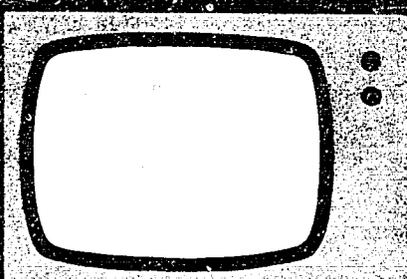
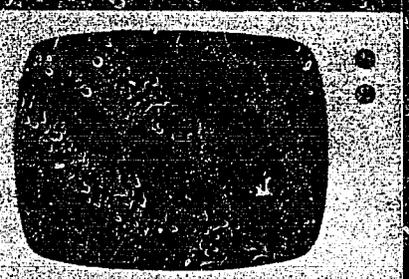
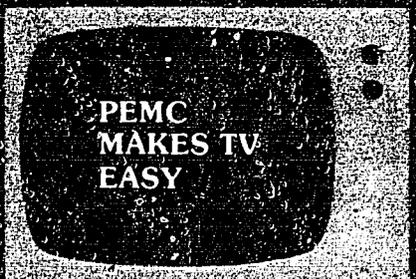
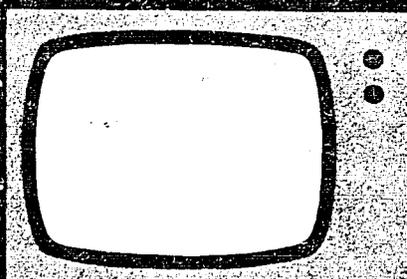
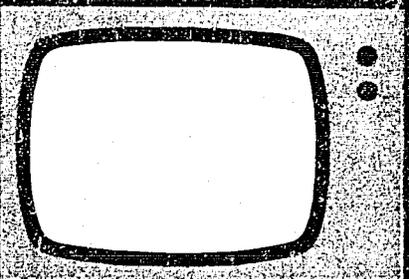
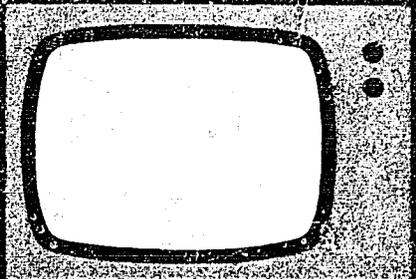
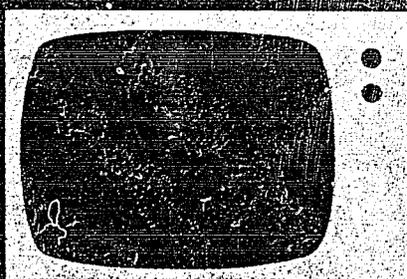
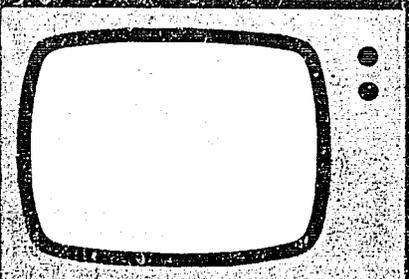
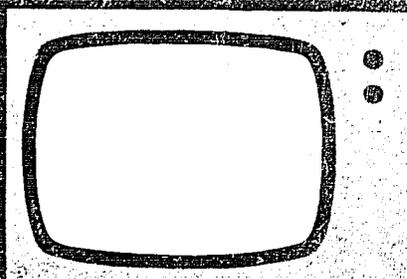
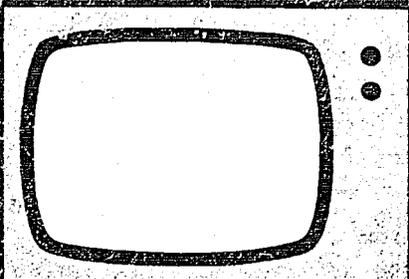
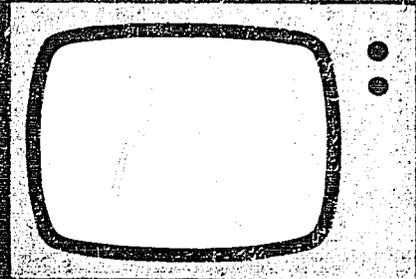
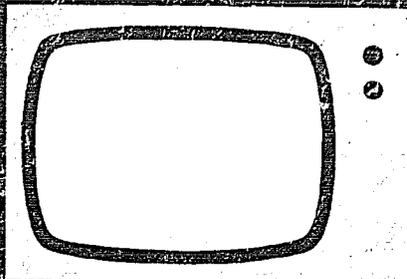
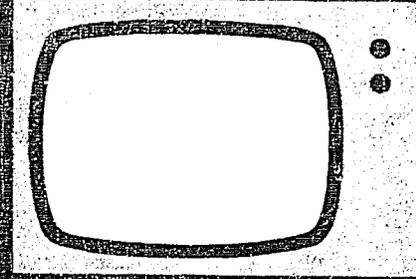


B.C. TEACHER

September-October 1977 Volume 55 Number 1



mom says

**“HONESTY
IS THE BEST POLICY”**

she's right of course
— so here goes

**TRIAD
IS THE CHEAPEST PLACE TO BUY
A NEW CAR OR TRUCK
HONESTLY**

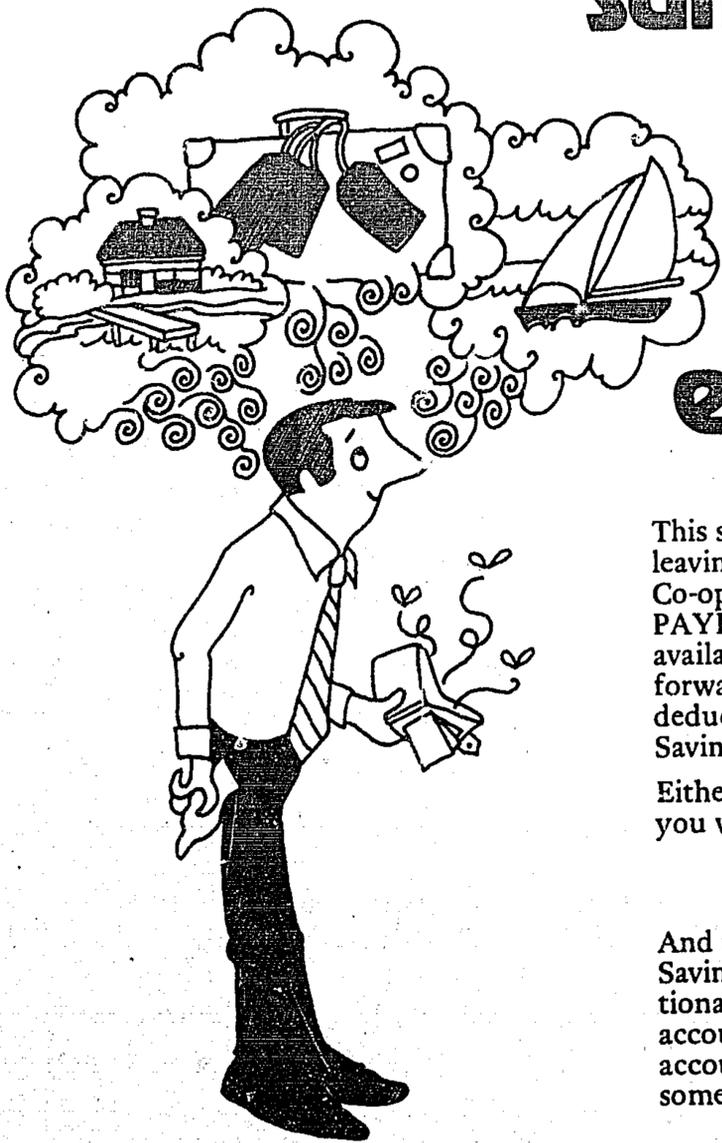
TRIAD



See Bill or Maureen Stonier or Bob Sibson
240 - 1070 West Broadway, Vancouver, B.C.
Telephone: 732-7833

Winter Hours:
Tuesday to Friday 9.30 a.m. - 5.30 p.m.
Saturday 10.00 a.m. to 4.00 p.m.
Closed Monday

Have your summer holidays left you a little "financially embarrassed"?



This school year, plan a systematic savings program by leaving POSTDATED CHEQUES with your Teachers' Co-operative office or by registering for the Co-op's PAYROLL DEDUCTION SAVINGS PROGRAM, if available through your School Board. A receipt will be forwarded to you as each postdated cheque or payroll deduction is invested into your Regular Investment Savings Account.

Either method is easy and convenient and can provide you with 12 monthly pay cheques per year.

And remember... the Co-operative's Regular Investment Savings Account offers an interest rate that is traditionally higher than rates offered on such similar accounts as premium savings accounts, non-chequing accounts and Plan 24 accounts... and that's not something to be financially embarrassed about!

TEACHERS' INVESTMENT AND HOUSING CO-OPERATIVE

VANCOUVER: 205 Arbutus Village Square, 4255 Arbutus St., Vancouver, B.C. V6J 4R1 Tel. 736-7741
206 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9 Tel. 736-7741

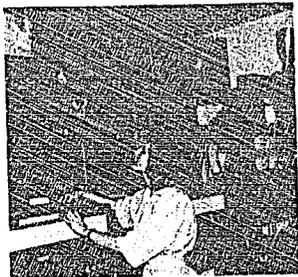
VICTORIA: 206 - 3400 Douglas St., Victoria, B.C. V8Z 3L5 Tel. 385-3393

NANAIMO: 3 - 87 Wallace St., Nanaimo, B.C. V9R 5A8 Tel. 753-3402

KELOWNA: 1133 Sutherland Ave., Kelowna, B.C. V1Y 5Y2 Tel. 860-3567

PRINCE GEORGE: 130 - 1460 6th Ave., Prince George, B.C. V2L 3N2 Tel. 562-7213

Offices in Edmonton, Calgary and Winnipeg



COVER STORY

To mark the 25th anniversary of television in Canada, we have devoted this issue primarily to TV. Our writers examine the major changes TV has made in our lifestyles, the well studied effects on children, the ways two school districts use TV to improve education, the very useful role the Provincial Educational Media Centre plays in assisting school districts with their TV requirements, and a proposal that students study TV as a medium, rather than merely use it to study other topics. In short, a comprehensive look at one of the most influential communications vehicles ever developed.

EDITOR AND BUSINESS MANAGER
 KENNETH M. AITCHISON
EDITORIAL ASSISTANT
 PATRICIA W. DENHOFF

9 From our Readers

10 Television 25 Years Later

Pat Denhoff/*An introduction to this special issue.*

12 Living in a Television Culture: Notes from the Future

Dr. Roy Bentley/*Looking back at society in 1977, we see that TV had altered the lifestyle of the people, but they did not realize it.*

16 What TV May be Doing to Kids

Geoffrey D. Potter/*Children are being duped by TV. Society is not the way TV portrays it, but most kids believe TV.*

20 How Kamloops and Campbell River Use Television

Annette Croucher/*Kamloops and Campbell River were among the first districts in B.C. to use TV. A pair of articles look at how the two districts use TV today.*

25 PEMC Makes TV Easy

Annette Croucher/*The Provincial Educational Media Centre is an up-to-the-minute, efficient operation that makes possible much of the educational television in the province.*

27 Kids Should Study TV — Not Just Watch It

Daniel Wood/*What's more basic for kids than TV? Then why don't they study it instead of using it to study other things?*

31 New Books

C. D. Nelson

PHOTO CREDITS

Pp. 2, 11, 15, 16, 20, 21, 22, 23, 24 — Annette Croucher; pp. 2, 17 — BCTV; pp. 13, 28 — RCA; pp. 18, 19, 25, 26, 28, 29 — PEMC; pp. 27, 30 — CKVU-TV.

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

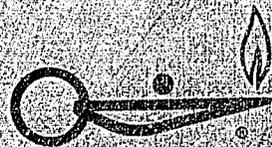
The B.C. Teacher is indexed in the Canadian Education Index.

Back issues of The B.C. Teacher are available in microfilm from Micromedia Limited, Box 34, Station S, Toronto, Canada M5M 4L6.

EDITORIAL OFFICE: #105-2235 Burrard Street, Vancouver, B.C. V6J 3H9. Published five times a year at the 1st of October, December, February, April and June. Advertising copy received up to the 20th of August, October, December, February and April.

Notice of change of address stating both old and new addresses should reach the editorial office at least one month before publication.

Annual Subscription \$4.50



ADDRESS

Fiji

(B.C.T.F. members and their families only)

Enjoy a delightful week at the Pacific Harbour Resort — lively floorshows, dining and dancing, Fijian firewalking and late night barbecues, tennis on floodlit courts, golf on an 18-hole championship course, marlin fishing, horseriding, bush walking, sailing, waterskiing, snorkelling, daytime and sunset cruises, road and river trips. Not to mention miles of golden tropical beaches. Fiji — the perfect winter retreat!

Depart Vancouver **Return Vancouver**
Thur., Dec. 22 at 3:30 pm Sun., Jan. 1 at 8:45 pm

Tour Costs include round trip airfare and accommodation:
Each of 2 — \$920.00 + \$8.00 Can. departure tax.
Each of 3 — \$885.00 + \$8.00 Can. departure tax.
Single basis — \$1020 + \$8.00 Can. departure tax.

Hawaii

Ventra is pleased to offer two exciting getaway flights to Hawaii this Christmas.

Depart Vancouver **Return Vancouver**
Dec. 21 at 6:00 pm Jan. 2 at Midnight

Depart Vancouver **Return Vancouver**
Dec. 22 at 10:00 am Dec. 31 at 11:30 pm

Tour Costs depend upon your choice of ground arrangements and hotel packages. Please call Ventra for complete details. *Limited space is available so hurry and book now.*

Australia and New Zealand

(B.C.T.F. members and their families only)

As a different and exciting alternative, make your getaway down under this Christmas.

Sydney, Australia:

Depart Vancouver **Return Vancouver**
Wed., Dec. 21 at 4:00 pm Mon., Jan. 2 at 8:45 pm

Round Trip Airfare (including tax and insurance)
Adults \$890.20; Children (2-11) \$445.10;
Infants (under 2) \$88.70.

Auckland, New Zealand

Depart Vancouver **Return Vancouver**
Wed., Dec. 21 at 4:00 pm Mon., Jan. 2 at 12:55 pm

Round Trip Airfare
Adults \$828.50; Children (2-11) \$414.25;
Infants (under 2) \$82.70.

Reservations are now being accepted for Ventra's Christmas programmes. Phone or write today!

California

Sunny southern California is a vacation paradise for all the family. Ventra is offering complete package tours to Disneyland, San Diego and Disneyland/San Diego combined.

Included in Tour Costs:

- round trip airfare between Vancouver and destination point
- coach transfers between airports and hotels by charter buses
- hotel portorage and state taxes
- accommodation for duration of stay at the Anaheim Hyatt House in Disneyland and the Hanalei Hotel in San Diego, both first class hotels ideally located in the centre of recreation and entertainment facilities
- some sightseeing

Tour Costs	EACH OF 2	EACH OF 3	EACH OF 4	SINGLE	CHILDREN (under 12)
DISNEYLAND DEC. 26 - JAN. 02 (7 nights)	\$325	\$285	\$265	\$425	\$160
SAN DIEGO DEC. 22 - DEC. 29 (7 nights)	\$310	\$295	\$275	\$385	\$140
DISNEYLAND/SAN DIEGO DEC. 22 - DEC. 30 (8 nights)	\$350	\$315	\$295	\$450	\$165

Plus Can. and U.S. departure taxes amounting to \$11.00 per person.

More package tour ideas

Las Vegas

Christmas Tour: Dec. 25 - Dec. 29 — \$259 each of 2
New Year's Tour: Dec. 30 - Jan. 2 — \$239 each of 2

Ski Heavenly Valley

Dec. 26 - Jan. 1 — \$289.00 each of 2
4 Nights Reno and 2 Nights Tahoe

Dec. 26 - Jan. 1 — \$229.00 each of 2

Phoenix/Scottsdale

Dec. 24 - Dec. 31 — from \$359.00 each of 2

Add \$11.00 airport taxes to all the above prices.

Prices are based on air fares, hotel tariffs and rates of exchange at the time of printing and as a result are subject to revision in the event of any alterations of said rates, fares or tariffs.



