

# THE ABC TEACHER

March-April 1978

Volume 57 Number 4

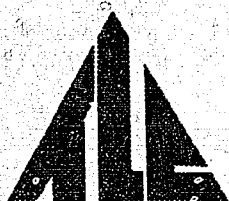


# GET WITH IT

**STANDARD AUTOMOBILE MERCHANDISING  
METHODS SHOULD HAVE GONE OUT  
WITH HIGH-BUTTON SHOES,  
HORSE TRADING,  
AND SILENT MOVIES.**

## TRY TRIAD


- **No Haggling**  
(We aren't good at it)
- **One location for all makes**  
(We have no brand biases)
- **We're ALWAYS the lowest price**  
(But we still feed our kids)
- **Over 5000 satisfied customers**  
(Plus a dozen grouches!)
- **Financing**  
(See your credit union)
- **Trades accepted**



# TRIAD

**See Bill or Maureen Stonier or Bal Skillings**  
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 a.m. to 4.00 p.m.  
Closed Monday

 "Only \$1116 round trip?  
I'll be up to my  
ears in teachers!"

Meet Aussies who share your interests—and your language.

Come see the inside of Sydney's \$100 million opera house. An orchestra seat goes for about \$10.

Buy a boomerang for a dollar, and get some instruction thrown in.

Change your perspective on art at the National Gallery of Victoria.

Catch a performance at one of the little theaters where Australia's young playwrights speak with a different accent.

There is much to see, much to do.

And Qantas will take you Down Under and back for a remarkably low \$1116.

That's the price for APEX, our Advance Purchase Excursion Fare.

It saves you about half the regular round trip Economy Fare from Vancouver to Sydney.

As you'd suspect, there are a few requirements. Nothing serious. Check with your Travel Agent or Qantas.

Australia. Now you know.

**QANTAS** The Australian Airline.

In association with CP Air.



**Learn about  
Australia: \$1116  
round trip.**



Please contact your Teachers' travel agency,

**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*

# Investing your savings?

# 7<sup>12</sup>00



**Are you puzzled about income averaging annuities?**

**Do you need advice about financial planning or money management?**

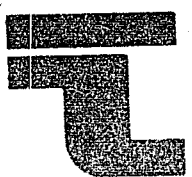
**Are you concerned about retirement, your Will or the administration of your Estate?**

**We can help.**

At Teachers' Trust Company, your inquiries are welcome without obligation. We're a small trust company but we offer all the Estate, Trust and Money Management services of a big company.

**And we're approachable!**

For more information about any of our services or for answers to your financial questions, please contact Mr. Barry Walsh, Vice-President of Trust Services or your nearest Co-operative office.

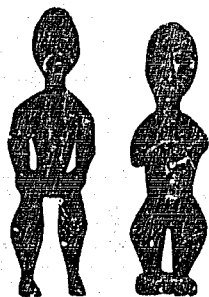
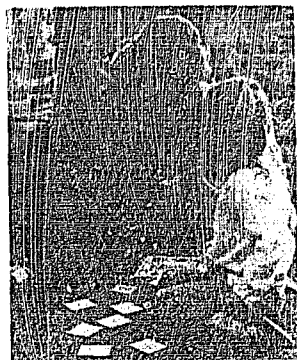


**TEACHERS' TRUST COMPANY**

Lower Mall, Arbutus Village Square,  
4255 Arbutus Street, Vancouver, B.C. V6J 4R1 Tel. 736-5631

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





## PHOTO CREDITS

Cover — Jim Casselman; p. 125 — (top) Barbara Macfarlane, (middle) supplied by Jan Harris, (bottom) Melanie Weatherbee; pp. 131, 132, 133 — supplied by the author; pp. 138, 139, 140 — BCTF files; pp. 144, 145 — Melanie Weatherbee; p. 146 — Barbara Macfarlane; p. 158 — supplied by Ed and Pat Day; p. 159 — (top left) Frank Shufletoski, (top right) Delta Optimist, (bottom) supplied by Emily Sunter.

## EDITOR AND BUSINESS MANAGER

KENNETH M. AITCHISON

## EDITORIAL ASSISTANT

PATRICIA W. DENHOFF

## EDITORIAL BOARD

PATRICK T. BRADY  
JOHN S. CHURCH  
GEOFFREY F. JOHNSON  
JUDITH A. SHELBOURN  
ARTHUR J. WELSH

THE B.C. TEACHER, MARCH-APRIL, 1978

## 128 From our Readers

### 131 Try Parachuting in the Gym!

Jan Harris/Parachuting doesn't have to be a letdown. In fact, it can give your phys ed program a real lift.

### 135 Julie

Margo Foote/A five-year-old is transformed by play therapy from a youngster who doesn't respond to anyone or anything into a delightfully normal chatterbox.

### 138 Will Open Area Schools Survive?

William Gray, Robert Blount, Marino Middleton/Open area teaching has fallen into disrepute. All is not lost, however, if steps are taken to help open area teaching realize its potential.

### 142 Living Museums — UBC's Anthropology

Melanie Weatherbee/Truly one of Canada's best museums, the Museum of Anthropology houses a diverse collection of artifacts representing more than 20 regions of the world.

### 147 Sex Education Without any Hassle

William Marble/A Burnaby school has successfully implemented a sex education program — without a public outcry.

### 158 They're Talking About . . .

A new feature — we hope it will be a regular one — about people in education.

### 165 Let's Not be too Quick to Jump on the Middle School Bandwagon

Arthur Olson/Middle schools developed from a special set of social conditions in the U.S.A. Let's look before we leap to adopt them here.

## COVER STORY

Looking for something different that will interest your phys ed students and promote their fitness? Parachute play is suitable for either elementary or secondary classes, is worth while, and is really enjoyable. It even enhances music awareness.

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

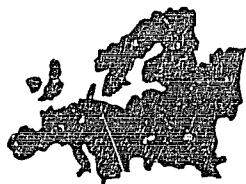
EDITORIAL OFFICE: #105-2235 Burrard Street, Vancouver, B.C. V6J 3H9. Published five times a year at the 1st of October, December, February, April and June. Advertising copy received up to the 20th of August, October, December, February and April.



Notice of change of address stating both old and new addresses should reach the editorial office at least one month before publication.  
Annual Subscription \$5.00

# Discover Summer '78

## Europe Charters



### BOOK NOW!

LONDON - MANCHESTER - PRESTWICK (SCOTLAND) -  
AMSTERDAM - FRANKFURT - HELSINKI - OSLO -  
COPENHAGEN

Reservations are now being accepted for all of the above destinations. Durations vary from 2-10 weeks. Write or phone Ventra Travel advising your preferred destination and your proposed travel dates and a list of charters will be forwarded to you. To make a firm reservation, please be sure to provide all of the following information:

- Preferred destination in Europe; dates of departure and return
- First and last names of each person travelling
- Home address and telephone number of each person
- I.D. number for each person, i.e. valid passport, birth certificate or social insurance number
- Present citizenship of each person.

A deposit is required within 7 days of making a reservation. The deposit is \$50.00 per person plus the premium for trip cancellation insurance (\$6.00 per person for Wardair flights and \$8.00 for most others).

Ventra Travel not only handles your charter flight but is pleased to provide comprehensive service for all your arrangements within Europe including hotels, U-drives, campers, coach tours, cruises, Britrail and Eurail.

### Special group flights for teachers

London	July 2 - August 13	6 weeks - Wardair
	July 5 - August 31	8 weeks - Wardair
	July 13 - August 23	6 weeks - Wardair
Amsterdam	July 7 - September 1	8 weeks - Wardair
Manchester	July 6 - August 30	8 weeks - Wardair

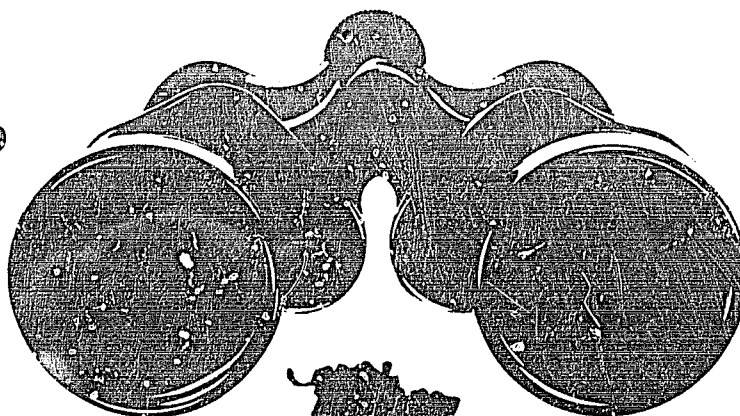
**Flights are filling rapidly — To avoid disappointment, book early!**

## Orient Paradise\*



July 6 - August 7, 1978

Spend 32 days exploring the graciousness of Oriental hospitality. In Japan visit Tokyo with its many charms, the seaside beauty of Atami and the cultural centre of Kyoto. Fly to Seoul, Korea and discover the unexplored Orient where new and different sights enthrall the visitor, then on to Hong Kong where its fabulous shopping awaits you before continuing to Bangkok, Thailand, "Venice of the East." A feature of this tour is a visit to the walled and moated city of Chiang Mai in the north and Pattaya and its famed beaches in the south. The Philippines, last stop on this tour, offers many fascinating sights and contrasts to delight the visitor.



## South America\*

July 4 - August 1, 1978

This 28 day tour will encompass many highlights of South America and will feature 4 nights' accommodation at the Hotel Galapagos on the island of Santa Cruz at Academy Bay with daily cruises to other Galapagos Islands. The tour will also visit Quito and take the exciting Devil's Nose rail adventure from Quito to Guayaquil. Lima, Cuzco and Machu Picchu, high in the Andes, La Paz, Rio de Janeiro, Salvador, Brasilia, Manaus and Bogota are also included in the itinerary.

## Australia and New Zealand\*



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

**SYDNEY, AUSTRALIA — via Qantas 747B aircraft**

July 2 — September 3 — 9 weeks  
July 9 — August 27 — 7 weeks  
July 16 — August 20 — 5 weeks

Fares including airport tax and trip cancellation insurance — Adults: \$933.90; Children (2 through 11): \$466.95; Infants (under 2): \$92.60.

**AUCKLAND, NEW ZEALAND — via Air New Zealand DC10 aircraft**

July 3 — September 3 — 9 weeks  
July 10 — August 28 — 7 weeks

Fares including airport tax and trip cancellation insurance — Adults: \$867.50; Children (2 through 11): \$433.75; Infants (under 2): \$86.30.

**MUST BOOK AT LEAST ONE MONTH PRIOR TO DEPARTURE!**

## India\*



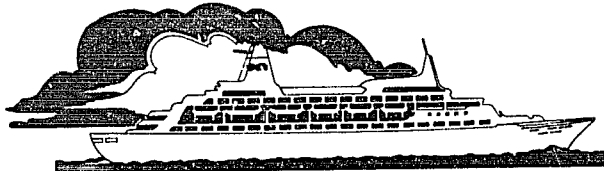
July 5 - August 2, 1978

Discover the beauty and mystique of India, Kashmir and Nepal in this 28 day tour especially designed for teachers. Visit the temple towns near Madras, the pilgrimage centre of Varanasi, Agra, home of the world famous Taj Mahal and Srinagar, near the snow capped Himalayan regions of Kashmir. Kathmandu in Nepal, Jaipur, Khajuraho, New Delhi and Bombay will all be included in this tour as well as extensive sightseeing plus lectures on differing Indian cultures. *Please call Ventra for complete details.*

*\*Minimum of 15 participants required.*

# a whole new world!

## Special Cruises for Retired Teachers



Plan now to take advantage of Ventra Travel's special low group prices on two luxurious Princess Cruises for retired teachers, their friends and family.

### Alaska Cruise

Sail from Vancouver the evening of September 9, 1978 and return the morning of September 16th.

You must see Alaska at least one time in your life — for its contrasts and for its beauty. Aboard the Sun Princess, you'll cruise up the famed Inside Passage, visiting Ketchikan, Skagway, Juneau, and Glacier Bay. The Sun Princess, a luxurious floating resort, is of British Registry and custom-designed specifically for cruising.

PRICES: from US \$613 per person inside double bedded room, Baja deck to US \$821 per person outside twin bedded room, Aurora deck.\*

### South Pacific Cruise

Enjoy a 25 day cruise from Sydney, Australia to Los Angeles, visiting exotic South Pacific Islands enroute. Your air ticket from Vancouver to Sydney and Los Angeles to Vancouver is included.

Sail from Sydney November 7, 1978, arriving Los Angeles on November 30. Aboard the British Registered Island Princess you'll get to know the South Pacific as few others ever do — calling at a wide variety of ports. You'll cruise to the colourful Islands of New Caledonia, Fiji, American Samoa, Cook Islands, Tahiti and Honolulu.

PRICES: from US \$2,977 per person inside twin bedded room on Aloha deck to US \$3,636 per person outside twin bedded room on Aloha deck.\*

\*plus US \$9 port tax. All meals aboard are included.

Your Princess Cruise will spoil you for any other kind of travel. Contact your teachers' travel agency now for more information.

## Christmas 1978

Ventra Travel is now planning many holiday programmes for the Christmas Break. Tentative destinations include:

HAWAII  
TAHITI-FIJI  
CALIFORNIA  
SWITZERLAND-AUSTRIA  
SKI TOUR  
AUSTRALIA  
CARIBBEAN CRUISE  
CENTRAL AMERICA

MEXICO  
BARBADOS  
LONDON, U.K.  
NEW ZEALAND  
MEXICO CRUISE  
CANADIAN CHARTER  
CLASS FLIGHTS  
TRANS CANAL CRUISE

Please write to Ventra Travel for information about the destination of your choice and details will be forwarded to you as soon as flight programmes have been finalized and government approved.

Ventra Travel has great Christmas holiday plans for you!



**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*

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.

# From Our Readers

## WELL USED ISSUE

Congratulations on your November/December 1977 issue! The issue has been so well used in this library that we would like to buy two more copies.

Mary Lu Brennan  
Librarian  
The Board of Education  
Borough of Scarborough  
Ontario

Teaching is the most important of all the professions as it involves the whole child. Therefore it troubled me when I read such a poor heading in the November-December issue as 'most people don't even know whom they can go to for help...'

It would have been much more grammatical, and a better example, to have written 'most people don't even know to whom they can go...'

One expects 'the best' from professional people.

Mrs. E. E. Revel  
Enderby, B.C.

## LANGUAGE ARTS ISSUE GOOD

It takes much discipline on my part to read an educational journal after working on school work for 10 hours a day. Here is what happened to your January-February issue.

Pat Denhoff's 'Language Arts' introduction I tore out and placed on my classroom wall near my desk. A well-written and comforting article.

Betty Lynn Davies' 'Are Your Students Language Paupers?' — I chuckled and laughed all through the article. I will re-read it. Excellent.

Marjorie Lemmen's 'Day Six' — I read this four times, and it is now on its way to my sister who teaches in Indian Head, Saskatchewan, and who works with a split Grade 6 and 7 class.

Heather Glebe's 'From the Inside Out' moved me to write her a letter and ask for more details on encouraging journal writing in a Grade 1 classroom. (I do plenty of creative writing in my room.) A previous article by Heather appeared in the May-June, 1977 issue. I never keep past issues of

*The B.C. Teacher*. Something told me, however, that I had kept that particular issue, and, sure enough, I looked and found it. Both articles were of high calibre and by someone who is a warm-hearted individual.

That leaves three articles and I definitely intend to read them.

Two or three years ago a school principal informed your office that his staff of 25 weren't too excited about *The B.C. Teacher*. The day the copies arrived, he would find at least half the issues in the basket before the final bell was rung.

I wonder how many copies of the January-February issue hit the basket? To me this copy was as good as a language arts workshop. Sorrento is situated between Salmon Arm and Kamloops, and we usually have very good workshops!

Betty Harper  
Sorrento, B.C.

With regard to the article 'From the Inside Out' (Jan.-Feb.), I feel considerable sympathy with the motives and methods of

*Continued on page 57*



## Stay home and go to university.

You can register at any time to continue your university studies through

### UBC GUIDED INDEPENDENT STUDY CREDIT COURSES

Subject areas include Anthropology, Economics, Education, English, Fine Arts, Geophysics/Astronomy, Philosophy, Psychology, and Sociology. Ask about our courses leading to a Criminology Certificate and also our new non-credit Learning Assistance Programs on tape.

For information, registration and a complete list of courses, please clip and return this coupon to:

Guided Independent Study  
Centre for Continuing Education  
The University of British Columbia  
Vancouver, B.C. V6T 1W5  
or telephone: 228-2191, local 241

Last name \_\_\_\_\_ First name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Postal Code \_\_\_\_\_  
Phone Day \_\_\_\_\_ Evening \_\_\_\_\_  
Occupation \_\_\_\_\_

I would also like to receive course outlines for the following subject areas:



## WINNING IDEAS IN THE SOCIAL STUDIES

### 25 Creative Lessons That Really Work

by  
Steven L. Jantzen

Everything you always wanted for social studies: simulations, role playing situations, questionnaires, values exercises, photographic analysis, and research projects. \$4.45 per copy.

Please send remittances with orders under \$15.00

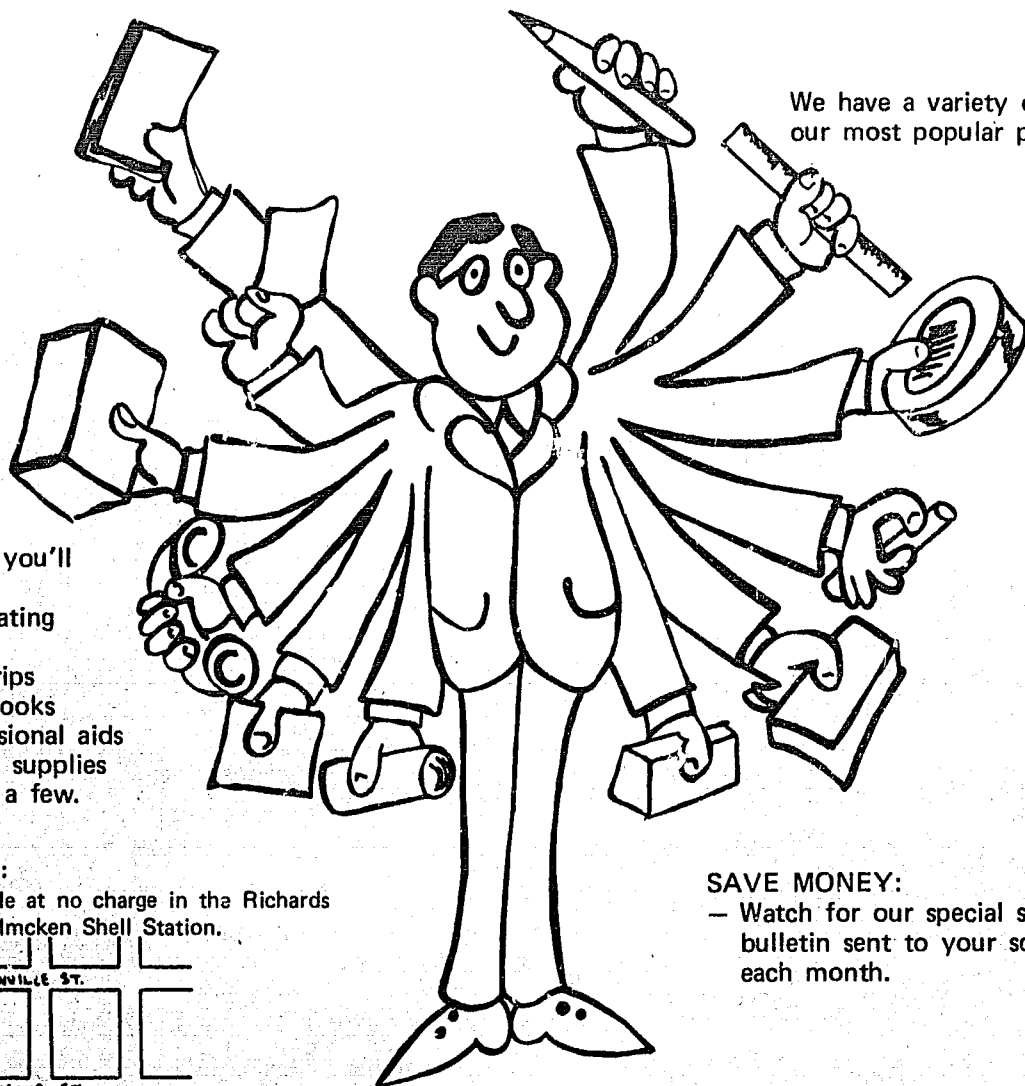
### GUIDANCE CENTRE

Faculty of Education  
University of Toronto

1000 Yonge Street  
Toronto, Ontario  
M4W 2K8



# WE'RE MORE THAN A BOOK STORE



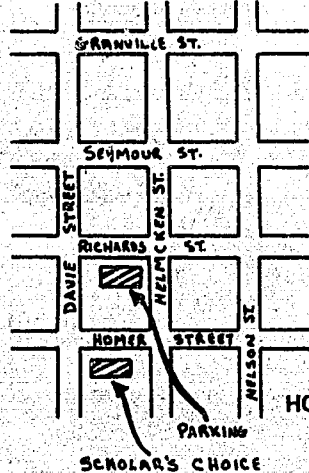
We have a variety of 2000 of our most popular products.

In stock you'll find

- duplicating books
- filmstrips
- workbooks
- professional aids
- school supplies to name a few.

#### PARKING:

Available at no charge in the Richards and Helmcken Shell Station.



#### SAVE MONEY:

- Watch for our special sale bulletin sent to your school each month.



## Scholar's Choice

1150 HOMER ST., VANCOUVER, BRITISH COLUMBIA V6B 2X8 604-681-6345

#### HOURS:

Monday to Friday 7:30 - 5:00  
Saturday 8:00 - 4:00

# KIDS! JOIN THE YOUNG OLYMPIANS OF CANADA TODAY!

**Earn Achievement Awards**  
simply by having fun and participating  
in activities like these:

Basketball • Cycling • Field Hockey • Floor Hockey • Lacrosse • Rowing • Skiing  
• Baseball • Coaching Instruction • Cycling (Non stop) • Diving • Mountaineering/  
Hiking • Sailing • Softball • Track & Field • Water Skiing • Badminton • Football  
• Gymnastics • Hockey • Refereeing • Sailing (competitive) • Soccer • Skating  
• Table Tennis • Tennis • Walking • Volleyball

... and others (even non-sport, creative activities!)

Take part in your favourite activities . . . just about  
anything you can think of! And, guess what? **YOU  
DON'T HAVE TO COMPETE; YOU DON'T HAVE TO  
WIN!** All you do is keep track of your activities and  
you'll get awards. Nothing could be easier, right?  
And, nothing could be healthier for you, too!

## TEACHERS

THIS IS A GREAT OPPORTUNITY FOR YOU,  
YOUR SCHOOL, EVEN YOUR FAMILY TO GET WITH THE  
OLYMPICS, RIGHT AT HOME! PARTICIPATE! TODAY!

