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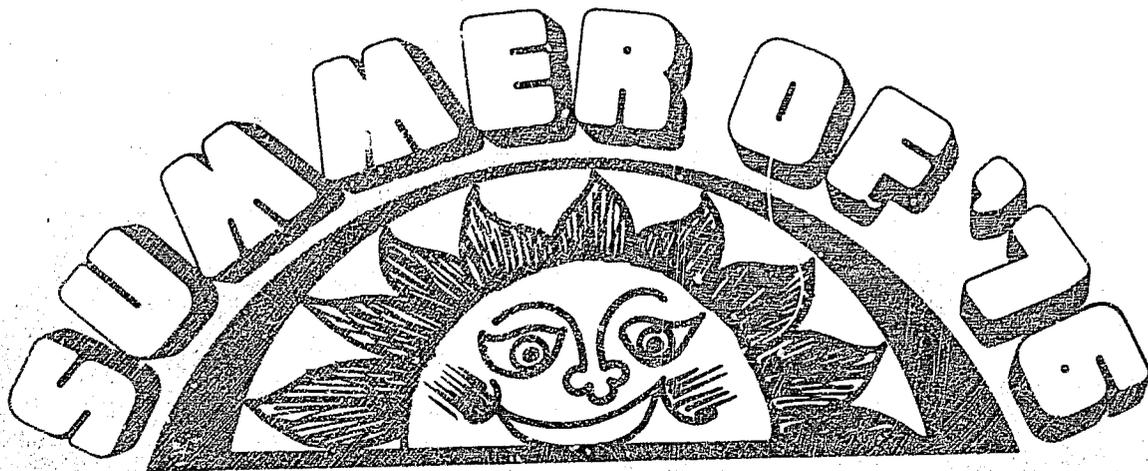
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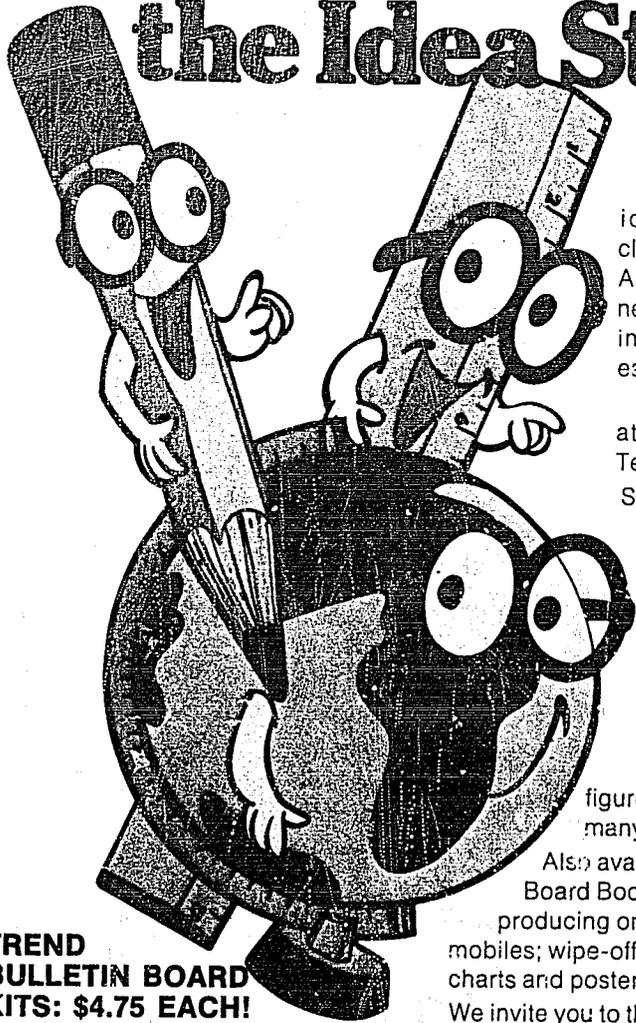
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Ideas for your creative time.

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COVER PICTURE

'Abandoned Farm,' our cover picture for this issue, is by Cary E. Johnson of White Rock, who teaches at Ray Shepherd Elementary School in Surrey.

PHOTO CREDITS

Pp. 115-117—Joe Varesi; pp. 118-120—supplied by author; pp. 125-129—supplied by author; p. 131—supplied by author.

From our readers

Betty Griffin—No Way

Betty Griffin's article 'Financial Aid to Private Schools? No Way!' (Nov.-Dec.) is an irresponsible piece of journalism. It is disappointing that *The B.C. Teacher* would publish such a biased, emotional and inaccurate article on a subject that is of interest and concern to many parents and educators . . .

The author suggests that dissatisfied parents have recourse through their elected school boards; she should ask the hundreds of parents in Surrey who expressed disapproval of the Family Life Program, or the hundreds more who have expressed their desire for 'alternative' or 'value' schools, how much success they have had with their elected officials. The policy-making and power lie in fact, if not in theory, with the district superintendents and the vested interests of the BCTF.

The independent school issue is taken by many teachers as a personal threat to, and criticism of, themselves. To a certain extent this is true; a large segment of society is not satisfied with what the B.C. school system is teaching its children and how they are teaching it. Independent schools are their answer . . .

Michele Vandene
White Rock

B.C. is one of the last outposts of crumbling resistance to government financial aid to independent schools.

The slogan 'public money for private schools' is at best misleading. Since the parents of children attending private schools now pay tuition to their own schools and also taxes toward public schools, the situation up to now has been 'private money for public schools' . . .

Before stampeding into a position we may later want to abandon, it may be wise to examine what the movement for government aid to independent schools is all about . . .

Parents are simply asking for what rightly belongs in their hands — the freedom to choose their schools and the power to give to their children the best possible education.

Frank Wagner
South Delta

independent schools began and continue because parents want them. There is no other way they could be maintained.

The issue is not one of public funds for private use, but rather for a just distribution of taxes and grants. In Ontario, public education is administered through various types of school boards to meet specific needs. All local boards operate legislation and regulations designed to maintain adequate standards and to establish a reasonably common educational program. Thus, it is difficult to understand how the separate schools are so poor and deficient.

Betty Griffin did not clarify the discrepancy in the Ontario provincial per pupil grant: Separate School Boards do not have access to corporation assessment and hence their equalized assessment and tax revenue appear to be less per pupil than is the case for public schools; the general legislative grant tends to compensate for this situation. (See *Review of Educational Policies in Canada: Ontario Report, 1975*) . . .

It seems a pity that in this age of adapting programs to meet individual student needs, of the rise of alternative schools, and of the concern for cultural groups that one should speak of independent schools as fragmenting the system. Times have changed. Just as it is no longer possible to carry on the work of education by the local taxes alone, so is it important to move forward and provide a variety of schools receiving financial aid so that parents can find the type of education they want for their children.

Sister Anne Leonard
Convent of the Sacred Heart
Vancouver

As fully qualified teachers teaching in an independent school, we are both disappointed and amazed at the views expressed by Betty Griffin. We find it difficult to understand why any teacher would want to deprive other teachers of the benefits of having their years of service recognized and of having an adequate budget with which to work . . .

All schools in B.C. that belong to the Federation of Independent School

Associations have academic standards that at least meet those of the public schools. We are not asking for financial assistance without accountability. It is part of our proposed structure for aid to independent schools that: 'To gain approved status, Independent schools must, on their own initiative . . .

—permit inspection of records to ensure that achievement of students meet standards

—show competence for at least three years before approval.'

Perhaps a good look at what the independent schools in B.C. are asking would clear up some of the misgivings expressed in Betty Griffin's article . . .

Sister Patricia Boucher,
Mrs. Cathy Moran,
Eily McAllister,
Cathryn Bolton,
Kathy Herklotz,
Dawn Molloy, and
Irene Larkin
St. Anthony's School
Kitimat

Betty Griffin is sorely out of touch with our independent school system, which thrives on parental support and exacts from its students the highest standards of education from teachers who are well qualified . . .

Within our independent school system, the smaller-size classroom situation allows for greater individual attention and personal concern. Because the parents are vitally interested in the progress of their children, they pay tuition and raise money through such organizations as the Parents' Auxiliary to ensure that their children receive the best in educational materials and equipment . . .

Eileen Curteis, S.S.A.
Principal
St. Ann's Academy
Kamloops

Betty Griffin's diatribe on financial aid to private schools must be regarded as one of the most muddled contributions ever to grace your magazine . . .

To say that all the provinces have resisted giving financial aid is misleading and strikes one as concealing a wish rather than openly admitting the true position. Eight provinces are giving

substantial aid to independent schools, based on tax income derived from the parents of these students.

She talks glibly of the public purse or public funds as if it is the exclusive preserve of one section of the community. Access to the public purse is the right of every taxpayer whether they be independent school parents or otherwise . . .

She has totally ignored the axiomatic truth that education thrives, not in uniformity, but in diversity . . .

The whole question revolves around whether she is interested in the education of all the children in this province or only a section. To indulge in sophistry and to seek thereby to mislead and deny another the right to a share of the tax dollar, to earn one's salary on the sweating backs of one's fellow citizens, all this predatory philosophy of soak 'em, ignore 'em, is nothing less than the retreat of a mind unable or unwilling to accept the concept of social justice . . .

Dick Greeff
Kamloops

Large schools may indeed have extensive programs, but they pay a price for that privilege. A great curse of modern urban life is the anonymity that enshrouds the lives of our young people. It is difficult to set standards of conduct, performance or service in a setting that is large, non-familial, and anonymous. I suggest that those schools that at some point did greatly expand in size, have had real cause for subsequent regret . . .

As to independent schools, one could expand at enormous lengths on honors their students and graduates have won and continue to win, and on the scholarships to front-rank universities. It is pejorative and unreasonable to speak of students whose performance is 'grossly inferior.' To say that 'their chances of a decent job (are) virtually nil' is laughable.

Finally, when Miss Griffin speaks of 'our school system . . . the envy of the other provinces,' I only wish it were true. Our experience, to the contrary, is that in measuring our performance against others, we must all too often aim at standards that have been set by students from neighboring provinces.

Alan C. M. Brown
Headmaster
St. George's School
Vancouver

Are the parents of children in private schools taxpayers? Should they not be entitled to tax money to educate their children? Their tax money makes up public funds. Of course they should.

WE SHALL MISS THESE TEACHERS

In Service	Last Taught In	Died
Vivian E. M. Baal	Powell River	December 1
Patrick S. Gordon	Coquitlam	May 1
William McNulty	Victoria	October 16
William Murphy	Kimberley	July 15
Correction		
James Andrew Dulmage (Listed previously as Retired)	Victoria	December 2
Retired		
Lawrence A. Anderson	Victoria	November 18
Jean Margot (Bata) Antenen	Richmond	November 1
Alice M. Brown	Langley	October 24
Laura (Campbell) Buttet	Nanaimo	January 1
Margaret Cameron	Vancouver	January 7
Margaret L. (Smith) Fraser	Chilliwack	November 21
Alma Halliday	Victoria	December 21
William D. Kirk	West Vancouver	November 27
Dona (not available) McKittrick	(not available)	September 19
Jean Frances Robertson	Chilliwack	November 20

They are not asking for any more than they have paid in, the same as any other taxpayer. B. Griffin should have a twinge of conscience when she uses the extra luxuries in her school bought with money that should be used to educate children in a neighboring independent school . . .

I know the BCTF policy is opposed to private schools receiving tax money and I resent that, being a fee-paying member of the BCTF, for this stated policy is not shared by all members of the BCTF . . .

J. Lentsch
Delta

Cancel This Magazine!

In the past I had found this magazine a waste of time to read. So for a few years now I have only glanced at it and thrown it away, as do many of my colleagues.

I hesitated to write such an opinion to you because I know it will be misconstrued as bitter and ungracious criticism. However, I feel that many people might appreciate some straight talk.

The last edition contained articles that are typical of this magazine's banal quality. Surely no one takes seriously such articles as: 'The Measure of a Man,' a maudlin account of a teacher who has escaped the classroom at our expense for 31 years, three articles on examinations giving all the trite comments we have heard on this subject for the last 10 years, and 'The Canada Connection,' an inflated postcard from a

group of high school students traveling in Australia.

I would like to suggest you cancel this magazine. After all, the *BCTF Newsletter* can be used to disseminate BCTF news and propaganda. I am sure very few would miss *The B.C. Teacher*.

Gary Jacobi
Victoria

Keep This Magazine!

Yes, indeed, our magazine is outstanding. I sincerely hope that your correspondent, R. W. Joyce (Jan.-Feb. issue), read carefully the article that started two pages following the printing of his letter.

Through the portrait of a man you have allowed all of us to see exactly what our Federation is all about. I'm very grateful that Ovans and Evans (and others) have devoted themselves to the BCTF.

Like you, Mr. Editor, I recall the starting salary of less than \$2,000 p.a.; I recall the B.C. Teachers' Medical Plan — when there was nothing else; I remember when teachers were not consulted by the Department of Education. I'm pleased that I wasn't a teacher heading into retirement 20 years ago. I have never had to worry about extended periods of illness. And one could go on ad infinitum.

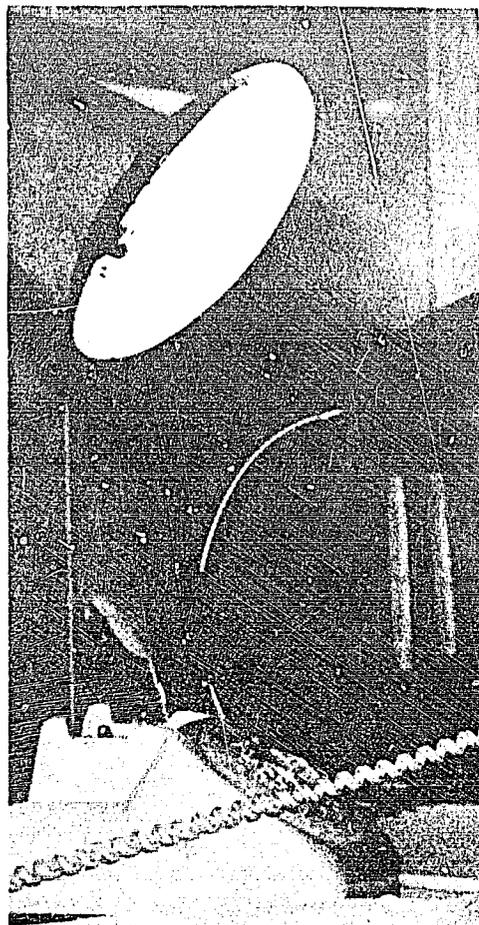
No *tangible* results? Please, Mr. Joyce, read, mark and inwardly digest the contents of the magazine of which you are so proud.

D. R. Grant
Coquitlam

PAT DENHOFF

What does an old fashioned, authoritarian principal look like? Like the very progressive principal of B.C.'s first community school, Glendale, on the outskirts of Williams Lake. Never heard of Hazel Huckvale? Funny, every government agency with a spare dollar has. And so has every New Canadian in her area, where she is affectionately called 'The Lady Who Teaches Canadian.'

Education's Ma Murray



■ How does an authoritarian, Ontario-trained schoolmarm fit into the new progressive education pattern?

'Her day is long past,' you say?

Not if she happens to be Hazel Huckvale, principal of Glendale Community School, situated in the shadow of Williams Lake.

A small, brisk woman in her early 60s, with the energies and convictions of a 22-year-old evangelist, Hazel Huckvale is probably the most authoritarian principal in B.C.

She is also one of the most progressive.

Before North Vancouver's Jack Stevens had even dreamed of making the trip to Flint, Michigan that heralded the community school in B.C., Hazel Huckvale was already running one.