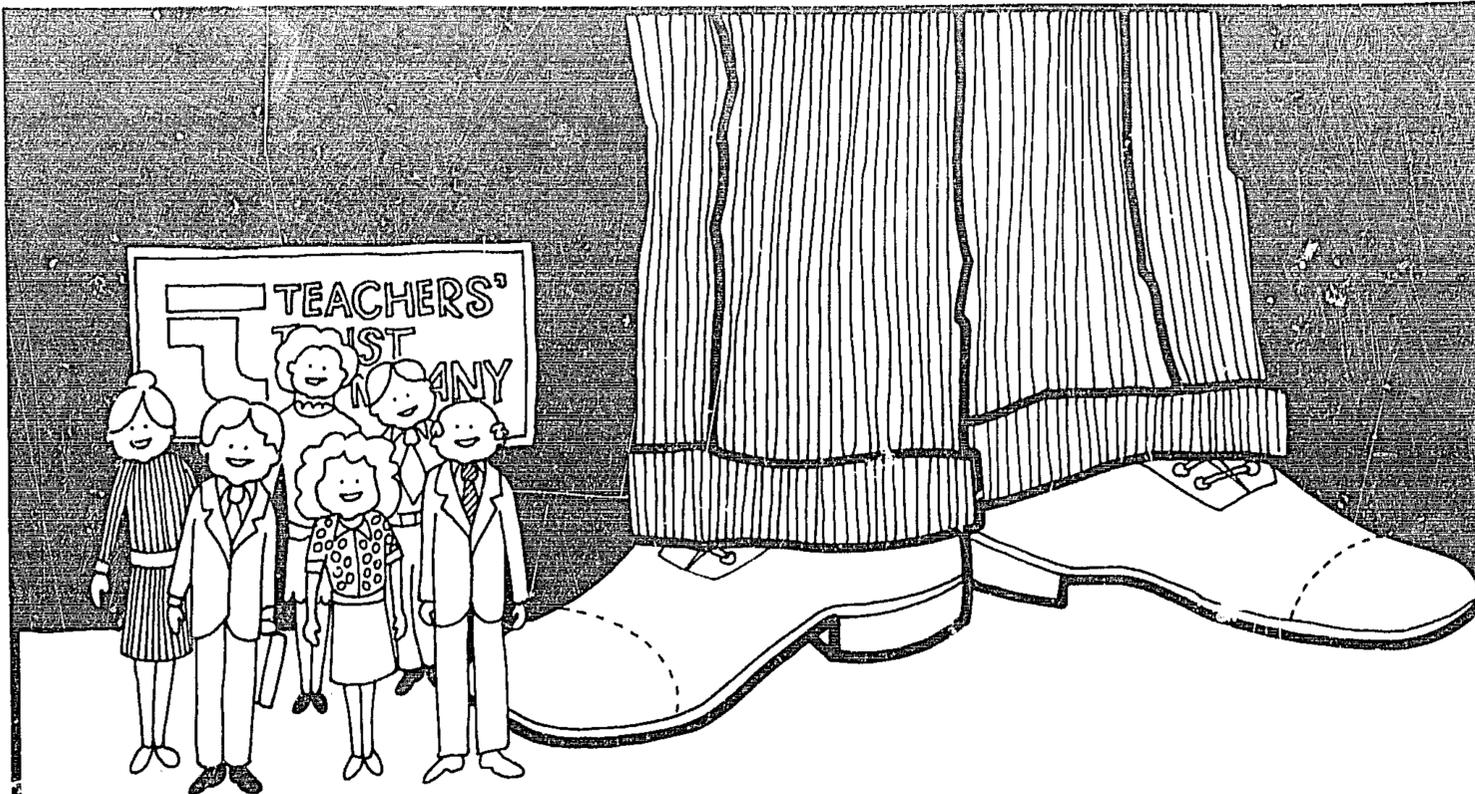
**VENTRA
TRAVEL
SERVICES LTD.**

1836 West 5th Avenue at Burrard, Vancouver, B.C. V6J 1P3
Telephone: (604) 732-1321
Toll free line for B.C. 112-800-663-3143

a wholly owned subsidiary of Teachers' Investment and Housing Co-operative



'the pause that refreshes!'



WE'RE A SMALL TRUST COMPANY...

**BUT WE OFFER ALL THE ESTATE,
TRUST AND AGENCY SERVICES OF
A BIG COMPANY.**

AND WE'RE APPROACHABLE...

your inquiries are welcome without obligation and no minimums are necessary.

Teachers' Trust can help with your Estate and Financial Planning, Will Planning and Estate Administration. This can ensure the preservation of your capital, a comfortable retirement, maximum protection and security for your dependents and peace of mind for yourself.

Teachers' Trust agency services can help you with money management in many ways ranging from investment advice to simple accounting and safekeeping of securities.

We're your Trust Company and we're here to help.



Lower Mall, Arbutus Village Square,
4255 Arbutus, Vancouver, B.C. V6J 4R1
Telephone (604) 736-5631

A subsidiary of Teachers' Investment and
Housing Co-operative.

**WE MAY BE SMALL,
BUT WE'RE GROWING!**

"Language Patterns (Revised) works most successfully with a main and upper stream level of children."

Lucy Cox has been teaching language arts at the Grade 1 level for over seven years. Her experience in three Southern Ontario schools covers student populations from various backgrounds. Besides using our program, Mrs. Cox is a part-time Language Patterns (Revised) consultant helping other teachers to implement our program in their classrooms.

Q: Lucy, what is a successful language arts classroom?

A: It's a classroom with an environment which allows children to explore and be successful at all facets of language. Each child in such a classroom is encouraged to develop a positive attitude towards himself and learning by enjoying ample and varied opportunities to read, write, listen and speak. This environment makes a child feel comfortable, which in turn makes application of word attack skills possible in many different ways — whether it be an experience chart, or story, or comic book.

Q: What's your view of the early emphasis Language Patterns places on word attack skills?

A: It's a good thing. In my experience, a child enjoys happy progress through practical utilization of his newly acquired word attack skills because his language environment broadens as quickly as his skills develop. The reason why Language Patterns is so widely successful is because it develops a healthy attitude to learning as early as level 1.

Q: Wouldn't a "see-say" program do the same job as Language Patterns?

A: The biggest problem I encountered in a "see-say" program was the separation between phonics skills and actual reading skills and cementing them into a unified skill at level 1. Children accepted the "sight" method in blind faith until such time as word attack skills were developed enabling them to understand what is said and why. This problem doesn't exist with Language Patterns which uses the "decoding" method with initial stress on sight-letter relationships. By giving them decoding skills, children in Language Pat-



terns are eager to use other techniques in word attack — such as sight words, context clues, picture clues, prediction, and "sounding out".

Q: How about Language Patterns' manageability and flexibility?

A: The guidelines of the program have been well-planned and outlined in each Teacher Resource Book. At the same time the guidelines are not so restrictive as to preclude teacher-made supplements which may be necessary for some children for instance at the beginning stages of level 1. On the whole, I find the program becomes even more manageable and flexible as the child moves on to less controlled reading material.



Give every child

a sound start in language arts.

Language Patterns (Revised)

For an in-depth presentation contact:

School Department
HOLT, RINEHART AND WINSTON OF CANADA, LIMITED
55 Horner Avenue, Toronto, Ontario M8Z 4X6
(416) 255-4491



Q: Which children benefit most from Language Patterns?

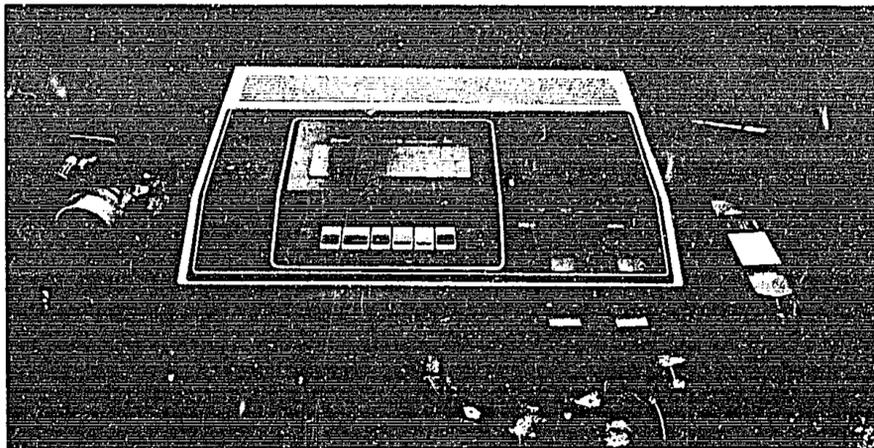
A: It has been my experience that the program works most successfully with a main and upper stream level of children. As a child moves through the reading material in the second and especially third level, the progression of skills moves at such a rate that children who need extensive reinforcement in one skill might be left behind. Again, the pace of the program is up to the individual teacher and he or she must assess each child's weaknesses and strengths when establishing priorities in any program.

Q: Do you find a difference between Language Patterns [Revised] and the older version?

A: Comparing the two versions' reading material, revisions have been made to bridge the gaps between the different reading levels in the "primary chunk". Extensive revisions have also been made in the Teacher's Resource Books which now offer more detail pertaining to lesson aims and objectives. More emphasis has been placed on the creative aspects of the program and the Resource Books offer more material than could possibly be used. This allows teachers with individual styles ample choice in program planning. The outline of the program has been well set and it is at the teacher's discretion to "dip in - dip out" as he or she deems important.

RCA SelectaVision Video Cassette Recorder

ALL THE DESIRED EDUCATIONAL TRAINING FEATURES
ARE NOW BUILT INTO THIS COMPACT VIDEO CASSETTE RECORDER.



- ✓ 4 hour recording capacity on one compact cassette
- ✓ Built-In UHF and VHF Tuners
- ✓ Built-In electronic digital 24 hour clock/timer
- ✓ Remote pause control
- ✓ Memory tape counter
- ✓ Audio dubbing
- ✓ Movie to tape transfer capability
- ✓ Quality engineered
 - Solid die-cast aluminum base
 - Direct drive motor
 - Tracking control
 - Dew indicator light
- ✓ Two optional black and white Television cameras and remote microphone available

THIS UNIT IS DESIGNED AND PRICED TO MEET THE NEEDS OF EVERY EDUCATIONAL INSTITUTE IN THE PROVINCE OF BRITISH COLUMBIA.

PLEASE SEND ME MORE INFORMATION ON RCA'S SELECTAVISION VIDEO CASSETTE RECORDER.

RCA LIMITED
2876 Rupert Street
Vancouver, B.C.
V5M 3T7

NAME: _____

ADDRESS: _____

TITLE: _____

TELEPHONE NO. _____

From Our Readers

NEW CHILDREN'S MAGAZINE

I would like to bring to your attention a new Children's publication called *Canadian Children's Magazine*, published by a teacher-on-leave, Evelyn Samuel, Victoria.

Mrs. Samuel started the magazine as an alternative to the usual comic books and American material that her three school-age children were reading. She stresses Canadian content. For instance, one of her illustrators is a recognized Canadian painter. Another contributor has published several books in Canada.

As well, there are other features in the magazine that children will find interesting and fun to do: crossword puzzles, riddles and contests, to say nothing of the Dwort jokes tucked away in the magazine. Haven't you ever heard of Dworts? Well, dworts like to 'dwink dwater' and play in all kinds of 'dweather'. They're the mascot of the *Canadian Children's Magazine*.

The magazine recently celebrated its first birthday with an issue packed with interesting items for Canadian children from 7 to 12. For example, there was an explanation on how to make Ukrainian Easter eggs, a description of the Hyack Anvil Battery in New Westminster and a feature on Surrey's own Karen Kelsall. Where else could a child see outside and inside a Cree teepee, ready for cutting out and setting up for display? Then there was a mind-bender of an article on 'Nothing' (which was really 'something') and two cartoon serials, all with Canadian content.

The inspiring thing about this magazine is that Mrs. Samuel is funding it herself — privately — and has refused to accept advertising in the magazine. She believes that children should have some reading source where they are influenced, not so

much by commercial content, as by *real* content.

The magazine is dependent on subscriptions for its continuation and reader-support for its funding. It can be ordered from 4150 Bracken Avenue, Victoria, B.C., V8X 3N8. Don't 'd wonder' about it any more — 'dwo' it!

Jack Boulogne,
Surrey

ASSOCIATION DISBANDED

The joint Canadian Authors Association/BCTF 'From a Canadian Viewpoint' has suspended operations indefinitely and can therefore accept no further manuscripts for evaluation for use in school courses or as supplementary reading matter.

The committee reached this decision a little over a year ago, but the occasional inquiry continues to reach me and I am obliged to give this disappointing news to hopeful authors.

I shall continue to answer any letters that reach me but can only continue to tell inquirers that this particular avenue is closed indefinitely.

Betty Millway,
branch president
Canadian Authors Association,
Burnaby.

GOBLE REPLIES

Mr. Lorne Murphy's letter (March-April issue) leaves me feeling that in trying to be brief about the complexities of the 'back-to-basics' issue I have also been unclear.

I assure Mr. Murphy, from personal experience, that among the 'basics' advocates are some who believe that most kids, in public schools, should not be offered any-

thing more than the basic skills needed for low-level employability, and that it was wrong to try to change the school from its selective, differentiating function to the supportive role of developing the social skills, self-confidence and initiative of *all* children. There are people who resent the small degree of equalization already achieved, because it lowers the market value of their children's diplomas. There are people who resent the disturbing effect of the teaching of consumerism, human rights and so forth. These are philosophical and political arguments, and in an open society they should be openly advanced as such.

I am not opposed to the effective teaching of basic skills. I think everyone should have a fair chance to master them, and most of the *objective* evidence shows that the schools are doing a fine job in this respect. But I can't accept that, for anyone, that should be all that is allowed.

As a child I was taught to revere literacy — not by my school, but by my working-class parents. As to the uses of literacy, I learned a lot from my mother's recollection of domestic service, when she was taught (in vain) to pray God to make her content in the station to which He had called her.

That has not made me any kind of doctrinaire, and I peddle no 'isms'. I maintain, in fact, that the school has a moral duty to arm kids with enough critical acumen to doubt dogma and question *all* fashionable orthodoxies — and to do so knowledgeably and rationally, as responsible citizens (even if they never can learn to write elegantly or solve equations). But I do have my biases, and one of them is against anyone who wants to put a ceiling on any child's reasonable aspirations. I do what I do for a living

Continued on page 36



LA9909 *Sexism and the Media*, 8 p. Secondary. \$4.00
LA9910 *Beyond the Stereotype: Exploring Sex Roles*, 35 p. Secondary. \$1.75
LA9911 *Annotated Bibliography of Nonsexist Books for Kindergarten - Grade 12 Readers*, 7 p. \$3.20
LA8205 *Women in the Community*, 7 p. Sixteen black and white photos, questions and activities, bibliography. Primary. \$2.00
 available from lesson aids services, bcif

**THE NEW TREND
IN DEALING WITH ORIGINS**

Let the student be challenged to judge the facts, think independently, and draw his/her own conclusions.

EVOLUTION RE-EXAMINED
P.O. Box 34006, Vancouver, B.C. V6J 4M1

by
 MEMORIAL
ORIGINS
 NO MODELS
 1975

PUPIL

TEACHER

AIDS STORE

TUESDAY TO SATURDAY

#6, 111 ORIOLE ROAD (CORNER OF ORIOLE & E. TRANS CANADA HWY.)
KAMLOOPS, B.C. - 372-2919

"KINDERGARTEN THROUGH GRADUATION"



For the average Canadian 1952 was a good year. Times were simple. Goals were clearly defined. Economically prospects were encouraging.

Among the academic community new philosophies were being enthusiastically discussed and considered and older ones recycled. In the market place new machinery, gadgetry and saleable commodities were being promoted.

Interjected in the midst of both was a creation so unique that it was to blend both the ideology of the academic and the economics of the marketplace to make the greatest impact on the human race since moveable type.

It was television.

In the beginning it was considered by the average Canadian as merely entertainment. It was a conversation piece. Should it be in the living room? Should the children watch it after 7 p.m.? Should one have one at all — a vulgar replacement of good literature?

To quote RCA Consumer Electronics Division: 'In some 30 years the state of the technology has taken a quantum leap — literally to Mars where the television camera has peered at the planet icecap and given our generation the first opportunity in mankind's entire history to investigate whether life does exist, or did exist, beyond our own spaceship earth.'

The writers in this special issue tell us that what we have witnessed in our own time is the ability to see events completely beyond our human limits.

The generation gap can never be closed between those raised pre-tv and post-tv. Television has ushered in a new era complete with new demands, both social and personal; new lifestyles; new tolerances; new prejudices; new attitudes; new perspectives.

For educators it has been either a consuming passion or a constant aggravation. It has promoted fear and exposed laziness of intellect and action. It will continue to do so.

And what of the next 25 years of television in Canada? And the 25 years after that?

'Applications and the variety of the broadcasts themselves will go as far as our brains and imagination will take them,' according to RCA.

It has raised the aspirations of Canadians from the Arctic to the 49th parallel. It is a 20 billion dollar-a-year industry in North America alone. It will adjust to all change and all challenges that people may encounter.

It will continue to educate, entertain and provide leadership at both the lowest and highest levels that reflect human aspirations.

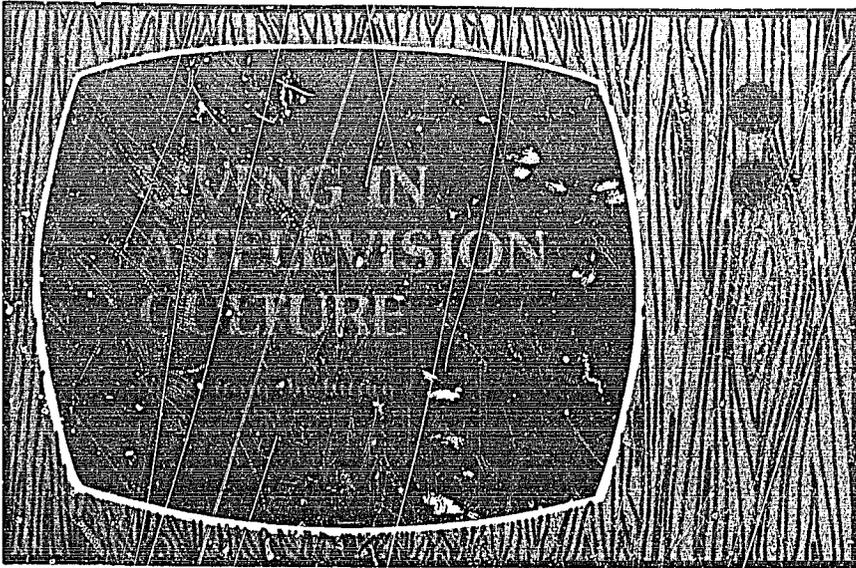
Television is the sum total of what people are and hope to be.

PAT DENHÖFF

TELEVISION 25 YEARS LATER

**This issue covers the past 25 years
of television in Canada . . .
and takes a glimpse into the future . . .
articles review Canada's silver
anniversary of the small screen . . .
and predict its future.**





Looking back at society in 1977, we see that TV had altered the lifestyle of the people, but they did not realize it. In the last quarter of the century TV changed childhood, became the main source of information, and dramatically changed the schools.

DR. ROY BENTLEY

●It was probably not until some time after 1977 that the people of that time realized they had been living in a television culture for the past 25 years.

Certainly, the people of that early electronic age had some vague recognition that the TV set had replaced the family hearth as the focal point of their living rooms. And they seemed to be aware that this instant-on, almost always-on, blue flickering magic box — their new family hearth — actively discouraged rather than promoted family interaction.

But they did not consider the larger and more subtle implications of even this one effect. They seemed to be concerned mainly about the emphasis on violence in many of the programs, the influence of the commercials and the quality of the substance. Astonishing as it may seem to us now, they concentrated on these concerns to the exclusion of almost all other effects and implications.