A CANADIAN OLYMPIC ASSOCIATION PROGRAM :

ALSO -

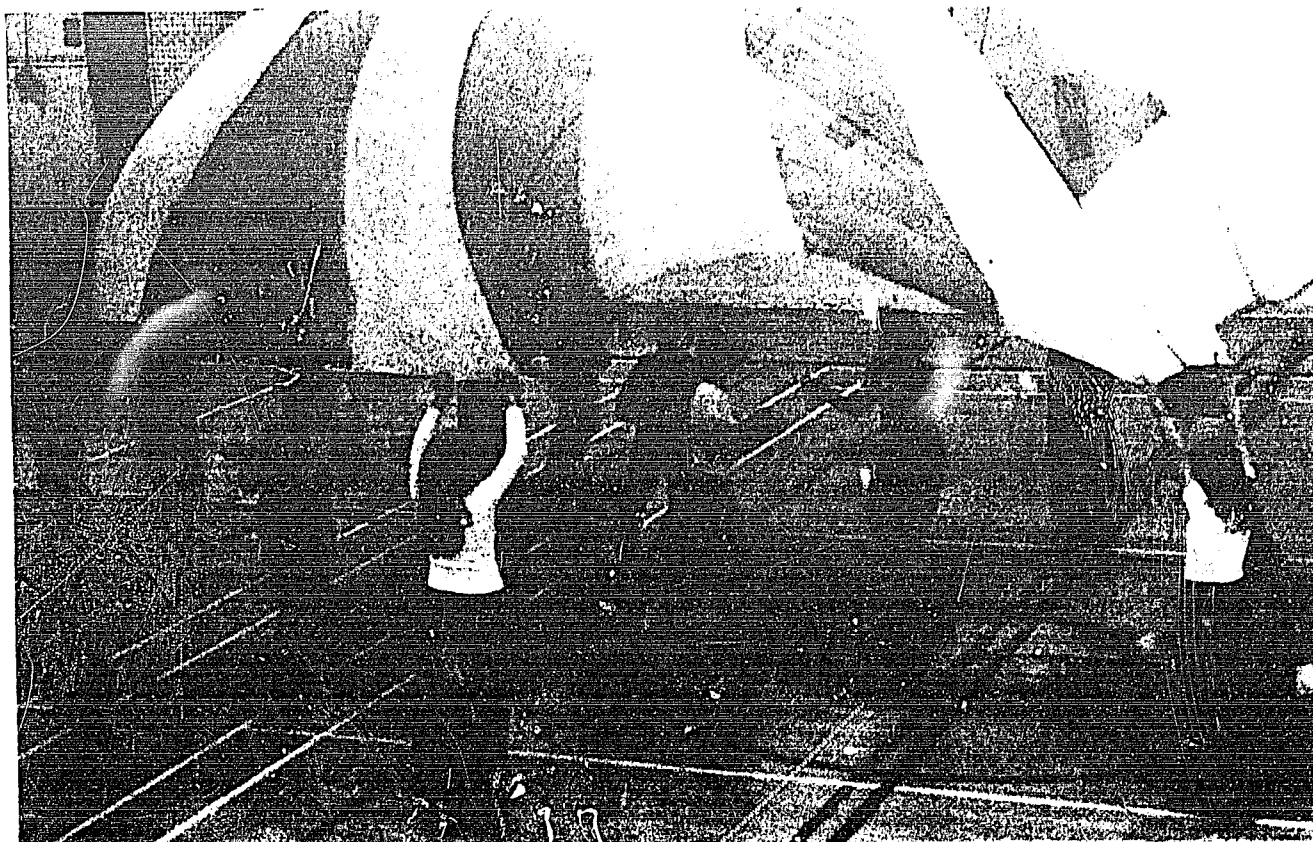
CAMPERS AWARD PROGRAM  
ADULT PARTICIPATION PROGRAM



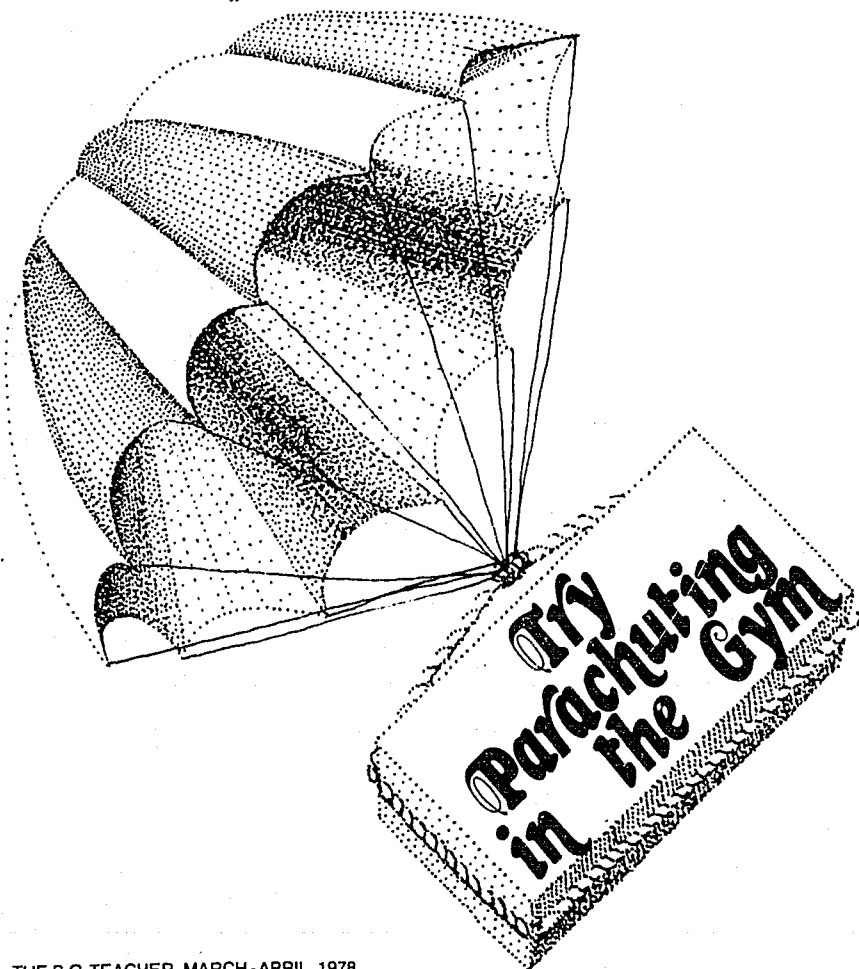
## YOUNG OLYMPIANS OF CANADA

WRITE TO  
POST OFFICE BOX 16000  
MONTREAL, QUEBEC





These students number off in twos, and on their turn, run under the 'umbrella.'



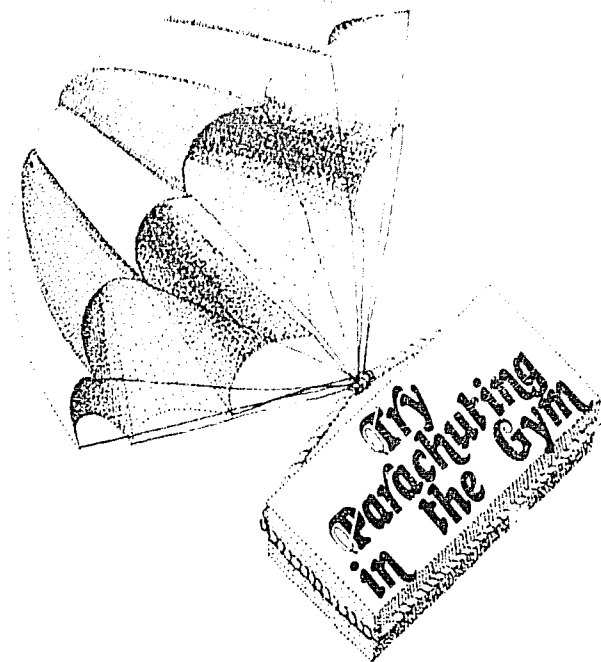
**Parachuting doesn't have to be a letdown. In fact, it can give your phys ed program a real lift.**

**JAN HARRIS**

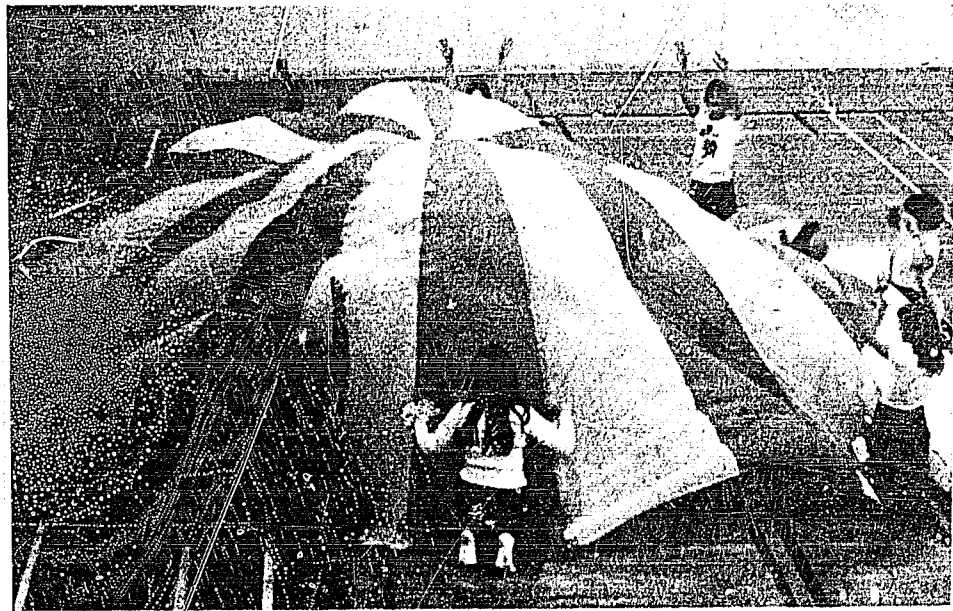
● If your physical education classes lack participation, try parachuting in the gym!

Parachute play is becoming a great rhythmical activity for boys and girls from pre-school to university age. It is a new, fun form of dynamic exercise that stimulates physical fitness and develops the upper body. Chuting inspires group participation and enhances music awareness as well as listening skills.

Up to 40 students, depending on the size of canopy, can run with the parachute in a circle, hold onto it and perform various dance movements. Students can do the 'bump' while holding onto the chute, form a



*The students execute an 'umbrella', pull it down and kneel on it to make a 'mountain.'*



*The students go 'inside the mountain.'*





'mountain' and pull it down around themselves forming a sphere, in addition to doing many other exercises to music. They can also play such lead-up games as 'call ball' and 'chute soccer.'

Parachuting, as a part of your physical education program, develops group participation in that the students must work in unison to inflate the chute. The canopy activities contribute to four specific areas of physical fitness.

Isotonics is stressed because the natural air resistance necessitates continued exertion of muscle tension. A chuting example would be the lifting of the parachute to make an umbrella or mountain shape.

Isometrics is the constant muscle tension to hold the chute in a static position. This is exemplified by the ripples, waves and movement activities that occur with the student holding the parachute at waist level.

The running activities of parachute play develop a brief period of strain on the cardio-vascular system and allow time to recover. This is called 'anaerobics'. Students can run clockwise, stop, ripple the chute in place and repeat the sequence counter-clockwise.

The chuting activities can also strain the cardio-vascular system to maximum workout. This is known as 'aerobics'. Starting

clockwise, the students can begin with a slow walk, working up to skipping and running still holding the chute at waist level. The locomotor movements are then used in reverse direction.

Many elementary records are being produced with basic instructions for the physical education teacher. Dr. Billy Gover created a two record album, 'Chute the Works,' for advanced parachute play. His album includes narration and is divided into two areas:

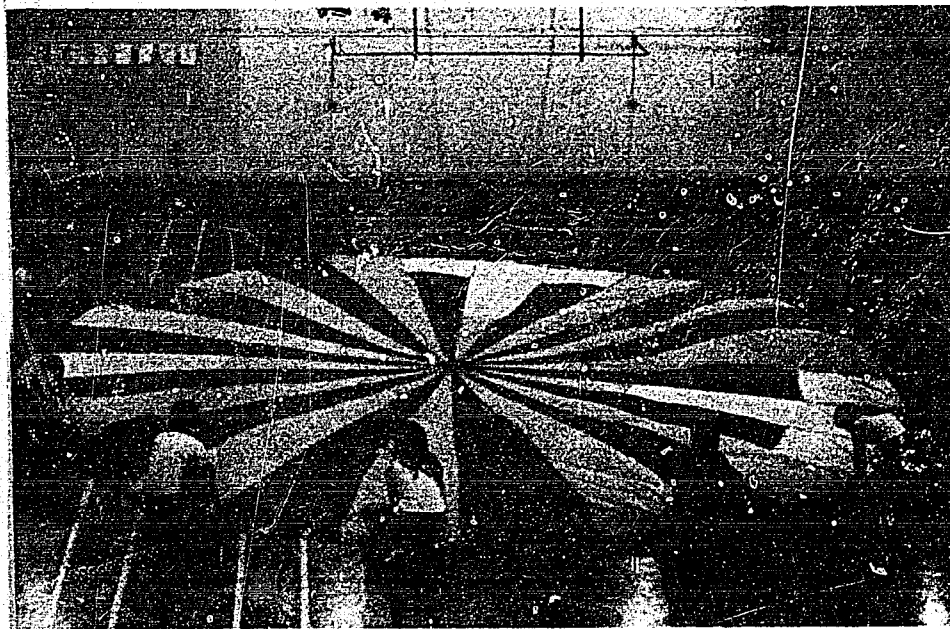
(1) **Manipulative activities**, which include lead-up games to 'enhance the students' capabilities in handling objects.' Examples include call ball, the chase, the weave, chute ball and the hustle.

(2) **Body management activities**, which develop awareness of the body in motion, include the parachute twist, pass through, grapevine, bump, shake and roll.

The use of the parachute is an exciting, innovative program for fitness. It can also be used for demonstrations in public displays and rhythmical gymnastic programs.

So, if you need a lift in your physical education program — chute for fitness! O

Janette Harris teaches physical education at J. L. Jackson Junior Secondary School in Salmon Arm. Reference on request.



A 20-foot parachute has room for 30 students, one at each panel.

# Spelling Power

## through The new MACMILLAN SPELLING SERIES

For almost two decades the Macmillan Spelling Series has led the way to spelling power! Today we are leading the way again with our new series.

We've listened to teachers and pupils, we've evaluated the latest research (we've done some of our own), and we've classroom-tested our program to make sure it worked.

Again, the response from teachers has been overwhelming. We have produced the most up-to-date teachable (and learnable) spelling series.

### An effective spelling program

From research and common teacher practice, certain basic characteristics of an effective spelling program have emerged. To be effective, it must be research based, it must relate easily to the Language Arts program, provide for individual differences, develop independence, and include regular review, and it must excite.

An effective spelling program should contain these essential characteristics if a pupil is to have the spelling power to be a confident writer and independent reader.

The new Macmillan Spelling Series meets all these requirements—and more. If you are teaching in an elementary classroom and want to see our new spellers, let us know. The more you know about spelling, the more you'll like The Macmillan Spelling Series.



### Spell it out for me!

Send me one pupil's copy of the new MACMILLAN SPELLING SERIES and the accompanying Teacher's Guide at the special introductory 50 percent discount price. (Total cost \$6.25 including postpaid delivery.) Payment must accompany coupon.

#### CHARGE

BCT March

☐ Master Charge Acct # \_\_\_\_\_

☐ Chargex Visa Acct # \_\_\_\_\_

Signature \_\_\_\_\_

Card Expiry Date \_\_\_\_\_

☐ Personal Cheque enclosed.

☐ Send the literature only.

Grade Level preferred \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

Postal Code \_\_\_\_\_

School Board \_\_\_\_\_



## Macmillan

The Macmillan Company of Canada Limited  
70 Bond Street, Toronto M5B 1X3



# julie

MARGO FOOTE

●It's late October — the honeymoon is ending in the kindergarten room. Some kids are emerging as 'problems'. Their warm-hearted teacher approaches me as I wander about visiting the kids:

'Margo, will you take a look at Julie? I'm really worried about her.'

'What seems to be the trouble, Ginny?'

'I don't know for sure. She just doesn't respond. To anything! She even looks kind of Mongoloid to me.'

'You're afraid she might be retarded?'

'Yeah. I can't think what else it could be. It's that dull look in her eyes. It scares me! Like there's nothing there. You know, I'll speak to her, help her with her work, and she doesn't seem to hear what I say or maybe she doesn't understand me — I just don't know. And when we play games she never participates, just stands there with that blank look on her face.'

'Even when you try to reach her, make face to face contact, you can't. That must feel pretty weird!'

'Yeah, she seems so weird, so different. I've never seen her smile or play with others. Even when a kid asks her if she wants to play with him, she doesn't so much as look at him. I've tried everything. Sometimes I think she can't hear, mostly I think there's something mentally wrong with her.'

'Makes you feel like giving up?'

'And I don't want to! The only time she shows any life is when her mum brings her to school. She cries and clutches on to her and won't let go. I've tried coaxing, ignoring, giving her something to do. Nothing works. We go through this same scene every day and eventually her mother gets her to sit on the mat with the others.'

'That's a great start to the day!'

'Yeah, and then she just sits like a zombie, never getting involved in anything. Her mum says she's pretty quiet at home but will talk when she feels like it. Says she's pretty stubborn, too.'

'Sounds like a real problem, all right Ginny. What would you like me to do?'

'I'd really like her tested to see if she is mentally deficient. And maybe you could talk with her mother?'

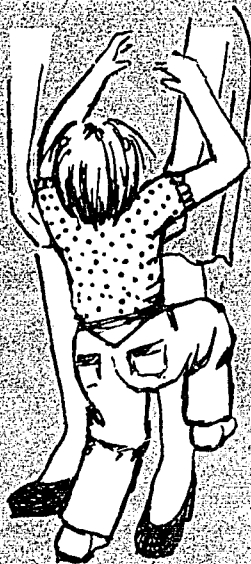
'Okay, I'll see her mother. But before planning any testing, how about having her join our kindergarten play therapy group for a few sessions and assess her there?'

'Anything you think will help, Margo. I just don't know what to do anymore.'

On my way out of the room, I linger to observe Julie. She's the picture of non-involvement! Not a flicker of response registers during the 10 minutes I'm watching her. And there are traces of a Mongoloid cast to her features. But mostly, as Ginny says, it's her eyes, so totally flat and empty.

As prearranged, Julie arrives at the play therapy door shortly after the group has begun. I go out to greet her. Or try to.

She's crying so loudly I'm sure she can't hear me. Her flustered mother is trying to pry her daughter's fingers loose and coax her into the room.



I bend over and quietly say, 'Julie, you're going to spend the next hour with us in the play room. Now you have two choices: you can either walk into the room by yourself, or I'll carry you in. Which do you want to do?'

Her crying, which had slackened off during my little speech, now resumes its full volume. I wait a few seconds, reassure the mother, pry Julie's fingers off her mother's legs, grab her around the waist, and bear her protesting body into the play room.

The door thuds shut behind us — the crying immediately wanes to a whimper. Julie stands a dejected, forlorn figure, finger in her mouth and staring at her feet, while I explain what this strange new room is all about.

'You'll be coming here twice a week for an hour like the rest of these kids, Julie. You're free to do whatever you want, as long as you don't hurt yourself or others, and you can use any of the toys that you see around.'

Silence. Her eyes are still fastened on the floor.

'Pretty scary at first, isn't it?'

More silence and a sniffle.

'You don't really know what to do.'

Silence.

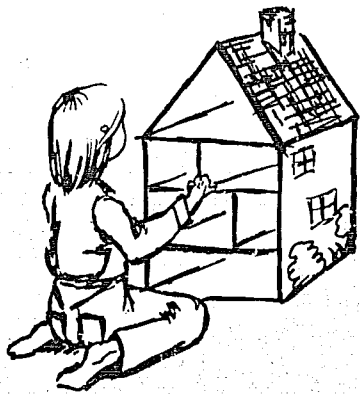
I stay crouched beside her for a few more minutes.

'I'm going to go play now, Julie. You can join us when you're ready.'

For the next 20 minutes, she remains by the door, but you can see the tension ebbing. First the sniffing stops, then out comes the finger. Soon her eyes are following the children at play. One of the kids approaches, attempting to engage her in play. No response.

So slowly, in stop-and-go fashion, she edges her way into the middle of the room, plunks down, and continues her watching.

I fetch one of the group's favorite toys, a



dollhouse, and place it on the floor about six feet away from her. She pays no attention. Later I sneak a peek and catch her bumping her bottom along the floor toward the dollhouse, all the while staring in the opposite direction. In another few minutes, after carefully checking to right and left to see if anyone's watching, she opens the dollhouse and begins fingering the items inside.

(Hey, hey! She's at least reaching out to contact her environment! It's as if she lost the struggle to resist involvement. I keep away, not wishing to frighten her back inside herself.)

For the next two sessions, Julie constantly follows me about. I seem to be her security blanket. She grunts occasional one word responses when I speak to her, but doesn't initiate any contact. So I walk off and become involved elsewhere. She sidles over while I'm role-playing a family scene with three girls.

'Do you want to be the baby in our family, Julie?' I ask.

She responds by silently clambering up onto my lap. She still displays no reaction when the other 'family' members direct comments toward her.

(Well, it's small, but at least she made some response this time!)

Julie plops down beside me while I'm taking a breather. I smile at her and continue watching the kids. She mumbles something.

'Eh?'

'I can fix my tooth.'

'You can! How?'

'My mum does!'

'How does she do it?'

'She got these clippers.'

'Uh huh.'

'And clips my tooth out!'

'She clips your tooth out! Let's see!'

Julie displays her mouth.

'Does it hurt?'

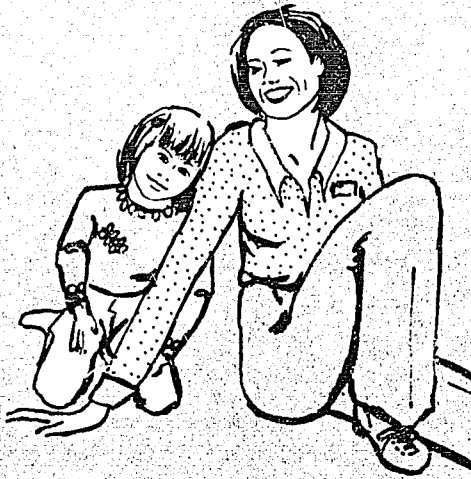
'No.'

'Your mum sounds as if she's pretty smart!'

'Yeah!'

We explode into hearty laughter, then sit contentedly leaning against each other, watching the others play.

(Aha! She initiated a conversation with me! She can talk! She does want involvement!)



Julie moves off to hang at the edge of a group playing catch with a balloon. Her body is in constant motion, her face animated, as she intently watches. Gradually she edges her way into the center of the group, while the game continues on about her. No invitation to join is issued, nor does she ask. As the kids tire of the game they move off to other activities. Julie remains, her previously animated face now an non-registering blank.

(She's aching to get actively involved!)

Julie comes up to me with the rubber 'dog pull' toy in her hand.

'What is this, Margo?'

'It's a dog pull, Julie, and you put one end in your mouth like this, and the other end in the other person's mouth, and then you both pull hard.'

Julie grabs onto one end with her teeth and we drop to the floor on all fours, growling and pulling with all our strength. She's really into it!

'Are you ever strong, Julie!'

She laughs delightedly and runs off.

(Another first! She initiated an activity with me! Not only that, she had fun!)

The rest of the kids are playing a favorite game: pushing each other around in the big wooden toy boxes, which move easily on their casters. Julie informs me that she

would like a ride, so I oblige. When I stop, she jumps out and says, 'Now it's your turn.'

It takes all her strength, but she does manage to get the box in sluggish motion. Other kids run over to help her. Julie's smile widens to a full beam and her eyes are fairly dancing!

I speak to her through a puppet I've found in the toy box: 'Boy, what a fine ride I'm having! And Julie's sure having fun, too, with all these other kids helping push! I can tell by her smile.' The beam grows even wider.

(Oh boy! Her first active involvement with the other kids!)

\* \* \* \*

Julie approaches me towing an empty toy box.

'Now what are you going to do, Julie?'

'Push you!'

'You're going to push me? How are you going to get me in there?'

Julie looks down, swinging one foot.

'I need to know what you want. What would you like me to do?'

Julie looks up with a shy smile: 'Push me!'

'You'd really like me to push you!'

'Uh huh!'

'Okay, you gave me a nice ride already. She climbs in with a smile.

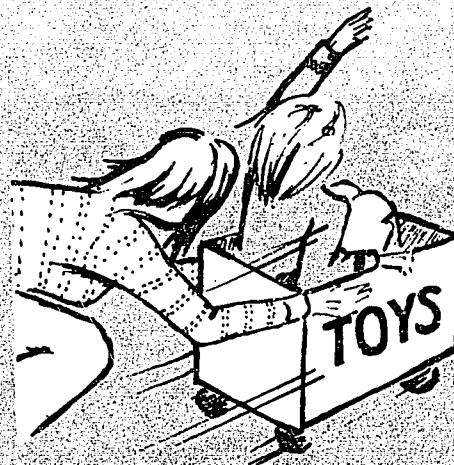
'Ready?'

'Uh huh!'

'Want a fast one or a slow one?'

'A fast one! I want a fast one!'

And off we go! Her sparkling eyes and big smile broadcasting her pleasure.



(Aha again! She's readily responding verbally and learning to articulate what she wants!)

\* \* \* \*

While Edith is busy drawing with John (my colleague), Julie approaches, paper in



hand and stands expectantly looking at her. Edith invites her to sit at the table; Julie smiles her acceptance. John leaves and the two draw quietly for several minutes, occasionally chatting. John rejoins them, crouching down to address Julie:

'What's your picture about, Julie?'

'It's me at Rock harbor!'

'Rock harbor! Did you use to live there?'

'In the summer.'

'You have a place there that you visit every summer?'

'Uh huh. I can swim — see (pointing to picture), that's me!'

'That's you swimming all by yourself! you must be a good swimmer.'

'Yeah!' (big smile).

Edith interjects, 'Gee, Julie, I'd be scared to go in the ocean by myself!'

'I'm not.'

'It feels good to be strong and not afraid to swim in the ocean by yourself.'

'Yeah.'

Julie sits back, a contented proud smile lighting her face.

(Another big step! Moving away from dependence on me and seeking involvement with others. She's even verbally responding to them!)

