

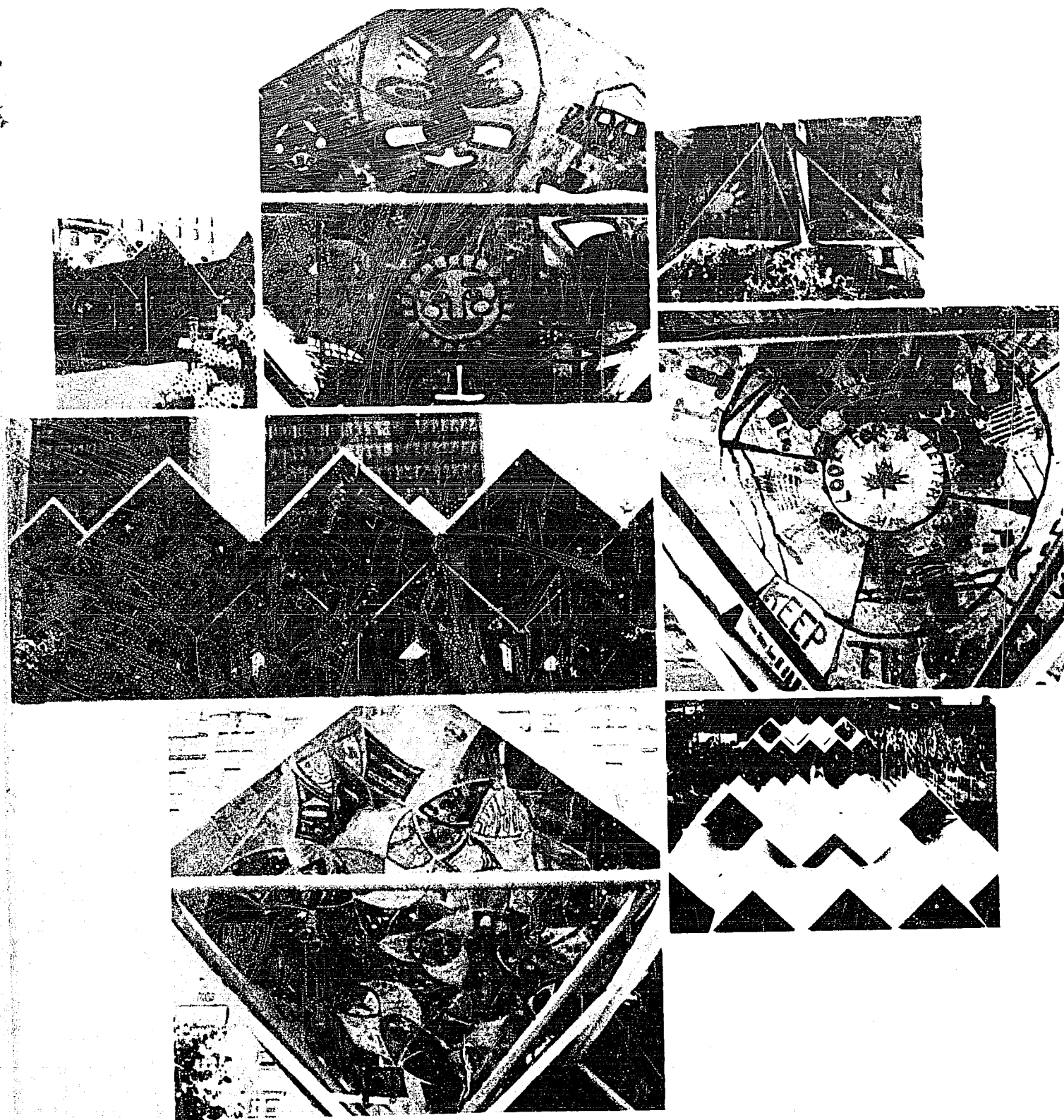
the B.C. teacher

SEPTEMBER-OCTOBER 1976

VOLUME 56 NUMBER 1

THE PIED PIPER OF HABITAT
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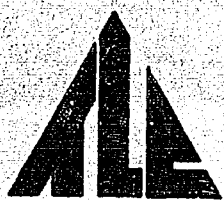
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Great Britain

December 18

Depart for London (Heathrow Airport)

January 2

Return to Vancouver (from Heathrow Airport)

5:40 p.m.

11:40 a.m.

FARE: (approximate)

ADULTS \$500.00

Children (2-12) \$250.00

Infants (under 2) \$ 34.80

***To Book:** See booking conditions. (Minimum group of 40 required)



New Zealand

December 18

Depart for Auckland 1:05 p.m.

January 2

Return to Vancouver

FARE:

Adults — \$802.00

Children (2-12) — \$401.50

Infants (under 2) — \$80.40

***To Book:** See booking conditions (Minimum group of 15 required)



Australia

December 19

Depart for Sydney

5:45 p.m.

January 2 Return to Vancouver

FARE: Adults — \$861.00

Children 2-12 — \$430.50

Infants (under 2) — \$86.20

***To Book:** See booking conditions. (Minimum group of 15 required)



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COVER PICTURE

The Public Relations Office for Habitat provided the colored slides used for this cover. We acknowledge the courtesy of both photographers and staff officers.

PHOTO CREDITS

Pp. 6, 8 and 9 — Annette Croucher, BCTF; p. 10 — supplied by Habitat; p. 21 — James P. Rollins.

From our readers

Don't Crowd That Mare!

I have just been called 'a good old workhorse' and I feel I should be permitted an indignant snort or two.

'Old'? Assuredly. 'Good'? Definitely. (A perfect model of propriety in fact!) But 'workhorse'? Neigh.

Gather 'round, all you Clydesdales, Percherons, worn out plugs and old gray mares. Do you work at teaching because somebody is cracking a whip over you? ... I didn't think so.

The individual who slung the stigma over my stall has two full years of teaching under his belt (or, properly speaking, under his foot). He is quite an authority on our profession. And his remark was prompted by the fact that he had visited my home and caught me red-handed marking papers!

'Why don't you let the kids mark each other's work?' he chided. 'Hell, you wouldn't catch me marking papers!'

'Don't you give tests?' I asked, naively. 'Hell no! This is 1976.'

'What's a year, here and there?' I thought. But I pursued the matter. 'How do you evaluate?'

He stared at me in stunned disbelief. 'Evaluate? You mean grades?'

'Yes,' I prompted, 'grades, marks, ratings, reports. That stuff.'

I fully expected him to preface his reply with another salutation to the nether regions, but he fooled me.

'Any teacher knows how to evaluate without a lot of bloody tests!' he said sternly.

I gathered I had missed that particular course, but I asked him humbly to enlighten me.

'Discourse!' he rapped. 'Discourse! You aren't going to impress anybody with all that stupid marking, you know.'

'I'd like to impress you,' I thought,

'with a well-aimed hoof,' but I resisted the urge.

We discoursed.

I told him that nothing in my many years of teaching had paid me better dividends than careful, consistent, 'personal' marking. He didn't buy it. I tried to tell him that I corrected my own teaching errors through my marking. He dismissed the notion.

'How can you remedy if you don't diagnose?' I cried. He wasn't listening.

And suddenly a lot of things fell into place for me.

All these endless 'meetings.' All this earnest gab. All this talk-talk-talk.

We old nags are definitely out of step, pals. This is an age of talking. 'Hell, it's 1976!' Our young colleagues are expert in the art of discourse, and naturally they want their students to be equally proficient.

Only thing is — what about the unplowed fields?

Betty Leitner
Castlegar

Industrial Propaganda?

Congratulations to W. E. Merrill on his exquisitely reasoned and written 'Teacher or Scapegoat?' (May-June). One very sadly gets the feeling on so many staffs (perseverance!) that there ain't a bright light burnin' and it's completely dark upstairs in Administration in her various shapes and forms.

Why doesn't *The B.C. Teacher* lead the way, take his good advice and cut the 'industrial propaganda' (crap ads) from its pages? Or are the BCTF and the little magazine itself wholly 'industrial propaganda'? Is it that you feel that it's only good wood that *will* split?

Fred Tippie
Louis Creek

New Dimensions

Field trips have generated so much enthusiasm for learning that the Burnaby Art Gallery (6344 Gilpin Street) has become an active 'off-campus' classroom for many schools in the Lower Mainland.

The Gallery offers *free* tours, as well as excellent workshops and performances in puppetry, pottery and many other areas of the visual and performing arts. These new programs involve many of our best professional resident and visiting artists, who have had lots of experience in working with children at all levels.

If teachers want to add new dimensions to their curricula, they are invited to call the Gallery (291-9441) for further information.

Gloria Burdick
Education Co-ordinator

WE NEED LESSONS IN MEDIA TOO!

A message from one of our readers drew our attention to page 165 of the May-June issue — a picture page. He pointed out that we showed a student shooting a scene with an 8 mm movie camera and below showed the student viewing the strip, indicating it was of the film she had shot. Not so. The tape she was viewing was video-tape, according to our caller.

Our apologies to all the experts. —
The Editors

Here's how Standard Brands new "Let's Bake Together" program can help you "go metric".

As part of its contribution to Canada's move to the Metric System, Standard Brands announces a new, comprehensive Metric Educational Program that encompasses the latest in baking technology and techniques; plus effective teaching aids to help you with metrics in the classroom. The

"Let's Bake Together" Metric Program has been researched and developed by a "Special Metric Educational Task Force" co-ordinated by Metric Media Inc. Its metric content has been approved by the Federal Metric Commission. Here's what the "Let's Bake Together" Metric Kit offers:

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The 'children's pavilion' at Habitat was really a microcosm of the conference itself. It met with all the cynicism, criticism and practical problems of the conference proper. Its success was due largely to the faith of 2,300 school children and the stubborn determination of ...



the pied piper of Habitat

■ Wyn Davies, with his proclivity for getting elbow deep in recycled newspapers, paste and paint, is not your average art teacher.

Beneath that festoon of wet newspapers, Davies, Art Co-ordinator for the Courtenay School District, is the man architect Arthur Erickson chose to set the stage for the United Nations conference of Human Settlements held in Vancouver from May 31 to June 11.

Erickson had the dream.

Davies was the man who implemented it.

His was the seemingly impossible task of proving that some 2,300 Grade 4 to 7 school children could show the world that everyone can be involved in shaping his/her own environment.

By putting the art education of the elementary classrooms of the Lower Mainland into an international arena Davies provided the first impact on Habitat visitors.

His project stated the simple truth that human co-operation, combined with technical know-how, can provide a response to international concerns. It is so elemental that even children can contribute.

The project was the Habitat pavilion. Or, more correctly, pavillions, since there were two. One was used as a visitor reception and registration center for delegates. The second served as a public information center.

If everything else at the Conference seemed to go sour, the 'children's pavilion' did not. Lodged on the courthouse grounds, with the flags of the

nations of the world fluttering between the sections, the pavillions provided not only a colorful welcome to delegates and participants, but also a promise of what might be accomplished by caring humans.

The daily, relaxed tourist-observers who strolled through the pavilion seemed to capture from it the spirit that critics said was lacking in the Habitat conference itself.

The pavillions consisted of 125 module units built of papier mâché by 9-, 10-, and 11-year-old school children.

The design concept carried out the major technical theme of the conference — the increasing scarcity of world resources and the need for shelter that can be built by many hands with local materials, at minimum cost.

SCHOOL BOARD SUPPORT

The idea that young children could implement such a concept attracted Davies. It also won him the full support of his school board, which generously gave him time-off to organize the massive effort.

Habitat put his name on some press releases and paid his expenses back and forth on the ferry.

After months of exhausting days for Davies, rushing once a week to catch the first ferry after school for Vancouver to meet with the planning committee and returning on the next early morning ferry for school, Habitat finally seconded him on a full-time basis for the last few weeks of the project.

Not, however, before he had tirelessly organized the impossible dream with the

assistance of scores of committed volunteer teachers.

He first set up a project committee — made up of art teachers and co-ordinators, whose job it was to select schools, teachers and students from the school systems of Metropolitan Vancouver to participate.

Together with his committee, Davies then outlined the overall design the modules would take to express the philosophy of the concept. Themes for the images to be used in decoration were decided upon. Then came the task of deciding on materials to be used in construction, and the processes and sources for the decoration.

All materials had to be tested. Would they stand the strain of small fists, climate and human wear and tear?

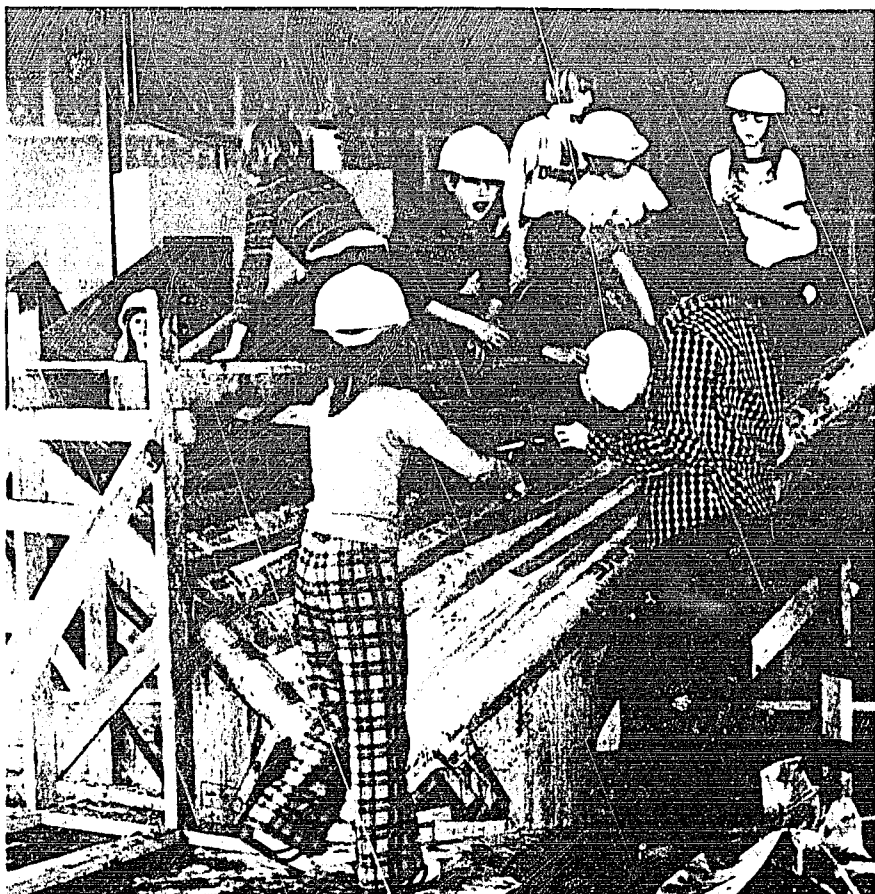
The committee of 12 had the job of selling the concept to classroom teachers, art teachers, and social studies teachers, who would then integrate courses that would direct young minds to ponder the history of man and shelter.