By 1977 they had adequate evidence from more than 50 studies that the portrayal of physical violence increased the probability of subsequent aggressive behavior by viewers and repeated exposure to violence decreased sensitivity to violence.

But they did not seem able to make the connection from this one obvious impact of television to the many other less visible influences on behavior. Some critics expostulated about sex or race stereotyping but, again, attention to these *isolated* effects reinforces the conclusion that the people of that time failed to recognize how television was affecting, or changing, almost every aspect of their lives.

The concern about commercials centered mainly on their effects on children — that, for example, the heavy advertising of

sugar-rich products such as coated cereals or candy worked against the idea of proper nutrition. What was lacking was any general concern that television was in the hands of a nearly \$7 billion language/symbol industry. Various action groups pointed to the statistic that the average viewer was exposed to about 600 commercial messages each week. However, they did not explore in any depth the possible effects and consequences of this 'commercial' saturation:

1. That commercials did pay off, as, for instance, with a 20 per cent increase in sales of a certain dictionary when a TV program, *Laugh-In*, made the sentence, 'Look that up in your Funk and Wagnall,' popular.

2. That commercials by simple repetition implanted conditioned verbal responses that entered the general language repertoire — from an early toothpaste jingle, 'You'll wonder where the yellow went' to 'Try it — you'll like it.'

3. That, because the approach paid off in selling, it was applied to such other realms as politics so the tendency developed to 'sell' the politician as product rather than politics as issues.

4. That commercials developed responses not to needs but to sense — gratification, with the resulting general inability to separate needs and desires.

Adults from the pre-television age (that is, those who had grown up in the '50's or before) quite rightly had some scepticism about the complete effectiveness of this advertising. But they also tended to be blinded by their own responses. For instance, it took a long time for them to realize that while their own attention waned during the commercials, the children's attention heightened. They also failed to realize the implicit appeals to materialistic instincts ('All you need is a new car to make you happy'), to mechanical/medical solutions to life's

problems ('A tablet will enable you to cope with your children when they come home from school'), to *instant gratification* ('This new cosmetic will make you the star of any group').

According to one wag, it was no longer a time of the salesman with a foot in the door; television had introduced the salesman with a foot in one's head. The massive behavior modification being attempted had a more pernicious consequence: as viewers were manipulated to buy, they began to compare results with claims, and instead of becoming just critical they grew *cynical* — cynical enough to distrust any assertion about anything from anyone.

The third concern about the quality of television fare was restricted to relatively small but influential groups of critics. It was clever, or exceedingly perceptive, to talk about the 'trash' that TV offered. For some unknown reason, these critics failed to see that what TV presented was their society at its best, shaped, heightened and embellished in fictional form. Television was giving them their own 'democratized experience,' (as someone labelled it at the time), was laying out and developing their folk culture, was building their new myths and epic heroes and 'literary' symbols.

Certain special programs were applauded and the question was asked why *all* television programs could not be of a similar high level. Few apparently recognized that the genius of television at the time was that it found room for a variety and range of taste, cultivation and education — that it was not the specials but the regular, continuing series of programs that were developing the new mythic consciousness.

More important, however, than the lack of understanding about the far-reaching

effects, in which these three concerns played but a small part, was the lack of real recognition that television had become the most powerful intellectual, social, cultural and political force in history up to that time. One writer, Nicholas Johnson, attempted repeatedly to make this point, and people who listened to him appeared to accept his statement — but they seemed to restrict their efforts for reform to isolated effects such as those mentioned.

On an intellectual level, people must have been aware that television-viewing, for many people, occupied more time than any other pursuit except sleeping. But they did not seem to care — or care enough to take any concerted action — about the implications of this situation, or to be worried that TV had become the major source of information, knowledge and values.

Perhaps there is another reason. Remember that these quite primitive people had somehow within a very short time developed an astonishingly advanced technological society — it may be that they had not developed socially enough to cope with what they had created. In other words, they may not have known what to do about the 'monster,' (as some called TV in those days) they had created.

Their solutions to the 'problems' of television lend some credence to this view. For instance, the usual abjurations, 'Restrict viewing-time' or 'Turn the TV set off' — effective enough if either by then had been possible — show again their lack of recognition of the inevitability of what was happening. Such comments, of course, merely indicate that they did not *know* they were living in a new age. The following *random* examples have been selected to illustrate the unawareness.

Television had altered, within 25 years, their life-styles — but they did not realize it.

An outstanding example of the change — again unrecognized at the time — was the way in which TV had changed and increased the interest in sports. In that third-quarter of the 20th century there were extended discussions on how to help people cope with extended leisure time. While the discussions continued, television, by accident and catering to its own needs to provide programs that would interest people, took over the task. Obviously it did this by providing more fare for the spectator but, more importantly, it created more participants.

SPORTS EXAMPLES

Two examples can illustrate this interesting phenomenon. A program in the early 1970's featured a young Russian gymnast, Olga Korbut. Through television exposure Olga became an instant heroine, and in the process created a great surge of interest in gymnastics and within a short time *doubled* the number of young participants.

Again in the early 1970's, a tennis match was televised between two players, Bobby Riggs and Billie Jean King. The program attracted an enormous audience and interested many, many people in tennis. Within three years, there were more than nine million tennis players in North America.

Similar effects occurred with golf, ice-skating, soccer, swimming and even motorcycle stunt-riding. Television widened the range of interest in sports and increased the number of participants.

CHILDHOOD CHANGED

Television also changed childhood.

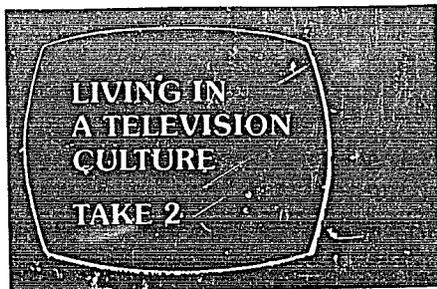
For the first time in history a child did not experience a gradually expanding series of encounters with life — that child had immediate access to a whole panorama of living from the earliest years. Parents no longer existed as buffers, and the child experienced a large variety of other people's views packaged ready-made for effortless acceptance. These were presented in a setting of excitement and novelty — there were no flat or dull spots. And, indeed, an instant environment could be created at the flick of a switch to fill any flat or dull spots in just living so that TV viewing became the easy — and therefore, the usual — alternative to individual effort. As an aside, I should point out that a lot of attention was focused by action groups on the 'kidvid ghetto' of Saturday morning TV (which averaged twice as many violent episodes as overall programming); but the important point was that 90 per cent of the young child's viewing was spread over the

In the second half of the century television dominated the lifestyle of the people. It became the main source of entertainment and played an important role in the education of both children and adults.



rest of the week. Indeed, the top 10 favorite shows for young people all appeared during prime-time viewing hours.

What was being viewed did cause enough concern for some action to be taken but the amount of time devoted to viewing seems to have been of only intellectual or statistical importance. Yet ratings from that period indicated that homes with preschoolers had the TV set on about 53 hours a week — over seven hours a day. Although these people talked a lot about the importance of the early formative years, they took no real, formal action in the education of young children under the age of six, and consequently, early childhood education was controlled by the TV set. Although seen as a child-minding device or a recreational diversion, television did play a major role in shaping children's perceptions of themselves and their world; in short, it became both an educative agency and a socializing agent.



Television became the main source of information and altered perceptions of the world.

Television's great power toward the end of the third quarter of the 20th century was that it reached beyond middle- and upper-class consumers and that it became, for this new audience particularly, the main informant on what was going on in the world. More particularly, as is natural, people wanted to know about themselves and their community. Local TV stations discovered that local news shows provided an opportunity to 'capture' an audience for their total programming.

The local news show, however, first had to capture its own audience. This it did with live reports stressing the exciting, the unusual and the immediate, with the result that sensation occupied time and coverage out of proportion to its importance. The mode was to present the vivid, dramatic and simple rather than to explore the complex or non-dramatic. Peculiarly, only the weather was reported and analyzed in depth. The result was a conditioning to absorb events and not to grapple with issues.

VIOLENCE BECAME NORMAL

This continued flashing of images worked against reflection. In addition the emphasis on the dramatic — on scenes of violence or disaster — developed an acceptance that the scenes depicted were the norms of existence. Thus the paradox that not only did such models breed apathy about real issues but also bred fear and suspicion and led people to overestimate the dangers around them.

As television added a new information system to society, it also created a new symbolic environment. In short, it created a new culture. And the children were children of a 'New Age'. The problem was that their parents were really creatures of an earlier culture who tried to cope with television as a new technological device that could be incorporated into that earlier culture. This approach was most evident in the way television was regarded in their schools.

Television dramatically changed schooling.

At first, in that third quarter of the 20th century, the great innovative thrust was on

how the schools might use TV. The point must be made that this was the innovative thrust — most schools, it appeared, just ignored the existence of television. Some made use of current programs for teaching material or for illustration; a few introduced 'media courses,' dealing with such things as control of the medium, examination of advertising techniques, analysis of specific programs. Very few, if any, used TV as an enormous, easily-accessible textbook.

Discussion seemed to center on possible 'educational' uses of television or the establishment of 'educational' channels. These approaches tend to confirm our suspicion that in popular thought TV was regarded as some sort of inferior recreational activity — inferior despite the fact that it attracted huge audiences from all segments of society; recreative because it did not set out explicitly to 'improve'.

Toward the end of the period under examination, a number of school programs were developed for the study of television, for examination and discussion of its offerings. Not much forethought or care went into the possible consequences of such practices; for example, it became fashionable for a while to replay TV programs on a larger 'classroom-size' screen for study. Inevitably, the characters became caricatures — and in the process interest in the program was destroyed. Thus, something that provided entertainment and joy and information at its best, and worked against boredom and loneliness even at its worst, was diminished — and nothing was put in its place.

It was not until the last quarter of the century that meaningful changes were made to accommodate television. These changes indicate that people were at last becoming aware of the effects of living in a television culture. The main changes at first were changes of orientation in current school programs, although later they became some of the bases for curriculum planning. It is difficult at this stage to recapture the precise criteria that were used but our analysis of data available suggests that the following approaches underlay most of the changes:

1. A strong emphasis on activity and physical-activity program or program orientation.

This developed, it seems certain, as a sheer survival measure: to provide activities for the release of energy, pent-up because of inaction before the TV set, and to counteract or offset the passivity, mental and physical, of TV viewing. The effect on specific school subjects was immense; attention was directed more to performance than to competence (in the sense of acquisition of information).

A simple example of this is in the accep-



OH, I LEAVE IT ON ALL THE TIME... JUST LIKE A PACIFIER.

tance that a child was exposed as never before to a very wide range and immense amount of adult talk and interaction, to a tremendous display of language use and language play, and that therefore schooling should help to translate this latent knowledge (for example, of vocabulary) into 'performing' ability (into words that were used).

2. *The inclusion of rewarding and engaging substitute activities for TV viewing.*

This approach may have arisen out of the feeling that time allocated to TV viewing could not be legislated, and that therefore children needed training in the use of time. But the inefficiency of solely theoretical study of such things soon led to the need for exposing children to engrossing activities that could compete with television. It must then have become evident that the development of leisure-time hobbies, pursuits and activities could not, as formerly, be taken for granted and that deliberate exposure, counselling and motivation were necessary — and should be explicit parts of a school curriculum.

3. *Priority given to personal interaction and communication activities.*

The time consumed in TV viewing meant there was decreased time for rubbing shoulders with the world and for reflecting on one's place in the world. The receptive nature of TV viewing meant also that there was little opportunity for interactive activities. Because of this, there was increased attention in schools to group work and team work, to actual arrangement for communicative situations, for more training in verbal and non-verbal activities, and for specific instruction in interpersonal relationships. These things could no longer be taken for granted as happening naturally.

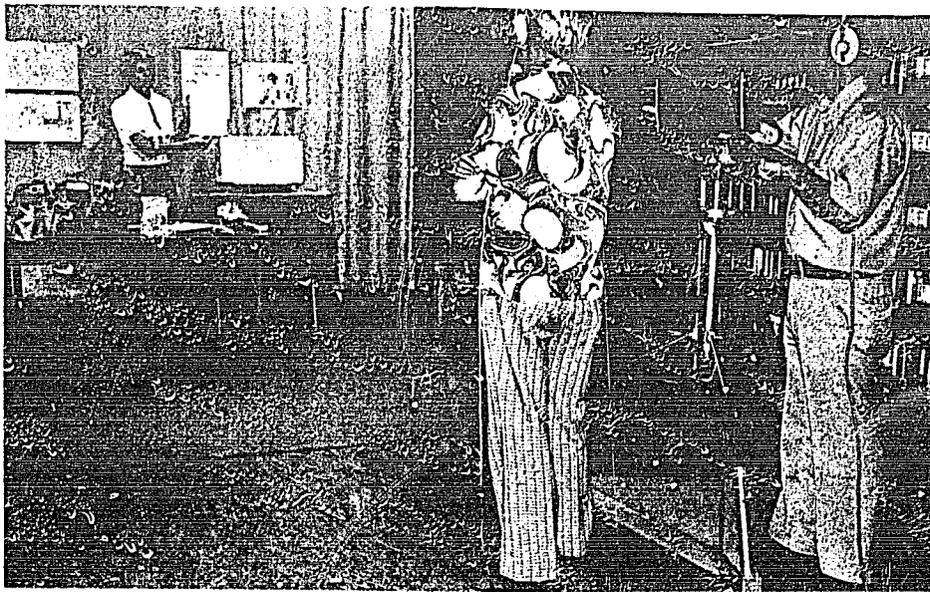
4. *Stress placed on the development of critical and values thinking.*

The exposure to immense amounts of advertising, to unreal views of the world, and to pre-selected views of the world made it imperative that the child be provided with defence mechanisms. The unreeling of partial truths and parades of violence led directly to a concern with values.

Underlying these approaches was the recognition of the urgent need for sustained and heavy emphasis on motivation and engagement. Society had by that time changed too much to return easily to education by edict. Along with this emphasis was the searching out of deliberate opportunities for providing training in sustained concentration and perseverance.

Two particular efforts of the movement for change deserve special mention. Both were delayed responses because, it seems, their importance was not easily recognized.

The first had to do with the varying susceptibility of the TV audience. The im-



Television became virtually a 'visual textbook' for many students during the late 70s, as videotape use in classrooms increased.

plications from the fact that TV spoke most directly, most emphatically, and most believably, to people from what was then called 'the lower socio-economic class' do not seem to have been recognized until very late in the period. The belated recognition that for these people TV gave not a view of the world but the real world itself came too late for an effective solution.

The second response came again too late to save the many crippled citizens of that society. It came with the soaring — and continually increasing — mental health problem. What had happened was that television had decreased — and, in some cases, almost eliminated — the fantasizing ability. And with the removal of fantasy in thinking, many people were emotionally crippled. This explains the widespread development of those puzzling 'Fantasy Clinics' and 'Fantasy Hours'.

In much of the schoolwork, television, of course, did become the textbook, with its wealth of material in language, interaction, demonstrations of behavior, entertainment, and with its sheer volume of information.

Naturally, these changes meant great changes for the school. Traditional development of programs under subject headings gave way to new labels — Personal Competence, Thinking Strategies, Understanding Man in Society, etc. Traditional subjects were incorporated under some of these but more esoteric items were added — for example, creative problem-solving, genetics, deductive logic, issues in human survival, bio-feedback.

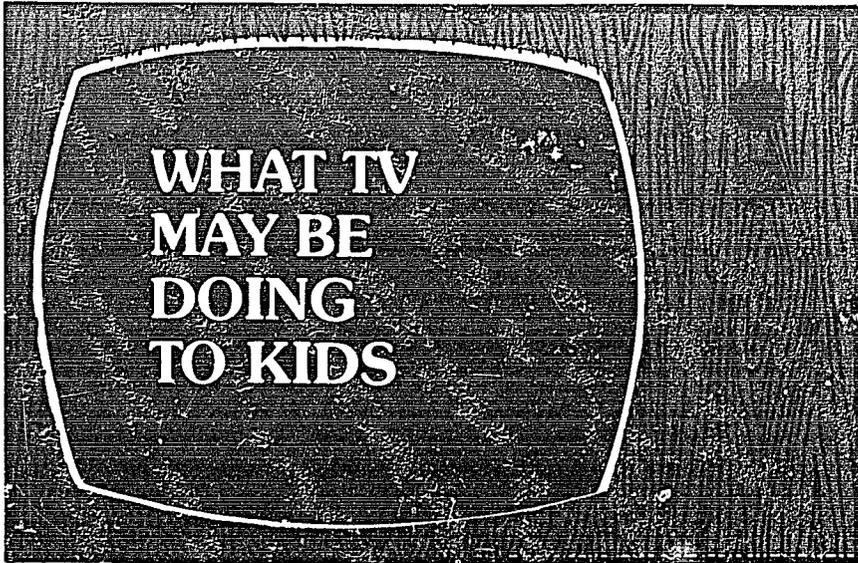
There was the understanding that these 'new' students were the best 'informed' in history, with a fantastic array of competencies, and there was gigantic attempt to help them develop their performing repertoire to become better human beings.

It is possible, if doubtful, that schools might have survived the great strains and shocks put upon them by all this re-thinking and re-organization. However, the commercial appearance of the video-disc, already completely developed by 1977, brought all the effects, benefits and problems to a head so far as schools were concerned. At first, video-discs seemed to gain some place in the schools, but they quickly surpassed the schools in their ability to meet the most apparent informational, cultural, training and teaching needs and, with the huge amounts of money put into their production and marketing, in their power to reach most of the population. The schools, of course, could not compete or cope with this added new development.

From the records, it appears that by the last quarter of the 20th century, schools had become very important socializing, counselling and activity centers.

These preliminary notes are based on only fragmentary records from the period. Various distortions may have occurred because of my reading of the data or because of my perceptions of that culture. The analyst's difficulty is that records are spotty because, some time late in the century, the culture seems to have changed from being primarily 'written' based to 'oral-visual' based; consequently, information that possibly might be important is not retrievable. For this reason, this first analysis should be regarded as speculation rather than reportage. ○

Dr. Roy Bentley is Associate Dean of the Faculty of Education, University of British Columbia, and a Professor in that Faculty. He is leaving his present administrative position this year to conduct a large-scale research project on Teacher Education in Canada. He is a member of the NCTE Committee on the Impact of Television.