\*\*\*\*\*

The cupboard doors open. Julie's beaming face emerges. John notices, exclaiming with mock surprise, 'What are you doing?'

'Hiding!!' And the doors slam shut!

John (just loud enough for all to hear) 'Wonder where Julie is?'

Margo: 'Where is she?'

The rest of the kids join in the game, chirping: 'Julie! Where's Julie?'

Cindy runs up, saying, 'I know!' and opens the doors to reveal an impish Julie reclining inside. She and Cindy giggle merrily.

'Will you close the doors again, Cindy?' requests Julie.

Cindy complies and then responds to the other kids' shouts of, 'Hey Cindy, shut me in, too!' as they dive into other available cupboards.

Julie's doors open again and she shouts out, 'Hey, Cindy! Do you want to come in with me!'

'Okay!' Cindy eagerly responds.

As she scrambles inside the cupboard, I comment, 'You're really feeling pleased Julie asked you to join her?'

'Yeah!'

Broad smiles all round.

John shuts the doors for them and we're left with a room empty of children but full of giggles.

(Yippee! Giant strides! She's really blossoming!)

\*\*\*\*\*

John is giving three kids a ride in a toy box. Julie runs up, a nursing bottle in one hand.

One of the riders notices her: 'Hey, Julie!'

'Let's get Julie in here!' exclaims another.

'Stop, John!'

'You want to come in?' asks the first kid.

'Yeah, okay,' graciously consents our heroine.

The three move around to make room for her. Julie climbs in, smiles contentedly, and tucks the nursing bottle in her mouth.

Kid number two counts, 'Hey, 1, 2, 3, 4 of us! That's a lot! But we fit in here just right!'

And the happy foursome lie back to enjoy their ride.



(I smile fondly, feeling very maternal and proud. My girl's right in there now. Just one of the kids!)

\*\*\*\*\*

Julie's come a long way in only two months! From a position of almost total non-response, and in turn being tuned out by the kids, she's now become an accepted, fully participating group member. She can initiate involvement when she wants it, or she can choose to play on her own. The strength once expressed through her stubborn refusal to respond, now finds expression in her firm direct manner of articulating and filling her needs.

Even more gratifying is the feedback from the jubilant parents and the relieved teacher. What pleases them most is that Julie seems like such a normal, happy kid now. No longer does she create any fuss about coming to school. She prefers to come unescorted by mother, usually arriving a half hour early.

She participates in all class activities and, to the teacher's secret delight, receives the occasional reprimand for chattering too

much during work periods! Although behind in her kindergarten learning skills, she is fast catching up.

Somehow, Julie had learned to indirectly (and inadequately) fill her needs by tuning out her environment and the people in it. Early in life, she had discovered that by simply failing to react she could frequently avoid what she wanted to avoid and get what she wanted to get.

With time and practice, this non-responding stance evolved into an effective means of passively manipulating others, for it got them to pay attention to her, coax her, do things for her. By the time her behavior became viewed as a 'problem', she was unwilling to give up the payoffs that not responding afforded her, even though she missed out on pleasures she could see other children obtaining — friends, fun and learning.

As the parents and other significant adults in her life placed increased performance demands on Julie, she fought back by relying more heavily on her best weapon, not responding. The harder the adults tried for response, the less Julie gave. And the less she gave, the more they tried. A deadening, downward spiral.

Placing Julie in a group play therapy situation, where her failure to respond didn't produce the expected payoffs, forced her to explore other healthier ways to get the desired attention. In the process, she learned the social skills she needed to create rewarding relationships with others.

My elation about the dramatic changes in Julie is tempered by horrendous visions of what, too easily, could have been her fate. Without early intervention, her behavioral style would have become increasingly habituated and resistant to change. She could have ended up in a special school or class for the retarded or, at best, limped along as a slow learner passively occupying space in a regular classroom.

Probably she would have received special learning assistance. But this would not be treating the basic problem and so would meet with limited success. She would be turned off school, turned off people, and end up even turned off herself. A sad, lonely, devalued victim of inept good intentions.

Maybe my dire predictions wouldn't have come true. Maybe, if left alone, something might have happened to jolt her from her non-responding limbo. Maybe.

I just hate to take that chance. O

*Formerly a special counsellor for the Victoria school district, Margo Foote is now devoting her energies to 'cabin building, land clearing, gardening, gathering food, watching sunsets and moonrises, and writing' on Homby Island. This article is an excerpt from a book on play therapy she is writing in collaboration with John Dornier, also a special counsellor in Victoria.*

# WILL OPEN AREA SCHOOLS SURVIVE?

WILLIAM A. GRAY  
ROBERT G. BLOUNT  
MARINO A. MIDDLETON

*A variety of open area designs — some new, some modifications of existing buildings — were presented during the last 10 years, along with a plethora of philosophic and economic reasons for building them. But little was written about how to teach in them.*



What is the future of the open education and open area school concepts in B.C. at a time when many parents and educators support a more traditional 'back to the basics' approach in public education?

Can these two educational innovations of the late 1960s still provide valid alternatives in the late 1970s to more traditional modes of education?

Will the present conservative backlash finally provide the impetus for identifying through research the variables associated with operating a successful open area and a successful open education program?

To obtain some answers to such questions as these, we undertook a survey of B.C. teachers in 1976. Before presenting our findings, let's review briefly the concepts of the two innovations to see how the practices fell into disrepute and how their potential can still be realized.

#### UNQUESTIONED OPTIMISM

B.C.'s first open area school, MacCorkindale, opened in 1967 in Vancouver. According to Ian Allen's survey, *Open Area Schools in British Columbia*, by September 1971 some 300 open area schools were in operation or under construction in B.C.

Was this sudden proliferation of open area schools just another example of jumping on the latest educational bandwagon? In retrospect, the answer appears to be 'yes'. A critical reading of the literature of the early 1970s gives one the impression that these modern-looking facilities would provide a panacea for improving education, and would also reduce construction costs. A variety of imaginative open area designs were presented, along with a plethora of philosophic and economic reasons for building them.

Little was written about *how to teach* in them, although it was generally assumed that a 'more open' kind of teaching should take place in them. Even less was written about whether open areas should or should not be built in the first place during this initial period of unquestioned optimism.

The concept of open education, although not as apparently widespread or as visible as open area schools, also began to capture the fancy of many B.C. educators around the early 1970s. (The co-emergence of these two innovations might explain why they were often confused as being synonymous.) Again, the literature pro-

vided many philosophic reasons for 'going open' as a way of improving the quality of education without really indicating how to do this in practice.

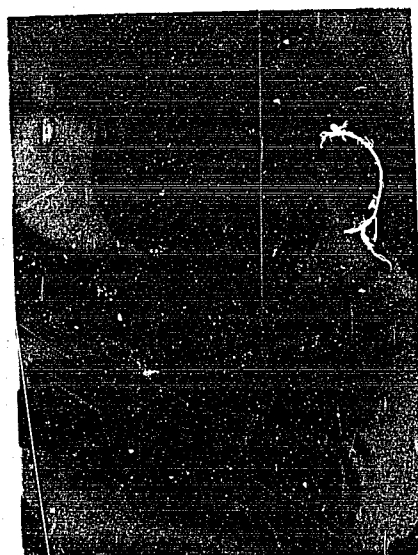
During this early period of unquestioned optimism, 'open' was presumed to be 'better'.

Open education was presumed to produce better learning results than *traditional education* and open areas were presumed to be better places for promoting children's academic learning and overall development than self-contained classrooms.

With so much optimism so widespread, there was little concern for investigating the actual efficacy of these two concepts in practice — that is, not until critical observers began to suspect and then to question the benefits originally claimed for them.

Unfortunately, all but a few of the research studies from 1970 to the present have attempted to answer such simplistic questions as: 'Are open areas better for children than self-contained classrooms?' and 'Does open education produce better learning results than *traditional education*?'

In most of these investigations, sample sizes were typically small (often comparing only one school or classroom with another) and the data were frequently collected at the end of only one year of operation of an open area or an open education program. The specific type of open area being investigated was usually not considered important (i.e., a total open area school, an open



Will an open area classroom benefit him more than a traditional one? Not if traditional teaching methods are continued in the 'open' environment.

area classroom addition, or a conversion of adjacent self-contained classrooms into an open area).

The particular *physical features* of open areas and self-contained classrooms that supposedly produced particular effects upon children were not clearly identified.

(The Metropolitan Toronto School Board's study of educational facilities is one of the few studies systematically investigating the effects upon children and teachers of particular physical features of open areas and self-contained classrooms.)

Perhaps the gravest research error of all was that of assuming that open areas have 'more open' programs operating in them than do self-contained classrooms, and that open education was taking place just because classroom teachers said it was. Because of such assumptions, researchers did not really bother to find out *what* it was about a particular open area (or a so-called open education program) that was responsible for producing the obtained effects on pupils.

Because of these inadequacies in most research studies, the findings regarding the efficacy of both open areas and open education have been *conflicting* and therefore *inconclusive*.

The most accurate statement that can be made in 1978 regarding open areas and open education is that neither innovation has unequivocally been shown to be more beneficial or detrimental to pupils or teachers than traditional approaches.

Both innovations have the *potential* for becoming valid alternatives to more traditional modes of education — but, *only* if each concept is better understood, better supported, and more properly applied in practice. To do this requires a different view of these two innovations accompanied by a different approach to conducting research on them.

Instead of comparing them with more traditional methods of education in the futile attempt to prove one is better than the other, we should investigate such questions as: 'What type of child (and teacher) would find an open area a more suitable learning environment and open education a more suitable educational program?' and 'What variables are related to the successful operation of an open area facility and an open education program?'

It was the latter question that formed the basis of our 1976 research study of B.C. teachers who were attempting to implement more open educational practices in open areas and in self-contained classrooms.

## DESIGNING OUR STUDY

From previous research studies that attempted to identify the variables associated with the successful operation of an open (vs. traditional) education program and the successful operation of an open area facility, we chose questionnaire items to construct a survey having the following 10 dimensions: teacher background characteristics; adequacy of educational facility;

adequacy of support (from parents, colleagues, principal, district office); teaming satisfaction and requirements; job satisfaction; progressiveness of teacher attitudes; adequacy of pre-service training; adequacy of in-service training; teacher opinions about their pupils; openness of program (a 50-item teacher self-report questionnaire that had been carefully validated and used in a number of investigations to differentiate open and traditional programs).

We sent this 10-dimension survey to 450 B.C. educators who had attended at least one of two recent conferences intended to help them learn how to implement more open educational programs and practices. From the 130 usable surveys returned, a final sample of 37 teachers was classified as operating an open program (14 of them in self-contained classrooms, 23 in open areas) and 33 teachers as operating a traditional program (21 of them in self-contained classrooms, 12 in open areas).

Type of Facility			
Type of Program	SELF-CONTAINED CLASSROOM		OPEN AREA
	OP	N=14	N=23
Type of Program	TP	N=21	N=12

Teachers were classified as operating an 'open' or 'traditional program' according to whether they scored in the top 27% or bottom 27% on the 50-item questionnaire measuring openness of program. Then every teacher's responses to variables in each of the first nine dimensions were correlated with his/her score on openness of program via a series of multiple discriminant analyses.

## OUR FINDINGS

Teacher background characteristics (i.e., age, sex, years teaching, type of pre-service training) was the only dimension containing no variables that were associated with operating an open (vs. traditional) program.

On the adequacy of facility dimension, few of the 21 aspects surveyed were rated as functionally 'adequate'. However, those open areas and self-contained classrooms accommodating an open program were rated as more *functionally adequate* than those accommodating a traditional program. The least adequate aspects of open areas were the availability of enclosed 'auxiliary rooms' and audio-visual equipment.

On the adequacy of support dimension, open program teachers reported their programs to be better accepted and supported by parents because the parents were more actively involved in such things as planning the programs and placing their children in them. These teachers also reported receiving more adequate support at the local school level (from teaching colleagues and from the principal) than at the district level.

Both open and traditional program teachers rated as 'less than adequate' the extent to which the secondary schools build on what the elementary schools have done and the availability of special consultants to help teachers develop their programs. The support provided by the school principal was consistently given the highest rating.

The most significant findings for the teaming dimension was that open area teachers operating an open program spend at least 15-25 hours planning their programs *together the year before* actually implementing them. Failure to do this resulted in a traditional program being implemented in the open area facility.

Harmonious and co-operative teaming was found to be related to a low turnover rate among the teachers and to the implementation of a well-co-ordinated open program in an open area facility.

Successful teaming and team planning were rated as more important to operating a successful open program in an open area facility than were large inputs of additional resources.

Findings on the importance of harmonious teaming support those obtained by Molnar in 1972. These indicated that when teachers are on a team characterized by equal or balanced participation

This child differs from every other one. 'Open area' education may not be the best kind for her.





among its members, each member is more likely to feel successful in having an influence on team decision-making, while at the same time retaining a high level of personal autonomy within the team structure to develop his/her own teaching styles.

Findings on the job satisfaction dimension indicated that open program teachers are more satisfied than traditional program teachers because of the greater respect they get from parents and from their teaching colleagues for the job they are doing. Also, being a member of open area teaching teams provides opportunities for them to assume leadership for aspects of their program within the teaming arrangement.

The open area teachers reported a higher job satisfaction than did their self-contained classroom counterparts. Being a member of a harmonious teaching team, having more adequate resource support and principal support, and having more parental involvement in the planning of open area programs and the placement of their children in them all contributed to higher job satisfaction of open area teachers.

Both open and traditional program

teachers rated their salaries as the least satisfactory item, because it was viewed as insufficient in terms of amount of time they spend planning and preparing for teaching. Open program teachers were slightly more satisfied with their salaries because of the greater satisfaction they received from other sources.

With regard to the teacher attitude dimension, the open program teachers rated their overall teaching style as more liberal or progressive. They also reported a more liberal or progressive approach to discipline.

On the adequacy of pre-service training dimension, Table 1 shows that teachers tended to rate all 17 content-related aspects of pre-service training being investigated as 'less than adequate' or 'no pre-service training received'. Open program teachers reported receiving 'more adequate' pre-service training in humanistic discipline techniques than did traditional program teachers. (This emphasis is one of the fundamental characteristics of the open education and humanistic education movements, both of which emphasize humanistic teacher-student interactions.)

How can more adequate pre-service preparation be provided? Teachers in our study said they would have been better prepared if they had participated in a *specialty designed and co-ordinated pre-service program* of 15 to 18 units of coursework that focused on teaching in an open way, accompanied by eight to 11 weeks of student teaching in an open program.

These teachers believed that less adequate preparation would result from either a special course of 1-3 units (without an accompanying practicum) or from 4-12 weeks of student teaching in an open program (without any accompanying or related coursework).

These findings clearly indicate that the learnings gained from coursework must be applied in practical situations if each is to complement the other. This would enable teachers to learn both why and how to implement open programs.

On the 'adequacy of in-service training dimension,' both open and traditional program teachers reported they received 'little' or 'no in-service training' in the same 17 content-related areas investigated for pre-service training. More open program teachers had received in-service training in flexible grouping techniques and in classroom management. Open program teachers teaching in self-contained classrooms had more in-service training in flexible grouping techniques, more frequently participated in encounter groups or sensitivity training sessions, and want more in-service training in small group techniques than their traditional program counterparts.

Generally, open program teachers teaching in either open areas or in self-contained classrooms had participated in more in-service training than their traditional program counterparts, yet they wanted even more in-service training in order to help do a better job of implementing an open program.

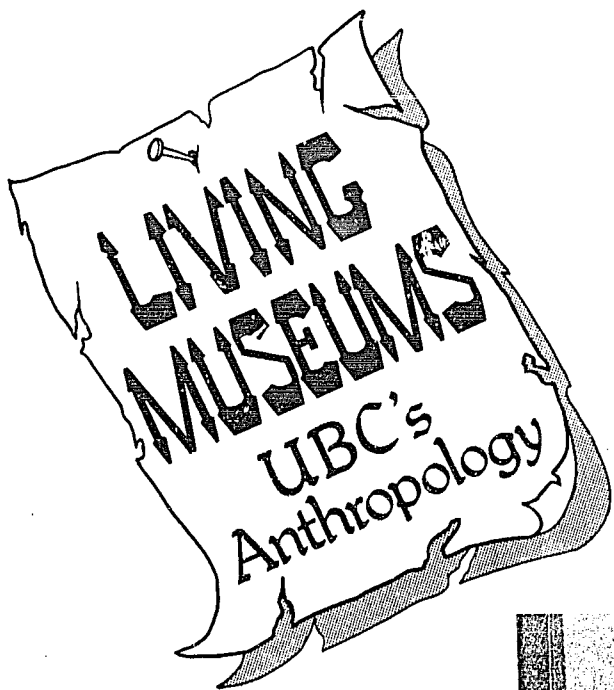
Of 11 types of in-service training activities investigated, doing systematic reading on one's own was rated as the most satisfactory. Open program teachers did significantly more of this than traditional program teachers. Special courses, workshops, conferences, visits to other schools, and even regular staff meetings were all rated as 'less than satisfactory' as in-service training activities. Open program teachers indicated a greater desire to participate in a diploma or masters level program focusing on how to teach in a more open manner.

The findings pertaining to 'Teacher's Opinions About Their Pupils' indicate that open program teachers perceive them-

Continued on page 146

TABLE 1  
FREQUENCY OF RATINGS GIVEN BY OPEN PROGRAM  
AND TRADITIONAL PROGRAM TEACHERS FOR 17 CONTENT-RELATED ASPECTS  
OF THEIR PRE-SERVICE TRAINING

Content-Related Aspects of Pre-service Training	Number of Open Program Teachers Giving each Rating				Number of Traditional Program Teachers Giving each Rating			
	No Pre-service Training	Less Than Adequate	Adequate	More Than Adequate	No Pre-service Training	Less Than Adequate	Adequate	More Than Adequate
1. Curriculum Development	18	9	10	0	13	9	10	1
2. Individualizing Learning	13	13	8	3	25	12	4	2
3. Flexible Grouping Techniques	14	10	10	3	12	10	10	1
4. Small Group Instructional Techniques	10	8	15	4	10	9	13	1
5. Classroom Management Techniques	6	10	17	4	8	11	13	1
6. Utilizing Planning Time	10	10	13	4	9	11	12	1
7. Building Team Relationships	26	6	2	3	23	6	4	0
8. Humanistic Discipline Techniques	9	13	8	7	15	12	6	0
9. Recording Pupil Progress	12	7	17	1	10	8	13	2
10. Reporting Pupil Progress	11	10	15	1	10	12	10	1
11. Utilizing Volunteers & Community Resources	23	6	8	0	17	13	2	1
12. Utilizing Teacher Aides	24	6	6	1	18	13	2	0
13. Building Parent-Teacher Relationships	19	10	7	1	14	15	4	0
14. Understanding How to Implement Open Ed.	19	8	7	3	23	8	2	0
15. Practice Teaching in Open Classrooms	22	2	6	7	25	3	4	1
16. Audio-Visual Techniques	15	12	7	3	12	10	10	1
17. Utilizing Space Flexibly	21	6	7	3	22	9	1	1



#### MELANIE WEATHERBEE

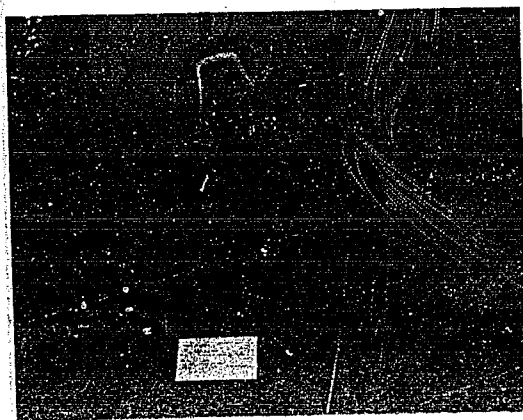
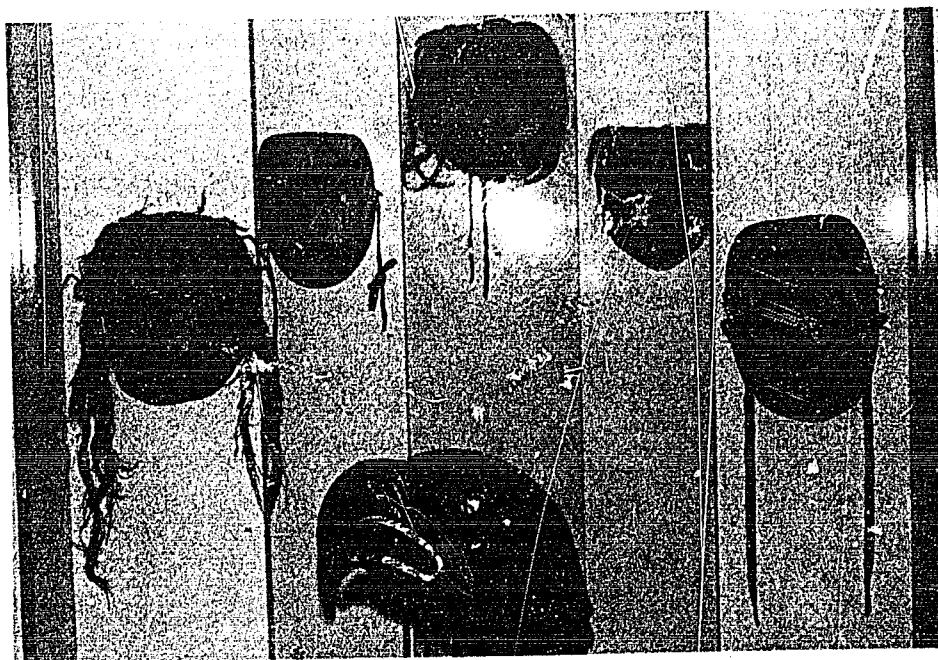
● Since the University of B.C.'s Museum of Anthropology opened its 'Ksan doors to the public in June 1976, nearly 200,000 people have passed through its Great Hall to view one of the most impressive ethnology collections in Canada.

The museum's new home was expertly designed to accommodate one of the most diverse collections of artifacts in the province, representing more than 20 regions of the world.

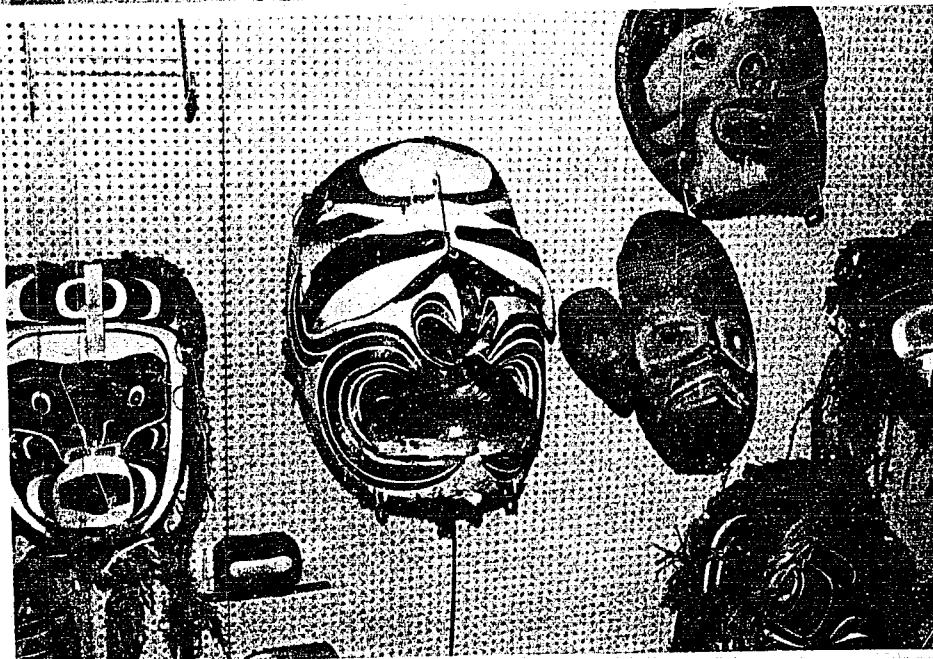
In keeping with its 'living museum' philosophy the anthropology museum presents its artifacts of the past in the context of evolving cultural traditions of today.

The 'Ksan doors marking the entrance to the building are carved on both sides to form a rectangular structure representative of the Northwest Coast Indian's traditional Kerfed box, symbolic of culture as the container of the meaning of human life.

Masks done by Nisgha carver Norman Tait.



Above, left, a bear carving by William Reid, in the Great Hall alcove. Right, Kwakiutl masks, the largest one representing an earthquake.



The legend carved into the western red cedar tells of the joining of heaven and earth, or the divine and human, in the creation of the first Gitksan people.

It took a team of four carvers, with the help of many other skilled artisans, four months to design and complete the carvings.

The two doors are each 10 feet six inches high and six feet wide, with four-foot-wide side panels.

Inside the great carved doors, a ramp featuring Northwest Coast Indian carvings leads down into the Great Hall, the focal point of the building.

