. Step this way. The King will see you now.' With these words from the King's secretary, appropriately named Mr. Tonga, my wandering thoughts and daydreams were broken. For here we were at last on that wide veranda of the Royal Palace, with the Salvation Army Band now all set up on the lawn. The King had obviously completed his exercises.

'You will have about 15 minutes with His Majesty,' said his aide-de-camp, who was dressed in blue uniform with gold braid and had a long black scabbard containing a gold-handled sword at his side. We were ushered into the simply furnished reception room, which was completely dominated by a long, dark teakwood table.

There at the far end of the table stood King Tupou IV, son of the famous late Queen Salote. We had expected a large person, for so was his mother. But we weren't quite prepared for what we saw. The king was simply huge — 350 pounds, according to his secretary. Beside him at the head of the table was a large world globe. His girth was certainly greater than the world's!

Mr. Williams introduced himself and then us. His Majesty proceeded to sit, which was the signal for us to do the same. His secretary disappeared from the room, leaving only his aide-de-camp on guard at the old-fashioned screen door.

I must tell you that those first five minutes were rough, as the King sat with his huge, puffy hands coupled together in front of him, listening to the explanation of our project. He snorted and breathed heavily, from what we found out later was an asthmatic condition. Mr. Williams, unknowingly, adjusted his maple-leaf lapel pin at least four times during that ice-breaking period.

It wasn't long, however, before the King began to loosen up and we learned of his travels around the world, including Canada and his memories of B.C. One of those memories was of the delicious sockeye salmon he so enjoyed while here. It was at this moment I sensed a school project. Why not have our school government send him a large freshly-caught salmon as a gift from the staff and student body? After all, weren't we on a goodwill mission? And August is salmon time back home.

The King continued by pointing around the room to the many gifts presented to him by various countries. He interjected more memories of B.C. This time, the gorgeous mountains and the colorful Indian totems. I think all three of us looked at one another at the same time. Mr. Williams asked if he had a totem in his Palace. He replied that he had not. That is why, in the first 20 minutes, we had promised the King a fresh salmon and, to add to his art collection, a specially-carved totem by one of North Vancouver's finest carvers. Both would be donated by Delbrook's School Government. Fortunately for us, the King's memories of B.C. stopped at this point.

The aide-de-camp was now looking anxiously at the King, for we now had taken 25 minutes of his time. Suddenly, the monarch clapped his puffy hands together several times, which I took to mean the end of the audience. Instead, it turned out to be merely the intermission . . . the call for a round of cold orange drinks for all, including himself.

Refortified, he went on to discuss the growing economic influence of Japanese trade and investment in the Pacific Rim countries. More and more Japanese government representatives visit his island kingdom. He explained that he had the only TV set in the country — a closed-circuit set-up so that he could learn the Japanese language via packaged, video-taped lessons.

In answer to our question regarding foreign investment in Tonga in the form of commercial hotels and industries, he said he would like to see Tonga remain

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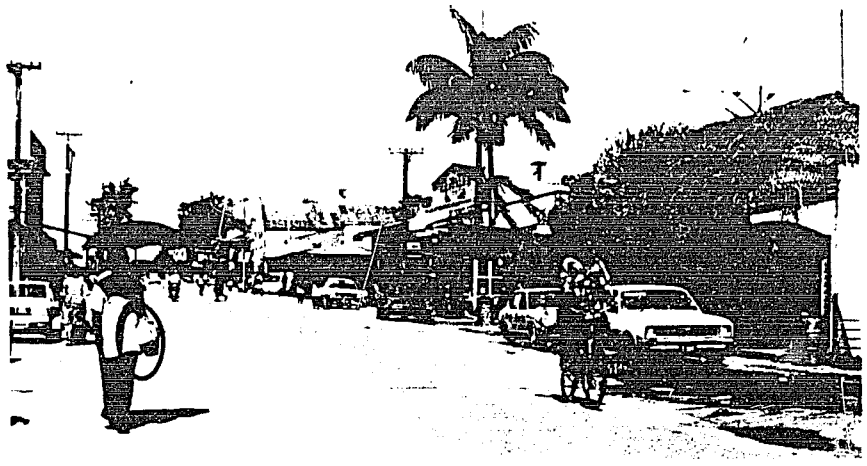
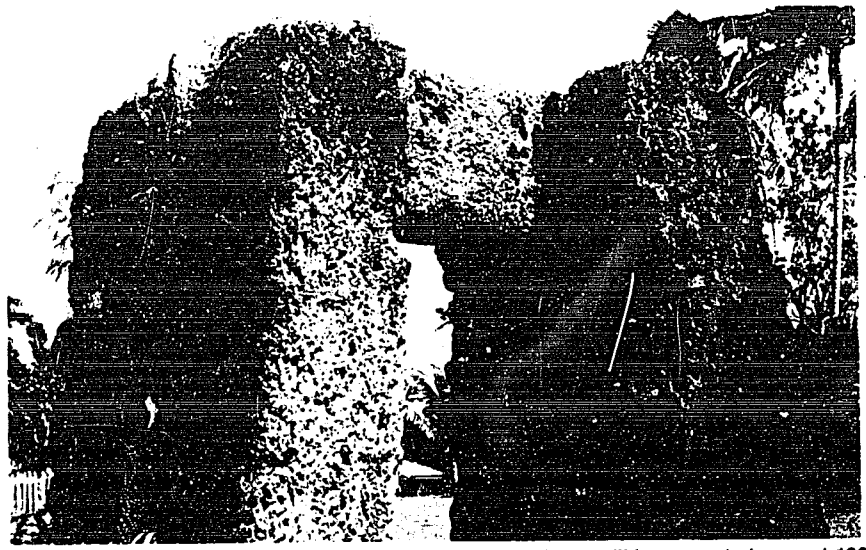


Umbrellas and thatched huts — the charm of a Tongan village — in this case Nukua'lofa, the kingdom's capital.



The pride of King Tupou IV is the Ha'amonga a Maui, a large trilithon, erected around 1200 A.D. His Majesty recently discovered that notches carved in the top of the lintel stone point directly to the rising sun on the longest and shortest days of the year.

'I've got a luvverly bunch of coconuts' might well be the theme song of these Tongan children as they survey the barrow overladen with the fruit of the palm.

LET'S STOP IGNORING REGIONAL STUDIES

For many years regional interests have been ignored or played down in this country for political reasons (keeping up a united front in time of war, keeping American economic and cultural pressures at bay — rather unsuccessfully I should add — and strengthening the basis of the federal government).

The treacherous War Measures Act of 1970 illustrated how far the central government is prepared to go to suppress political dissent within the members of Confederation.

More recently, the heated debate between the federal and provincial governments over the ownership and administration of energy reserves and natural resources raised once again the issue of the place or status of regional life within the overall fabric of life in Canada.

Over the years historians and critics have been inclined to speak out against signs of growth in the arts and institutions of the various geographical regions, for fear of introducing an imbalance into Confederation and out of a desire to forge a national literature and consciousness.

The fact that almost all of the publishing and machinery for mass-education was concentrated until recently in Ontario, primarily in Toronto, made this goal easier to achieve.

E. K. Brown is a case in point. 'In the contemporary world,' Brown wrote during World War II, 'autonomy is the most luxurious of privileges, one which this country will not be able to afford in any measurable future. It is not an unmixed good. Autonomy almost always breeds chauvinism, and usually brings as an immediate consequence an unwholesome delight in the local second-rate. Its advent poses obstacles to international currents of art and thought.'

Brown's fear of nationalist extremes and his hope for peace through international co-operation are the legacy of two world wars and efforts to replace the defunct League of Nations with the United Nations.

As George Grant has noted, internationalism has come to be equated with North American continentalism; in other words, it is a myth fostered by the Big Powers to maintain the balance of power and to justify economic and cultural imperialism. As nations lose their distinguishing characteristics of language, dress and expectation, they become less and less capable of insisting on their rights to self-preservation and self-determination.

What Brown and the internationalist critics and historians forgot for a time was that there can be no true co-operation between nations or individuals without the attainment of identity and integrity. Although Brown regarded regionalism as a 'force which tells against the immediate growth of a national literature,' he admits that Canada is 'not an integrated whole.'

Furthermore, he states, albeit reluctantly, some of the virtues of an art that sinks roots into the local, the particular:

'Regionalist art may be expected to possess certain admirable virtues. One of these is accuracy, not merely accuracy of fact, but accuracy of tone; and throughout our literature there has been a disposition to force the note, to make life appear nobler or gayer or more intense than Canadian life really is in its typical expressions. It would help us toward cultural maturity if we had a set of novels or sketches or memoirs that described the life of Canadian towns and cities as it really is, works in which nothing would be presented that the author had not encountered in his own experience.'

Brown briefly argues the case for regional studies, but then feels the need to pull in his critical horns, arguing instead that 'regionalist art will fail because it stresses the superficial and the peculiar at the expense, at least, if not to the exclusion, of the fundamental and universal.'

Brown's argument is precisely that which was advanced years ago by critics to keep Canadian literature out of the schools and universities. Fortunately,

Internationalism is a myth fostered by the Big Powers to maintain the balance of power and to justify economic and cultural imperialism.

our writers have kept busy, writing out of their own peculiar spatial and temporal conditions, while the critics have debated.