WHAT TV MAY BE DOING TO KIDS

Children are being duped by TV. Society is not the way television portrays it, but most children believe most of what they see on their TV sets.

GEOFFREY D. POTTER

● One winter evening last year, I was engrossed in the attempt by a well-known television bear to clamber along a stout branch some 10 feet above the ground to a large jar labeled 'Hunny,' when Sandy, a ginger tomcat who uses our house, announced that he wanted out.

Momentarily distracted from the incredible balancing act on the television screen, I heard my daughter ask, 'Why is he doing that?' Looking back at the television set I saw that the bear had found, halfway along the bough, a T-shirt, and was putting it on and encouraging my daughter to persuade me to get her one from a local department store.



Television has an almost hypnotic effect on children. Schools have an obligation to help students understand the medium.

'That's stupid,' my child observed.

Delighted at this apparent insight into the cunning of the commercial pedlars, I asked her why she felt it was stupid, to which she replied, 'Well, he doesn't do that in the book.' Realizing that my daughter, like most five-year-olds, knows little of the con-games adults play, I asked her if it would have been all right if the T-shirt episode had been in the book, and was told, 'Of course it would.'

If the conclusions of a piece of research conducted a few years ago in the United States are correct, my daughter — and perhaps yours — is one of about 70% of children under the age of 10 years who believe what television tells them, and have no idea of the profit-seeking motive behind every second of every program. Television networks do, in part, sell things to our children and ourselves, and often use our favorite cuddly creatures to do it, whether they be Winnie-the-Pooh, Barbara McNair or Joe Namath.

But more than that, they sell us a way of life, and by taking the bait, we become part of an intense consumer-oriented marketing system that depends for its livelihood on the dolls and toys, candy bars, soft drinks and cereals that our children are told to buy, and the hairsprays, deodorants, automobiles and drugs that we can no longer live without.

That may be offensive enough, but there's more. It is gradually becoming clear now that my favorite bear, or your favorite football hero, comedian or singer are integral parts of the programs they appear to interrupt. This was revealed quite dramatically a few years ago by an American, Earle Barcus, who watched Romper-Room and claims that 32% of one program consisted of the displaying and demonstration of toys made and sold by the Romper-Room-Hasbro Toy Company.

He recounts the following exchange in one program:

Teacher-hostess to children: 'Now we will say a short prayer.'

Children: 'God is great, God is good. Let us thank Him for our food.'

Teacher-hostess: 'Good. Now you may have your Tropicana Orange Juice from the Pleasant Hill Dairy.'

COMMERCIAL SATURATION

During the 1,125 minutes of Saturday morning 'Kid-vid-ghetto' cartoons that are generally available on many television channels in the northern U.S.A. and in many parts of Canada, Barcus watched as 57 companies advertised 99 products in 132 separately designed commercials, which appeared on four different stations a total of 311 times. Only six of the 132

commercials gave the price of the item advertised; only three gave the dimensions.

Many of the cereal commercials emphasized 'free' gifts as a reason for purchase, and some toy commercials used 'close-up' or 'worm's-eye view' filming techniques that make things look bigger than they actually are, or 'time-lapse' filming that makes trains and cars appear to travel faster than they actually will.

In another survey, mothers were asked about the frequency of their children's attempts to influence purchases, and indicated in their replies that pressures came for toys, games, food, snacks, cereals, candy and soft-drinks, which just happen to be the items usually advertised during the screening of children's television programs.

There are several conflicting viewpoints about the impact of television commercials on children. Many parents feel they have experienced, first hand, in the supermarket, a clear correlation between commercials and their children's requests for specific items. Some researchers feel that most children over the age of 12 years do not believe commercials: others make the very powerful argument that adults respond to commercials, so why should we assume

that teenagers do not? And the economic argument is the strongest of all: if advertising didn't pay, it wouldn't be used. Presumably, therefore, advertising of healthy food, constructive toys, and friendly rather than aggressive behavior, would also sell.

What we ought to be very concerned about is the domination of television programming by commercial interests. The old saying, 'He who pays the piper calls the tune,' applies as much to television as it does to any other commercial enterprise. Networks sell air-time to advertisers. It's a competitive field, with several networks, including CTV and CBC, right in there trying to convince McDonald's and Pepsi and Gulf Oil that there really are more people glued to their seats at 8:00 p.m. watching their particular station than there are watching any other.

Obviously, if the Neilson ratings indicate that seven million Canadians are engrossed in the intricate sociological intrigues of Gilligan's Island, while only a mere two million are witnessing another murder in Hawaii, the company with the product to sell will be pleased to bring us Gilligan and his moronic friends rather than Hawaii Five-O.

Apart from the commercials, there are

Performers often become more famous for their TV roles than for their movie or stage roles. Eddie Albert and Robert Wagner of 'Switch' are good examples.



two aspects of television that bother many parents and teachers: violence and stereotyping. Primarily it is the violence. It seems to be the basis for most cartoons; and the unending stream of threat, torture, rape and murder that is so readily available to children at the flick of a switch is probably what upsets parents most of all.

There is enough evidence now to suggest that this steady diet of horror does influence child-behavior. It seems to work like this: On a Monday, Janie and Joey are sitting quietly watching some mafia henchman pushed from a 15th storey window; on Tuesday they see the Bionic Woman heave a six-foot, 200-pound man through a plate-glass window; on Wednesday, they watch Kojak gun down some poor demented youth; on Thursday they see Archie Bunker reduce his wife to a sniveling miserable weaking; on Friday they watch as the Hawaii Five-O thugs machine-gun a car thief; and on Saturday morning they get five hours of muscular all-American jocks, battling the ingenious 'Enemies of Mankind'.

On Sunday they play together and their parents, if they watch closely, just might discern a certain violence, perhaps even viciousness, in the way the children relate to pets, dolls, smaller children, or each other.

APATHY INSTILLED

Furthermore, what is feared most of all is that this sequence, which in most homes is repeated throughout the year, and year after year, makes children apathetic toward the real horrors of life, either because real-life horror such as starvation and warfare, poverty and deprivation is just not as interesting as the sensationalism on the television screen, or because children grow up believing violence is a large component of everyday life and that their television heroes seem to be very good at it (after all, they never get killed) and are rarely punished for it.

It can be argued that the world is no less violent than television depicts it to be, in which case New York would have a murder rate of 2,400 a week, and virtually every person in this country whose skin was not white would be either the victim or perpetrator of a criminal act, which is, of course, nonsense.

The other area of concern for many parents is stereotyping. We know how important novels are for children, and the degree to which many children model themselves after their heroes. A child whose day is divided into about 10 hours of sleep, eight hours of schooling and an hour or two with friends, may well spend much of the brief period left to him/her watching television. It is no surprise, therefore, when that child, in his/her search for heroes, for

models, finds his/her every prayer answered within a diet of The Brady Bunch, Happy Days and The Partridge Family. A small group of children may identify even more readily with Jamie Sommers or the Six-Million-Dollar-Man, depending upon their own needs.

We now know quite a lot about television stereotyping and a close look at some of the characteristics of daily programming explains why stereotyping can be so upsetting to parents and teachers.

WOMEN STEREOTYPED

Take, for example, the role of women in television. They make up about a quarter of all television characters, and fall into three types: heroines, victims or comedy acts. It does not matter whether a woman is portraying a character in a weekly show or trying to sell us something, if she is aggressive (like, for example, Police Woman or the Bionic Woman), she will also be deviant; if she's older than 30, she'll usually be a mother or a housewife with no apparent sex life and an insatiable desire to consume just about anything that will hide odors, wrinkles, floor stains, grey hair or a bulging midriff. If, like most of us, she rates fairly low on the 'glamor' scale, she's probably got a future only in the Gong Show or as yet another dumb housewife getting her jollies from germ-free sinks, Jello or a firmer bra.

Is that the view of women we want our children to have?

The other aspect of television stereotyping that upsets a lot of people concerns those of us whose skin isn't whiter than white. In many television programs native people, blacks and Asian immigrants are more likely to commit crimes and less likely to be involved in solving crimes than are whites. One survey indicates that 50% of all Italians on television are cast as criminals.

Society is not the way television portrays it, which probably wouldn't matter if we didn't watch so much, and if we possessed the skills to analyze and understand television programming techniques. But we do watch a lot, and most of our children, especially those in elementary grades, believe most of what they see, and do not possess the skills necessary to comprehend television techniques.

Thus the way for clarity and honesty in the depiction of our society lies with those who decide what will be shown, and the responsibility for helping children to comprehend the medium lies with our school system.

The most serious concern that many people have about television is with the news. Periodically a *TV Guide* or other magazine articles will let us in on the battles and wheeling and dealing that goes on behind the scenes of the large network news organizations. We learn that the medium is the message, that it is very important just who reads the news, and that people like Walter Cronkite, Barbara Walters and Lloyd Robertson are really



The people who edit films and video tapes play a major role in determining the view we get of society, for they determine in large part what we do or do not see on the silver screen.

superstars, who peddle real-life events rather than contrived scenarios, and make a lot of money doing it.

About 60% of the people in this country will acknowledge that television is their main news source, which fact places a great responsibility on the part of the news broadcasting departments to be accurate and relevant. The problem is, of course, that newscasting, just like the programs Mary Tyler Moore and Kojak, is big business. Air time for the commercials that precede, interrupt and, in fact, shape the news broadcasts of several networks, is extremely expensive, because there are a lot of people watching the news who will be watching the commercials that surround it also.

News is, of course, that which is sensational, and the selection of television news items on large networks is determined largely by whichever will appear most colorful. Thus a totally insignificant event such as the derailment of 10 boxcars in the middle of Saskatchewan may receive precedence over other major national and world problems. If only a few of us took notice of the news, this would not matter, but every indicator points to the fact that we, and our children, form many of our attitudes, values and actions on the basis of the information we receive about the world from television.

Permeating all television broadcasting is the strong smell of commercial interest and large corporation control of communications systems. We get on television what

ever will attract advertisers, and the standard is that of mass appeal. As far as children are concerned, the effect is two-edged. It gets to them directly, and it gets to them indirectly, by shaping the behavior of the adults who influence their lives.

What we urgently need is not controls but understanding. Children spend more time watching television than they do reading, socializing, and in many cases, engaging in sports activities. Many of them know more about television characters than they know about their own families, and many of them identify very strongly with television heroes. In the light of this, now is obviously the time to introduce into their schooling, regular, formal instruction in understanding media.

Two programs are required within every school system, one at the elementary level and one at the senior secondary level. (Middle-school children watch considerably less TV than these other two groups). Grade 5 students should receive a year-long course in visual literacy (the Madison, Ohio program is a good model) in which pupils are introduced to radio, television and film, together with those other elements of modern media (tape-recorders, cameras, etc.) that play such a significant role in their lives. Within this course they should receive a basic introduction to *understanding* television, with analysis of television commercials and dramas in the same way they are expected to understand works of literature.

The many B.C. schools that own television equipment, or have access to local

cablevision stations, could use them to help children understand how television works, how television information is designed and composed. One of the conclusions being drawn by the people involved in the visual literacy program in Madison is that children's interest in, and understanding of, the reading and writing process has been made considerably easier when set within the context of the audio-visual communications processes with which most are more familiar.

TV AND FILM COURSE

At the Grade 11 level a full year of television and film study is required. Students *should be* expected to approach television and film in the same way they are expected to approach literature and composition. One need look no farther than the many excellent film-study and video-study courses available to undergraduates in many colleges and universities to learn what is possible in this area. The Provincial Educational Media Center and the National Film Board are similarly useful groups to approach for advice.

One of the most intriguing qualities about Canada is that much of its best work is audio-visual. This country may not have the richest literary tradition in the modern world, but it does have a superb and largely ignored record of films and television productions. Canada manifests its culture not through just the traditional channel of print, but perhaps in more than any other way through its exciting film and television productions. It might be a very stimulating and relevant experience for secondary school students and teachers to spend some time in pursuit of our audio-visual heritage as well as our literary heritage.

COMMERCIAL BASE TO TV

There are very few indications that the commercial base of television will alter. We are perhaps less fortunate in Canada than are the people of some other countries whose governments have seen fit to provide at least some commercial-free TV channels whose programming is uninhibited by the profit-making interests of such organizations as McDonald's or the local used-car lot.

We watch a lot of television, and there seems to be little doubt that it has a powerful effect on us. It is obviously time that we took the medium in hand and began the ongoing process of helping our children to understand it. ○

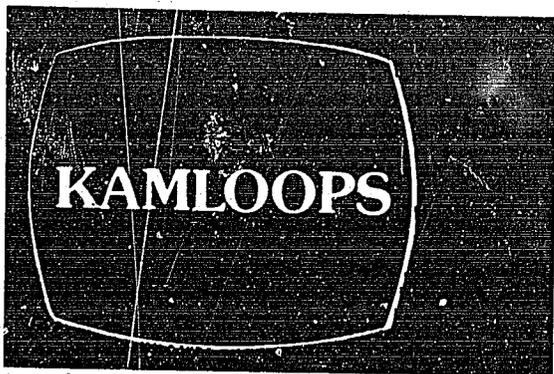
Professor Potter, who is with the Division of Communication and Social Foundations, Faculty of Education, University of Victoria, is a frequent contributor to this magazine.



These video cassettes at the Provincial Educational Media Centre can help counter some of the distorted views of the world shown on commercial TV.

In the 25 years since television first came to Canada, it has become a valuable teaching aid in many school districts.

Kamloops and Campbell River were among the first districts in B.C. to use TV in classrooms. The following pair of articles looks at how the two districts are using TV today.



ANNETTE CROUCHER

● Using television to bring the community into the classroom is one of the objects of Kamloops Educational TV Network (KEN-TV).

Another is to deliver prerecorded tapes to classroom teachers when and where they want them.

Seeing the actual birth of a horse and listening to the veterinarian's description of that birth, or, watching a sawmill operation with the foreman describing the various steps, are only two of the dozens of things students can see on programs produced by Kamloops Educational TV. Using a mobile one camera unit, KEN-TV goes into the community to film video programs to be shown later in the classroom.

John Farr, co-ordinator of the 12-year-old network, took over from originator Larry Shorter 10 years ago; (Shorter is now president of ACCESS, an Alberta crown corporation).

At KEN-TV the technicians are teachers because 'there is a certain philosophy teachers bring into the programs that technicians can't,' explains Emil Meister, Farr's assistant.

'This is why even the person running the camera is a teacher,' says Meister.

To make productions realistic, Farr and Meister, after they have edited the film, ask people actually in the film to do the 'voice overs'.

'This does away with a stilted script and lengthy research time by us,' says Meister.

Some 15 to 20% of their time is spent making productions. 'We'd like to do a lot more. It's just that the school system is growing so fast we have difficulty keeping up,' Farr says.

The rest of the time is spent in distributing and administering videotapes, most of which are received from the Provincial Educational Media Center (PEMC).

This year, KEN-TV has reached its goal of having a record or playback machine in every school in the district.

'We have, in effect, 46 color channels and 13 black and white,' Farr points out.

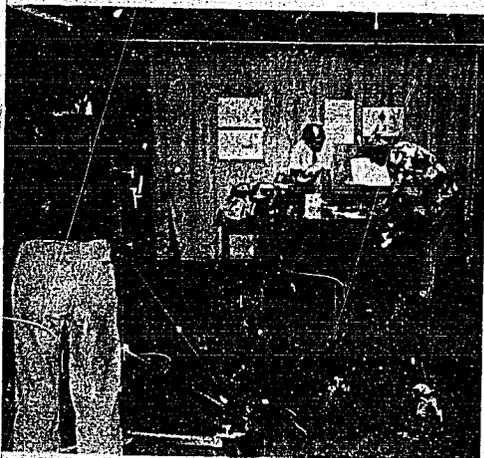
There are some 900 tapes with 1,300 programs.

'The great thing about having the machines in the schools is that the teachers have control. They just wheel the machine into their classroom and put on a tape.'

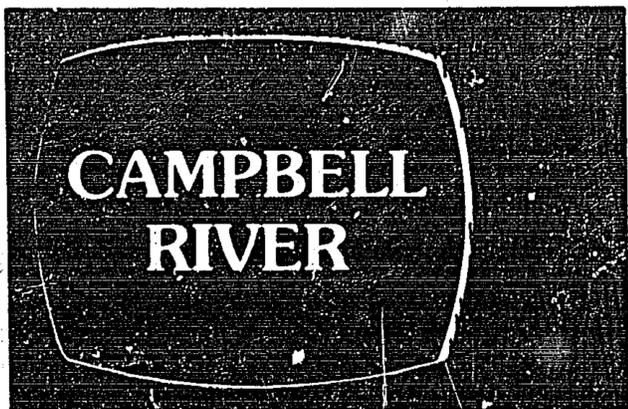
The teachers do not contact KEN-TV directly when they want a certain program. They first look up what they want in the catalog located in each school. They then put in a request to the co-ordinator, usually

Continued on page 22

John Farr of Kamloops Educational Television (KEN-TV) assists teacher Sharon MacKenzie as she prepares for the filming of an in-service program.



Jackie Bassett of the Campbell River Resources Center previews a video tape to be used in the district's classrooms.



ANNETTE CROUCHER

●I use TV as I use books — as a starting off point,' says Campbellton Elementary School teacher Elaine Smith.

She finds uses for TV in just about every subject, even reading.

'I find TV motivates the children. They are no longer geared to books.'

The young students learn to read by watching a program and then writing about their favorite character in that program. Everyone reads everyone else's story and in this way reading, writing, listening and observation skills come into play. It's a less painful way to learn. Both the teacher and the children enjoy themselves.

Tom Walters, a Grade 5 and 7 teacher also from Campbellton, says: 'Used wisely, television can be a good aid to teaching; it also adds variety.'

Before showing a program, he first previews it and sets himself guidelines for a follow-up discussion with the students.

Walters informs his students at the very beginning of the school term that his use of TV is a 'learning experience' and not a vehicle for entertaining or babysitting.

The students have told him they find videotapes of 'great benefit.' They can actually experience what the subject is

about. In history, for instance, they can see how battles were won rather than being told from a book. There is a sense of reality for them.