The hall is surrounded by 45-foot high windows and contains scores of massive totem poles and other native sculptures.

One of the most innovative structural features of the new building is the use of 'visible storage areas.' Artifacts not on special exhibition in the galleries, which would

normally be relegated to a back room, are placed in specially constructed storage bays open to public view.

These storage areas, as well as being a unique display medium, give the museum the right to claim a 'first' — no other major museum in the country has opened its back room storage areas to the public.

While most museums artfully exhibit their 'good' pieces and store some of the less glamorous in back rooms, at the UBC museum the most humble artifact is displayed for all to see. Collections are arranged according to cultural usage, rather than artistic merit.

Anything from priceless masterpieces to small items of trivia can be found rubbing shoulders behind a glass partition.

Visible storage areas also contain documentation centers equipped with computer print-out data sheets on each artifact shown in a particular section. Data

sheets are linked by computer to the National Museum's 'national inventory of collections.'

The computer link-up system provides the museum with two more 'firsts': it is the first anthropology museum to link into the national inventory and possibly the first museum anywhere to make all of its collections and the available data on them accessible to the public.

Documentation centers also provide interpretive essays written by students and staff explaining the cultural background and significance of the collections.

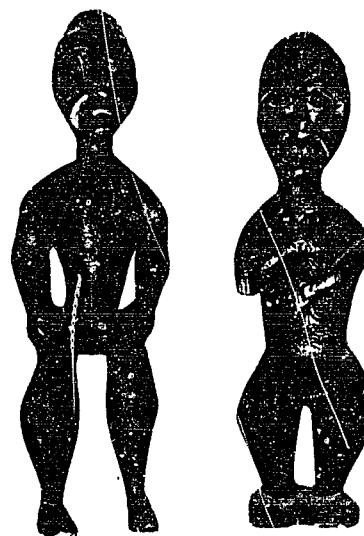
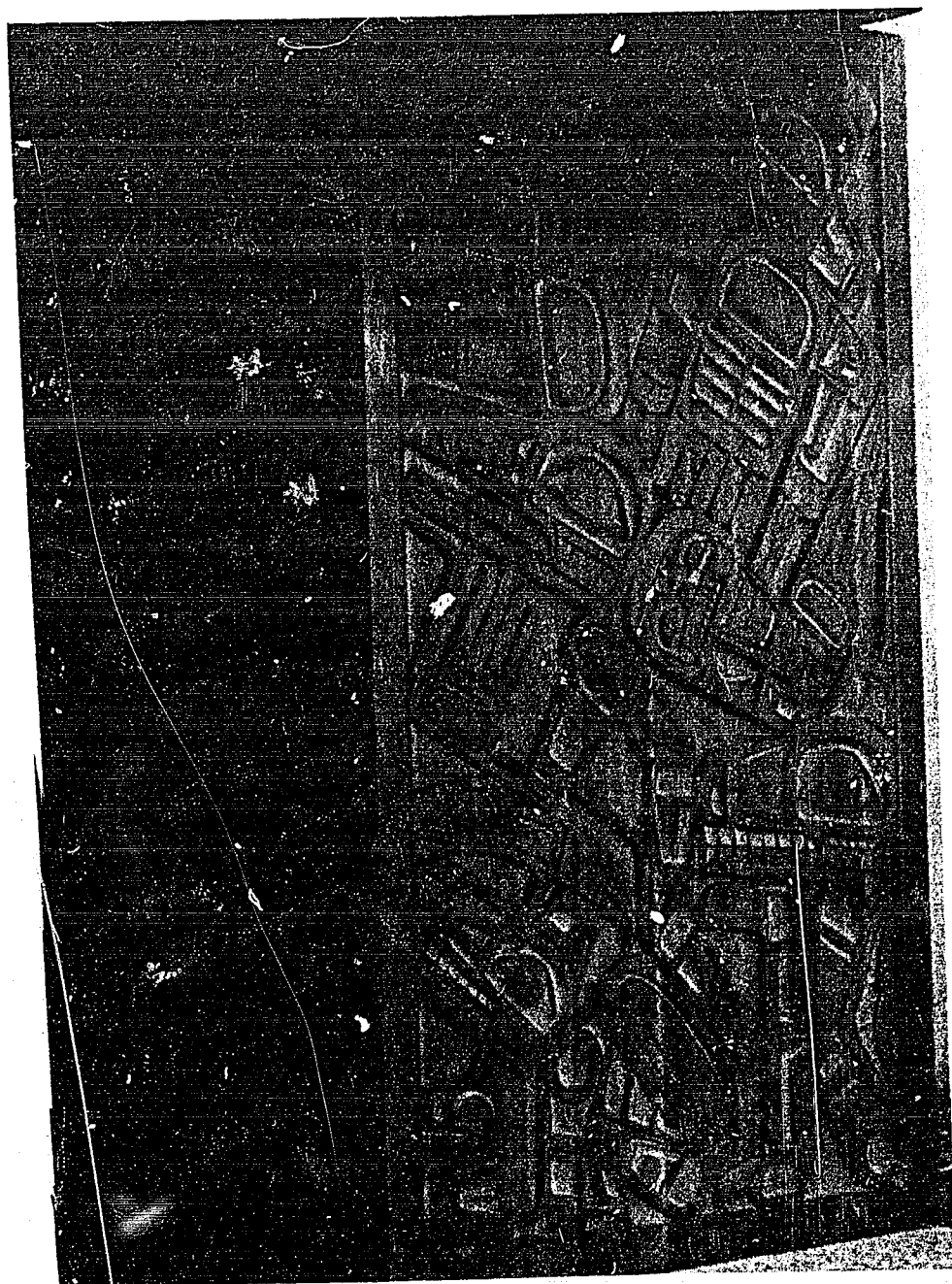
Names of donors who have contributed artifacts to the museum are also listed in the data books.

One of the museum's most prized exhibits is its Northwest Coast Indian collection, which gained national fame during a two-year stay at Man and His World in Montreal.

The remainder of the building's 35,337 square feet of display space is occupied by a diverse selection of artifacts, including the Walter and Marianne Koerner Masterpiece Collection, artifacts from the great Asian and ancient Mediterranean civilizations and an international collection of textiles.

The museum also features large and significant collections from Arctic and sub-Arctic areas, the South Pacific, Japan and Africa, as well as teaching collections representing China, Tibet, Korea, India, Indonesia, Mainland Southeast Asia, Western Asia and the classical world.

*Left, the entrance to the Museum of Anthropology. The cedar doors were done by a group of carvers at 'Ksan, a reconstructed Gitksan village in Hazelton. The doors depict the creation story of the Gitksan people.*



*These two coast Salish grave figures are located in the entrance ramp.*



Since the building's completion nearly two years ago, museum personnel have been able to group and display collections to their best advantage without space limitations.

Prior to 1976 the museum's collections were housed in the basement of the UBC library, where most were inaccessible to the public.

The Museum of Anthropology was officially established in 1947 when Dr. Harry B. Hawthorn, the first anthropologist appointed to the University faculty, was named director, but it acquired its first collection of artifacts as early as 1927.

Audrey Hawthorn became the museum's first curator in 1948.

It now has a staff of 14, including three part-time professors who divide their time between teaching duties at the university and work within the museum itself.

The museum has no formal education department, but the staff does invite and encourage student tours. Museum personnel are available to assist with information and to provide resource help.

Madeline Bronsdon Rowan, Curator of Ethnology and Instructor of Anthropology, has been working to develop a comprehensive school program since the museum's facilities were expanded to enable public tours.

'Unfortunately, we can't offer structured programs to teachers right now, but we can provide an exciting opportunity for them to develop activities that focus on the museum collections relating to the curriculum they teach in the classroom.'

'The responsibility is on teachers to "do their own thing" and some teachers have developed very exciting programs on their own,' she adds.

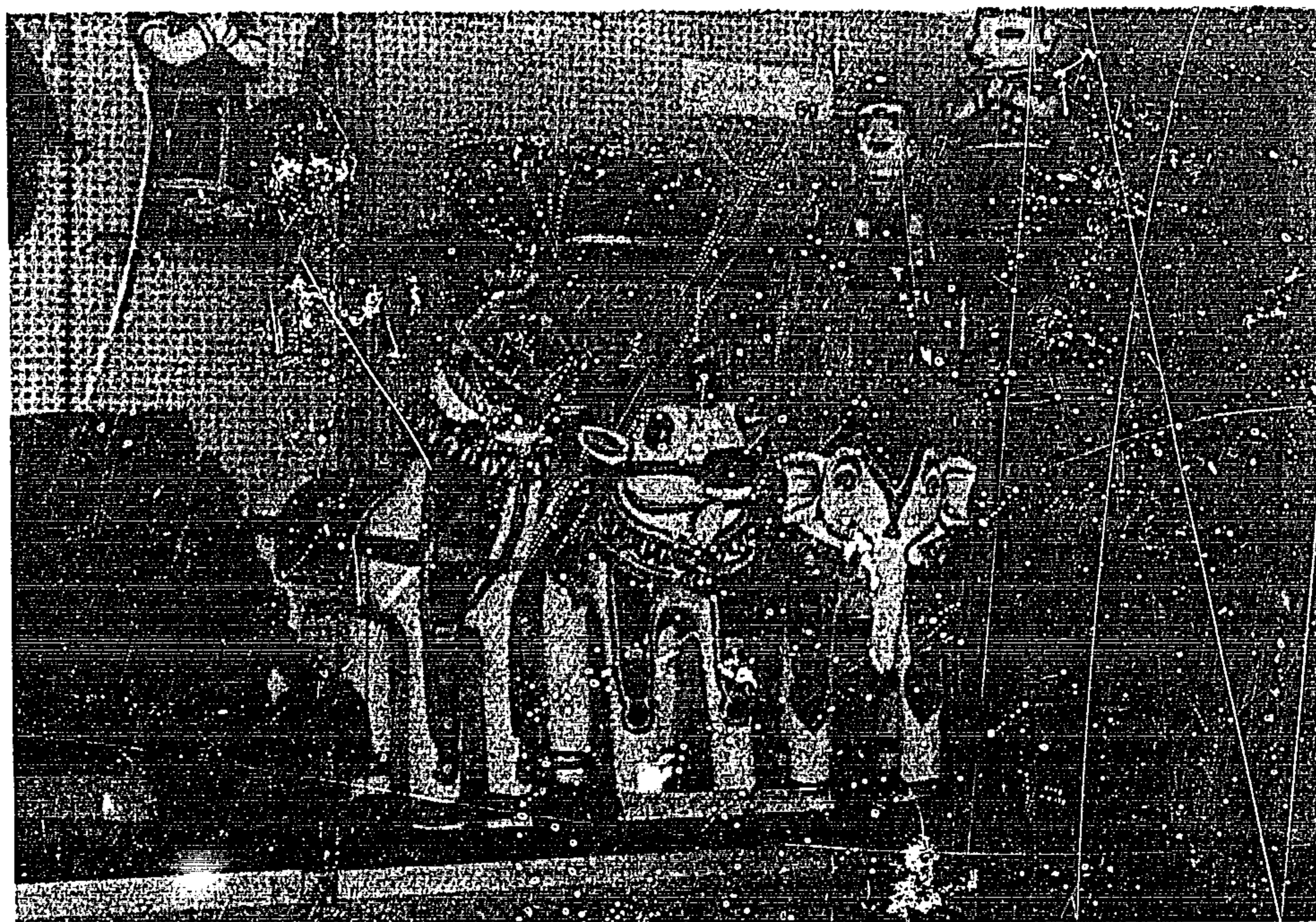
Although teachers are pretty much on their own once they and their students actually begin their tour of the museum's collections, they are given every possible assistance in preparing for their visit.

After a teacher has booked a date to view the museum, he or she is sent an orientation package along with a letter of confirmation.

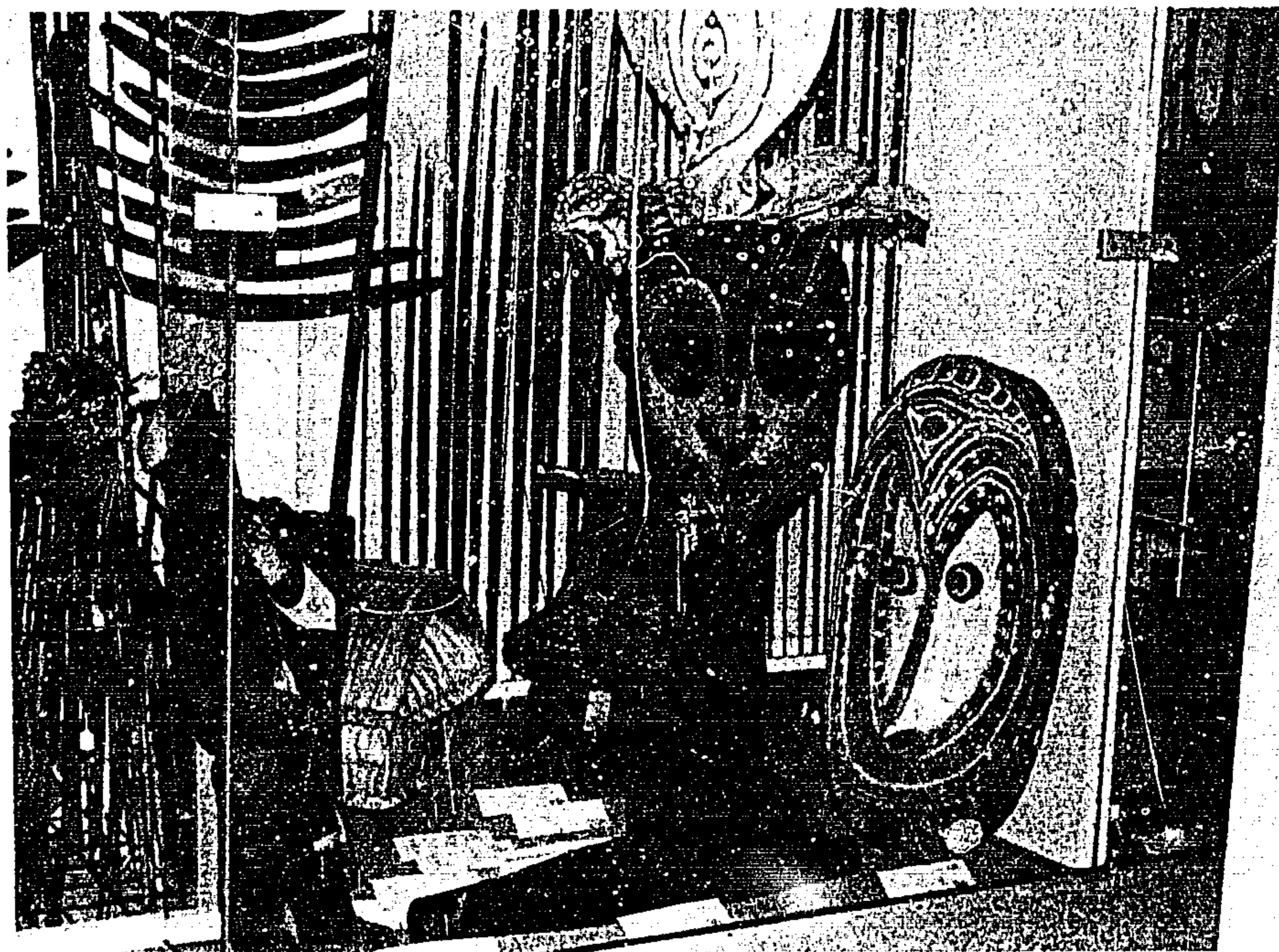
The orientation sheet consists of a map of the visible storage areas showing the locations of the collections from different culture areas of the world, a short bibliography relating to the museum's Northwest Coast Indian Collection; and a list of back-up material for sale in the gift shop.

'We encourage teachers to preview the museum if they are planning to bring a group of students here,' advises Mrs. Bronsdon Rowan. 'We offer orientation workshops on the museum as a place and as a resource facility, that teachers can

*These clay ritual figures are used as votive offerings in village temples of Tamiinadu State, South India.*



*These materials are from the South Pacific area. The two large pieces are from New Guinea.*



attend to familiarize themselves with what we have to offer.'

The workshops, held during each semester of the school year, are divided into elementary and secondary areas of interest.

When a teacher arrives at the 'Ksan doors with a group of students, he/she is met by a volunteer museum associate who gives as much initial assistance as the teacher needs and remains on call to answer any further questions.

Two slide-tape presentations are available for viewing at the beginning of a tour. The first explains the visible storage area and its use, and the second gives background information on the carving depicting the Raven and the First People now being done by Indian carver Bill Reid.

At the end of the visit, museum personnel collect the project outlines used by teachers and the latter are later contacted for feed-

back on the tour.

Teachers are asked how successful they feel their tour was, whether their students found it helpful and if they need any further information from the museum.

'Getting feedback and ideas from teachers who have taken their classes through the museum will help us develop a better program of our own for the future,' says Mrs. Bronsdon Rowan.

Tours can be as structured or unstructured as the teacher wants.

The range of activities teachers can conduct in the museum varies with the age level, interest of the children and subject matter.

Younger children can find comparing similar items from different cultures intriguing. Some teachers have even brought their kindergarten classes in on sketching tours.

'We do recommend a small teacher/pupil

ratio, however. We have found that a ratio of one-to-five or one-to-eight works best.'

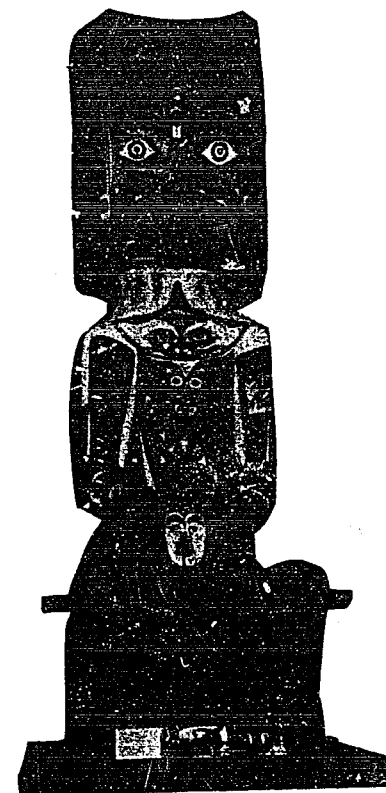
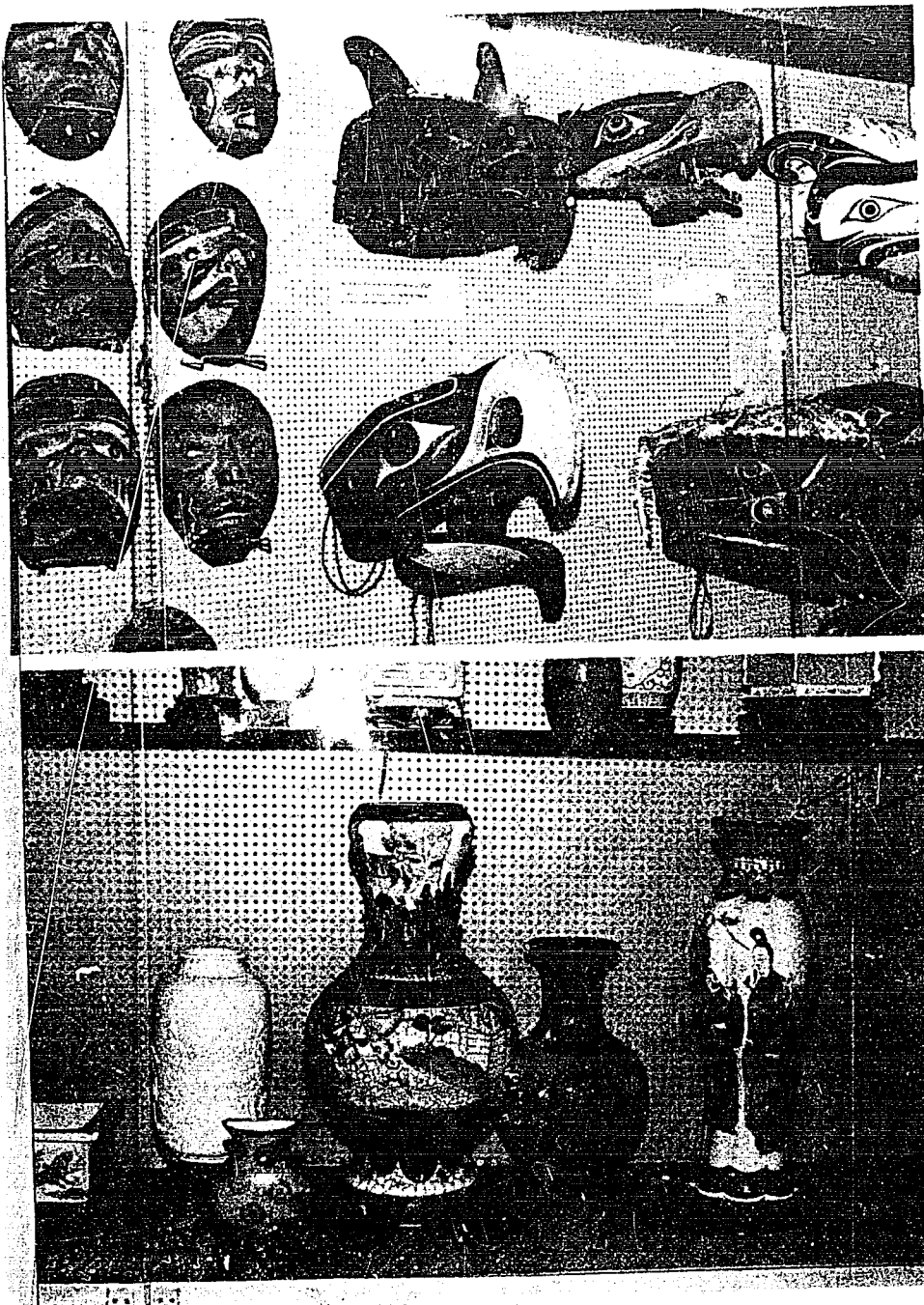
The museum is open for school groups Wednesday through Sunday and bookings must be made in advance.

Bookings may be made by calling 228-5087 between 9 a.m. and 12 p.m. weekdays.

Mrs. Bronsdon Rowan is currently developing a program of teacher workshops on Northwest Coast Indian collections that she hopes will be implemented this spring.

Plans are also underway for experimental exhibits for visually impaired children. ○

Melanie Weatherbee was formerly an editorial assistant in the BCTF's Division of Communications.



Left top, Kwakiutl masks. The two large ones, left center, are (above) a thunderbird mask and (below) an eagle mask. Left bottom, some of the beautiful vases in the collection of Chinese materials. Above, a human figure with a killer whale on its chest and coppers on its arms. The platform is supported by slaves.



Continued from page 141

selves as having more opportunity to work with individual students, and they allow their students more independent study time. Moreover, the multi-grade arrangement characteristic of most open programs was reported to be more satisfactory than the single grade level characteristic of most traditional programs.

## RECOMMENDATIONS

What is the future of open area schools

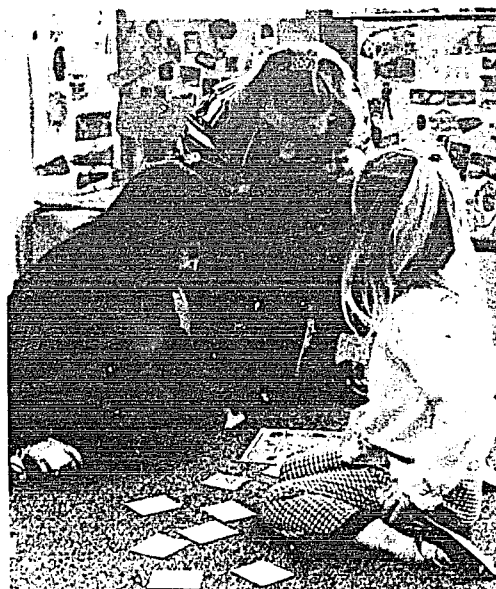
and open education? Will they cease to exist, having fallen into disrepute as two more educational fads that were tried but didn't work? Or will they become better understood, better supported, and better applied in practice as valid, successful alternatives within public education?

Our research findings suggest eight recommendations for enabling proponents of open education and open area schools to help them achieve their potential.

- The overall 'less than adequate' ratings given to educational facilities suggest that architects should involve teachers in planning more functionally adequate facilities. Then the adequacy of the facility should be evaluated so that inadequacies are not duplicated in the future.
- Support for an open program and for open areas seems generally adequate within the school and from the parents, but not at the district level. Therefore, school system-wide attention should be given to providing consultative support for these innovations and to providing for better continuity between the elementary and secondary school programs.
- Teachers — especially a team of teachers — should be provided with adequate time (i.e., 15-25 hours minimum) to plan an open program before actually implementing it. An open program is too complex to be implemented without sufficient early planning.
- Teachers should be hired who admit to having moderate-to-progressive teaching styles and who take a moderate-to-progressive approach toward discipline. Teachers who implement a traditional program, admit having a more traditional teaching style and a more traditional approach to discipline.
- Being a member of a harmonious teaching team largely determines how well satisfied an open area teacher will be

and how well co-ordinated his/her program will be. Therefore, teachers who cannot work together harmoniously should not be on the same team.