The simple fact is that most of our best writing in Canada is both local and universal; *As For Me And My House*, with its roots in a Canadian prairie town during the '30s, is as universal in its treatment of the human condition as are Faulkner's novels of Yoknapatawpha County, for which he was awarded the Nobel Prize.

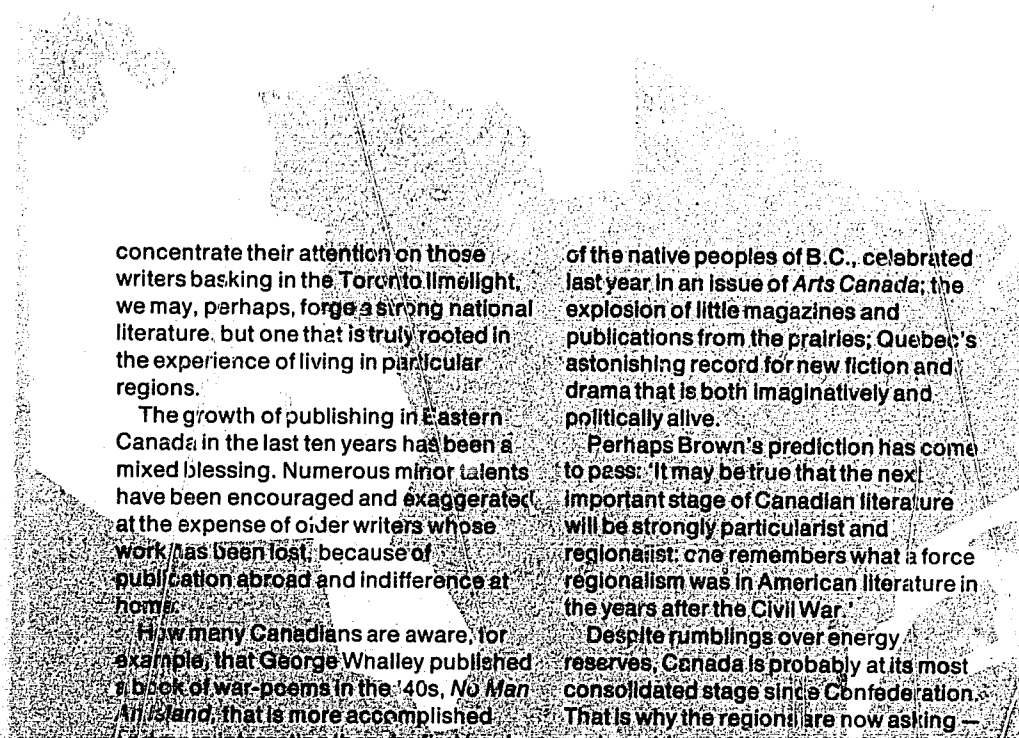
One has only to think of Souster's Toronto, Richler's Montreal and Ernest Buckler's Maritimes to be reminded that Canada is still very much a mosaic, culturally as well as politically, and that its peculiar strength derives from its efforts to find a balance between the national and the regional, the federal and the provincial, the French and the English, the native and non-native.

So long as there is a continuing effort to promote and examine the literature of every region in Canada, rather than offer critiques and collections that

GARY GEDDES

Canada will best realize its potential when no one region dominates cultural and economic affairs. A strong plea for studying the regions we inhabit.

The author, a poet, reviewer and editor of anthologies, is a former member of the faculty at the University of Victoria.



concentrate their attention on those writers basking in the Toronto limelight, we may, perhaps, forge a strong national literature, but one that is truly rooted in the experience of living in particular regions.

The growth of publishing in Eastern Canada in the last ten years has been a mixed blessing. Numerous minor talents have been encouraged and exaggerated at the expense of older writers whose work has been lost, because of publication abroad and indifference at home.

How many Canadians are aware, for example, that George Whalley published a book of war-poems in the '40s, *No Man An Island*, that is more accomplished and more interesting than the first books of many of our so-called major poets today and certainly more worthy of attention than most of what is reviewed regularly in the press?

Similarly, Howard O'Hagan's remarkable novel *Tay John*, recently re-published in the New Canadian Library, should have been a classic studied by every student in our schools when it was first published in England in 1939.

Then we were struggling out of a Depression and into another war, which may excuse our indifference; but how do we justify ignoring a book like that, which speaks of our people and our experience in an idiom that is uniquely ours, in favor of *Catcher in the Rye* or the novels of European existentialism?

One of my former colleagues used to say that existentialism died in France 30 years ago, but is still alive and well at the University of Victoria. What else can we expect in a country or province that promotes the foreign second-rate often at the expense of the home-grown first-rate?

There is a tremendous growth in the arts in almost every region in Canada. Witness the revival of the arts and crafts of the native peoples of B.C., celebrated last year in an issue of *Arts Canada*; the explosion of little magazines and publications from the prairies; Quebec's astonishing record for new fiction and drama that is both imaginatively and politically alive.

Perhaps Brown's prediction has come to pass: 'It may be true that the next important stage of Canadian literature will be strongly particularist and regionalist: one remembers what a force regionalism was in American literature in the years after the Civil War.'

Despite rumblings over energy reserves, Canada is probably at its most consolidated stage since Confederation. That is why the regions are now asking — perhaps 'demanding' would be a better word — for more autonomy, more recognition of their rights to a certain degree of self-expression and self-government.

Much thought needs to be given to promoting publishing in various regions

As nations lose their distinguishing characteristics of language, dress and expectation, they become less and less capable of insisting on their rights to self-preservation and self-determination.

in Canada, to finding a balance, a healthy balance, among the local, regional and national needs of our people, to discriminating between matters that pertain to the regions and those that are the exclusive concern of Upper Canada.

One way in which this discrimination can be achieved, of course, is by encouraging regional studies in the schools. From a pedagogical viewpoint, it makes sense to begin by examining where you are.

The primary child begins with a unit on the family, assuming that he finds himself with parents and, perhaps, siblings. Then he takes a look at the people in his immediate neighborhood, the shopkeepers, the Joneses or Kowalchuks or Cohens, the RCMP constable who drives the latest model car and spends an inordinate amount of time with the new librarian, ostensibly checking out the latest acquisitions.

Good education, like a stone dropped into a pond, spreads ripples farther and farther afield. A Canadian literature course taught in the schools or colleges should, by the very *political* nature of our country, include the regional factor.

Students in B.C., who have been denied, for the most part, the right to study Canadian literature, should be reading as many of their own writers as possible. School libraries should include O'Hagan's *Tay John*, Hubert Evans's novel about the Skeena Indians, *Mist on the River*, Dorothy Livesay's documentary poem about the evacuation of the Japanese during World War II, *Call My People Home*, Ethel Wilson's and Sheila Watson's remarkable novels about the interior of B.C., the plays of George Ryga, the myths of the native peoples, and the poems and stories of such fine young writers as Jack Hodgins, Pat Lane and Pat Lowther.

Where these books are out-of-print, local publishers should be encouraged to make them available again as cheaply as possible, perhaps by provincial subsidy.

I am reminded of Emily Carr's eloquent plea for an art that expresses the experience of Western Canada, made

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Do you remember me at all? You taught me French for four years in secondary school. Now, having toured Europe this past year, I thought you might want to know some of my feelings about the learning of languages.

First of all, in all fairness, I can well imagine the many problems you encountered with us rebels! Indeed the mental, physical and emotional demands of teaching languages must have been most trying.

No doubt the large classes, the competition of French with the many so-called 'relevant' courses and your sincere desire to maintain the interest of students who lacked the maturity to realize that learning a language requires many hours of hard, solid work certainly must have been most discouraging. But, you know, I'm wondering if you really did try hard enough to interest us in the things about language that seem to me to really count. Let me explain.

Why were you not more realistic about the goals of language learning? I could not possibly have become bilingual in the short time I took languages and yet you certainly made me think it *was* possible. Did you know that it takes about 1,000 hours of intensive never-ending contact with a language to become functionally bilingual?

Perhaps you need to look at other parcels of time in which French is taught. This doesn't necessarily involve a longer sequence of time either, but requires a more intensive approach at the time it is taught.

Why don't we have immersion courses in school? Why can't math or social studies or any other subject be taught in French? And why were we not told about the many kinds of bursaries and travel exchange plans the federal government provides? These are often available at little cost to the student.

The opportunities are there, but nobody's telling secondary school students about them.

The writer is the District Co-ordinator of French Programs in North Vancouver.

Chère Mademoiselle Bon-Bon,

D.W.M. FRASER

The writer has met many North American students 'on the road.' Here is his synthesis of their comments – a plea for a more realistic view of teaching languages.

From my experience at least, I suggest that less time be spent on the speaking aspects and that much more time be spent on the *listening* aspects of the language. If I had been able to *understand* the language better, I could at least have spoken my mother tongue in return; but the necessary listening skills simply weren't taught me properly. In short, I do wish that my 'ear' had been trained more than my 'eye' was.

Do you not agree that the ability to understand communication in a second language should take priority over the ability to initiate communication, at least in the beginning stages? I suggest that a reappraisal of the priority of these two skills be considered.