Another advantage of the tapes, says Walter, is that students have increased interest in various subjects.

Walters also agrees with Smith that TV is not a detriment to reading.

'After students watched a program on Australia, our librarian reported that all the books on that country had been taken out,' he says.

Elaine Smith finds she gets more out of her students with TV because it is so familiar to them.

'A child who has failed reading is much easier to teach with TV. I don't know if this is good or bad; it's just the way it is.'

Both Smith and Walters see some disadvantages as well. Students don't listen to the teacher any more. 'All they talk about (in elementary classes) is Big Bird from Sesame Street,' notes Smith. 'I find I am in constant competition with TV.'

Walters sees problems if teachers do not give themselves enough preparation time.

'Follow-up is vital,' he emphasises, 'otherwise students do not listen attentively to the information in the program.'

Dave Brown, a Grade 11 and 12 biology

teacher at Campbell River Senior Secondary, claims the success of ETV depends on the 'innovation of the teacher' and the 'availability of tapes.'

He warns of the danger of 'overkill' when it comes to using TV in the classroom. 'You must remember that TV is only a small part of your biology or social studies program, not the other way around.'

Geoff Goodship, Campbell River district Resources Center co-ordinator, operates out of overcrowded premises in a small building located behind the burned out Campbell River Junior Secondary School. Not only are VTR's (videotape recorders) films and tapes housed here, but also all the other resource materials including sports equipment, camping gear, books, etc.

The building might be small, but according to teachers, the service is big. Were it not for the efficient service offered, the videotapes would probably not be used by teachers.

'If we had to waste any time trying to order tapes, or not be able to get what we want, it just wouldn't be of any use to us,' says Elaine Smith.

Started about 11 years ago by Goodship, ETV has evolved from a strictly cable TV operation, in which teachers had to phone in to ask that programs be aired, to a video

Continued on page 24

KAMLOOPS

Continued from page 20

the school librarian, who then submit the orders.

'We find this process is much less confusing than having the teacher phone or write us directly,' according to Farr.

KEN-TV headquarters and studio are located in McArthur Park Junior Secondary School. The school district's Resource Center and ETV are not amalgamated, as they are in Campbell River.

There are plans to either build an education center in Kamloops or convert an old school, to combine the resource center, ETV, Special Services and Subject Coordinator.

'If this happens, we'd be only too happy to join, although we'd hope to still be a separate entity,' Farr says.

Farr explains all KEN-TV productions are produced in black and white because of the cost factor.

'We have been into color only for the past four years, so there are still some 500 black and white prerecorded tapes'.

Each secondary school is now capable of using both black and white and color.

Farr decided against using cablevision in the manner Campbell River does. 'We were offered the use of two channels by the local cablevision company, but just two would not have met our needs. The demand was too great. Instead, we put VTR's (videotape recorders) in every school. We went for more channels and teacher control'.

FIELD TRIP PROGRAMS

A major part of KEN-TV's activity is the production of field trip programs. The camera crew has gone into a dairy farm, saw mill, piggery, plywood mill, butcher shop and fire hall, to name a few. For the firehall production, a camera was mounted on the fire engine so students got a 'bird's eye view'.

Meister and Farr point out that they do 'educational TV', not 'instructional TV' where someone stands up and lectures.

Occasionally, KEN-TV receives program requests from the community, and tries to accommodate them.

'We either ask people to come to the school to view the program or we will sometimes go to them. Even the local TV station has played some of our programs,' Farr reports adding that ETV has become so much a part of the education system in the Kamloops area that 'you really don't get the comments from the public.'

'We judge whether our programs are successful by the number of tapes requested by schools. Anywhere from two to 25 tapes per school are borrowed each week. That's a lot of tapes.'



Kamloops Educational TV secretary Mert Lagore looks through files of videotape request forms filed by local teachers for films on subjects pertaining to their classes.

Farr said parents should not worry about their children being inundated with TV at school.

'It's still a privilege for the students and the teachers.

'After all, most of the schools have only one VTR and it may have to be shared among 30 to 40 teachers.'

When Farr took over, Kamloops ETV had only 45 hours of programming. He would put out a newsletter letting teachers know what new programs were available. As the number of programs and quality improved, the demand rose and remained steady throughout the year.

'At first,' Farr recalls, 'ETV received lots

of criticism. Everyone said TV would cost too much and would do too little.'

But teachers soon realized that TV was very useful and did not cost that much, especially when equipment was purchased gradually over the years and when videotapes could be erased and reused.

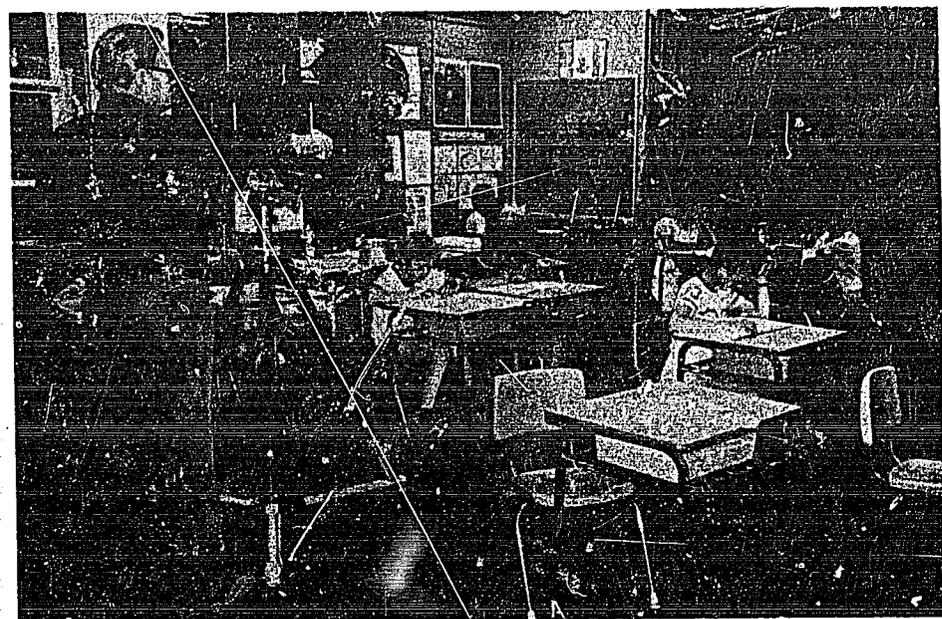
'Some teachers, however, still absolutely refuse to use TV and we don't try to convert them,' says Farr. 'They either just don't want to be bothered or feel the students' time is too valuable.'

'Others just can't see how to utilize it. Also some subjects, like sewing or typing, don't lend themselves to being televised.'

Farr, a teacher for 26 years and a former



Switch-director Emil Meister monitors Sharon MacKenzie during the production of a Kamloops educational videotape.



Kamloops students are performers as well as viewers. Here Emil Meister uses local children in filming an educational videotape.



Most Kamloops schools are equipped with mobile production units such as the one John Farr demonstrates here.

Powell River school principal, was always interested in using TV in the classroom and took a BCIF short course on the subject.

He places his trust in professional teachers to see that the tapes are well used. 'I do not believe in interfering in their choices,' he says.

He agrees that TV could be a cold way to teach if used improperly.

'I don't believe in teaching with just TV. All TV is a supplementary, enriching teaching aid or tool.'

Farr says he has not noticed any difference in student attitudes or learning capabilities since TV was brought in.

TV VARIED, CURRENT

'All I know is that, as a teacher, when I am teaching something like social studies, I want as much current, varied material as I can get. TV gives that to me.'

Emil Meister feels young people have become conditioned to watch TV and will therefore watch it more readily than they will a filmstrip. He also feels the students 'tune out' the teacher more readily than TV.

He says he does not advocate film or TV, but rather both. 'Film is sometimes esthetically better than videotape.'

Both Meister and Farr feel the more audio visual aids used in the classroom the better. This includes overhead projectors and slide tape presentations.

Neither thinks TV or any of the visual aids could ever replace the teacher because 'they are just that, aids for the teacher.'

One of the biggest gaps in the whole program, said Farr, is in French language videotapes. PEMC is working on it, but very few tapes are being produced.

OTHERS ASSISTED

Over the years, KEN-TV has assisted other districts in setting up ETV — Williams Lake, Penticton and Salmon Arm to name a few.

Future expansion plans for KEN-TV include moving to color productions. 'Also, we would like to try to free ourselves from administrative routines to do more local productions on teacher demand,' according to Farr.

Because of the number of VTR's around, there is a growing interest among teachers in recording in their own classrooms, and Farr would like to see this happen. Some recording, in such areas as sports, is already being done by schools. Recording could be of use to the teacher and student in the classroom drama, public speaking and presentation of reports.

'We see our future role as that of producing district wide programs — ones that could even be put into the catalog,' says Farr. ○

CAMPBELL RIVER

Continued from page 21

cassette operation, in which teachers choose programs from a catalog and contact the center, which then delivers the tapes to the schools.

Goodship, a former teacher with a penchant for TV, says all he really craved (until then) unused cable was to do what was already there.

Campbell River ETV occasionally still broadcasts over cable. This particular channel is used only by the school district.

MANY RESOURCES

There are some 1,000 videotapes containing about 1,500 programs, according to Jackie Bassett of the Resources Center. There are also about 295 films. Most of the videotapes are now in color; black and white has been just about phased out. Programs range from oceanography to wrestling.

The center's future plans include computerizing the ETV catalog index for greater efficiency.

Bassett sees few changes in the operation, except for the possibility that teachers may want to do their own recording. 'However, the equipment is quite expensive, so I don't think this will happen,' she says.

All schools in Campbell River, except for three, have their own VTRs so the tapes are constantly coming and going.

The cost factor of setting up such an operation is relative according to Goodship. VTRs range anywhere from \$1,000 to \$2,500, but, once set up, there is only about \$3,000 a year outlay to maintain the entire operation.

A major advantage of videotapes is that they can be erased and reused for new programs.

BOARD PAYS COST

The school board pays all the costs of the operation. Goodship points out that many boards make a mistake when they decide to get rid of all their films to show the cheaper video.

'Films are still useful. They can convey things that video cannot. Video is factual whereas film is more aesthetic and of better quality.'

Goodship says he does not interfere editorially when it comes to teachers choosing tapes for their classes.

'I have complete trust in their choices. Teachers are very innovative. Occasionally, I must admit, I wonder how they would ever use a certain tape. I ask them or go see for myself and find that particular tape was exactly what was needed. So I leave everything up to them.' O



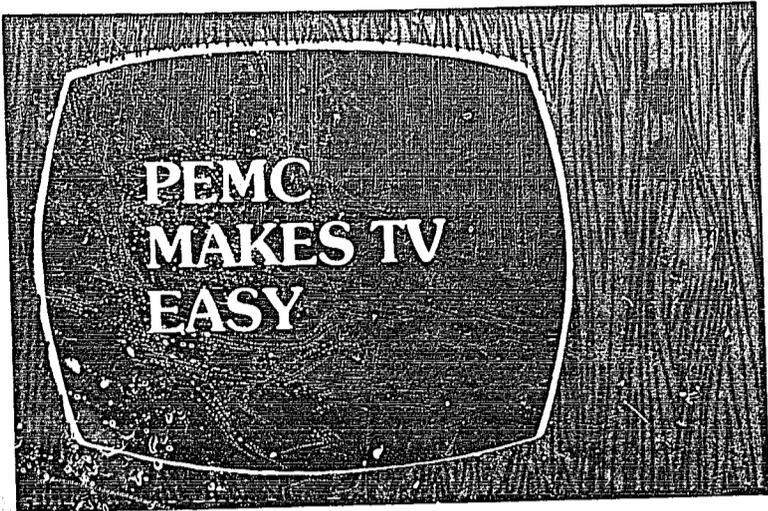
Grade 3 pupils at Campbellton Elementary School work on 'TV projects.'



Vicky Ruiz and Kevin Tipper, of Campbellton Elementary School, find it easy to use video cassettes.



Jackie Bassett finds there is more to previewing video tapes than just watching a monitor.



The Provincial Educational Media Centre is an up-to-the-minute, efficient operation that makes possible much of the educational TV in the province.

ANNETTE CROUCHER

●Where do all those films, videotapes, audio tapes and reference materials come from? The Provincial Educational Media Centre, better known as PEMC.

Without PEMC it would be impossible for such people as Geoff Goodship and John Farr to have the wide selection of material they have.

'PEMC is the best thing that has happened to audio visual in the 20 years I have been teaching,' said John Farr.

PEMC buys the rights to make an unlimited number of video and audio tape copies (usually copied into cassette form) of programs, providing them at very low cost to the school districts.

Goodship and Farr find PEMC 'very responsive' to their needs.

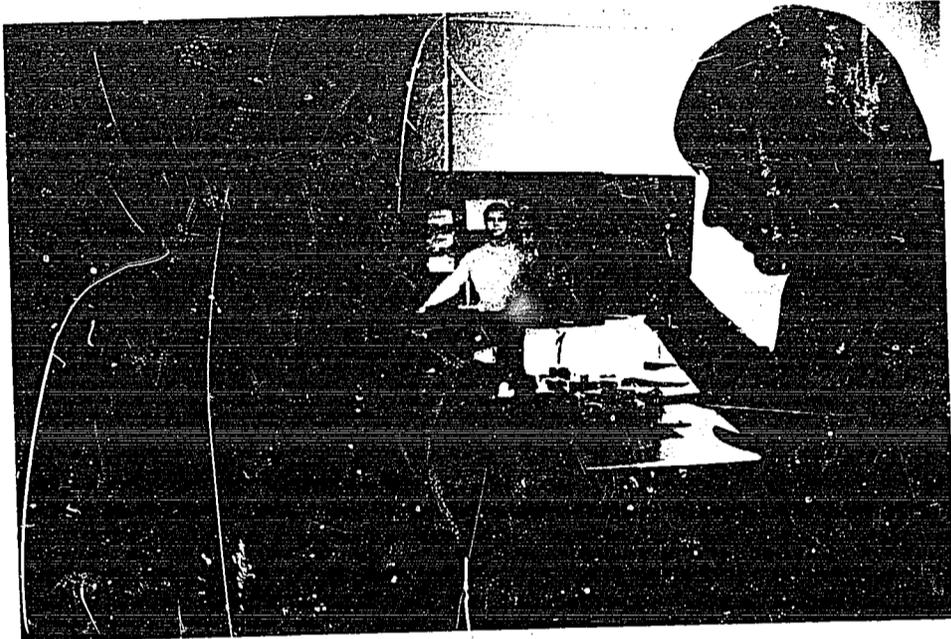
'They are not remote. Instead of buying only what *they* want, they listen to our suggestions and use them,' said Farr.

PEMC, located at 4455 Juneau Street, Burnaby, is a branch of the Ministry of Education. In 1969 the provincial broadcasting and visual education services amalgamated. With the addition of production capabilities five years ago, the new organization became PEMC.

PEMC is responsible for all non-print educational materials for K-12 and, recently, for colleges and universities as well. It is responsible for acquisition, production, and distribution of films, audio and videotapes, and radio and TV programs. At present, there are some 1,000 videotape titles and 5,000 films available at PEMC.

The man in charge of all this is PEMC Director Barry Black, who has been with the ministry for 14 years.

'We preview a couple of thousand films and videotapes a year. After meeting with curriculum committees to see what they perceive as needs, and after receiving feedback from teachers and schools, we then



PEMC's video tape collection assists schools all over the province to bring the real world into the classroom, providing students with information and resources they could not get in any other way.

COMMENTS ON TV

BARRY BLACK

●Most negative comments are not about TV, but about its content.

I agree that TV in North America is not of very high intellectual or moral standards. This is why we in education are interested in trying to use the technology for better and more positive reasons.

I think there are a lot of values in some TV programs that society does not approve of. The trouble is, parents don't see the programs in the same light as the kids do.

I don't think TV should be used just for its own sake. However, TV is an inexpensive way to obtain information and insight that teachers or students couldn't otherwise get.

It also saves teachers research and preparation time. We place heavy emphasis on guidebooks and resource materials to help teachers use the programs effectively.

There are some courses at university that teach teachers how to use TV, but only 30% of teachers in training take them, despite the fact that just about every classroom in the province uses TV and film to some degree.

People frequently think that TV and film for the classroom is what they saw 10 or 15 years ago, but it's all changed. The whole industry has undergone drastic change. There are now many excellent educational programs. They are of superb quality and use all the latest film making techniques.

determine what is worth buying and what we can afford,' Black explains.

'Those subjects that don't exist, we produce ourselves,' says Black.

The PEMC Production studio is located in the basement of the B.C. Institute of Technology and PEMC now produces most of the school broadcasts which previously were produced at its request by CBC.

It also produces some films, audio and videotapes and French tests for the examinations branch. Multimedia kits on such topics as alcoholism and drug abuse, advertising, consumer credit, and nutrition are also produced.

This fall PEMC will be starting, on a large scale, an audio dubbing service. Initially there will be about 100 titles. Most of the dubbing will be French language for elementary and secondary schools. These tapes, like video, will be available to districts.

Quoting prices, Black claims PEMC has the 'lowest videotape prices in North America' and, he said, 'we are the only people reducing prices.'

Videotapes now cost \$10/20 minutes, \$15/½ hour and \$20/1 hour. Compared to a 20-minute film, which would cost up to \$300.

Previous prices were \$25/hour, \$15/½ hour and no 20-minute tapes available. Bulk purchasing is responsible for the savings.

A recent videotape bulk purchase on behalf of the districts and colleges saved more than 50% off the list price. An audiotape saving amounted to more than 100%. All this is passed on to the districts and colleges.

PEMC has improved its service over the years with the addition of computer and courier service. Using a computer for booking and addressing materials has speeded up service and increased material utilization by 50%.

Previously, the resource centers would phone or write, and their requests would be handled by hand, a process that took a couple of weeks. Now the centers can phone, and within minutes get what they want. The computer even suggests alternative film titles should ones requested be out on loan from PEMC's film library.

A courier service to districts has proven more effective than mail. Each resource center picks up the material at a drop off point in its district and then distributes the material from there.