- All content-related areas of pre-service training should be modified to provide more adequate preparation for teaching in more open ways, both in open area and in self-contained classroom facilities. A co-ordinated pre-service program consisting of coursework related to student teaching in an open manner was strongly recommended by respondents in this study.
- In-service training should be encouraged by means of systematic readings on one's own and participation in a specially designed diploma or masters program focusing on open ways of teaching and promoting learning. Other in-service activities (visiting other schools, conferences, special courses and consultants, staff meetings) were rated so inadequate that their usefulness is suspect unless they are modified drastically to become more purposeful.
- To bring about an open program, teachers should arrange to interact more with individual students and arrange for them to have more independent study time. In other words, the teacher's role must change from 'sage on the stage' to 'guide at the side'. Also a multi-age range is more desirable for enabling students to 'teach' one another.



Neither open area nor open education has been shown to be more beneficial or detrimental to pupils or teachers than traditional methods.

Proponents must view these two innovations as alternatives to (not replacements for) more traditional modes of education and must identify those children and teachers for whom each approach is most suitable and desirable.

It is also necessary to stop viewing these two innovations as simply being learning-oriented without also being teaching-oriented, as being only child-centred without the need for teacher-centred direction, and as being unstructured rather than structured in more subtle ways.

It would be typical but tragic if the requirements and benefits of open area schools and open education were identified at the same time as these two innovations were given up as not working.

Typical, because this seems to happen to so many educational innovations.

Tragic, because these two educational innovations will cease to provide an alternative method of education for those teachers and children who prefer them and can benefit from them. ○

William Gray is an assistant professor in the Faculty of Education, UBC. Professor Gray previously has written for us. His co-authors are Robert G. Blount and Marino A. Middleton. Mr. Blount is a teacher at Lloyd George School in Vancouver and Mr. Middleton is with the B.C. Ministry of Education.

# SEX EDUCATION WITHOUT ANY HASSLE

**A Burnaby school has successfully  
implemented a sex education program  
— without a public outcry.**

**WILLIAM O. MARBLE**

● Can a school come up with a solution for sex education?

Some do. Some don't. Burnaby Heights Junior Secondary is one school that 'does' — and with measurable success.

Teachers of that widely debated program, *Sex Education*, may recall the furor when it was first introduced in the early 50s, under the ambivalent title *Effective Living*.

Since then, the project has see-sawed between supportive school boards and reluctant and/or antagonistic parents. There are valid arguments on both sides.

The BCTF has taken a firm stand on the issue. BCTF policy statement 11.13 reads: 'The BCTF believes that family life education and sex education should be an integral part of the school curriculum.'

Programs dealing with the subject of human reproduction have been developed in a number of school districts. For several years such programs have been under attack by a number of parents' groups.

Their concerns rest mainly in three areas:

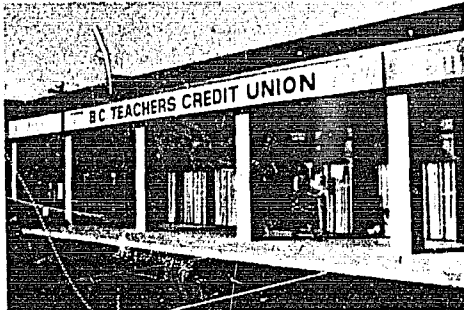
- that the attitudes and moral standards of the parents may be subjected to close scrutiny and perhaps even ridicule;
- that knowledge about sexual matters encourages experimentation;
- that the attitudes and morals of more permissive classmates or instructors may pressure many students into following those examples — a development undesirable from a parental viewpoint.

The first and last concerns are matters of classroom management. Techniques for dealing with many strong-attitude areas have been used successfully in guidance classes and group discussions for years. There is no empirical evidence to support the second concern that knowledge encourages experimentation. There is even some evidence that readily available information about human sexuality encourages sexual responsibility rather than sexual experimentation.

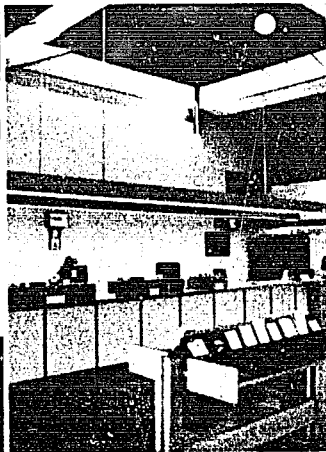
However, as a result of pressures on school boards, many districts have either banned sex education programs completely or severely limited them. Even those districts that have resisted the pressures have made some token changes. Some have changed the course names from *Sex Education* to *Family Life* to *Human Growth and Development*.

*Continued on page 152*

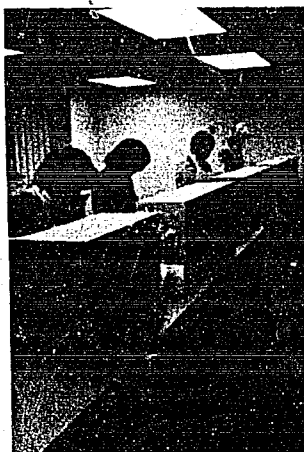
# LOOK WHAT WE'VE ... IN JUST TWO



**SURREY BRANCH**  
Opened October, 1977.



**BURNABY BRANCH**  
Opened June, 1976.

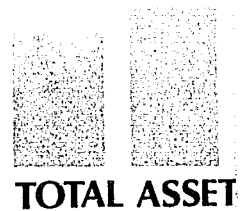


**U.B.C. BRANCH**  
Opened November, 1977. Merger of  
University Community Credit Union  
and B.C. Teachers Credit Union.



**LINE OF CREDIT**  
Introduced August, 1976. This service  
allows you to draw on a pre-approved  
Line of Credit simply by writing a  
cheque. You only pay interest on the  
amount you use at a substantially  
lower rate than most retail credit.

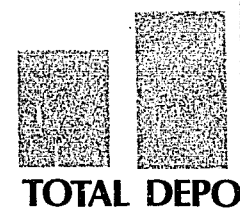
'75 '76



**TOTAL ASSET**



**TOTAL LOAN**



**TOTAL DEPO**

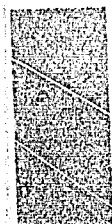


**MEMBERSHIP**

(\*all figures as at De

# WE ACCOMPLISHED TWO YEARS!

'77



S



S



SITS



ember 31st.)



## T.C.U. INSURANCE AGENCIES LTD.

Opened September, 1976. Our wholly-owned subsidiary can look after *all* your insurance needs. Compare our competitive rates and thorough, fair coverage with your present insurance — you may be surprised!



## B.C. Teachers Credit Union

**Vancouver Branch**  
200 - 5740 Cambie St.  
Vancouver, B.C. V5Z 3Y5  
Tel: 324-6655

**Victoria Branch**  
3023 Shakespeare St.  
Victoria, B.C. V8R 4H6  
Tel: 595-5151

**Burnaby Branch**  
4162 Norland Ave.  
Burnaby, B.C. V5G 3S8  
Tel: 294-5106

**Surrey Branch**  
12823 - 96th Ave.  
Surrey, B.C. V3V 6V9  
Tel: 581-9828

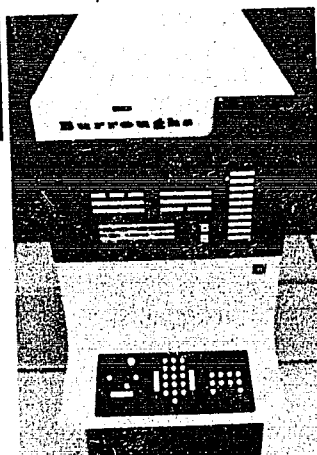
**U.B.C. Branch**  
2150 Western Parkway  
Vancouver, B.C. V6T 1V6  
Tel: 224-2364

**Out-of-Town Members**  
dial 112-800-663-3345  
Toll Free



### ON-LINE

Instituted May, 1977. This electronic computer system provides instantaneous update of your account, and allows you to use any of our branches for your transactions.



# RIPE

## **RIPE is an information exchange system**

that enables you to find out what others are doing in classrooms, schools, and communities throughout the province. This service is provided without charge by the Educational Research Institute of B.C.

## **RIPE, the Registry of Innovative Practices in Education in B.C.**

**contains** one-page descriptions of educational practices being undertaken in B.C. The RIPE brochure lists the 102 categories for educational practices contained in the Registry. For each category there is also a summary which groups projects according to common focusses or methods used.

## **To obtain information from RIPE**

simply call or write ERIBC. You can specify categories of interest as they are listed in the brochure or simply describe the kinds of activities of interest to you.

## **To contribute information to RIPE**

send a one-page description of an educational practice you are implementing. "Collector forms" are available from ERIBC for your convenience in providing a description of your activity.

## **Who should contribute to RIPE?**

Anyone who either a) is trying an educational activity or approach that is different for them or different for their school or community; or b) has developed an educational practice (an activity, strategy, or set of materials) to such a level of effectiveness that other people should know about it.

## **Please send RIPE inquiries and contributions to:**

Educational Research Institute of B.C.  
400 - 515 West 10th Avenue,  
Vancouver, B.C. V5Z 4A8  
Telephone: 873-3801



# reflections of educational practices in B.C.

EDUCATION AND THE  
COMMUNITY

ELEMENTARY

SECONDARY  
Instructional Organization  
and Techniques

LEARNING RESOURCES

CURRICULUM

ADMINISTRATIVE  
PRACTICES

STUDENT  
PARTICIPATION

## Your involvement in RIPE

To benefit from the RIPE information system, you should obtain a RIPE brochure and request categories of interest. It is also important that you contribute information to RIPE and encourage others to do so in order to keep the Registry current.

POST-SECONDARY

SUPPORT SERVICES

SPECIAL INTEREST  
GROUPS

CERTIFICATION

Is it possible to introduce a sex education program without causing an uproar in the school community? Yes! This article outlines a program developed in a school by teachers, with parental support, that we believe has been successful.

From the beginning, our program operated under an established district policy that remained in effect for the three years the program was being developed. The policy for programs of this nature is that:

- parents as well as staff are to be involved in developing the program;

- the program must be initiated at the school level but approved in principle by the superintendent;

- the participation by students must be voluntary and subject to parental approval.

Following these guidelines, staff members at our school decided three years ago to develop a short program at the junior secondary level with emphasis on Grade 10.

Our interested staff, most of whom had attended workshops on human sexuality, met and developed a guiding philosophy for the program. A successful program, we felt, should contribute to a better understanding by students of their growth and development. It should result in more satisfying relationships with their parents and peers.

---

### **The program should include the social, moral, physical and emotional aspects of human sexuality.**

---

The program should, at the appropriate time, deal in considerable detail with preparation for marriage and parenthood. Since human sexuality is so intimately involved in many relationships, we felt the program should include the *social and moral aspects* of human sexuality as well as the *physical and emotional ones*.

In keeping with the concerns of many parents, we agreed that the school should not attempt to replace the parental influence but rather supplement the efforts of parents. We had to translate these lofty goals into concrete proposals for discussion with the parents involved.

A program for a series of parent meetings was drawn up, the goal being to develop suitable content for the program. Our meetings drew more than 100 people to some of the sessions. It was interesting to note that many of the people attending did not have children enrolled in the school but represented groups opposed to any programs of this type. Community-based experts used audio-visual materials to help clarify our intentions.

---

### **The school should not attempt to replace the parental influence.**

---

At times the meetings resembled debates rather than parent-teacher workshops. Eventually, parental approval for a two-week course for Grade 10 students was given. Parent-teacher meetings were held in subsequent years, and the number of parents requesting information on the program shrank to 12 in the second year and none in the third.

There are many good arguments for starting a program at a lower level, possibly Grade 8, but parental reservations about content made Grade 10 the best choice. The classes met during their regular science periods (these are co-educational, whereas guidance classes in our school are not).

The program originally lasted nine hours spread over two weeks. It was subsequently reduced to seven hours by eliminating ineffective films and increasing the pace of some of the community-based presentations.

The program in its present form consists of four sections:

1. *Physiology of sex and reproduction.* In this initial stage of the course we want students to know the major parts of the male and female reproductive systems and their functions. We also want them to understand how sexual intercourse leads to conception and a general understanding of embryonic development from conception to birth.

2. *Venereal disease.* Here we are concerned with the description, method of transmission, symptoms, treatment, and prevention of syphilis and gonorrhea.

3. *Birth control.* This section includes the nature, methods, and effectiveness of the more common contraceptive methods.

4. *Responsibilities in relationships.* Finally, we want to deal with sexual responsibilities between married and unmarried couples and the requirements and responsibilities demanded by single parenthood.

The instruction in the course is provided by a number of school personnel and community-based specialists. The majority of the school staff have taken some in-service training provided by the district or the BCTF. The staff consists of the school nurse, science teachers, and counsellors.

Community-based specialists provided the needed expertise in the more technical areas of the program. They were drawn from the Burnaby VD Clinic, The Planned Parenthood Federation, and the Municipal Health Department. Attempts were made

to develop a roster of community-based personnel who related well with the students.

Audio-visual materials play an important part in the program because of their effectiveness. Obtaining suitable materials has always been a problem. Films seem to be either too juvenile or over-zealous in their attempts to be 'with it' to be acceptable to parents. All films, charts, and other AV materials are obtained through the local resources center or the nearby community colleges.

In accordance with one of the conditions set by the school board, parental permission is required to permit students to attend the program.

Letters explaining the scope of the program are taken home and a tear-off at the bottom of the letter is returned indicating approval or disapproval. All students must return this portion indicating whether or not their parents wish them to take the program.

Our exemption rate from the course has never exceeded 13% and many of these were students who did not return the tear-off by the deadline. Students who do not take the program are provided with an alternative and precautions are taken to spare them any possible embarrassment by their peers.

---

### **Parental permission is required for all students attending the program.**

---

This year we attempted to examine the program's effectiveness. We administered a test before and after the program that surveyed the following areas: names of reproductive parts; functions of reproductive parts; an understanding of human sexuality; contraception; venereal disease; attitudes toward sexuality.

The boys' and girls' pre-test and post test scores were compared to see if any significant changes in attitudes had taken place.

No shifts in attitudes were found, although there was some tendency, particularly with boys, to strengthen the resolve with which an attitude was held. The most effective area of learning was in knowledge of names and functions of reproductive organs, with girls making somewhat greater gains than the boys.

Interestingly, in the area of contraception neither boys nor girls improved their understanding, which was only modest at the start.

The girls made significant gains in their understanding of venereal disease but the

# CP AIR'S CHARTER CLASS FARES TO AMSTERDAM

## Non stop 747 departures

Leave	Price	Book Before	Leave	Price	Book Before
Thurs. May 4	\$459	March 20	Thurs. Aug. 10	\$519	June 26
Thurs. May 11	459	March 27	Tues. Aug. 15	519	July 1
Thurs. May 18	489	April 3	Thurs. Aug. 17	519	July 3
Thurs. May 25	489	April 10	Tues. Aug. 22	519	July 8
Thurs. June 1	519	April 17	Thurs. Aug. 24	519	July 10
Thurs. June 8	519	April 24	Tues. Aug. 29	489	July 15
Tues. June 13	519	April 29	Thurs. Aug. 31	489	July 17
Thurs. June 15	519	May 1	Tues. Sep. 5	489	July 22
Tues. June 20	519	May 6	Thurs. Sep. 7	489	July 24
Thurs. June 22	569	May 8	Tues. Sep. 12	489	July 29
Tues. June 27	569	May 13	Thurs. Sep. 14	489	July 31
Thurs. June 29	569	May 15	Tues. Sep. 19	489	Aug. 5
Tues. July 4	569	May 20	Thurs. Sep. 21	489	Aug. 7
Thurs. July 6	569	May 22	Tues. Sep. 26	489	Aug. 12
Tues. July 11	569	May 27	Thurs. Sep. 28	489	Aug. 14
Thurs. July 13	569	May 29	Tues. Oct. 3	459	Aug. 19
Tues. July 18	569	June 3	Thurs. Oct. 5	459	Aug. 21
Thurs. July 20	569	June 5	Tues. Oct. 10	459	Aug. 26
Tues. July 25	569	June 10	Thurs. Oct. 13	459	Aug. 28
Thurs. July 27	569	June 12	Tues. Oct. 17	459	Sep. 2
Tues. Aug. 1	519	June 17	Thurs. Oct. 19	459	Sep. 4
Thurs. Aug. 3	519	June 19	Tues. Oct. 24	459	Sep. 9
Tues. Aug. 8	519	June 24	Thurs. Oct. 26	459	Sep. 11

**For other dates and fares contact  
your teachers' travel agency  
Ventra Travel**

### Requirements:

Minimum stay 14 days. Maximum stay 60 days. Reservations must be confirmed at least 45 days before departure. \$50 non-refundable deposit at least 45 days before departure. Ticketing and full payment required 45 days before departure.



**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 University of British Columbia

The Faculty of Education offers graduate programs leading to the degrees of M.Ed. and M.A. in most areas of educational study, and to the Ed.D. degree in certain areas.

At the master's level most programs may be pursued through part-time attendance in spring or summer sessions and/or in late afternoon or evening courses.

Applicants should hold an approved bachelor's degree, and for most programs should be qualified teachers. Under revised regulations, applicants with a 5 average (at least 72%) in approximately 30 units of relevant, senior coursework are eligible to be considered. Some First Class work is required. Qualifying programs are available to applicants who lack the requisite standing.

Areas of study include the following; joint programs may often be arranged:

Adult Education	Curriculum & Instruction:
Counselling Psychology	— General (i.e., as an area of study in its own right)
Early Childhood Education	— In specialized areas:
Educational Administration	Art Education
Educational Foundations	Business Education
— History of Education	Communications,
— Philosophy of Education	Media & Technology
— Sociology of Education	Elementary Education
Educational Psychology	English Education
— Learning, Development and Instruction	(including English as a second language)
— School Psychology	Industrial Education
— Measurement & Evaluation	Mathematics Education
Higher Education	Modern Language Education
Reading Education	Music Education
Special Education	Physical Education
	Science Education
	School Librarianship
	Social Studies Education

**For information, please contact the Graduate Division, Faculty of Education, UBC, Vancouver, B.C. V6T 1W5, (604)228-5217.**

*the citadel*

*life*

(formerly Canadian Premier Life Insurance)

## 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	M.A.C. 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 31 up to \$50,000

31 - 35 up to \$30,000

36 - 45 \$10,000

46 & over Medical Exam Required

Members may purchase up to 10 units. Conversion privilege . . . and waiver of premium included.

### CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE

FOR APPLICATION FORMS OR FURTHER DETAILS RE ELIGIBILITY

WRITE OR PHONE

**the citadel life**

Assurance Company

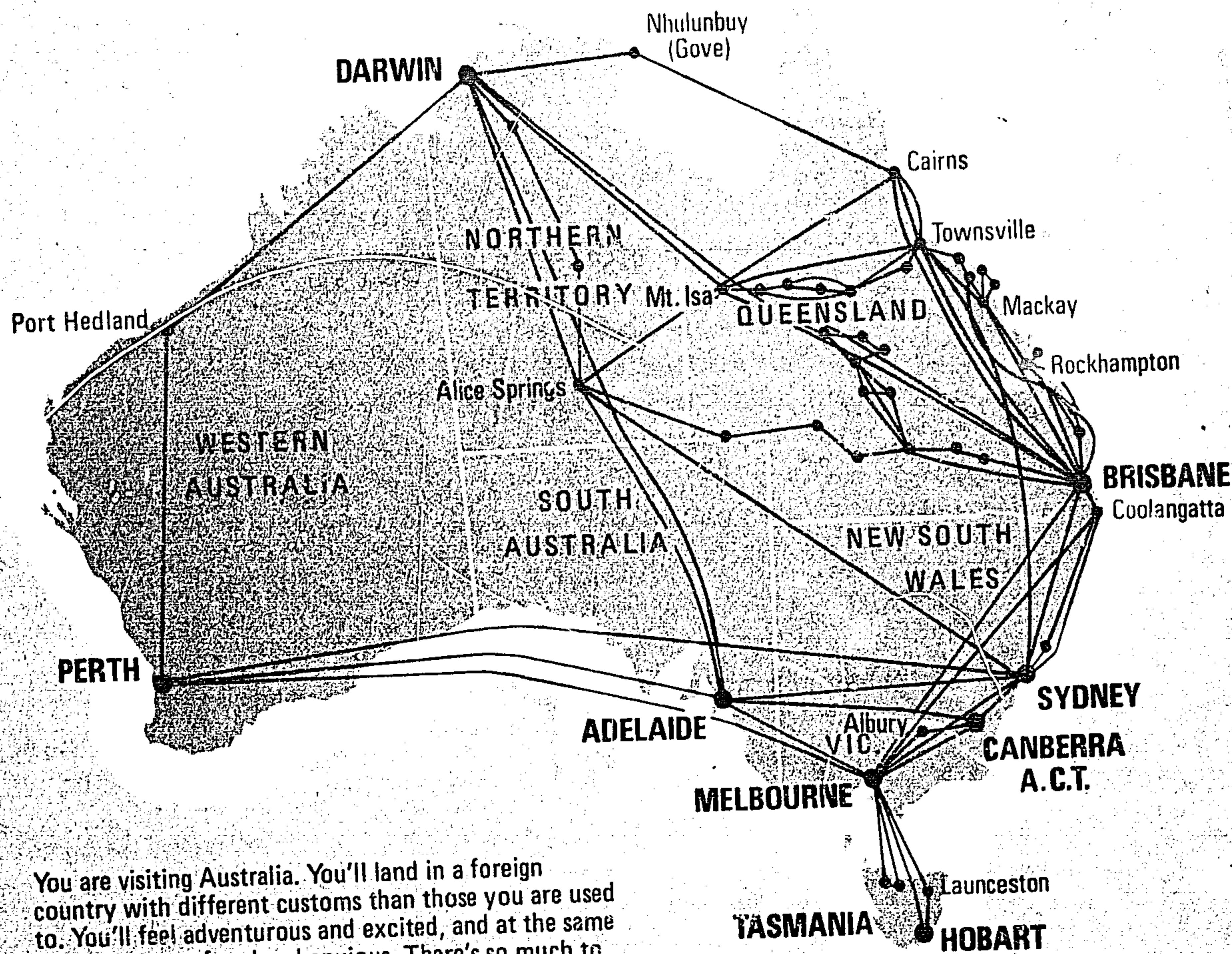
300 - 2695 Granville Street

Vancouver, B.C. V6H 3H4

736-6637 (phone)



# Travel in Australia isn't foreign to us.



You are visiting Australia. You'll land in a foreign country with different customs than those you are used to. You'll feel adventurous and excited, and at the same time a little confused and anxious. There's so much to see but where and how do you begin?

Trans-Australia Airlines offers jet services from Cairns and the Great Barrier Reef in the North, to Alice Springs in the Centre; from Sydney through Alice Springs to Darwin, and from Adelaide to Canberra.

"Discover Australia", TAA's special circle route service allows you to experience the many diverse locales of our beautiful country at a specially reduced fare.

**TRANS-AUSTRALIA (TN) AIRLINES**  
The Friendly Australians.



And to make sure you see the places our planes can't fly to, there's AAT, Australian Accommodation & Tours. They offer tours to Queensland, Tasmania, the Centre and the West (camping or accommodated).

TAA - we're at home in Australia. We want to make sure you are too.

Please contact your teachers' travel agency, Ventra Travel, to arrange your Australia holiday.



**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*



Continued from page 152

boys showed no change. The program had no effect on helping students to talk freely about sexual matters with their parents.

### The girls benefited more than the boys in understanding.

The students were also asked to evaluate the various components of the program. In general, they rated all sections as acceptable but the session on venereal disease stimulated the greatest interest. The students generally approved of the films and other media presentations, with the reservation that some tended to be a little superficial in their treatment of the particular subject.

It appears from the data we have gathered that the section on birth control needs to be examined. Perhaps it is a simple case of a difference in what a group of adults think students should know and what the students themselves see as important.

One might question whether a program such as ours can be thoroughly assessed for

effectiveness. The test used to gather the preceding information lacked the sophistication to answer all our questions.

On assessment, it does appear that a short, intensive course is capable of conveying a considerable quantity of factual information about human reproduction to a large group of adults.

It is plain that more sophisticated understanding of human sexuality would require a longer program with a heavier emphasis on group discussion.