Glendale wasn't planned to promote any new educational concepts. It was merely a projection of the little red school house (in which Huckvale taught many years) accommodating to a situation that lent itself to community involvement.

Suddenly she was avant garde.

To find out precisely how and why she was, she too made the pilgrimage to Flint and gathered all available literature on doing . . . precisely what she was doing.

'I've had a very active parents' committee since I came to this school 16

years ago. Ten years ago Glendale was designated a community school — long before the community school concept was accepted in B.C. It isn't that I was trying to be original or anything. It's just that at that time I really had to have the sympathy of the school district — and the co-operation of the custodial department,' she says.

OFF AND RUNNING

True! For Hazel Huckvale stepped into a situation that the most intrepid, dedicated, committed or naive principal would consider more harassing than the most strident staff committee.

Glendale school, when Huckvale moved in, had just lost its first principal — who had stayed only a few months.

The school population at that time was made up of children of millworkers — several from non-status Indian, the others from immigrant families. Such families had little in common, other than their place of employment.

First came the Hungarians, then the Germans and Portuguese — later the Scottish, Irish and Welsh, French from Quebec, Italians, Spanish, Africans, Austrians, Ukrainians, Polish, Norwegians, Swedish and Swiss, and most recently the Punjabis.

In the past 16 years two-thirds of the school population has been New

Canadians.

'The school is unique in composition,' Huckvale points out. 'At last count we had children from 32 different ethnic backgrounds.'

The problems that Hazel Huckvale inherited in 1959 grew, but so did her ability to deal with them.

She soon realized that if she were to educate the children, she must also educate the parents. To do this she enlisted help and solicited funds from every available source.

She built a staff that was both independent and willing to accept her leadership. It became solely a process of elimination. Only the strong survived. Huckvale ran the school with an iron fist and no teacher was allowed to create or innovate until he/she had proven total allegiance to the structure the principal had devised.

By a combination of will and goodwill she soon commanded a staff that was dedicated and committed to the school and its purpose — if not always to Huckvale.

'They were teachers who were always willing to go the extra mile . . . to stay after school . . . to teach special classes . . . to visit the homes of students.

'Children want to do many things that are school-centered. So it's very difficult



for any teacher to say, "Well, I see it's now 3:30 and I'll have to go." She'll have some group that will be needing her.'

'We have a very involved staff here,' is the way Huckvale puts it. 'Teachers go into the home. We hold one international dinner a year. The staff entertains the parents and the parents supply the food.'

PARENT EDUCATION

Huckvale began her program of parent education 14 years ago when she began her English-as-a-second-language classes — with only one family attending.

As new families arrived, English classes grew, and new programs were introduced.

'The Europeans didn't have much trouble learning English; they whizzed through. Nor did the children. If they come from literate families in whatever country of origin, they will have no difficulty learning in English — all children are the same.'

'Illiteracy, now that's a horse of a different color. Those people who are illiterate in their own land — oh boy, do they have a problem!' she exclaims.

She is, of course, referring to the East Indians, whose children make up one-quarter of the school population of 350 students.

'Many East Indians are illiterate. You cannot teach an illiterate adult to read

very well. It is very difficult. All we try to do is to teach them to absorb the good things of our community and share their good things.'

Abandoning all hope of an English class, Huckvale has devised a community orientation program for the Punjabi women.

'In the process they learn about health, hygiene, homemaking. Of course we're selfish in a way, because we want the best for the children — so we have to reach the mothers.

'The mothers don't know what Canadian foods are good substitutes for the very good foods they had in the Punjab.

'They're not poor people. They're pretty well-to-do, even though illiterate. They eat well. But it is hard to get Punjabi foods in Williams Lake, although most stores have a shelf of them.'

During cooking lessons, taught by volunteers who were once themselves New Canadians, Punjabi women are taught to make, for example, a soup that approximates in flavor and nutritional value the lentil soup to which they are accustomed.

While Punjabi mothers are involved in the community orientation program, their children are being taught to speak English in special classes given by a member of the staff.

They are also being taught to sing 'O Canada' — as are some of the new members of the staff.

'You know, I never realized there were three verses to "O Canada" before I came to Glendale,' commented one young teacher who joined the staff this year.

Having moved from a larger school in a larger northern center to teach at Glendale, the young woman finds it a relief to teach in a school where there are no discipline problems.

'It's unbelievable. There is simply no discipline problem. Students do as they are asked — willingly. There is no back talk. What a difference!'

ETHNIC CONFLICT

Huckvale boasts that while there may be ethnic conflict in the community, it certainly does not spill over into the school, or the community activities held at the school.

And should anyone interpret Huckvale's attitudes as being WASP or racist, her first defenders would be the parents and children of the 32 ethnic groups that are part of her 'community school.'

She has always been a step ahead of criticism.

Originally she formed a multicultural organization, with citizen and

'The Central Canadian Punjabi Association has only one "outside" member -- Hazel Huckvale.'

immigration services for New Canadians from Europe. With the first influx of Punjabis in 1968, she shrewdly got 'old friends together and we planned to have an organization for the Punjabis.'

Old friends were, of course, members of the multicultural organization.

'It has prevented racial conflict between ethnic groups, because there are bound to be great differences, and those of us who have been here for some time are bound not to like some things.'

The Central Cariboo Canadian Punjabi Association has only one 'outside' member — Hazel Huckvale, who is honorary chairperson.

'I have given them advice on how to meld with the community. I drew up their constitution and they're registered. I have told them, "These are the things we

want you to do for us; these are the things I want you to do for yourselves and your children."'

One of the things Huckvale wanted the Punjabis to do for themselves and their children was to build a temple. She felt the morals of the children might otherwise be corrupted by local pressures. The Punjabi community has now built its temple — thanks to Huckvale's personal intervention in the larger community, arguing that support of the temple would strengthen moral values and family ties.

Her influence is both accepted and respected, as use of Glendale Community School shows. The school has been used every day and night for 10 years by adult groups as well as student and pre-school groups.

'Two years ago I was able to say it had been in use more than 300 days of the year. We have a big summer school here — a big recreational school.'

Words fall over themselves as she hurries to define a community school and its purpose — soon she must get back to running it.

'A community school is one that is used in the daytime as well as at night, by adults and other people from the community. In other words, there isn't a sharp division between daytime use for children and nighttime use for adults.

'Therefore there is seldom a day, or a part of the day, when you couldn't find some part of the community active in the school. Every night of the week there are some children at the school. Hours are set accordingly. Yes, it is used Saturday



Empathetic pianist for an informal sing-along at Glendale school.

*Benevolent
Canadian
'mother'
to newly
arrived Punjabi
children*



morning, Saturday night and even Sunday.'

Emphasis in community programs is on recreation.

'We found our New Canadians can learn to speak English faster in play situations than in book situations.'

She is proud of her parents' committee.

'We have a very active parents' committee. Last week they came to me and said "We see you haven't got that fence yet to protect the third year playground from cars — the balls are still rolling over the edge and the school district hasn't had the time to get here." So the parents came and put the fence up. It cost \$500, but they had the money.'

Why do the parents of students, and former students who are now parents, co-operate with and respect Hazel Huckvale?

Because they trust her. They know that her 'structure' has been designed for their benefit; that she has bounced the flounce out of her permed grey hair to give them the best of what is her version of a good Canada.

She has charmed, pleaded with, hounded and intimidated every authority from Victoria to Ottawa to finance her community school.

Discovering that Glendale was, by its very location, the responsibility of three municipalities, she has gone after all three for every extra penny in their budgets. Glendale itself is an unregistered municipality — a water district really. The school was built on Williams Lake property and is located in the Cariboo Regional District. Each pays its tithe to Glendale Community School.

While insisting that funding too must be 'structured,' Huckvale touches lightly on the sources from which she has obtained funds — Opportunities for Youth; Department of Education, special grants; Multicultural Council of Canada, special grants; provincial Department of Conservation and Recreation, special projects; International Women's Year, a \$2,500 grant, and so on.

Huckvale may be 'structured,' but she is also flexible. She has accommodated to the backgrounds of the children who learn in her school.

'We don't make a big thing of Christmas, but we do have a December unit. Our teachers have written a special social studies course.

'Take Remembrance Day, for example. What would it mean to most of our children, whose families were busy fighting something else? Our theme for Remembrance Day is peace and fellowship.'

When she speaks of new teachers who 'need help getting across the barriers that are within,' one has the feeling that Huckvale knows whereof she speaks. Her understanding must flow to these new teachers. The average stay of a teacher in Glendale Community School is eight years.

Not a bad record for an authoritarian schoolmarm from Ontario, whose philosophy tells the whole story.

'It's a broad world, but it's important to stress the home, the community and Canada. Because if you're going to be a good citizen, that's where it starts.'

The writer is an editorial assistant on the BCTF staff.

Integrating nine subjects into a Canadian Studies program showed that we Canadians have a rich heritage.

WE WOVE A CULTURAL TAPESTRY

CHARLES HOU



John Hopper, 'star' of the student movie on the Rebellion of 1837, poses beside a bust of William Lyon Mackenzie.

■ Only in Canada could a proposal to study the best of one's own culture be considered an innovation.

Two years ago a group of teachers at McPherson Park Junior Secondary School in Burnaby decided to tap a vast and quite readily accessible body of knowledge that was going untouched by most schools in British Columbia — material dealing, of course, with Canadian Culture.

Somehow teachers, school librarians and the Department of Education had largely overlooked what most countries in the world would emphasize.

It all started where all important school decisions are made — over coffee in the staffroom. As a social studies teacher, I had wanted for several years to team up with an English teacher at the Grade 10 level. The Department of Education, however, had prescribed only one Canadian novel at the Grade 10 level (W. O. Mitchell's *Who Has Seen the Wind?*) along with a few short stories and poems, and most teachers I had met seldom strayed from the curriculum.

Such was not the case with Steve Bailey, the new English Department Head. He had been thinking along the same lines as I and immediately accepted a proposal that we work together.

As we were discussing possible ways of co-ordinating our subjects, Marge Moslin, the school's drama teacher, came into the room. We told her what we were doing, and when she showed an interest we suggested she join us. The school's music teacher, Wayne Sawyer, was the next to join the group.

It occurred to us that we could teach an interdisciplinary and multi-

disciplinary approach to Canadian Culture at the Grade 10 level, and within two weeks we had seven more teachers interested (Fred Smith, industrial education; Marion Hartley, home economics; Andy Nelson, art; Judy Purcell, French; Judy Sewell and Ron Flaten, physical education, and Blair Brown, library). Our school administrators were receptive to the idea and Bill McConnell, our vice-principal and the man responsible for timetabling our ideas, gave us his enthusiastic support.

As each teacher contemplated joining our group the first question that came to mind was, 'Will there be enough Canadian material and information in my subject to last a year or half a year?' Initial doubts brought on by the complete lack of Canadian content in the various subject areas and by the 'originality' of the idea were countered by the excitement of the teachers who were already involved, and together we were able to brainstorm a number of ideas. A search of university libraries and book stores soon produced a mass of information to work with.

It soon became clear that two major difficulties had to be overcome before we could proceed. First, money was needed to upgrade the school's library and to purchase class sets of books in some subjects. Second, a method of integrating the teaching going on in nine different subject areas had to be devised.

The first problem required an accurate cost estimate. Each teacher had to preview all the books and material he/she could find in his/her subject area and prepare a list of library and

classroom books and teaching materials. Our estimate came to \$4,000. The school board agreed to pay half the costs and we appealed successfully to all departments in our school that receive funds for the rest of the money.

The second problem proved to be more difficult. Many teachers had integrated two (or in some cases three) subjects, but we were unable to find evidence of four subjects, let alone nine (all taught by different teachers), being integrated. Ignorance is bliss, however, and we plunged ahead.

Our solution to this latter problem was twofold. First, we agreed on a common core of themes to be taught in each subject area at the same time throughout the year. Four Canadian themes were found that were broad enough to satisfy all of the subject areas: Indian Culture, French-Canadian Culture, English-Canadian Culture, and Regional and Ethnic Cultures. Second, we agreed on a wide variety of interdisciplinary activities in which all the subject areas could participate.

INDIAN CULTURE

In the first unit on Indian Culture, the social studies teacher taught B.C. Indian history, the English teacher taught myths, poems, short stories, novels, plays and linguistic principles that dealt with the Indian theme; the drama teacher had the students enact Indian myths or scenes inspired by material covered in social studies or English; the art teacher had the students work with Indian-inspired crafts and study Indian west coast art; the home economics teacher introduced the students to Indian foods and their preparation; the music teacher taught about Indian music and had the students learn some songs and how to play some of the simple Indian instruments; the industrial education teacher had the students work on Indian crafts using Indian tools; the physical education teachers had their students attempt the game of lacrosse and learn how to canoe; and the French teacher had her students translate some Indian myths.

Because all these activities took place in the first 2½ months, and because the teachers involved met every Wednesday after school for at least two hours to coordinate their subjects, we came as close to integrating our subjects as was humanly possible. The remaining three units were treated in a similar fashion.

We also attempted several interdisciplinary activities during the year. In the English-Canadian unit the students and teachers produced a film on the Rebellion of 1837, and every



Costumed students (above) conduct a cemetery study at Fort Langley, while classmates re-enact the Crown Colony ceremony of 1858.





Patty Hilton paddles to Fort Langley.

subject area contributed to the film. Inspired by books they had read in social studies, the students were divided into six script-writing groups in their English classes. Each group produced an outline of the script for a film and presented its ideas to the class. An original script inspired by Mel Brook's 'Young Frankenstein' and Monty Python's 'And Now For Something Completely Different' emerged as the winner.

The art and industrial education classes produced flags, guns, props, etc., and the music class provided suitable background music. The drama class worked on scenes for the film and the home economics class provided us with period foods. The French class took slides of the events and produced a slide-music presentation (in French) that won third prize in a Burnaby film contest. All subject areas participated in the actual shooting of the film.

Other interdisciplinary activities during the year included a canoe trip to Fort Langley, a Maquinna Night open house and evening of entertainment, a snowshoeing expedition, a visit to Westminster Abbey in Mission, a skiing trip, and a trip to the Niagara peninsula area, which took the students to Ottawa on July 1 (a suitable way to end a year's Canadian Studies program).

Overall, we found there was a wealth of exciting, stimulating Canadian material awaiting us in every area, which was fresh to us as teachers because, for the most part, we had not been exposed to it ourselves either at school or at university.

Moreover, we found that the idea of integrating our subjects was equally

inspiring and that many educationally exciting ideas came from meeting with colleagues who approached the same themes from different perspectives. As the barriers between subject areas fell, the students' enjoyment of the learning experiences also increased, because they were able to see a continuity in their studies as they moved from one subject to another.

MEL HURTIG TAKE NOTE

The end product was a student who had been acquainted with his own country and culture and who was well prepared to face a Mel Hurtig survey (name five Canadian poets, artists, prime ministers, musicians, etc.).

When asked 'Did the interdisciplinary and multidisciplinary aspects of the program result in better learning?', students replied with 'this was the first year I enjoyed school'; 'I found I understood a lot and got good marks because I enjoyed what I was doing and got an all round picture,' and 'I enjoyed learning about my culture instead of everyone else's.'

Asked 'What were the program's major strengths?', teachers, students and parents replied: 'group involvement, interesting program, enthusiasm of teachers' (parent); 'teachers teaching the same theme at the same time' (student); 'writing one essay that could be used in two or more subjects' (student); 'a stronger relationship between students and teachers' (student); 'integrated studies made learning easier and more effective' (teacher). Inspired by comments like these, we are now in our second year of Canadian Studies.

We were also inspired to some degree by the renaissance in Canadian publishing that has taken place in the last few years. Despite the failure of many Canadian publishing houses, each year sees many new Canadian books in all subject areas, and teachers interested in injecting some Canadian content into their subject areas have an easier job today than ever before.