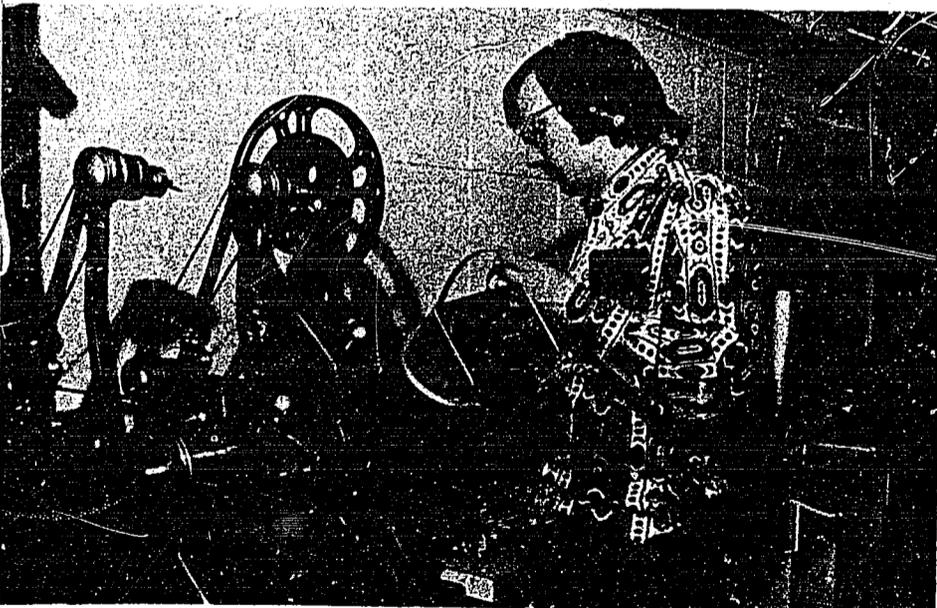
Future projects at PEMC include 'Distance Education' which is now under study. Distance education refers to educational programs for persons unable to attend formal learning institutions because of social or geographical distance.

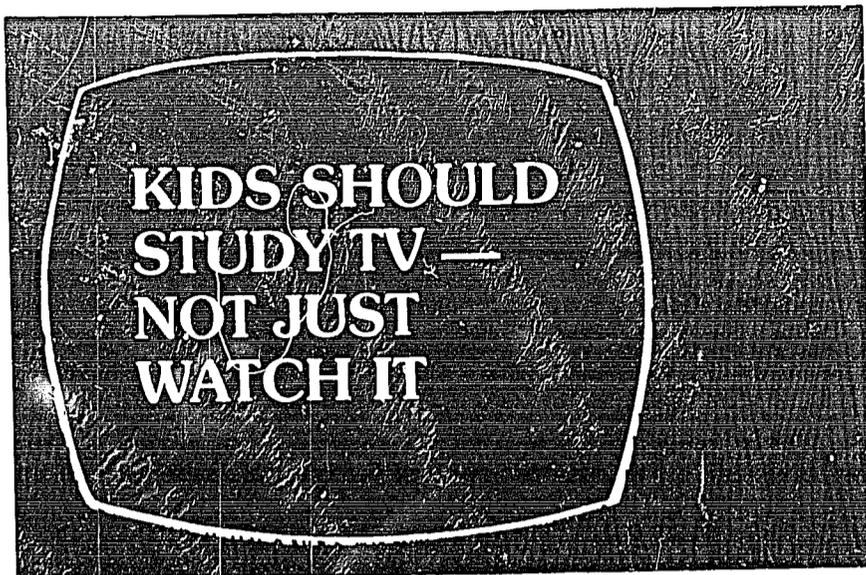
Black would also like to see PEMC become more involved in cable TV, which he feels has 'tremendous potential.'

'It can be used for a lot of things people have not tried to use yet, such as access to computer, printed materials and TV programs,' he said. ○

Annette Croucher, former editorial assistant, BCTF Communications Division, is the author of the articles 'Campbell River, Kamloops and PEMC.' Annette now lives in Prince George.

PEMC also has an extensive film collection available to schools, and keeps the collection as up-to-date as possible.





'The medium is the message' -- take 'Roots' for example.



What's more basic for kids than TV? Then why don't they study it instead of using it to study other things?

DANIEL WOOD

●Drawing morals from tragedies can be dangerous.

Nevertheless, a few points can be made from the incident in which a young Vancouver boy murdered a younger girl without any more motive than a nickel bet.

While the police searched the boy's home for clues to the murder, peering under beds for books or magazines of violence, while a psychiatrist sought for leads to the boy's mental aberrations, the most obvious culprit sat in the boy's living-room virtually unnoticed — the television set.

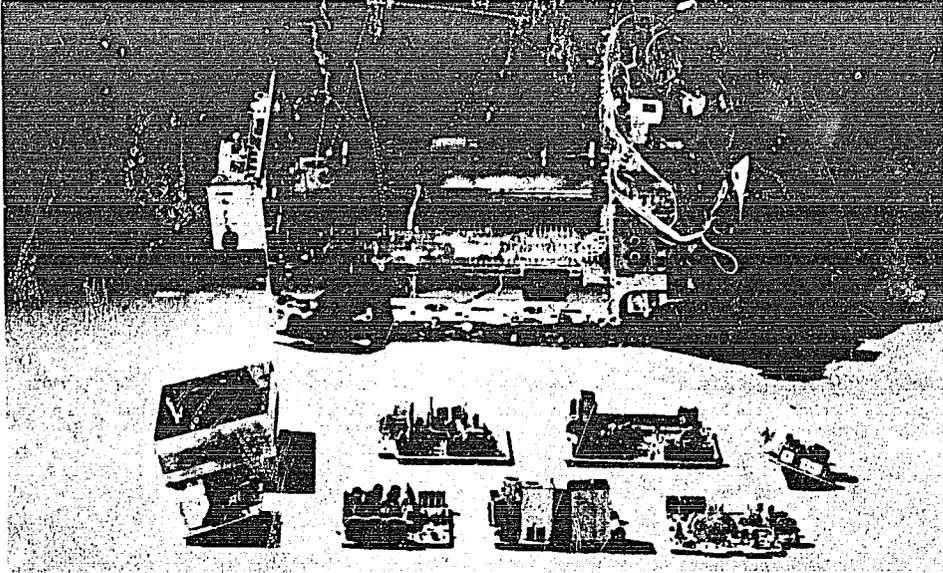
While police were looking for leads that Tuesday evening, had the TV been on, they could have witnessed: The FBI, Hawaii Five-O, Hanged Man, and Switch, all programs involving shooting, injury and murder. Or, changing the channel, for that was Channel 8's evening fare, they could have caught a bit of The Satan Murders or Crimes of Passion.

The police could only report that the 'youth was like any other kid in any average neighborhood,' and that he'd never been in trouble before. Yep, an average kid. And the TV shows that night were an average night's fare, no more, no less violent than Monday's or Wednesday's.

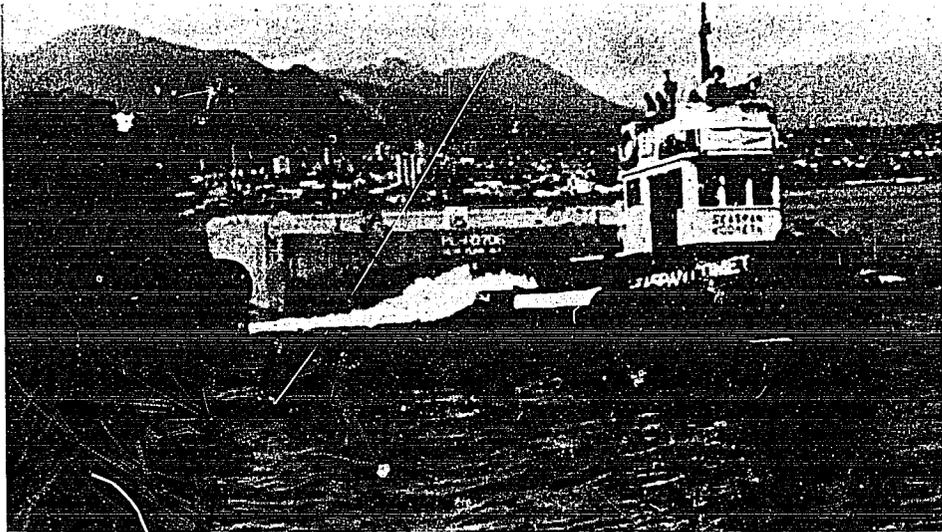
Only the most naive or cynical could suggest that the endemic violence of TV are unrelated. A study of one city's programming for one week revealed 7,887 acts of video-violence involving fighting, injury and death.

Teachers are well aware that TV has cultivated a speediness, an impatience, a lack of concentration that makes their jobs all the more difficult. It's harder to teach the basics.

There's a lot of talk in educational circles about basics, a lot of 'truths' become platitudes, web-footed answers to real, con-



Television technology is constantly changing. This 1978 RCA TV chassis has reduced the number of modules from 12 to 8.



Today's students should be taught not just to learn from television but to study television itself—how the medium operates, as well as what can be done with it.

temporary dilemmas. If we only this . . . If we only that . . .

And to talk about media in their relationship to children is to use a word—media—that is as web-footed as they come. What, what! hasn't already been said about media and their relationship to children? A deluge of studies. Oceans of answers.

This is particularly true that one vehicle—TV—a technology that so dominates most children's experience that one can speak of a TV generation without the slightest snicker of indecent humor at the thought that this generation has been—in a real way!—parented through childhood from babyhood to maturity by a 21-inch screen.

That the average child's primary social relationship (in hours spent) is with a TV set raises some fundamental questions. Some

basic ones.

Certainly, the first one is: What's going on? By age 14 the typical TV consumer has witnessed 18,000 TV deaths and 350,000 TV commercials in 22,000 hours of obedience to our cyclopean god. That same adolescent has spent 12,000 hours in school, perhaps 20% of that time dealing with 'basics.'

To imply—as the school system usually does by ignoring it—that TV isn't basic, that its effect, however insidious, however banal, however provocative, isn't absolutely fundamental and therefore isn't worthy of close study, analysis and subsequent skill development, is—to my mind—to play the ostrich (related in a metaphorical way to the dodo). Yet most schools never consider TV as a basic; no one, to my knowledge, has made a serious attempt to

create appropriate materials for students to understand TV and through that understand themselves and society.

One could go on a long tirade against the obvious faults of TV, those scarifications that fall with the ease of rain in Vancouver: violence; audience passivity; commercialism; inanity, and slickness.

One could go further and criticize those programs aimed at kids, for Sesame Street and The Electric Company do not deal with television; instead, they use television as a medium for instruction and entertainment—valuable goals, frequently sensitively achieved—but nowhere do kids learn about television!

Perhaps at this time in the relative infancy of TV we cannot fully understand it. Like all things of great importance—love affairs, science, music, wonder—we cannot understand TV yet because it surrounds us, engulfs us and, like the fish in their medium of water or the physicist in the medium of space, each of us lives within a TV world so that all observations are projections out of that world, projections through a neon blue haze that recently turned to color.

TV LITERACY

So, although we cannot fully understand TV, we can become more literate in it and thereby comprehend the language better.

Before we do this we have to accept three things. First, that TV is worth studying (a debatable proposition to some!). Second, that TV has a language. And third, that TV's language is worth while (and not some Esperanto for technical linguists).

If you happen to disagree with any of these propositions, stop here and take out your TV Guide. The following is a proposition for the cultivation of TV literacy among children.

It recognizes that literacy in any subject is not the result of an attempt by one segment of society to make appreciative another segment of society. That—however benign—is the cultural imperialism that makes for certain failure as Paulo Freire has so powerfully pointed out in *Pedagogy of the Oppressed*.

Solutions to such problems as TV literacy must be approached with the concern and imagination of those who work with TV, with parents and teachers, and with the children themselves. Therefore what follows is merely an outline of areas of study; the design and creation of a curriculum should be in the hands of those actually implementing it.

There are—as I see it—four areas of study, four aspects of television that children should begin to understand at an early age so that by the time they've reached adolescence some of those 22,000 hours have been put to good use.

PRODUCTION COMES FIRST

Every age, every society has its shamans, people who manipulate apparently inef-fable forces for the supposed benefit of the laity. One of the best ways to cultivate a healthy amount of criticism of our TV shamans is to familiarize kids with the technical operation of television and film.

How are films made? What are the effects of editing, audience dubbing, cartooning and music in films and how are they produced? Who are the people involved in production and what do they do exactly?

These are not meant to be abstract questions, but to insinuate that the best method of answering them is to involve kids in actual technical work themselves.

One of the failures of the massive Head Start program in the U.S.A. in the late '60s was the reluctance to admit that remediation cannot offset the cultural background of deprived children. Put bluntly: Most black children did not come from homes where reading was valued, where — for that matter — there were any books. Using that parallel, it seems obvious that any media literacy program would have to put the tools of that medium — in this case film, sound and video recording equipment — into the hands of the students.

Who would think of running a driver-training course, yet never allow the students behind the wheel?

STUDY THE CONTENT

This is the region schools have usually excelled in — the scrutiny of a message. Unfortunately, that scrutiny has often been too focused, so myriad ancillary factors have been virtually ignored.

There is, of course, the need to spend time in school to look at television, all types of programs: cartoons, soap operas, news, game shows, all types of shows with an eye to their composition, the speed of editing, their glossiness, their potential audience, their advertising, their value. Kids might do a survey of different types of shows noting the pacing, dialog, length of shots, use of film-clips or music or dubbed voices, noting the characterization (or lack of it) and plot patterns of dramas, noting what companies advertise what programs. It would be revealing. Very revealing.

Again this suggests that children themselves write and produce their own ads and shows, performed perhaps — as in one of my classes — from the interior of a hollowed-out TV set. No cameras or lights needed!

The point of this is to develop in children an awareness of the effects of television's programming and, further, to begin to suggest to children that they cannot sit for

six hours a day, as the average child did according to a 1970 Nielsen Survey, and not be powerfully affected by that prolonged period of passive stimulation. Moreover, while the TV image massages their eyes, a whole set of other simultaneous effects slowly anesthetizes the family.

THE FAMILY AND TV

'TV viewing is primarily a pastime indulged in for its own sake rather than for its content,' wrote Leo Bogart in his study, *The Age of Television*.

If Bogart is correct, it's vital that kids begin to look at the ancillary effects of television, for there, rather than in the programming, is where some critical understanding needs to be encouraged.

Education cannot ignore for very long

that 43% of North American adults chose TV as their primary source of relaxation while only 19% chose books; and — surprisingly — 32% of teenagers prefer TV while 22% in that category prefer books.

Obviously, something very basic is going on and it has relatively little to do with the actual programming!

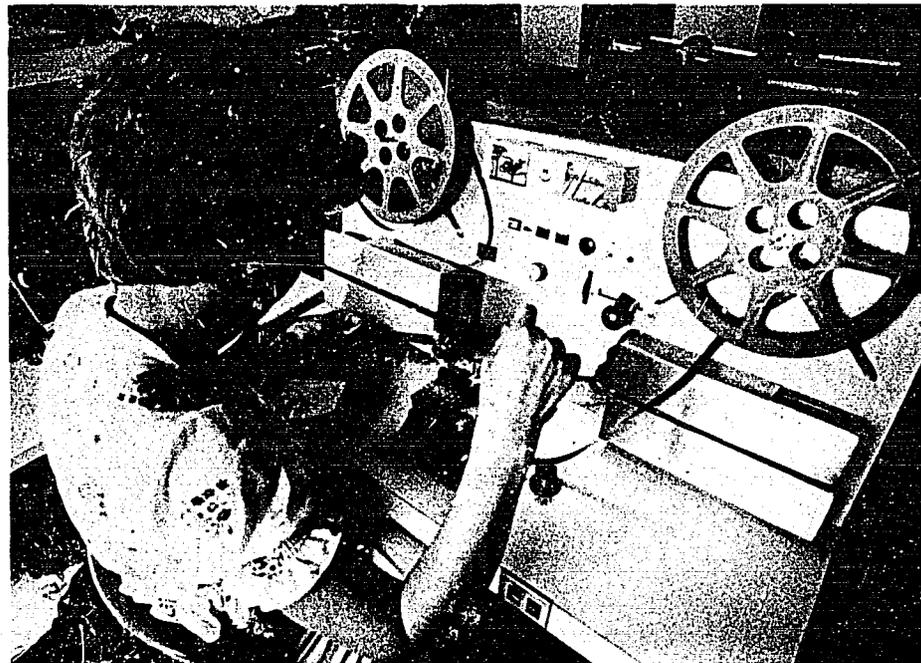
Among the centrifugal forces in our society, TV provides extra spin. No longer is it sufficient that the family withdraw into the silent isolation of the tube; today almost half of all households have two TV sets, and subsequently twice the opportunity to have a different set of experiences each night, twice the opportunity to feel that family interactions are not as fundamental as they once were.

What's happening to the family because

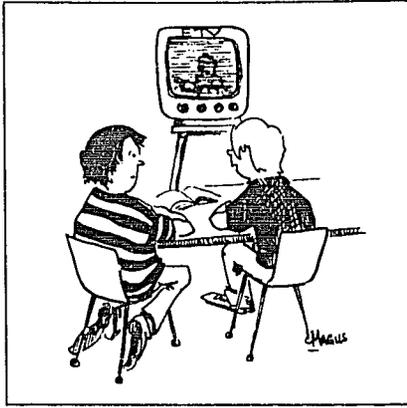
The audio portion of TV is often as important as the video. Children should study all aspects of TV production.



Film editing is becoming a more complex task as the quality and scope of movie and television film increase.



'Television at home, then more television at school . . . I think I'm addicted!'



'Roots' demonstrated effectively how make-up can simulate the real thing — e.g., the whip scars on John Amos.



of TV? How has it affected communications within that group? What about shared entertainment within the family, shared learning, shared work? What do parents think and how do they deal with the seductive little box?

Is, after all, TV simply the best (and cheapest) baby-sitter?

And moving away from the immediate effects of TV on the family: what are the pervasive effects on our society, both as a tool for public entertainment and education and as a tool for public advertising?

WHO OWNS TV?