With the co-operation of his colleagues, the Pied Piper soon had the children skipping to his tune.

The children quickly understood the meaning of the conference. And they understood the 'why' of it.

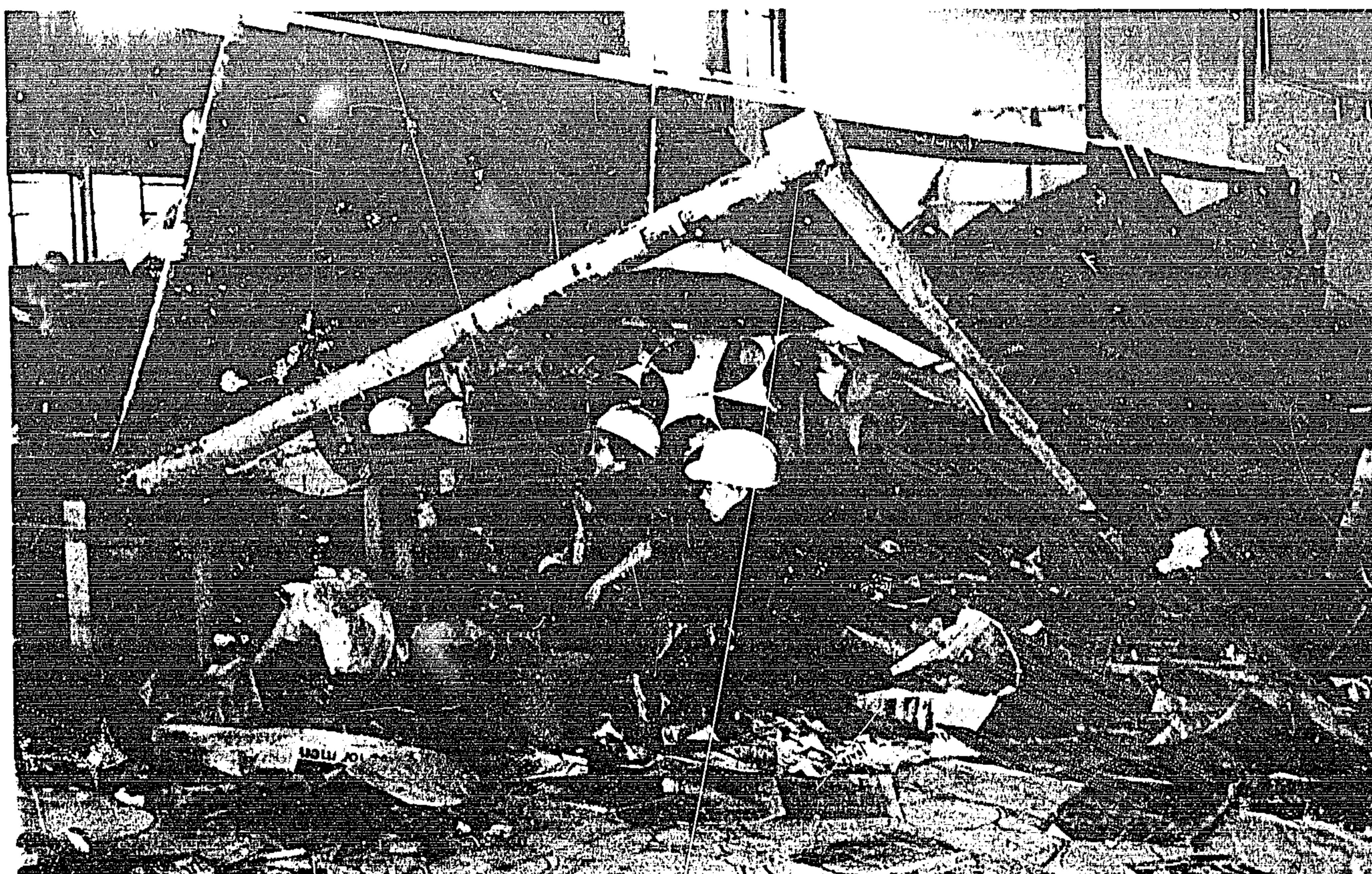
Vancouverites seemingly did not.

As 2,300 children enthusiastically studied and agreed on themes for their module decorations, read materials relating to man-made environment and the natural environment throughout the world, and set out with scissors, paints

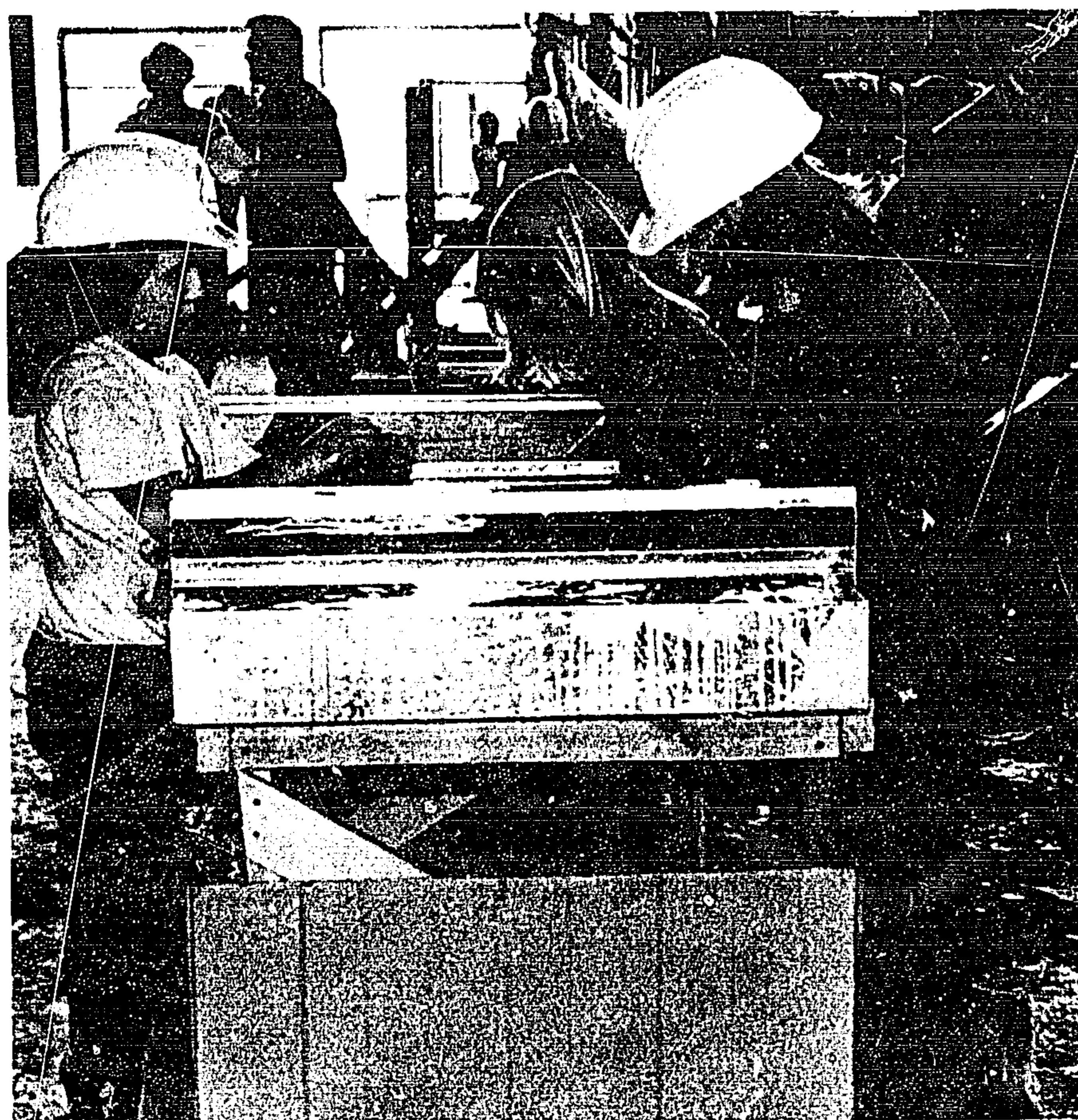


Children and teachers knew what Habitat was all about. They learned by doing. On page 6 teacher Leanne McLeod and co-ordinator of the children's pavilion Wyn Davies, assist a Grade 6 class from Burnaby's Brentwood Park Elementary paste up drawings. At left Pebble Hill Elementary teacher Rita Lowen, Tsawwassen, instructs Grade 5 students in building papier mâché modules at a warehouse in Richmond. Below, Rosemary Hague, teacher at Gibson Elementary in North Delta works with her students.





Up to the elbows in paste and paper is Joyce Rheind, co-ordinator at the Professional Development Centre, Burnaby, and a Grade 6 class from Burnaby's Brentwood Park Elementary. At right, Ron Larsen, Gisele Dumont and Shannon Brett, Grade 5 students at Pebble Hill take a brief break to wash up between working on projects.



The Pavillon Goes Home

The roof panels of the children's pavillon erected this summer for Habitat are going home.

Vancouver city council has agreed to pay \$2,500 to move the panels to Jericho Beach where they will be stored temporarily in one of the old buildings.

As a final gesture of his commitment to the children, pavillon contractor Frank Stanzi will cut the panels into segments and distribute them to schools at his own expense.

They will be returned to the children and teachers who built them.

and paper to create their Persian carpet images, a storm was brewing.

Wyn Davies's house of papier mâché was about to collapse.

The cost of the project, originally estimated at \$250,000, had jumped to \$650,000.

Public outcry threatened the whole enterprise.

While public officials argued about discarding the project, disillusioned teachers and disappointed children turned to Davies.

In the center of the controversy the Pied Piper stood firm on his commitment to the children.

Work on the modules would proceed, he said. If Habitat didn't want them, he would approach shopping malls to request permission to set them up for public inspection.

Eventually through the efforts of Erickson and others a compromise was reached. The sum for the project was set at \$375,000 and the number of modules reduced from 150 to 125.

The project was safe — for the moment.

The number of youngsters assigned to construction and decorating of each shell was increased. A warehouse was located in Richmond. On March 22 the first busload of children from three of the 69 schools involved arrived, accompanied by their classroom teachers.

Construction began. Two days later it was almost stopped. Despite the full support of contractor Frank Stanzi, construction supervisors unfamiliar with the attention span of intermediate school children were alarmed. The project would never be completed.

Once again the children's project was in peril. Davies responded quickly to an offer by the staff of Sir Winston Churchill Secondary School. The school would supply students from the construction class on a daily basis to assist

construction supervisors.

The tight time-schedule was running into trouble. It was geared to top efficiency of all involved. Such was not the case and once again teachers and students came to the rescue. Carson Graham Secondary in North Vancouver and two Burnaby secondary schools had no problem in drafting willing students to assist.

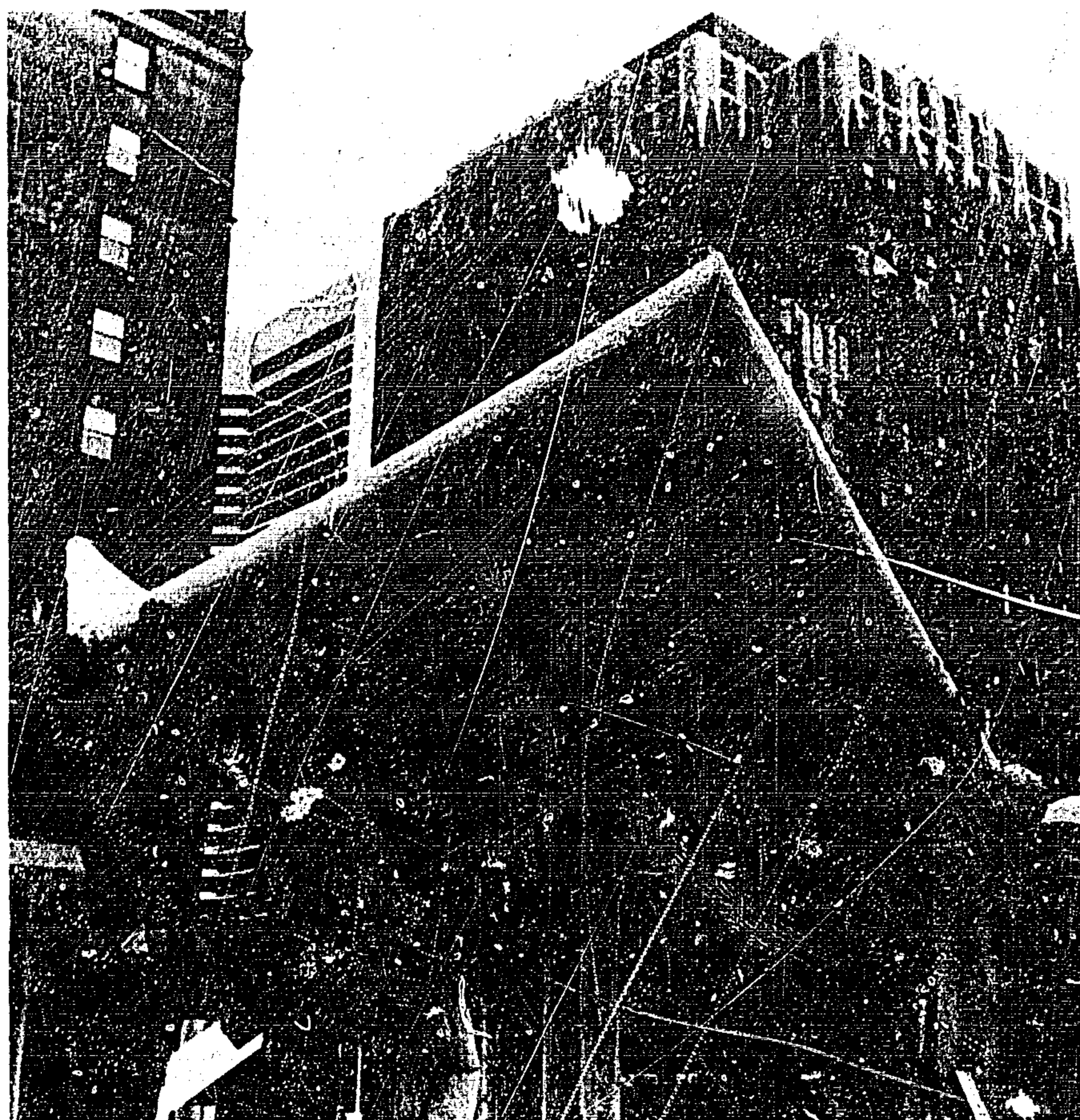
Teachers, senior students and the children were determined to 'show the world.'