The flood of Canadian books on the market couldn't have come at a better time. As Canadians are inundated with American cultural influences on TV, at the movies, in the magazine and book section of their local drug stores, in their newspapers, on their vacations, etc., more and more people are demanding that the school system do a thorough job of teaching the best Canadian culture so

that Canada will remain a separate, unique nation.

Stung by the results of surveys showing the ignorance of our young people about their country and by their own inadequate education in their country's culture, teachers are starting to look to examples of Canadian excellence in their subject areas and to discover for themselves (in many cases) their rich heritage.

If our experience at McPherson Park is an indication, such teachers will be in for a stimulating experience.

The author teaches social studies at Burnaby's McPherson Park Junior Secondary School



Liberal candidates Mark Raines and Joan Wallace participate in a tug-of-war at a student-sponsored old-time picnic. Below, Burnaby and Markham, Ontario, students crown the 'Royal Hudson' at Squamish.



1. All quotations are taken from *An Evaluation of the Canadian Studies Program at McPherson Park Junior Secondary School by the Parents, Students and Teachers Who Were Directly Involved in the Program.*

Janice

BERNICE McDONOUGH

Janice was a flower child of the mid-sixties. She stood on the corner of Georgia and Granville while the wind whipped her long cotton dress and her long limp hair in swirling patterns.

She peered owlishly through her granny glasses, smiled benignly and passed out soggy paper carnations as she crooned, 'Peace, brother; peace, sister. We shall overcome,' to the rather astonished passersby.

She progressed from peace to feverish fence-painting. She staked out a panel of the Court House fence, getting up at six to finish that symbolic gragon of the Establishment that was gulping children, soldiers, workers and resources into its rapacious maw.

But flowers didn't change the rigid unresponsiveness of Big Business or the Establishment, and neither did the graffiti on the parrels. Perhaps it couldn't be changed, Janice thought, until she changed herself, until she shed completely the shell of her own middle

class values. She decided to join the Metaphysical Metamorphosis Movement.

This group, led by a dropout professor from Simon Fraser, formed a commune and occupied a house on Fourth Avenue. Yoga, meditation, vegetarianism, and selling pendants made of seashells and horsehair occupied her from six in the morning until midnight.

Janice participated in endless discussions of the Bhagavad Gita and the works of Kahlil Gibran, but her bare feet became as calloused as barnacles, and at times she secretly longed for a good soak in a hot bath followed by a nasty, passion-producing steak.

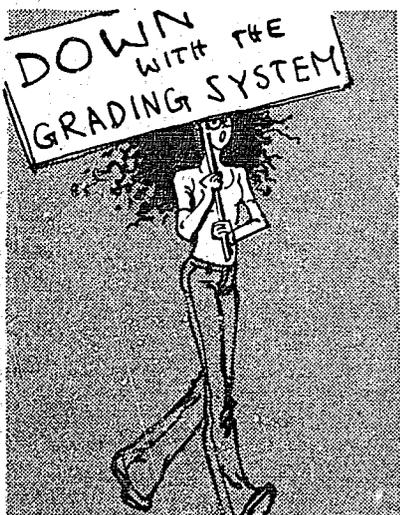
She got mono and jaundice and went home to recover about the same time as the group was splitting. Certain members kept getting into the same bedrooms at the wrong times and no one would do the dishes because this was not creative work.



But now the tidal wave emanating from Berkeley was in full flood. Peace and love were out and confrontation was in. Janice was a withit type. She exchanged her saffron robes for dirty jeans and beads and enrolled at Simon Fraser.

Here the students were not afraid of the Establishment. They, the disillusioned, ill-used youth of the country, would mould this new institution nearer to their hearts' desire.

Janice hurled herself into the fray. There were meetings to be called, marches and rallies to be engineered, placards to be done and redone. And sometimes classes to attend. Down with the grading system, down with admission standards. Student power. Student control. Student senators.



The university was the political arena, the microcosm of the real world. Change the consciousness of these leaders of the future and you changed the Establishment and sabotaged Big Business.

Janice never missed an all-night session devoted to strategy-planning. She shouted in the Mall, took her sleeping bag to the occupation of the library, and confronted the fascist pigs and male chauvinists at every turn. She marched to Stanley Park. She marched to the Court House. She rioted in Gastown. She took part in those glorious faculty meetings where obscenities were hurled at the quavering keepers of power. Rock. Pot. Right on, baby. All power to the students.

Janice and her friends held long consultations, and toward the end of the second year they were, frankly, getting more than a little tired. There had been so many causes, so many causes, so many confrontations. They were running out of steam and out of ideas for new targets.

Results, viewed from the short range

had been satisfactory—administration in retreat and disarray, students ensconced in the faculty cafeteria. But in perspective, what, really, had been accomplished? SFU still had courses and grades and professors. It still had registration and classes and prerequisites.

The hottest of the radicals rose to the Trudeau bait and were now safely swimming in OFY and LIP grants, busily building maligned little bureaucracies all over the community. Traitors. Turncoats. Plastic rebels, and worse. Not Janice.

She and her friends decided that you couldn't change the adult world; you had to start with the children. So they determined to enter the teaching profession.

Here in these chickencoop boxes children were imprisoned and brainwashed. Here they were required to memorize useless facts and accomplish tasks with no relevance. Here they learned to be competitive and to hide their true, beautiful selves, to conform to the Establishment. They were acculturated, socialized, manipulated. And they should be freed. At last, after years of searching Janice had found her lodestar.

The lectures and seminars in the teaching program were exhilarating. No holds or language barred. The student as nigger, the teacher as jailer, free choice for children, individualize reading, individualize math, individualize everything. We shall overcome. The media is the message. Growth through groupies.

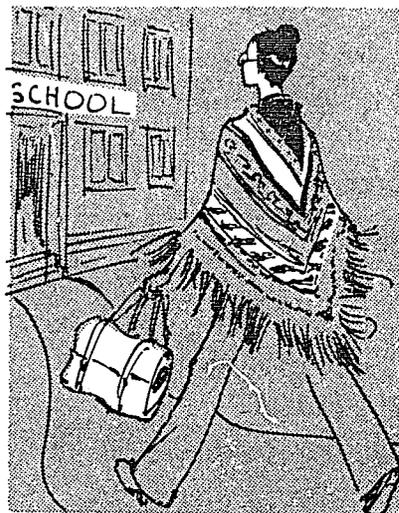
Janice's introduction into the school system confused her. There seemed to be so much structure. Principal, classes,



lists, bus schedules. Then there were the BCTF and the FVTA, the local learning conditions committee and the

curriculum evaluation committee. While she completed her four months' internship two new groups had been spawned.

One was called TEACH — Teachers' Elementary Association for Curriculum Hierarchies — and the other designated SACRED — School and Community Resources Education Development.



Both these committees operated in the district and sent representatives to the Lower Mainland parent group. They were trying to expand province-wide.

Janice espoused both these causes. Teachers should design their own curricula — how else could children be free? And certainly community resources should be used in education — how else could students' learning be relevant and the schools once again become part of the community?

Janice graduated and got a job at Fraser Farmlands School. Her sociology courses had alerted her to the fact that these children would be middle class, their parents conservative, work-oriented, Protestant-ethic types. Good. What a place to start liberating the children and changing the world.

The 14 staff members at Fraser Farmlands were mostly in their late 20s. Only the principal, Mr. Hummer, was really old. He must be 38, Janice thought, shuddering and remembering the old rallying cry, 'Never trust anyone over 30.' It seemed to come from a great distance now.

She was delighted to find that Fraser Farmlands had discarded the antiquated staff meeting she had read about and abhorred. Instead it had adopted the BCTF's recommended collegial approach. FATAKAKE, the colloquium meeting was called — an acronym for Principal and Teachers Attack Collegial

and Key Endeavors.

Janice wanted to drop the word principal completely and so moved at the first meeting. But no one could think of another nomenclature for the aging, innocuous Mr. Hummer, and so PATAKAKE it remained. This group discussed and voted on such items as when to hold parents' night, and who should have the field trip money this year. Janice participated eagerly in the frank exchanges of educational philosophy that took place in these meetings.

She found that SACRED and TEACH both had committees at Fraser Farmlands and both needed new representatives. Janice volunteered and was rather amazed by the looks of commiseration on the faces of the other staff members at the PATAKAKE meeting.

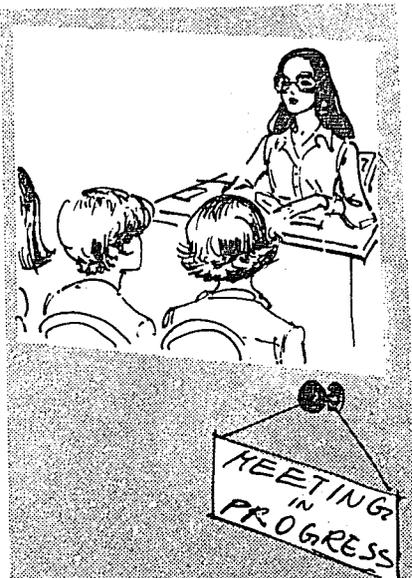
During the last week of September one PATAKAKE meeting was set aside for a visit from the BCTF committee person who headed the newly formed DOC group — this being Decentralization of Curriculum. She urged the Fraser Farmlands staff to become involved in this important matter. Janice believed that children could not be free to learn in anything but an unstructured and locally designed curriculum, so she again volunteered and became head of the local DCC.

The BCTF person then urged PATAKAKE to take the next step and form a branch of LIMPID, because schools must be responsive to community needs and there must be community input. LIMPID — Liaison in Mothers' Programs in Decentralization — was designed to give the community its rightful voice.

When Janice had the temerity to ask why only mothers were represented, the BCTF person told her that unfortunately

fathers never seemed to come to these meetings, especially on TV football or hockey nights; and finally the women, exercising their freedom of choice, had voted for that name. Janice volunteered and became local co-ordinator of LIMPID.

September sped away. Janice was busy instituting free and creative



learning in her class, and was experiencing some difficulties. She also organized a local chapter of SWIPE — The Status of Women in Professional Endeavors. She was horrified to find that Fraser Farmlands had never heard of this volatile, hardworking group.

SWIPE

The first two meetings she called for female staff members were fairly well attended and Janice urged them to become committed to SWIPE. Its goals were more women as principals, superintendents, administrators and custodians. The third meeting was a washout. Three teachers wanted to get to \$1.49 Day to buy clothes for their kids, another was going to pick blueberries, and two more slipped away without even an excuse.

Perhaps it's just as well, Janice thought as she smoothed her new length A-line skirt and adjusted her huge octagonal horn rims. She really should spend time organizing her class, for she had to admit that things were not going too well in her learning pod.

These 12-year-olds didn't seem to appreciate the meaning of freedom. Indeed, when she suggested that they study any spelling they liked, they rudely replied that they didn't like any of it, and retired to the corners to play poker. The same response, unfortunately, was forthcoming in reading and

mathematics. But they did like it when she played her guitar or showed them films or went on a nature hike, which they had done almost every afternoon thus far.

Still Janice was perturbed. Perhaps they needed more structure — they must be brought to freedom gradually, slowly. And they were so noisy, so horribly noisy, that sometimes her head ached dreadfully by lunch time and positively pounded by the end of the day. Some semblance of order was certainly necessary.

She sat there for a time remembering her own public school days. She recalled an eager, naive little girl who had actually liked to do spelling and handwriting, keep a neat notebook and learn memory work. Could it be — could it possibly be that most 12-year-olds —?

The door opened and Mr. Hummer grinned shyly.

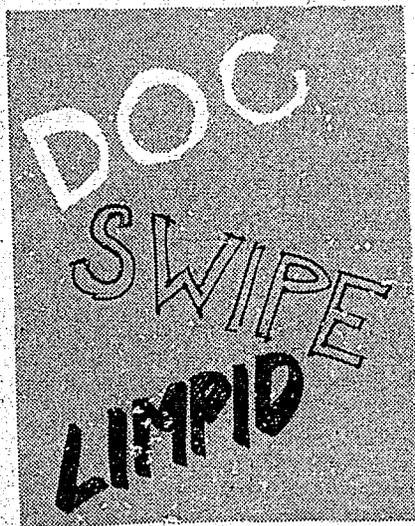
'Janice, you've done such a great job organizing DOC and SWIPE and LIMPID, and you're such a catalyst in PATAKAKE — well, I've had a request from the Bureau for Learning Undeterred by Facts and Figures — they want to establish a branch in Fraser Farmlands, and I thought you'd be just the one . . .'

'Positively not, Mr. Hummer. I'm sorry, but I have to make some lesson plans, get some seatwork on the blackboard, make up my daybook and work on my preview for October. Then there are the report cards coming up and the parents' interviews.'

Mr. Hummer smiled in a way that bridged the gap between his advanced years and Janice's bright ideals. Janice ignored him and slapped a spelling book open on the desk.

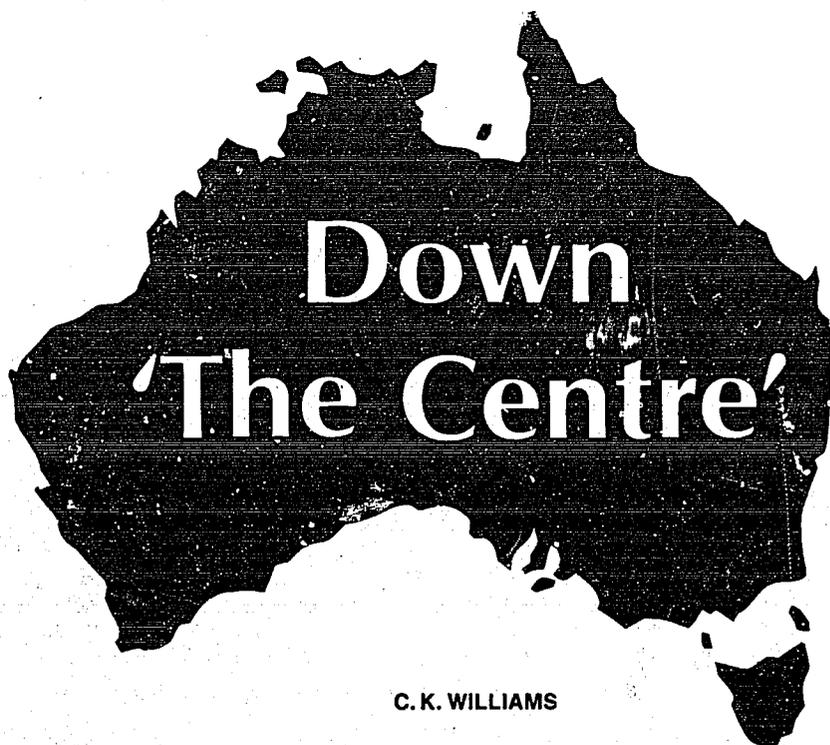
'We'll start with a pretest. They'll all do it, and correct their mistakes. And then we'll do math . . .'

The writer, a member of UEC's Faculty of Education, has written for the magazine previously.



The Canada Connection

The fourth of a five-part series on Delbrook Secondary School's 1974-75 project Travel Beat: Canada. This month our travelers are in Australia and New Zealand.



■ With the heavens acting as one gigantic cyclorama, we stood atop Anzac Hill, overlooking the 'Grand Lady of the Red Centre' — Alice Springs. 'The Alice' lay shimmering below in the 28°C noonday sun. The 'intrepid two,' Rodney Bruce McCarrell and I, were now in the geographical heart of the Australian continent.

A weekend stopover in the copper refining center of Mt. Isa had preceded our arrival here. 'The Isa' introduced us to the Royal Flying Doctor Service, established in 1928 by Rev. John Flynn to provide a 'mantle of safety' over the entire Australian Outback, using aircraft,

radio, transceivers and rather unique medical kits.