In connection with the hearing skills, I have another question. Why did we hear only your voice? It seems to me that we got too accustomed to it. I found, in many situations, that I would be absolutely dumbfounded by hearing French spoken by so many kinds of people. You see, French was all around me; I heard masculine and feminine voices, young and old ones — all kinds. What a shock it was to hear such a wide variety of sounds. Why, oh why, did you not give us the opportunity to hear various kinds of voices through tape recordings, of which I am sure there are many available?

To my mind, one of the real values of learning a language is that it should reveal to me that there are other ways of saying things, other values and attitudes than those to which I have become accustomed in my mother tongue. Why didn't you discuss more of these kinds of things, about Quebec and France? Could you not have told me about the erratic French temperament? Perhaps I could have understood better some of the treatment I received from Frenchmen had I been told what to expect. Could you not have explained some of their feelings, their hopes, their desires, their ways of doing things, how they eat, what they eat, and so on? Do you not think these are useful things to know? Shouldn't they be a part of every French course? Of course, they are. Of course, they should.

I know you told us about the old translation, puzzle-solving, traditional methods of teaching languages that you had undergone when you went to school. How boring it must have been translating long sentences and paragraphs and learning list upon list of vocabulary items and not even speaking a word of it. My parents, who also suffered under this method, certainly didn't get the *complete* language experience either.

But hold on! I am asking if you really went too much to the other extreme. How I detested memorizing all those useless dialogs of the course *Écouter et Parler*. Never once was I able to use the sentences we patterned-practised so endlessly. (Believe me, I waited in vain to say that choice sentence: *Ma montre doit retarder un peu,* but the opportunity never came!)

LANGUAGE IS SPONTANEOUS

I always felt I was being a parrot in class — repeating, repeating, with little understanding of what I was saying. Perhaps the sentences could have been done more meaningfully.

It seems to me that language is spontaneous, natural and, above all, creative. Many of the sentences we utter in conversation are those we say for the first time. Thus more emphasis on a student's preparing of his own dialogs and putting sentences together with the aid of charts would have been more in order.

I didn't agree with you, either, on the teaching of grammar. Let me tell you, we were ready to learn the structures of the language and should have been taught the basic grammatical ways and whys of the language. We were intellectually ready for this and we were being constantly challenged to think, to discover, to question in many of the other courses in secondary school. But this was not the case in our French classes!

Perhaps what I am saying is that you should be thinking of marrying the two methods — traditional and oral-aural — thus seeking, in other words, a balance of the two. Have you ever given thought to that?

Now, let's look at vocabulary learning. How I would have liked to retort to those Frenchmen with some suitable expressions. What is the French equivalent of expressions like 'good grief,' 'no way,' 'are you kidding?' 'forget it,' 'darn it,' 'get lost,' and so on? I learned ad nauseam the classroom nouns and other vocabulary that weren't even part of the actual speaking vocabulary of the French. Why didn't I learn more food nouns, for example? A knowledge of these would have been a real help. Believe it or not, I didn't once have to ask where *la brosse* (it doesn't exist in a French classroom anyway) or *la règle* was!

Many of the European students I met put me to shame with their knowledge of so many languages — particularly English. Why is this so? Do they have better methods of learning languages in their schools? Maybe a systematic review of these methods would reap some benefits!

I'm fully aware there is more language consciousness in Europe, because of the geographical setting, but it's high time North Americans realized that their insistence on knowing only one language and that's the only language that counts, is nothing short of abominable.

I have appreciated your sensitivity, your patience and your sincere dedication. All I have said here is that I sincerely believe there are some things you may have overlooked; things that just might indicate where 'it's at.'

Perhaps your using some of these suggestions might make a difference in those sagging language enrollments so evident in some B.C. schools. Qui vivra, verra!

Salut,
Ton ami,
Johnny.

In some schools

Primary kids do everything in French

DAVID KAUFMAN
and FLORENCE WILTON

Dr. Kaufman is an assistant professor in the Faculty of Education at Simon Fraser University. Miss Wilton is Associate Supervisor — French for Coquitlam School District.

Coquitlam is in its third year of a very successful French immersion program for kindergarten and primary pupils. Several hundred children receive all or most of their instruction in French.

BONJOUR MES ENFANTS!

Thus begins a school day for more than 400 public school children in B.C. who receive all or most of their instruction in French.

This number is growing rapidly, as a major educational movement labeled 'French Immersion' gains popularity among English-speaking people throughout Canada. Its aim is to make children bilingual in Canada's official languages.

The quest for bilingualism may seem strange to us in B.C. but Dr. R. Tucker points out, in *Canadian Modern Language Review* (November 1974, p. 102), that there are more bilingual than monolingual individuals in the world. Is learning through the medium of a second language unusual? Apparently not, as there are more individuals in the world today who attend school in a second or later-acquired language than who study in their mother tongue.

What is French immersion? In contrast with a 'bilingual' program in which children are taught some subjects in their mother tongue and others in a second language, in an 'immersion' program the students' second language is used as the exclusive language of instruction for a year or more.

With little fanfare, the Coquitlam School District opened bilingual classes in September 1968 (See *The B.C. Teacher*, November 1968). The first French immersion classes were opened in September 1973 — three kindergartens and two first year classes. Several of the children at Alderson Elementary School come from French-speaking homes, while at Glenayre and Miller Park virtually none of the children had any prior knowledge of French. By January 1975, the program had expanded to a fourth school, Hillcrest, and included four kindergartens, three first year and two second year classes, for a total of nearly 200 children.

WHAT ABOUT PARENTS?

Parents have chosen to place their children in this alternative program and many parents are transporting their children a considerable distance to one of the four schools involved. Close contact with parents through teacher interviews, open house sessions, and general meetings continues to be an essential part of the venture.

The materials being used parallel those used in a regular English program. In kindergarten, pre-reading exercises are a good source of additional vocabulary. In first year, the children learn to read and write in French. Cuisenaire rods are used extensively in mathematics, while a French version of the Addison-Wesley elementary mathematics series provides the core program. The social studies and science kits used extensively in English classes have been adapted for use in French classes.

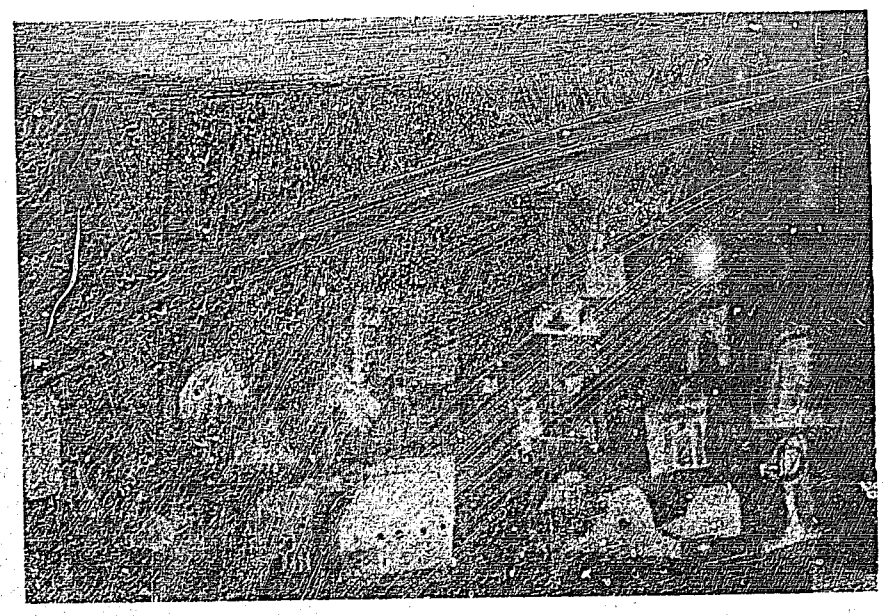
There has been a general lack of materials in French; those produced in Quebec and France often require extensive adaptation for non-francophone children. Canadian companies, however, now aware of the needs of the burgeoning market for bilingual and immersion programs, are beginning to produce materials in all core areas.

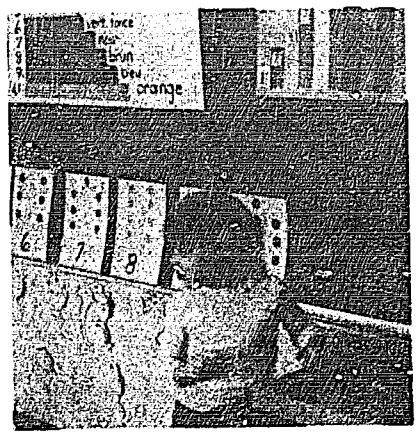
Teachers in an immersion program must possess fluency equivalent to that of a native speaker to cope with the variety of situations encountered.

Coquitlam's immersion and bilingual teachers come from various parts of Canada. They find the work challenging and often rewarding, and have stated that they feel they are making a valuable contribution to education in B.C. A remedial teacher works in three schools, providing assistance with reading and writing skills and arithmetic concepts similar to that offered in English primary classes.

French-speaking resource personnel have been encouraged to visit the classes. Mme Jeannette Baillaut, of the Vancouver Art Gallery, through her illustrated art talks and various related projects has provided much enjoyment and stimulation.