Right on schedule, the first fully decorated modules arrived at the Vancouver Courthouse, April 28.

As the trucks carrying their symbolically decorated mud-and-wattle-type structures departed from the warehouse, Davies and the children watched.

The Pied Piper summed it up. 'It was the creative genius and energy of children that made the dream a reality.'

The writer is a BCTF editorial assistant.





Guidance has been weighed and found wanting.

What's guidance all about? Here are two articles that try to answer the question.

Philip J. Kitley, former Director of Guidance Services for the Department of Education, takes a critical look at what has happened in the past 30 years, and suggests ways of injecting new life.

Impossible you say? Not at all. Shuswap Junior Secondary School did it. Ron Sullivan tells how.



Counsel for Guidance

PHILIP J. KITLEY

■ Unless we've not yet shaken the last grains of sand from our eyes, fellow ostriches, we must admit that the magic has gone from the first exciting dreams of school guidance.

After more than a generation of try-out in this province (the first Departmental Director of Educational and Vocational Guidance was appointed in 1944), even the most confident must conclude that the conduct of guidance—at least as compared with what was at first conceived—has been weighed in the balance and found wanting.

It would be futile to take space laying blame or spend time looking for reasons, except that doing so may help rescue a service that has more potential value than it ever did, in its aims at least.

EXCITING NEW TERRITORY

In the beginning it was an exciting new territory for all to explore, whether one did it out of a genuine concern for people, or as a titillating venture into amateur psychiatry. With time it came to be considered an area best left to suitably trained people, and perhaps wisely so.

Of course, the guidance function far antedated the descriptive jargon that embellishes it today, but it was felt unwise to continue leaving it to the haphazard attention of overburdened principals and vice-principals and other similarly busy people. Even the classroom teacher, dangerously immersed in subject-matter interests, posed too great a risk in the role of counsellor. Counselling demanded a single-minded interest on the part of someone with a professional counselling background.

There were indeed one or two evidences in justification of this view. While there were many outspoken comments to the effect that counselling accreditation would often be much more suitable than a teaching certificate, the more broadminded of the brethren were prepared to accept the fact that teachers with a guidance orientation might on occasion lead a guidance group. (Note the careful avoidance of terms like 'teach' and 'class'.) They flinched a little, however, when the stalwarts hammered away at definitions of counselling that emphasized a one-to-one relationship. Group guidance, apparently, was definitely not to include counselling!

GUIDANCE, ADVICE DIFFER

Early in the story, one also became aware of the difference between guidance and 'advice.' Guidance personnel learned that one was suspect

if he/she subscribed too obviously to the 'directive' school of counselling. Although the deduction did not really follow logically, he/she often felt the frowns of the formalist if he/she were caught in such a damnable act as offering a vocational road-map or prescribing for a personal problem.

But as usual, things haven't worked out as anticipated. An elite guidance force found it hard to defend itself against the charge that it had lost touch with the workaday classroom. At the same time the subject teacher was only too happy to attend to geography and leave the behavior problems to the specialist. Both developments ran counter to any sensible educational philosophy, which centered values in such things as classroom interactions rather than specialty or subject.

Ironically enough, the relative informality and freedom introduced through the guidance 'group' carried over into and helped modify the stiffer, more artificial atmosphere of the traditional classroom. On the other hand, the one-to-one relationship of traditional counselling was not only found to be uneconomical of time, but also no more effective than the more standard one-to-group. Thus the lines of demarcation between formal classrooms and guidance gatherings have been at least blurred, and in many cases erased. The uniqueness of the guidance situation has thus tended to disappear.

VOICE OF DOOM

But the voice of doom echoes most indisputably through the awful word 'accountability.' Argue if you please about the impossibility of measuring the values of guidance; as much can be said, and with some reason, for education itself. Current thinking in guidance philosophy and practice places commendable emphasis on the need for clarity of aims, and techniques of determining whether or not they have been reached.

Not too soon are we grasping the horns of this particular bull—for the very effort to meet the practicalities of the situation has shown how lacking in significance the guidance program has often been. For a long time one has been aware of the unenthusiastic comments by parents when questioned, the insipid response of teacher colleagues, the apathetic clatter of counselees 'turning off.' Now, surely, it's time to ask once again what school guidance is all about. Until meaningful answers are found, the school guidance worker must remain content with routine and obvious tasks

like filling in symbols on a form. In these times when skepticism shakes the testing program, he/she is even denied the fun of fiddling with statistics.

SUGGESTIONS TO CONSIDER

Consider, then, a few appropriately diffident suggestions:

1. Ask parents what they expect of the school guidance program. At worst they may not know. But if they are encouraged to think about it, they may be able to conclude what it should and should not, can and cannot, do. They might even begin to see a role for themselves within it.

2. How do teachers view it? The least a little conferring can be expected to do is reveal one or two impractical expectations. How do they analyze the school's guidance function? Let's drag into the open their hangups about school counsellors. What part do they see themselves playing?

3. What does the school administration expect? If nothing more, the answers to this will put us in the position we should have held long since—of working toward some sort of useful job description that is acceptable to all concerned, in the setting to which it applies.

4. Certainly not least, it would be useful to have the reaction of the students themselves. Although much of the response may be full of the sound and fury of adolescent brainstorming, that kind of storm is often as effective as any for clearing the air. Certainly, without the participation of the counsellee the guidance process becomes no more than a thin mask on the face of the traditional educational autocracy.

5. Now a few questions for us, the counsellors. How should changing school philosophies and practices affect the shape of our job? In what way will we be influenced by flexible redefinitions of the teaching role? What impact may changes in curriculum practice be expected to have? And—let's be honest—what new-found excuses should we be rejecting as unworthy of anyone who really believes there is some point to school guidance?

CONCEPTS WERE SENSIBLE

The guidance concepts that were being formulated in the days prior to World War II were sensible enough, as far as they went. The procedure was simple: identify a need, then develop a strategy for meeting it. The trouble is that concepts grow into theories and theories become stereotypes. We even devised a

guidance curriculum, serviceable enough if used as a set of suggestions, suffocating if worn as a strait jacket.

Then in an effort to break into freedom we sometimes went to the other extreme. We ran the risk of losing ourselves completely in a sort of permissive limbo where shadowy ideas of brotherly love and fulfillment vaguely wandered to and fro.

GOALS FOR GUIDANCE

Fortunately, the wheel seems to be coming full circle, with the increasing insistence upon a purposeful, clearly defined and measurable set of goals for guidance. One way of ensuring that we are not going to be once more ensnared in a mechanistic contrivance is to make certain that the goals are not arbitrary, unrealistic, or in fact the conscious or subconscious creations of the counsellor alone. Including the expectations of your community's parents, consumers of manpower (employers), teachers, students, should make it possible to develop a guidance program that will meet local needs in a unique fashion, while still coming under the umbrella called the guidance program.

We may find ourselves working as much outside the school as within it, dealing with groups of all sizes and complexions, often acting as consultant, sometimes as gadfly, never slave of the year's blueprint, always risking the surprise of an unanticipated project—in fact, we might even find ourselves doing some teaching.

MORE QUESTIONS

But our own unique guidance program will have begun with a set of identifiable needs, will follow a route that contains a few known landmarks at least, and will move with a definite purpose toward a recognizable goal.

The how of all this poses another set of questions, but the answers should not be too difficult to find. It will be hard to discover any answers less suited to today's student needs than a clockwork one-or-two-periods-a-week routine.

The writer, now retired, was Director of Guidance Services in the Department of Education.



Guidance for Counsellors

RON SULLIVAN

The writer is a counsellor at Shuswap Junior Secondary School. Special recognition is given to Mrs. Sharlene Galbraith for her contribution to all phases of the program.

14

■ Few subjects have suffered the educational ignominy of guidance.

Dreaded by pupil and teacher alike, this course has traditionally been the preserve of the 'new man on staff,' the physical education teacher or the already harassed counsellor.

As a consequence, guidance is suffering, in a majority of schools, from advanced neglect. This is unfortunate in that a steadily accumulating body of research evidence indicates that, when properly implemented, group guidance can effectively promote the emotional growth of students.

During the past two years, the Counselling Department of Shuswap Junior Secondary School, aided by a grant from the Educational Research Institute, has attempted to revitalize guidance by offering a range of short, elective courses designed to assist students in developing appropriate coping responses for select developmental tasks, and to afford pupils both interesting and thought-provoking experiences.

Throughout all courses in the Shuswap programs the emphasis is on involvement and experiential learning. Many of the elective modules therefore include field trips, guest speakers and active pupil participation in the area under study.

Illustrative of the emphasis on pupil participation is the 'Sensitivity Module' option of Guidance 9 and 10. Students are placed in a variety of situations that allow them to experience, on a first-hand basis, some of the conditions and problems existing in that particular area of concern.

Among the experiences Shuswap students have taken part in are: working in a rest home and in a school for the mentally retarded; posing as a transient and applying for welfare; accompanying an Indian Public Health nurse on her rounds; applying at Manpower as a school drop-out, and spending a day with the mayor. Each of these modules has proven immensely interesting and a valuable learning experience for the students.¹

A serious attempt has been made to integrate all of the courses with other subjects. A particular emphasis is placed on integrating certain of the guidance concepts with the English and social studies curriculums. To do this most effectively, the regular guidance period has been abandoned in favor of using time from those subjects that seem to offer the greatest possibilities for

¹A complete list of modules that have been undertaken is available from the author.

Guidance 8 Curriculum

Course	Content	Duration
A. Orientation to junior secondary school	Incoming Grade 7 students spend one-half day at Shuswap with a host Grade 8 student. The counsellors visit the feeder schools with ex-students to answer questions about junior secondary school life and procedures.	One-half day with host student and two one-hour visits to feeder schools.
B. Small group experience with teachers and counsellors	Using English 8 classes, the counsellors and teachers conduct informal question and answer sessions followed by a values sharing experience.	Two class periods during the early weeks of September.
C. Family Life I	(I) An introduction to techniques for improved personal and academic decision making. (II) Understanding the human reproductive system.	Three one-hour sessions using English and physical education classes.
(Resource personnel are used in this section.)		
D. Drugs and Alcohol I	An examination of the reasons for, and the consequences of, alcohol and drug abuse.	Two one and one-half hour sessions.
E. Discussion and group problem solving sessions	Simulation games, class plays and selected activities are used to promote discussion on a variety of topics.	Ten one-hour sessions throughout the school year.

confluence.

The Guidance 8 program is made up of a series of compulsory modules plus Family Life I, which is an elective course.

Guidance 8 actually begins when students are in their final weeks of Grade 7. The counsellors and several ex-students visit each feeder school to answer any questions students may have concerning junior secondary school life and also to plan programs for the coming year. This is followed by a visit to Shuswap School for one-half day during which the students attend regularly scheduled classes with a host student from Grade 8.

During the early weeks of September, all Grade 8 students engage in a values sharing and getting acquainted module during English classes. These are designed specifically to make pupils feel both welcome and accepted at their new school. To facilitate this sense of belonging, the counsellors and English teachers actively engage in all activities with the students.

The 'Discussion and Group Problem Solving' module uses both social studies and English classes for 10 sessions during the school year. The topics for these sessions are varied and a serious attempt is made to link the subject under discussion to relevant and immediate concerns of the students. Through the use of simulation games and class plays, a discussion of such subjects as 'peer pressure' and 'personal decision-making' becomes much more absorbing and interesting.

Beginning in Grade 9, all courses except 'Career and Community Orientation' are optional. Students must, however, select at least two from the list on p. 16. There is no maximum number of selections so students may, if they desire, elect all of the options.

Space limitations preclude a detailed explanation of each module, but a description of the content and procedures followed in the 'Controversial Issues in Society I' module may serve to illustrate the

general approach taken with most Guidance 9 courses at Shuswap School.

Last year, the 'Controversial Issues' course had two major areas of focus: 'Indian rights' and 'the causes and treatment of mental retardation.' Thirty pupils who had selected the module were assembled and a preliminary discussion was held on why these particular topics were chosen for study and the specific procedures that were to be followed in the course. Students were also presented with readings and other suggested resource sources for the subjects being examined.

A consideration of the first topic, 'mental retardation,' was initiated with an all day field trip to Tranquille School for the retarded in Kamloops. After a tour of facilities, the class members engaged the school's director in a seminar-type discussion session on the types, causes and treatment of the retarded. This was particularly enlightening to several of the students who had, during another

guidance module, observed and helped in a 'Sheltered Workshop' and school for the mentally retarded.

The 'Indian rights' aspect of this course was dealt with by Chief Manuel from the Neskamliith Band. During an extended classroom meeting, Mr. Manuel traced the origins of current grievances and answered student questions concerning native land claims

and increased militancy.

The final session of this module was devoted to summing up the information the pupils had received in the two previous classes. In addition, the students were challenged to think of ways in which, as members of society, they might enact changes in the problem areas considered.