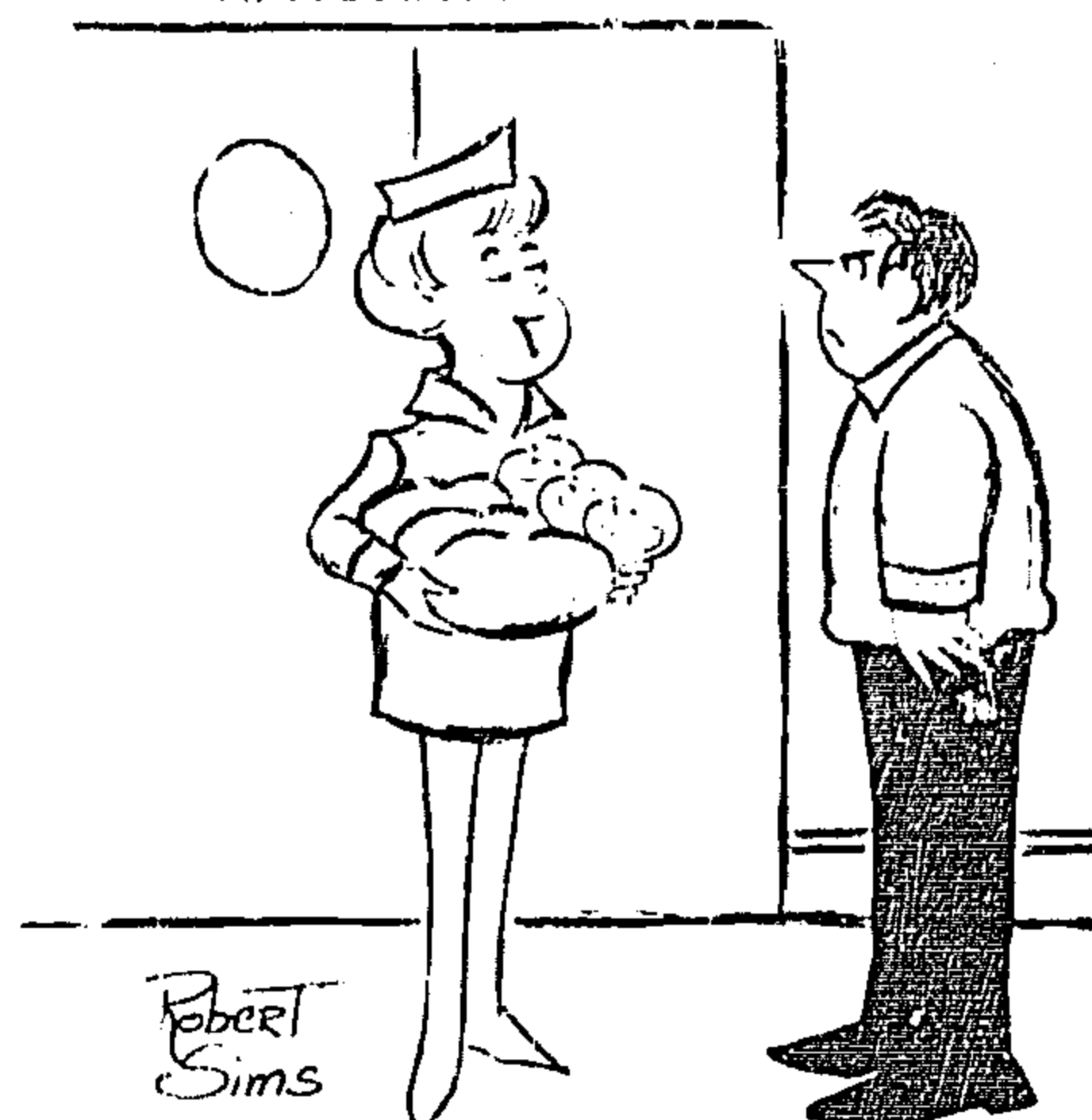
It appears with our program that the girls benefited more than the boys in understanding. Perhaps this is not unexpected

### The ability of students to talk freely with their parents about sexual matters was not improved.

considering that the bulk of the social and health responsibilities still rests with women.

Despite the obvious shortcomings, the staff and students involved feel the program is worth while in terms of class and preparation time. Our results show that parents and

### MATERNITY



©Innovations Unlimited 1972

teachers involved together in a curriculum project in a controversial area need not necessarily produce a watered down product that is a compromise unsatisfactory to all parties. O

William Marble is now head teacher at Rosser Elementary School in Burnaby. When he wrote this article he was head of the science department at Burnaby Heights Secondary School.

**PUPIL**

**TEACHER**

**AIDS STORE**

TUESDAY TO SATURDAY

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

"KINDERGARTEN THROUGH GRADUATION"

**WEBB'S**

**HOLIDAY ACRES**

**CHILDRENS GUEST RANCH LTD.**

Original owners:  
Midge & Gordie Webb (Sr.)

Specialists in school class field trips. Full meals and accommodation, horseback riding, heated swimming pool, tennis and field sports. School class — hourly riding. For information call Vancouver 263-4953 or call Ranch collect.

1128 - 256 St., R.R. 4, Aldergrove, B.C. VOX 1A0, (604) 856-8733

**SUMMER SESSION 1978**

**JUNE 12 TO AUGUST 3**

Short Courses — Workshops ·  
**SUMMER MASTERS' PROGRAMS**

Send for catalog: Registrar  
University of Portland, 5000 N. Willamette Blvd.  
Portland, Oregon 97203  
(503) 283-7321

Continued from page 128

Heather Glebe and her journal-keeping children. However, a rejoinder is called for on one aspect of this activity that seems to me questionable.

Any perceptive teacher learns a good deal about the students seen daily. Younger children, particularly, reveal things about their backgrounds and homes. Even as late as Grade 12, however, there is inadvertent betrayal of personal, family detail, some of which the child's parents would not wish to be made known. The paradox is, as Ms. Glebe points out, that such betrayals help the teacher to act more effectively.

Even though the net effect is favorable, a point of professional ethics must be invoked to protect the child. No more than a doctor or lawyer, may the teacher betray in turn what he/she has learned in this way. The school administration may at times need to know, or professional colleagues involved with the child, but no one else. This is why the statement made on p. 98 appalled me: 'This was a golden opportunity to use parental help, and we found that most

mothers enjoyed the experience.' I bet they did! For every mother who would be discreet, I can imagine another mining a rich vein of gossip about her neighbors' homes.

Parental opposition, often from somewhat reactionary groups, has tended to criticize the teaching profession at times for activities parents perceive as threatening to the integrity of the home. Opposition to sex education comes under this heading. So does opposition to any of the techniques of group therapy (sensitivity, encounter, consciousness-raising, etc.). There has been a considerable degree of anger over teachers 'snooping' into the part of the child's life that is lived at home. I do not believe that any of these used under adequate safeguards by properly trained teachers are harmful (and may be beneficial) to the child. In some districts these approaches have been limited by public and board action already. I would not like to see such a positive activity as journal-keeping become a source of public query also, but I can envisage the possibility under present methods.

The innocent nakedness of the journal entries quoted by Mrs. Glebe is sometimes endearing, amusing or heartbreaking, but should not be public. The teacher should use such information for the good of the child, and then *forget it*. (I don't, of course, object to anonymous quotes such as these in a professional magazine.)

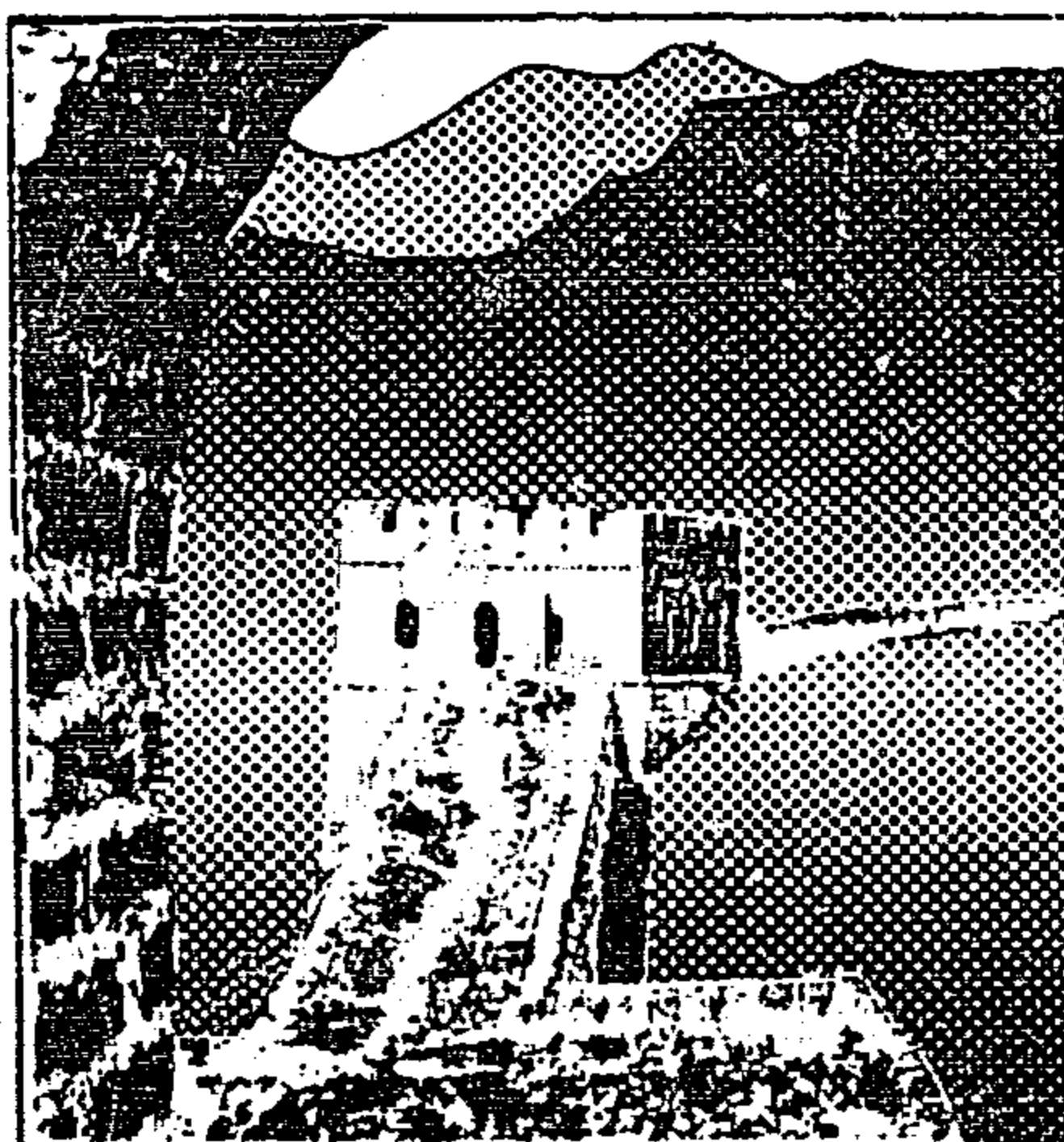
Mothers are not professionals. They cannot be relied upon not to pass on juicy bits of news. School children, as well as their parents, should have the right to privacy. A family's sins and sorrows are its own.

Louise Mackenzie  
Surrey

My quick survey of 'Some Recommended Books With B.C. Settings' in the Jan.-Feb. issue may be of interest to many of your readers, especially those dedicated to equalization of opportunity, and of personal worth in human terms.

Of 32 titles, four are Folk Tale/Indian Legend type, so may be assumed to address the human condition in general. Of

Continued on page 160



B.C. teachers' visit to

## people's republic of china

July 18 - August 06/78

Tokyo ★ Shanghai ★ Shenyang ★ Harbin ★ Peking

Full Price only \$2295.00



**TRAVEL UNLIMITED**

166 E. Pender St., Vancouver, B.C. V6A 1T4. Phone: 683-7765



### special drama in education workshop

DRAMA and the CHILD

With famous U.S. Children's Theatre playwright JOANNA KRAUS and University Child Drama Director DOUG VANDERYACHT

★ Part I — Producing Theatre for the Child Audience

June 19 to July 28 / 6 credits / Fee: \$120.00

★ Part II — Dramatization in the Classroom

July 10 to July 28 / 6 credits / Fee: \$120.00 or, for Parts I and II: \$197.00

Write: Dr. Doug VanderYacht, Summer Workshops, College of Fine and Performing Arts, Western Washington University, Bellingham, Washington 98225

# They're talking about...

**Robert Taylor**, superintendent for School District 29, Lillooet, who told the Joint Board of Teacher Education hearings in Kamloops that teachers still have to be models for the community. 'If you want to kick up your heels for a week-end you should go to Vancouver,' he advises.

\* \* \* \*

West Vancouver psychiatrist **Dr. T. P. Miller**, whose speeches and commentaries of late are aimed squarely at education. Miller claims the quality of education has fallen sharply and recommends teachers stick to instruction in the three 'Rs' and skip the teaching of values. The New Education, he says, is 'a reel of film, a pocket calculator, and a barrel full of educator-selected values.'

\* \* \* \*

Fifty-nine of the 72 school districts in B.C. that offer French at the elementary level and the present shortage of French teachers in the province that will increase sharply unless immediate steps are taken to train a greater number of elementary school teachers to teach French, according to **Floyd Celli**, elementary French coordinator for School District 24, Kamloops.

\* \* \* \*

A *Raccoon In My Parka* written by former B.C. teacher **Lyn Hancock**. This latest book by the former Vancouver and Victoria English teacher was a Christmas best seller. Lyn's best known for her best seller *There's A Seal In My Sleeping Bag*.

\* \* \* \*



Ed and Pat Day.

Valemount teachers **Pat and Ed Day**, the ski champs who teach in that community and add an extra dimension to the lives of their students. Pat is a P.E. and art teacher at Valemount Secondary. Ed teaches Grade 7 at Valemount Elementary.

Both these ski champs are involved with several extra-curricular activities including coaching gymnastics, volleyball, cross-country running and cross-country skiing.

Both have impressive backgrounds that are well known to the community well as the students. Ed's skiing career officially started in 1966 and by 1975 he won the Canadian Racing Championship and competed in the pre-Olympics at Seefeld, Austria. In 1976 he competed in the Olympics in the 15 km, 30 km, 50 km, and relays and subsequently retired from active racing.

From 1968 to 1973 Pat Day competed as a member of the UBC ski team. In 1975 she skied on the B.C. team at the Canada Winter Games. In 1976 she placed 6th overall at the Canadian Olympic Trials. She has qualified as a Canadian Alpine Instructor and Nordic coach.

\* \* \* \*

The series of articles entitled 'Working for Better Education' appearing last fall in the 100 Mile House Free Press. In this series, the **Cariboo-Chilcotin Teachers' Association** advocated a change in 'the traditional relationship between teachers and the public represented by the school board in regards to learning and teaching conditions.' Specifically they asked for the development of standards and procedures which both parties accept as binding in order to ensure that teaching and learning can be carried out effectively.

\* \* \* \*

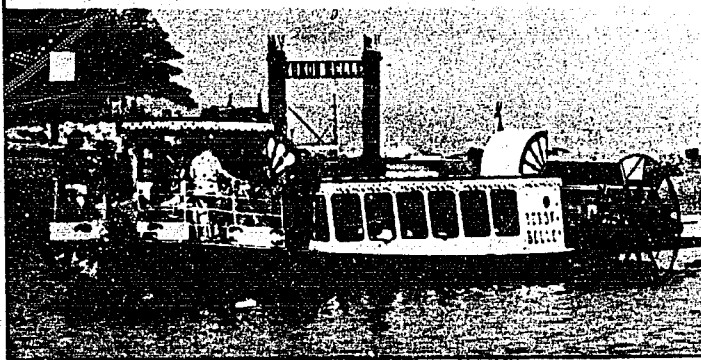
Elementary school principal **Jack Loucks** who replaces **Tom Reid** as mayor of North Vancouver. The 50-year-old Loucks attributes his success to friends and career: 'I've worked here for 31 years as a teacher and a principal, so I guess I'm known by a lot of people,' he says.

\* \* \* \*

A guide to the **Berger** report entitled 'Learning from the North.' It is designed for use in secondary classrooms and may be obtained by writing James K. Lorimer and Co., Egerton Ryerson Memorial Bldg., 35 Britain Street, Toronto, M5A 1R7.

\* \* \* \*

## PRINCIPALS TEACHERS



Our Lloyd's Registered Sternwheelers, Yukon Queen and Yukon Belle, will accommodate you, and 37 of your students, for a fully commented 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



Wendy Robertson, practising what she preaches.

**Wendy Robertson**, Kelowna PE teacher who has been appointed Fitness and Recreation Director for the province. She's the PE teacher who spiraled into prominence about a year ago when Premier Bennett asked her to present to Cabinet a brief on an aerobic approach to a Sports for a Lifetime PE program for B.C. Schools.

\* \* \* \*

Nanaimo teacher **Emily Sunter** who has been working on a language coding system for about 10 years and according to University of Victoria professor **Dr. John Downing** is ahead of the Russians in this field. She is considered a forerunner in the field of



Emily Sunter, a leader in coding language.

THE B.C. TEACHER, MARCH-APRIL, 1978



Bill Burnett, a new teacher-trustee.

developing a new look at how languages may be taught at any level from K-12. British Columbia teachers who have accepted community responsibility by running for public office in the late fall. Among those elected were **Doug Drummond** as alderman in Burnaby. He teaches at Dr. George M. Weir elementary school in Vancouver; **Perry Long**, teacher at L. V. Rogers Senior Secondary, elected alderman in Nelson; former active BCTF member **Joan Wilson**, elected to the Southern Okanagan School District School Board; **Bill Burnett**, special counsellor in Surrey, elected to the Delta School Board; **Karl Moser**, social studies teacher at Burnview Junior Secondary, elected to the Delta Municipal Council; **Muriel Tanner**, retired teacher, re-elected to the Delta School Board; **Sigrid-Ann Thors**, teacher at West Vernon Elementary, elected alderwoman for the city of Vernon; **Harold Steves** of Quilchena Elementary and **Ernie Novakowski** of McNair Senior Secondary both elected aldermen on the Richmond Municipal Council; **Harry Almond**, a former teacher in the Okanagan, retiring in 1976, elected trustee on the district school board; and finally **Nelson Allen** of Cedar Junior Secondary remains an alderman in Nanaimo — a position he has held since November, 1976; **Wes Janzen**, principal of Cedar Hill School, who was re-elected chairman of the New Westminster School Board. There were others of course, and the list continues to grow each year.

## Educational Memorabilia Wanted

If you have educational items from bygone days and would be willing to donate them to the B.C. Teachers' Federation's archives, they would be appreciated. It is hoped that at some point in the future they could be put on display. We are looking for old photographs (identified), minute books, slates, school bells, ink wells, etc. Things used in the past might be deemed useless by some and be collecting dust and be eventually thrown out. Please consider donating them to the BCTF. Kindly direct any donations or inquiries to: Mrs. Joy Towers at the B.C. Teachers' Federation, 2235 Burrard St., Vancouver, B.C. V6J 3H9.





Continued from page 157

the remaining 28, three feature females (girls) in the titles or main roles and one features a mouse-woman — grandmother (female?).

Of 24 remaining, two are about children, unspecified. Four are about children, boy and girl or brother and sister.

Not being familiar with all these stories, I do not know what role each character portrays. Therefore I assume egalitarianism in them. The same assumption serves to eliminate a further two from the count: two girls solve problems, for a grandfather, and for a father.

That leaves 16 of the 32 of which 15 tell of a boy who: is also an Indian (6); is involved with an older male relative (3); travels with or in search of a friend (5); is searching for something (7); is searching for his manhood (3).

My purpose is to be critical neither of the list nor of the contents of the books. The many of them I have read stand up well in comparison with stories from other locales and with writings for juveniles in general. But I think we should be aware of discriminatory practices, whether intentional or not, and of the subtle 'putting down' by which many female students are gently

persuaded to not try to develop fully their talents and abilities. I believe that when this happens, as it so often does, it is a great loss to the woman-she-will-become and to all of us as a society.

Nowhere in any of these stories is a mother featured as an exciting or adventurous or interesting person, living a life to be admired or aspired to. Yet this is every girl's prospect, n'est ce pas?

Oh yes, the 16th story (for those who count) is about a family in the Cariboo, which is adopted by a wolf, a He-Wolf.

Dorcas H. Blair  
Bowser

## PLEASE PATRONIZE OUR ADVERTISERS

### ASHLAND '78

is a delightful week of good theatre and stimulating discussion at the Shakespearean Festival in Ashland, Oregon, August 12-20. Basic package: 8 plays, deluxe bus trip, accommodation, and some meals. **FOR FURTHER INFORMATION CALL 588-6404 OR WRITE:**

Douglas College,  
Box 2503, New Westminster, B.C., V3L 5B2 OR  
Fraser Valley College  
34194 Marshall Rd., Abbotsford, B.C., V2S 5E4



## WESTERN WASHINGTON UNIVERSITY

- ★ Full 6 and 9 week programs of undergraduate and graduate courses.
- ★ Workshops and Short Courses for a week or more.
- ★ B.C. residents pay regular fees, 9 credits or less \$20 per credit (\$40 minimum). 10 or more credits \$197. (Special Enrollment courses slightly higher.)
- ★ Full selection of housing accommodations available.

For Summer Bulletin write: Director of Summer Session  
Western Washington University, Bellingham, Washington 98225, Phone (206) 676-3757

## SUPERINTENDENT OF SCHOOLS

EDMONTON R.C. SEPARATE SCHOOL DISTRICT NUMBER SEVEN

### The Position

Chief Executive Officer for a Catholic school system of 29,000 students. Programs and services are provided for early childhood, special and regular students in grades 1 to 12.

### Qualifications

Possess, or be eligible for, a valid Alberta teaching certificate; five years of teaching in Alberta or in a system of equivalent standing; graduate degree in Education; doctoral qualifications or equivalent experience and responsibility.

### Time of Appointment

Superintendent Designate effective September 1, 1978, and Superintendent effective January 1, 1979.

### Compensation

Salary commensurate with qualifications and experience.

Applications including vitae, marked *Confidential re Superintendent Selection Committee* must be submitted prior to April 15, 1978 to:

### The Chairman

Edmonton Roman Catholic Separate School District No. 7  
9807 - 106 Street  
Edmonton, Alberta T5K 1C2

## Simon Fraser University SUMMER CREDIT COURSES

Summer Semester Evening (May 8 - August 19)  
Intercession Day and Evening (May 8 - June 29)  
Summer Session Day and Evening (July 3 - August 19)

SFU offers many credit courses during these program periods that are of interest to teachers, especially during the Summer Session which has been expanded for 1978.

Special programs include the Summer Computing Institute, Summer Institute in Environmental Education, and M.A. — Teaching of French program.

For more information and a brochure detailing the 1978 Summer Credit Program, please contact: Continuing Studies, Simon Fraser University, Burnaby, B.C. V5A 1S6. Telephone 291-4565.



## Entertain and educate, with free films from the Shell Library.

If you are arranging a social or business gathering, Shell can help you to make it more interesting.

We have a fine library of films that are informative and entertaining.

Shell films cover a wide range of subjects from the petroleum industry, environmental control and science to agriculture, world health, geography, aviation and even sports.

So whether you're teaching a class, giving a lecture or having a club dinner, we probably have something for you.

And Shell will loan any of these films to you, free of charge.

For a free catalogue of Shell Films, just complete and mail the coupon.



The Shell Film Library,  
Box 400, Terminal A,  
Toronto, Ontario  
M5W 1E1

Dear Sir: Please send me a copy of your newest Shell Film Catalogue.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

APT. NO. \_\_\_\_\_

CITY \_\_\_\_\_

PROV. \_\_\_\_\_

POSTAL CODE \_\_\_\_\_

## UBC spring ~ summer '78

Spring Session credit courses normally run two nights a week, (M/W or T/Th), 7 — 10 pm., May 1 to July 27. Non-B.C. residents new to UBC must apply for admission by April 3. B.C. residents' applications and all course registrations deadline (without a late fee) is April 17.

Summer Session credit courses normally run Monday through Friday, two hours daily, 8 am — 4 pm, July 4 to August 11. Non-B.C. residents new to UBC must apply for admission by April 17; B.C. residents new to UBC must apply by May 15. Deadline for course registration (without a late fee) is June 1.

Courses are available in the faculties of Arts, Commerce and Business Administration, Education, Science and Graduate Studies and in the Schools of Home Economics, Librarianship, and Physical Education.