The celebration of cultural events has been a most successful venture; for example, a Maple Sugar Festival at Alderson School. This was greatly enjoyed by the bilingual program pupils, as was the Christmas concert at Glenayre. During both events, each class presented action songs or a short skit in French, enabling the children to appreciate the talent of their





counterparts from other schools.

Because French immersion programs have expanded rapidly in both B.C. and the rest of Canada, there is need for careful and systematic monitoring of the programs and their effects on students.

Several programs have been thoroughly evaluated, including those in Montreal, Ottawa and Toronto. Evaluations have focused on student learning outcomes in an attempt to determine the effect of the program on the achievement, cognitive development and French language skills of the children. Few evaluations have considered in detail problems in program aspects, such as organization and teaching methods.

Additional aspects that require examination are: the program's effect on the students' attitudes and emotional development; its effect on children at differing levels of ability; the attrition rate; background of parents and teachers, and the influence of the program on the community.

These evaluations have made a year-by-year comparison of the children in the French immersion classes with children in English 'control' classes. The performance of children in both French and English classes was measured in a variety of areas, such as French comprehension, English basic skills and mental ability.

This strategy was used by the Educational Research Institute of B.C. (ERIBC), which began an evaluation of the Coquitlam program in the 1973-74 school year at the request of the Department of Education and the Coquitlam School Board. The Coquitlam evaluation examined both the program operation and student learning outcomes. Children in the immersion program and children in English 'control' classes were tested in basic skills, mental ability and French comprehension skills. Questionnaires were also completed by teachers and parents of both the French and English classes.

The evaluation produced a substantial list of conclusions for both the kindergarten and Year 1 levels. The results of the testing indicated that:

1. The kindergarten French immersion children were as ready to enter an English first year as children who had attended the English kindergarten, as far as numerical and English pre-reading skills were concerned;

2. Both the kindergarten and first year French immersion children demonstrated a far greater comprehension of the French language than their English counterparts. Their French comprehension skills were also superior to the skills of children in Ottawa who were receiving 20-40 minutes a day of instruction in French as a second language;

3. The immersion children did not suffer any setback in general mental development relative to children in the English control classes;

4. The Year 1 immersion students attained consistently lower scores than their peers attending the regular English program in such basic English language skills as word recognition, word discrimination and reading. This result corresponded to the Montreal evaluation in which similar deficits were found in kindergarten and Year 1. However, in Montreal the lag completely disappeared, except for spelling, in a program in which the children studied English 25 minutes a day for the last five months of Year 2. In the Toronto and Ottawa programs the lag in basic English language skills, except for spelling, had disappeared by the end of Year 2. Development in English language arts will be closely observed in subsequent years of the Coquitlam evaluation.

Immersion teachers at both levels noted the shortage of materials in some areas, the lack of audio-visual aids and the increased work load. They remarked that the language restriction, especially in the early stages of the program caused difficulty in some types of discussions with the children.

The great majority of parents surveyed were English-speaking, and most had advanced educational and socio-economic levels. Nearly all parents of the children in the immersion program thought that French should be introduced in kindergarten or earlier. The vast majority indicated that they were satisfied with their choice and intended to keep their children in the French setting.

The second year of the evaluation was

Commission agreed to pay for the rent three nights a week and the first hurdle was cleared toward the establishment of the project.

Her next idea was to capitalize on the Department of Human Resources' incentive program for recipients of social assistance by asking for funds to pay parents to supervise groups of children. A number of mothers agreed to participate and the activity program was under way.

It quickly became apparent that several ingredients for a successful program were lacking. Normally mothers can be expected to have some degree of success controlling their own youngsters, but 50 or 60 youngsters from different families and of a wide range of ages proved to be a difficult task. This, together with the fact that none of them was experienced in handling gymnasium equipment, clearly called for leaders with training or at least competencies specific to the task.

Enter the principal of the school. At a meeting of a group of his teachers and student teachers he described the newly initiated project and asked for volunteers to assist the community group. Butch Nielson, a university student assigned to Blanshard for his 'school experience,' was interested. Almost coincidentally Mrs. Jordison, the community leader, approached the Physical Education Department at the University of Victoria with a plea for assistance. Could some interested students be persuaded to devote some time to the project, organize and supervise a program?

Mr. Nielson, already briefed on the project, responded to this request by asking his friend, Mark Notte, to join him, and together they committed themselves to the job. While they had precious little experience themselves, they had enthusiasm and the courage to implement what they knew. They began work immediately.

Activities were organized for three nights each week, two hours a night, for two age levels. On Mondays and Wednesdays from 7:00 to 8:00 p.m. tumbling, basketball, climbing on apparatus, trampolining, free play and quiet games were 'scheduled' for children aged 5 - 12. Between 8:00 and 9:00 p.m. on the same nights older children, aged 12 - 18, engaged in floor hockey, basketball, volleyball, trampolining, gymnastics, jazz dance and karate.

Special activities, such as sock hops, games and talent shows, were organized for all ages on Friday nights. Butch and Mark made themselves responsible for the program of activities, for its tone, and for the conduct of the participants; community mothers continued to act as supervisors on the various pieces of equipment.

The phenomenal success of the project must be attributed to all those who participated. To any observer, however, it was patently clear that the young leaders deserved most of the credit. Their handling of large groups of youngsters in informal play at half a dozen or more activity stations concurrently, plainly required more than 'a big stick.' While exerting a firm hand, they had learned early that mutual liking and respect were much more effective than physical power. The relationships were rapport personified.

If, as Butch and Mark claimed, they responded to the challenge to gain experience and learn how to handle situations, they achieved their objectives handsomely. It was heartwarming to watch some youngsters clinging to the leader while he was explaining the program to an observer. The youngster would receive her caresses, scamper away, soon to return for more attention. Respect from older children was equally apparent. At the end of the first hour of activity, genuine admiration for the young leaders was evident in the 'good-bye until Wednesday' from each youngster as he/she went by.

In this project everyone was a winner — the community, the children, the leaders. Police estimated that property damage instances dropped by 60%. Children had something worth-while to do and a place in which to do it. The young leaders learned not only how to organize a program, but that children appreciate and respond to love and respect.

Evenings tumbling in the school gym were the answer to tumbling each other on the streets for the 5- to 12-year-olds in Victoria's Blanshard community.

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We Meet the King

Continued from page 49

as it is, although he did recognize that some new industries were needed to stem the exodus of Tongans to other areas of the South Pacific, especially Fiji, New Zealand and even Australia. But he sees Tonga as always being primarily rural.

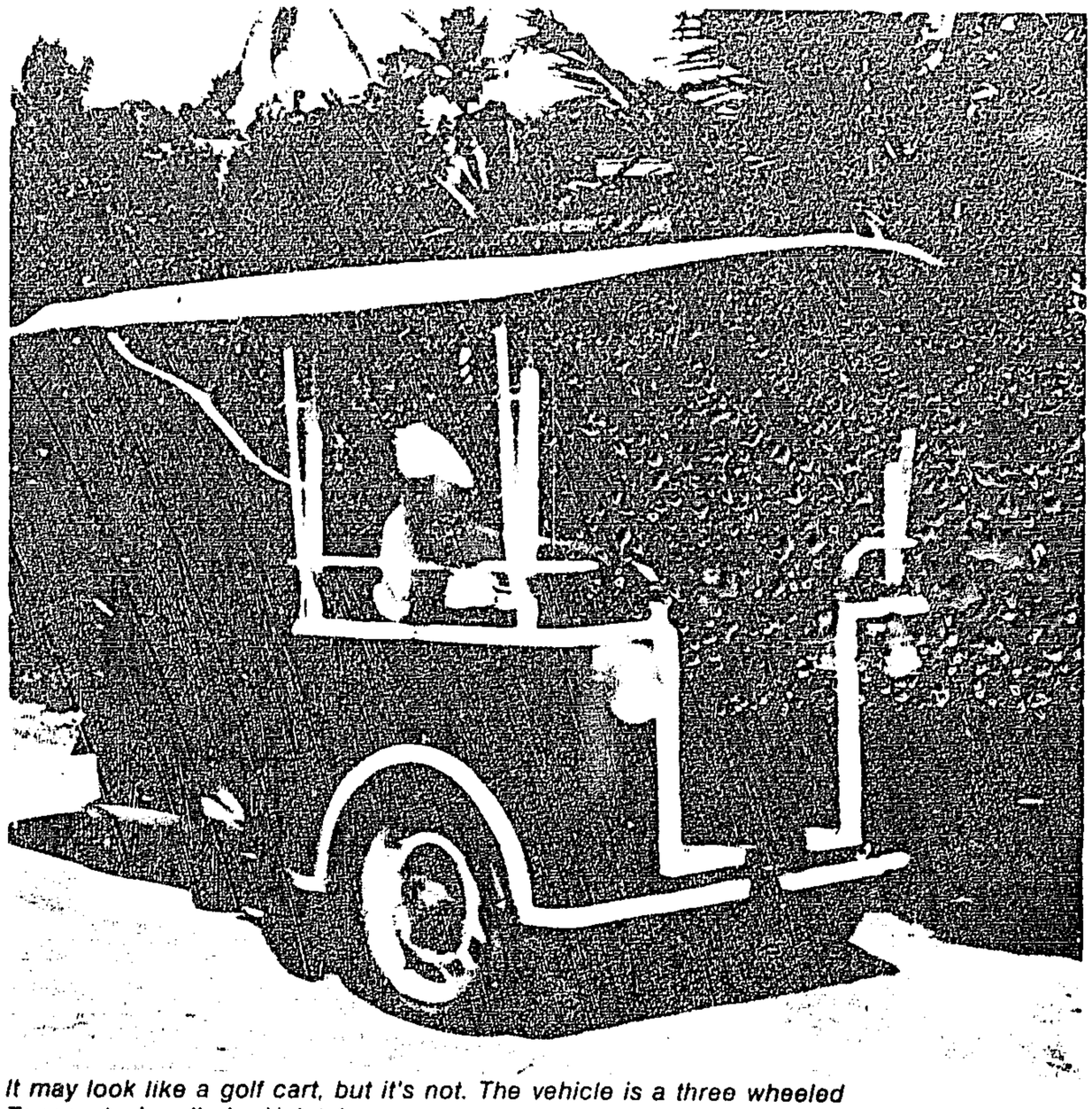
He was proud of the fact that his Tongan subjects have shown 'skill and wisdom' in governing themselves 'through the monarchy.' Every islander over the age of 21 who is a taxpayer and can read and write, has a vote. Presumably the vote is to elect district representatives to a central council, headed, of course, by the King and the Prime Minister, his brother-in-law. This is surely the Tongan version of 'All in the Family.' Finally, he seemed proud of the fact that his kingdom has its own judiciary system headed by a supreme court. The King himself has been a law student.