To fulfill the minimum requirements for

Guidance 10, students are required to select two courses from the nine available. One of these two selections must be 'Course Planning,' which, it is held, is of sufficient importance to all Grade 10 pupils to justify its being compulsory.

As a supplement to the guidance curriculum at all grade levels, parent-child discussion sessions are held in the

Guidance 9 Curriculum

Course	Content	Duration
A. Decision Making I	Improving personal and vocational decision making abilities.	Three class periods using English 9 classes.
B. Family Life II	Conception, pregnancy and birth.	Two one-hour sessions using physical education classes.
C. Drugs and Alcohol II	(I) An examination of the personality factors that underlie the use and abuse of drugs and alcohol. (II) The legal implications of drug and alcohol use and possession.	Three one and one-half hour sessions using a variety of classes.
(Resource personnel are used in this section.)		
D. Vocational Planning I	Discovering vocational aptitudes and abilities. Field trips and aptitude testing.	A one-day field trip plus three class sessions.
(Students are assessed a testing fee for this course.)		
E. Career and Community Orientation I	Students spend a day working at and observing a job of their choice in the community.	One day
(Held in co-operation with the Okanagan College and the Chamber of Commerce.)		
F. Sensitivity Modules I	An examination of selected social problems from the viewpoint of those involved.	One day plus three class periods using a variety of classes.
G. Course Planning	The selection of appropriate courses for Grade 10.	Two one-hour periods using a variety of classes.
H. Controversial Issues in Society I	A look at a variety of selected topics of pertinent social concern.	One-day field trip plus three class periods using a variety of classes.
(Resource personnel are used in this section.)		
I. The Future	A study of what society may be like in 50 years' time, with a consideration of implications for people today.	A week-long field trip to Vancouver to use the facilities and resource people of the Lower Mainland.

Guidance 10 Curriculum

Course	Content	Duration
A. Decision Making II	Improving personal and vocational decision making.	Three class periods using English classes.
B. Family Life III	The personality factors associated with meaningful long-term relationships.	Three one-hour sessions using physical education classes.
(Resource personnel are used in this section.)		
C. Drugs and Alcohol III	The personal decision-making process that leads to the abuse of drugs and alcohol.	Three one and one-half hour sessions using a variety of classes.
(Resource personnel are used in this section.)		
D. Cross-age Tutoring	Following a training period, pupils are assigned to one of the feeder elementary schools as tutors.	Two class periods a week for the school year.
E. Leadership Retreat	A weekend session designed to impart leadership skills to students. A prominent guest speaker is invited.	A day-long session at the Sorrento Center for Human Development.
F. Vocational Planning II	Aptitude testing, field trips and an examination of employment trends.	One day for field trips plus three class sessions using a variety of classes.
(Students are assessed a testing fee for this course.)		
G. Controversial Issues in Society II	A look at a variety of selected topics of pertinent social concern.	One-day field trip plus three class periods using social studies classes primarily.
(Resource personnel are used in this section.)		
H. Sensitivity Modules II	An examination of selected social problems from the viewpoint of those involved.	One day plus three class sessions using English and social studies classes.
I. Career and Community Orientation II	Students spend one or more days observing and working in the community, at a job of their choice.	One day.
(Held in co-operation with the Okanagan College and the Chamber of Commerce.)		

evening throughout the year. These meetings feature knowledgeable individuals who speak on a variety of topics that are of mutual interest to both parent and child.

After two years of program evaluation, it is clear from student responses that the underlying concept of 'accessibility' rather than compulsion is a very popular

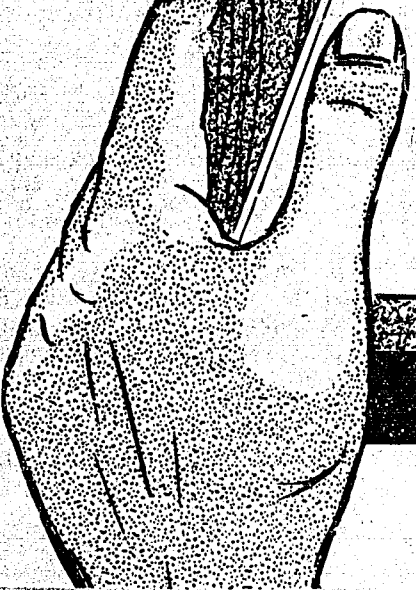
one. Over 90 percent of the students in Grades 9 and 10 select more than the minimum number of options. Individual course evaluation reveals that students are finding these short, concentrated modules an excellent vehicle for stimulating interest and providing information.

The operation of this guidance

program is, in every sense, a total staff and administrative undertaking. To effectively implement it has required a good deal of sacrifice and commitment by all school personnel. Although the long-term impact of the program is difficult to evaluate, results of the initial evaluation indicate that the sacrifice and commitment have been well placed.

'Hono Frien

Debating Is Making a Real Comeback



■ Dare one espouse a student activity that encourages hard work, quick thinking, a commanding presence and a high degree of intelligence?

My suggestion, debating, is neither novel nor revolutionary. For eons teachers have used the classroom debate to develop student research skills and to enable kids to glimpse both sides of various issues.

Don't believe for one moment there is only one form of debate. In B.C. schools today the Oxford style is perhaps best known, but the parliamentary debate is popular too. The courtroom is emulated in a cross examination debate.

Last year some schools debated in French and one even attempted a video-taped international debate with a school in Australia. Sometime before Christmas

CHEK TV in Victoria hopes to get under way a series of student debates that will have a potential viewing audience of almost 1½ million!

What has been responsible for this recent interest in something so Churchillian? Two years ago, a few independent schools and public schools were the only ones in the province involved in competitive debating; almost all were on the Lower Mainland or around Victoria.

It was at that point that a few interested people realized that all provinces in Canada, save B.C. and Quebec, had a student debating association — well organized and reasonably well funded. Moreover, a National Student Debating Federation existed and was anxious that B.C. join.

rable ds...'

Offer your students a different challenge. They might even get in on a national championship.

CHRIS HARKER

The author, a teacher at Parkland Secondary School in Sidney, is the current president of the Debate and Speech Association of B.C.

David Bennett, a teacher at Glenlyon School in Victoria, was whisked off to Edmonton for a weekend co-ordinators' workshop, converted and returned to deliver the message. Under his aegis, in very short order, the Debate and Speech Association of B.C. was formed, an executive elected and funding campaign under way.

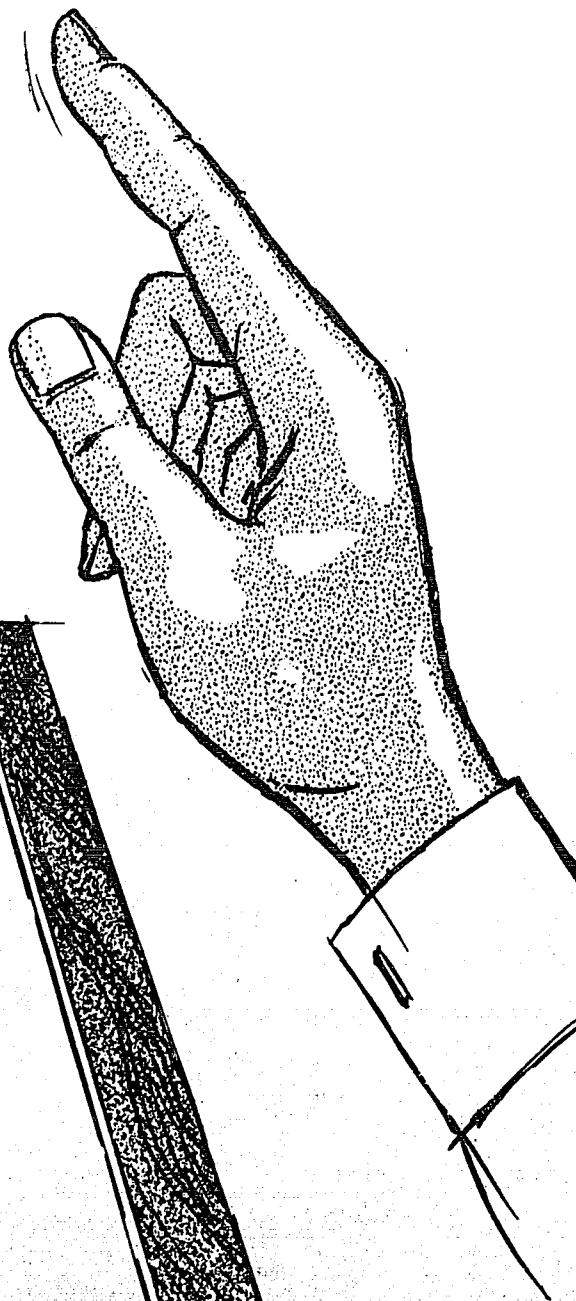
Six months after the Edmonton weekend, six students from B.C. were winging their way (all expenses paid) to Yellowknife to attend the annual National Student Debating Seminar. In our first performance at this Seminar as an association we didn't do too badly. B.C. ranked second in Canada!

In the meantime word had circulated among the schools of the Lower

Mainland and Vancouver Island. Debating teams were formed; those that had already existed, grew. In interior centers, such debate-loving teachers as David Aspinall and Colin Castle in Kelowna and Ron Rolufs in Prince George let out a 'whoopie' or two and set to work organizing or enlarging a series of debating teams in their areas.

The result was the creation of the present four regions of Vancouver Island, Lower Mainland, Southern Interior (centered on Kelowna) and Northern Interior (centered on Prince George). Each region has a co-ordinator who is a member of the provincial executive.

David Bennett, having succeeded beyond his highest expectations in promoting competitive debating in B.C.,



resigned as the association's president last March and is now working in the capacity of Western Canada Co-ordinator for the NSDF. For the current year, I am the president of the DSABC.

Funding has been a problem, but then it always is. Industry has been unresponsive to our requests. Various foundations, most notably the Koerner, Hamber and Vancouver Foundations, have helped — but it costs a lot to transport debating teams about the province and to host a multi-school competition. A generous patron was required. The association discovered one, last year at least, in the form of the Department of Education. We hope it will be generous again for the 1976-77 school year.

Plans for this school year include developing a series of regional competitions that will provide an intellectual battleground for the student enthusiasts and, at the same time, offer an opportunity for new schools to get into the act. Another aspect of our program for the forthcoming year is the hosting of the fourth annual Western Canada Debating Seminar in Victoria, December 2-5, involving approximately 125 students from the NWT, Manitoba,

Saskatchewan and B.C.

Particular focus this year will be on areas not at present aware of, or at least participating in, our 'movement'. We hope that schools in the Kitimat - Terrace - Prince Rupert sector and those in the Kootenays will begin competitive debating. All it takes is a couple of willing teachers at different schools; I can guarantee that frustrated intellectuals within the student body will be aroused and interested. Maybe not too many at first, but you can get under way with as few as four.

Begin with a class debate. Develop interest within the school by having your team visit other classes either to perform in front of them or to compete against them. A staff-student debate will really get things going! Then compete against another school that has done the same thing. (The entire team of two or four kids can fit into your car.) You now have the nucleus of a regional team!

The goal of every regional team should be to earn a place at the Hammaraskjold Cup, the Provincial Debating Championships. Last year this was held in Kelowna; in March 1977 it will be Prince George. Until this year the

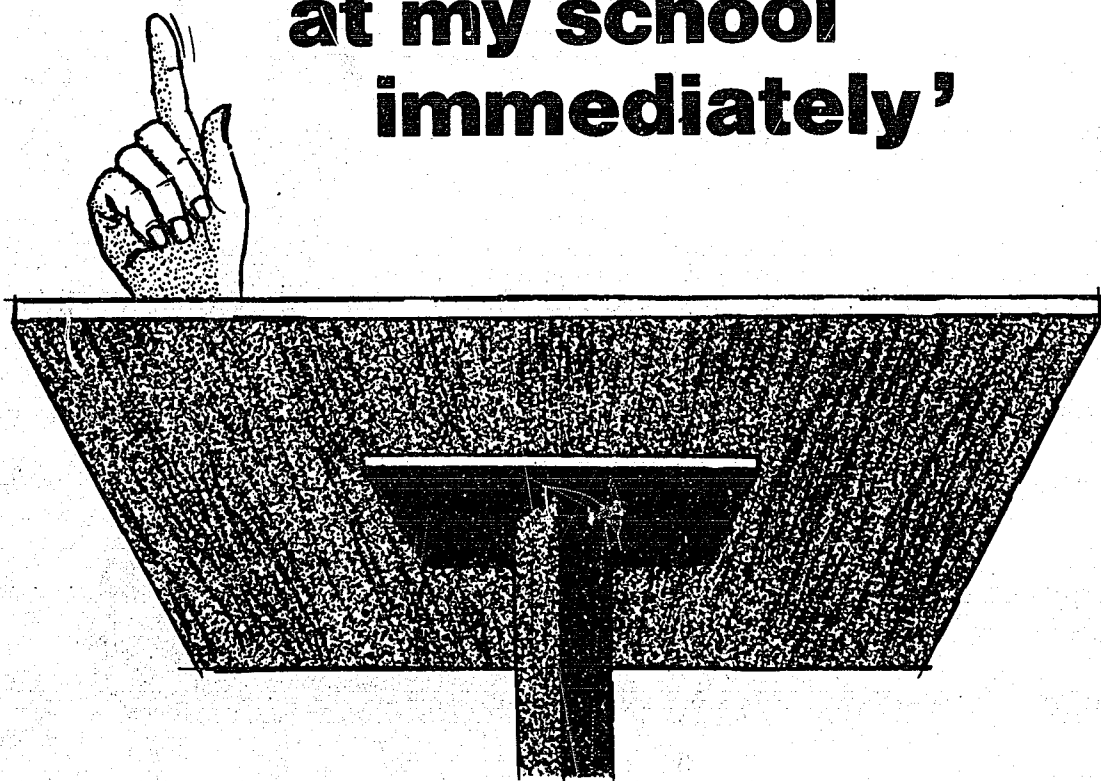
competition was open to all schools that could field a team. However, the Association has grown from 30 schools with 250 debaters late in 1974 to 58 schools with 530 debaters in March 1976. By March 1977, no single school could accommodate all those interested. Regrettably therefore, regional eliminations will have to be held.