Since then the Commonwealth Government (federal) has provided each remote homestead with one of these small medical kits, which are more than just First Aid kits. Each is really a miniature pharmacy. The standard medicines and drugs are all coded by number. After calling in to the nearest Flying Doctor base and describing the symptoms, a patient has only to reach for the medication with the appropriate coding as prescribed by the doctor over the air.

We found it amazing that 9/10 of

Australia can be in constant contact with one of the 14 radio bases, such as those in Mt. Isa and Alice Springs. Even miners' camps, road gangs, police outposts and Aboriginal Missions are covered. Radios are manned 24 hours a day. In addition to 'radio rounds' and 'housecalls' (imagine flying up to 200 miles to make a house call!), clinics are held in the more remote areas. Just over half the cost (55%) of maintaining this 'mantle of safety' (with 22 aircraft) is shared by both State and Commonwealth Governments. The remainder comes from donations, legacies and various fund-raising

activities.

Although Rodney Bruce and I were eager to visit the School of the Air, which is located in the same building and uses the same transceiver equipment, we decided to await our arrival in Alice Springs.

On our way from Cairns across Northern Queensland to Mt. Isa, we had realized that to achieve two of our major goals at the same time was just not possible. We could not keep our pre-arranged schedule for visiting schools and at the same time film and research each region with any thoroughness. Our school lectures would now take secondary priority.

From Mt. Isa, we headed the 'orange bomb' (our rented car) westward into the Northern Territory, still on the narrow bitumen road known as the Barkly Highway. Gas stations were now noticeably farther apart, often more than 100 miles. Regular gas was nearing the highest price we were to pay — 88¢ a gallon. At 4:43 p.m. on October 7 my navigator and chief map-reader entered in his log 'just passed the Tropic of Capricorn at Mile 18 out of Alice Springs.'

Finally, on the outskirts of town, we found the true Alice Springs, a watering hole called Turiara by the Aborigines. Here, too, is the site of the restored telegraph station, one of many on the

original line from Port Augusta in the south to Darwin, that was completed in 1871. This communication system was the lifeline of the Red Centre from 1872 to 1936.

Our three-day stopover in this oasis of nearly 10,000 people was jam-packed with activity. We lost no time in visiting Alice Springs High School, where as always we received a warm welcome. The principal was completely free to innovate as he saw fit. Here courses were adapted to fit the needs of the young people of 'The Centre,' especially in the field of agricultural science. The growing of vegetables, the raising of chickens, animal husbandry were all included; there is even a small nursery.

Because of the need to offset the cost of equipment for these courses, as well as to fund extracurricular activities, locker-rentals, etc., the principal was elated because he could slap on a \$40 a head school fee. The fees and his grant from the Commonwealth Government (since this is the Northern Territory) give him a school budget of approximately \$75,000 a year!

The school population, Grades 7 to 12, numbered 900, among them 150 Aboriginal children and 60 American students from the nearby SEATO Defence Base. Students here sat for the South Australia exams at the end of their Grade 12 year.

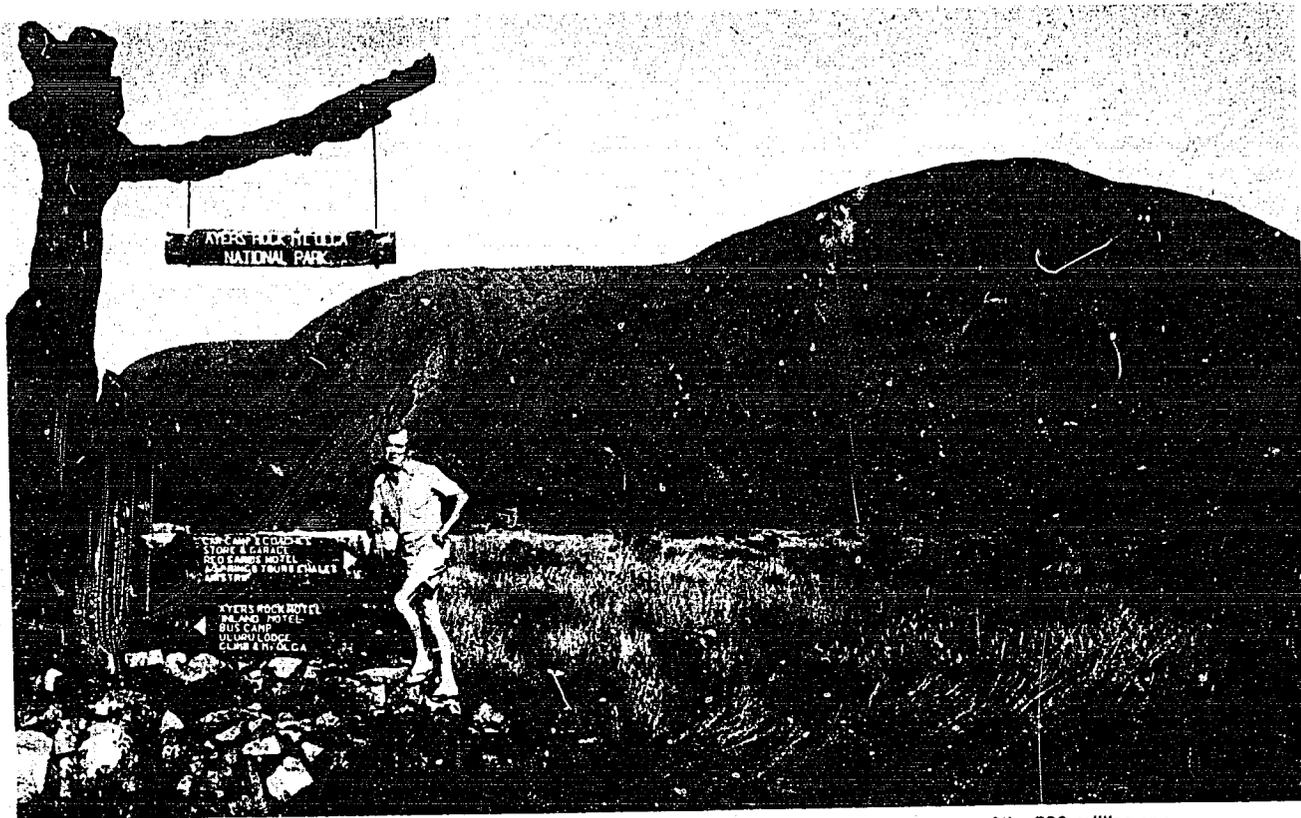
We were curious about the progress of the Aboriginal students. Despite the fact that their tuition, books and board are paid for by the Commonwealth Government, few continued to graduation. The principal's attitude, however, was a positive one. He did not consider they had wasted their time.

'To the point of their leaving school, they have experienced a whole new way of life. Not all Aboriginal children can cope with the change, and some decide that this lifestyle is not for them. But at least they tried, learning in the process.'

As we left after a most rewarding two-hour visit, the principal's voice boomed out the usual 'noon-hour announcements': 'Your attention please, especially all agricultural science students. In the next 15 minutes or so the calf will be castrated . . . be sure to bring your lunch.'

For a contrasting experience, we stopped for a fascinating visit with David Ashton, principal of the School of the Air, and his staff of eight. These teachers take turns in conducting 'classes' from a desk surrounded by microphones, turntables and transceiver units (more powerful than those used by the students).

It was, in fact, a broadcasting studio, complete with glass-enclosed viewing room for visitors. On one wall of the studio hung two sheets of cardboard



It was a tooth-jarring ride to Ayer's Rock in the Northern Territory. But once there, the author posed in front of the 500-million-year-old monolith.

covered with colorful snapshots, showing most of the 75 students served by the Alice Springs School of the Air. The locations of these students were charted on a huge map of the area with colored pins, all within a radius of 250 miles.

Mr. Ashton proudly told us that the School of the Air network is based in 12 rural centers and covers 1 1/2 million square miles (about half the area of the country), yet the total enrollment has never exceeded 1,000 in any one year.

It wasn't long before Rodney Bruce and I realized that we were in a strange and different educational world — a world in which students 'went to school' merely by walking from one room of their remote homes to another. These isolated Outback students are linked with the outside world not by telephone or by neighbors over the back fence, but by



the miracle of the Traeger Transceiver units. The only classmates they know, they recognize by voice alone.

We sat in on a Grade 6 and a Grade 7 English lesson. The sessions took the form of social chit-chat, discussing the meaning of words used in poems assigned to be read. Because each student could hear the others on his transceiver, there was a fair amount of 'class discussion.'

Roll-call preceded the lesson itself. This involved contacting the remote stations to find out if each student was ready to take part in the day's lessons. One particular lesson may involve only six students in a given day.

This school base seemed to have more autonomy than its counterparts in Queensland. Correspondence papers were actually corrected here and discussed with the students, whereas in

other states the papers were sent by the students directly to the Department of Education in the state capital.

Like the Flying Doctors, the teachers also made 'rounds,' visiting their 'class' to get to know the students and their educational problems, often by way of the local mail plane service.

Visitors to The Alice should avail themselves of a ride (for a modest sum) on these local mail planes. Such a ride turned out to be one of the highlights of our visit to The Centre. Our particular flight, beginning at 8:30 a.m. and lasting until late afternoon, was to include six cattle stations and two Aboriginal Reserves or Missions. In a five-passenger aircraft, our fellow-travelers were one other tourist and a 14-year-old Aboriginal lad. In addition there were bags of mail, parcels, films and papers,

as well as box lunches provided by the airline.

On this 30°C morning something was missing from the Red Centre — the red. What normally was a reddish brown desert turned out to be a carpet of endless green reflecting the tall grasses and wittchety bushes, here and there broken by clumps of colorful desert flowers. As our twin-engined craft lifted over the long ridges of the MacDonnell Range, the young pilot commented, 'This year the desert growth is so tall the cattle have been hard to locate. We have had more rain in the past 16 months than any white man has ever seen.'

CATTLE STATIONS ARE HUGE

From one settlement to another, we played leapfrog over the vast lonely Outback rangeland, dropping down to such stations as Narwietooma, Napperby,

Papunya and Yuendumu. How hard it was to realize that as far as one could see (from an altitude of 5,000 feet) belonged to the same 'spread.' Some of the stations were more than 1,650 square miles in area, and supported 40,000 to 60,000 head of cattle!

At Yuendumu two social workers from the Mission came aboard for the return journey. (Our young Aboriginal friend had disembarked at the previous stop.) It was from these young ladies that we learned of some of the problems with which the Aboriginal Missions must contend.

Good furnished housing is provided by the Commonwealth Government in such Mission settlements as Papunya and Yuendumu, but in most instances the Aboriginal just doesn't want any part of it. He would much rather live outdoors, using as a shelter a lean-to made from boughs and branches or perhaps an old auto body. Often the furniture is chopped up for the cooking fire.

The vast majority seem to have one foot in each world — that of the nomadic native and that of the white man, who

Only at a place called Coober Pedy would the front door bell be attached to a dug-out.

subsidizes the Aboriginal to the tune of \$90 every two weeks. But what to spend it on?

Several, for instance, may pool their resources to purchase a used car, but they have very little knowledge of auto mechanics. They strongly believe in sharing their transportation, for it is not uncommon to see as many as ten bodies crammed into one car, vibrating down the dusty roadway until either the patrol or the oil give out. The vehicle is then abandoned. This is why so many old car bodies are scattered around the Outback.

Liquor is the other main purchase of the Aboriginal. The sights, the sounds, the reasoning behind them had an all-too-familiar ring. Rodney Bruce was visibly moved by the pathetic sights of stupefied women and men — collapsed on the sidewalks, leaning against buildings or sitting in silent groups in the shade of the gum trees on the banks of the Todd River, which trickled gently through the south end of Alice Springs. (Normally in October it is bone-dry.)

After our return from an exciting day on the 'mail run,' we spent many hours in the Aboriginal Art Centre, learning the philosophy of these native people as well

as enjoying their art, carvings and other handicrafts. In all fairness I must say that we also found that many Aboriginals make the transition to the white man's world very successfully, especially in the fields of art, agriculture and ranching.

Eighty-five miles south, we detoured 150 miles for a two-day investigation of one of the world's best-known monoliths, Ayer's Rock. The road turned out to be a corrugated nightmare, liberally pockmarked with those cavernous yawnings that lurk under blowing dust and are deep enough to devour a wheel or crack an axle.

We had to make several detours into the bush to circumnavigate deep lakes caused by recent heavy rains. Here is where the 'off-beat' traveler needs his trusty Land Rover or Jeep. Because these roads are federally administered, their condition tends to be a political football . . . according to local residents.

However, the 500-million-year-old monolith at the end of this tooth-jarring highway was worth the effort. We pitched our tent virtually in its evening shadow. From here we could hike out at

Typical Maori carving decorates the Meeting House at Rotorua, North Island, New Zealand.

dawn next morning to film the effect of the sunrise on the great rock, while in the evening we could, we hoped, catch the deep red hues reflected on the rock from the setting sun. We spent two most interesting days interpreting the Aboriginal paintings on the walls of the caves, as well as learning the geological background and Aboriginal history of the rock and its surrounding area. The Park Rangers were most informative in this regard.

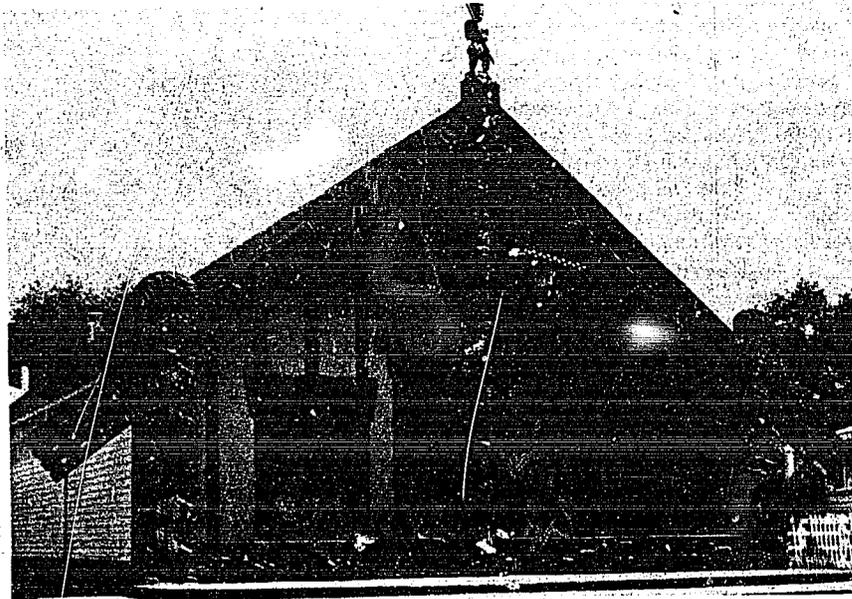
Visitors are encouraged to climb all 1,100 feet of this prehistoric boulder by means of a well-trodden path leading straight up the west face, which in places ascended at what seemed to be a 75-degree angle. The view of the surrounding desert was a rewarding one; we literally stood atop the heart of this great continent.

Returning to the Stuart Highway, we realized for the first time what the land means to the native Aboriginal people. Every rock, hill, tree, or cave has great meaning. Even Ayer's Rock itself is a sacred site.

Southward again, the 'orange bomb' brought us to our final two-day stop in The Centre — the opal mining community of Coober Pedy (Aboriginal for

'white man's dug-out'). At first glance, it looked as if we were in the land of the Flintstones on an extremely hot, arid, windblown prairies with rolling pink sandstone hills. It was during the search for opals between 1915 and 1960 that people discovered a use for the caves carved out of these hills in search for opals. They were found to be cool and protected from the 120° heat. Fifteen years ago there were but 350 miners using only four or five surface buildings and many hillside dugouts. Today, of a population of 5,000, two-thirds literally live underground in their cave-like dugouts.