After 45 minutes, the aide-de-camp did break in to remind His Majesty that the Salvation Army Band had been waiting for some time. The audience ended with a group photo taken by the aide-de-camp himself. So our 15 minutes extended into an enjoyable three-quarters of an hour.

We were ushered out onto the lawn, along with the Prime Minister, where we enjoyed the first three selections played by the Sydney, Australia Band. The second piece was by a Canadian composer, so the conductor dedicated it 'to His Majesty's three Canadian visitors.' Most Samoans, including the King, were wearing what appeared to be straw aprons around their middles on top of their regular clothes. We found this was their way of showing respect for the monarchical system. It was strictly characteristic of Tonga. A last glance saw Tupou IV relaxed in his rocking chair on the grand veranda, listening attentively.

We excused ourselves, for we were fast running out of time. Our three-week sojourn in the South Pacific en route to Australia and New Zealand was coming to a close . . . even using 'Polynesian Tempo.' It was off to the airport whence our aircraft would wing us back to Nadi, Fiji for a connecting flight direct to Sydney, where the great Australian Adventure was soon to begin.

As we passed the Royal Chapel and went on through the side entrance to the palace grounds, we passed a large Tiki carving. Do you know, to this day, I'd swear I saw that Tiki smile and wink as we left the King with his new audience.



It may look like a golf cart, but it's not. The vehicle is a three wheeled Tongan taxi, called a Ve'etola.

Transportation in the capital may be by Ve'etola, but in rural areas it's still horse and cart or shanks mare.

Regional Studies

Continued from page 51

during a lecture at the Crystal Gardens in Victoria on March 4, 1930:

'Ancient or Modern? She's young but she's very big. If we dressed her in the art dresses of the older countries she would burst them. So we will have to make her a dress of her own. Not that the art of the Old World is not great and glorious and beautiful, but what they have to express over there is not the same as we have to express over here. It is different. The spirit is different. Everyone knows that the moment we go from the Old Country to the New, or from the New to the Old, we feel the difference at once.

'European painters have sought to express Europe. Canadian painters must strive to express Canada. Misty landscapes and gentle cows do not express Western Canada, even the cows know that.

'I said to a farmer in Scotland once: "That fence wouldn't keep out a Canadian cow."

' "You are right," he replied, "it would not. Your cows are accustomed to fighting their way through the bush. When they are shipped here, it takes twice as many men and twice as high a fence to make them stay put."

'So if the country produces different cow-spirit, isn't it reasonable that it should produce different art-spirit? Her great forests, wide spaces, and mighty mountains and the great feel of it all should produce courageous artists, seeing and feeling things in a fresh, creative way.'

The truth, of course, is that it is completely reasonable that the Canadian West should produce a different art-spirit. And it is completely reasonable that our schools should enjoy and share the experience of studying the work of the region, and of the country.

George Woodcock, one of our most distinguished and prolific writers, has remarked that 'it remains true that peoples and regions have their own distinctive literary and cultural traditions and attitudes, conditioned by shared language and habitat and historical experience.' Further, he argues that 'foreign influences operate most fruitfully on these writers who are able to assimilate them in terms of their owr culture and their own environment.'

In his book, *Canada and the Canadians*, Woodcock addresses himself directly to the matter of regionalism:

'The local patriotism with which I write will be evident. I am glad to be a birthright Canadian; I also find pleasure in being an adoptive British Columbian. I believe intensely that small local loyalties are the necessary complement to global loyalty, and I think that in the next stage of world history we shall see the *patrias chicas* rising into prominence in the twilight of the great states which are already the dying gods of our present era.'

Most of our best writing in Canada is both local and universal.

As the world shrinks from the spread of mass media, and television and radio become more efficient in bringing ill winds and harbingers of foreign disaster daily into our living-rooms and automobiles, the greater is our need to be firmly rooted in the society and region we inhabit.

A similar view has been expressed by Robin Skelton, a new Canadian who arrived here in the middle of his life as a professional writer and academic: 'In

England I was a Yorkshireman; in Canada I am a Victorian. I visit the country east of the Rockies as once I visited that south of the Humber, an amiable cousin, eager to please and be pleased, but firmly assured of the superiority of his own place. Others, I discover, share this attitude. Canadians are passionate provincials devoted to local mythologies '

Skelton, like all good travelers, is suspicious of conspiracies, whether they emanate in Moscow or Washington or Ottawa, to eliminate or curb diversity, those particulars of language and culture and government that derive from a people's long tenure on the land. Like Woodcock, he resists the model of a strong central government and delights in the prospect of a society that is slightly anarchist in its political sympathies.

'It will be a greatness of imagination,' he says, 'that will permit us all to retain our absurdities, our muddle-headedness, our local mythologies and our earnest comedies, and it will create for our great-grandchildren a place where they can be freely and most completely themselves. That at least is my dream, for I am a poet, and that is one of the things that poetry is about.'

Surely the vision of this country, beyond matters of politics and economics and the faint whiff of alcohol that oiled the wheels of union, is a poetic vision. How else could we have hoped to

Existentialism died in France 30 years ago, but is still alive and well at the University of Victoria.

unite and hold in suspension by the force of imagination numerous races, languages, cultures, and several distinct and isolated geographical regions? Railway tracks were not enough.

Just as a poem is a confederation of sound and sense, which functions properly when all of its elements contribute to the whole and do not call attention unduly to themselves, so this country will best realize its potential when no one region dominates the cultural and economic affairs at the expense of any other region.

To return again to Emily Carr, in her public lecture, 'Fresh Seeing': 'Canada wants something strong, big, dignified, and spiritual that shall make her artists better for doing it and her people better for seeing it. And we artists need the people at back, not to throw cold water over us or to starve us with their cold, clammy silence, but to give us their sympathy and support. I don't mean money support. I mean moral support; whether the artists are doing it in the old way or in the new, so long as it is in the big way with the feel and spirit of Canada behind it.'

The *Big Way*, that is what we should be discovering and encouraging in our Canadian and regional studies, not transplanting forms of modern British irony or American realism or German surrealism.

And we need not worry about superficiality or the local second-rate. Emily Carr is sufficient proof of the power of roots; no one has struggled more courageously and successfully to capture the essence of this rugged, mysterious land, where even the elements stand in awe of each other. Her canvases heave with the energy of growth and weight and scale, with the sense of *place* that is so much a part of any experience of living in the Canadian West.

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devil's advocate

L.H.G.

TWINKLETOES SCHOOL BOARD NO. 999

No institution is more representative of democracy at the grass roots than school boards. Burdened with full-time jobs, their members nonetheless give freely of their 'out-of-school' time to guide the community's educational ship of state through the treacherous reefs of local conflicts and often incompatible demands of rival pressure groups.

It is little wonder that many communities find it difficult to persuade candidates to run for office. Who wants to spend his/her evenings bogged down in three- to four-hour general board meetings or in tedious finance committee, education committee, personnel committee, maintenance committee, building committee, etc., meetings? Surely, one might think, only the masochistic with an inborn longing for punishment would consider letting their names stand on the ballot paper.

Yet — thank heavens — there are always a few willing to serve. Collectively, they include a broad variety of personalities from widely differing backgrounds and with equally varied motivation, but with a common thread of dedication to service shining throughout.

Let us, then, meet the members of Twinkletoes School Board, probably as representative as any . . .

Perhaps most outstanding on TSB is Mr. Pouter Puff. Pouter Puff, a gentleman of nondescript stature with a long, lugubrious countenance and an air of deadly seriousness about him, is highly respected as a skillful politician; as the local Machiavelli so to speak.

'I do not plan on running again this year,' he says, repeating a statement that has become famous with him prior to each election since he began service with the board more than 30 years ago.