A Vancouver film-maker, a man tediously familiar with Hollywood and its packaged TV shows, once said to me that we really have the words 'program' and 'commercial' backward. The primary purpose of TV, he contends, is to sell, using the provocative, flashy commercials. These are the real programs.

The purpose of the interludes between the commercials is to mesmerize so that when the important messages return — the real programs — we'll absorb the thoughts of underarm odor even as we mutter to ourselves.

Even if this critic of TV is indulging himself in a certain amount of hyperbole, the fact that many 30-second TV commercials cost \$50,000 to produce or that a prime spot ad during a Superbowl game costs \$250,000 to air, suggests that only those that have enormous investments can ever get their messages into our livingrooms — programs or commercials.

Children should study advertising with as much scrutiny as they study Indians of the Northwest or protozoa in the pond. For unless kids consider the motives and methods of those that own, or — at least — through their investment control TV, they will be naive in the most fundamental sense: they will not recognize the purposes, the goals, by seeing the wave and not the water, the trees and not the forest.

And until that time, large numbers of people will continue to accept and encourage the pervasive banality of the tube. Even more critical, they will accept that TV is an unresponsive, autocratic feudal lord over their livingrooms, incapable of dealing with issues to the depth or with the integrity of books and magazines, those media that do not depend on corporate largesse to survive. O

Daniel Wood, author of *Kids! Kids! Kids!* and *Vancouver* and until recently a member of UBC's Faculty of Education (Community Ed Program), is now writing full-time. He has written for the magazine previously.

New Books...

C. D. NELSON



Opinions expressed in these reviews are those of the reviewers, and not necessarily those of the B.C. Teachers' Federation, the editor or the new books editor. Reviews are edited for clarity and length.

PERMIT ME . . .

to add my profound regrets on the departure of Barbara Macfarlane from the scene. That's selfish, I know. But, as the old spiritual says, 'Sometimes I feel like a motherless child.' If our readers only knew the myriad details of magazine production and publication she handled with such consummate efficiency over the years their minds would boggle. Some day we should print a list of the dozens of steps involved in such an enterprise (Ken, are you listening?), and you would begin to appreciate how much we owe to Barb. For my part, I have a nagging suspicion I drove her to an early

retirement because of my lackadaisical ways in ignoring deadlines, etc. Anyway, I wish you many happy times ahead, Abie.

WHAT A SUMMER . . .

for reading this has been! Too hot for strenuous outdoor activities and (for some) too expensive for travel, but ideal for the leisure that books always provide. Below I have noted a few titles I found rewarding, and I hope you will too if you come across them.

CALL TO ARMS . . .

As in other years, I invite any teachers

who would like to join our band of reviewers to send a letter or postcard to me, C. D. Nelson, New Books Editor, *The B.C. Teacher*, 2652 James Street, Duncan, B.C., V9L 2X2. You can mention any particular field in which you are an expert or at least interested. You keep the books you review, of course.

BACK TO WORK . . .

and smooth sailing.
— C. D. Nelson

Continued on page 33

Classroom mining made easy

Mining is British Columbia's second largest resource industry and interest is growing in the potential it holds for community development, career opportunities, and general economic benefits.

You can develop student interest more easily with any one of a series of lesson aids available through the Federation office. These include:

1. How to conduct a field trip to a mine. 40¢. Lesson Aid. No. 2096.
2. History of mining and metallurgy. \$1.00. L.A. No. 2021.
3. Economic approach to mining in British Columbia. \$2.25. L.A. No. 5857.
4. "Get the Zinc Out"—an educational game financed by Cominco and developed by educators at University of B.C. \$7.50. L.A. No. 4009.
5. Locations of major mines in B.C. 85¢. L.A. No. 4040.

In addition, the Geological Survey of Canada offers a mineral kit and a set of rock samples. Each sells for \$4 and is available from: Information Services, Geological Survey of Canada, 100 West Pender St., Vancouver.

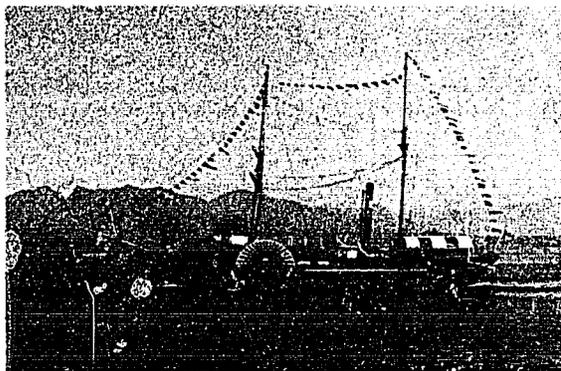
If you need more information or help to develop subject material on mining for your students, call or write:

THE MINING ASSOCIATION OF BRITISH COLUMBIA
104-1075 Melville St., Vancouver V6E 2W4. Phone: 681-3374

Reward Your Class



with a field trip
on the all new S.S. Beaver



Full commentary on Vancouver Harbor. School picnics (Indian Arm). Historical information, Hudson's Bay Co. and the S.S. Beaver. Educational literature and field trip questionnaires supplied. Capacity under DOT licence for 100 persons. Phone for rates and schedules (682-7284).

Yours for the asking...

VALUABLE TEACHING MATERIAL FOR YOUR CLASSES

Use this advertisement as your order form.
Mail or take it to your local branch of
CANADIAN IMPERIAL BANK OF COMMERCE.

	Quantity required	
	English	French
1. Transportation Systems Map of Canada (English only) 11½" x 17½" 113-M035E.....	_____	_____
2. Natural Resources Map of Canada 11½" x 17½" 113-M036E/113-M036F.....	_____	_____
3. A Student Guide to Banking - Students' Portfolio 113-M682E-76/113-M682F-76.....	_____	_____
4. A Student Guide to Banking - Teacher's Instruction Booklet 113-M683E-76 113-M683F-76.....	_____	_____

Portfolios include blank bank forms and short history of banking. Teacher's Instruction Booklet includes completed forms with detailed instructions.

NAME _____
SCHOOL _____
ADDRESS _____



CANADIAN IMPERIAL
BANK OF COMMERCE

VENTRA'S GREAT GETAWAY IDEAS FOR RETIRED TEACHERS



- Relax... during a 16 day Trans-Canal cruise between California and Florida. You'll visit such exotic locations as Acapulco, Balboa, Cartagena, Willemstad and Montego Bay. Departures available throughout the year except during the summer months.

- Hawaii on a budget:
These great getaway prices include airfare, transfers and 14 nights in Waikiki at the Makani Kai Hotel, which features comfortable rooms with kitchettes.

Departures: October 8 - December 10	\$439.00
January 7, 14	\$469.00
January 21 - March 11	\$479.00
March 18, 25	\$499.00
April 1, 8, 15, 22, 29	\$459.00

If you prefer to combine 7 nights Waikiki with 7 nights Maui, just add \$70.00 to the above prices.

- Tour the United States by Deluxe Motorcoach. Many departures are available for the ever popular Reno and Las Vegas coach tour. Florida and Texas circle tours from 14 to 28 days offer a fascinating change of scenery.

- Or, you may consider flying to Florida and renting a mobile home for the convenience of going where you want when you want.
- Why not join the 16th annual Farmers' and Ranchers' tour of the South Pacific departing January 10, 17 and 31, 1978. For those interested in the agricultural field, it offers 29 provocative days travelling in Australia, New Zealand and Fiji.

Please contact your teachers' travel agency, Ventra Travel, for more information on these or other travel ideas. We'll be happy to arrange a great getaway for you!



**VENTRA TRAVEL
SERVICES LTD.**

1836 West 5th Avenue at Burrard
Vancouver, B.C. Telephone 732-1321

*a wholly owned subsidiary of Teachers' Investment and
Housing Co-operative*

HISTORY

Stewart, Roderick and McLean, Neil, *Forming a nation: the story of Canada and Canadians*, Book 1, Gage, © 1977, \$6.80.

This is a welcome addition to the growing family of textbooks for the early high school years on Canada to 1867. The book is flexible and lends itself for use in either chronological or thematic studies.

The first two chapters focus on pre-European Canadians. At least one other chapter, Chapter 9, *Immigrants and Pioneers*, concentrates on social history. As one would expect, the feats of sea and land explorers, of fur traders, and other economic leaders, of soldiers and generals, of governors and legislators, including premiers, tend to predominate.

Many teaching aides adorn the pages. Numerous and clearly marked maps, interesting pictures and charts, sensible use of marginal notes, summarizing questions at the conclusion of each chapter are among the devices which enhance the book's utility. Discrete brief references will create added student interest; for example, the reference to the entry in King George III's diary for July 4, 1776, 'Nothing happened today,' (p. 195), and the description on p. 217 of Governor Simpson's 'royal advance' on a HCB fort.

There are, of course, shortcomings. John A. Macdonald died in 1891, not 1894. 'None of the sachems were military leaders,' (p. 27), should read 'none . . . was a military leader.' The chart on p. 306 to show the components of the parliamentary system of Canadian government impedes rather than promotes, a student's comprehension. While one applauds the inclusion of some social history, one regrets that there is not a

greater emphasis on the contributions and the feats of the 'toiling masses'. The teacher who wants to challenge the student to the limit will regret the absence of 'what if' questions, all of which cause students to develop their speculative and hypothetical skills.

Having expressed these minor reservations, this reviewer would urge teachers to examine this volume themselves. He is confident that they will want to use it and that they will await, perhaps impatiently, the publication of Book 2.

—John S. Church.

Kirbyson, Ronald C., *In search of Canada*, Prentice-Hall, © 1977, 2 vols., no price given.

These two volumes provide a standard chronological history — volume one to Confederation, and volume two from then to the present — for the mid-years of the secondary school.

There is much more. One chapter is devoted to an examination of the Canadian federal system, another to leisure activities — the media, the ballet, the theater, art, music, literature — another to an initial survey of Canadian economic issues, including issues frequently glossed over, if not completely slighted, such as unionization and the search for equity. The final chapter explores some of the current Canadian global issues — biculturalism and multiculturalism, immigration and poverty, both at home and abroad, in the midst of affluence, violence and technology, the family and changing sex roles and life styles. Thus the two volumes become a resource for thematic and issue-oriented approaches to Canada Studies. There is something here for any teacher of Canada Studies.

There is much more to encourage young Canadians *In search of Canada*. Source material of a high interest nature abounds, whether it is a description of hotel accommodation in frontier Victoria in the 1860's, the timetable from Toronto public schools in the late 1800's, instructions to the young men as to how to hold the lady when dancing at this period, descriptions of the place of Eaton's catalog in Canada at the turn of the century, conflicting editorial comments from current newspapers of the Winnipeg Strike or the frightening spectacle of the deportation of Canadians of Japanese extraction from westcoast British Columbia in 1942. Many young Canadians will be intrigued by the collection of jokes from the 1930's as well as by the references to Canadian humor — for example, 'become more Canadian while you sleep through CBC radio

New teaching aid

Perspective Canada 1977

A handbook on changing social conditions, published by Statistics Canada

340 pages 345 tables, charts & maps

Feature topics include:

- Population facts
- The changing family
- The older Canadians
- Health • Education
- Work • Income
- Urban profiles of Montreal, Toronto and Vancouver
- Crime and justice
- Environment, etc.

For all those interested in Canada's social trends: politicians, government planners, businessmen, trade union leaders, social workers, professors, teachers and students, journalists, municipal officials and other concerned citizens.

Price: \$9.25 — Catalogue No. 11-508/1977
(Bulk discounts available)

Orders: Publications Distribution, Statistics Canada, Ottawa, K1A 0T6.



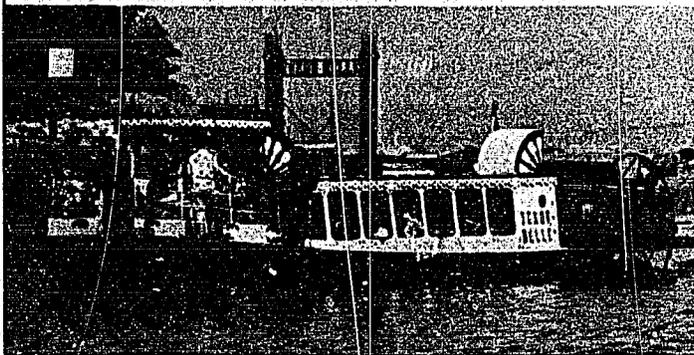
Statistics Canada Statistique Canada

Now available FOR B.C. TEACHERS INDEPENDENT STUDY COURSES IN MATH

Courses designed for the creative teacher of grades K-9 who is seeking ways to improved instruction of math by means of "hands-on" materials. Instructional cassettes and all materials provided in tuition price. 1½ units per course may be approved for transfer to British Columbia in programs to which they apply where students obtain prior permission from the Faculty of Education and/or Registrar's office.

For information write: Director
Independent Study Courses
George Fox College
Newberg, Oregon 97132

PRINCIPALS TEACHERS



Our Lloyd's Registered Sternwheelers, Yukon Queen and Yukon Belle, will accommodate you, and 37 of your students, for a fully commentated field tour of Vancouver's busy port facility. To take advantage of this important educational resource, please call:

\$68
PER VESSEL

HARBOUR FERRIES LTD. 687-9558

and television' or 'Toronto after six months' — and the search for the Canadian identity. Human interest stories reveal such politicians as John A Macdonald and William Lyon MacKenzie King to have been real and alive human beings.

Imaginative and speculative kinds of questions — and yes, an absence of the endless dreary assortment of recall questions — provide the opportunity for students to use their creative talents to build on a firm knowledge base. Maps, cartoons, pictures, comprehensive table of contents and index all contribute to the overall effect.

This reviewer rarely becomes excited about a new book or a new series. This is, however, that rare occasion time.

At one stage Kirbyson describes Confederation as a 'Grand Trunk job'. Perhaps one could say that the two volumes constitute a 'Grand Trunk job' that should help many young Canadians *In search of Canada*, that is in search of knowing themselves, and hence of building those skills, that confidence and that commitment required if they are to confront and to resolve tomorrow's unknowns.

—John S. Church

SOCIOLOGY

S. D. Clark, *Canadian society in historical perspective*, Toronto, McGraw-Hill Ryerson, 1976, 144 pp., \$4.95 paper.

Over the past 20 years, sociology has been probably the most rapidly growing social science in Canadian universities. More recently it has appeared in high schools, sometimes as a separate subject in 'man and society' courses, in other cases as a part of integrated or purportedly interdisciplinary studies. With its suggestive con-

cepts and theories, its contemporary perspectives and subject matter and its empirical methods, sociology seems to be the answer teachers are seeking to make the study of Canadian society relevant to their students.

The trouble was (and is) that there has been little reference to Canadian society as a society. There are now plenty of sociological studies about things Canadian but the research that produced them could as easily have been done in California or Texas. There has been little recognition that Canadian society is different from that of the United States: 'the models sociologists have used in attempts to study this society have derived very largely from American sociology.'

The views cited above are those of S. D. Clark who has been for four decades one of the leading pioneers in the effort to establish a distinctive Canadian sociology based on an understanding of 'how this country developed (and) how the Canadian society got put together and survived. . . . The book under review could be described as a distillation of Clark's lifetime of scholarship in Canadian studies. As such, it is of immense significance to every teacher in the field at whatever level and in whatever subject area.

Clark takes a resolutely historical perspective that includes a brief but fascinating account of the development of Canadian social science itself. This development began during the World War I period and was overwhelmingly under British influence. During the 1920's, the lead was taken by H. A. Innis, an economic historian, 'who brought to bear in his work on the fur trade in Canada an approach that was truly Canadian, not only in its concern with the problem of how this country as a nation secured its being, but also in the development of an economic theory that had relevance to the Canadian situation.'

It was out of this approach that there developed in the 1930's various studies that, while influenced considerably by American theory, led to a sociology that 'came close to . . . (having) a distinctly Canadian relevance.' The difficulty was that this sociology, largely ignoring its antecedents in Innis' work, was ahistorical or unhistorical. American sociologists could take their society for granted, at least until the 1960's. Its survival was unquestioned whereas what was problematic in Canadian sociology was the very survival of the society itself.

At a time when Canadian survival has never been more problematic, it behooves us to realize how 'Canadian nationhood was attained, not by the making of different people into one, but by fostering the differences between people in the nation In a word, dissensus not consensus is the appropriate frame of reference for studying Canadian society. At the same time, the new radical sociology, while expressing a welcome interest in the historical forces that have produced Canadian society leaves Clark with the uncomfortable feeling that it too 'is very much an American import' that too often produces 'a horribly distorted picture of what our society is really like'

It is in the first and the final two chapters of *Canadian Society in Historical Perspective* that Clark adumbrates his own theories of sociology and takes issue with those theories and models that have become the conventional wisdom in our studies of Canadian society. The rest of this slim, tightly written but readable volume provides a microcosm of much of his extensive research, which has included published work in political sociology, the sociology of religion, ethnic relations, rural sociology, social organization, social change and the sociology of knowledge.

SPRING BREAK 78

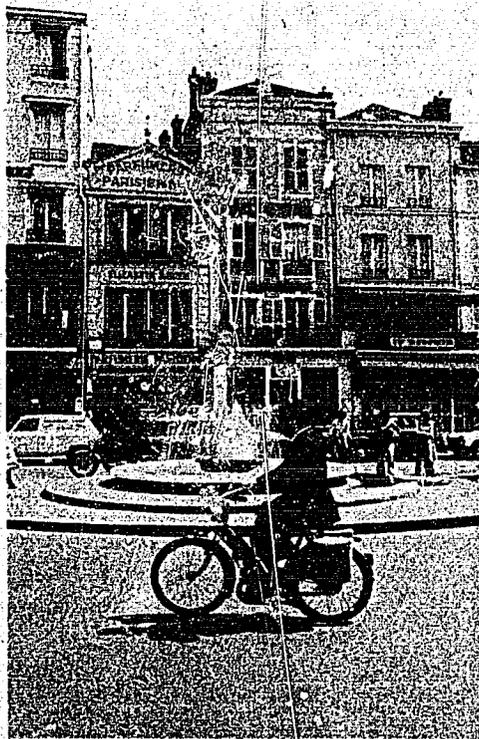
Space is still available for teacher escorted groups to participate on Media Study Tours Ltd. study-travel programs for the spring break period of 1978. Teachers travel free when accompanying 15 students. The following destinations still have openings.