We visited several of these unique homes, which rent for about \$35 a week. To create one of your own or to buy one outright would cost anywhere from \$6,000 to \$25,000 Aust., depending on the number of rooms. Water is sold by



the gallon, although every dug-out has its own rain-storage device on the surface (or roof).

Electricity, generated locally by diesel units, is billed at City of Adelaide rates, plus no more than 10%. The remaining cost is subsidized by the South Australian Government.

One would never have to worry about interior decoration, considering the natural sandstone and gypsum walls and ceiling. Temperatures remain at a fairly constant 65°-75° F all year. No heating or air conditioning necessary . . . and how about that built-in soundproofing! Only the kitchens and bathrooms had natural lighting, for they faced the front of the dug-outs. Incidentally, each home had all the modern amenities.

Of the 5,000 permanent residents of Coober Pedy, approximately 4,000 are miners (representing 27 nationalities),

500 are women and about 500 are children.

With a \$10 permit, anyone can 'noodle' for opals . . . dig around and take out sample chunks of ore. Instead, we purchased several beautiful stones for as little as \$10-\$15. The experts here revealed at least one little secret — the white opal, although not as spectacular-looking as the multi-colored, is rare and therefore more valuable.

Coober Pedy Composite School population (Grades 1-12) numbered 400. The bewhiskered principal, in his Bermuda shorts, was proud of the fact that his school was open 365 days a year as a community center. For that reason, the student body has been ambitiously raising over \$7,000 for a swimming pool, which will be the only public one in town. Here, too, was our first evidence of students' being so directly involved in such

a money-raising project. Construction seemed to be at the half-way mark. Every last ounce of material for the project has had to be trucked from Port Augusta, 550 miles to the south.

It was this route we now tackled on the last leg of our journey down The Centre. Vast expanses of cattle stations opened out to the west, but we were bounded on the east by the restricted Woomera Rocket-Missile Range (staffed mainly by American civilians), but the entire area is policed by the Commonwealth Police Force. The Woomera project is a source of frustration to most Aussies; they sound fed up with pouring millions of dollars into a project they knew little about.

Thirty-five miles out of Port Augusta, all our rattles and vibrations suddenly stopped and the dust cleared. Could we be airborne? At 29 miles an hour? A white

line appeared. We were on the bitumen again and would remain so all the way back to Sydney and Brisbane.

After several days in Adelaide, our adventure led us up the partially-flooded Murray River Valley, which has been in varying states of flood for more than 18 months. Submerged caravan parks and vineyards were a common sight. Then, on through 'wine-makers' heaven' . . . the Barossa Valley, dotted with wineries and communities whose populace once emigrated from Germany.

At Mildura, in an area the Aussies love to refer to as 'Sunraysia' (a reference to its wonderful climate), we filmed and learned much of the citrus industry. Here is the greatest orange-growing region of Australia. To us it was a pleasant blend of our Okanagan and Southern California. Unmanned fruit stands lined both sides of the highways. Just drop 50¢ in the box provided and help yourself to a bag containing 15-20 oranges or grapefruit. The 'honor system' still works Down Under!

South again to windy, rainswept Melbourne for a four-day visit. Weather conditions here forced us to abandon tenting temporarily. Because of the worsening weather conditions, we gave up any thought of flying to 'Tassie,' as the Aussies affectionately refer to their southern-most state, Tasmania.

Instead, our course took us into the Snowy Mountain region to the foot of 7,314 ft. Mt. Kosciusko, Australia's highest peak. Here we had an impressive view of the ski villages and runs available in the country's main ski area.

WE VISIT CANBERRA

After filming some of the effects of the Snowy Mt. Power Development Scheme — a tremendous project — a few hours' drive brought us to our three-day visit to the federal capital, Canberra. Although we hadn't planned it, we spent 1½ of those days viewing and filming the contents of the War Memorial Museum, where Australia's involvement in major battles and wars from Gallipoli to Vietnam is vividly illustrated with tableaux, dioramas, huge wall paintings and models depicting all types of battles from trench warfare to guerilla fighting to naval warfare.

A tour of the federal Parliament Buildings revealed a somewhat disappointing, austere structure. There was no comparison to our own Parliament Buildings, which we had occasion to visit on our return to Canada. Canberra itself is a model of planned urban development.

Our grand circle route through The Centre finally led us to that 'jumping' metropolis, home of more than 1/6 of the continent's population, Sydney. This

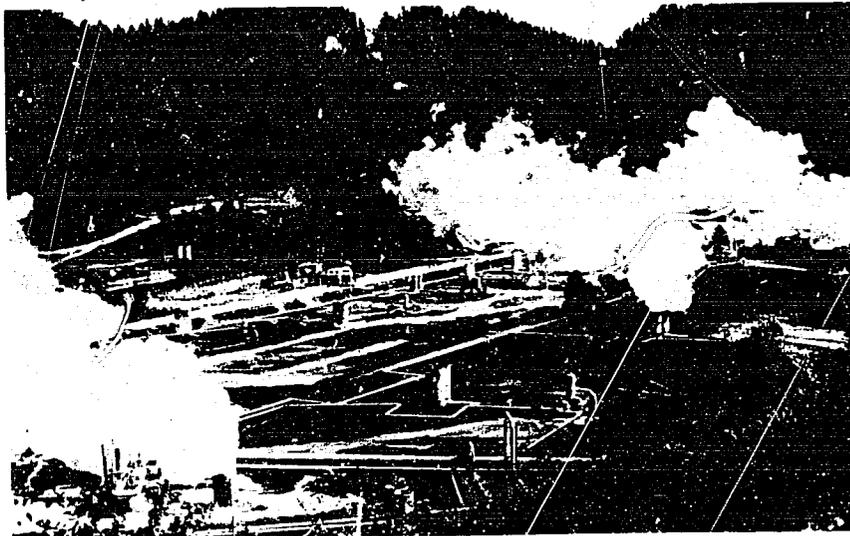


Shearers at work on the South Island of New Zealand.



Our world travelers on the Tasman Glacier, South Island, New Zealand.

Geothermic power plants on the South Island provide seven percent of New Zealand's electricity.



was a one-week stopover, during which we met with the State Department of Education officials several times, and made the 'Canadian Connection' — officials of the Canadian Government Travel Bureau, CP Air and others.

Because our departure date for New Zealand was fast approaching, we completed our 9,000 miles of driving in Brisbane, our starting point. Here we returned our 'hired' projection equipment as well as our faithful 'orange bomb,' which had stood up so well to Outback conditions.

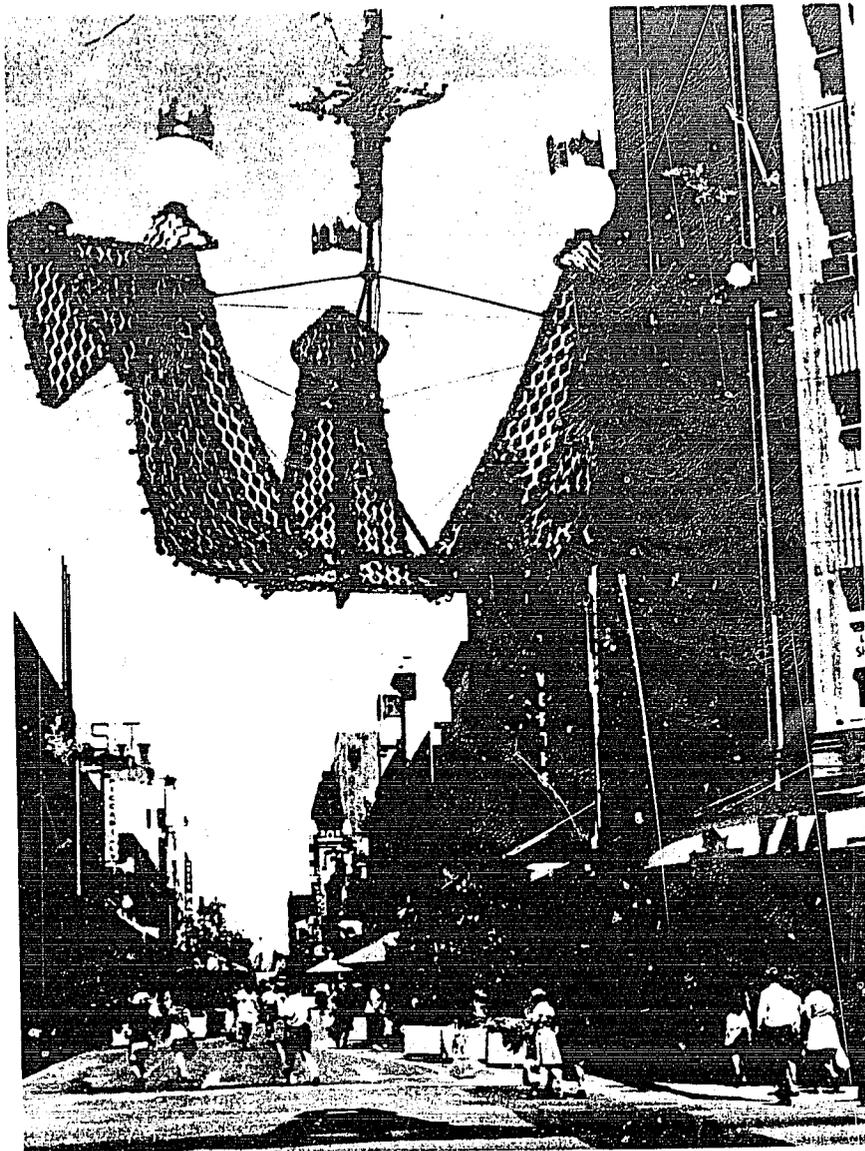
For future visitors to Australia, we have this word. Be adventurous and tent your way as much as possible, doing your own cooking. Failing that, try the 'Over Nite' vans in the caravan parks . . . much cheaper than motels. Here again cook your own meals. A 'fun' way of enjoying the great Outback is a camping trip by bus (everything provided) that lasts 2-4 weeks. This is a highly popular way of seeing the country. And do drop in to visit the schools if you are interested . . . a warm welcome awaits you.

NEW ZEALAND CONDENSED

Neither time nor space will allow us to describe the New Zealand adventure in any detail. Mid-November is late spring, the season of the yellow broom. The entire countryside was a blaze of yellow, contrasting with the vivid velvet green of the hillsides, duplicated only in the Emerald Isle itself. What a contrast to the land we had just left, where life in so many areas is one great struggle for survival. Beauty abounds in every inch of these two islands . . . a blend of Ireland, Scotland, England, Norway, Switzerland and B.C. combined. We felt right at home while we did another 3,000 miles of driving, filming and information-gathering. But no tenting here; the nights were just too cold.

The highlight of the North Island visit was our stay in the steaming thermal region of Rotorua, where we learned much of the Maori culture, which we immediately tried to compare with the Aboriginal culture of Australia. Frankly, we found two completely different civilizations.

South Island held two highlights . . . a study of the wool industry from sheep raising to shearing to the woollen mills . . . the complete process. The other was the drive to fiordland and the flight over the great glaciers of the Southern Alps. Our three-seat, ski-equipped Cessna aircraft circled Mt. Franz Josef and rugged 12,400 ft. Mt. Cook. The views of the awesome glaciers below were breathtaking in the late



Christmas in Perth, Western Australia, means shopping in shorts to the strains of 'I'm Dreaming of a White Christmas.'

afternoon sun: The climax came with a landing on the vast Tasman Glacier, which gave us an opportunity to explore and film at close range. New Zealand was one country where our cameras worked overtime.

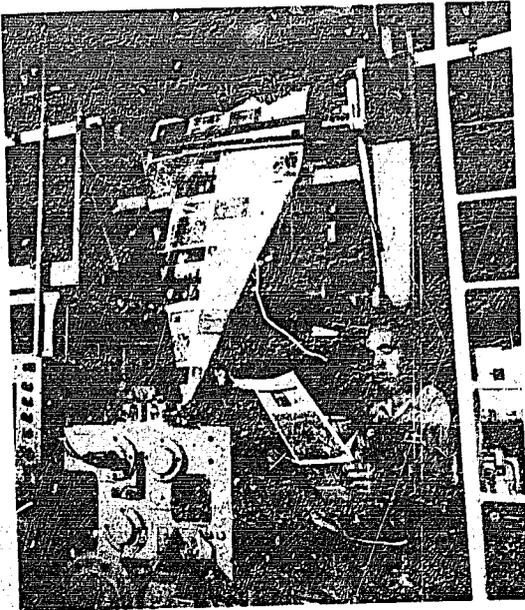
Because the end of the school term was near and final exams impended, we limited our school visits to the more famous private boys' schools, where students still wear suits, school ties and even straw hats.

New Zealand, we agreed, is the Gem of the South Pacific. After a month among the hospitable Kiwis, it was back to Sydney to board the famous trans-continental train, 'The Indian Pacific,' for we now had plane reservations from Perth to Singapore. It was a 3½-day trip to the far west coast, the highlight being

the crossing of the infamous Nullarbor Plains.

Our arrival in Perth coincided with the Christmas rush, the Great Day being only five days away. The beautiful sunny city of Perth was made even more colorful by the spectacular decorations both in the stores and at street intersections. Imagine Christmas shopping in shorts, the temperature at 30°C and Bing Crosby crooning 'I'm Dreaming of a White Christmas.' Summer holidays were just beginning for most Aussies.

Our Christmas dinner awaited us in Singapore. Ahead of us was a look at the Lion City, a Hong Kong New Year and a visit to its roof-top schools, a Japanese Winter Festival, all climaxed by the exciting three-week Siberian Adventure on the Trans-Siberian railroad and on home. Siberia . . . in shorts? ☺



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smaller, the darkroom, was separate and any noise there did not disturb the students who were studying. Because of its limited space and low light condition, a darkroom can accommodate only a small number of students at one time. Even with two enlargers, the maximum number of students should be six.

OUTFITTING THE DARKROOM

Supplying the darkroom is not difficult or extremely expensive. The most costly piece of equipment is the photo enlarger. New, an inexpensive enlarger will run about \$75, and for reasonable effectiveness buy two. If the price is too high, run an ad in the paper or call the local photography club. Hobbyists like to improve their equipment, which means that many used enlargers sit in basement corners waiting for buyers. I found an excellent enlarger for \$35.

If you have money left, buy a timer. It plugs into the enlarger and accurately times a print's exposure. But if finances don't permit, have your students simply count off the seconds — then pull the plug!

You'll need chemical trays: three per enlarger. I find the 8" x 10" size very convenient. They take more chemical solution to fill than the smaller sizes, but they can accommodate any size of print up to an 8" x 10" and that's about as large as you'll probably ever produce. A set of trays costs about \$7, but old cake pans work just as well.

Several developing tanks are required for negatives. Many makes are available in the \$4-\$20 range. Buy at least four or five — negative production takes about 20 minutes and you'll usually be running that many per period. (Many students now use the new, miniature 110 size film. A plastic tank can be re-formed, by a little cutting, to accommodate this film.)

Chemicals are the least durable of the items in a darkroom. Fortunately, they aren't too costly. Film developer costs about \$1.65 a gallon; print developer runs about the same. Stop bath is the least expensive at about \$1.50 for eight gallons, and fixer is about \$1.25 a gallon. These four chemicals are essential and, with care, should last one or two weeks.

These are the basics, but as time and money permit, add: a couple of accurate thermometers, a print dryer, print tongs, a mechanical timer for negatives, a contact printer, and so on. I've included at the end of the article a total list of darkroom equipment and prices.