The kudos of being among the top schools or individuals at the Hammaraskjold is great . . . but the ball doesn't stop bouncing there. Six of the very best senior debaters — at least one from each region — are then selected to represent this province in May at the National Seminar. Last year it was in Manitoba; this year Ontario is the venue.

Getting to the Hammaraskjold, to the Western Canada, or the National is nice, but it isn't vital. The real message is that debating is good for youngsters and provides for some a unique opportunity to display and develop special abilities.

If you'd like to consider the resolution 'Debating Should Begin at My School Immediately' and would like further information, please write me c/o Parkland Secondary School, Sidney, B.C. Telephone 656-5507 or, at home, 477-9924. ١٥

'Debating should begin at my school immediately'





**'A Nation
that doesn't
remember its
history is
in trouble'**

—Murray Bowman

The True North Strong and Freed!

PAT DENHOFF

■ Canada . . .

A nation of lumberjacks, encased in three feet of snow in a 50-below-zero (F) climate, whose only escape from the forests, mines and wheatfields is to put on our beaver hats and drive off in our Caddies to a tacky beer parlor to gulp a few drafts and listen to chainsaw music while counting our hockey cards?

This is the way a group of Grade 11 and 12 students, who are taking a unique Canadian studies course at Point Grey Secondary School, summed it up after discussing Canada and her relationship with other nations.

The course is the answer of two dedicated history teachers to the weak-spirited writers of traditional Canadian history books, who for too many years tried to free generations of Canadian school children from 'blunders' and 'foolish notions' by rendering history courses across the nation as sterile as the February landscape across the prairies.

The course undertakes to investigate various themes of 20th century Canada in a new and innovative manner. Both Murray Bowman and Rick Cooper attended Vancouver School Board's

Canada Studies Project Program Development, designed to assist teachers to develop and improve the study of Canada.

The method of instruction differs from the traditional approach, as does the course content. Structured on a semester basis, two consecutive blocks of time allocated to the subject permit the teachers to make use of team teaching techniques, seminars, guest speakers, field trips and multi-media presentations.

The first block of Canadian studies takes the form of a large-group presentation to some 60 students. Here both Cooper and Bowman are involved either jointly or separately, or with guest lecturers, in giving an overall presentation of the subject being studied. The second block becomes the seminar period, with four groups of about 15 students involved in discussing some particular facet of the main themes. One of the two teachers, or occasionally a student teacher, guest speaker or student leads the discussion.

Immigration and settlement, Canada at war, the 'Roaring '20s,' the depression, Canada and her relationship with other nations and federalism are

studied.

Out of these themes come the sub-themes of the seminars, determined largely by the students themselves. It was this decision-making process by the students that both Bowman and Cooper believed was essential to their sense of involvement. Early in the year students list as many items about Canada as come to mind that they would like to learn about. Teachers do the tallying and the most popular items are extracted and voted on by the group. These high interest areas form the basis of the seminars throughout the course. Each year, Bowman and Cooper have been pleasantly surprised to find student choices paralleled their own perceptions of high subject interest.

Since the course was initiated in the fall of 1974, seminar subjects have included: the Greenpeace missions, the depression, separatism, capital punishment, Indian rights, 'ban the leghold trap,' foreign ownership, the privileged position of *Time* magazine, inflation and the wage-price freeze, death and dying, drug laws, alcoholism, youth and the law, women's role in society.

Continued on page 24

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*A non-profit membership organization of life insurance companies which operates an information exchange on behalf of its members. 330 University Avenue - Suite 403; Toronto, Ontario M5G 1R7.

The Teacher

Scattered memories: harsh, tender moments
snatched blithely out of context and tacked on the walls;
autumn leaves, bright, coloured, dull, weathered
hearts, clustered or alone, hanging.

Gallery hung with emotions and years,
portraits forgotten but in an incident
caught briefly in someone's head,
while framed by yellowed, peeling paint,
stands a pane of glass printed with fingers.

Whose? you wonder,
and the seasons pass in your picture window,
and you shut your book and quietly turn off the lights.

Nick Lambert



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City Province		Sex

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(b) Address:

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Day Month Year

(d) Height Weight Social Insurance Number

Ft. Ins. Lbs.

(e) Beneficiary:

First Middle Surname

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

Have you ever had or been told you had:

- (a) Lung disorder (e.g. Asthma, Bronchitis, Tuberculosis)?
- (b) Heart trouble (e.g. Pain in chest, shortness of breath, high blood pressure or murmur)?
- (c) Stomach trouble (e.g. Ulcer, indigestion or gall bladder)?
- (d) Diabetes, Kidney disease or abnormality of the urine?
- (e) Tumor or growth?
- (f) Epilepsy, Paralysis, nervous or mental disorder?
- (g) Neuritis, arthritis, rheumatism, back, spine or muscle disorder?
- (h) Any disease, impairment or deformity not named above?

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

YES or NO

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

I hereby declare that the above answers and statements are complete and true and agree that any coverage issued in consequence of this application shall not take effect unless, on the date the insurance would have become effective, I am actively engaged in my occupation on a full time basis. I further agree that the insurance applied for shall not become effective until the first day of the month following approval of this application by the insurance company. Should the owner of this insurance be other than myself, I consent to the insurance being placed in force and I understand and agree that all benefits, values, rights and privileges conferred as a result of the issuance of this insurance shall belong exclusively to said owner.

Dated at this day of 19

SIGNATURES

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

AUTHORIZATION AND CONSENT FOR PROVISION OF PERSONAL INFORMATION

- (1) I hereby authorize any licensed physician, medical practitioner, hospital, clinic or other medical or medically related facility, insurance company, the Medical Information Bureau, or other organization, institution or person, that has any records or knowledge of me or my health or my insurability, to give to Canadian Premier Life Insurance Company any such information. A photographic copy of this authorization shall be as valid as the original.
- (2) I hereby consent that a consumer report containing personal information or credit information, or both, may be ordered in connection with my application.

Signature of Applicant
(if other than Life to be insured)

Date

Signature of Life to be insured

WE SHALL MISS THESE TEACHERS

In Service

Leola J. Campbell	Burnaby	April 20
Irvine G. F. Dawson	Victoria	April 1
Violet Evans	Delta	March 26
Shella Anne Forman	Vancouver	July 8
Muriel D. (Mountain) Franklin	Burnaby	May 1
Muriel C. (Grant) Fraser	Victoria	July 30
David B. Fullerton	Kamloops	May 12
George L. Gooderham	Vancouver	Not known
Walter C. Green	Kelowna	February 5
Irene M. (Meyer) Harvey	Van. Com. College	June 21
Eric William Iles	Richmond	February 2
Cameron W. McKenzie	Coquitlam	June 9
Hans Holger Mundel	Vancouver	May 22
Mable M. (unknown) Nachbar	Vancouver	January 25
Paul McFarlane Sims	Cranbrook	April 18
Nesta A. (Carter) Starr	W. Vancouver	February 24
Jeanette H. Voegesang	Coquitlam	April 29
Eric J. Williams	Maple Ridge	February 14

Retired

John Armour	New Westminster	April 12
Norma M. Barrington	Peace River	April 19
Everett Bates	Chilliwack	June 6
Pearl C. Becker	Vancouver	February 28
Catherine (Harron) Bradshaw	Vancouver	February 25
Lillian M. Cain	Burnaby	June 4
Irene M. (Hawes) Case	Campbell River	April 21
Charles F. Connor	Vancouver	May 17
John Davy	Burnaby	March 30
Stanley Flitcroft	Barriere	March 28
John Friesen	Howe Sound	March 15
Harold W. Fullerton	Prince Rupert	June 9
Robert W. Garvin	Vancouver	April 14
Enid Gibbard	Vancouver	May 15
Fred W. H. Graham	N. Vancouver	June 24
James Grant	Vancouver	June 1
Margot (McDermott) Hall	Victoria	July 22
Bruce Harvey	Vancouver	April 13
Catherine (Morgan) Humphreys	Kamloops	January 10
Daisy A. Leary	Chilliwack	March 4
James C. Lynch	Vancouver	April 17
Georgina Martin	Rossland	June 23
Winifred E. (Conroy) MacCabe	Castlegar	February 17
Fieda (Wait) McEachern	Alberni	February 10
Elsie G. (McDermott) McHardy	Peace River	January 16
Ruby E. Palmer	Kimberley	July 7
Marion H. Pearce	Vancouver	April 20
Elsie Potter	Vancouver	January 19
Ifor Roberts	Vancouver	March 18
Evelyn Robinson	Vancouver	January 6
George R. Robinson	Vancouver	February 11
Douglas E. Smith	Victoria	June 11
May (Heller) Spence	Langley	May 13
Barbara E. Trembath	Coquitlam	April 30
George F. Turner	Vancouver	January 26
Lucille A. Wilson	Vancouver	March 4
Hilda M. (Wright) Yates	Nanaimo	July 15

The True North . . .

Continued from page 21

To an observer the seminars may seem a spontaneous explosion of comment, opinion and query. They aren't. Several days before students arrive at a seminar each was given an armload of materials — pamphlets, articles, clippings, portions of books, pictures and cartoons, all gathered, selected and reproduced by Bowman and Cooper as background materials to study.

Textbooks for the course are A, B and C issues of approved texts. As well, two class sets of books have been purchased with funds obtained from the VSB. Well under \$400 of the school board funds have been used to set up the course, probably because of the generous help from general office staff in reproducing materials for the seminars.

The course is not geared to any particular group of students, but was designed to appeal to any student expressing an interest in Canadian studies. The only prerequisite is completion of Grade 10 social studies.

Evaluation is done by objective and subjective testing, in-class essays, seminar papers, major projects and oral participation in seminars. Two separate grades, based on achievement in each of the two parts of the course, are given so that a student might obtain a partial credit if achievement was satisfactory on one block.

Both Bowman and Cooper feel they are able to give a more accurate assessment of a student's achievement because both are involved in the evaluation process. Students, too, like the idea of being evaluated by more than one teacher.

COURSE ASSESSMENT

In an assessment of the course prepared as a special project, J. A. Craigen, an Ontario teacher on sabbatical as an administrative trainee at UBC, determined that 'the majority of the students taking the course indicated a genuine interest in learning more about Canada. They felt that until they took the course, they had been given very little chance to study recent Canadian history . . . They welcomed the fact that they would be introduced to a variety of teaching and learning techniques.'

The major problem? Note-taking.

'Since this was the first time that many had been exposed to lectures of up to one hour in length, many indicated they had problems taking notes despite the fact that they were senior students in the

school,' Craigen reports. 'They suggested that most of the initial week of the course should be devoted to the development of note-taking techniques.'

Regarding Bowman and Cooper, 'The fact that the teachers involved in teaching the course were the ones who came up with the idea for the course and were responsible for establishing its format probably accounted for a degree of its success. Both teachers were enthusiastic about the new and interesting approach to teaching Canadian history and felt that two teachers with two approaches to the

course gave it added dimension.'

Student comments echo the enthusiasm:

'I honestly feel that this socials course is the best course of its kind ever to be offered and I hope it will be continued.'

'I really feel more aware of Canada and her history and that history need not be boring.'

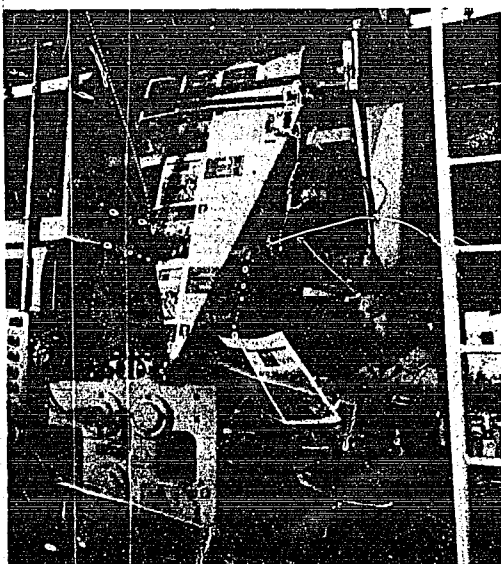
Despite the obvious appeal and success of the course, Bowman and Cooper are continually reviewing and up-grading both content and presentation.

Both believe history should be a living

subject. And that a course can be well structured and still evoke interest and enthusiasm.

Just to watch Murray Bowman in action is proof enough. His brown eyes sparkle with delight as they bore through his heavy tortoise-shell glasses, his resonant tones vibrating against the bodies of students alive in Canada's history.

'A good history course should demand academic excellence combined with a good deal of interest and need not be so rigid as to destroy initiative and creativity,' he says.



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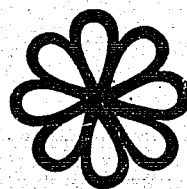
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and

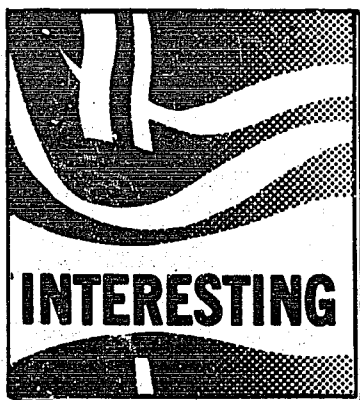
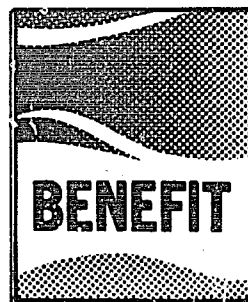
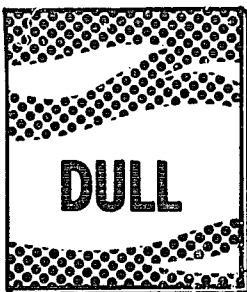
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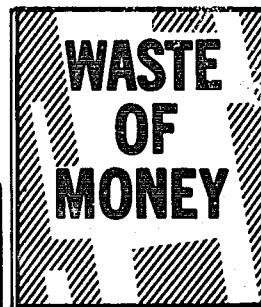
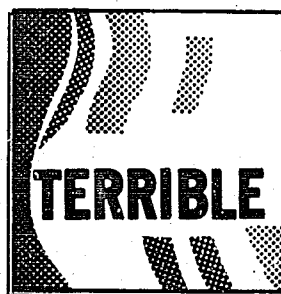
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HOW YOU SEE US!