OSLO/COPENHAGEN	12 days - 10 nights
ROME/FLORENCE/VENICE	14 days - 12 nights
PARIS/NORTHWEST FRANCE	14 days - 12 nights
LONDON/UNITED KINGDOM	15 days - 13 nights
SPAIN/COSTA DEL SOL	14 days - 12 nights
LONDON/PARIS	15 days - 13 nights
MONTREAL	8 days - 7 nights

If you and your students are interested in participating on one of these unique learning programs, please contact:



MEDIA STUDY TOURS LTD.
#607 - 1033 Davie Street
Vancouver, B.C. V6E 1M7
(604) 669-4941



As an early Canadian student of protest and conflict and of the sociology of frontier societies, Clark is clearly in the mainstream of much that is of contemporary interest in the field. The fact that, in the words of his editor, 'Clark has never been one to make needless distinctions between sociology, economics, political science and history...' makes his work of added significance to all social science teachers. All will find it 'less a body of demonstrated truths or social facts... (than of) provocative ideas, insights and possibilities for further investigation...'

Among some provocative ideas and insights: 'the Alberta of Mr. Aberhart was not so greatly different from the Germany of Mr. Hitler,' post-war English-Canadian society had its own quiet revolution that occurred earlier than in Quebec, both revolutions being a result of a dramatically widened middle-class base; protest movements are based on the desire to participate fully in the society but paradoxically this desire may be expressed by opting or dropping out, i.e., by separation as in the case of francophones, native peoples, youth and women; Canadian sociologists have paid much attention to overseas migrants to our cities but have neglected our own rural migrants who have taken up urban life; without being deterministic, we can nevertheless explain much Canadian social evolution as a result of a 'hard' frontier as contrasted with the American 'soft' frontier (the terms are those of Harold Innis), our own requiring much tighter control illustrated by 'limitations upon... direct democracy, ... greater... (intrusion) of the state... into economic affairs... (close) supervision in education... elitism... in higher learning... (and) the rigorous enforcement of the law.'

Such hypotheses make *Canadian Society in Historical Perspective* an important book, con-

stituting an outstanding contribution to the McGraw-Hill Ryerson Series in Canadian Sociology.

—George S. Tomkins

SUMMER READING

I mentioned *The eagle has landed*, by Jack Higgins (Collins, © 1975, \$8.95) in a previous column. Now comes *The Valhalla exchange*, by Harry Patterson (Stein & Day, © 1976, \$8.95). So what's the connection? Just that Harry Patterson is the real name of Jack Higgins, that's what. And he is a great storyteller no matter what name he chooses to use. *Valhalla* is another suspenseful tale about World War II, set in Austria and Berlin during the final phase of the war when the Russians are at the gates of Hitler's capital. There is plenty of excitement in the relentless pursuit of a band of important Allied prisoners of war by a fanatical group of Nazi troops directed by the notorious Martin Bormann. A breathless read.

Is there a reader anywhere who has not heard of James Herriot? His books include *All things bright and beautiful*, and *All creatures great and small*, two titles that delighted us during the last two years. His latest, *Vets might fly*, (Michael Joseph, © 1976, \$8.95) came to my attention when I heard it being serialized on CBC radio. It was so skillfully done, I ordered it forthwith, and read it with great pleasure. Herriot, the veterinarian, tells about his days in the RAF, interspersed with more stories, both touching and hilarious, about treating animals. The chapter describing the spaying of Mrs. Beck's horrendous cat, Georgina, is worth the price of the book. A most rewarding book.

On a totally different scale, I enjoyed reading *The Horizon history of the British Empire* (American Heritage Pub., © 1973 \$25.00) as a beautifully written account of the growth and decline of the Empire that was. Illustrations and maps are first rate, and the text, by a number of English scholars, reflects the episodic presentation of the original BBC television series, *The British Empire*. In spite of the price, this book should be in high school libraries as a valuable resource for social studies. Here is history as it should be written.

—C. D. Nelson

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/her Canadian agent. Be sure to establish that you are a teacher when you send in your order. Where possible, use school stationery.

ASSOCIATION-GROUP LIFE INSURANCE PLAN

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

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

Schedule of Insurance Cost (per unit):

Attained Age	Life Insurance	Annual Premium	Monthly Premium
under age 41	\$10,000.00	\$23.00	\$2.10
age 41 to 45	10,000.00	45.00	4.05
age 46 to 55	10,000.00	93.00	8.40
age 56 to 60	7,500.00	93.00	8.40
age 61 to 65	5,000.00	93.00	8.40
age 66 to 70	2,500.00	93.00	8.40



If the applicant has a medical history or is applying for more than the non-medical limits in the schedule*, a medical exam by a doctor of his/her own choice will be required, at the company's expense. The company reserves the right to request a medical exam in any case where, in its opinion, such evidence is necessary.



Non-medical limits:
Under age 21 up to \$50,000
31 - 35 up to \$30,000
36 - 45 \$10,000
46 & over Medical Exam Required

✓ **NOW...**
members may purchase up to 10 units
conversion privilege...and waiver of premium included

CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

WRITE OR PHONE:
Canadian Premier Life Insurance
Company, 300 - 2695 Granville
Street, Vancouver, B.C. V6H 3H4.
736-6637 (phone)

LETTERS, continued from page 9

because I believe that most teachers have the same bias.

Norman M. Goble,
Secretary General
Canadian Teachers' Federation
Ottawa.

CONCERNING VALUE SCHOOLS

We hope that you will see fit to publish this letter containing a few simple statements of fact in order that BCTF members may have the benefit of accurate information to counteract certain misinformation that has been disseminated in the past.

The B.C. Value Schools Association has no affiliation or working relationship with any organization other than local Value Schools Associations. The Value School movement started in British Columbia in 1973. It did not originate in California and was not originated by any other organization.

On behalf of the Executive of the B.C. Value Schools Association
Dave Griffin,
President.

Continued on page 37

"engineer" ? or Professional Engineer

All "engineers" are not professional engineers.

The title "Professional Engineer", or its abbreviation "P.Eng.", may be used legally in B.C. only by men or women who are registered by the Association of Professional Engineers of British Columbia.

To be registered by the Association and authorized to practise, the applicant must be a graduate in applied science from a recognized university, or have passed written exams set by the Association, and in addition have had a number of years' practical experience.

This process helps to ensure that persons authorized to act as Professional Engineers are in fact, competent and adequately trained, thus guarding against the possibility of unqualified people being put into positions of authority on projects requiring professional engineering knowledge.

Send for free brochure "Engineering as a Career"

Association of Professional Engineers of B.C.

(formed in 1920 by authority of the "Engineering Profession Act" of B.C.)

2210 W. 12th Avenue, Vancouver, B.C.



PUPIL

"KINDERGARTEN THROUGH GRADUATION"

TEACHER

AIDS STORE

TUESDAY TO SATURDAY

• 111 ORIOLE ROAD (CORNER OF ORIOLE & E. TRANS CANADA HWY.)
KAMLOOPS, B.C. - 372-2919

INTERESTED IN MUSIC?

Come to **Soundscape '77**
British Columbia Music Educators' Conference!

DATE: November 3, 4, 5 (Thursday-Saturday)
PLACE: Hyatt Regency, Vancouver

FEE: \$32 (includes Thursday evening 'festivities,' Friday and Saturday workshops, mini-concerts, displays, BCMA membership and much more)

MORE INFO CALL: North Vancouver School Board (987-8141)

Hansel & Gretel
Candy Co. Ltd.
1685 W. 5th Avenue,
Vancouver, B.C.
P. O. Box 34096
604-732-1261

Do you have
A fund raising project?

Did you know
That Hansel & Gretel Candy Co. has 3 delicious fund-raising candies to help you make money?

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

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

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

Did you know
We offer 3 proven fund-raising items:

- Hansel & Gretel Peppermint Patties
- Hansel & Gretel Peanut Brittle
- Hansel & Gretel Party Mints

Please mail coupon for detailed information.

Name

Address

City Tel

Name of Group

Number in Group

WE SHALL MISS THESE TEACHERS

In Service

Gwendolyn M. (Armor) Arnold
 Agnes J. Barber
 John G. Cochrane
 Ladislao Gaston
 John B. Griffin
 Harold Kitchen
 Ivy E. (Bancroft) Lingren
 Lois M. (Carlson) McKay
 Jean A. Marshall
 Rose K. Mercer
 Daniel Morgan
 Clane W. Shearing
 Ramodath R. Singh
 Gladys E. Thomas
 Margaret R. (Toller) Wright

Retired

Harold G. Bell
 Roy C. Blodgett
 Frank Canty
 Nina L. Carson
 Herbert Dunham
 Edward A. Eames
 Kate F. Ede
 Arthur J. Elliott
 Florence K. Everton
 Margaret E. Jones
 Burton L. Kurth
 Mary Lamont
 Max Menkes
 Olive C. Morrison
 Ruth E. (Turner) Nicholls
 Wilfred J. Orchard
 F. Dobel Parker
 Frances A. (Kier) Prout
 Mary M. (Watchcok)
 John A. Scott
 Myrtle Sellers
 Arthur C. Shearman
 Jean (Ramsay) Shore
 Eleanor (McLeod) Smele
 Annie P. (Forbes) Streeper
 Doris A. B. (Moore) Thompson
 Robert Topper
 Lila R. (Byers) Whitehead
 Ethel B. Whitworth
 Elsie E. Williamson
 Arty H. (Fothergill) Wright

Last Taught In

Richmond
 North Vancouver
 Coquitlam
 Prince Rupert
 Kamloops
 Ocean Falls
 Cowichan
 Vancouver
 North Vancouver
 Van. Community College
 North Vancouver
 Vancouver
 Princeton
 Princeton
 Burnaby

Died

February 8
 July 16
 June 9
 July 16
 January 6
 April 17
 March 7
 March 27
 December 17, 1976
 March 23
 May 21
 April 13
 March 27
 May 20

Last Taught In

Vancouver
 Coquitlam
 Ocean Falls
 Vancouver
 New Westminster
 Prince George
 Courtenay
 Lake Cowichan
 Vancouver
 Burnaby
 Vancouver
 Trail
 Victoria
 Vancouver
 Ladysmith
 Victoria
 Sechelt
 Vernon
 Surrey
 Maple Ridge
 Vancouver
 Vancouver
 Vancouver
 Victoria
 Fort Nelson
 Sechelt
 Fraser Canyon
 Quesnel
 Burnaby
 North Vancouver
 Burnaby

Died

March 29
 June 21
 May 13
 June 22
 June 11
 May 2
 August 3
 April 27
 July 21
 April 3
 May 8
 July 6
 May 3
 June 26
 July 15
 July 13
 July 6
 February 8
 August 21
 July 5
 March 26
 May 21
 February 25
 April 14
 April 27
 December 29, 1976
 April 2
 July 8
 March 31
 April 3
 May 27

CRAP MUST STOP

About your 'core' and 'plap' debate! The resurgence of sensational criticism in 1974 made me feel as though English 12 teachers carried the literacy burden of the entire teaching profession. Thus, for two Januaries, I went to mark English composition examinations for scholarship students, on weekends, between full-time teaching weeks (weeks!). I discovered, much to the surprise of my battered susceptibilities, that my English teaching colleagues agreed within 5% to grades assigned to assorted ludicrous to superb compositions. Consequently, I reinvented my weekends in activities more likely to develop the potentials of my magnificently human 17-year-olds, confessing on Mondays how occasionally confused am I.

In 1976 came the English Composition Provincial Learning Assessment Program Test, which seemed fair enough, that students should write about what they know. This test, too, was mostly marked by public school teachers. In 1977, along with inoperable administrative instructions, came the 'plap' (marked by computer) reading exam, which many students did not arrive to write.

Then in the same year arrived English placement test (not designed as an entrance exam, etc., etc.), which a few of my C+ to B students failed, according to their less than 50th percentile perceptions. The design of the test, like the spelling on the report to students, was faulty. Furthermore, I suspect it was marked in May by many non-English 12 teachers, especially by university types with inflated expectations, spare time, and deflated cash flow.

This crap must stop! Irresponsible testing, marking and sensational media reporting is eroding the confidence of student, teacher and parent alike. Can learning proceed as readily with negative predispositions? Delta English teachers, administrative officials, and parents are developing an English curriculum with detailed learning objectives, resources and assessment in reaction to the 'core' debate. If the universities have a 'standard English' with detailed goals for us subordinates to follow, let us hear them, with parental consensus too. If the Ministry can measure writing, reading, speaking and listening in appropriate learning environments, let it proceed. But urge the convoluted educational bureaucracy not to mangle my rapport with my students. I am accountable to my local school trustees and their officials,

Given my fragments, capitalization, and parenthetical whatsits, my style will not please UBC, but is it not elite? The ultimate non-sequitur!

Dan Wilson,
 Delta.

CLASSIFIED

WAIKIKI, MAUI, KAUAI, HAWAII. Studio, 1- and 2-bed condominiums. 1615 Greenmount Ave., Port Coquitlam V3B 2S4; 942-4190

WESTERLY I.O.A. 27 ft. U.K.-built to offshore standards. Lloyds supervised. Lloyds certificate. Designed by Laurent Giles. 102 hrs on Volvo diesel M.D.2.B. 12V-110 power, frig-freezer, P.B. water, dinghy, etc. Custom teak interior. Replacement \$31,500. Asking \$22,500. 522-4104

SUBLEY. One-bedroom apt. Fully furnished. Linen, etc. Near English Bay — large rooms, elevator. To responsible couple. Available for 5 months from December 15. Very reasonable. References required. Telephone 681-3674

We would be pleased to offer classes in **General Banking Procedures and Financial Guidance**, for students and teachers. Please contact: Mrs. Gerry Adair, Assistant Manager, Consumer Services, Royal Bank of Canada, 613 Columbia Street, New Westminster, B.C. Phone 526-0711

Take your class for a special kind of walk in the forest

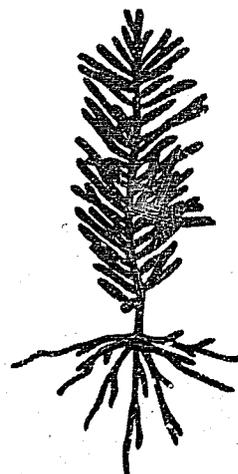
Bring your students to MacMillan Bloedel Place for an enchanting experience. They'll learn about the wonders of the B.C. rain forest as they see and operate a variety of educational exhibits.

They'll really get involved. At the start of their tour, our guide will give your students a short questionnaire geared to their grade level. They'll find the answers as they "turn on" the sun to start a photosynthesis display, step inside a tree to see how it grows, activate a pollination demonstration, test their skills at identifying trees and plants and do and see many other things.

Afterwards, secondary school students can enjoy the award-winning half-hour film, "A Walk in the Forest", plus a short multi-screen slide show. Elementary school youngsters can be treated to a movie about animals by Tommy Tompkins, famous outdoorsman, film-maker and story-teller.

Want to book a class tour? Call us about two weeks in advance, at 263-2688. We also have a naturalist on staff. If you'd like him to be on hand to answer students' questions, just ask when you book your tour.

Why not come yourself for an advance look around? If you wish, we'll send you a copy of the appropriate questionnaire and a guide to the exhibits.



MacMillan Bloedel Place is nestled in the northwest corner of the beautiful VanDusen Botanical Display Garden. The Vancouver Board of Parks has a special reduced fee for group tours. There is no additional charge for MB Place.

MacMillan Bloedel Place

VanDusen Botanical Display Garden,
5251 Oak Street, Vancouver, B.C. V6M 4H1
City buses stop at main entrance,
Oak Street at 37th Avenue.

OUR NEW LOOK

•With this special television issue we introduce a new look for the magazine, one we hope will make the publication easier for you to read and at the same time be visually more attractive.

The main changes are in the typefaces we use — masthead and body type — and in 'justified' rather than 'ragged right' columns. Our new body type is called souvenir, so every issue will now be a souvenir one!

We hope the changes have resulted in a

magazine that is easier to read than it was before. The best way to evaluate what we have done is to compare this issue with one from last year. If you do make the comparison, please let us know your reactions — favorable or unfavorable.

Our objective is to publish an attractive magazine whose content is worth while to teachers. Our readers are the only ones who can judge whether or not we are meeting that objective.

We welcome any comments, criticisms or suggestions.

SAVE A BUNDLE ON A NEW CAR

**CUT OUT THE MIDDLE MAN. Deal directly
and save with one of Canada's largest
new car dealers.**

**Lowest prices on all new cars, wagons
or trucks.**

**Call us for our SPECIAL deal for teachers.
Buy or lease any make or any size —
from a Cadillac to a Honda.**

**LLOYD BRAY
BILL DOCKSTEADER LEASING LTD.**

400 KINGSWAY, VANCOUVER V5T 3J9

879-8411

Your credit union Plan 24 is still the best daily interest savings account

here's why:

	CREDIT UNION PLAN 24 ACCOUNT	BANK OF B.C. BOHANZA ACCOUNT
Do I earn interest every day?	YES	NOT NECESSARILY (see below)
Do I earn interest at all times?	YES	NOT WHEN THE ACCOUNT IS BELOW \$500
What about the interest rate?	CURRENTLY 6% p.a.	CURRENTLY 5¼% p.a.
Can I write cheques on the account?	NO (It's easier to save when there's no temptation to write cheques! You can, however, make automatic transfers from Plan 24 to your chequing account.)	YES (There is a 25 cent service charge per cheque.)
How well does the account work?	VERY WELL (Plan 24 has enjoyed great success during its 4 years in operation!)	UNKNOWN

**B.C. Teachers
Credit Union**



VANCOUVER

2nd Floor, Oakridge Plaza
5740 Cambie Street
Vancouver, B.C. V5Z 3Y5
Telephone 324-6655

VICTORIA OFFICE

3023 Shakespeare Street
Victoria, B.C. V8R 4H6
Telephone 595-5151

BURNABY OFFICE

4162 Norland Avenue
Burnaby, B.C. V5G 3S8
Telephone 294-5106

Out-of-town members dial 112-800-663-3345 - Toll free

Better in so many ways. Prove it to yourself.