### Vacation & Study

Credit courses offered by UBC this year include:

Community Educ. in Australia (July 1 - Aug. 15; \$1850-\$1980)

Spec. Educ/Maladjusted & Autistic in England (June 16 - Aug. 8; \$1378-\$1497)

Graduate Educ/French in Quebec (July 3 - Aug. 4; price tba)

Shakespeare in London & Stratford (July 3 - Aug. 7; \$1451-\$1532)

Painting and Drawing in Italy & Sicily (June 5 - July 31; \$1620)

Historical Techniques/Art in Europe (July 1 - Aug. 21; \$1383-\$1500)

Renaissance Art in England (July 4 - Aug. 29; \$1310-\$1720)

Bibliography/Library Science in England (July 7 - Aug. 29; \$1810-\$1720)

All courses are based upon 15 and 25 students; enrollment is limited. Deposit deadlines exist.

### Request for Information

(name) \_\_\_\_\_ PLEASE PRINT

(address) \_\_\_\_\_

(city) \_\_\_\_\_

(province) \_\_\_\_\_

(postal code) \_\_\_\_\_

Please check one:

— I am not a resident on British Columbia

— I am a resident of B.C. but new to UBC

— I am a returning UBC student

Check as applicable:

— Send me a Spring/Summer 1978 calendar

— Send me information on Directed Study courses

— Put my name on the 1979 Directed Study Mailing List

Mail to: Office of Extra-Sessional Studies, UBC, 6323 Cecil Green Park Rd., Vancouver, B.C., V6T 1W5 (604-228-2657)

## ACCOMMODATION AVAILABLE

**HOUSE FOR RENT.** 2 bdrms furnished approx. 15 miles from Victoria; to rent to a reliable couple (1 or 2 quiet children maybe acceptable) from July 1 - Sept. 1; imperative that tenants TLC to two cats. All else negotiable. Mr. & Mrs. W.R. White, 2263 Mount-Newton Cross Road, R.R.1, Saanichton, B.C. 652-2170.

**HOUSE FOR RENT JULY & AUGUST 1978.** 2 bedroomed house for rent. Fully furnished. Nice yard and garage. Near bus route, UBC, downtown Vancouver, and two blocks from beach. References required. Rent \$500.00 per month. McCullough, 3375 West 2nd Ave., Vancouver, B.C. Tel. 733-0197.

**HOUSE TO RENT JULY - AUGUST.** 3 bedrooms, 5 min. - UBC, quiet, maintained garden, non-smokers please, \$500 per month (inclusive). J. Beach, 2792 Courtenay St., Vancouver, B.C. V6R 3X6. 228-9990.

**HOUSE TO RENT.** Summer in Kelowna. Wanted reliable family who are desirous of spending two months in B.C.'s resort capital (Kelowna). *Very reasonable rental to suitable family in executive home.* Close to shopping and beach. Phone 765-1331.

**JULY & AUG.** 1 bdrm. corner suite incl. new 26" color T.V., dishwasher, desk and Beautyrest mattress. 2nd floor, elevator, controlled entrance. About 10 min. to UBC. \$225/month. 266-6801, #211 - 8667 Hudson Street, Van.

**JULY AND AUGUST.** Modern furnished 3 bedroom bungalow. Built-in oven and dishwasher, cable color T.V., rec. room; tweed fenced back garden; 5 minutes from univ. entrance. E. Neimes, 3336 W. 35th Ave., Vancouver 13, 263-4290. \$300 per month. Adults only.

**KALAMALKA** Provincial Park's Jade Bay is a few minutes walk from large, modern house bordering and overlooking the park. Available July and August. References. Rent negotiable. J. Quigg, 13501 Sumac Lane, Vernon. 542-4231.

**3 BEDROOM HOUSE.** Coquitlam. Available July and August. \$300 per month. 1690 Cornell Avenue. 939-4118.

**ACCOMMODATION AVAILABLE.** Two bedroom furnished house for rent during summer session. Quiet area, beside Little Mountain Park. 15 min. to UBC. \$500. Write A Schueler, 92 E. 38th Ave., Vancouver. 261-6391 (school).

**FURN. 1 BED. APART.** Avail. July & Aug. Central Burnaby. No pets or child. \$225/mo. Includes util., local phone, parking. 525-6293.

**FURNISHED 2 BEDROOM BUNGALOW.** Nice location in Richmond, available for July and August. Rent \$350. per month. B.A. Moore, 8891 Bairdmore Crescent, Richmond, B.C.

**FURNISHED APARTMENT.** Available July and August. Marpole area, 15 min. UBC. \$200 per month. References. Call 266-8962, evenings. #204 - 1330 W. 71st Avenue, Vancouver V6P 3B2.

**VICTORIA SUMMER RENTAL.** 2 bedroom apartment with all conveniences, close to downtown and supermarket, 10 minute bus ride to U of Vic. Available July 1st - Aug. 20. Rent \$400 including utilities, local phone, cablevision and parking. Contact Sharon Konklin, 103 - 1400 Camosun, Victoria, B.C. V8V 4L4. Phone 383-6948.

**FOR RENT.** Small, secluded, furnished house with large lot and beautiful view; 15 mins. from downtown; 10 mins. from SFU; avail. July and Aug.; \$350/month o.n.o. Joyce, 4118 Edinburgh St., Burnaby. 298-8481.

**FOR RENT.** Three bedroom Kerrisdale home, 12 min. to UBC, 1/2 blk to downtown bus. From July 3 to end of UBC summer school. Care of 2 budgies, 1 hamster and 2 fish tanks needed, plus lawn maintenance. \$400. References, please. A.H. Meyer, 2045 Quilchena Cr., Vancouver, B.C. V6M 1E2.

**FOR RENT.** UBC Summer Session - 3 bedrooms furn. house - 5 minutes to UBC by car - No pets - cat in residence - minimal lawn and garden care - \$600 - Please write to: G.C. Semall, 3805 West 15th Ave., Vancouver, B.C. V6R 3A1.

## Classified

**FOR RENT.** For July - a roomy, comfortable Victoria home - low rent but 1st class references required. Adults. D. Berringer, 785 Cowper St., Victoria, B.C. V9A 2G2.

**FOR RENT JULY & AUGUST.** Fully furnished 2 bedroom house in West Vancouver. Children welcome. Cat in residence. Rent \$280 per month includes utilities. Ratcliffe, 2390 Nelson Avenue, West Vancouver V7V 2R2. Phone 926-6401.

**PENTICTON.** 3 bedroom house for rent for July & August. Good family home less than 1 mile to Okanagan beach. \$300 per month or \$550 for the summer - utilities included. References required. Phone 492-2233 or write W. Marshall, 273 Windsor Ave., Penticton V2A 2K3.

**SHUSWAP SUMMER.** Large, furnished house overlooking apple orchard and lake available July 21 - Aug. 31. Cost of \$600 includes utilities, local phone, garden, laundry, etc. Close to beaches and shopping. Reliable non-smoking couple please. No children or pets. Contact D. McLeod, Box 804, Salmon Arm V0E 2T0. 832-3619.

**STUDIO SUITE.** (One adult.) 15 min. UBC. Avail. July - Aug. \$45/wk. D.M. Walsh, 104 - 2166 W. 8th Ave., Van.

**SUBLET.** July and August; large 2 bedroom, furnished apartment; no children or pets; bus route; 15 min. to UBC; Kerrisdale area; close shopping; \$350/mo. includes utilities. Contact M. Clark, #203 - 2286 West 39th, Vancouver, 266-8214/263-1173.

**SUMMER ACCOMMODATION.** S/C charming basement apt. in house. Bedsitting room, kitchen and bath. Private entrance. 15 min. drive to UBC - good bus connections. \$200 per month. 261-6507.

**WILL RENT.** 5 bedroom post and beam furnished home on secluded lot in North Vancouver for period July 1 - Aug. 15 (\$600 plus utilities for 6 wks). Large patio off rec room make this an excellent home for children. 30 mins. to UBC. 20 mins. to SFU. Park and shopping centre within walking distance. References please. Call 980-4159.

**WATERFRONT HOME FOR RENT.** July & August. Located 26 miles (1/2 hour drive) north of Victoria. Large, very private house, surrounded by 2 acre garden and sandy beach. For further inquiries write to: Ford, Mill Bay, P.O. Box NB 122, Vancouver Island, British Columbia V0R 2P0.

**SUMMER RENTAL** - Fully furn. 2 bdrm bungalow in Burnaby equidistant SFU and UBC. Avail. July 1 - Sept. 1. \$300/mo. util. incl. Apply with refs. to C. Christensen, 5655 Portland St., Burnaby V5J 2R7 or phone 437-9252.

**SUMMER RENTAL** - small two bedroom house completely equipped. Attractive location five minutes by car or bus from UBC. \$400 per week including services and local phone, minimum six weeks. Available June 15th to August 31st. 4063 West 41st Avenue, Vancouver, B.C. V6N 3G3, phone 266-4482.

**SUBLET 1 BDRM.** Fully furnished s x s duplex from Aug. or Sept. 1978 to Jan. 31, 1979. Burnaby near Patullo bridge. Rent \$210.00. Pay own utilities. Deposit for furniture, sheets, dishes, etc., negotiable. Contact Mrs. M. Robertson, 7616 Cumberland St., Burnaby V3W 3X8. Phone 524-2046.

**LOVELY CONDOMINIUM.** Three bedrooms, three sets of plumbing, wall-to-wall, Burnaby, \$500 complete to good tenants. Write 4752 Fernglen Place, Burnaby V5G 3W1.

**NANAIMO SUMMER RENTAL.** Furnished 3 bedroom (1700 sq. ft.) ocean-view, family home. 1/2 blocks from Departure Bay swimming beach, store, bus, tennis; no pets; utilities incl. Damage deposit - \$200.00. Rent - \$700.00 for 8 weeks, July 1/78 to August 26/78. Full payment by June 7/78. Ph. 112-758-9579 or write to Roy VanRiper, 2575 Doctors Rd., Nanaimo, B.C. V9S 3V4.

**ATTRACTIVE, SPACIOUS.** Furn. 1 bedroom apartment - available July 1 - Aug. 30. Kits area - Vancouver. Close to beach, downtown and UBC (10 min.). \$250.00 per month. Contact: J. Radke, 309 - 2330 Maple St., Van. V6J 3T6. Phone 738-0086.

**AVAILABLE FOR RENT.** July and August. Furnished house, room for 3 - 4, one acre, 5 minutes from University of Victoria. Write: H. Spicer, 4201 Tyndall Ave., Victoria; phone: 477-4290 after 5.00 p.m. or 478-1781, 8.30 - 4.00 weekdays.

**AVAILABLE JULY & AUGUST.** Large family 4 bedroom home. Central location in Vancouver. 15 mins. to UBC. 20 mins. to SFU. 1/2 blk to bus. \$100 a week. Contact F. Carter, 1070 Devonshire Cr., Vancouver V6H 2E8. Ph. 738-0039.

**CALIFORNIA DESIGN.** One bedroom plus loft apt. in Kits. Close to beach, easy access to UBC, SFU and downtown. Four appl. plus free laundry facilities. Available July and August for \$350 per month or best offer. Contact Paul Truelove, 307 - 2190 West 7th Avenue, Vancouver, B.C. V6K 4K7, 733-6573.

**COMFORTABLE, ATTRACTIVE.** 6 room house in Pt. Grey available for summer session. 5 mins. to UBC. Adults only, no pets. References, please. \$450 plus utilities. 4055 W. 14th Ave., Van. V6R 2X3. 224-2523.

**CONVENIENT HOUSE TO RENT.** Near UBC by car, bus or bike. Fully-equipped, 3 bedrooms, 2 bathrooms, family room, office/sewing room, living room, large yard with trees, swing, dollhouse. Quiet respectable area. July-August. Preference to applicants with references. \$500.00 per month. Lorne Murphy, 3492 W. 35th Ave., Vancouver, 263-7125.

**COQUITLAM SUMMER RENTAL.** Mod. 4 bdrm. split level, lovely park-like yard in quiet area. 5 min. to bus, shops, parks & pool. 15 min. to SFU. Avail. Jul. 1 - Aug. 15. \$100/wk. incl. W&D, D.W. util. & loc. ph. Phone: 464-0062 or write G. Longstaff, 2947 Surf Cr., Coq. V3C 3S7.

**COTTAGE FOR RENT - JULY - VASEUX LAKE.** Swimming, fishing, boating on beautiful Vaseux Lake. Bird sanctuary - no motorboats. Two bedroom furnished cottage, full plumbing and electric stove. Wharf and safe boat. \$120/week. Write - W. Sparke, 132 Mitchell Place, Penticton V2A 4E3.

**DELUXE WATERFRONT** suite on seashore. Long Hbr., Salt Spring Is. for July & August rental. Dishwasher, covered pool boat, dock. \$125 per week. Over 2 people extra. Cunningham 537-2308, R.R.3, Ganges.

**DUNCAN** - 2 bdr. and den home on secluded 1 acre treed lot with creek and swimming hole. 50 min. to Victoria. July 3 - Aug. 18. \$500. Includes Util. Must maintain lawns. J. Rickaby, 3103 Agira Rd., Duncan, V9L 3Y3, 748-9347.

**FOR RENT.** July 3rd - August 16th. 5-bedroom house in Sunny Richmond; 30 minutes UBC; 45 from SFU; low rent in exchange for feeding cat. Children welcome. 8180 Fairlane Road, Richmond, V7C 1Y4.

**FOR RENT.** July, Aug. - 3 bedroom Shaughnessey home, spacious grounds, beautifully furnished - \$495 per month, all found - 738-6481.

**FOR RENT JULY - AUGUST.** English Bay apt. balcony, sea view, outdoor pool, one block from beach, buses and shops. \$250 per month. References. Phone 683-1597, #1205 - 1666 Pendrell Street, Vancouver.

**VICTORIA.** Modern 3-bedroom house centrally located in Jubilee area. Children welcome. Available July 1st to Aug. 16th. Cost \$550.00. Includes all utilities, local phone, all conveniences. Contact S. Miklic, 1715 Emerson St., Victoria V8R 2C2. Phone 592-2178.

**VICTORIA, B.C.** - For rent, 1 bedroom furnished apartment right across from the University of Victoria. Available May 1st. Phone 388-6656 after 6 p.m.

**VICTORIA HOUSE RENTAL.** Spacious. 3 bedroom, waterfront home, available July 3 - August 16. 20 minutes from university. Cost \$600. Contact Mr. P. Chapman, 35 Brigadoon Place, Victoria V9B 1J7. Phone 386-8685.

**VANCOUVER SUMMER RENTAL.** Gorgeous 2-bedroom/1 studio old home, view of mountains, 10 min. from city by bus, quiet neighborhood. Fireplace, dining rm. Spacious kitchen/pantry, double lot, garden. No pets. Available July 1 - Aug. 20 (approx.) Cost: \$500. Includes utilities, local phone. Contact: Lee/Carl, 1474 East 20th, Vancouver, V5N 2K6. Phone 879-6405.

**VANCOUVER SUMMER RENTAL.** Lovely 2-bedroom apt on the beach in Vancouver's West End. Fireplace, dishwasher, close to bus. No children or pets. Available July 1 - Sept. 1. Cost \$525.00 per month. Includes utilities and parking. Phone 669-9066.

**VICTORIA, JULY, AUG.** Two bedroom, fully furnished home for rent. Den, dining room, spacious, park-like setting in area of fine homes. Close to university, beaches, shopping, recreation. Utilities included, \$120 per week. 7 week minimum. Phone 592-9144.

**TO SUBLET FOR SUMMER SESSION.** 1 bedroom s x s duplex, fully furnished. 2 studies — suite couple. Rent for session \$350. Write R. Garford, 804 W. 69th Ave., Vancouver V6P 2W5.

**TOWN HOUSE** in Lynn Valley, swimming pool and sauna, available for 6 - 8 weeks, July - August in exchange for looking after cat, house plants and small patio garden — 40 minutes drive to UBC. 2343 Mountain Highway, North Vancouver V7J 2N2. 985-8628.

**KITS.** 3 bdrm, den, fireplace, sundeck and garden. Neat, UBC, shop and beaches. Look after two cats. \$400 per month, utilities included. V. Simpson, 3358 W. 8th Ave., Vancouver V6R 1Y4. 733-6514.

**NEAR SFU.** Four bedroom furnished, fenced quality home summer school period, \$360 per month plus damage deposit. References required. Call 604-298-1579. Write N. Stroppa, 8183 Westlake St., Burnaby.

**NICE ONE BDRM APT** for sublet July and August. Easy access to SFU, UBC and BCIT. References. Write, #310 - 6630 McKay Avenue, Burnaby V5H 2X2 or phone 434-2069.

#### ACCOMMODATION WANTED

**ACCOMMODATION WANTED.** Mature teacher and son (10), both responsible people, will take excellent care of your home or apt. (plants, garden, pets, etc.) In return for small rent. UBC area pref. — not essential. Use of piano, if pos. — but not essential. For (June) July and August. Impeccable refs. E. Fralick, c/o D.J. Smith, 12 Belle Ayre Blvd., Toronto M4S 2P7.

**HOME WANTED.** Near Simon Fraser University for July and August in exchange for teacher's small 2-bedroom home, near water on Quadra Island. Write Anne Gregg, #155 Heriot Bay, or phone 285-3169.

**WANTED.** Furnished accommodation for summer school in Victoria from July 2 through August 17th. Have a small house dog. Contact R. Summers, 1341 Aleza Cres., Prince George, B.C.

**WANTED TO RENT.** Furnished house near UVic for graduate student and family for summer school session. References available. Contact D. Wagg, 6041 Hyacinth Place, Dunedin, B.C. V9L 3Y8. 748-3973.

#### HOLIDAYS/TRAVEL

**POIPU BEACH, KAUAI.** Deluxe 2 bedroom, 2 bathroom, 1070 sq. ft. waterfront condominium. Fully equipped. Station wagon included. Off season rates May to October. 478-9845 Victoria.

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

**PALMER'S CHART HOUSE.** A unique guest house on Orcas Island. Gourmet meals, sailing, fishing, hiking in all-inclusive package. Minimum two, maximum four guests; \$28.00 per person per day. By former B.C. teacher. Write for brochure: Mr. and Mrs. D.G. Palmer, Box 51, Deer Harbor, Washington 98243, or call 206-376-4231 or 206-623-8351.

Continued on page 165

The Northern School Board operates schools in twenty-six communities in northern Saskatchewan. These vary from small isolated settlements to larger more urbanized communities such as La Ronge. The Board is looking for experienced, open-minded, flexible teachers who are willing to become an integral part of a northern community. Teachers with some experience in a cross cultural setting will be given preference.

Our schools are modern, well-equipped and designed for community use. Successful candidates must be willing to further the community-school concept promoted by the Board.

Apply to: Marusia Gryba, Administrative Assistant, Northern School Board, 300 Twelfth Bldg., 48 - 12th St. East, Prince Albert, Sask. S6V 1B2.

### NORTHERN SCHOOL BOARD REQUIRES TEACHERS AT ALL LEVELS FOR 1978-79

**Superintendents:**  
Ernie Lawton/Gene Gryba

#### 5TH ANNUAL SUMMER EDUCATIONAL SAFARI — 4 WEEKS Summer University of Dakar, Senegal, West Africa

Combine a summer holiday with a study program. Attend classes during the week, sightsee on weekends. Credit courses available in West African History, Civilization, Art and French and Wolof Language.

**2 Departures**  
July 1, 1978 and July 29, 1978  
**Land Cost**  
U.S. \$895.00 (including tuition fees)  
**Airfare**  
U.S. \$607.00 from New York (minimum 4 persons)  
plus appropriate fare from Vancouver to New York.

**Also Available**  
KENYA/ZAMBIA EDUCATIONAL SAFARI — 22 DAYS  
View Wildlife,  
See Victoria Falls, Enjoy a Walking Safari  
Departure — August 4, 1978  
Land Cost — U.S. \$1460.00  
Airfare — CDN. \$1123.00 (minimum 4 persons) from Vancouver



In B.C. Contact: Mrs. Moreen Spani, B.C. Rep.

**East African travel consultants inc.**

6784 - 176th Street, Surrey, B.C. V3S 4G7 Telephone (604)574-5139

## EDUCATION THROUGH MUSIC — International Summer Institute

COTTAGE GROVE, MINNESOTA  
July 16 - August 5, 1978

Accredited by  
WINONA STATE UNIVERSITY, WINONA, MINNESOTA  
UNIVERSITY OF WINDSOR, WINDSOR, ONTARIO

Hosted by Cottage Grove, Minnesota School District  
Moderate priced housing available.

#### In the mornings

Observe and respond daily to classes with master teachers - junior high, pre-school, learning disabled, primary, intermediate.

Discover extensive materials that motivate students to sing, to read, to compose.

Discover an understanding of song and how it affects the child.

#### Afternoons and evenings

Explore the beautiful scenic Twin Cities area - attend the theater - Shakespeare - art galleries - symphony.

The course is available through the Richards Institute. Tuition, \$145. For information or application write: Richards Institute of Music Education and Research, 149 Corte Madera Rd., Portola Valley, CA 94025.

Graduate credit is available at additional cost through Winona State University. To register for credit, write: Dr. Ivan Olson, Music Dept., Winona State University, Winona, MN 55987.

Canadian residents write for information or application to: Dr. Paul McIntyre, Music Dept., University of Windsor, Windsor, Ontario N9B 3P4

**MaryHelen Richards** and staff of the  
Richards Institute of  
Music Education and Research  
149 CORTE MADERA, PORTOLA VALLEY, CA. 94025

EFM

**Middle schools developed from a special set of social conditions to the U.S.A. Let's look before we leap to adopt such schools here.**

**Let's not  
be too quick  
to jump on the  
middle school  
bandwagon**

#### ARTHUR OLSON

●The United States has witnessed a major reorganization of the educational structure for students in the middle school years. The number of middle schools has grown from fewer than 500 in 1963 to more than 2,500 in 1977.

Studies done on the middle school indicate a trend away from the 6-3-3 pattern to the newer 4-4-4 organization.

This phenomenal change in such a short period of time must be based on overwhelming evidence. The junior high school has failed to accomplish the goals set for itself in meeting the interests, needs and concerns of the adolescent. It has typically become a miniature senior high school with departmentalization, rigid scheduling and concerns about maintaining standards as opposed to meeting the needs of students with varying abilities.

As originally perceived, the junior high school was a bridge between the opposing philosophies and resultant curriculums of the elementary and the senior high school. One cannot help noting the similarities in the rationale for the middle school and the

concepts attributed to the junior high school movement. A look at the statements of rationale of several exponents for the movement suggests three justifications:

1. To provide programs uniquely adapted to the wide range of individual differences and special needs of the age group.
2. To provide a sequence of school experiences that promote continuity of education through the grades.
3. To provide through a new organizational structure the impetus for innovations in curriculum and instruction.

If the program for the junior high school had achieved its goals, there would be no need for change except to reorganize by years to compensate for the changes in earlier maturation of students.

The initial junior high school movement was not founded on educational concerns, but was an attempt to adjust the overcrowding conditions caused by the post World War I baby boom. The hastily constructed pattern — the junior high — inherited the schedule, departmentalization, activities, philosophy and, of course, the Carnegie

unit requirements. It became staffed mostly by teachers prepared for teaching in the senior high school and so quickly adopted all of the senior school's characteristics.

If the junior high school movement had considerations other than educational ones for its development, can we raise similar concerns about the middle school movement? Bernard Gross found that the five-through-eight unit is more common in urban areas, where, in addition to pursuing its educational objectives, it is being used as a device to foster integration. Gross's conclusion was supported by the David Kurtzman plan for desegregating the schools of Philadelphia, one that incorporated the use of middle schools.

The report recommended that the district's 21 school planning areas be combined into a smaller number of educational service areas to expedite desegregation of the schools, and that the school buildings in each area be organized on a kindergarten-to-four, five-to-eight, and nine-to-twelve basis.