Pouter likes to work out of the limelight in his own quiet and inimitable way. Consequently, he avoids board executive office, although he may, on the rare occasion, seek it actively for a term to help fix his credentials in the public mind.

Pouter is aware he is much better as a power behind the throne than as a PR man. As a PR man, indeed, he is somewhat of a flop, somewhat of a failure, suffering as he does from a certain lack of finesse in his utterances, particularly at social gatherings and public functions.

As an *eminence grise*, however, he is superb. Using other board members as front-line troops, he *does get things done*, advancing the cause of Twinkletoes' education in ways others would find difficult to emulate.

Such tactics have other advantages. If his goals are achieved, his reputation as a mover and doer grows in the public eye and his skill as a wire-puller is duly and favorably noted by his employer, with consequences in the way of perquisites one can safely leave to the imagination. If, on the other hand, things go wrong, his 'troops' bear the brunt of criticism and momentarily he pauses before re-engaging his energies on another tack.

CLASSICALLY SIMPLE METHODS

Equally prominent is Mr. Kno Itall. He is Pouter Puff's alter ego, a relative newcomer on the board and Twinkletoes' Knight in Shining Armor. Governed by an inner compulsion to remold the sorry shape of things educational closer to the heart's desire, he closely resembles Robespierre the incorruptible, of Madame Guillotine fame, or the ancient empress of China who used to boil her relatives alive in oil for the good of the cause.

Kno's methods have a classical simplicity to them. He beats about him with exuberant abandon in the hope that somehow kernels of success will emerge from the chaff flying in clouds under his zealous flail. Armed with his brief authority from contact with educational affairs during the pleistocene age, this expert in residence insists he can remodel the schools within his jurisdiction in areas ranging from methods of instruction to establishment of good pupil-teacher relations.

He has but to wave his wand of expertise, even while protesting he hasn't any, and to run interference throughout the entire local educational structure. Oblivious of the havoc, confusion, conflict and confrontation his techniques create, he charges ever onward into the wild blue yonder with all the confidence of the ignorant. Twinkletoes' education will never be the same again after his passing.

Mr. Pouter Puff, it might be noted in passing, finds Kno Itall a useful ally. He sees at least ten moves ahead of the latter and is able to manoeuvre him for his own ends without Itall really becoming aware of the more subtle consequences of his actions.

Then there is Ms. String Along, the junior and only female member on the board. Idealistic, good-hearted, well-meaning and broad-minded in her approach to education, if not in possession of too many original ideas, she follows well on the coat-tails of the more flamboyant Kno Itall. Invariably, she is observed to nod agreement with what Itall says or does, repeating his wisdoms like a child learning its alphabet.

Together, the three — Pouter Puff, Kno Itall and String Along — form the backbone of the Twinkletoes Board of School Trustees. Despite the disparity of their characters, they manage more often than not to act in unison, to vote together and thus to give the board a stable rudder.

The remaining board members march to the sound of a different drummer. There is, for example, Mr. Slip'n Slide. This gentleman is the board's diplomat and PR man rolled into one. Drawn from the professions, he has the canny ability to make the same statement take on opposite and contradictory meanings, depending on the person or persons he is addressing. This has distinct advantages in that it leaves opposing parties feeling confident he agrees with *them*. The great danger is, of course,

Continued on page 67

a matter of opinion

TELEVISION HAS KILLED LITERACY

JIM HENEGHAN

There is a trend these days to place the blame for illiteracy squarely on the sagging shoulders of our permissive schools.

Kids can't write a clear sentence any more.

Dr. Fred Bowers of UBC shows us the following 'sentences'* of Grade 12 English-speaking graduates coming to the higher halls of learning:

Working is what advancement in a sense has been to me, two years at the same job, and already I know enough to be ahead of many people. But not the prime goal which I plan to achieve which of course is manager.

Dentistry is a tidy and clean job and although you cannot tell by my handwriting but I consider this to be very important for it helps not only in your work but also in day to day life.

I enjoy people, along with being in tune to many people, especially children, which also has created an advantage to teaching.

Other newspaper goodies include the news that North American universities and colleges have lowered their standards to accommodate illiterates.

Parents are demanding a back-to-the-basics approach to education. Schools all over the U.S.A. are moving back to the traditions of discipline, work and the Three Rs.

And on the entertainment pages I see that the National Association of Broadcasters in the U.S.A. plans to impose some restrictions on TV violence for those shows aired during the children-watching hours. No mention is ever made of upgrading the standards of language used in television.

TV ONE OF THE CULPRITS

The question of why the kids can't write these days is certainly an interesting one, and I don't know the full answer to it. But my guess is that the 'idiot box' is one of the main culprits. I believe that schools do the best they can with students who come to them every day ill-prepared in basic language skills. The problem, as I see it, is a social rather than an educational one.

The freshman who wrote: 'My last job, which I still have, and plan to advance in with the help of further schooling, has of course been my best experience,' in a diagnostic essay at UBC, was evidently doing his best to express himself in a language almost foreign to him. He was trying to cope with *written* language instead of 'The job I have now is just great' kind of oral language in which he is comfortable and in which he has the most experience.

And because our written language is in many ways dissimilar to our ordinary speech, and because the student has been infrequently exposed to written language, it is natural that he express himself poorly in that medium.

Writing problems are reading problems.

This is not to say that kids today can't read, for they can; but students are underexposed to language skills because they (a) have not read enough to enable them to soak up, assimilate, breathe in, a basic understanding of words and sentence patterns; and (b) have not *listened* enough to literate sentence patterns.

The reasons for these important omissions are, I feel: (a) television viewing has virtually replaced reading, and (b) television language is monosyllabic, trite and dull.

Generally, the pretelevision generations were, and are, better writers than today's television-era writers.

My own experience as a boy with nonreader parents in a pretelevision culture is interesting in this regard.

During the '40s, the kids in England read comics. Small children started with picture comics like the *Beano* and *The Dandy* and graduated to such short-story comics as *The Hotspur* and *Triumph*.

When we were about 10 years of age, we were assimilating copious amounts of words and sentence patterns. I remember clearly how much we looked forward to each week's issue of our favorite comic so we could follow the adventures of Rockfist Rogan, Wilson, the world's fastest runner, and Billy Bunter, the owl of Greyfriars.

Not content only with the comics we could afford to buy, we swapped around, because we just couldn't get enough of 'em.

LOCAL LIBRARY DISCOVERED

Then, at the age of 13 or so, we discovered that the local library wasn't only for adults, and wasn't such a stuffy, uninteresting place after all, because there we found Leslie Charteris's (the Saint) stories, Norman Conquest stories, and all kinds of stuff we didn't even have to buy. We were reading sentences like this:

There had been a time, actually not so long ago, when half the police departments of the world carried a dossier on the Saint in their active and urgent file, when hardly a month went by without some newspaper headlining a new story on the amazing brigand whom they had christened the Robin Hood of modern crime, and when any stranger accosting the Saint by name would have seen that lean tanned reckless face settle into new lines of piratical impudence, and the long sinewy frame become lazy and supple like the crouch of a jungle cat. (Leslie Charteris, *The Saint Steps In*)

And we were coming back for more at the rate of two or three library visits a week.

Young people today do not see enough sentences like the one above; instead they listen to Cannon and Mannix, in their rare moments of articulation, speak sentences like 'We're gonna hafta play it cool.' (How many of your students write 'would of' instead of 'would have'?)

In addition to our comics and novels

The writer teaches English at Burnaby Heights Junior Secondary School.

*The student quotations are taken from an information paper given me by Dr. Bowers at a meeting to discuss illiteracy.

we listened to the radio, where people spoke sentences of 20 or 30 words in length. The BBC dramas were seldom missed, and even my father, a semi-literate Irish laborer, put down his evening newspaper to listen to them.

By the age of 15 or 16, having exhausted the supply of Saint books, we were discovering that our library had what seemed to be an inexhaustible amount of stuff we hadn't known about. We began reading Walter Scott, Agatha Christie, Eric Ambler, Charles Dickens—anything to satisfy what had become a monkey on our backs, a voracious and incurable disease called 'reading.'

Meanwhile, at school, we were 'studying' Latinate grammar. We don't remember any of that stuff. And we never could figure out the difference between transitive and intransitive verbs, or between perfect and pluperfect tenses. It didn't seem necessary to know these things to read: lack of knowledge in the grammar department didn't slow down our reading at all. In fact, we seemed to be able to read a lot quicker without it.

Nor did it appear to be of much use in writing. Writing, after all, was just putting down on paper the kinds of sentences we'd been reading. No sweat!

We had the Saint and Rockfist Rogan to thank for that.

Twinkletoes...

Continued from page 65

having one party or the other stumble on his chameleon coat and descend upon him in a fury — in which case he slinks off into his own private wilderness till the storm has subsided.

Nicknamed Oilsisway by his colleagues, Mr. Slip'n Slide is naturally a joiner. He turns up in Twinkletoes' Chamber of Commerce. Service clubs are familiar with his face. He has become involved in local village government and is a faithful steward of the church.

Slip'n Slide's selfless dedication to duty is evident in the time he takes off for trips on the board's behalf — trips that yield valuable contacts not only useful in promotion of his business interests, but also indispensible in improving board service to the public.