Last spring we took a sample survey to find out what you, our readers, think of this magazine. Here are the results.

■ Teachers, it seems, have a parental attitude toward *The B.C. Teacher*.

It is the eldest child in the family of BCTF publications and its readers expect it to be intellectual, dependable, witty, philosophical, homey, controversial, and show leadership — but only in areas they consider to be important.

How successful is the magazine in achieving these cherished familial goals?

According to a survey conducted in the spring, of a sample of the publication's readers, most are satisfied with the magazine.

Many would like to see more 'how to'

articles in the magazine. They would like more articles on methodology, 'more practical ideas for the classroom.'

A large group would like to see more articles on what's happening in education in areas other than Vancouver and Victoria.

A substantial number think there should be more articles on education in other countries.

Many want articles dealing with discipline in the schools.

A small percentage believe the magazine should be more 'scholarly'; conversely, a small percentage think the magazine is too 'scholarly.'

Several commented that *The B.C. Teacher* was the only tangible benefit for

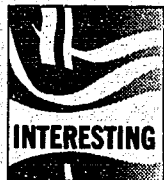
their fees! A few complained the magazine was a waste of money!

Comments ranged from: 'Obviously you are looking for ways to improve your magazine — unfortunately I can't think of any. I enjoy it as it is and look forward to reading it when I receive it.' to 'I find the general overall quality of this magazine deplorable in comparison to other professional journals . . .'

Those were the extremes.

For the most part about half the teachers surveyed took the time and trouble to comment on what areas they would like to see explored, improved, expanded or deleted.

They were caring readers. They had a professional pride in their publication



and they were willing to put their feelings into words.

Among the survey results were the following:

87% rated the magazine as satisfactory; 5% rated it 'poor.'

75% said they always or usually read it; one person never read it.

70% said the magazine presents a reasonable variety of points of view; 13% said it does not.

65% said the magazine presents a reasonably balanced selection of articles; 14% said it does not.

72% said the magazine is reasonably controversial; 20% said it is not controversial enough; 1% said it is too controversial.

Tabulated results follow:

PART I — THE SURVEY SAMPLE

1. Please check the response that best describes your present professional assignment.

- 1 ☐ 102 Elementary teacher
- 2 ☐ 74 Secondary teacher
- 3 ☐ 15 Other instructional, elementary or secondary (including department head)
- 4 ☐ 22 Principal or Vice-principal
- 5 ☐ 5 District administrative or supervisory staff
- 6 ☐ 6 Other

2. What is your age group? Please check the appropriate response.

- 1 ☐ 49 Under 30
- 2 ☐ 97 30-39
- 3 ☐ 48 40-49
- 4 ☐ 34 50 and over



3. How long have you taught or done other work in education?

- 1 ☐ 39 1-5 years
- 2 ☐ 63 6-10 years
- 3 ☐ 92 11-19 years
- 4 ☐ 28 20-29 years
- 5 ☐ 5 30 years or more

4. Do you belong to any BCTF provincial specialist association?

- 1 ☐ 137 Yes
- 2 ☐ 90 No



PART II — EVALUATION OF THE B.C. TEACHER

5. How often do you read the magazine?

- 1 ☐ 84 Always
- 2 ☐ 88 Usually
- 3 ☐ 55 Sometimes
- 4 ☐ 1 Never

6. How much of it do you usually read?

- 1 ☐ 72 Most of it
- 2 ☐ 42 About half of it
- 3 ☐ 96 Selected articles or columns
- 4 ☐ 13 Little of it

7. What parts of it do you read?

		Fre- quently times	Some- times	Never
1	Letters to the editor	108	81	5
2	Articles	123	93	1
3	A Matter of Opinion	78	94	6
4	New Books	59	102	15
5	The Devil's Advocate	50	94	19
6	Comment			

Editor's note: Numbers listed for No. 5 are not reliable. As lines were missed for No. 6, the computer was unable to total separately.



8. The magazine seldom includes articles on BCTF matters. Such matters are covered in the BCTF Newsletter, leaving the magazine free to concentrate on articles on education. Do you agree with this policy? Please check one of the following.

- 1 ☐ 154 I agree. The magazine should concentrate on the 'professional' aspects of teaching and education, leaving BCTF matters to the newsletter.
- 2 ☐ 30 I disagree. As an official BCTF organ, the magazine should include some articles on the work of the organization.
- 3 ☐ 40 I have no preference.



9. Has the magazine been helpful to you in your work as a professional educator? Please check the appropriate response.

- 1 ☐ 17 Quite helpful
- 2 ☐ 159 Occasionally helpful.
- 3 ☐ 48 Not helpful.

10. In your opinion, does the magazine present a reasonable variety of points of view?

- 1 ☐ 160 Yes.
- 2 ☐ 29 No.
- 3 ☐ 37 No opinion.

11. In your opinion, is there a reasonably balanced selection of articles?

- 1 ☐ 147 Yes.
- 2 ☐ 32 No.
- 3 ☐ 46 No opinion.

12. In your opinion, is the magazine:

- 1 ☐ 3 too controversial?
- 2 ☐ 46 not controversial enough?
- 3 ☐ 163 reasonably controversial?

13. In general do you like the front covers of the magazine?

- 1 ☐ 185 Yes.
- 2 ☐ 8 No.
- 3 ☐ 34 No opinion.

14. Are the 'teasers' on the covers (indicating the content of the issues) useful information?

- 1 ☐ 136 Yes.
- 2 ☐ 74 No.

15. Have you ever used a cover picture in your work in education?

- 1 ☐ 102 Yes.
- 2 ☐ 123 No.

16. Do you think the magazine makes effective use of photographs and other illustrations?

- 1 ☐ 119 Usually.
- 2 ☐ 89 Sometimes.
- 3 ☐ 14 Seldom.

17. Would you like to see the publication use:

- 1 ☐ 65 more pictures?
- 2 ☐ 8 fewer pictures?
- 3 ☐ 141 about the same number of pictures as at present?

18. Would you like to see more cartoons in the publication?

- 1 ☐ 78 Yes.
- 2 ☐ 93 No.
- 3 ☐ 53 No opinion.



19. Do you agree that the magazine should include advertisements to help offset production costs?

- 1 ☐ 181 Yes.
- 2 ☐ 22 No.
- 3 ☐ 19 No opinion.

20. Have you responded to advertising in the magazine?

- 1 ☐ 137 No, I have not.
- 2 ☐ 36 By buying something (goods or services)?
- 3 ☐ 50 By sending for materials?
- 4 ☐ 17 By recommending school purchases?
- 5 ☐ 7 Other?



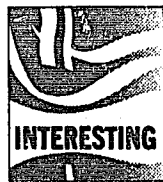
PART III — SUMMARY EVALUATION

21. What is your overall rating of The B.C. Teacher?

- 1 ☐ 106 Good.
- 2 ☐ 92 Fair.
- 3 ☐ 12 Poor.

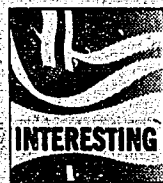
22. The magazine is now published five times a year. Should it be published:

- 1 ☐ 165 five times a year, as at present?
- 2 ☐ 31 more frequently?
- 3 ☐ 17 less frequently?
- 4 ☐ 5 not at all?



HOW VARIOUS GROUPS OF TEACHERS REACTED TO SELECTED QUESTIONS:

	Elem. Tchrs.	Sec. Tchrs.	Other Instr.	Principal or V.Pr.	District Employed	Other	Under 30	30 - 39	40 - 49	50 & over	1 - 5 yrs. of experience	6 - 10 yrs.	11 - 19 yrs.	20 - 29 yrs.	30 yrs. or more	PSA members	Not PSA members
5. How often do you read the magazine?																	
Always	31	31	7	11	1	1	16	33	20	15	11	21	34	15	2	55	28
Usually	41	24	4	9	3	4	16	33	22	15	15	24	34	11	2	52	34
Sometimes	28	18	4	2	1	1	17	29	6	3	13	17	22	2	1	29	26
Never	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1
6. How much of it do you usually read?																	
Most of it	29	22	4	9	2	4	9	22	24	17	7	17	29	16	2	47	25
About half of it	16	13	4	4	2	2	11	17	9	5	9	12	14	5	2	27	15
Selected articles	49	30	6	9	1	0	27	46	13	10	21	27	41	7	0	58	38
Little of it	5	7	1	0	0	0	1	10	1	1	2	4	6	0	1	2	11
9. Has the magazine been helpful to you in your work as a professional educator?																	
Quite helpful	6	6	0	4	0	1	1	5	9	2	0	6	6	5	0	16	1
Occasionally helpful	71	52	10	15	4	4	40	58	33	28	29	40	64	21	4	93	65
Not helpful	22	16	4	3	1	1	8	31	6	3	10	14	21	2	1	25	23
10. In your opinion, does the magazine present a reasonable variety of points or view?																	
Yes	76	44	10	17	3	6	35	61	39	25	27	43	60	26	4	101	59
No	10	13	2	3	1	0	5	17	5	2	5	9	14	1	0	16	13
No opinion	15	17	2	2	1	0	9	17	4	7	7	10	17	1	1	19	18
11. In your opinion, is there a reasonably balanced selection of articles?																	
Yes	61	46	11	16	3	6	34	55	37	21	24	40	57	22	4	91	55
No	14	12	1	4	1	0	6	20	4	2	6	9	15	2	0	18	14
No opinion	25	15	3	2	1	0	9	20	7	10	9	12	19	4	1	26	20
12. In your opinion, is the magazine:																	
too controversial?	3	0	0	0	0	0	0	2	1	0	0	1	2	0	0	1	2
not controversial enough?	15	22	5	2	2	0	12	24	6	4	12	14	14	4	2	23	23
reasonably controversial?	77	45	8	20	3	6	35	64	39	25	25	44	69	23	2	102	60
21. What is your overall rating of <i>The B.C. Teacher</i>?																	
Good	43	32	7	13	3	5	16	38	32	20	13	26	43	21	3	73	32
Fair	45	33	6	6	0	1	29	42	11	10	19	30	36	6	1	51	41
Poor	5	3	1	1	2	0	1	9	1	1	2	3	6	0	1	4	8





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■ Every teacher and administrator in every school in this country needs the help of a good school librarian.

If you question that statement, I suggest careful consideration of three challenges:

First, you, as a teacher, are not seeking help and advice from the librarian in your school; you have no real concept of what such a person can do for you.

Second, the librarian in your school is not fulfilling the requirements of the position either because of insufficient training or experience, or because there are too few auxiliary personnel to allow the librarian to fulfill those professional duties properly.

Third, through administrative policy, school libraries in your district have been given such a low priority that these facilities are either nonexistent or so inadequate that the pessimism of school librarians seems insurmountable.

Of those three reasons, the first is the most significant. Unfortunately, many people still picture the school librarian as female, nearing retirement, wearing frumpy grey and brown clothing, wearing glasses, tying plain grey hair in a bun, and possessively guarding shelves of neatly stacked books.

Her library has a massive collection of hard-cover books, but no paperbacks, no audio-visual materials, and little activity.

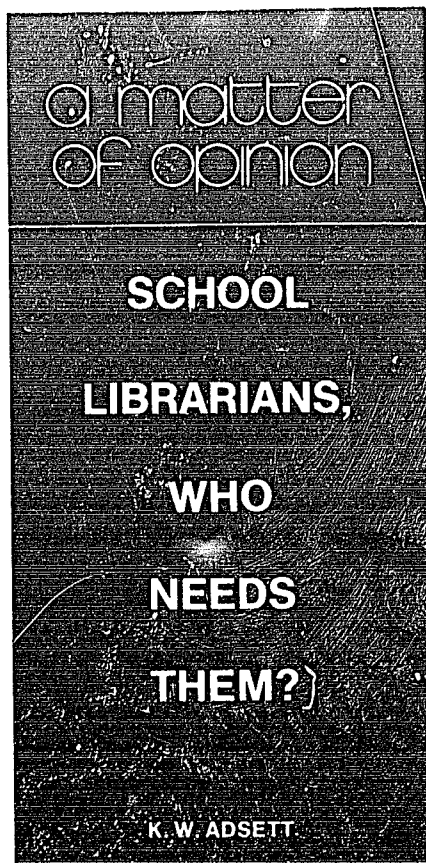
This impression may have been well founded years ago, but no longer. If I have described the librarian in your school, she is there because you have not demanded anything better.

There are many extensive lists available of what services might be expected of school librarians, and if the teacher is not demanding these services, he/she is being shortchanged.

Ask your school librarian to help plan your next unit of work; he/she should be able to provide some very useful advice and materials — not just books, but all forms of audio-visual materials, community resources, and techniques for using them.

The librarian should be familiar with all areas of study being undertaken in your school and should be able to co-ordinate your efforts with those of other teachers in the school.

If your librarian is unable to provide this service, look to the second item. Too often the position of school librarian has been given to dear little old Miss A. She has only five years until she retires, and the kids are getting a bit too much for her to handle, so let her while away her last few years in semi-retirement as librarian.



Or perhaps it is your Miss B., who realizes there is more to librarianship than shelving books, but how can she get around to visiting the teachers, selecting and purchasing materials, working with students, researching information, etc., etc., etc., when she must hold the fort all the time the library is open?

Or it might be Mr. C., the vice-principal, who acts as school librarian on one of his three mornings set aside for administrative duties. The fact that he has no formal training in librarianship or that he has not taken the trouble to do any research reading as a background for the work does not seem to bother him. 'Fools rush in . . .'

If you are not getting the service you deserve from your school librarian, it is your professional prerogative to make your complaint known and to bring pressures to bear that will correct the situation. Your school librarian should be qualified as a teacher and as a librarian and must be given sufficient help and time to make full use of his/her specialized skills.