It also recommended that locations for conversions to each grade span be planned

*Continued on page 166*

#### **Simon Fraser University Credit Courses Summer Semester 1978**

*The following courses are available by DIRECTED INDEPENDENT STUDY:*

**ENGL 101-3**  
Introduction to Fiction

**ENGL 102-3**  
Introduction to Poetry

**GEOG 344-3**  
Modern Industrial Societies

**GEOG 420-5**  
Comparative  
Cultural Geography

**G.S. 106-3**  
Introduction to Opera

**HIST 484-5**  
History of Women in North  
America, 1830 to the Present

**KIN. 100-3**  
Introduction to  
Human Structure and  
Function

**KIN. 110-3**  
Current Topics  
in Human Nutrition

**POL 131-3**  
Introduction to  
Comparative Government

**PSYC 340-3**  
Psychopathology

**S.A. 250-4**  
Introduction to  
Sociological Theory

**Persons seeking admission  
or re-admission to the University  
must apply prior to March 31, 1978.  
For further information or application  
forms, contact: DISC PROGRAM,  
Continuing Studies, Simon Fraser  
University, Burnaby, V5A 1S6.  
Telephone: 291-4565.**

**SFU**



## WE SHALL MISS THESE TEACHERS

### In Service

Jessie B. E. Hollett  
Verna (Hoodicoff) Khadikin  
Gillian (Griffiths) Woodbridge

### Retired

Annie (Johnson) Acreman  
Catherine (Hull) Beal  
Barbara (Burnett) Bryan  
Carroll H. Corkum  
Vernon David  
Allan H. Davies  
Ada Dauphinee  
Edgar Gourlay  
Thomas E. Marcus  
Leonard Heaslip  
Elva I. (Stambough) Lane  
Catherine (Russell) Loberg  
Robert Allison McCormick  
Gladys Nutt  
Elizabeth Pope  
Eleanor (McLean) Truscott

### Last Taught In

Kitimat  
Castlegar  
Maple Ridge

### Last Taught In

Sooke  
Kamloops  
Delta  
Vancouver  
Kamloops  
Coquitlam  
Vancouver  
Vancouver  
Gulf Islands  
Vancouver  
Vancouver  
Lillooet  
New Westminster  
North Vancouver  
Victoria  
Creston

### Died

December 16, 1977  
November 22, 1977  
July 5, 1977

### Died

November 10, 1977  
December 24, 1977  
December 16, 1977  
December 7, 1977  
December 18, 1977  
May 2, 1977  
December 4, 1977  
December 12, 1977  
December 7, 1977  
December 25, 1977  
December 28, 1977  
December 25, 1977  
January 6, 1978  
December 6, 1977  
November 30, 1977  
November 11, 1977

CLASSIFIED, continued from page 163

**FOR RENT.** Portreath, Cornwall. Spend your summer in this beautiful part of England. Modern townhouse, Georgian style, available from June 1st to Sept. 1st. situated in seaside village 200 yards from surfing beach. 2 bdrm, fully equipped. \$500.00/mth or \$1200/ three months. Phone after 5 — 228-0888. Will consider an exchange.

**HAWAII CONDOMINIUM.** 1 bdrm., sleeps 4, full kitchen, air-cond., colour T.V., pool. Near quiet beaches, swimming, surfing, two golf courses, riding, tennis nearby. Leeward side of Oahu, 30 miles from Honolulu. Low cost car may be available. 2 wks (U.S.)\$330. 4 wks. (U.S.)\$575. L. Sandground, 7760 Bridge St., Richmond, V6Y 2S7. Tel: (604)273-4178.

**SUMMER HOLIDAY IN HAWAII.** Vancouver owned Condo — Kihei, Maui. One bedroom on the beach, pool, good snorkeling, color T.V. Summer Rates. 434-2831.

### FOR SALE

**RETIRED?** Adult-oriented, factory-built housing developments on Vancouver Island — Lower Mainland and Okanagan Valley. Info. Box 4002, Stn. A., Victoria, B.C.; or Box 822, Summerland, B.C.

**KEATS ISLAND.** 110' excellent private beach, panoramic view, good water supply. Three bdrm post and beam cottage, full plumbing. \$59,900. C.A. Ware, 4589 W. 3rd Avenue, Vancouver V6R 1N3, phone 224-6312.

**FOR 'SAIL' FLOATING HOMES.** 1000 sq. ft. cedar exterior, 2 bdrms, 4 pc. bath, fireplace, all appliances — an ecologically efficient home. \$35,000. Write, Water Dwellers, Box 147, Ladner, B.C. V4K 3N6; phone 731-7530.

### MISCELLANEOUS

**THE COUNSELING TECHNIQUES WORKSHOP** — The application of reality therapy concepts for counselors and psychological service people. The training workshop offers: Improved relations with students. Skills in helping students evaluate their own behaviour. Alternative approaches to working with disruptive students. Conducted by Mr. C.R. Day — certified reality therapist and field faculty member Institute for Reality Therapy, Los Angeles, Calif. Location: Lower mainland July 10 - 13, 1978. Cost \$100.00 — limited to 25. Contact Mr. C.R. Day, c/o S.D.#40, P.O. Box 735, New Westminster, B.C. V3L 4Z3.

**HISTORIAN** making study of B.C. local educational history and of BCTF 1917 - present would like to obtain any or all of the following: (1) J.H. Putman and G.M. Weir. *Survey of the School System*. Victoria, 1925; (2) H.B. King. *School Finance in British Columbia*. Victoria, 1935; (3) M.A. Cameron. *Report of the Commission of Inquiry into Educational Finance*. Victoria, 1946; (4) B.C. Teacher. 1921-1939 (any); (5) B.C. School Trustee, any; (6) Department of Education, *Annual Report*, 1919-1939 (any). Please write: W.A. Bruneau, Faculty of Education, UBC, Vancouver, B.C. V6T 1W5.

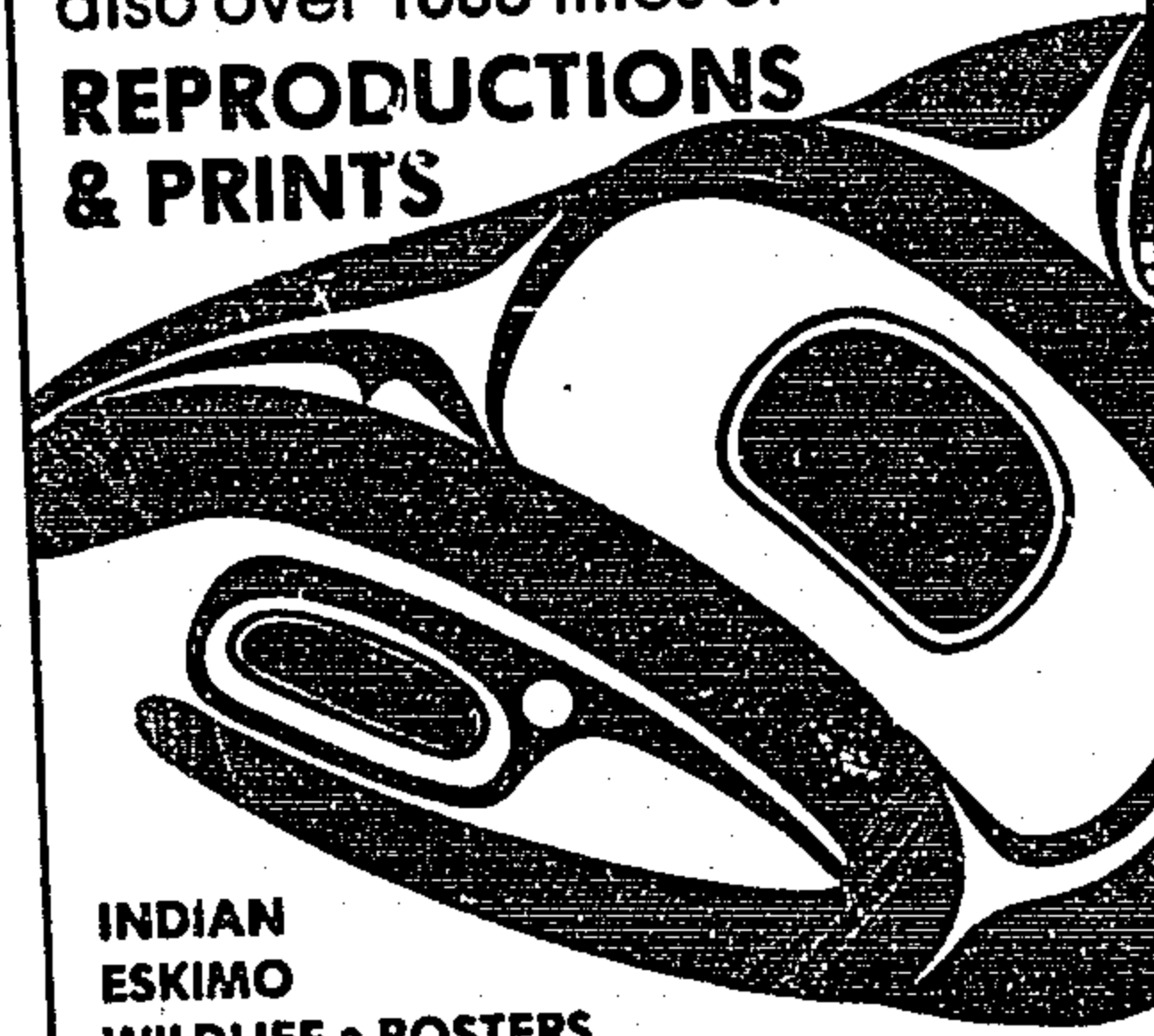
### NEW LESSON AIDS

LA2005 **Place Names of the Nootka Sound Region** by Charles Hou, 8 p. Maps. Describes the place name origins of this region. Intermediate/secondary. \$.45  
LA9803 **Orienteering Is Fun. Teaching and Resource Package** by Anne Anthony. 32 p. Drawings, map. Intermediate/secondary. \$1.50  
LA9519 **It's All For the Birds! An Intermediate Field Activity Unit on Waterfowl** by Elaine Snitsin, Patsy McKimmon and David Bateson, 14 p. Intermediate. \$.80  
Please send cheque or money order to Lesson Aids Service, BCTF, 105-2235 Burrard Street, Vancouver, B.C. V6J 3H9.

## DEVELOP STUDENT INTEREST IN THE FIELD OF ART

we have the best selection of canadian  
**ART BOOKS**

also over 1000 titles of  
**REPRODUCTIONS & PRINTS**

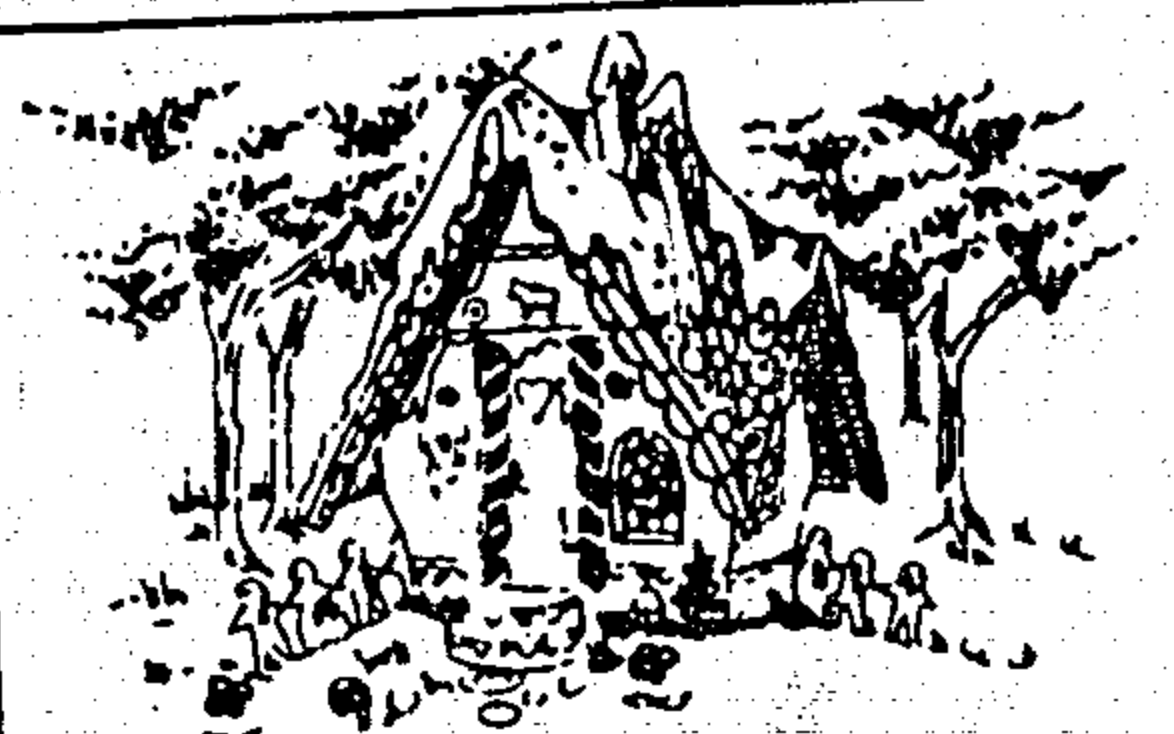


**INDIAN  
ESKIMO  
WILDLIFE • POSTERS  
CONTEMPORARY • HISTORICAL • GROUP  
OF SEVEN • LIMITED EDITIONS • RARE  
CANADIAN**

For student group viewing please contact Anne Neely (604)681-3485

Illustrated catalog available please contact

**CANADIAN NATIVE PRINTS LTD.  
77 Homer Street, Vancouver, B.C.  
Hours: 9.30-5.30 Mon.-Sat.**



**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 are 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 Per-permint 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 .....

Continued from page 164

to bring about the maximum racial balance possible. It is understandable that we can gain public support for changes in school structure, but we should not become victims of our own propaganda.

If the middle school is to emerge as more than a gigantic disaster it must serve the needs of the learner, and its curriculum should include certain characteristics.

●The program of the school must not rely on organized knowledge as the focal point of the curriculum. A variety of learning experiences should be provided to foster the personal development areas and continuous, planned activities must be organized to ensure continued learning skill progress.

●Some form of continuous progress should be maintained to allow the individual to progress at his/her own rate of development along with an evaluation system that assures optimum progress in learning. Continuity must become an integral part of the curriculum.

●Flexibility must be a key concept in organizing subject areas, schedules, learning resources and teaching-learning methods.

●Emphasis should be placed on the learner, to provide for the wide range of individual differences.

### Let's not be too quick to jump on the middle school bandwagon

A survey done of the middle schools indicated that a small fraction had curriculums that differed significantly from that of the junior high. Several findings from the survey testify to the discrepancies between theory and practice:

1. The most common reason given for establishing the middle school was overcrowding.
2. The activities did not differ from those of the junior high school in curricular offerings or departmental organization.
3. Over half the schools including Grade 5 retained the typical self-contained classroom. Grades 7 and 8 used the junior high school's departmental organization.
4. Exploratory electives were minimal for Grades 7-8 and nonexistent for Grades 5-6.
5. Only a few schools used more innovative teaching organizational structures, such as team teaching, modular scheduling and cross-grade grouping.
6. Over 70% scheduled five to seven daily periods of uniform length.

7. Sharing of faculty and programs was nonexistent either within schools or between schools.

8. Almost 90% of the schools used the traditional A-E system for evaluating achievement.

The weight of the evidence concerning the expansion of the middle school should encourage us all to stop to re-evaluate our general purposes and goals. Canadian educators should be aware that the growth of the middle school movement in the United States has received its impetus from the social conditions unique to its social structure. Before we embrace the middle school concept, we should be very clear about its projected goals, and plan sufficiently to ensure that it is correcting the educational ills that make it worth considering.

Any change in the established pattern offers the opportunity to make fundamental improvements. In considering the middle school, we must be sure it can meet its goals, so that it does not become another development in education that failed to live up to its promise. O

References on request

Arthur Olson is a professor in the Faculty of Education, University of Victoria.

## teachers

The Government of Yukon seeks applications from qualified teachers for the 1978/79 school year.

It is anticipated that positions will be available at all grade levels and in various subject areas throughout the Yukon school system.

Prospective candidates must have a minimum of two years education beyond Grade 12, including one year professional teacher training. Candidates must also hold or be eligible to obtain a valid teaching certificate from one of the Canadian provinces.

The following is the salary schedule which concluded on August 31, 1977 — (An arbitration decision for a 12% increase has been submitted to the Anti-inflation Board.)

	Class II	Class III	Class IV	Class V	Class VI
Min.	\$11,681	\$13,555	\$16,151	\$17,449	\$18,458
Max.	\$17,291	\$20,188	\$24,511	\$26,095	\$27,310

Interviews will be held in major Western Canadian cities during the latter part of March and/or the first part of April. Candidates will be required to attend interviews at their own expense.

Applications should include copies of university transcripts, teaching certificate and most recent reports on teaching performance.

Apply to:  
Teacher Recruitment Officer, Public Service Commission,  
Government of Yukon, P.O. Box 2703, Whitehorse, Yukon Y1A 2C6

## The story of wheat

Saskatchewan Wheat Pool has produced an informative full-color booklet, which traces the movement of prairie wheat from Western Canadian fields to terminals to markets around the world. *Field to Market* also traces the growth of Saskatchewan Wheat Pool, Canada's largest grain-handling co-operative.

Limited quantities of this booklet are available to teachers upon request. Write to:

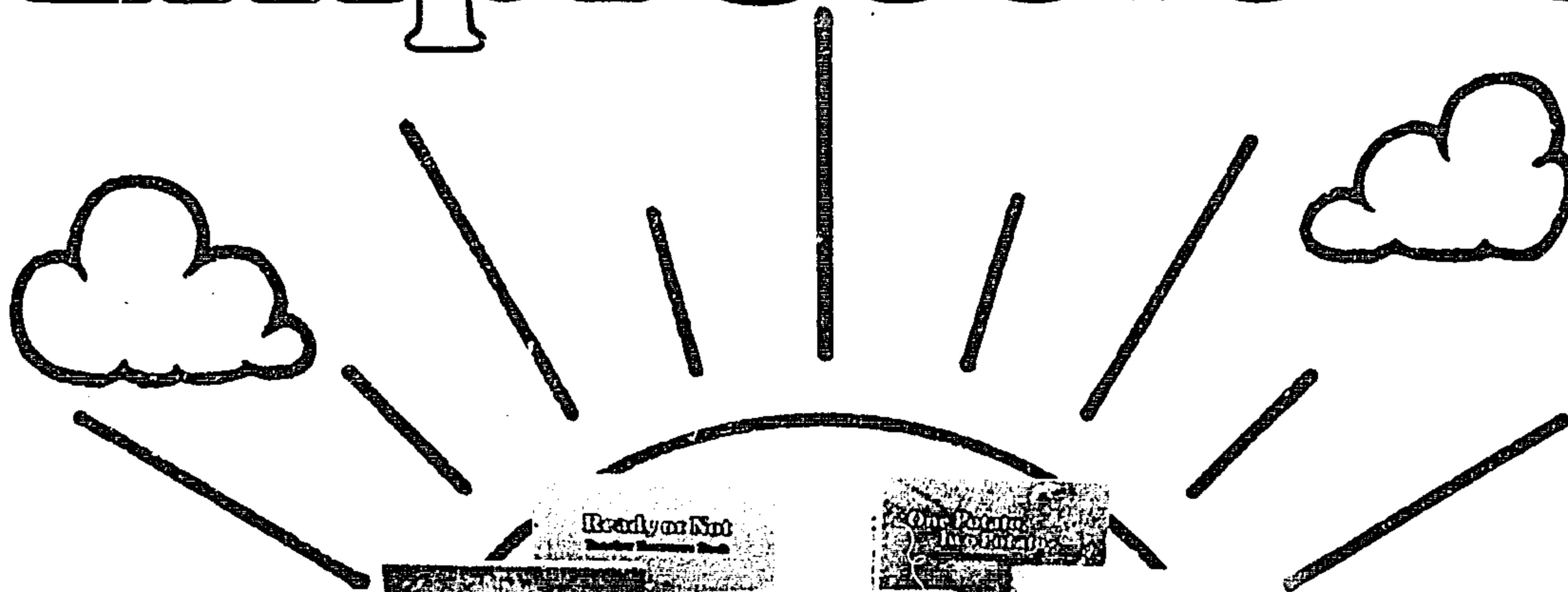
Information Division  
Saskatchewan Wheat Pool  
2625 Victoria Avenue  
Regina, Saskatchewan  
S4P 2Y6



**Saskatchewan Wheat Pool**

# Canada's Bright, New 4-7 Language Arts Program

# Impressions



Grade 4

Grade 5

Grade 6

**Language Patterns Impressions** is the result of two years of intensive research and extensive Canada-wide classroom testing. Designed for middle elementary grades, this new program is *proven* effective in helping teach language arts in Canadian classrooms. It noticeably develops children's power and expertise in reading, writing, listening and speaking by making language arts stimulating for children.

**Language Patterns Impressions** is a well-balanced core program with four components at every level. It expands children's reading, writing, listening and speaking skills by dealing with language in process:

## LANGUAGE INPUT

Our **Anthologies** (readers) help teachers provide children with abundant opportunities to receive language. Of all the high quality literature presented in our Anthologies, *over half the stories and poems are by Canadians about Canada.*

## LANGUAGE ANALYSIS

Our **Skills Books** (language study workbooks) help teachers guide children through a comprehensive yet interesting study of language. These Skills Books employ the successful generative-transformational approach to grammar.

## LANGUAGE OUTPUT

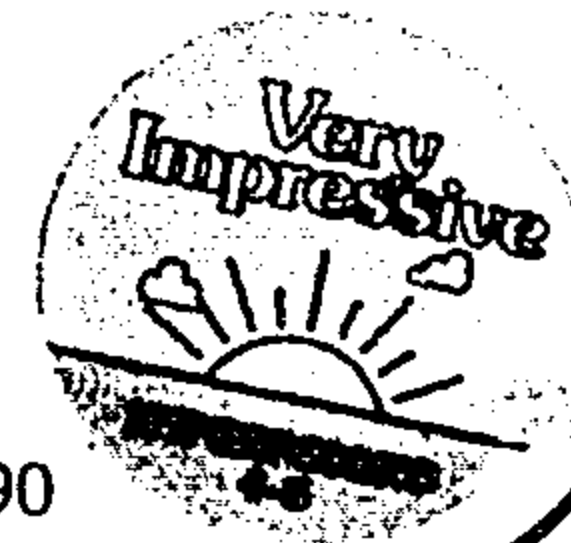
Our **Idea Books** (creative writing books) help teachers inspire children to produce language. The evocative activities and vibrant art in these Idea Books motivate every child to enjoy creative expression.

Our **Teacher Resource Books** (teacher's manuals) facilitate easy, effective management of the program and the pupil components. Each level has its own complete Teacher Resource Book. Each volume provides full background information, detailed and extensive teaching suggestions, and additional material to work with.

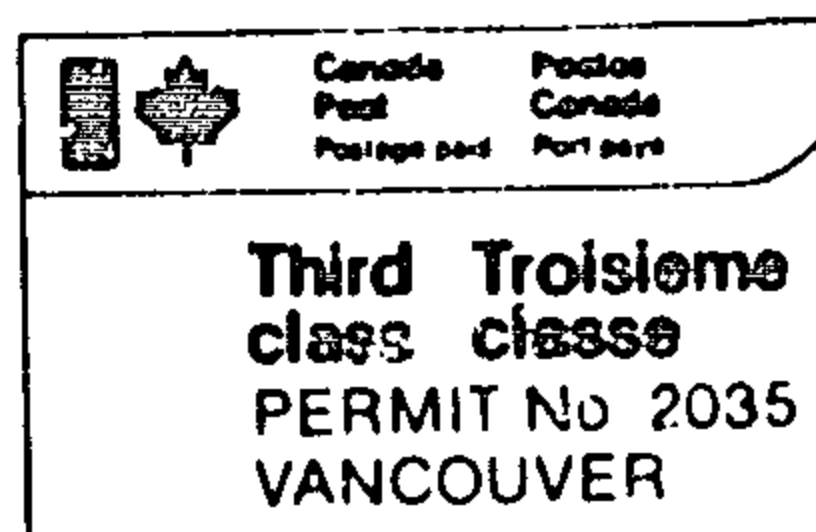
If you are interested in discussing your school's specific needs and how **Impressions** can fill them — or in receiving a full colour 12-page **Impressions** program presentation brochure, or an attractive **Impressions** scope and sequence poster — please write to us:

**Marketing Services Department  
HOLT, RINEHART AND WINSTON  
OF CANADA, LIMITED**

55 Horner Avenue, Toronto,  
Ontario M8Z 4X6  
Telephone: (416) 255-4491 Telex: 06-967890







# What is the best reason for a Co-op mortgage?

## It's six of one, half dozen of the other.

### PURPOSES

- home building
- home buying
- home improvement
- adding on
- debt consolidation
- renewing an old mortgage

### ADVANTAGES

- up to 85% financing
- repay in 10 or 12 monthly payments per year
- prepay or repay at any time with no penalties
- amortization periods of up to 30 years
- interest rates the same throughout rural and urban areas
- lending not restricted according to size or age of property

Shopping for a mortgage? Talk to us first - mortgage loans for teachers is our business!



## TEACHERS' INVESTMENT AND HOUSING CO-OPERATIVE

VANCOUVER: 205 Arbutus Village Square, 4255 Arbutus St., Vancouver, B.C. V6J 4R1 Telephone 736-7741  
206 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9 Telephone 736-7741  
VICTORIA: 3960 Quadra Street, Victoria, B.C. V8X 4A3 Telephone 479-9302  
NANAIMO: 777 Poplar Street, Nanaimo, B.C. V9S 2H7 Telephone 753-3402  
KELOWNA: 1133 Sutherland Avenue, Kelowna, B.C. V1Y 5Y2 Telephone 860-3567  
PRINCE GEORGE: 130 - 1460 6th Avenue, Prince George, B.C. V2L 3N2 Telephone 562-7213  
*Offices in Edmonton, Calgary and Winnipeg*

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