Mr. Ibee Coward is also of passing interest. He never says anything or takes any action . . . without first clearing it with his fellow worker in Shovel And Shift Construction Ltd., in this case Mr. Pouter Puff, who is his superior on the job and hence has some influence over Coward's social life and career opportunities. Because of these circumstances, Ibee Coward is a distinct asset to the board. It means his vote will usually be cast with those of Pouter Puff, Kno Itall and String Along, thus ensuring the board's continuity of outlook and policy.

Finally, one would be remiss in one's duty if one failed also to mention Mr. Knot Seeum. The silent, impassive Knot Seeum seldom says more than two or three sentences at any single board meeting. When controversial issues on which he might be manoeuvered into expressing a view loom on the horizon, he is missing in action with other pressing engagements. In short, he plays with his cards so close to his vest that it is surprising he hasn't suffered fractured ribs. Indeed, so secretive is he that one wonders if he isn't an undercover agent for MI5 or the OSS.

Be that as it may, he too helps give the board continuity. Since no one has seen him take a stand on any particular issue, voters consider him a safe candidate and return him to office almost in perpetuity as long as he will let his name stand. Boards may come and boards may go, but he goes on forever.

Obviously, with people of the caliber of Pouter Puff, Kno Itall, String Along, Slip'n Slide, Ibee Coward and Knot Seeum, the administration of Twinkletoes' education is in sound hands.

Classified

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new books

C. D. NELSON

A FUNNY THING HAPPENED. . .

on the way to the printers last time. If any of my readers (24 at last count) managed to work their way through my review of Jan Drabek's excellent *Blackboard Odyssey,* they must have noticed an error in the penultimate paragraph that my daughter could only describe as 'gross.' Jan was busy enough as it was, trying to cover the many countries of Europe on his itinerary without going further afield. No wonder one does a double-take on reading of the establishment of the Schola Europaea. . . 'Two in Belgium, one each in West Germany, Netherlands, *Middle East* and. . .' For all those befuddled readers, it actually should have read *Italy* instead of Middle East. Sorry about that, Jan.

ARE YOU READY. . .

For the U.S. Bicentennial next year? I received a cry for help from a Burnaby teacher who wanted to know where he could verify that there were actually 18 colonies, not 13 as all the history books tell us. He lists Newfoundland, Nova Scotia, Canada East, Canada West and the Bahamas as the extra ones. I'm stumped; maybe someone out there knows where to look for this information. Seems rather late to be rewriting history.

DING-DONG. . .

Did you know that Shakespeare married an Avon lady? —C.D. Nelson

CURRICULUM

Heightened Consciousness, Cultural Revolution and Curriculum Theory. William Pinar, ed. McCutchan, Berkeley, 1974. $9.50

This is a difficult book and it will have a limited appeal. It does give the theoretical position of both the behaviorist and the humanist schools, of both the disciplinarians and the moralists and of both those who stress individual growth and development and those who emphasize a social responsibility and commitment.

In the first chapter, Pinar insists that curricular developers can no longer afford to ignore their own inner selves. He pleads consistently to direct curriculum studies inward from the external to the inner world. As support, he cites the growing number in the counter-culture of the West and the renewed interest in the mysticism of the religions of the East. Only in this way will the curriculum theorist and the teacher developer realize a heightened consciousness, link the dominant to this rapidly increasing alternative culture and, hence, start to close the 'generation gap.'

I have to infer that Pinar considers himself a product of both cultures, but because I am a product of only the dominant culture, I find it almost impossible to make many of the necessary links. The purist would be critical of Pinar for his failure to specify his use of such terms as 'heightened consciousness,' 'cultural revolution' and 'curriculum theory.'

Such well known curriculum theorists as Dwayne Huebner, Maxine Greene and James B. MacDonald contribute useful chapters to this volume, which chronicles the proceedings of a 1973 curriculum conference.

While the immediate environment — Watergate, Nixon and a post-Vietnam United States — may have contributed an extra dose of pessimism to the general tenor of the papers delivered, many B.C. teachers who now plan to develop their own courses and programs will find this volume a useful reference to examine, to ponder, to put down and then, later, to return to. No B.C. teacher will find here a magic recipe for Monday morning. —J.S. Church

LANGUAGE ARTS

Teaching the Language Arts: Speaking, Listening, Reading, Writing, by Elizabeth A. Thorn. Gage, Toronto, 1974. $8.95

This massive, linguistic-based reference for elementary school teachers is traditional in its purpose, organization and expectations. Since language is concerned with ideas, and is a basic tool for communicating and thinking, it follows that many teachers give top priority to their language arts program. Carl Braun presents a brief history of the language, including comments on Canadian English, a fascinating chapter on the theoretical relationship of language and thinking, and a final chapter on recent research in children's literature. Between Braun's chapters, the author deals with practical classroom programs and practices in the four major aspects of listening, speaking, reading and writing.

In expectations concerning pupil growth and potentiality, the tone is most disappointing. It is set in the context of a language-teaching and a skill-centered, not a child learning-centered, curriculum. In fact, the child is constantly assumed to be dependent. It is the total class or small group environment and the teacher must always be actively participating (p. 119). If the home fails, the teacher must still teach the 'correct' use of the telephone (p. 196). In the library, too, 'the teacher knows best each child's reading ability and is aware of each child's interests' (p. 403), and hence can actively intervene between the pupil and his/her selection. There is even a footnote added to explain that the classroom in which children talk is not necessarily 'an uncontrolled or an undirected situation' (p. 114).

A brief annotated bibliography and index complete this reference.

Many teachers will find this volume helpful, if not indispensible. However, to mix metaphors, those at the 'cutting edge' of new practices may feel that the author has handed them the wrong end of the telescope — John S. Church

MUSIC EDUCATION

O Children of the World, by Sylvia Ashton-Warner. The First Person Press, New Zealand, c1974. $5.00

This book is a collection of stories and songs created and borrowed by Sylvia Ashton-Warner. The intended use is that of teachers or adults reading to and singing with children and for this purpose it is well fitted.

From a music specialist's viewpoint, the book is interesting. The author has taken several works of the masters and presented their themes to children in combination with delightful stories. The approach to offering classical music to children works well, particularly with the primary grades. (After using the material myself, I found small

children humming Schubert's melodies in the corridors.) The Maori stories served as launching points for discussion of New Zealand and its native people. The author's ability to capture the unique sentence structure of the Maori makes these stories good language arts teaching aids as well as enjoyable reading. The children quickly attuned their ears to this unusual usage, which enhanced their listening capabilities.

The book is an excellent bridge between the language arts program and the music program. It is a good resource for the classroom teacher wishing to introduce some music into his/her teaching. It is useful for the music teacher as a springboard to inspire children to create their own stories, chants and tunes, and also to encourage children to write stories after listening to classical works. The lullabies are pleasant. In my opinion, the merit of this book is the encouragement it offers children to respond to, accept and express their feelings for music as the medium. — Roberta D. Botsford

REFERENCE

The Doubleday Dictionary for Home, School, and Office. Sidney I. Landau, ed. in chief, and Ronald J. Bogus. Doubleday, c1975. $6.95

I like dictionaries. Always have. My favorite kind of desert island reading (depending on the size of the island, and length of time spent on it). So I am pleased to endorse the latest entry in the desk dictionary lists — a not over-crowded field, as new titles seem to appear every five years or so.) Surprisingly, this comes from Doubleday, a giant among publishers not known for producing educational or reference titles, but widely recognized for its massive fiction output.

This is a new dictionary, with more than 85,000 entries and close to 1,000 illustrations. The yellow end-papers list abbreviations used and a complete pronunciation key. An abridged pronunciation key appears at the foot of all right-hand pages throughout the dictionary as well. One's first impression of the dictionary proper is of compactness. This is deceiving, because the definitions and meanings presented are concise, exact and brief. No unnecessary verbiage here. Word derivations are adequate, and there are numerous usage notes indicated by asterisks. Main entry words are in bold face type, broken, where necessary, to show syllabification, and overhang the definitive material by a single letter space, thus making them stand out for easy location. Larger bold face guide words appear on each page.

A good many entries deal with today's vogue words, common acronyms, colloquialisms including so-called 'Canadianisms.' And all those 'four-letter words' (or as many as I could find!) that nearly all other dictionaries persist in leaving out. A worth-while feature is an introductory chapter on Canadian English, by H. Rex Wilson, Associate Professor of English Linguistics, University of Western Ontario. This makes interesting reading, and compares favorably with Walter S. Avis's similar essay in the *Gage Canadian Dictionary* (Gage, c1973) reviewed here previously under the title, *The Senior Dictionary* (Gage, c1967).

Two other features may or may not add to the usefulness of this work: a 26-page gazetteer of global place names that includes cities in the U.S.A. and Canada with more than 15,000 population, using 1970 and 1971 figures respectively, and giving U.S.A. zip codes; and a list of famous names, from Aesop to Kissinger and Trudeau, optimistically headed 'Biographies,' but in reality merely identifies the person, with birth and/or death dates, and a one-word category of fame, i.e., *West, Mae, 1892-. U.S. actress.* This list is useful only to identify familiar names, but it is in no way biographical.