Perhaps your situation is no school library at all. It has been known to happen! Too often administrators, through previous 'bad' experiences have failed to see the real value or potential in a really good school library

The writer is a school librarian at Victoria's Oak Bay Junior Secondary School.

program, and in their wisdom and authority have seen fit to give higher priority to a new gymnasium and professional basketball coach or renovations and new carpets at the Administrative Centre.

Or perhaps your administrators have been frightened by one of several films of recent years that picture the school library as a resource center of 21,000 square feet, a full-time staff of three librarians and six aides in a science-fiction-like array of expensive technical equipment and materials.

The point is often lost that these are almost exclusively experimental projects funded by huge federal government and private or industrial grants. They are really the testing ground for new ideas and concepts that can be scaled down and adapted to the other 99% of the nation's schools.

In any case, unless there is pressure from informed and enlightened teachers and parents, it is unlikely that more, better-equipped libraries will be built in our schools.

The librarian is an essential element in any modern school and should be considered indispensable by the rest of the staff. If this is not the case, who is to blame?

The librarian may be to blame for not having adequate training in the field or not keeping up-to-date in latest developments.

The teacher may be to blame for not being aware of the services he/she can expect and not demanding that these services be provided.

The principal may be to blame for not making provision in his/her budget for adequate library staff, facilities or materials, either through lack of teacher demand or through his/her own ignorance.

The senior administration may be to blame for not providing the leadership and encouragement to ensure that school libraries are adequately staffed and equipped, and that the full potential of the facilities are realized.

It seems a rather ironic twist of our school system that a certificate entailing X years of study and experience is required for most maintenance and custodial tasks, but the school library, which contains \$150,000 worth of equipment and materials and has an annual budget of \$7,000 plus, and which should be the heart of any school, is often left to the care of an untrained and inexperienced teacher, aide, or parent-volunteer.

If you aren't getting the school library service you deserve, who is to blame? **لحن**

Signets for young adults.

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DID YOU ENJOY . . .

the long, cold, wet summer? The question is addressed to those of you who didn't (a) go to the Olympics, (b) take in a Bicentennial celebration, or (c) travel in almost any direction away from the damp and chill. As a stay-at-home, I took advantage of the foul weather by catching up on my reading. One surely can't complain when so many good books were available, such as *The Eagle Has Landed*, by Jack Higgins; *The Vancouver Book*, edited by the peripatetic Chuck Davis; *The Reminiscences of Doctor John Sebastian Helmcken*, splendidly edited by Dorothy Blakey Smith; a new Mary Stewart, *Touch Not The Cat*; and many, many more. I feel sated.

BACK TO THE GRIND . . .

and I hasten to urge all my readers to seek out the September issue of *Harper's*, where there appears a timely article by Gene Lyons, 'The Higher Illiteracy — on the Prejudice against Teaching College Students to Write.' This is a most cogent piece on the disastrous state of English teaching in American (and, by extension, Canadian) colleges and universities. Accompanying the article is a shorter essay, 'Masters of Babble — Turning Language into Stone,' by James P. Degnan, who gives his attention to the horrible jargon that invades textbooks and other 'required readings,' and is, in turn, effortlessly churned out by graduate students. There is a stark warning to all teachers of secondary school English contained in each of these important articles.

AFTERTHOUGHT . . .

To make a long story short, interrupt!
—C. D. Nelson

EDUCATION

Schooling in Capitalist America, Educational Reform; and the Contradictions of Economic Life, by Samuel Bowles and Herbert Gintis. Basic Books (Can. Agt. General Publishers), c1976, \$9.35

The style is verbose and the repetitions are unnecessarily cumbersome, but nonetheless, the volume will challenge all, excite some, and possibly disturb or disappoint other teacher-readers. The development of advanced capitalism in the United States — it does not respect national frontiers, and the emergence of two groups: an increasingly small percentage of capitalist owners as the dominant group and the fragmented, alienated working classes as the subordinate group, are carefully documented themes.

Parallel to the evolution of this vertical hierarchy, the schools have developed their own pyramid — superintendents and principals as managers at the apex, teachers as dominated and as controllers in the middle, and students as always the subordinates in the basement. Because of the introduction of so-called business efficiency and management methods in the last 50 years in education, the decision-making powers of teachers have been further seriously eroded. Business experts and educational efficiency enthusiasts have seized control of curriculum, evaluation, counselling, selection of learning materials and even teaching methods.

The schools, the authors insist, neither add to, nor subtract from the gross inequalities, the glaring inconsistencies and the irrational contradictions of advanced capitalism. At the same time, while schools socialize most students to accept their fate as powerless, wage-earning workers, some students do reject the system. They become the logos around which minor reforms are initiated. The school is the one social institution that possesses minor generative capacities.

The message to hard-pressed B.C. teachers may be stark and clear. The owners-managers of property maintain advanced capitalism by exercising political, not economic, control. Similarly, the present school system is maintained because political control also rests in these same hands as well as among those who have been promoted as the educational managers.

Where does the teacher stand? One route is to reject Bowles and Gintis; perhaps the easy one, until one ponders the contradictions and the anxieties that now logjam what were once normal school operations. Should one not seriously question the efficacy of this route?

The other is hard. It is to become active, to develop in colleagues and students systematically and imaginatively the capacity for co-operative decision-making and power-sharing, and thus to weaken progressively the power of those who presently control economic life. Education is political and this is the message.

Where does the teacher stand? No longer just in the classroom, according to Bowles and Gintis. — John Church

EDUCATIONAL TRENDS

The Teacher and His Philosophy, by John P. Marshall, Professional Educators Publications, Box 80728, Lincoln, NB 68501, c1973. Paper, \$1.75

Concepts and Theories in Sociology of Education, by Keith W. Prichard and Thomas H. Buxton. Professional Educators Publications, c1973. Paper, \$2.25

Alternative Schools: The Development of Options in Public Education, by Vernon H. Smith, Professional Educators Publications, c1974. Paper, \$1.75

Here are three from a series of at least two dozen small books on current educational issues. As the various authors inexorably link theory to practice, the series should appeal to a broad audience — to the beginning teacher, the diligent trustee, the questioning parent, all of whom want to uncover a new field, as well as to the more experienced teacher who wishes to extend his/her knowledge. A selective and annotated bibliography at the end will transport those whose curiosity and thirst for further information has been aroused to more scholarly works.

Among the three, Marshall is the least useful. Perhaps the nature of the subject dictates that — a chapter each on idealism, realism, perennialism, pragmatism and

existentialism. In an introduction and conclusion, Marshall convincingly and repeatedly scores with his admonition that the successful and practical teacher has developed a specific philosophy of education and of life. Marshall concedes that for most teachers that personal philosophy is just that, an amalgam selected from several schools.

Prichard and Buxton devote a chapter to providing a rationale for a sociology of education. Things improve in later chapters as the authors explore the concepts of culture, of social stratification, of status and role, and finally that of personality.

Most significant to me were two chapters. The writers stress the future value, achievement and success orientation of most middle class teachers, which inevitably creates conflict with the children and families of minority groups. At the same time, the authors concede that many teachers, particularly the younger, the more emotionally secure, the less socially upward oriented, for example, have transcended their core values and have identified with those groups traditionally isolated from the main stream.

Equally fascinating were the pages that describe various perceptions teachers, principals and superintendents entertain. Each reader will find self and friend as he/she moves from teacher, perhaps as inculcator of formal knowledge or maybe as socializer for students, but on the other hand as creator and innovator, and finally, possibly as sincere generalist.

Smith is the most provocative as he systematically builds the case for and describes alternative programs and schools. He will strike a sympathetic chord with B.C. teachers with his paradoxical observation that while it is the poor and the racial minorities who are deprived by the present monolithic educational system, it is the parents of the affluent and of Anglo-Saxon origin who vigorously and clamorously seek public alternatives. Delightful phrases adorn Smith's pages: 'The media have won the race to dispense information, but the school ignores this and keeps on running.' 'Jet-age research, covered-wagon education.' 'We are expecting an educational system rooted in the nineteenth century to solve twentieth and twenty-first century problems.'

Few teachers who pick up this volume will have enough fortitude to put it down before reading to the final statement on p. 75 that it is better psychologically to select one's own education than to submit to someone else's prescription.—John Church

MATHEMATICS

The Calculus with Analytic Geometry Handbook, by Jason R. Taylor, Taylor Associates, c/o 8 Fulton Rd., Lexington, MA 02173, c1976. Paper, \$2.95

As the author explicitly points out in his preface, the intent of this booklet is to provide a convenient summary of the highlights of introductory calculus. It is intended to be used in conjunction with text, notes and homework problems of the particular course the student has undertaken and not to replace them. To this end Mr. Taylor should be congratulated.

The topics considered range from the solution of linear inequalities to integration techniques to power series. The notes are generally concise and the accompanying diagrams clear and relevant. The language

A note about book prices:

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

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

used is quite simple to understand, a most admirable feature, for too often mathematics' literature is incomprehensible to those for whom it was intended. The author's step-by-step summary of important routines with examples, for instance, completing the square, is another desirable feature of this publication. The table of contents and index are extensive and informative.

The major drawback of this handbook is that it goes far beyond our present curriculum's treatment of calculus — it is much better suited to a first year university calculus course, for which I would strongly recommend it. In its present form this handbook seems to be a useful teacher reference, but more for its style than its content. If Mr. Taylor were to produce a similar publication following the British Columbia Math 11-12 curriculum, a great many teachers and students would be indebted to him.—Steven Gergel

SOCIOLOGY

Let Our Children Go, by Daniel Jay Baum, Burns & MacEachern, c1975. Paper, no price given

Many books in the last 15 years have criticized and condemned youth for a multiplicity of shortcomings. This book takes a serious, hard look at society's abuse of youth.

Professor Baum, a lawyer by training, supplies ample proof of how society constantly denies young people the opportunity to develop to their full potential as individuals.

Struggling against conformity encrusted by tradition, poured into stereotyped molds (boys will take regular jobs, girls will become housewives and mothers), disillusioned by the false prospects of education, today's youth finds life meaningless and unmotivated, maintains the author.

Desiring to educate for literacy in a technological society, 'modern day liberals' also wanted to educate the young for jobs, to free people from hard labor for an age of leisure and affluence wherein even the poor and downtrodden would benefit from the 'benevolent hand of a democratic state.' But, according to Baum, the liberal reformers failed

to achieve their goals for three reasons: (1) The poor were not destined to share in the new wealth of opportunity; (2) Public education became removed from the world of jobs; and (3) Public education had little to do with educating people to life. Hence the author states remorsefully, it was possible with hundreds of thousands of dollars to develop a highly skilled nuclear scientist — with the emotional make-up of a twelve-year-old.

The three institutions impinging on youth negatively, Baum believes, are the family, the public school system and the state. Their chief aim is to control the young. Control is often for its own sake, the individual interests of the child are rarely examined.

Professor Baum proposes that we give youth a respectable place among people; recognize their legitimate rights before the age of majority; give youth freedom to make choices — even if these involve mistakes; create meaningful, creative jobs; allow for alternatives to the nuclear family, for example, mothers living communally; recognize and grant individuals control over their sexuality — access to abortion, contraceptives and availability of, and openness to, sexual relationships. In addition, the state must take the initiative in controlling television. Nowhere is hypocrisy as blatant as in government's aid of commerce via television. It is the most destructive, insidious means of manipulating a whole generation of puppet consumers.

In his conclusion, Baum admits that freedom cannot be given. 'Only the conditions can be created which might make it easier for people to seize their freedom.'

There is much that everyone will agree with; however, some of the solutions will not strike responsive chords. For example, Baum's chapter on 'A Sexual Revolution' and his contention that 'From the standpoint of a healthy society it might be better if there were more open rebellion' rather than youth's 'reluctant conformity.'

Professor Baum is a perceptive analyst and gifted writer. He has served as a communications consultant to the Ontario and Federal Canadian and U.S. governments, worked for the Science Council of Canada and has written extensively on the housing market, aging, youth and the labor force. The concise, terse style and sensitive social conscience are appreciated. I am sending my copy of *Let Our Children Go* to my M.P. with a request that he read especially chapter 7: 'Television — Children Unwanted.'

Educators, legislators, parents, pastors and students (say Grade 11 and up) will find this controversial, well-documented book stimulating and readable.—Victor J. Guenther

SPORT

For the Love of Sport; A Guide for Parents of Young Athletes, by Renate Wilson, J. J. Douglas, c1975. Paper, \$5.95; cloth, \$10.95

Three cheers — a truly Canadian book on sport psychology and physiology. *For the Love of Sport* deals with the problem of Canadian children in sport and uses Canadian athletes in illustrations.

This book should be particularly noteworthy for B.C. librarians. A perusal of the acknowledgements indicates that members of the B.C. sports community have had the major input into this book.

The book deals with practical problems — diet, injuries, cost of equipment, facilities and

travel, officiating and coaching. It also discusses the emotional side of sport — 'how children know it's a game and how parents and coaches sometimes forget this fact.' It does not condemn current practices in sport, but offers constructive criticism.

A very good chapter titled 'Pot of Gold' discusses athletic scholarships and gets into such important ideas as 'whether your academic credits in an American university can be transferred to a Canadian one, should you wish to continue your education at home.'

Other interesting chapters deal with handicapped athletes, the legal rights of athletes, and women in sport — pleasingly titled 'Ladies Don't Sweat — Or Do They?'

But enough — as you have undoubtedly gathered by now, I am highly enthusiastic about *For the Love of Sport* and recommend it to all elementary and secondary coaches, all principals interested in sports programs, all local sports officials and organizations, all parents with children involved in organized sport and all secondary school athletes.

Congratulations, Renate Wilson, for a thorough appraisal of children in sport! —Judy (Henrichsen) MacLeod

VALUES

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, et al. Hart Publishing Co. (Can. Agt. Gage), c1972. Cloth, \$7.50 U.S.; paper, \$3.95 U.S.

While the recent storms over 'values schools' may have given needed emphasis to the subject of values in education, it is possible that they have also led to an unfortunate categorization of the term. A strictly utilitarian curriculum asks the question 'what?'; values are added when to that is appended 'why?'. There can be no argument that the latter question is at least as important as the former.