SCHEDULING

Every student can't work in the darkroom at one time, so some kind of schedule must be established. I simply

divided my classes into five groups so that overcrowding and confusion in the darkroom could be avoided. Each group had a specific assignment on any given day, planned in advance and known to both myself and the students.

The way it worked out, only one day in five would be spent developing negatives and only one day making prints. On the first scheduled day (schedule A) group one took an entire roll of film; group two developed the roll taken the day before; group three made prints from their previously developed film; groups four and five did their work, research and project work.

Diagrammed, the schedule looks like this:

SCHEDULED DAYS	TAKES A ROLL OF FILM	DEVELOPS PREVIOUS DAY'S ROLL	PRINTS SELECTED PICTURES FROM DEVELOPED ROLL	WRITTEN ASSIGNMENT	THEME BOOK WORK
A	1	2	3	4	5
B	5	1	2	3	4
C	4	5	1	2	3
D	3	4	5	1	2
E	2	3	4	5	1

Thus, the schedule includes five days, A through E, and each day provides a different aspect of the course. With a class of, say, 30 students this worked well. Every five days the schedule began again. Students had the opportunity to take new pictures based upon the practical experience of the past week.

INSTRUCTION

During the first couple of weeks I was faced with some pretty unimpressive work: the usual plasticized pictures of friends with their burlesqued grins and exaggerated poses; the awkward shots of the family on the weekend. But the kids caught on fast. They quickly spotted the trash and did away with it. They learned that to get the picture they really wanted they might have to click the

shutter ten times at the same scene.

I found at first that I was spending too much time on theory, too much time on the unnecessary preliminaries. Why tell a student, 'Principal objects should be placed slightly off center' or, 'Horizons shouldn't divide a photograph into two equal parts'? They'll find that out when they start taking their rolls into the darkroom and compare among themselves.

Instead, I found it better in the first few weeks to talk about the actual necessities of picture-taking: for those with adjustable cameras, shutter speeds and f stops, types and speeds of film; for those with simple cameras (and they were in the majority), the use of light and shadow, foreground and background. The initial creativity should come from the students.

I have consciously avoided any mention of the actual darkroom development and printing procedures because there is a great deal of excellent, step-by-step material available on darkroom work.

Instead, I have included a bibliography to suggest some material that will assist in developing and printing procedures.

THE DEVELOPMENT

Photography is fun. The kids really enjoy taking a picture, then watching it rise, tone by tone, into something recognizable, something they created step by step. But if a photography course is to be offered, it should be incorporated into some field of study.

When the students are able to work unsupervised, it's time to begin pressing the academic end of the course. (I found that it takes at least a month before consistently high quality pictures are produced; the skill takes some time to control effectively.)

We incorporated the course into our English program, so the themes were many: love and hate, good and evil, youth and age, and so on. We were able

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to provide students' photos to accompany students' poetry, short stories, or essays. Good students served the drama department by providing records of rehearsals and productions.

Practical studies in social studies could be enhanced by on-the-spot shots of pollution, urban renewal, or social interaction. Biologists could document plant and animal growth. Chemists might wish to provide visual records of actual classroom experiments. Art teachers might like a step-by-step record of the painting of a wall mural. What about a high jumper's form or a glimpse of the cheerleaders in action?

The following bibliography will assist teachers unfamiliar with developing and printing methods:

BOOKS

- Cory, O. R., *The Complete Art of Printing and Enlarging*, Amphoto, 1969.
- Eastman Kodak, *Basic Developing, Printing, Enlarging*, 1962.
- Kodak Master Darkroom Data Guide*.
- Floyd, Wayne, *ABC's of Developing, Printing, and Enlarging*, Amphoto.
- Harris, E. W., *Modern Developing Techniques*, Fountain Press.
- Hertzberg, Robert, *Photo Darkroom Guide*, Amphoto, 1967.
- Jacobson, C. I., *Developing, The Technique of the Negative*, Amphoto.
- Jonas, Paul, *Manual of Darkroom Procedures and Techniques*, Amphoto, 1967.

Rhode, Robert B. and Floyd H. McCall, *Introduction to Photography*, Macmillan, 1966.

Satow, Y. Ernest, *35mm Negs and Prints*, Amphoto, 1969.

PERIODICALS

Modern Photography, The Billboard Publishing Co., New York, N.Y.

Popular Photography, Ziff-Davis Publishing Co., New York, N.Y.

EQUIPMENT AND COSTS

I. The Essentials	
Photographic enlarger	— \$75 - \$150 (used enlargers are available)
Safelight	— \$.65 - \$10.00
Developing Tanks	— \$4.00 - \$15.00
Chemicals	— Film developer — \$1.65 gal. Print developer — \$1.65 gal. Stop bath — \$1.50 for 8 gals. Fixer — \$1.25 gal.
Film (Black and White)	— \$1.15 20 exposures (bulk loaded, about \$.60 for 20 exposures)
Photographic Paper	— \$1.60 per 20 sheets (5" x 7")
II. Near-essentials	
Easel	— \$12.00 (used easels are available)
Thermometer	— \$.79 - \$10.00
Timer (for enlargers)	— \$15.00 - \$50.00
Timer (mechanical, for negatives)	— \$17.00
III. Luxuries	
Photo-flo solution	— \$1.25 (six month supply)
Print flattening solution	— \$1.25 gal (lasts indefinitely)
Hypo-eliminator	— \$1.50 5 gals. (lasts a long time)
Chromium intensifier	— \$1.50 pkg. (used rarely)
Farmer's reducer	— \$1.50 pkg (another rarity)
Print focus finder	— \$10.00 (a handy item for critical print production)
Dry mount press	— \$150 - \$200 (a very expensive item, used for display mounting prints)
Dry mount tissue	— 25 shts. \$1.50
Contact Printer	— \$16.00 (prints an entire roll of negs on one sheet)
Print dryer	— \$25.00 (rapidly dries prints)
Print washer	— \$40.00 (effectively washes prints)
Spotting colors	— \$1.75 per set
Print tongs	— \$2.00 for three

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INDIAN TEACHERS TO TEACH INDIANS

■ A unique teacher-training program designed to teach native Indians how to teach is in its second year of operation in British Columbia.

The program was established in September 1974 by the University of British Columbia Faculty of Education and is under the general supervision of Dr. Art More, an associate professor in the Faculty.

The program is aimed at serving the particular needs of both status and non-status Indians and is strictly for native Indians, at least in its initial stages. As such it marks a considerable step forward in the Faculty's flexibility and willingness to recognize the desirability of alternative programs to fit the varied and often quite distinct needs of different social, cultural and ethnic groups in society.

A move in this direction is long overdue. The late George Wilson, a west-coast Kwakiutl and former director of Indian education for the B.C. provincial government, stated shortly before his death that 94% of all Indians enrolling in the province's public school do not complete Grade 12, while 'the average grade level attainment of registered status Indians is 8.15 and that of non-status Indians 7.17.' Less than 60% of all Indians complete Grade 8.

At the time there are only some 30 native Indian certificated teachers in the province, and of these only 21 are actually working as teachers. If there were the same proportion of Indians teaching in the province as there are Indians in the total population, there would be 1,300 Indian teachers in B.C.

It is this sort of situation that, a year or so ago, led to Pemberton, B.C. Indians withdrawing their children from the public school and attempting to set up

their own education program on their own reserve.

It is this sort of situation, too, that led Hazelton band chief Howard Wale to complain that the Hazelton secondary school had fostered a bad attitude among school personnel toward native students — publicly disciplining them, he alleged, in front of their white school friends and repeatedly telling them they were too old to be in school.

The current teacher-training program, designed to help overcome such unsatisfactory conditions, is unique both in its goals and in the methods it is using to attain them.

More specifically, its goals include increasing the number of Indians eligible to teach in B.C. schools, using native Indian teachers to encourage Indian children to raise their level of school achievement and providing opportunities for talented Indians who would otherwise never find their way into the field of education.

Methods used differ in several respects from traditional teacher-training methods. To begin with, entry requirements are much more flexible, trainees being accepted on a 'mature' basis and in many cases without university entrance qualifications. Students may also leave at various levels of the program, assuring at least some proficiency and qualifications for employment.

Another unique feature, compared with the usual teacher-training programs, is the fact that training is taking place in local communities rather than in the isolated, academic university atmosphere centralized in Vancouver and Victoria. During the past year, for instance, programs were carried on in

the interior of the province at Terrace, Williams Lake and Kamloops, in addition to North Vancouver.

The use of smaller centers as bases for the program is very important, program co-ordinator More states. Many Indian students come from small villages and 'transition to a community the size of UBC would prove to be overwhelming.'

The spark that led to this experiment in teaching Indians how to teach had its genesis as early as 1969 when a small group of Indian educational leaders began to insist on a program specifically for native Indians.

'Only through the involvement of our people in the complete educational process can we hope to provide a meaningful education for our children,' commented Bert McKay, president of the B.C. Native Indian Teachers' Association.

Further impetus toward a teacher-training program for Indians was given with publication of a policy paper by the National Indian Brotherhood in 1972, entitled 'Indian Control of Indian Education.'

'Alarmed by the increasing number of teen-agers who are dropping out of school, Indian parents are looking for alternatives to the high school education, which their children are now receiving in provincial schools,' the document reads. 'If Indian parents had control of high school education, they could combat conditions which cause failures.'

The policy paper maintains that if progress is to be made in improving educational opportunities for native children, recognition must be given the 'critical and urgent need' for 'native teachers, counsellors and para-professionals.'

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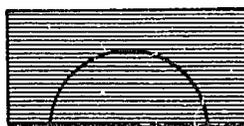
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ECON 336	Economic History of Canada
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These Teachers Have Retired

Most of the teachers listed below retired from teaching during the 1975 calendar year. A few had left teaching before 1975, but were granted deferred allowances during the year. To them all the Federation extends good wishes for the future.

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 Molly Minnie Acheson, Cowichan
 Elizabeth Helen Ackerman, Shuswap
 May Margaret Allen, Shuswap
 Robert Francis Arnold, Langley
 Beatrice Rose Ashton, Victoria
 Samuel Orlando Baerg, Surrey
 George Allen Baker, Chilliwack
 Marjorie F. Barbaree, Peace River South
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 Ethel Beatrice Barnes, Creston-Kaslo
 Pansy Margaret Bartle, Prince Rupert
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 John Spandy Berg, Hope
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 Ernest Arthur Bryan, Surrey
 John Oscar Buhr, Richmond
 Percy Thomas Burch, Vancouver
 Sarah Lawson Burden, Vancouver
 Eva Amelia Burn, Revelstoke
 Arthur Roland Burns, Vancouver
 Roderic Ralph Butler, Trail
 Harold Newell Cairns, Pentiction
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 Dorothy Edith Cameron, Richmond
 Mary Eleanor Campbell, Maple Ridge
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 Margaret Edith Cook, Peace River North
 Clifton Hall Cooledge, Vancouver
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This Brochure details courses being offered in the INTERSESSION (MAY-JUNE), SUMMER SEMESTER EVENINGS (MAY-AUGUST) and the SUMMER SESSION (JULY-AUGUST). Students wishing to register for courses being offered either during the INTERSESSION or the SUMMER SEMESTER evening

time period should immediately request an application for admission form. Applications received after APRIL 1 will be processed only if resources permit.

Deadline for application by new students to the SUMMER SESSION program is APRIL 30, 1976. For information and/or an Application for Admission form please call the:

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new books

C. D. NELSON



DEAR DESK . . .

It's about time I cleared you of the accumulation of stuff and junk you are hiding beneath . . . First item is a cogent reminder from Rita Ourom, the busy chairman of the BCSLA ad hoc committee working with the forthcoming *Pacific Rim Conference on Children's Literature*. She asked me to publicize it here, but Rita said it much better: 'We're calling it a celebration of children's literature, for that's what it really is. Daily programs include many distinguished speakers on a variety of topics — Ivan Southall on "One man's Australia," Toni De Gerez on "A basket of fireflies," Vilasini Perumbulavil on "Children's books and reading in a plural society," Momoko Ishii on "Some aspects of modern children's literature in Japan" — these are just some of the treats in store for celebrants. Enough topics are covered in the Discussion Groups to form a mini-conference, ranging from "Growing up electronic — visual literacy in the age of McLuhan," "Sleeping beauty wakes up — non-sexist books," to "The image of identity in Canadian children's books" and "Spaced out — science fiction for children." It will be difficult to choose.

Peripheral delights range from puppetry-in-the-round (when did you last attend a conference that opened with a puppet play?) to a Story Quilt; Indian and Eskimo dancers and storytellers; fascinating book exhibits, arranged by Nick Omelusik; another display of books written by children, another on German children's books. Ann Blades has designed a Pacific Rim Conference poster for every delegate. Come to the celebration — but get your application in quickly, as registration is limited.

Thanks, Rita, and here are more details: When? — May 10-15, 1976. Where? — Totem Park Convention Center, UBC. How much? \$100 for the

whole conference, \$20 a day, if by the day. Room and board on campus at attractive rates. Write now! Contact person: Sheila Egoff, School of Librarianship, UBC.

I'M NOT FINISHED WITH YOU, DESK . . .

A brief word from old friend Allan Springman, formerly of Harry Smith, Sons and Scholar's Choice. Al is now in business for himself, and has created a new company, Above All Book Co. Ltd., book jobber and wholesaler. He intends to provide service to libraries and schools at competitive prices with other Canadian suppliers. Al believes he can obtain almost anything in print for grade levels K-12 on 30 to 120 days' delivery and at approximately 25-30% off Canadian list prices. Orders \$499 and up will be shipped postpaid. He will specialize in Cadiana, but not to the exclusion of other titles. Since I have great faith in Allan's abilities and knowledge of both schools and books, I warmly recommend you try this new service. Contact him at 3004 Starlight Way, Port Coquitlam, B.C. V3C 3P6 . . .

Are you ready for this? I wish to promote, with utmost viggor, the glories of a not-too-well-known-but-should-be scientific (?) quarterly called *The Journal of Irreproducible Results*; official organ of the Society for Basic Irreproducible Research, P.O. Box 234, Chicago Heights, IL 60411. This has got to be one of the most entertaining, irreverent, and — yes, *irreproducible* magazines I've ever seen. Written by scientists, doctors and others in their lighter moments, and more or less illustrated with peculiar graphs and obscure pictures, it ranges far and wide over such topics as: 'Blessed relief for the pain and discomfort of percentorrhoea,' 'Considerations and experiments on the problem of hygienic toilet papers,' articles on the origins of leyden jars and

theories about the tendency for glassware to disappear, etc. Your science department may never be the same after reading the *JIR*. It's yours for \$4.90 a year . . .

Just space to mention a worth-while freebie: *European Community* explores the common and specific concerns affecting Belgium, Denmark, France, Germany, Ireland, Italy, Luxembourg, Netherlands and Great Britain, with emphasis on social and economic areas. Artistically put together and well illustrated, this free monthly is useful for senior social studies or economics students. Write to: EC Information Service, 2100 M St. N.W., Washington, D.C. 20037.

OVERHEARD . . .

'The trouble with my life is — there's no real plot to it.' — C. D. Nelson

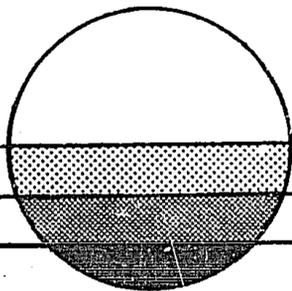
EDUCATION AND IMMIGRATION

Immigrant Children and Canadian Schools, by Mary Ashworth, McClelland and Stewart, c1975. Paper. \$5.98

This documentary comes at a time when many teachers are searching for assistance in the areas of second-language, cultural understanding, public relations and curriculum adaptation, for their immigrant students. To quote from the Introduction, 'The purpose of this book is to look at the role of Canadian schools in the development and education of non-English speaking immigrant children, and to share the information . . . I felt that the field was covered comprehensively and sympathetically.