The many small illustrations and diagrams are clear, and the type, although small, easy to read in the two-column format used throughout. I'd say that this dictionary would indeed be useful in 'home, school, and office,' and at the price is a real bargain.—C.D. Nelson

SCHOOL ORGANIZATION

Informal Teaching in the Open Classroom, by Virgil M. Howes. Macmillan, New York, 1974. $4.95 paper

Here is a veritable treasure house of stimulating ideas, practical guidelines and useful suggestions for new and seasoned practitioners of the open classroom. To encourage the former to start and to challenge the latter to extend informal procedures, a vast array of concrete examples is presented. Chapter headings (the open classroom — good education, the living and learning environment for the open classroom, patterns for pupil decision-making and planning, the teacher at work, using records, and beginning steps — moving toward the open classroom) read like the 'what's what' of informal teaching in the open classroom. Key concepts (open education as child-centered, not skill-centered, the pupil developing and extending interests and responding to innate curiosities, the pupil experimenting with decision-making and assuming increased responsibility for maintaining personally significant growth records, the teacher building trust and respect through individual conferences) pass effortlessly before the reader's eyes. Pictures, samples of various kinds of records, an impressive multi-media bibliography, and a short index augment this reference's utility.

There might be one sour note. Why take 220 pages to set forth what could be conveniently compressed into 150 to 175 pages? Nonetheless, every teacher who wishes to explore further the classroom applicability of the human growth and development model will find this volume richly and repeatedly rewarding.—John S. Church

SOCIAL EDUCATION (KIT)

Community Service Volunteers. Ann Griffiths, ed. 237 Pentonville Rd., London N1 9NJ, England, £8 for the service, yearly—about $17 Can.

'Education is life,' we have parroted many times, together with a dozen variations on the theme. And we have resolved to move the classroom away from sterile fact-seeking alone. And we have gone on to further sterile discussion of applied learning.

It is the more encouraging to find schools where the application is now actually being carried out. So for outdoor learning and immersion language programs and extended field trips and community schools. Almost all facets of the curriculum are being engaged, and predominantly the social studies, which at last are infusing spirit into the first word of the name.

For those whose appetite has been whetted, and who are now looking for suggestion, direction, and the reassurance of successful practice, this freewheeling English 'service' may well be a godsend. From its official philosophy, 'Social education is an enabling process through which children may acquire skills which will allow them both to achieve a greater understanding of society and to effect change within it.' (Ponder the implications of the last six words!)

As well as a 'School and Community' newsletter, the service includes a wide variety of resources: simulation games, suggestions for class discussion, community projects (including, in one instance, 'Tips for Tutors,' a package of basic ideas to help pupils, teachers or parents who might be involved in some sort of individual assistance).

Occasionally the English orientation necessarily takes something from the suitability of the material for a Canadian setting, but when it does, the ideas are often easily translated. A random selection: what to do with 'inner-city' problems, a comic strip for slow learners with 'bubbles' to be filled in by them, making something real of school traffic patrols, what to do (literally) when you're cold.

Take it from there.—Philip J. Kitley

SOCIAL STUDIES

Canada II, The Owners of Eden, The Life and Past of the Native People, by Robert MacDonald. Vol. II in *The Romance of Canadian History Series.* Ballantrae Foundation, Calgary, 1974. $30

In his preface, MacDonald points out that it has been the European Canadian who has chronicled the written history of the Indian Canadian as it would have perhaps been 'viewed from the decks of either a British or American man of war.' To redress this grievous imbalance becomes MacDonald's noble purpose in this second volume in *The Romance of Canadian History Series.* Thus, myth after myth is dispelled. Indian languages in numbers of words and grammatical construction were not 'primitive'; Indian dwellings were functional, not 'primitive'; Indians believed in one God; they had codes of personal honor, legends and moral standards far superior to those of the European invader; hospitality, not hostility, was their by-word; they were closely in tune with nature, and hence were the original conservationists. MacDonald does not state it, but they were the first Canadian socialists, for the value of an article in their economy was always directly proportional to the labor expended in producing it. MacDonald tells the other side, too; the 'legacy' of alcohol, disease, staple fur trade economy, the superior technology, and the later futile simplified attempt (ca. 1880) at integration. He is at his best when he suggests that what all Canadians require today are those very qualities — sharing, equality, social honor and respect for life and nature — that the Indian can bring to our present society.

Is MacDonald realistic in his assessment that racial parity has now been largely achieved in spite of the gross economic inequalities that he readily acknowledges? Is he right that the militant route of Wounded Knee is not necessary in Canada? MacDonald, for example, cites the major land claims of Indians in British Columbia, but ignores the reality of the Indian's being forced to threaten to and/or block the province's highways.

Maps, beautiful and profuse pictures — some of which are colored — charts, tables, index and glossary embellish this volume and thus help to sustain the noble design and the grand theme established in the first volume. Following in its footsteps, this second volume qualifies as a 'second Canadian.'
— John S. Church

comment

WE'RE SETTING THE PACE

K. M. AITCHISON

Teachers in B.C. are setting the pace for their colleagues in the rest of Canada in helping teachers and students in the developing countries.

For the past 14 years each teacher has contributed part of his professional fee to the BCTF's international assistance programs.

The BCTF's interest in international assistance was triggered by John Young, a B.C. teacher selected in 1957 as the first Canadian teacher to go to a developing country under the Colombo Plan.

After spending three years in Sarawak, Young returned to Canada convinced that Canadians — and in particular Canadian teachers — should play a much greater role in assisting the people of the developing parts of the world.

His first step, in the fall of 1960, was founding (in conjunction with several other people) CUSO, the Canadian University Service Overseas.

In 1961 he challenged his colleagues at the BCTF Annual General Meeting to allocate $1.00 of each fee to help teachers and students in the developing countries. The meeting adopted his proposal overwhelmingly, and the BCTF has led all other Canadian teachers' organizations ever since in international assistance projects.

The first year's fee allocation was used to send John Taylor, a Vancouver teacher, to Sarawak for a year to teach in a secondary school. That experience convinced the Federation that a wiser way to assist developing countries was to work with the teachers of those countries, because any benefits could subsequently be extended by the teachers to thousands of students.

Ever since, therefore, the BCTF has concentrated its efforts on assisting teachers and teachers' organizations in the developing countries. It has responded generously to a variety of appeals from UNESCO and from teachers' organizations all over the world. Grants have been made to assist overseas organizations to purchase everything from office supplies to automobiles.

Grants have made possible, for example, emergency relief for teachers in the Congo (now Zaire) following fighting there, and in British Honduras (now Belize) following severe flooding, typewriters in Carriacou, duplicators in Jamaica and the Dominican Republic, periodical binders in Trinidad Tobago, textbooks for school use in Angola and in Fiji, a library in Thailand, a set of BCTF lesson aids in India, office equipment in Uganda, supplies in several other African and Caribbean countries, a complete printing operation in Ghana, a collection of indigenous music in Sabah, in-service training sessions in Upper Volta, Belize and India, a manual for English instruction in Ethiopia, and (in conjunction with other grants) an automobile in Togo.

The BCTF has even financed a young Dyak man in Sarawak to complete his high school, university and teacher training.

The BCTF makes an annual grant of $4,000 to the Overseas Book Centre to assist that organization's work of sending usable books from Canada to the developing countries.

In addition, it has made several of its staff officers available for extended periods to help provide training programs for officers of teachers' organizations in Nigeria, Ghana, Indonesia and India.

Like the other Canadian teachers' organizations, however, the BCTF devotes most of its international assistance fund — now financed by a $2.00 annual allocation from each fee — to Project Overseas, an international assistance program of the Canadian Teachers' Federation.

Project Overseas sends Canadian teachers to the developing countries each summer to conduct in-service training courses with and for their colleagues in those countries. No salaries are paid to the Canadians, but their travel and accommodation expenses (approximately $2,500 per teacher) are met.

This year the BCTF agreed to finance 15 of its members in Project Overseas. Two programs were canceled at the last minute, however, so only 13 members went overseas. A total of 81 B.C. teachers have now devoted summers to the project.

The BCTF's latest international project is an addition to its regular programs. A voluntary fund has been established, which the Executive Committee hopes will become nation-wide, to help students and teachers in war ravaged Vietnam and Cambodia. Contributions to the fund are voluntary, and are over and above the contributions each teacher makes to international assistance through his/her fee.

Assistance is not confined to the developing countries. As one gesture of welcome to overseas teachers coming to B.C. on exchange programs, the BCTF pays the fees involved in providing complete medical coverage for those teachers for the year they spend in the province.

Fittingly, the BCTF's international assistance fund is named after Bill Long, a Kitimat teacher who was an enthusiastic supporter of international assistance programs, and an early participant in Project Overseas. Long's genuine concern for the people of the developing countries touched everyone with whom he came in contact. When he died in 1969, the BCTF's fund was named for him.

The interest in international assistance projects shown by teachers is reflected by their students. Many classes have undertaken projects of their own, ranging all the way from 'twinning' with a class overseas to supporting a refugee child.

Thanks to the lead shown by teachers in B.C., Canada can be proud of the international assistance efforts of its teaching profession.

The writer is the editor of this magazine.

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