This book does not purport to discuss values, much less to delineate them. The subtitle is 'a handbook of practical strategies for teachers and students' and the contents are just that — a set of 79 classroom devices (exercises is hardly a suitable description) aimed at assisting the student to consider and clarify his own value-system. Those teachers

who have discovered and become excited by *Values and Teaching*, by Louis E. Rath, Merrill Harmin and Sidney B. Simon (Charles E. Merrill Publishing Co., Columbus, OH c1966) will give this a particular welcome as adding to the classroom resources for discussion of the topic.

Some at least of the strategies will be familiar: the autobiography, unfinished sentences, brainstorming, diaries, and so on. To these are added a number of interesting variations as well as some truly ingenious further activities. An illustration, 'Rank Order' gives students an opportunity to give a rank to a series of value-laden items, for example; Which is most important in a friendship — loyalty, generosity, honesty? Some 166 sets are given, so there is plenty of scope. In addition, as is often suggested, teachers can use these as examples, changing them or inventing new ones as the occasion requires.

Some shortcomings of the presentation suggest caution. In only some of the strategies is there a suggestion of the appropriate age level, although in a few, suggestions are made for varying age levels. In the hands of an inexperienced or incautious teacher this could be as flammable as exposed gasoline. World War III has broken out; who out of a limited group should go to the fallout shelter? Some of the strategies involve potential nuisance, like writing letters to the editor. Some of them imply an unwarranted invasion of personal privacy, such as, Who comes to your house? or Clothes and values. In most cases ensuing discussion is stressed, though at times one wonders whether the exercise is worth it.

But with all this, the book is a mine of ideas, and will be a set of values in itself to the teacher who remembers to use it with forethought, purpose and discrimination. —Phillip J. Kitley

VISUAL AIDS

Visual Aids for the Teaching of Chinese History.

Last summer, the British Columbia government funded a two-month project to report on available audio-visual materials for teaching Chinese history, and to produce a file of accessible maps, drawings, diagrams and

photos useful for teaching 19th and 20th century Chinese history. Both the Report and the file are now completed.

The Report includes a summary of commercial and non-commercial (Institutional) sources of audio-visual materials, as well as reference works on the subject. It also contains a section on methods of reproduction available, including details on cost, mechanics of reproduction, etc. The Report is available on loan from *China Resources*, the B.C. Education Department Library and the Asian Studies library.

The file is comprised of 6x4 in. index cards on which are references to maps, diagrams, paintings and pictures available in the LIBC libraries for reproduction. The time focus of the index is 1842-1949. Materials on the post-1949 period were not dealt with because they are readily available. The themes of the materials selected are as follows:

(a) photos, rural and urban social and economic life, including street scenes, guild halls, farm tools, secret societies, etc.

(b) photos, 19th and 20th century leaders, such as Wang Ching-wei, Li Hung-chang and the various warlords.

(c) maps and diagrams, political and military, such as maps of peasant rebellions, the development of regional armies, expansion of foreign influence, growth of the CCP Soviets, etc.

(d) maps and diagrams, social and economic, such as marketing systems, railroads, language dialects, minority groups, patterns of industrial development, etc.

Information on the filing system and the organization of the index cards themselves is available either with the index cards, or at the end of the above-mentioned Report. The file itself is being kept at the *China Resources* office, Room 374, Buchanan Bldg., UBC.

Unfortunately, no funding has yet been made available for the reproduction of the materials indexed, nor has a central library for audio-visual materials yet been established. It is hoped that a library of such slides, transparencies and cassette/filmstrips will soon be established so that various audio-visual materials will be available on loan. The report and file are available for free use. —John Malcolm Smith, History Department, UBC



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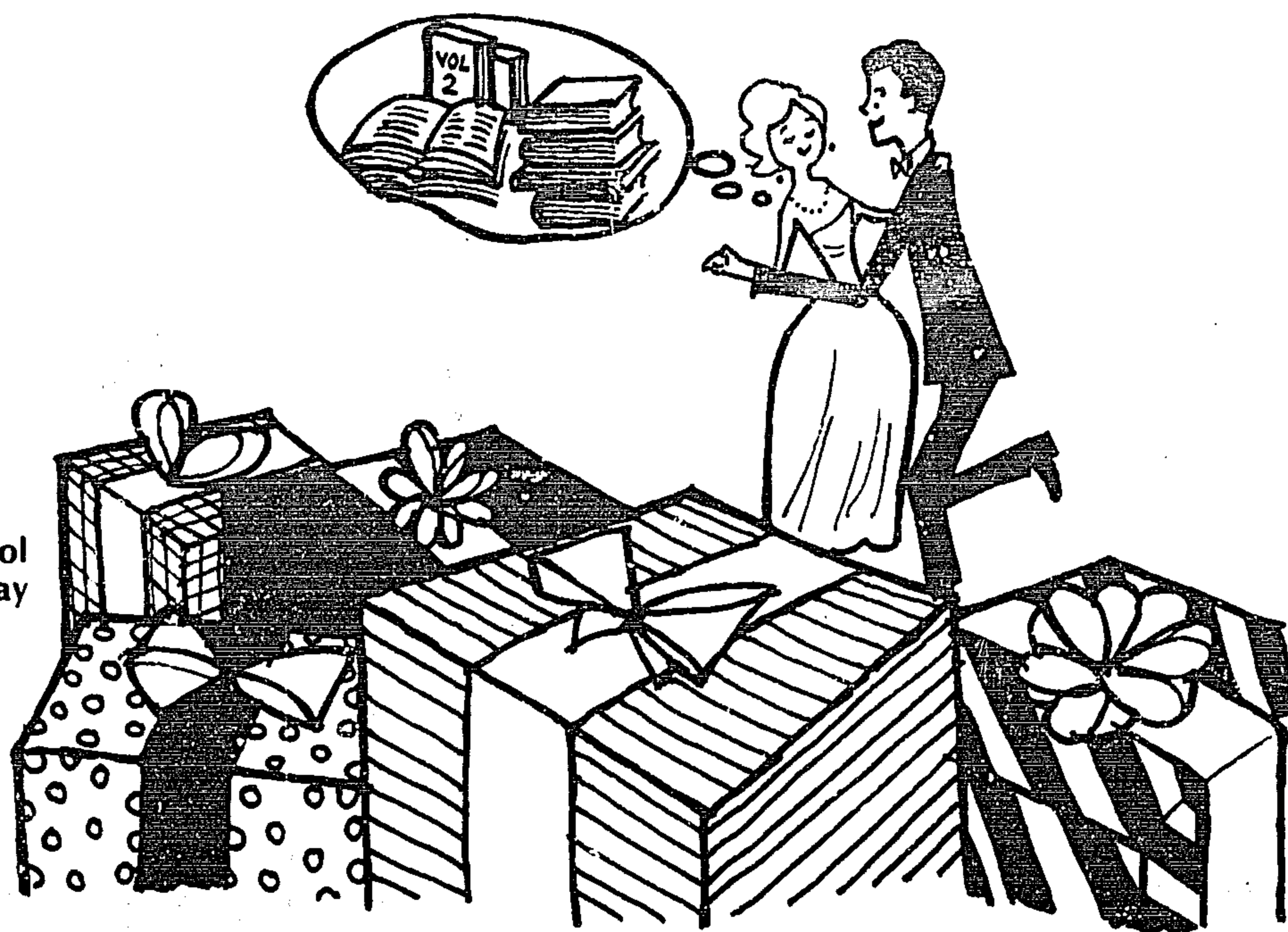
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THE BOOKS SOCIAL

An 18-year-old teacher in a log school needed books, and found a novel way to get them.

LILLIAN HUNTER



■ No books. No books. Those two words haunted me at the beginning of my first teaching year. There were *textbooks* in the little log school at Finmore, but no *books*!

I decided that as soon as I got my feet under me, I was going to raise some money for library books. But how?

I pondered this question for days and weeks, but couldn't come up with a practical plan. Finally, I decided to ask my landlady for her opinion, for she knew the district far better than I.

'That's easy, little teacher,' said she. 'Hold a box social in the school.' There was no hall in the tiny community so all dances, meetings, etc., were held in the schoolhouse.

She explained to me what a box social was, and said it was the best money-maker she could suggest in those depression days. 'You might even make 50 dollars,' she added.

As a shy 18-year-old, I had never convened a dance before, but I knew that I must accept the challenge if my boys and girls were to have a library.

The first thing was to make a colorful poster and tack it on the front door of our little post office. Everyone must know about this event.

What about music? I learned that an elderly farmer was a fine fiddler and usually played for the local dances. Yes, he would be delighted to play, and, what's more, he wouldn't charge a penny.

Refreshments would automatically be taken care of by the ladies' box lunches. Except the coffee, and my landlady volunteered to look after that end of things.

Now for the boxes. The custom was that each lady would get a box — a shoe box would be ideal — and decorate it as attractively as she could. Imagination was the keynote here!

On the day the box would be packed with a bountiful and delicious lunch for two — sandwiches, fried chicken, pickles, cookies, cakes — the works. The fun of it was that these boxes were to be decorated and packed in absolute secrecy. No husband or boy friend must have any idea what his lady's box lunch looked like. At intermission time, the boxes would be auctioned off to the highest bidder.

Anticipation mounted as the days went by. It seemed that everyone in Finmore loved a box social. The older children and I decorated the school.

Finally the night arrived. All the families in the district came en masse — parents, grandparents, children. Babies were put to sleep on a bench at the back of the room.

Our fiddler tuned up, and soon everyone was dancing with the greatest joy and abandon. How those people loved to dance! Waltzes, polkas, two-steps, brownies. Round and round we went on the rough floor.

Part way through the evening, the door opened and in walked half a dozen young fellows, one of them carrying an accordion. Someone had told them

about the dance, so they had decided to come on the 10 o'clock train from Prince George.

They turned out to be Swedish tie hackers — makers of wooden railway ties.

Well, that young man with the accordion marched up to the fiddler, and started to play. Exactly what was needed! The room rang with the lively music, which now had more volume.

After three hours of dancing, it was time to auction the boxes. Our auctioneer was born for the part — and was a comic to boot. He started each box off at a dollar, and let the men go on from there.

Sometimes he would say, 'This here's our teacher's box. Yes, sir, this has got to be it.' Apart from my pupils, I was the only single girl in the district!

When he held my turquoise and silver creation aloft, I kept a poker face. But someone must have tipped off those tie hackers. They began to outbid each other, and my box lunch was sold for \$25! I was overwhelmed, especially since the other boxes went mainly in the two to five dollar range. Three men paid ten dollars for their wives' lunches.

The whole evening was an outstanding success. We cleared \$90, which, in those austerity times, was beyond my wildest dreams. I knew that the Department of Education would match that amount.

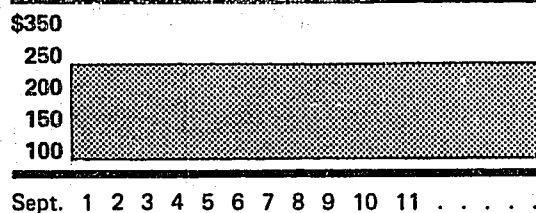
We danced until dawn, when a very tired, but very happy, young teacher tumbled into bed to dream of books, books and more books. o—

The author, a former teacher, has written for the magazine previously.

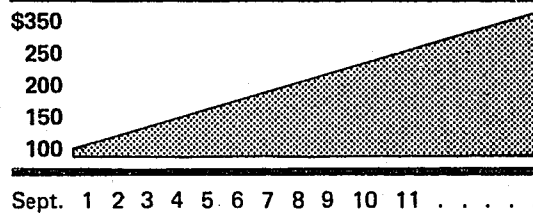
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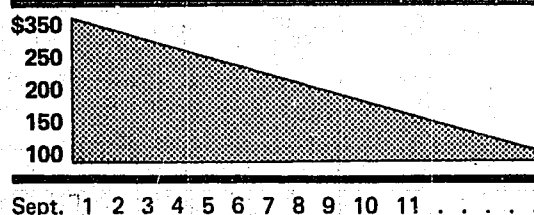
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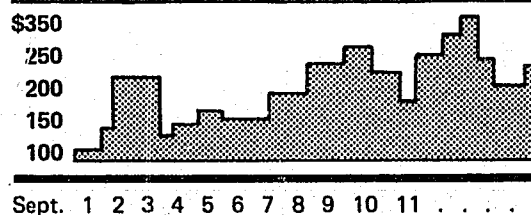
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5	122.38	521.06	10.42	1,521.06
6	133.09	654.15	10.90	1,654.15
7	144.74	798.89	11.41	1,798.89
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4	2,400.00	208.55	464.51	2,864.51
5	3,000.00	279.34	743.85	3,743.85
6	3,600.00	356.26	1,100.11	4,700.11
7	4,200.00	439.94	1,540.05	5,740.05
8	4,800.00	530.95	2,071.00	6,871.00
9	5,400.00	629.88	2,700.88	8,100.88
10	6,000.00	737.53	3,438.41	9,438.41

Based on current interest rate of 8³/₄% and annual interest earned left to compound.

*Rates subject to change

HOW TO PARTICIPATE

- Leave postdated cheque at your nearest Co-op office. Receipts will be issued as each cheque becomes due.
- Authorize a monthly deduction from your salary cheque to be paid into your account in the Co-operative.

For more information on these 'Co-op' savings services or to obtain a membership application form, contact your nearest Teachers' Co-operative Office.

TEACHERS' INVESTMENT AND HOUSING CO-OPERATIVE

VANCOUVER
205 - 4255 Arbutus St.
Vancouver V6J 4R1
Telephone 736-7741

206 - 2235 Burrard St.
Vancouver V6J 3H9
Telephone 736-7741

VICTORIA
206 - 3400 Douglas St.
Victoria V8Z 3L5
Telephone 385-3393

NANAIMO
3 - 87 Wallace St.
Nanaimo V9R 5A8
Telephone 753-3402

KELOWNA
1133 Sutherland Ave.
Kelowna V1Y 5Y2
Telephone 763-4916

PRINCE GEORGE
130 - 1460 6th Ave.
Prince George V2L 3N2
Telephone 562-7213