I recognized classroom experiences, and from the classifications realized I was not alone. I believe that the numbers of teachers who answered the questionnaire from which some of the comparative tables were compiled would share the same hopeful feeling. The 206-page survey is scientifically presented and tabulated from a wealth of research, yet there are quotations from teachers, parents and other educational personnel that add touches of humor, and make the reading wholly easy and delightful.

The difficulties posed by shortages of



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(Mon. 12:30-2:30; Tues., Thurs. 9:30-11:20)
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FRENCH 409-3
Readings in French Linguistics
(Tues., Thurs., 12:30-2:20)

N.B. There is no obligation to take all three courses at the same time.

We also offer:

FRENCH 300-3
Advanced French Conversation
(Mon., Tues., Wed., Thurs., Fri., 3:30-5:20)
Discussion of readings about contemporary French and Quebec culture, 'exposes,' structured exercises.
Dr. M. Saint-Jacques

II. SUMMER SEMESTER (MAY 6 – AUGUST 6)

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French for the Classroom
(Mon., Tues., Wed., Thurs., 2:30-3:20)
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For additional offerings:
FRENCH 206-3, 230-3, 301-3, 360-3, 475-3, see our course calendar.

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money, insufficiency of specifically trained teachers; the adjustments that have not yet been made in interpersonal and intercultural relationships; plus insufficient understanding and acceptance of the need for specialized approaches by a receptive society, are realistically presented. There are suggestions offered to teachers, parents, communities, counsellors and administrators relating to total Canadian involvement.

Mary Ashworth hopes that the book (the first of its kind in 50 years) will stimulate additional research as well as experiments in alternative forms of immigrant education for 'those children who lack facility in the language of instruction.' This is a good book for all reasons. Don't miss it. — Patricia Lamont

EDUCATIONAL PHILOSOPHY

The Enduring Effects of Education, by Herbert H. Hyman, Charles R. Wright and John Shelton Reed. University of Chicago Press, Chicago, 1975. \$12.50

'Schooling Cutbacks and Achievement Declines: Can We Afford Them?' by Annegret Harnisch Feger and David E. Wiley, in *Administrator's Notebook*, Vol. XXIV, No. 1, 1975.

Two recent publications — one a book and one a newsletter — from the University of Chicago, provide overwhelming evidence that schooling does produce in students 'large, pervasive and enduring effects on knowledge and receptivity to knowledge.'

The *Notebook* reports important improvements in student achievement in vocabulary knowledge, in reading comprehension, and in mathematics as the school day lengthens and as the number of school days per year increases. The other publication relies on secondary analysis of hundreds of sample surveys carried out in the period 1949 to 1971.

The results of these U.S. surveys are compared with sample surveys carried out in anglophone and francophone Canada. Hyman *et al.* conclude that high schools make an important and 'effective' difference in a great variety of subjects. Those who go to college frequently exhibit differences only in those subject areas studied. 'High school graduates more nearly resemble college graduates than they do those with grade school educations,' the researchers report.

The two publications address themselves basically to a different question than the thesis which Coleman and Jencks posed. Coleman and Jencks both tried to ascertain to what extent, if any, variations in the resources of schools make a difference in the cognitive accomplishments of students. Coleman and Jencks discovered that the peer group and the home background exerted a greater influence on students' cognitive achievements than did the actual resources within the school, which students attend for five or six hours a day for less than 200 days a year.

In spite of this sort of self-evident discovery, the critics and enemies of the public school system: have either willingly or erroneously jumped on the bandwagon, named Coleman and Jencks, to shout that 'schools don't make any difference.'

These two publications redress that grievous mistake, and admit, to the reader grown accustomed to the common, severe and manifold criticism of education, (the findings) 'may come as a refreshing surprise.' They are, of course, no refreshing surprise to B.C. teachers. It would be a surprise, however, to have

the public join them and shout these obvious but glad tidings from the roof tops!

—J. S. Church

Must We Educate?, by Carl Bereiter.

Prentice-Hall, 1973. Paperbound. \$2.75

Bereiter lances the commonly accepted and boil-like motives of education. The book is aimed at getting people to question the justice and wisdom of education as a public enterprise (p. 137). The author, an expert in early childhood education on the faculty of the Ontario Institute for Studies in Education (OISE), and a recipient of a Guggenheim fellowship, emphasizes *child care* and *skill training*, not education. Incidentally, it was surprising to see no consistent, well-developed definition of education nor a set of philosophical presuppositions.

Bereiter contends that the state has no moral right to educate children because that involves teaching values and modifying children's personalities and attitudes, which he claims is an affront to, and negation of, individual freedom. Furthermore, he insists, *anyone should have the right* (italics mine) to be ignorant, lazy and promiscuous (p. 18), although he probably has strong reservations about such negative attributes.

Prior to the age of 13, children should be given skill training (chiefly in the Three Rs) by 'imparters of competence,' and child care much like that given by counsellors in summer camps. At 13 children should be given their educational right (the other civil rights need to be deferred till 18 or 19), and permitted to determine their appropriate adolescent development.

To some this may appear heretical and/or impractical. However, Bereiter maintains schools are currently glutted with students who detest their educational imprisonment, but who go through the motions, lowering the standards of education in the process, until they obtain the needed employment certificate, a diploma.

In castigating the current educational structure (presumably only of Ontario), Bereiter feels education will not solve society's ills; economic incentives do that much better. Education has been erroneously confused with knowledge. Nor does education always develop competence; job training is much more effective and far less costly. Finally, education has done a poor job of retaining and passing on the classical culture. Unfortunately no data are supplied and there is no evidence of the inductive method and valid conclusions, only informed opinions.

In the concluding chapters of part 1 (dealing with the moral dilemma of education), Bereiter maintains students should be given the adult right 'to make mistakes' during optional adolescence. He also maintains that social inequality is 'here to stay,' but that schools can mitigate inequality by vastly improving the quality of skill training and child care.

This book apparently arose from the author's efforts to criticize the Hall-Dennis report, which, though child-centered and humane, struck the author as 'dangerous' because it imposed a liberal upper middle class ideology on the diverse cultures of Ontario (p. vi). However, Bereiter offers few, if any, solutions for and never once makes direct reference to deficiencies of the Hall-Dennis report.

I feel that Bereiter's emphasis on skill development is exceedingly timely, at least in B.C. Here, for at least ten years, education has emphasized wide exposure to Canadian culture and educational experiences at the

A CORRECTION, PLEASE

I was very pleased to see Roberta Rotsford's review of our publication *O Children of the World* in your November-December issue.

There was an inaccuracy in the review, however. The publishing information given is: The First Person Press, New Zealand. Our press is a local one, Vancouver-based in fact, and the inaccuracy is more than a trivial one, since we sell copies only by direct order, and not through book stores. So, the most important information (from our standpoint) was not given. That is, that the book is locally published and can be obtained from us by sending \$5 to our mailing address: Box 66047, Station F, Vancouver, B.C.

Daniel S. Rubin, Editor
The First Person Press

expense of concomitantly maintaining clearly defined objectives and appropriate strategies for basic skill development.

However, to think that child care and skill training are value free and can be conducted without influencing, even unconsciously, the moral, social and emotional dimensions of character seems somewhat naive. If I assess Canadian society's educational criticism correctly, the pendulum already appears to be swinging back from excessive freedom to a more structured content, skill and value-oriented education.

Bereiter seems obsessed with adolescents doing 'their own thing.' I'm not certain, judging from his sweeping generalizations concerning the defects of the comprehensive secondary school, that he really knows what is happening today. His analysis, with modifications, seems more appropriate to the elementary and pre-schools, where he obviously has considerable practical experience. Furthermore, it appeared that his provocative and exciting 'alternatives to education' (part II) seemed excessively idealistic; for example, 'schools without education'; differentiated staffing (he doesn't call it that) in the elementary school — presumably bringing in specialists (from where?) who would develop teaching teams with less academically qualified (and less costly?) assistants; and vastly improving and restructuring the existing cultural resources for children.

Different ways should be found to spend the adolescent years (13 - 17), such as: engaging in serious liberal studies; enjoying unrestricted adolescence — four years on welfare to be repaid from future income taxes (there is of course the strong possibility that such adolescents might never become wage-earners.); joining service corps activities (roving musicians, guiding tourists, beautifying subways); and, finally, vocational, apprenticeship and on-the-job training.

Bereiter, in a typical exaggerated generalization, credits the youth of the '60s with doing 'more than anything [sic] else to revitalize modern existence' (p. 126). Prior to the emergence of the comprehensive secondary school, I believe Bereiter's diagnosis and remediation would be valid.

However, most of what he suggests in chapter 8 is already being provided in secondary schools with perceptive, progressive leadership.

I was particularly perturbed by Bereiter's uncritical, simplistic statements, such as 'Changing behaviour by changing incentives leaves the individual free' (p. 129). This sounds good, but contradicts his earlier contention that the state has no right to modify behavior and second, that incentives necessarily free people; they may not. Otherwise Bereiter's brief analysis of society's needs is sound, especially his analysis of paying for the production of research and the extension of our cultural heritage.

But he feels 'the future looks dark for the direct support of knowledge production' (p. 133). Near the end, his growing realism and partial retreat from earlier radical stances is reassuring. His concern about the wide-spread lack of moral depth, wisdom and common sense of narrowly specialized technocrats is comforting, as is his deep regret at the rapid loss of our classical heritage. Unfortunately, little attempt is made to suggest remedies for these defects.

What is missed most was a solid treatment of a philosophy of and a strategy for, educational change. Bereiter reveals a good balance between exposing weaknesses and providing solutions, but how does he propose to change the system? To him, 'the most formidable obstacles to radical educational change are the teachers' unions,' and the 'cancerous bureaucratic structures' (p. 137) at both the local and provincial levels.

He concedes changes won't come quickly, perhaps 'only in 20 years.' Furthermore, he admits that 'there is still a lot of thinking, soul-

searching, and experimenting to be done' (p. 140). He sees the growing experimentation with life styles as an indication that conservative Canadian society is preparing itself to accept novel and more radical alternatives to education.

The fundamental weakness of this book (as that of most books on educational change) is the inability and/or unwillingness to deal with the pragmatic areas of achieving sufficient consensus for fundamental educational change, developing strategies for implementing them and finding the funding. In education, as in most facets of the body politic, the most sensitive area is the money nerve.

Admittedly this review suffers from a western Canadian perspective of an eastern system; however, the concise and very readable monograph deserves wide circulation. It is simple enough for secondary school students and laymen, and amply provocative and stimulating for educators.

The footnotes and index are helpful, but I missed an annotated bibliography. Obviously Bereiter is familiar with the contemporary educational demolition experts and sages. But I missed reference to the historical and philosophical foundations of our Graeco-Roman and Judeo-Christian educational heritage. — Victor J. Guenther

MEDIA

Indians: The First Americans. The Proof Press, Box 1236, Berkeley, CA. No price given.

Although not a course outlined in the present social studies curriculum, anthropology is being offered in many secondary schools in British Columbia. As a

locally developed course it is being taught in many varied ways, frequently using Native Indian and Eskimo groups as cultural focal points.

The material reviewed is a series of six extremely well drawn prints, each featuring a portrait of an authentic person who lived 70 - 100 years ago. The prints cover six cultural areas of North America: the Arctic, Northwest Coast, Plateau area, California, the Southwest and the Great Plains area. (A second set of six is now in preparation.)

This material would be a decorative asset to any classroom, but of extremely limited use as an effective teaching instrument. There are now many materials on the market that are both well illustrated and informative.

—J. Chalk

MUSIC

Sing a Song of People, by Roberta McLaughlin and Lucille Wood Bowmar. Thomas Nelson and Sons. \$152.95

This is a kit containing materials for integrated teaching of music, language, art and the social sciences. It contains three long-play records, three sound filmstrips, and mini-book sets (lyrics and childlike art), felt figures and a teacher's resource book.

This kit is designed to strengthen listening skills, visual perception, reading, writing, and development of a positive self-image. The program uses music to teach these skills.

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—Gale Lindenthaler

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FURNISHED DELUXE 1-bdrm apartment with den; 5 appliances; swimming pool; parking, 10 mins to SFU. Available May to August or July to August. \$350/mo including utilities. # 201-9202 Horne St., Burnaby; 937-3108.

FOR RENT—during summer sessions, 1-bdrm, furnished, new apartment across from University of Victoria. Apt 303-1870 McKenzie Ave., Victoria; 477-5390.

COMING TO VICTORIA! Young lady teacher will share luxurious 2-bdrm condominium for the summer. Located close to UVic with pool, sauna, tennis court. Fully furnished, privacy and study area. Write S. Cardno, # 403-1009 McKenzie, Victoria.

FOR RENT—fully furnished 1-bdrm suite, near University, July 1-August 15, \$240. Contact Susan Gracie, Ste 3-2014 West 15th, Vancouver. Refs reqd.

AVAILABLE JULY-AUGUST—3 bdrms on 5 acres; new home with fantastic view, country setting; Atsford, 35 mins to Western Washington State College; 1 hour to UBC. Contact Tom Hall at 856-4546.

JULY-AUGUST, 3-bdrm furnished house and studio, with garden. Kits near UBC, beaches. Two cats need loving care. \$325/mo, utilities included. Refundable damage deposit \$100. V. T. Simpson, 3358 West 8th Ave., Vancouver V6R 1Y4 or 733-6514.

VICTORIA—waterfront home at 10 Mile Point; 3 bdrms, 2 full baths; fully furnished, all appliances; walk or bike to University of Victoria 1 1/2 mi. away. Available July 1-August 31, \$800/mo. Contact Mrs. O. Mills, 2975 Seaview Rd., Victoria or phone 477-5205.

SUMMER RENTAL—July 1-August 30; charming 2-3 bdrm house, fully furnished; very close to UBC; shopping, \$375/mo including utilities. Contact L. Shaffer, 4505 W. 12th Ave., Vancouver; 224-6420.

FOR RENT—4-bdrm house in West P.G. near UBC. \$450/mo. July-August. Phone 224-6938.

FOR RENT—July and August, 1g 3-bed home in Richmond with 1g in-ground swimming pool. Write 920 Chapmond Cresc., Richmond.

HOUSE FOR RENT—July and August. Weekly rent negotiable. Lawns and garden care required. Married couple attending university preferred. Queen Elizabeth Park area. Phone 327-5338 or write R. N. Hollins, 58 West 39th Ave., Van. V5Y 2N9.

FOR RENT—July 3 to August 20 (or 21); West Vancouver 2-bdrm home; secluded; near buses, beach and marinas; 3 mi from Horseshoe Bay. No pets, please. \$350 + utilities (7 weeks). Mrs. Forrest Johnson, 5725 Bluebell Dr., West Vancouver, V7W 1T2; 921-7696.

FOR RENT for July and August; 3-bdrm and den home near UBC. \$90/week — includes utilities. No pets or toddlers. 1756 West 61st Ave., Vancouver V6P 2C3; 261-4042.

FOR RENT—2-bdrm house, fully equipped, 5 mins from UBC by car or bus. Available June 14-Sept. 1. \$100/week — includes Hydro & local phone. Phone 266-4482.

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FOR RENT—3-bdrm furnished waterfront townhouse; pool, sauna; for summer sessions. References. J. Mosher, #58-303 Williams Rd., Richmond.

FOR RENT—July & Aug.; 1-bdrm apart; 1/2 block beach English Bay. \$210/mo, includes util. # 401-1122 Gilford St., Vancouver V6G 2P4; 683-1808.

QUIET 1-BDRM penthouse apt., fully equipped; 10 mins drive UBC, 5 mins downtown; beautiful view city. Quiet single or couple only. Available July 1-Aug. 31. \$190/mo. # 1002-1420 W. 11th, Vancouver; 731-0542.

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FOR RENT—furnished 4-bdrm house; July-Aug.; in Tsawwassen; minutes to beach; driving distance to UBC, SFU and Western Wash. Responsible family only. References. \$400/mo plus util. D. C. Heenan, 870 Bayview Dr., Tsawwassen; 943-5525.

FOR RENT—July and August, cosy, fully furn. 3-bdrm home (2 up 1 down), 1 1/2 baths. Mackenzie Heights area, nr shops, bus; 10 mins UBC. Available to 1 couple only or 1 couple with grown-up child(ren). No pets. \$350/6 wks. incl. all costs and mince. A. R. Morison, 2978 West 29th Ave., Vancouver V6L 1Y4.

FOR RENT—July, July and Aug.; S. Granville; lovely 3-bdrm, 2 bathrm home; secluded garden; nr two bus lines. Refs. \$400/mo; util. extra. 1170 West King Edward, Vancouver V6H 1Z6.

FURN. 3-BR HOME—Guildford area, Surrey. Available July/Aug. at \$350/mo. 15 min from SFU. Call 581-8084 or write 11350 Loughren Dr., Surrey V3R 4Z4.

TO SUBLET—July 1-Aug. 31; 1-bdrm comfortably furn. apt.; view, pool, sauna. West End. 15 mins UBC. \$200/mo; util. extra. # 1404-1424 Nelson St., Van. V6G 1L9; 685-1701.

FOR RENT—July-August, 3488 West 34th Avenue, Vancouver. Fully furnished house, close to bus lines and UBC. Couple preferred. \$400/mo. Write to C. Wood at above address.

FOR RENT—West Vancouver; 2 bdrm furnished house, garage, garden, double rec room or extra bedroom. Full facilities. Close to mountains, beaches, shopping centers. Available July 1 to August 31. Utilities included. \$325/mo. Last enquiry April 30. Mike or Kris Knowles, 1243 Duchess Ave., West Vancouver or 922-2746.

FOR RENT—July 5-August 16; furnished 3-bdrm house. Close to UBC. \$600 for period. Care of resident cat, aquarium and lawn necessary. References required. Phone 263-0284 after 4:30 or weekends.

FOR RENT—July 76, 2 bdrm house, wooded area of Lynn Valley, N. Van; 25 min SFU; 40 min UBC. Must give loving care to our cats and plants. \$300, util. incl. Contact Mr./Mrs. Richard Carlin, 786 Wellington Dr., N. Van. V7K 1K7.

FURNISHED HOUSE to rent; Central Duncan; July & Aug. \$700. Write P. Bloxham, 693 Powell St., Duncan; 748-3219.

VICTORIA—house, 3 bdrms, vegetable garden, fenced back yard, on bus line, close to park, 5 mins to downtown, 15 mins to university. Will rent for 6-8 weeks. Price includes cable, utilities; \$500 for 6 weeks. Inquiries to J. Montgomery, 634 Craigflower, Victoria.

FOR RENT—July 1 to Aug. 15; executive home, Oakridge area. \$500. No children. Phone 263-4689.

I'm a Heroin Addict

Continued from page 144

'You mean — he didn't help you?'
'No! Not today! And I need help. I gotta quit, I've been on for three years.'
'What are you down to?'
'One a day' — evasively.
'Don — how do you pay for it?'
'Steal.' No hesitation, no shame. A fact.
We talk in quiet voices — we are in an open area, all counsellors and clients can hear.
'I gotta have help —'
'I have a list, Don. The Place can't help —'
'I know, I went there. They don't help a junkie.'
'The lists suggest the hospital.'
'I tried that, too. As soon as they know it's heroin, they kick you out.'
'X-Kalay?'
'Cold turkey — I can't do it.'
We go through the lists. Nothing. Nowhere.
'I'll try the Crisis Center.'
The Crisis Center voice answers and I hand the phone to Don. I hear his side of the conversation.
'Yeah — OK — the Camper?' and he writes an address on my notepad.
'How can they help, Don?'

'They'll give me something so I can sleep.'
'Will you keep your appointment at the Narcotics Foundation in two weeks?'
'Yeah, I will. I got to. I got to straighten myself out.'
He's in a hurry, and leaves with brief thanks.
I resolve to track this down. No help for heroin addicts, at the moment that they ask for it? In a town like Vancouver, where the drug problem is one of the worst in Canada? Why all the scare programs, if there are no emergency places to go?
'Don Stafford please.'
The usual difficulties.
'Mr. Stafford? I just sent Don to you and he is back. What happened?'
'I can only make an appointment for him.'
'But so long from now?'
'Well, we see only eight new cases a day.'
'Why is that?'
'We haven't the resources.'
'Is it lack of money?'
'Well, it goes beyond that. We need a detoxification center for drugs. We have one for alcohol — took us years to get too.'
'Are proposals in to the government for such a center?'

'Oh yes — and the government is preparing its own proposals . . . it'll be a while.'
'Meanwhile, heroin addicts literally have nowhere to go in an emergency?'
'No — heroin addiction is not considered an emergency or a crisis situation.'
'But isn't the best time to help, the very time the addict asks for it? Isn't that a critical time?'
'Yes, but he may want only to substitute the legal methadone addiction, which costs only three dollars a week, so we have five days' urine samples to prove heroin addiction . . .'
After that appointment date.
Later I phoned the Health Department and talked with an executive assistant. I introduced myself. I described the morning's experience.
'Mr. Jeffers, the Narcotics Foundation says we need a detoxification center. Is there any move toward such a center?'
'Well, it's not that simple . . . we have a committee working on proposals for a center . . . it will be a while yet . . .'
We talked, I intense in the newness of my experience, he cool after years of it.
To get help, Don must stay on heroin for five days to prove addiction, after waiting two weeks for an appointment.
Meanwhile, where does Don go?

Accommodation Wanted

FURNISHED 3-BDRM house, utility facilities; yard, sundeck, for rent for July-Aug. Full rent \$800 to be paid in advance. Teachers only. 1864 Dorset Ave., Port Coquitlam.

HOUSE TO RENT in Delta July 1-August 28. 3-bdrm, fireplace, large garden, barbecue, etc. 20 mins from UBC, 10 mins to the beach. Small payment in return for looking after two small dogs and a garden. Write or phone D. Leach, 5375 River Rd., Delta; 946-1072.

TO SUBLET (July 4-Sept. 5)—Kelowna, 2-bdrm ste in 4plex. Fully furnished, all utilities. No children. No pets. \$450 for Okanagan summer. Write N. Godinovich, #1-4351 Turner Rd., Kelowna V1W 1R4.

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FURNISHED ROOM in house with all kitchen privileges. Available only July-August (2 months). Female teacher attending Summer School at UBC preferred. Apply to Mrs. Novak, 4726 Collingwood St., Vancouver V6S 2B4 or phone 261-3790 after 5 p.m.

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FOR RENT—mid-July to mid-August, large modern family home in Vancouver. Near shopping, bus route, parks, beach, UBC. Replies to Principal, Southlands Elem. School, 5351 Camosun St., Vancouver.

2-BDRM HOUSE in Delta, July 1-Aug. 25. Super-low rent in exchange for yard care (medium-sized lot). 45-min drive to UBC. Non-smokers preferred. D. Boettcher, 8792 Delvista Drive, Delta V4C 4A5.

FOR RENT—good 3-bdrm family home 2 blocks from UBC for rent during summer school session July 5 to mid-August; \$600 inclusive. References required. Write D. MacLachlan, 4549 West 12th Ave., Vancouver V6R 2R4; 228-9460.

SALMON ARM area. Wanted 2- or 3-bdrm house. July-Aug. Contact J. H. Day at Box 105, Likely, B.C.

WANTED TO RENT—Furnished house, sleep 6, in Victoria close to university, for month of July 1976. Write or phone P. Sinclair, Box 617, Rossland; 362-5552.

WANTED—3-bdrm house in Victoria or Spanish Peninsula. From July 1976 to August 1977. Pref unifrm. Contact S. G. Granewall, 1336 Albatross, Kitimat.

WANTED TO RENT—Furnished 2- or 3-bdrm home in the Lower Mainland for July and Aug. Phone 531-8705.

HOUSE OR APT, pref. furn. near UBC for teacher on sabbatical: 1 adult, 3 children; 13-20 July/76-Aug./77. Impeccable refs. K. Magowan, 520 Frontenac St., Windsor, Ont. N9E 1M2.

TEACHER, returning to university in Victoria, requires a house, duplex or condominium for one year from July 1 for a couple and one 6-year-old child. Excellent refs. Rent \$250-\$300/mo. Reply to D. Nurse, 9412-7th St., Dawson Creek.

APARTMENT OR TOWNHOUSE required for teacher/graduate student during UBC summer school. No children. Please reply E. Harrison, Faculty of Education, Secondary Division, University of Alberta, Edmonton.

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TEACHERS—Your students can write Presley, Anka, Robert Redford, Osmonds, Lee Majors, Carol Burnett, Elton John, Over 100 celebrity addresses. Send for 1975-76 edition, "Celebrity Booklet," Box 6001, Station "F", Hamilton, Ontario L9C 5S2 together with \$1.00 (plus \$0.25 for handling and postage).

GAY ACADEMIC UNION

An attempt is being made to found a Canadian West Coast chapter of the Gay Academic Union. It is open to all teachers. If you are interested, or want further details, please contact Michael Eliot Hurst, at either the Geography Department, SFU (291-4424) or at home (929-1288).

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What would you do if one of your students said:

Help! I'm a heroin addict



GRETA NELSON

■ An ordinary day, so far. In fact, a little slack: maybe I'll have time to get my letter to Mr. Simpson written. Hold it — here comes Karen, looking harassed. Making a beeline for my desk, too.

'Hey, Karen! What's wrong?' Her face is pale and she isn't giving me the usual greetings.

'Do you remember Don?'

(My God, there are so many. Don? Don?)

'Not offhand, Karen . . .'

'Remember, we worked to get him back in school? He told me then he's on heroin. Trying to quit?'

Don snaps into place. I'm all attention.

'He's been away for days, just came back now, right in the middle of my English class, he says he's cutting down, down to a cap a day . . . ' She's really agitated.

'Listen, he's sick. What do we do?'

Referral. The word slips into my mind like a clicked door. Counsellors refer crisis cases.

'The Resource Center compiled a list of places — all the places, actually. Here, I'll get it.'

Karen relaxes somewhat, takes a breath.

'First one — The Place — oh yes, it's run by Dr. Connors. I heard him last week at Langara at noon — he's great.'

The writer, a counsellor at Vancouver Community College — King Edward Campus, has written for the magazine previously.

Here, I'll dial it.'

The phone rings at The Place. I ask for Dr. Connors. He isn't here just now, but what's the problem?

'I have a teacher here whose student, 18 years old, is trying to cut down on heroin. He's sick. Can he come right over?'

'Wait a minute . . . no, we don't take anyone on heroin. We work only with soft drugs, not hard drugs.'

Disbelief — a moment's silence. Then, 'What do we do?'

'Call the Narcotics Foundation. Here's the number.'

'Do you have a name to give us?'

'Oh — yeah — ask for Dr. Brown.'

'Thanks.' And we dial the NF.

Dr. Brown is out of town.

Maybe Don Stafford is around.

Why don't we just send the kid down?

No, we want a name, a person.

Well, they hunt Don Stafford up.

A few minutes later, Don Stafford comes on.

Relief inexpressible; he sounds warm, understanding, eminently a refuge.

'May he come now?'

'Yes, please do send him right away.'

Bustle. A taxi? No money. I run for the vice-principal, who handles pin money for emergencies. He gives me two dollars, bemused by my hurry.

I call the switchboard for a cab.

'Sorry, no lines —'

'This is an emergency!'

'Oh! Oh, OK, I'll get it right away.' She sounds impressed.

'Karen, go up, get Don out front right away — here's the address and money.'

'Oh — thanks — great —'

A few moments later the switchboard operator and I watch from the window. Karen in her sleeveless black dress, hugs her arms as she waits. Don is half behind the stone gate, like the backs of the addicts on TV whose faces are never shown. In spite of ourselves, we are morbidly curious, deeply sad, all at once.

I go back to work. Thank God for referral lists, handy, efficient, workable. I begin my letter to Mr. Simpson, but first I get my coffee.

Ten minutes.

I look up. Karen is coming in. With her is Don. I am aghast. Don?

'What happened?'

'I brought Don in talk to you. OK?'

Karen is frightened. She is glad to leave.

'Don, what went on down there?'

'I don't know — the guy — Stafford? — was there, but he just gave me an appointment for ten days from now. Then he said go.' Fingers picking at his shirt. Face flushed. Smoking quickly. But otherwise so ordinary.

Continued on page 143

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for application form or further information

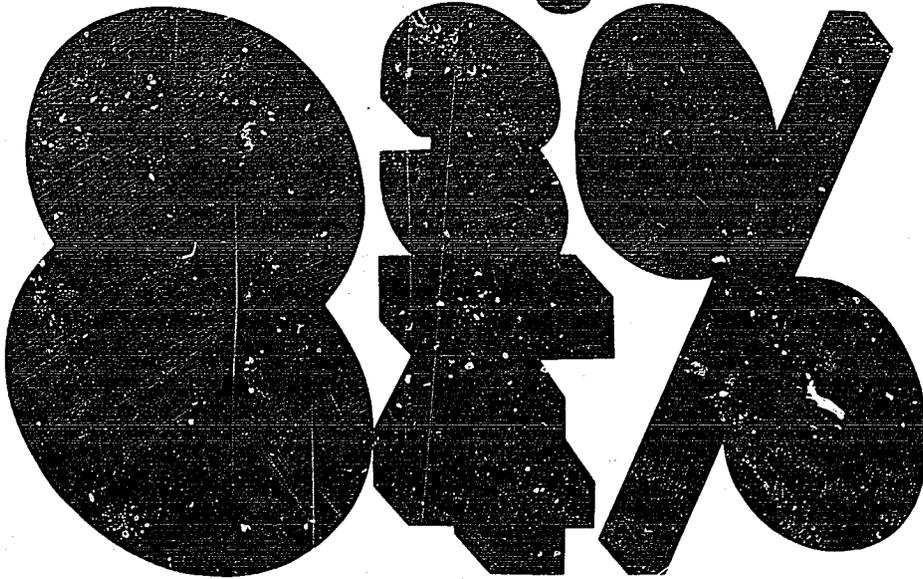
CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

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

Canada Post / Pôstes Canada
Permit No. 2035
VANCOUVER

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

Regular Investment Savings



*EFFECTIVE MARCH 15, 1976

*NO term requirements necessary to earn this rate.

*NO minimum investment requirements.

For further information



TEACHERS' INVESTMENT AND HOUSING CO-OPERATIVE

206 - 2235 Burrard St., Vancouver, B.C. V6J 3H9 Tel. 736-7741
205 - 4255 Arbutus St., Vancouver, B.C. V6J 4R1 Tel. 736-7741
206 - 3403 Douglas St., Victoria, B.C. V8Z 3L5 Tel. 385-3393
3 - 87 Wallace St., Nanaimo, B.C. V9R 5A8 Tel. 753-3402
1133 Sutherland Ave., Kelowna, B.C. V1Y 5Y2 Tel. 763-4916
130 - 1460 6th Ave., Prince George, B.C. V2L 3N2 Tel. 562-7213

* The rate is subject to change.